

# Dubbo School of Distance Education Annual Report



2016



4587

## Introduction

The Annual Report for **Dubbo School of Distance Education** 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

Relieving Principal

### School contact details

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### Message from the school community

Dubbo School of Distance Education Primary Parent Forum met on three occasions in 2016 during Primary Residentials. Meetings were well attended by parents. Jenny Ballhausen and Kristina Powell attended all three meetings addressing parent's questions and concerns.

In Term 1 we welcomed new parents to the school and the Parent Forum. Hospitality staff provided refreshments after the meeting in the Hostel so parents could get to know one another better. The focus of the Term 1 meeting was on school uniforms. Due to the difficulties that rural families face with water quality and quantity, and with children growing so quickly, it was decided that the Parent Forum would purchase a uniform pool of T-shirts and pullovers with the School logo embroidered on them in sizes 4 –16. T-shirts were ready for the School excursion to the Dubbo Show in Term 2. The clothing is available to all primary students for Residential and school events. Having a uniform adds to the sense of belonging to a group which bridges the gap of isolation. Thank you to Jan Duncan and her team for laundering the clothing after each event.

The Hostel Precinct is due for development in 2017. Parents and students have had the opportunity to give their ideas and feedback regarding this area. Families' welcome the shared learning area as it plays a very important role in drawing students and parents together, reducing the impact of isolation which they live and learn.

With changes to Work Health and Safety rules imposed on the school, access to the Hostel was becoming an issue for families during Residential camps. After consultations with relieving Principal, Debbie Murray, three extra keys were cut and issued to parents on the basis of paying a bond which is returned when the keys are returned. This was a success in the term 4 Residential.

At the Annual General Meeting in Term 4 all of the office bearer's positions became vacant for 2017. We welcome Natalie Cole as the new President of the Parent Forum. Natalie brings many years of experience from serving on other P&C committees and has previous experience in remote area Childhood Teaching.

The school year finished off well with a whole school Presentation Day. It was wonderful to celebrate the achievements of the students. Once again the Parent Forum was able to give high quality pens in Distance Education colours to year 6 students leaving Primary and for parents or supervisors leaving Distance Education.

After 10 years of Primary school with Distance Education, my time as a Primary Supervisor has come to an end. It's been a wonderful experience that comes with its challenges and rewards. It's been a pleasure to work with a team of dedicated teachers and I have made good friendships over the years. I'm confident the Primary Parent Forum is in good hands going forward and wish the Parents all the best in the future.

Rachel King (Outgoing President for 2016)

# School background

## School vision statement

DSODE's vision is:

“To provide quality learning for our future”.

The DSODE community values:

- Attainment of goals and achievement of personal bests
- Integrity, ethical behaviour, respect and honesty
- Equity in response to individual needs
- Responsibility and accountability for actions
- Cooperative relationships
- Diversity of school community
- Learning as an individual and cooperative lifelong process
- Innovation and creativity

DSODE supports the “Melbourne Declaration on Educational Goals for Young Australians” (2008):

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

In addition, supporting the commitment to action, including:

- Developing stronger partnerships
- Supporting quality teaching and school leadership
- Strengthening early childhood education
- Enhancing middle years development
- Supporting senior years of schooling and youth transitions
- Promoting world-class curriculum and assessment
- Improving educational outcomes for indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds.
- Strengthening accountability and transparency.

## School context

Dubbo School of Distance Education(DSODE) provides educational services for P–12 distance education students of New South Wales. The school contributes to the lifelong learning of a diverse range of students and their communities. Complementing traditional paper-based learning materials, delivery modes for learning programs include field services and use 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 students who have high equity needs. Parents, carers, students and staff work together to support student endeavours and achievements.

We want to create the optimum learning conditions for these students to succeed.

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, parent/carers, supervisors and teachers.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### **For all schools (except those participating in external validation processes):**

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.

During term 4 2016, executive met for a one day workshop, followed by subsequent executive meeting sessions which allowed opportunity to self-assess our progress on the school plan and to implement strategies to move forward into the 2017 school year. In the first domain of learning, we felt that we were delivering strategic elements to student wellbeing, assessment and reporting, reviewing and utilising student performance measures. We determined that we were sustaining and growing in the areas centred on building a learning culture and developing an integrated approach to curriculum and learning. We will be looking in the future to further develop strong communication and support between home and school; between learning networks, and to build on using data more effectively to inform improvement of practices.

