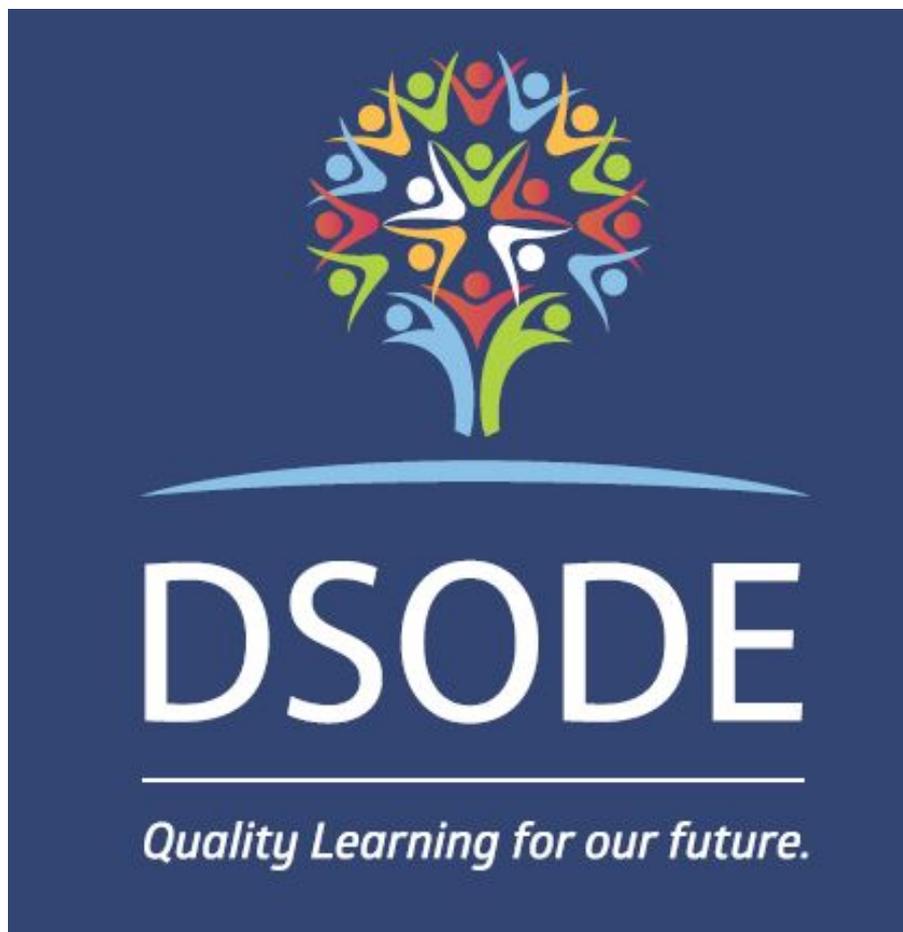


# 2020 Annual Report

## Dubbo School of Distance Education



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Dubbo School of Distance Education

Myall St

Dubbo, 2830

[www.dubbo-d.schools.nsw.edu.au](http://www.dubbo-d.schools.nsw.edu.au)

[dubbo-d.school@det.nsw.edu.au](mailto:dubbo-d.school@det.nsw.edu.au)

02 5804 7000

## School vision

### *"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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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.

### Improvement Measures

Increase the proportion of staff using research and evidence-based strategies to support and inform their teaching and learning practices.

All full-time students will have identified learning goals that teachers acknowledge and utilise to support teaching and learning.

An increased proportion of students will demonstrate active engagement and future-focused learning by participating in school-based activities. (eg. Residentials, learning centres, field services, workshops)

### Progress towards achieving improvement measures

#### Process 1: *Personalised learning:*

Students will collaboratively participate with relevant stakeholders in identifying their own individual learning and educational goals. Their learning progressions and wellbeing will be systematically recorded, monitored, reviewed and supported to increase engagement.

