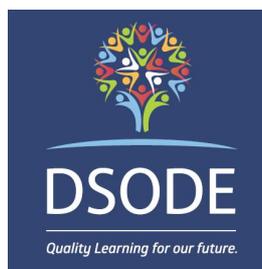


# Dubbo School of Distance Education Annual Report



2018



4587

## Introduction

The Annual Report for **2018** is provided to the community of Dubbo School of Distance Education as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Debbie Murray

Principal

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## School background

### School vision statement

#### ***"Quality Learning for our Future"***

Dubbo School of Distance Education (DSODE) provides quality learning for our future, where all students aspire to achieve individual success and to strive for excellence.

Staff collaborate to nurture and challenge all students to reach their potential by engaging them in rich learning experiences designed to embrace a continually changing global world.

We acknowledge the diverse background of our school community and work together to promote inclusive learning as an individual and collaborative lifelong process.

### School context

DSODE provides educational services for P–12 distance education students from NSW. The school contributes to the lifelong learning of a diverse range of students and their communities.

Complementing traditional learning practices, opportunities exist for students to access learning experiences via workshops, residentials, excursions, educational support centres, field services, study days and a variety of interactive technologies.

Provision for a student population with diverse needs requires dedication, flexibility, creativity, planning and resources. The school offers a wide range of programs and services for all students including those with equity needs. Parents, carers, students, supervisors, staff and community work together to support student endeavours and achievements.

In order to achieve successful engagement in learning it is critical that, at the point of enrolment, detailed information is obtained and provided for all teachers so that effective learning programs can be developed and established. This requires teamwork, extensive planning, excellent communication and informed decision making involving a wide range of students, parents/carers, supervisors and teachers.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, we have focused on "Engaged and future–focused Learners" to look at areas of personalised learning, teacher professional practice, and leading learning programs.

In the domain of Teaching, we have focused on "Innovative and Collaborative Teachers" to look specifically at collaborative practice, assessment for learning, and research informed pedagogy.

In the domain of leading, we have focused on "Strategic and supportive leaders" to look at professional learning in leadership, teacher performance and resource distribution to support teaching and learning.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Engaged and future-focused Learners

### Purpose

Learners will be provided with dynamic, innovative and appropriate learning environments and opportunities to enable individual excellence.

DSODE provides an equity service to cater for a diverse student population with a range of learning needs. Many of these students are unable to engage in learning at their local school for reasons that are unique and varied.

Some students may have been disengaged from learning for a significant time, may enrol at various stages in their learning and often require significant adjustments to their learning program.

Students will be afforded the opportunity to gain skills, and develop respectful and positive relationships with a variety of stakeholders in their educational pathway that enables them to be engaged lifelong learners.

### Overall summary of progress

A new "Learning Opportunities Team" was established by combining the old Alternate programs, Learning Support, and Transition (YES Program) teams.

A revised PIEP template incorporating SMART goals is ready for implementation in 2019. Information on each student is available for teachers to access on Sentral/DEMs for 2019.

Teachers undertake further PL to support the online "Personalised Learning course" and to develop a thorough understanding of learning progressions to support individual programs.

Teachers have more appropriate access to student data which will support more timely analysis of individual needs. Data access will support learning adjustments, attendance and engagement.

A variety of teacher PL has been made available to support teachers in developing new ideas for improving their teaching practices.

Wellbeing issues across the school community are identified and key initiatives /programs developed to address these are established.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of staff using research and evidence-based strategies to support and inform their teaching and learning practices.	Professional learning funds: \$176 800	PL undertaken by staff is recorded, evaluated and prepared for future use across the school. Student data sources are analysed appropriately by staff and utilised to support development of effective T&L programs and improved practices.
All full time students will have identified learning goals that teachers acknowledge and utilise to support teaching & learning.	Low level adjustment for disability (flexible funds): \$38648 LST staffing: 0.8FTE HT Allocation: 0.6FTE	Revised PIEP template ready for use by teachers on Sentral. PL undertaken by staff is recorded, evaluated and prepared for future use across the school.
An increased proportion of students will demonstrate active engagement and future-focused learning by participating in school-based activities. (eg. Residential, learning centres, field services, workshops)	Field services: \$75000 Residential camps: \$65000 Outreach centres: \$20000 Classroom furniture: \$100 000	A supportive wellbeing plan is established and ready for implementation across the school in 2019.  Residential and field service programs operate throughout the year.  Future's learning spaces and PL established

## Next Steps

Further development of the Learning Opportunities Team will take place in 2019 with a refinement of roles and responsibilities and a determination of staff to support students with significant needs and complex backgrounds.

SMART goals will be developed with all staff across the school to support a more embedded PIEP understanding for identified students.

Continued progress with supporting staff in using data and relevant research to improve teaching and learning practices, and support for students will continue in 2019.

## Strategic Direction 2

### Innovative and collaborative Teachers

#### Purpose

To create a stimulating and engaging learning environment underpinned by collaborative and innovative teaching practices.

Teachers are particularly focused on the delivery of literacy, numeracy and future focused learning skills to meet the diverse needs of all students, staff and community.

A school culture of collaborative practice will be developed whereby staff and students support each other through the use of a variety of appropriate methodologies to deliver curriculum, support engagement and promote a desire to continue learning.

#### Overall summary of progress

A structured and consistent whole school system is in place for all teaching and learning programs, policies and procedures to support the key elements required for school registration and external validation.

Faculty plans and teacher PDPs support the ideas relating to collaborative practice and have been exposed to ideas and strategies to support students.

Structured and systemic practices are being developed for all assessment and reporting across the school.

A complete stage 5 literacy program has been developed for implementation in 2019.

Teachers have received adequate PL and support for teaching and implementing quality literacy strategies in their programs.

CANVAS development has been taken up by most faculties across the school – at least one course/topic has been developed and ready for use in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating growth in literacy and numeracy.	Literacy support staffing; 0.8FTE LST teacher 0.6 FTE HT teacher	Stage 5 literacy program is ready for implementation in 2019.  Whole school assessment and reporting strategies will be established and ready for use in 2019–20
Increased use of research based, innovative and collaborative pedagogies.	Professional Learning funds: \$50 000  Teaching & learning technology funds: \$90 000	Teachers will have received adequate PL for Literacy, CANVAS & collaborative and creative teaching strategies
An increased percentage of students reaching minimum standards to support a stronger HSC.	Staffing: HT support 0.2 Teacher coordinator: 0.2	Minimum standards support and programs in place for implementation in 2019.
An increased number of students participating in external standardised testing, including NAPLAN and VALID.	Field services (NAPLAN): \$15000  Admin support: \$10 800	Field service and residential programs supporting NAPLAN and VALID testing.

#### Next Steps

Innovative and collaborative teaching practices across the school will be supported in stage teams and curriculum teams.