In the second domain, Teaching, we determined that we were delivering in the area of using student data skills, but we were sustaining and growing in areas that include: effective teaching practices, collaboration, professional learning and awareness of the professional standards required of teachers. In the future, the school will be looking at supporting student learning with further professional learning and support for teachers, reflecting on how we communicate and feedback to students, promotion of collaborative learning opportunities, support for early career teachers and distance education networks, and focusing on measuring and sustaining growth in student learning.

In the final domain of leading, we felt that we were sustaining and growing in the elements of leadership, school planning, implementation and reporting, school resources, and management practices and processes. The new school planning processes have enabled the leadership team to develop succinct and supportive strategies for a variety of teams and programs across the school. Priorities have been set for the new 2017 school year which include technology, programs and infrastructure to support an increase in collaborative learning opportunities for students. In addition, strategies for learning support and transition throughout the school will be further developed and implemented to support individual students.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Student Learning & Engagement

#### Purpose

Every student will be provided the opportunity to reach their personal best through effective partnerships between families, community agencies and other relevant stakeholders.

Our school is committed to providing a welcoming environment through supporting and valuing the diverse needs of individual learners.

The school community aims to develop global citizens ready to continue the journey of lifelong learning with strong values, community awareness and a willingness to make a positive contribution to society.

#### Overall summary of progress

The implementation, evaluation and refinement of the "Starter Pack" for new enrolments in Stage 4 and 5 has been a successful strategy to support new students and to identify potential learning issues that can be supported in a more timely manner. Learning support practices across the school are well understood and supported by all staff and are consistently reviewed and evaluated. Student reviews are regularly conducted to support transition into other educational and post-school options. 20% of staff have undertaken professional learning in "Understanding Personalised Learning". Attendance and engagement monitoring processes have improved across the school and are supported by all teachers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• A refined enrolment process to support individual learning that aims to have students engaged with their individual learning program within 4 weeks of enrolment.</li><li>• Identified students will have updated PIEP(Personal Individual Education Plan) within 4 weeks of enrolment.</li><li>• Current attendance and engagement monitoring will be expanded to support teachers in increased contact and student engagement.</li><li>• All staff will participate in professional development that enables them to support individualised learning.</li></ul>	<ul style="list-style-type: none"><li>• The "Starter Packs" implemented in 2015 were reviewed and evaluated with changes made for 2016.</li><li>• Learning support practices are considered to be well understood by all staff across the school. Teachers are supportive and continue to undertake professional learning to continue developing appropriate strategies to improve student learning and engagement.</li><li>• Improvements were made in methods used to measure student engagement and attendance across the school.</li><li>• A teaching member of staff was successful in completing the facilitator training for the online "Understanding Personalised learning" course and delivered the training to approximately 24 staff in 2016.</li></ul>	<ul style="list-style-type: none"><li>• Employment of additional DP, topped up from unfilled HT vacancy.</li><li>• Printing of Starter Packs.</li><li>• Staffing allocations allowed to support attendance and engagement monitoring.</li><li>• Employment of SLSO to assist Learning Support Team.</li><li>• PL to support teachers developing strategies for personalised learning.</li><li>• Rock and Water program implemented during Yr 7–10 camp.</li></ul>

#### Next Steps

- The "Starter Packs" will now be utilised for all new stage 4 and 5 students to support the enrolment process.
- Learning support strategies and processes extend fully across the school. Teachers have a thorough understanding of the processes and attempt to implement appropriate strategies to support personalised student learning.
- Maintaining school processes to support frequent contact, communication and teaching of students. Regular reporting and monitoring is obvious on school database records for all teachers.
- Facilitating further online "Understanding Personalised Learning" course to a further 2 groups of teachers.

## Strategic Direction 2

### Curriculum & Assessment

#### Purpose

Our purpose is to deliver relevant and challenging curriculum through innovative and supportive teaching methods and programs.

We will work collaboratively to ensure best practice to meet mandatory educational requirements for all students in an inclusive learning environment.

We aim to create independent, collaborative, life-long learners and thinkers who are motivated to set and achieve personal goals.