Evaluation	Funds Expended (Resources)
The PIEP (Personalised Individual Education Plan) process was refined and staff provided with relevant professional learning around use. Student goals were identified and clearly outlined to staff and carers.  DEMs roll call was used to record student wellbeing information, this was then accessed by all staff in a timely manner.  COVID-19 meant that only one school residential went ahead; virtual residentials were created to ensure students remained connected to the school community, with welfare and social activities a focus.  Students Advisers had a maximum of 20 students each; this allowed them to support each student and their family while at DSODE.	Staffing allocation of 0.2 for Student Advisers (approx 18 staff)  Welfare HT allocation 0.4  DEMS subscription \$7,200 + Millenium consultant 0.2FTE  Residential (Term 1) \$7,500  Student Adviser allowance 0.2 FTE for 20 students x 18 teachers

#### Process 2: *Teacher professional practice:*

Teachers will research and utilise a range of appropriate and diverse practices including the analysis of data to meet the ever changing needs of their students.

Evaluation	Funds Expended (Resources)
Staff attended weekly two-hour professional learning sessions; these were initially face to face however due to COVID-19, moved to an online format.	Professional Learning (all staff 0.05 allocation) to undertake whole school PL on Thursday afternoons 2-4pm.

## Progress towards achieving improvement measures

Two Technical Support Officers were employed to assist staff with technology needs.

Leadership team and Stage 4 teams undertook 4C Transformative Learning throughout the year; both online and face to face when allowed.

4Cs PL provided by 4C Transformative Learning (\$40,000)

DEMS "Best Practice" and IT Support Sessions (TSO & HT Technologies support)

Employment of 2 x TSOs (\$160,000)

Computer software/licenses and equipment (\$60,000 - operational funds)

### Funding Sources:

- Socio-economic background (\$160000.00)
- Professional learning (\$40000.00)

### Process 3: *Leading learning programs:*

Leadership teams (eg. Learning Opportunities, Futures Learning, Curriculum and Professional learning) will develop school programs, practices and resources that support the individual learning needs of students.

Evaluation	Funds Expended (Resources)
<p>Prior to COVID-19, residential numbers had increased as evidenced in the rolls on DEMS.</p> <p>Learning Centre attendance overall started to decrease due to drought and then COVID.</p> <p>Resources to support learning centres and residentials had improved with the addition of new and refurbished facilities to support students attending on-site activities.</p>	<p>Virtual Residential</p> <p>7-10 Residential (term 1 only)</p> <p>Learning Centres - classroom teacher 1.0FTE</p> <p>Various capital works programs to support onsite classrooms and residential activities throughout 2019-2021 (approx \$3.3m in assets management funds)</p>

## Next Steps

There will be a continuation of the use of DEMS across the whole school to increase awareness of data collection and use to inform and improve practice. There will be an expansion of 4C practices and processes to support stages 2 to 5. Professional learning access for staff will continue throughout the new plan to allow staff 2 hours each week of targeted whole school PL opportunities. Stage 6 teachers will be supported with specific professional learning that supports syllabus implementation and assessment. The use of technologies for web conferencing and the introduction of increased "Live lessons" for students will be explored, and CANVAS lessons will be further developed as online delivery of curriculum for most stages across the school.

There will be a continued effort to increase the number of students who have a Personalised Learning Plan (PLP) that carefully maps their learning goals and educational achievements. Staff will make a concerted effort to know their students and how they learn prior to delivering curriculum content at the beginning of the 2021 school year. Field service and residential opportunities for students will increase, with the idea of re-establishing area workshops for students who cannot access the school residential and learning centre programs. Teaching teams will be developed across the school to support a collaborative learning and wellbeing environment for students in each stage.

## 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.

### Improvement Measures

Increase the percentage of students demonstrating growth in literacy and numeracy.

Increased use of research based, innovative and collaborative pedagogies.

An increased percentage of students reaching minimum standards to support a stronger HSC.

An increased number of students participating in external standardised testing, including NAPLAN and VALID.