The stage 5 "Taking charge" program will be implemented and supported in 2019.

CANVAS and DEMs platforms will support teaching and learning development across the school, simplifying current processes and procedures.

## Strategic Direction 3

### Strategic and supportive Leaders

#### Purpose

To nurture a school-wide culture of high expectations, a shared sense of responsibility and collaborative decision-making for student engagement, learning, development and success. Leaders ensure that resources are strategically used to achieve improved student educational opportunities and outcomes.

School leaders will utilise evidence-based research and contemporary strategies to support student learning, welfare and delivery of curriculum. They will plan and utilise resources to benefit the whole school community.

Students will be encouraged to access school resources and support to develop their leadership skills across the school community.

#### Overall summary of progress

All executive have completed Educator Impact online leadership course, they will have a greater understanding of their strengths and areas for improvement to support whole school strategic directions.

Professional learning opportunities for executive and senior executive will have been encouraged to support future school directions, regional and DE networks.

PDPs and lesson observations signed off by supervisors. Final report submitted. Goals for 2019 discussed with all teaching and admin staff.

Development of new classroom spaces to support Futures Learning pedagogies undertaken and all staff prepared to undertake lessons in the new spaces for 2019.

A new concept to promote DSOE via a new logo and branding has been developed and ready to implement in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in opportunities for development of school leadership to support performance, engagement and wellbeing.	Professional learning funds: Educator Impact \$8000 Curriculum support: \$20 000 Professional learning (Additional): \$50 000	School leadership online program undertaken (Educator Impact) and other leadership professional learning opportunities implemented and supported.
Increase in the upskilling of the school learning community (teachers, students, parents)	Design & rebranding: \$40 000	School re-branding process with new logo and vision
Increase in school community use of learning spaces, resources and programs to develop leadership and future-focused skills.	Classroom furniture funds: \$100 000 New building: \$1 600 000	New classroom spaces have been designed and used by staff/students Plans for new building established.

#### Next Steps

School leadership will undertake an embedded professional learning process to support collaborative and future-focused learning strategies across the school. This process will involve the 4C Framework and development of Learning Dispositions to support teaching and learning strategies.

A new building will be established to support future learning pedagogies that have been learnt during 2018–19. Student experiences whilst at residential camps will reflect the new pedagogies and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>RAM funding: Aboriginal education support \$140 074</p> <p>Staffing support:</p> <p>SLSO (DE 1.0) AEO (JR 0.4)</p> <p>Field Service Funding: \$15000</p>	<p>Aboriginal students have been exposed to a variety of innovative, collaborative and creative teaching practices to support their learning.</p> <p>Staff have developed a deeper understanding of aboriginal culture and the specific needs of their students.</p> <p>Aboriginal students have developed SMART goals to support their future learning.</p>
<b>Low level adjustment for disability</b>	<p>RAM /SBAR funds: \$38 648</p> <p>Employ SLSO 0.8FTE</p> <p>Teacher: Learning Support – built into staffing allocation (0.8)</p>	<p>LST administrative processes supported in the school</p> <p>Staff support for learning adjustments across whole school</p> <p>NCCD data collection and reporting completed</p> <p>Response to intervention programs supported</p> <p>PIEPs created and reviewed for required students</p>
<b>Socio-economic background</b>	<p>SASS staffing to support additional school programs: \$250 000</p> <p>RAM Equity SEB funding: \$439 320</p> <p>ESC funding – resources \$20 000</p> <p>ESC funding– staffing (KS 0.6, AT 0.2, AK 0.4)</p>	<p>Identified programs in the school successfully operate to support student learning experiences. Including: Field Services, Learning Centre Operation, Residential programs.</p> <p>All teams have conducted appropriate reporting and evaluation processes.</p>
<b>Support for beginning teachers</b>	<p>Support mentors 0.05 loading x 2</p> <p>Beginning teacher loading 0.1</p> <p>Beginning teacher funds: \$20 679</p>	<p>Continued support from school identified Mentor program. Additional staffing and professional learning to support beginning teachers accessed.</p>
<b>Learning Opportunities</b>	<p>Staffing:</p> <p>HT x 3 (0.6FTE)LST: 0.8 FTEKLA budget: \$10 000</p>	<p>Additional SRA and or Multi Lit resources for 2019 programs.</p> <p>Stage 5 literacy program ready for implementation</p>
<b>Professional Learning</b>	<p>Whole school PL budget: \$120 619</p> <p>Additional Professional learning: \$50 000</p>	<p>All staff will have been given opportunities to attend a variety of professional learning opportunities that meet whole school strategic directions and individual PDP goals.</p>
<b>Futures learning</b>	<p>Field services for NSTSC students to support learning.</p> <p>Workshop/materials resources: \$50 000</p>	<p>Students attending residentials have been exposed to a variety of STEAM activities to support learning new concepts.</p> <p>NSTSC pilot students have been working in a number of online KLA areas.</p>

<p><b>Futures learning</b></p>	<p>SASS time to support material production.</p> <p>PBL 1 &amp; 2 online course fees: \$2750.</p>	<p>A DSOE coding club has been established.</p> <p>St 2 text based, multi modal literature unit is ready for use in 2019.</p> <p>ST 4: Students have participated in a PBL unit "Save our stripes". Parents, supervisors and teachers have gained a more thorough understanding of PBL concepts to support presentation in an authentic environment.</p> <p>ST 5: Students have participated in a PBL unit "Happiness". Parents, supervisors and teachers will gain a more thorough understanding of PBL concepts to support presentation in an authentic environment.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	228	209	215	204
Girls	215	213	201	177

### Management of non-attendance

Student attendance in Distance Education is measured by participation in organised lessons and contact with teachers each week in undertaking their prepared lesson materials, including phone calls and online lesson participation.

Regular reviews of attendance are carried out by the teachers and reported back to supervisors. Warning letters are issued to students who are in jeopardy of not meeting minimum requirements for attendance.

Student Advisers are assigned to students to support their continued engagement in their learning at DSOE.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	5	7	9
Employment	14	15	22
TAFE entry	9	19	30
University Entry	0	0	26
Other	63	16	4
Unknown	9	43	9

Of the **357** students enrolled in HSC courses (single course and fulltime students) **12%** undertook Vocational or Trade training in 2018. Of the **23** full time and pathways students enrolled in Year 12 in 2018, **95%** attained the HSC qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	16
Classroom Teacher(s)	76.66
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.2
School Administration and Support Staff	18.52
Other Positions	0.8

\*Full Time Equivalent

Aboriginal staff have been employed during 2018 in the capacity of 2 permanent administration officers and 2 permanent teachers.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

### Professional learning and teacher accreditation

Teacher Professional Learning funds were spent on addressing all areas of the School Plan: Student learning and Engagement, Curriculum and Assessment and Professional Practice. Staff professional development plans guided the participation of staff in specific events.