#### Overall summary of progress

In 2016, writing materials and resources were supported with a team that developed protocols for design, layout, copyright and integration of appropriate technologies. Writing for new curriculum and syllabuses were prioritised and supported by additional administration staffing. Progress was started on developing a whole school approach to assessment and reporting. Some professional learning and research was conducted which supported stage 6 teachers in designing new tasks. KLAs with new syllabuses in 2017 have planned writing projects and teacher networks will support the implementation of the new HSC in 2018. Progress in researching and investigating innovative technologies and learning concepts to support 21st century learners was well underway by the end of the year, ready to implement project teams in 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>National Curriculum programs will be written for relevant syllabuses which incorporate opportunities for cross curriculum and higher order student learning activities.</li><li>Every KLA will have evidence of improving assessment tasks practices and provisions for students.</li><li>The majority of HSC students will achieve a band 4 or better in the HSC.</li></ul>	<ul style="list-style-type: none"><li>Learning materials and resources produced and developed within the school have been supported with appropriate technology, design, copyright and professional layout.</li><li>A whole school approach to assessment and reporting has focused on PL relating to formative and summative assessment and an agreed template for assessment task notification. Changes in the school leadership team has meant that intended progress has been delayed until 2017.</li><li>Design of new curriculum has enabled a variety of teacher teams investigating and researching 21st century skills and learning that can be supported in a distance education context. Project-based learning (PBL), STEM and Inquiry-based learning have been investigated.</li><li>62% of HSC students achieved a Band 4 or higher in 2016.</li></ul>	<ul style="list-style-type: none"><li>Funded literacy program continues for Stage 4 students (staffing 0.8).</li><li>Staffing allocated to support identified curriculum writing projects.</li><li>SASS support for writing projects.</li><li>Support for Stage 2 writing, Sydney Distance Education Primary (100 days).</li></ul>

#### Next Steps

- Teachers writing materials and resources for new syllabuses in 2017 will be supported with updates and professional learning in copyright and will transition from Moodle to CANVAS to support online learning courses.
- A school assessment and reporting team will focus on strategies to support Stage 6 students in 2017.
- Stage project teams will be developed to support innovative learning strategies in 2017. Opportunities for increased student and teacher collaboration will be encouraged and supported.

## Strategic Direction 3

### Professional Practice

#### Purpose

Through the continuing development, implementation and sharing of innovative teaching, learning and leadership practices, DSODE will strengthen and grow its culture of quality educational service provision for all students in a safe and inclusive environment.

#### Overall summary of progress

In 2016, several executive and staff meetings concentrated on becoming familiar with the 7 teaching standards and elements to support all teachers when addressing their practices. All teachers prepared Performance Development Plans and completed lesson observations with peers throughout the year. All staff have a clearer understanding of accreditation requirements going into 2017 and pre-2004 teachers are prepared for processes beginning 2018. Communication and support strategies between home and school and between single course supervisors and schools have been strengthened throughout 2016. All staff have accomplished mandatory training and have participated in a variety of whole school and individual professional learning opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• All teachers will be accredited with BOSTES at the appropriate level by the due date.</li><li>• Increase the level of learning contact with students and supervisors to encourage engagement and significant learning.</li><li>• The school maintains and promotes a safe working and learning environment through WHS and appropriate welfare programs.</li></ul>	<ul style="list-style-type: none"><li>• The teaching standards and BOSTES (NESA) accreditation processes and requirements are well understood by all staff in the school.</li><li>• The school has strengthened their support and strategies to improve communication with parents/carers and supervisors. This has included: strategies to support outreach centres, single-course school supervisor relationships, regular newsletter and facebook posts, learning and welfare support provided by student advisers.</li><li>• Staff have undertaken an extensive variety of professional learning opportunities throughout 2016. All staff have undertaken mandatory training supporting WHS, school safety and department policies. Whole school staff development throughout the year focused on student welfare (Dean McManus, Rocky Biasi), Literacy continuum and Aboriginal education.</li></ul>	<ul style="list-style-type: none"><li>• Staffing and maintaining accreditation.</li><li>• Staffing to support Learning Centres in Parkes, Orange, Bathurst and Broken Hill.</li><li>• Professional Learning funds to support whole school guest speakers.</li></ul>