### Progress towards achieving improvement measures

#### Process 1: *Collaborative practice - teaching and learning:*

Teachers will collaborate to develop and implement consistent use of best practice and processes for planning, implementing and evaluating teaching and learning programs.

Evaluation	Funds Expended (Resources)
Year 7 learning community introduced, leading to greater engagement of Year 7 students in their learning. Students were all visited within the first two weeks of the school year, allowing for 100% completion of "Best Start" testing.	Staffing Learning Opportunities 4.0 FTE Literacy Mentor Staffing 3.0 FTE
The "Taking Charge" Literacy program was converted to an online CANVAS course, allowing greater completion rates for students.	Professional learning allocation for teaching staff 0.05
Teaching staff attended weekly professional learning sessions, both online and face to face when available.	Funding for upgrade of Science, TAS and Art classrooms (approx \$250,000 included in capital works programs)
Science, TAS and Art rooms were refurbished, allowing for more effective teaching spaces for staff and students.	Field Service program - \$32,000 (Secondary) and \$15,000 (Primary)

#### Process 2: *Assessment for learning:*

Plan and implement whole-school strategies to support student learning through the development of quality formative and collaborative assessment practices, and timely and effective feedback.

Evaluation	Funds Expended (Resources)
Due to COVID-19 restrictions, NAPLAN did not go ahead as planned in 2020.	Field Service Program (see previous)
VALID was available online, approximately 40% of our Year 8 students completed this testing.	Professional learning afternoons
Professional learning was attended by staff on feedback, DEMs was also	DEMs access and PL for Single Course schools

## Progress towards achieving improvement measures

opened up to selected Single Course schools in a trial; this allowed for feedback to be accessed immediately by the students and their school supervisors.

Staff were unable to support students face to face with Minimum Standards testing, however assistance over the phone was provided. Only one student completed Year 12 without meeting minimum standards requirements prior to the completion of their HSC year.

### Process 3: *Research informed pedagogy:*

Research, develop and implement high-quality professional learning and support to deliver explicit literacy, numeracy and future focused teaching and learning strategies that encourage innovative uses of technology, creativity, collaboration and critical thinking skills.

Evaluation	Funds Expended (Resources)
<p>Relevant professional learning was delivered to staff throughout the year, focusing on literacy, numeracy, and technology skills.</p> <p>Course materials across most faculties were converted to CANVAS; staff were supported by CANVAS mentors to complete these tasks and produce high quality courses.</p> <p>Primary students were taught by a team of Stage teachers, ensuring collaborative and innovative practices. Students worked collaboratively during live lessons, accessing various forms of technology to support their learning.</p> <p>Pre-school students engaged in virtual lessons each week with their teachers; they also participated in virtual excursions to various sites throughout the year.</p> <p>Executive and the Year 7 Learning community were supported with 4C Transformative learning professional learning.</p>	<p>Canvas mentors - allocation 0.3FTE (2 teachers)</p> <p>Teacher PL allocation - 0.05 per staff member (working 0.6 or greater FTE)</p> <p>4C Transformative Learning PL</p>

## Next Steps

Processes to support earlier learning interventions and knowledge of student's learning needs will be explored at enrolment/entry interviews. An increased effort to capture more data around student's entry level and progress of educational achievement will be mapped and evidence of improvement will be gathered and reported in the new school planning phase. There will be a consistent effort to support literacy and numeracy development, especially for students requiring extra support. Teachers will work collaboratively and more consistently in teams to support the learning and welfare needs of their students. A whole-school approach to targeted professional learning opportunities to improve explicit teaching and best practice learning for all staff in delivering key literacy and numeracy outcomes for students. Development of whole-school strategies to develop improved data collection of student progress and achievement.

## 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.

### Improvement Measures

Increase in opportunities for development of school leadership to support performance, engagement and wellbeing.

Increase in the upskilling of the school learning community (teachers, students, parents)

Increase in school community use of learning spaces, resources and programs to develop leadership and future focused skills.