In 2018 teacher professional learning funds spent totalled \$132306.40. The average expenditure per staff member in 2018 was approximately \$279.13. Many activities accessed were cost free and/or locally facilitated and therefore, economical.

One hundred percent of staff accessed some form of professional development in 2018. Mandatory staff training took place on school development days as well as at targeted events to enable the achievement of the school milestones. In Term 1, activities involved mandatory training sessions in Child Protection, Code of Conduct, Workplace Health and Safety, Chemical Safety and cardio-pulmonary resuscitation. AFTRS conducted special workshops with our staff that were

funded by the Rural DE team. Understanding Personalised Learning and Support training was conducted locally by our school trained facilitator in Terms 1 and 2.

The greatest percentage of participation for PL occurred in the area of Quality Teaching followed by Syllabus implementation and then ICT for teaching and learning. Project Based Learning, STEM focused learning, Youth Mental Health First Aid and Green Screen training were targeted areas for large groups of staff throughout the year. Other factors contributing to some of the expenditure in PL included the writing of Stage 6 material for new syllabus implementation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,247,447
<b>Revenue</b>	14,977,150
Appropriation	14,831,431
Sale of Goods and Services	128,442
Grants and Contributions	-10,220
Gain and Loss	0
Other Revenue	0
Investment Income	27,496
<b>Expenses</b>	-13,304,563
Recurrent Expenses	-13,304,563
Employee Related	-12,292,643
Operating Expenses	-1,011,920
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,672,587
<b>Balance Carried Forward</b>	3,920,034

2018 saw the introduction of a new financial system which staff have had to become familiar with. The report above, indicates the new addition of staffing into the school budget and reflects the large funding amount necessary to support almost 150 staff at DSODE.

The school has rolled over a significant amount of funds that will be utilised in 2019 to support new building structures. The addition of a multi-purpose

classroom in 2019, will see resources that will support our student focus on futures learning.

An efficient understanding of this new system in 2019 will see improved budgeting of resources for specific teaching and learning programs across the school.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,026,073
Base Per Capita	102,292
Base Location	1,641
Other Base	922,139
<b>Equity Total</b>	701,332
Equity Aboriginal	140,074
Equity Socio economic	439,320
Equity Language	0
Equity Disability	121,938
<b>Targeted Total</b>	136,414
<b>Other Total</b>	11,692,805
<b>Grand Total</b>	13,556,623

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

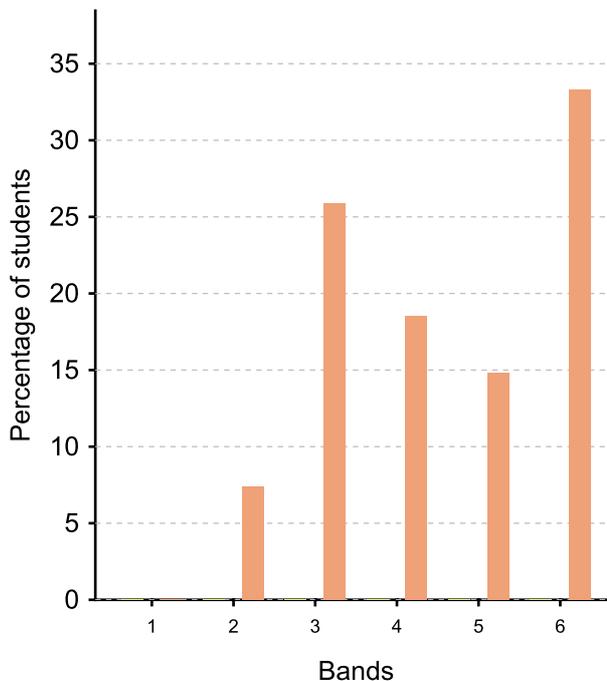
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

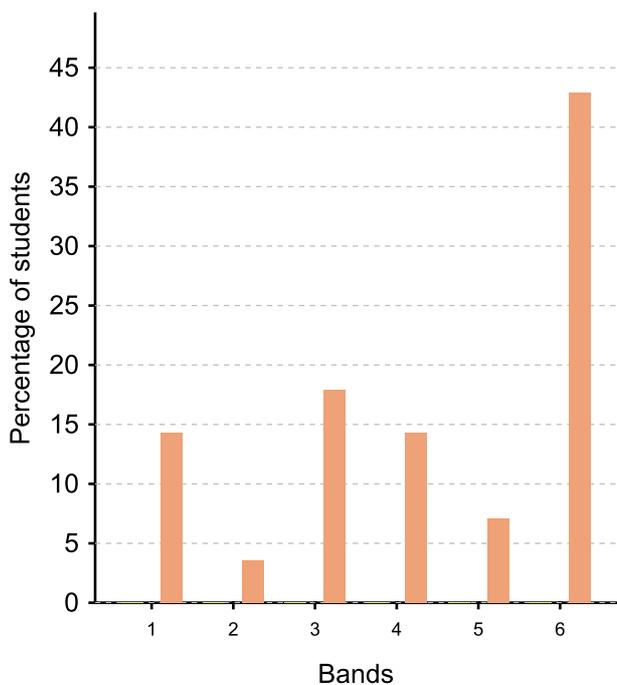
Only 50% of possible students (Years 3 to 9) sat for the literacy tests. Some of these candidates did not complete the writing section.

Writing and grammar, and punctuation are areas that require continued improvement in 2019. Year 9 literacy gaps will need to be addressed in the future to meet the required benchmarks.

**Percentage in bands:**  
Year 3 Reading



**Percentage in bands:**  
Year 3 Grammar & Punctuation



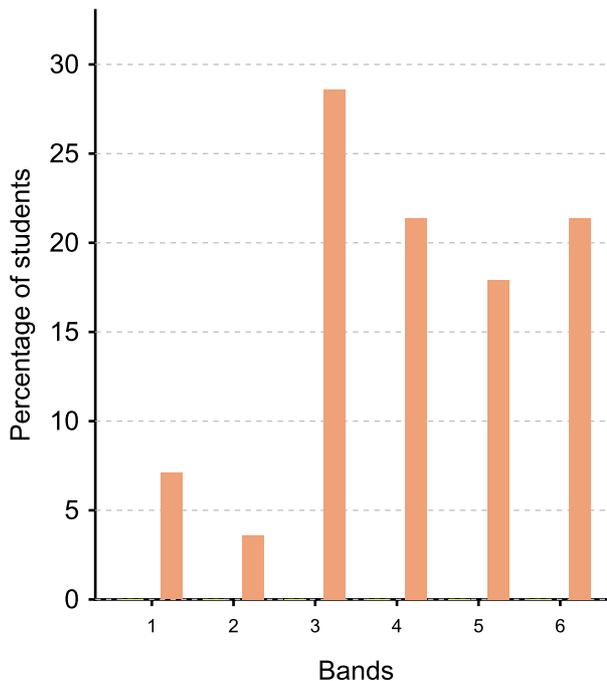
<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	7.4	25.9	18.5	14.8	33.3