#### Next Steps

- Final preparation and support for pre-2004 teachers in understanding of and compliance relating to NESA accreditation to start in 2018. Continued support for Early Career Teachers.
- Continue enhancing and supporting communications and relationships between home and school, and single-course school supervisors.
- Diligence in supporting all mandatory training for teachers. Continued professional learning to support school priorities of syllabus implementation; project-based learning; STEM; Personalised learning; literacy & numeracy; assessment and reporting in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All identified ATSI students have a PIEP and students/teachers have worked towards achieving identified learning goals. Learning materials and teacher programs reflect appropriate Aboriginal culture and ways of learning.</p> <p>An active Aboriginal Education Committee has ensured staff are aware of the mandatory Aboriginal Education policies and have supported staff in having a greater cultural awareness and understanding of Aboriginal student needs.</p>	<ul style="list-style-type: none"> <li>• Aboriginal education program funding to support whole school staff development and individual professional learning. (\$2500)</li> <li>• Teacher relief salaries (\$85317)</li> <li>• Funding to support students with field service visits and residential camps. (\$15000)</li> <li>• NORTA NORTA funding carried forward (\$74 810)</li> <li>• Employment of Aboriginal Education Officer to support staff and families. (\$70000)</li> <li>• Additional SASS staffing. (\$10000)</li> </ul>
<b>Low level adjustment for disability</b>	<p>All teaching &amp; SASS staff supported LST processes within the school. Staff implemented strategies learnt in online Personalised Learning course into teaching practices. Required PIEPs/NCCD data entry completed in a timely manner.</p>	<ul style="list-style-type: none"> <li>• Funding to support extra staffing, including LST, SLSO, SASS. (\$50 000)</li> <li>• Funding to support teachers in Alternate Programs. (\$8380)</li> <li>• Professional learning to support facilitator training for "Understanding Personalised Learning" course (K.Powell)(\$2500)</li> </ul>
<b>Socio-economic background</b>	<p>Program reports and field service evaluations indicate effective use of resources to support student learning outcomes across the school community.</p>	<ul style="list-style-type: none"> <li>• RAM funding to support additional staffing (\$158538)</li> <li>• Funding to support Field service program.(\$12000)</li> <li>• Funding to support organisation and conduct of residential camps P-6, 7-10, 11-12 each term. (\$15000)</li> <li>• Support for resources in Dubbo Learning Centre. (\$500)</li> </ul>
<b>Support for beginning teachers</b>	<p>Validation of teacher Professional Practice Program evaluations reflect attendance and support for new teachers to the school.</p>	<ul style="list-style-type: none"> <li>• Staffing allocations for beginning teachers (0.1) and mentors. Access casual support as required.</li> <li>• Beginning teachers funds allocated to teacher relief. (\$30913)</li> </ul>
<b>Technology &amp; ICT Programs</b>	<p>Inventory of student laptops and technology access to support lessons undertaken. Evaluations of new software research and development also undertaken.</p>	<p>Computer Coordinator funding brought forward from 2015 (\$158888)</p> <ul style="list-style-type: none"> <li>• 20 laptops purchased. (\$10 000)</li> <li>• 20 iPads purchased. (\$15 000)</li> <li>• 20 desktop computers purchased. (\$20 000)</li> </ul>
<b>Middle Years</b>	<p>Evaluation of orientation day &amp; Muster Camps. Organisational structures in place for</p>	<p>RAM funding (\$11 000) – production of Middle Years</p>