### Progress towards achieving improvement measures

#### Process 1: **Leadership professional learning:**

Undertake targeted professional learning for school leadership team to build capacity of staff and support improved learning outcomes for students.

Evaluation	Funds Expended (Resources)
<p>The Executive (leadership team) participated in regular leadership PL with the 4C Transformative learning; training was based around communication and effective leadership.</p> <p>Leadership supported their teams in weekly online and professional learning during COVID-19 restrictions when whole school PL could not take place.</p> <p>A number of staff have participated in online distance education networks throughout the year that has supported curriculum and welfare development.</p>	<p>4Cs Transformative learning PL (see previous)</p> <p>Whole school PL funding (\$138,000)</p> <p>RDE Network funds to support PL</p>

#### Process 2: **Teacher performance:**

Develop Performance Development Plans (PDPs) that strongly support evidence-based teaching strategies, collaborative practice and use of innovative technologies to strategically plan for and improve student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>All staff completed a PDP (Performance Development Plan) with lesson observations and teaching goals. PDP meetings with supervisors were supportive and provided reflection points on teacher practice.</p>	<p>Whole school PL funds</p>

#### Process 3: **Resource distribution:**

Prioritise the distribution of human and physical resources amongst school planning teams(e.g. Learning Opportunities, Futures Learning, Curriculum, Professional Learning, Residential & Field services) to enhance educational provision for all students.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Staff are competent in the use of Surface Pros and have used them to create content, conduct student lessons and virtual meetings/PL.</p> <p>All teaching staff accessed relevant and current PL during the allocated weekly time.</p> <p>Capital works has enabled greater space to support collaborative teaching and learning and improved workflow for administration tasks.</p>	<p>PL funds \$138,000</p> <p>Capital works program - new buildings -classrooms, studios, and administration areas (2019-2021 \$3.7m)</p>

## Next Steps

Major capital works (new buildings) will be completed during 2021 that will see more classrooms, collaborative spaces, studios for delivery of lessons, and a consistent workflow of resource distribution across the school. These buildings will support students who visit on site for residential, workshops and the learning centre, and will assist teaching staff in supporting an increase in live lesson delivery, content creation and undertake collaborative teaching and learning practices. Incorporation of the Digital Implementation Plan will see an increase in access to technologies that support the delivery of lessons and innovative practices to support future learners. Professional learning opportunities across the school will support a variety of school needs in developing innovative and collaborative practice, high expectations in the delivery of lessons and increase student engagement in learning, along with planning to support future skills required by our learners to succeed in the workplace.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Funding to support residential and additional workshops for students.  <b>Funding Sources:</b> • Aboriginal background loading (\$8 000.00)	Due to COVID-19, only one residential was able to be conducted on the school site during Term 1.
<b>Low level adjustment for disability</b>	Classroom teacher staffing \$87,000  SLSO staffing \$41,000  <b>Funding Sources:</b> • Low level adjustment for disability (\$128 000.00)	The addition of staffing support with a classroom teacher and SLSO allowed for greater access for students to learning support and interventions, and additional administration of requirements for recording disability standards and NCCD data collection.
<b>Socio-economic background</b>	5 leased vehicles (\$52000)  Travel/accommodation/sustenance for teacher visits:  Primary/Secondary field service programs (\$47000)	Funds to support field service programs during 2020 were suspended due to COVID-19 restrictions on travel. This led to teachers undertaking "virtual" field services via web-conferencing and electronic delivery.
<b>Support for beginning teachers</b>	Beginning teaching funds were not expended in 2020	Beginning teaching funds were not expended in 2020. There were no identified beginning teachers requiring funding support within the school.
<b>Learning Opportunities</b>	Staffing:  LST classroom teacher and SLSO (see also "Low level adjustment for disability")  Casual teacher support (Literacy) 0.4FTE  Careers/Transition allocations 0.8FTE	The review of the student learning plans and the development of learning goals and supports has allowed for structures in the future that will place students at the centre of all learning. The Learning Opportunities team have spent some time planning for interventions, learning adjustments and career planning that will support wider use of these learning support strategies for all teachers in the new school plan.
<b>Professional Learning</b>	4C Transformative learning sessions - 2 days per term  Staffing allocation 0.05 per teacher (0.6-1.0FTE) for Thursday PL sessions  Online webinars (individual teacher registration as required)  <b>Funding Sources:</b> • Professional learning (\$40 000.00)	Due to COVID-19 restrictions in 2020, many teacher professional learning opportunities were conducted in online environments. Teachers were given structured time on Thursday afternoons to support any professional learning that was required for whole-school purposes. Some mandatory learning (eg. CPR and anaphylaxis training) had to be carried into the new school year. This time was considered to be valuable by staff and will be continued into 2021.
<b>Futures learning</b>	Professional learning - 4C Transformative learning (See above \$40,000)	Transformative learning practices have been established by the Year 7 Learning Community during 2020 that has enabled staff to work in an innovative and collaborative teaching environment. Professional learning over the past 18 months has developed a variety of teaching and learning processes to deliver innovative lessons to Year 7 students. Staff have utilised