<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	14.3	3.6	17.9	14.3	7.1	42.9

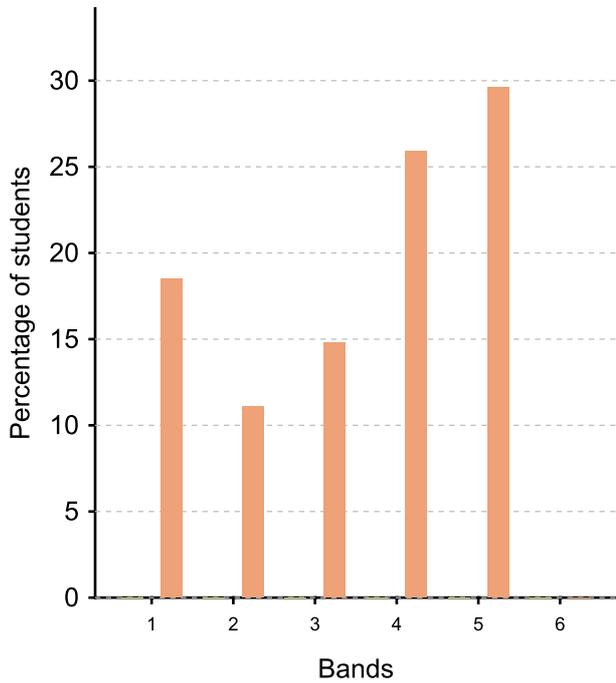
**Percentage in bands:**  
Year 3 Spelling



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	7.1	3.6	28.6	21.4	17.9	21.4

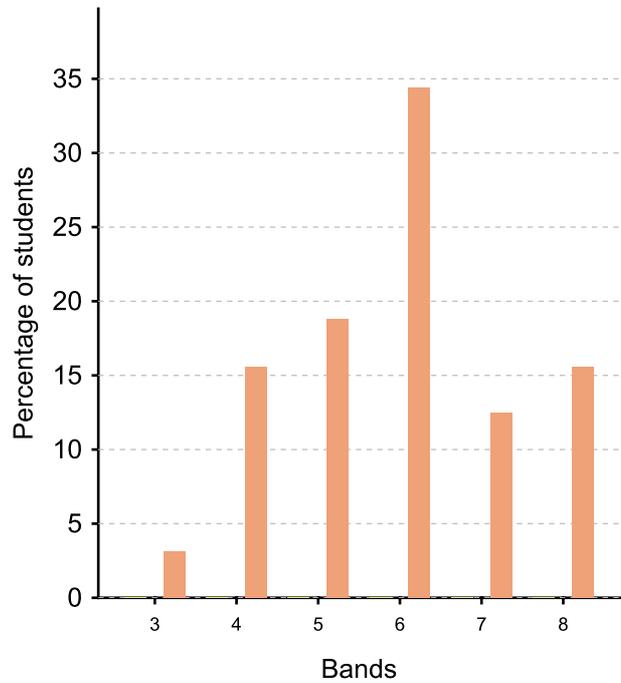
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	18.5	11.1	14.8	25.9	29.6	0

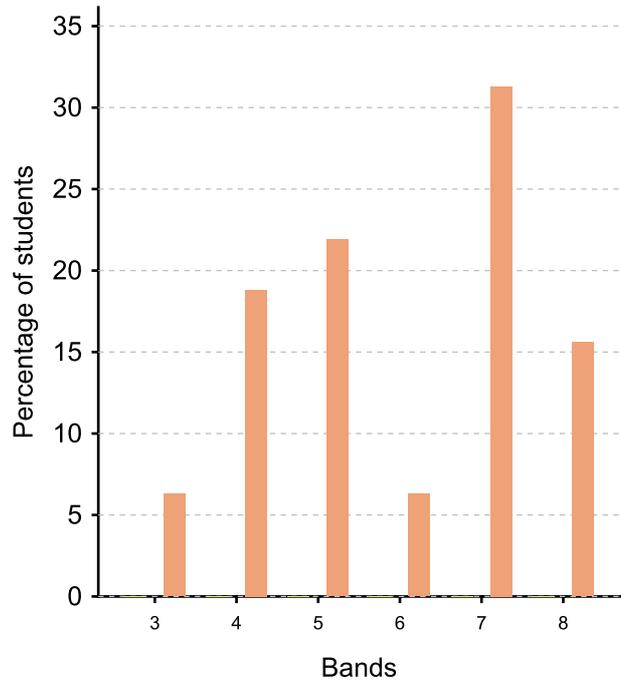
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	3.1	15.6	18.8	34.4	12.5	15.6

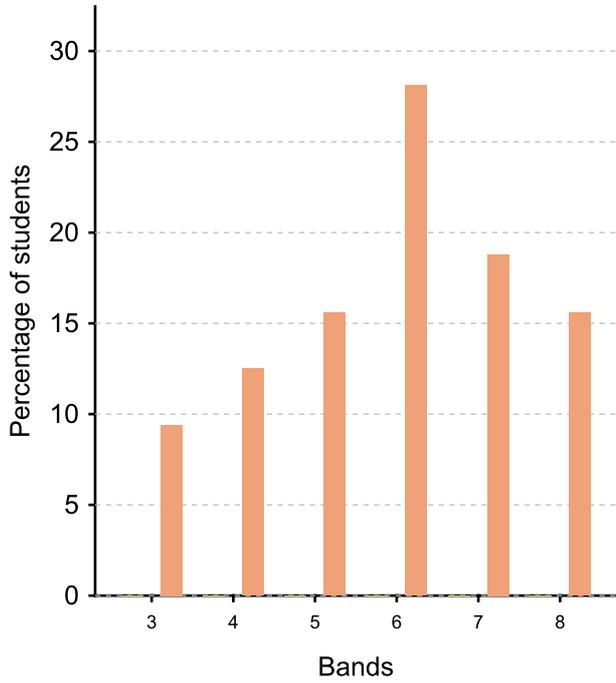
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