<b>Middle Years</b>	the start of 2017 classes.	kits. <ul style="list-style-type: none"> <li>• Workshop supplies. (\$500)</li> <li>• SASS allocation to support Middle Years kits and resource production. (\$5600)</li> <li>• Yr 7 Orientation day. (\$300)</li> <li>• Teacher relief.</li> </ul>
<b>Transition</b>	Students undertaking transition programs are well documented and supported. Post school and Stage 6 educational pathways are well established and documented. New course Certificate II in Skills for Work and Vocational Pathways is ready for delivery in 2017.	<ul style="list-style-type: none"> <li>• Staffing – SASS one day per week.</li> <li>• Temporary staffing. (2 days week).</li> <li>• Professional Learning/Training for VET course. (\$3500)</li> </ul>
<b>Outreach Programs</b>	Review of student attendance reports and FS visits tracked. Identification of percentage of students achieving BOSTES credentials. Student feedback / evaluation of years' projects undertaken.	<ul style="list-style-type: none"> <li>• Tied RAM funding \$16000 to support staffing in Outreach Centres.</li> <li>• Mums 'n Bubs Grant. (\$11540)</li> <li>• Additional staffing for teacher relief to attend PL days.</li> </ul>
<b>Professional Learning</b>	Evaluation conducted for all areas of TPL for 2016 – process, forms, funds. Evaluation data used to support for 2017 planning.	<ul style="list-style-type: none"> <li>• Professional Learning funds. (\$127134)</li> <li>• TPL funds allocated to teacher relief.</li> <li>• TPL funds to support DE Symposium. (\$25000)</li> <li>• Whole school PL: Dean McManus (\$5170) and Rocky Biasi (\$4400)</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	219	223	238	222
Girls	244	249	229	227

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	11	5	20
Employment	14	22	19
TAFE entry	7	20	16
University Entry	0	0	19
Other	54	24	13
Unknown	14	29	13

Of the 211 students enrolled in HSC courses (single course and fulltime students) 29% undertook Vocational or Trade training in 2016. Of the 32 full time and Pathways students enrolled in Year 12 in 2016, 75% attained the HSC qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	16
Classroom Teacher(s)	83.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.2
School Administration & Support Staff	19.34
Other Positions	0.3

\*Full Time Equivalent

Aboriginal staff have been employed during 2016 in the following capacity: 2 permanent staff employed as Administration officers, 1 temporary employee as an Aboriginal Education Officer to support families and teachers, 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	83.5
Postgraduate degree	16.5

### 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 were supported in syllabus training covering aspects of mandatory policy and cross curriculum priorities from K–10. Stage 6 syllabus implementation in a range of courses also took place. Whole staff mandatory training was completed as well as training on the Aboriginal Education Policy and the Literacy Continuum for all staff.

Welfare and Aboriginal education programs were supported through attendance at specific training events. Similarly, disability provisions and teacher capacity for implementing them has been increased. Innovative learning strategies including STEAM and PBL have been incorporated into Semester Two professional learning.

In 2016 teacher professional learning funds spent totalled \$152668.72. The average expenditure per staff member in 2016 was approximately \$495.71.

The centralised system of managing professional learning processes ensures the most efficient use of professional learning funds. Our school system enabled staff to meet one or more of the school strategic directions as well as their own identified performance development plan goals.

One hundred per cent of staff accessed some form of professional development in 2016. 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. All staff completed their mandatory online WHS training. These events enabled many teachers to access quality professional learning and contribute to their required

non-registered hours of professional learning for the purpose of accreditation with BOSTES.

In Term 2 all staff members participated in a workshop on teacher resilience and wellbeing presented by guest speaker, Dean McManus. A number of staff completed the "Understanding Personalised Learning and Support" online training.

In Term 3 the welfare focus was extended to provide a follow-up workshop from 2015 with Rocky Biasi for all staff members who participated in "Accidental Counsellor" training. New school student advisers and the Transition team completed additional training with Rocky.

The Term 4 school development days focused on the Literacy Continuum and literacy across the school as well as Aboriginal Education policy implementation. Julie Wilson, a local with expertise in the area, presented the literacy training whilst Allan Hall SEO2 and Marilyn Redman ACLO, presented the Aboriginal Education policy training. Across the year, many staff participated in professional learning events that assisted in syllabus implementation and quality teaching, resulting in the greatest proportion of professional learning funds spent in these two areas. Many recipients of professional learning were in their first few years of teaching. A number of providers were well represented among staff choices for their professional learning including teachers' professional associations, BOSTES, CPL and DET.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary of financial information covers funds for operating costs to December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>1 759 766.18</b>
Global funds	0.00
Tied funds	666 567.87
School & community sources	108 946.83
Interest	36 809.20
Trust receipts	199 829.04
Canteen	0.00
<b>Total income</b>	<b>3 633 859.03</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	489 843.47
Excursions	0.00
Extracurricular dissections	0.00
Library	5 623.79
Training & development	138 878.66
Tied funds	439 841.19
Short term relief	5 171.15
Administration & office	219 704.24
School-operated canteen	0.00
Utilities	78 678.09
Maintenance	33 099.53
Trust accounts	373 272.83
Capital programs	60 543.93
<b>Total expenditure</b>	<b>1 844 656.88</b>
<b>Balance carried forward</b>	<b>1 789 202.15</b>