<b>Futures learning</b>	Professional learning - 4C Transformative learning (See above \$40,000)	researched based practices to support collaboration and project based learning opportunities for students. The learning from these processes has led to changes that will see the growth of 4Cs into learning across stages 2 to 5 in the future.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	215	204	192	133
Girls	201	177	148	108

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	24	30
Employment	16	4	0
TAFE entry	18	10	25
University Entry	0	0	40
Other	7	6	5
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

0% of Year 12 students at Dubbo School of Distance Education undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

18.2% of all Year 12 students at Dubbo School of Distance Education expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training 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)	63.95
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.2
School Administration and Support Staff	19.48
Other Positions	0.8

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional learning throughout 2020 was interrupted by COVID-19 restrictions. The school however utilised the time set aside on Thursday afternoons (2-4pm) to promote online learning and small group professional learning sessions. All staff had opportunities to complete their own individual learning online to enhance their teaching practice. Mandatory training sessions were developed using the school CANVAS platform, so that staff could complete the compulsory learning online during the available sessions. The only mandatory training that was delayed until the beginning of 2021 was CPR and anaphylaxis training, due to the nature of necessary face-to-face support in this training.

All teachers undertook some form of professional learning throughout the year and many teachers worked towards further accreditation that supported NESA requirements. The 4C Transformative Learning team worked each term throughout 2020 with the year 7 Learning Community and the Leadership Team to build on ideas to create effective learning for staff and students. It is hoped that this team will continue their work with whole school staff in 2021. All staff had opportunity to contribute to whole school planning for the new 2021-24 Strategic Implementation Plan during professional learning sessions in term 4.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	1,706,431
<b>Revenue</b>	13,479,637
Appropriation	13,448,596
Sale of Goods and Services	-15,468
Grants and contributions	40,115
Investment income	6,394
<b>Expenses</b>	-12,436,756
Employee related	-11,431,274
Operating expenses	-1,005,482
<b>Surplus / deficit for the year</b>	1,042,881
<b>Closing Balance</b>	2,749,312

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.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	583,809
Equity - Aboriginal	123,769
Equity - Socio-economic	331,089
Equity - Language	0
Equity - Disability	128,951
<b>Base Total</b>	1,001,795
Base - Per Capita	116,885
Base - Location	1,342
Base - Other	883,568
<b>Other Total</b>	11,608,285
<b>Grand Total</b>	13,193,888