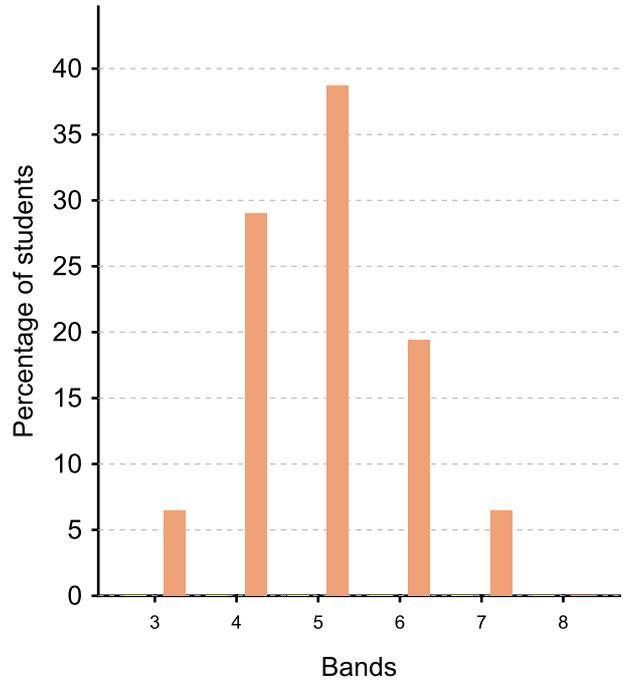
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	6.3	18.8	21.9	6.3	31.3	15.6

**Percentage in bands:**  
Year 5 Spelling



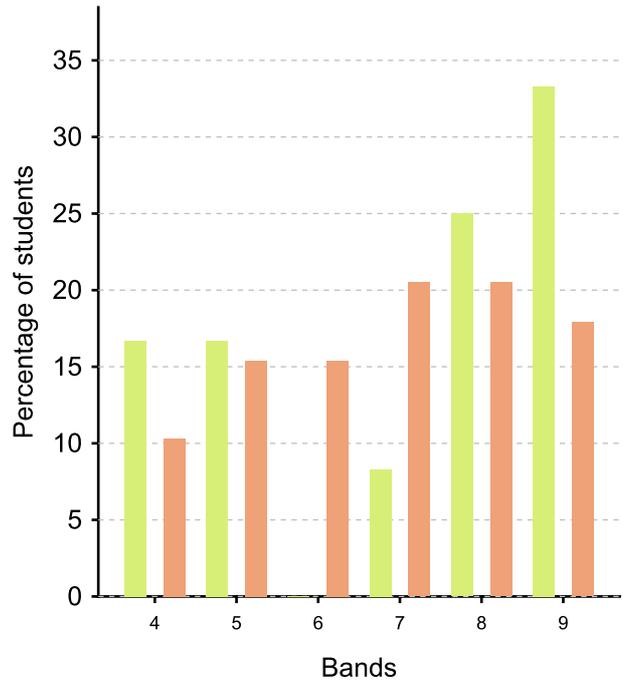
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	9.4	12.5	15.6	28.1	18.8	15.6

**Percentage in bands:**  
Year 5 Writing



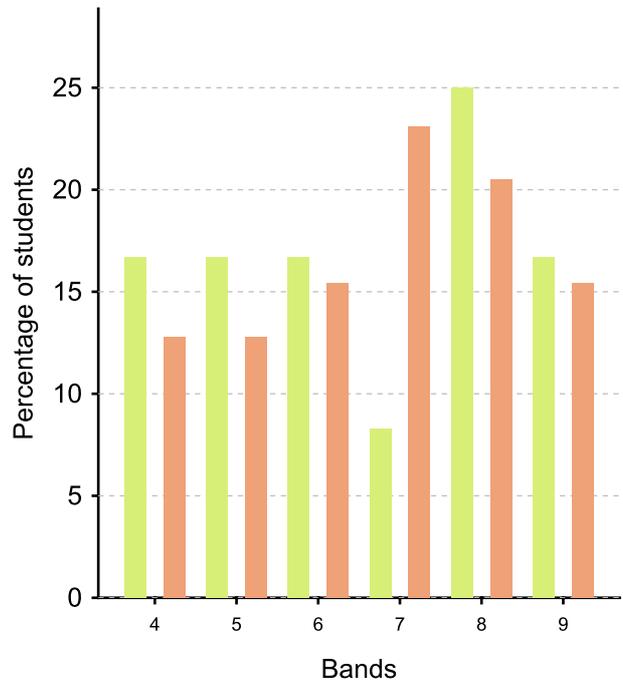
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	6.5	29	38.7	19.4	6.5	0

**Percentage in bands:**  
Year 7 Grammar & Punctuation



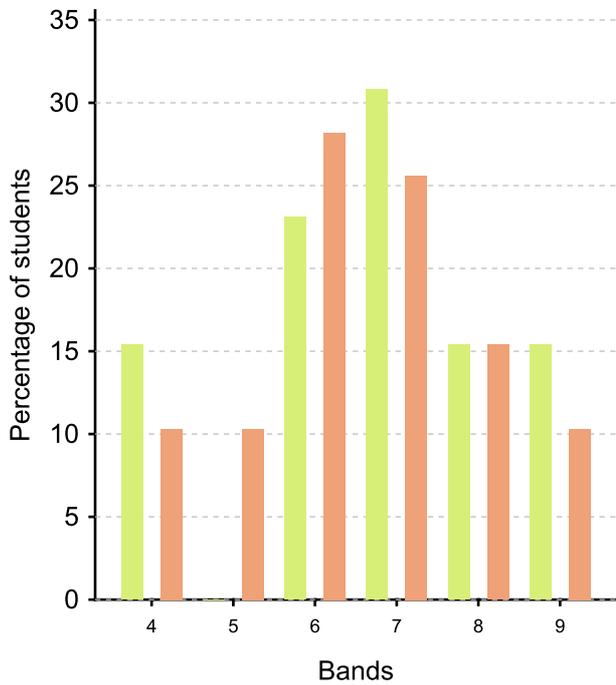
Band	4	5	6	7	8	9
Percentage of students	16.7	16.7	0.0	8.3	25.0	33.3
School avg 2016-2018	10.3	15.4	15.4	20.5	20.5	17.9

**Percentage in bands:**  
Year 7 Spelling



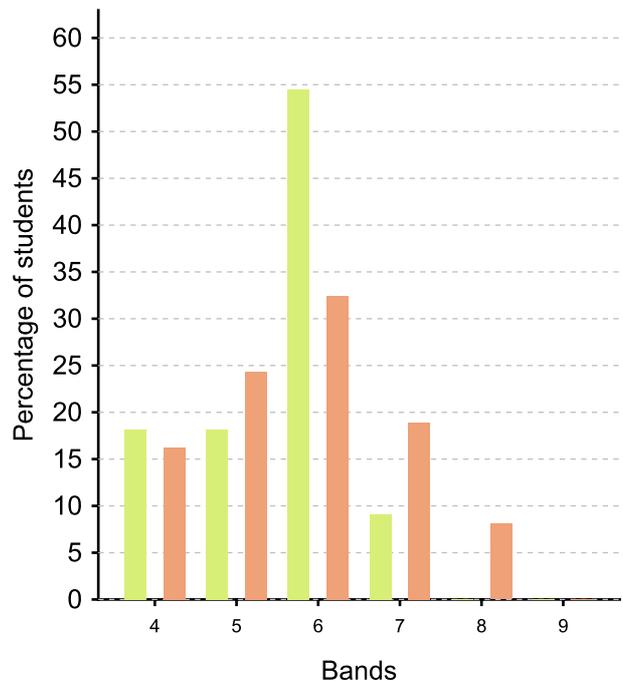
Band	4	5	6	7	8	9
Percentage of students	16.7	16.7	16.7	8.3	25.0	16.7
School avg 2016-2018	12.8	12.8	15.4	23.1	20.5	15.4