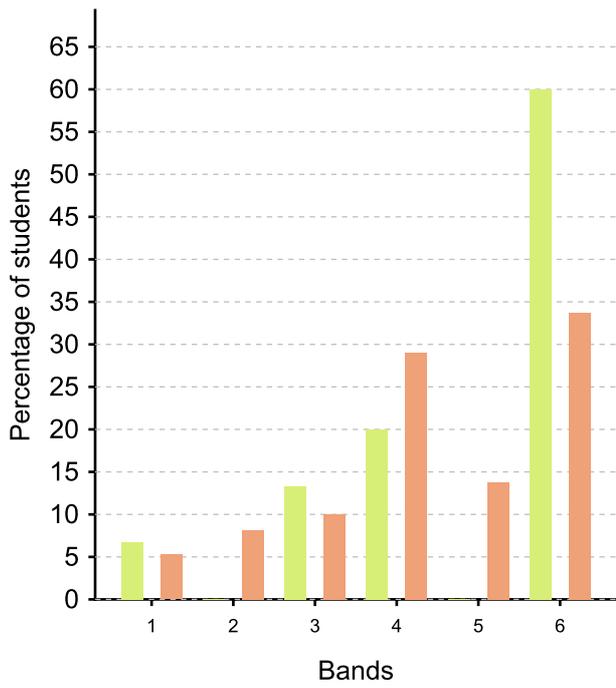
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

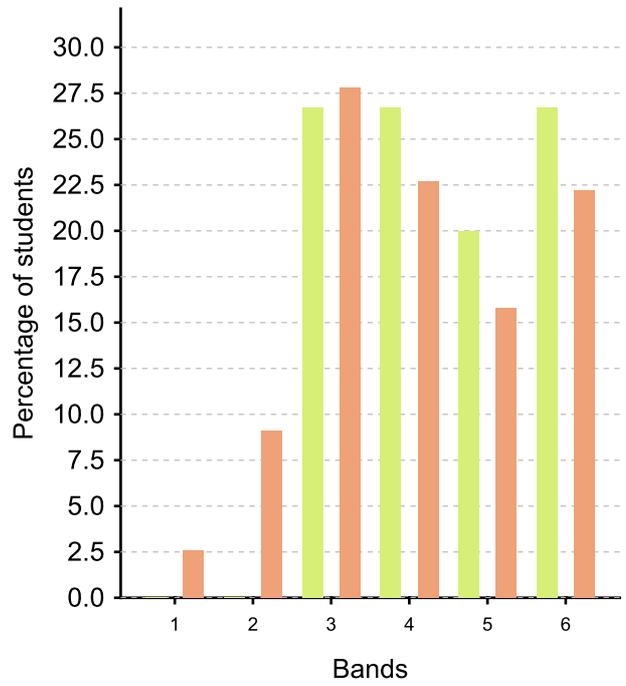
### NAPLAN

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.

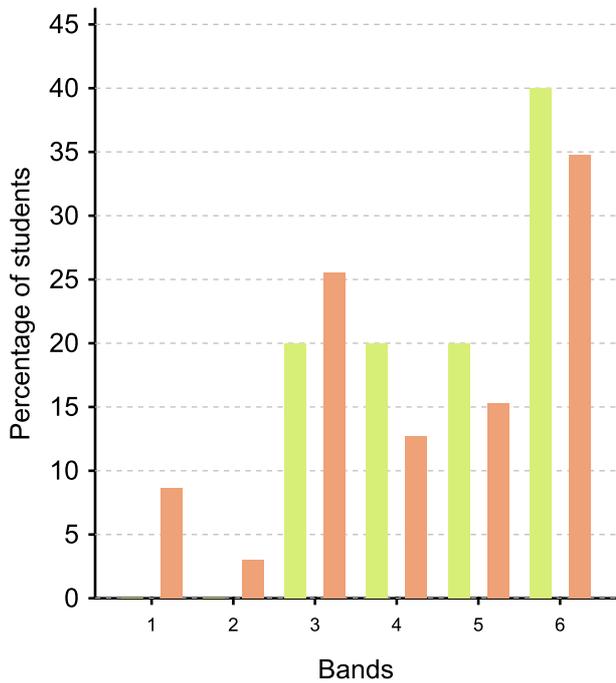
**Percentage in bands:**  
Year 3 Grammar & Punctuation