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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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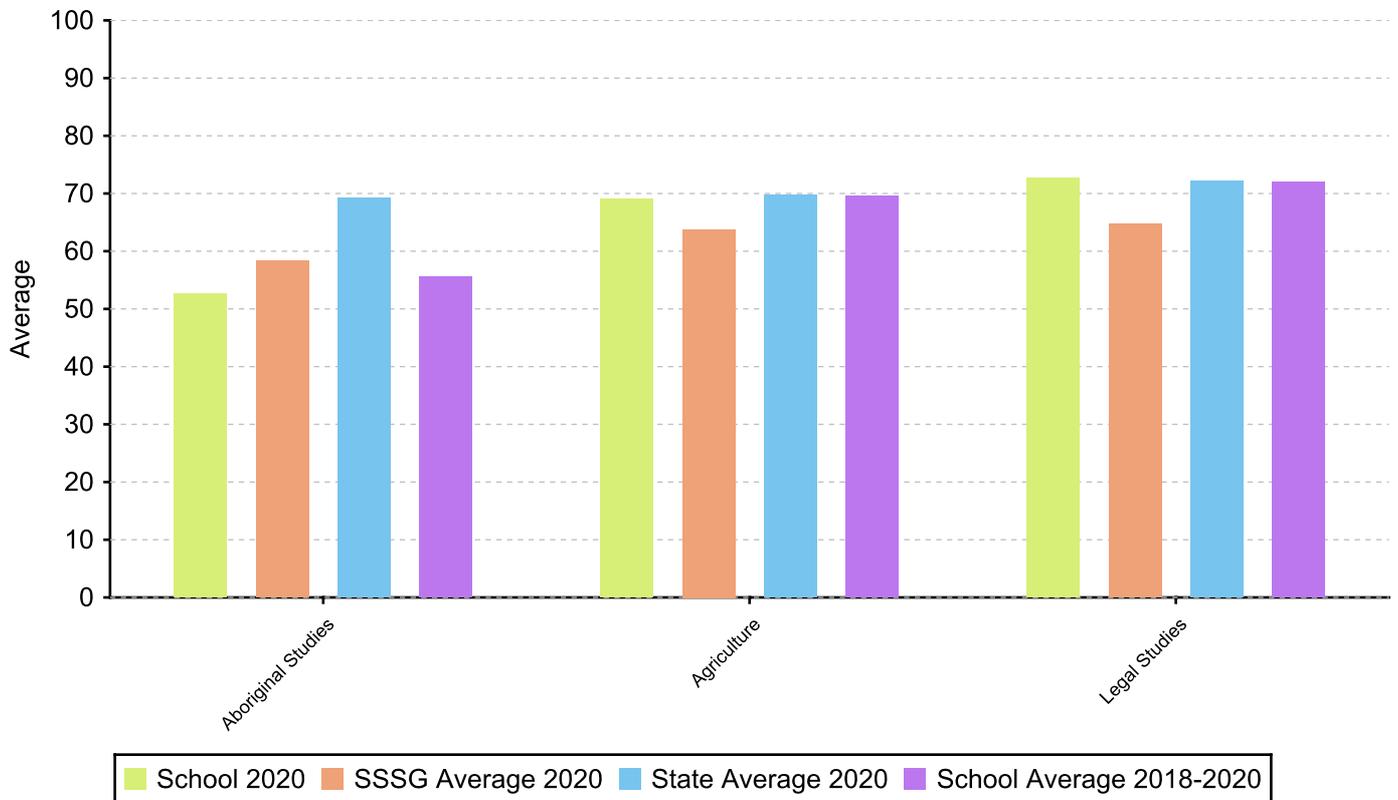
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Aboriginal Studies	52.6	58.4	69.3	55.6
Agriculture	69.1	63.8	69.7	69.6
Legal Studies	72.7	64.7	72.1	71.9

Data in these graphs do not indicate the vast number of courses offered to a wide number of students to broaden the curriculum for up to 135 small schools across NSW. In 2020, 244 students sat exams across 48 different HSC courses at DSOE. 23 students were mentioned in HSC results for gaining a Band 6 in the HSC. One of our fulltime students in Industrial Technology was awarded equal first in the state.

## Parent/caregiver, student, teacher satisfaction

TTFM data was not collected in 2020. Throughout 2020 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 2020 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 DSODE community in a very positive way to gain the best educational outcomes for our students.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.