**Percentage in bands:**  
Year 7 Reading



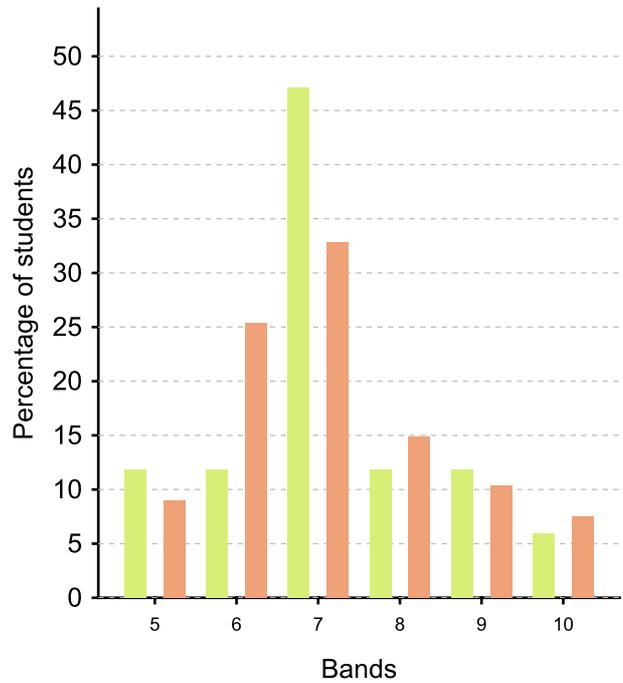
Band	4	5	6	7	8	9
Percentage of students	15.4	0.0	23.1	30.8	15.4	15.4
School avg 2016-2018	10.3	10.3	28.2	25.6	15.4	10.3

**Percentage in bands:**  
Year 7 Writing

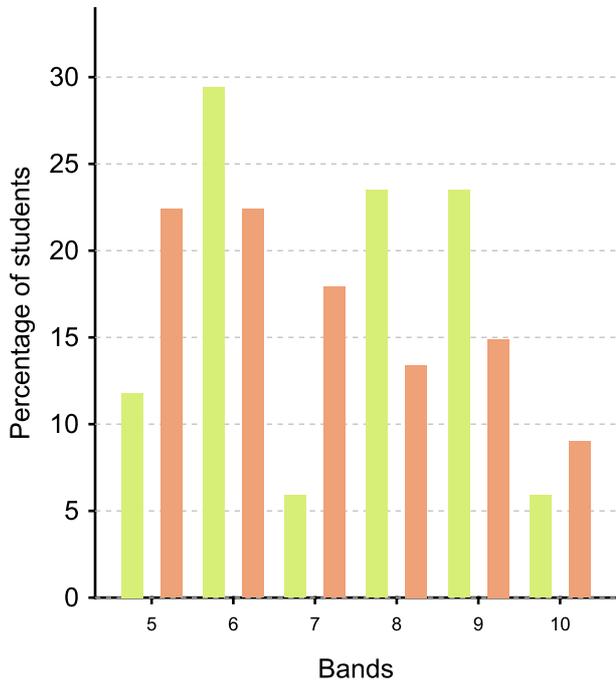


Band	4	5	6	7	8	9
Percentage of students	18.2	18.2	54.5	9.1	0.0	0.0
School avg 2016-2018	16.2	24.3	32.4	18.9	8.1	0

**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Grammar & Punctuation



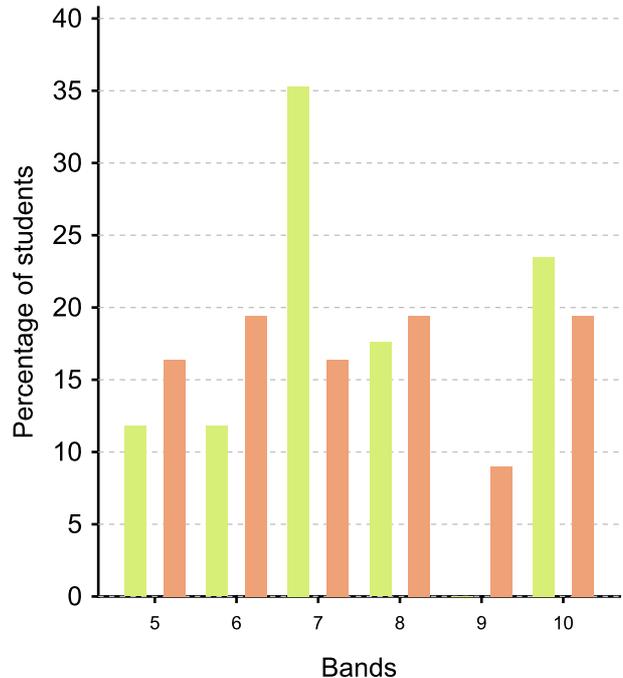
Percentage in Bands	Percentage in Bands
School Average 2016-2018	School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	11.8	11.8	47.1	11.8	11.8	5.9
School avg 2016-2018	9	25.4	32.8	14.9	10.4	7.5

Percentage in Bands	Percentage in Bands
School Average 2016-2018	School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	11.8	29.4	5.9	23.5	23.5	5.9
School avg 2016-2018	22.4	22.4	17.9	13.4	14.9	9

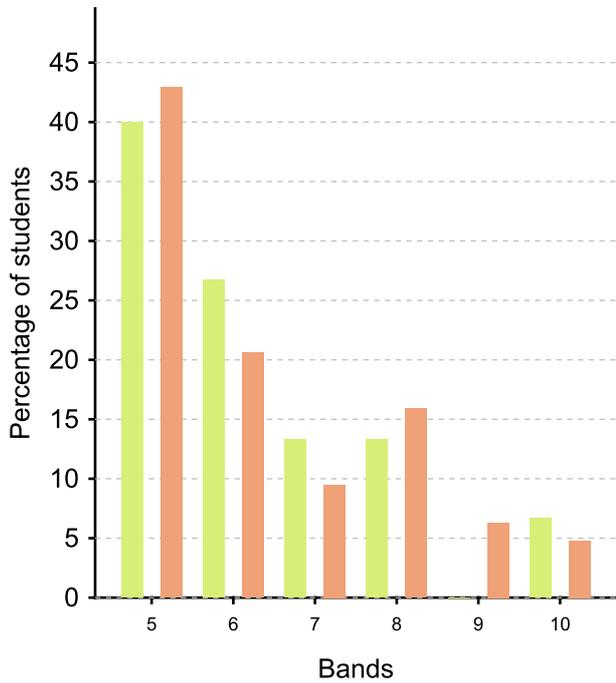
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands	Percentage in Bands
School Average 2016-2018	School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	11.8	11.8	35.3	17.6	0.0	23.5
School avg 2016-2018	16.4	19.4	16.4	19.4	9	19.4