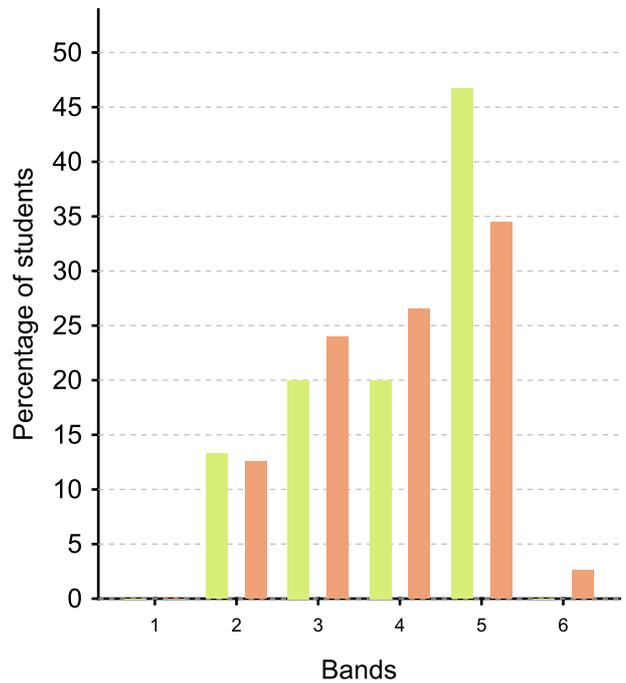
**Percentage in bands:**  
Year 3 Spelling



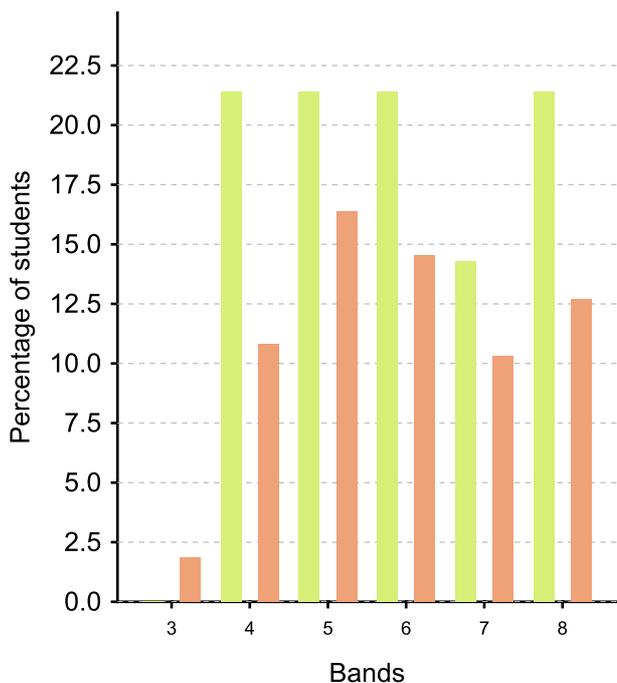
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Year 3 Reading