**Percentage in bands:**  
Year 9 Writing

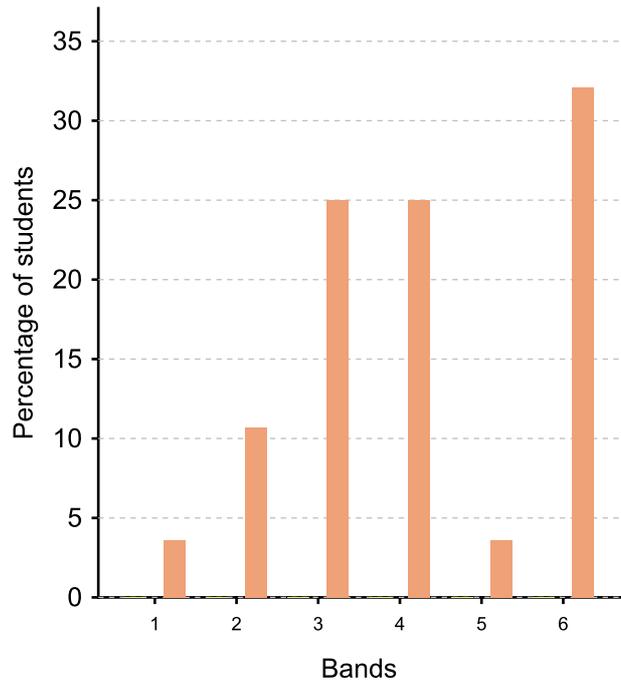


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	40.0	26.7	13.3	13.3	0.0	6.7
School avg 2016-2018	42.9	20.6	9.5	15.9	6.3	4.8

As with the literacy, only 50% of students sat for the numeracy tests. Fewer students performed below National Minimum Standards.

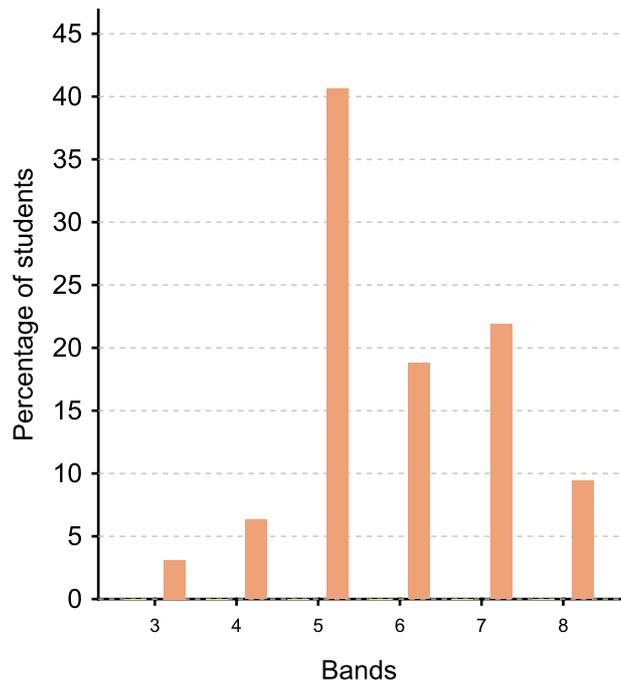
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	3.6	10.7	25	25	3.6	32.1

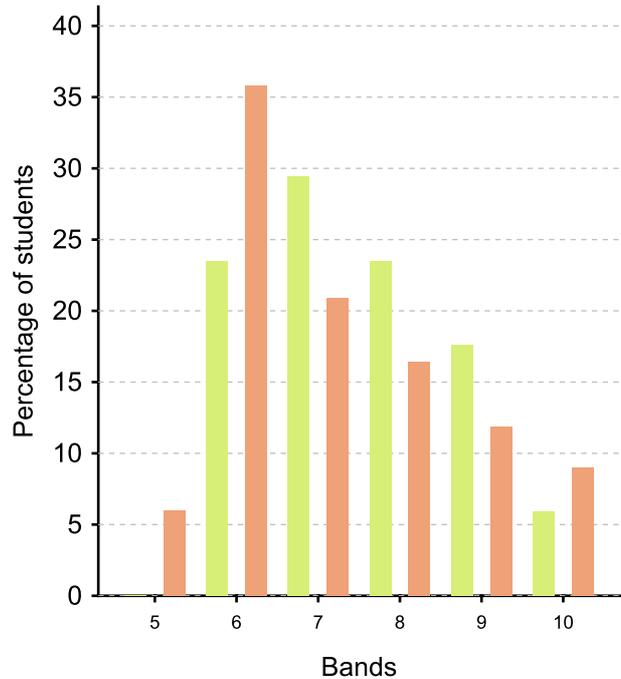
**Percentage in bands:**  
Year 5 Numeracy



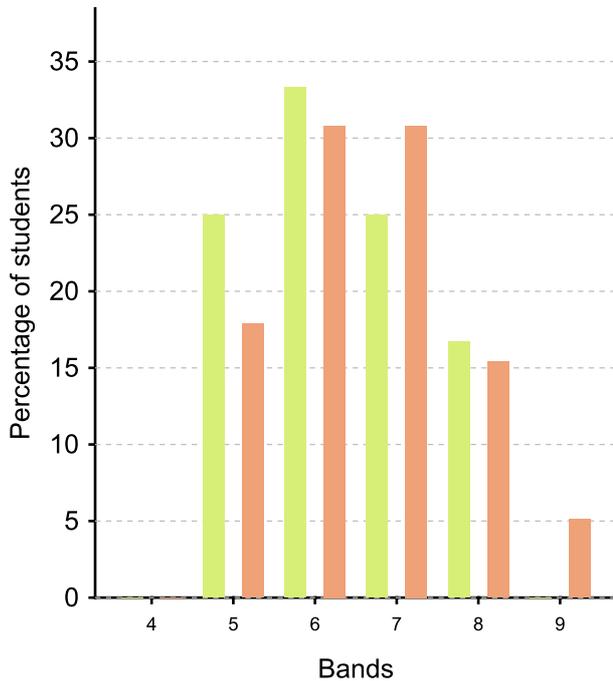
Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	3.1	6.3	40.6	18.8	21.9	9.4

**Percentage in bands:**  
Year 9 Numeracy



**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	23.5	29.4	23.5	17.6	5.9
School avg 2016-2018	6	35.8	20.9	16.4	11.9	9

Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	25.0	33.3	25.0	16.7	0.0
School avg 2016-2018	0	17.9	30.8	30.8	15.4	5.1

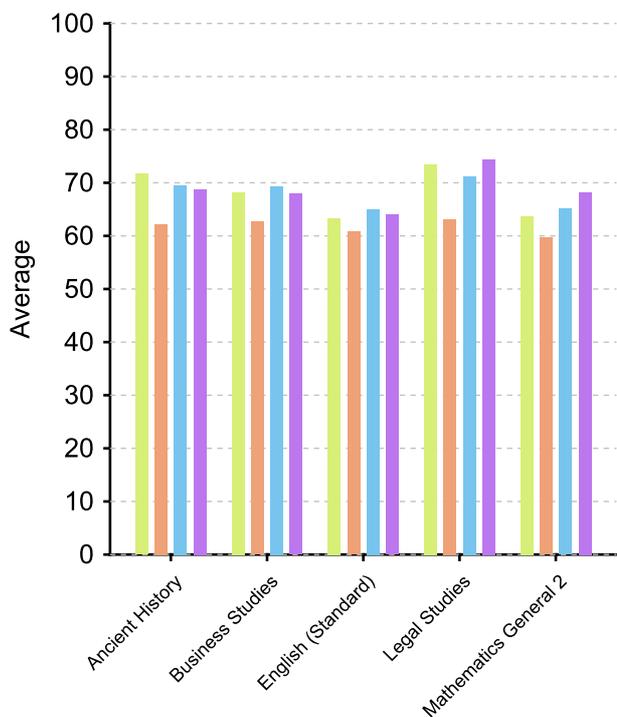
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The NAPLAN statistical data is of limited use as group data because of the low participation rates amongst Distance Education students. Trend data was however analysed, and points to the need for KLAs to work on student's sustained writing skills in particular.

Only a very small number of aboriginal students (less than 5) participated in NAPLAN. Their results indicated not reaching the top two bands. Greater effort to gain more student participation to complete NAPLAN for school data analysis will be considered during the following school planning cycle.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Business Studies	68.2	62.6	69.3	67.9
English (Standard)	63.3	60.8	65.0	64.0
Legal Studies	73.5	63.1	71.2	74.4
Mathematics General 2	63.7	59.7	65.1	68.2
Music 1	81.5	76.1	79.5	81.5
Primary Industries Examination	66.8	0.0	76.4	66.8
Senior Science	76.7	65.5	68.2	74.2

## Parent/caregiver, student, teacher satisfaction

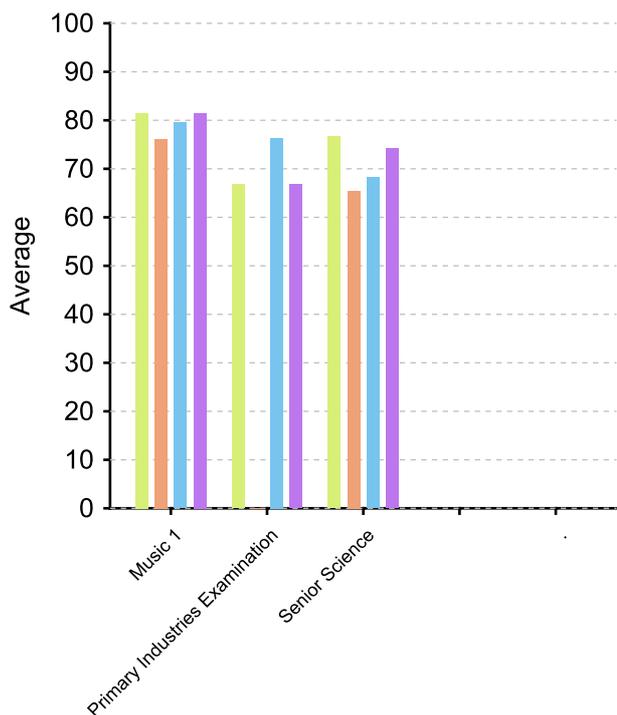
TTFM data was not collected in 2018. Throughout 2018 however, the school continued to build on our social media presence and the opportunities for community feedback has presented itself through this source. Teachers and senior executive have received significant correspondence and verbal feedback from supervisors, parents and carers that reflect a high degree of satisfaction and appreciation. Feedback in the form of phone calls, emails, letters, Facebook and face-to-face interviews have been regularly received and acknowledged by staff. Followers on our Facebook site have continued to grow significantly throughout 2018 as it remains one of major sources for celebrating student success in our school community.

Overall, there is a strong representation from our parent/carer and supervisors that supports our DSOE community in a very positive way to gain the best educational outcomes for our students.

## Policy requirements

### Aboriginal education

Dubbo School of Distance Education continues to deliver a high standard of culturally appropriate and innovative programs directed at improving the education outcomes of our highly valued indigenous students. Aboriginal Studies are offered from years 9 through to year 12, both full time and to single course students as elective courses at Dubbo School of Distance Education. It involves the study of Aboriginal history and culture and its fundamental connection to the Australian identity and the contribution of Aboriginal cultures and communities to Australian society. Kindergarten through to year 12 have incorporated Aboriginal perspectives into their programs which is evident in various areas such as embedding literacy through Aboriginal story-telling, food technology and incorporating bush tucker into commercial production, as well as Music and the use of traditional instruments. Subject areas have been planning and writing for the Australian curriculum to implement Aboriginal



Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	71.7	62.2	69.5	68.8

perspectives and education with the support of staff trained in the Aboriginal Cultural Awareness Program. As of 2018 in Agriculture, Technology, Languages, Music and the Transition Team, programs have transformed to focus on embedding specific units that include Aboriginal perspectives and the eight ways theoretical framework. Dubbo School of Distance Education continues to support and be represented at the Dubbo AECG. This group and meetings provide community collaboration and cooperation for all schools and services in the Dubbo region.

### **Multicultural and anti-racism education**

Dubbo School of Distance Education continues to incorporate multicultural perspectives across all learning areas from Kindergarten to year 12. In 2018 Preschool have begun to plan and develop materials to incorporate multicultural teaching and learning activities in their for implementation in 2019. Kindergarten have embedded diversity of individual people and families into their cross curricula programs. Primary units of work in history reflect and explain interrelationships between language, culture and identity as well as in Primary Science and Geography in investigating both physical and cultural changes since migration. Secondary curriculum areas have developed a high standard of various multicultural integrated responsive learning and cultural awareness teaching and learning units into programs. Programs have extended to include cross curricular units focussing on the exploration of the Asian region. Dubbo School of Distance Education achieved acceptance to participate in the ASEAN Bridge Program in which the school collaborated with Sekolah Menengah Berakas in Brunei on a UNESCO sustainable Development Goal and as such welcomed a teacher to observe practises in Dubbo School of Distance Education with a reciprocal visit planned for 2019. In 2018 an Anti-Racism Contact Officer was nominated and completed required training.