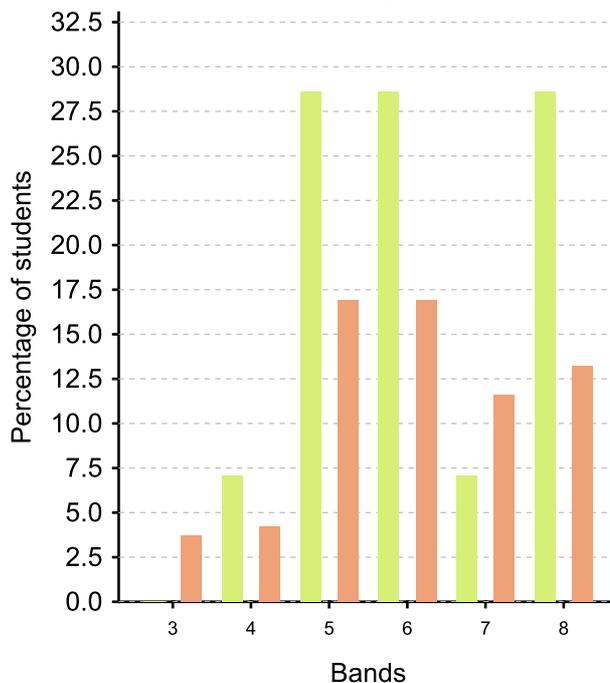
**Percentage in bands:**  
Year 3 Writing



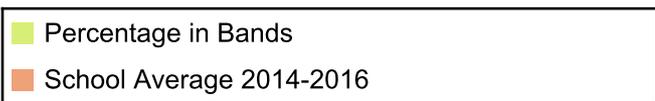
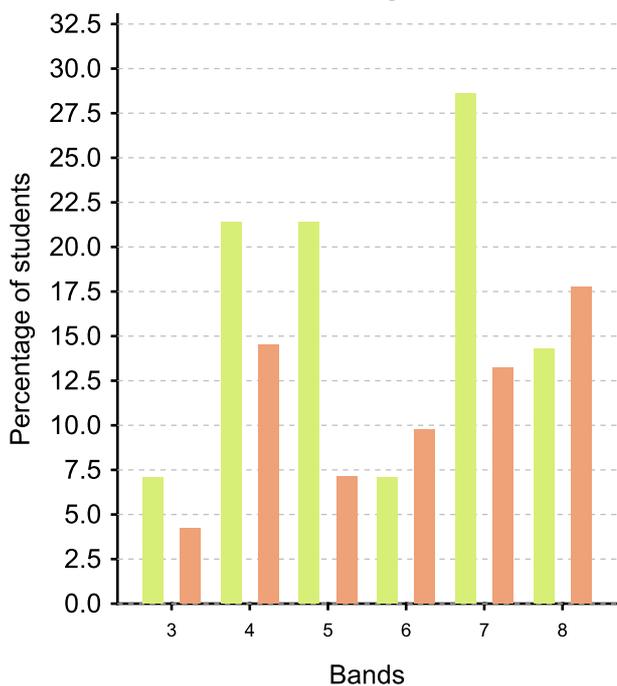
**Percentage in bands:**  
Year 5 Grammar & Punctuation



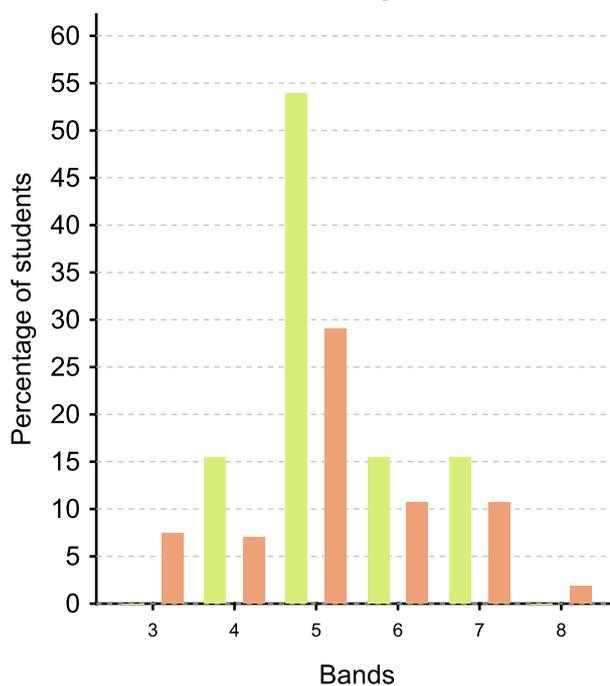
**Percentage in bands:**  
Year 5 Spelling



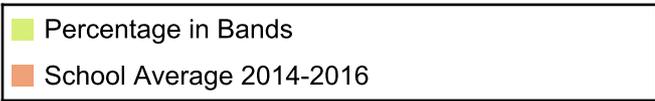
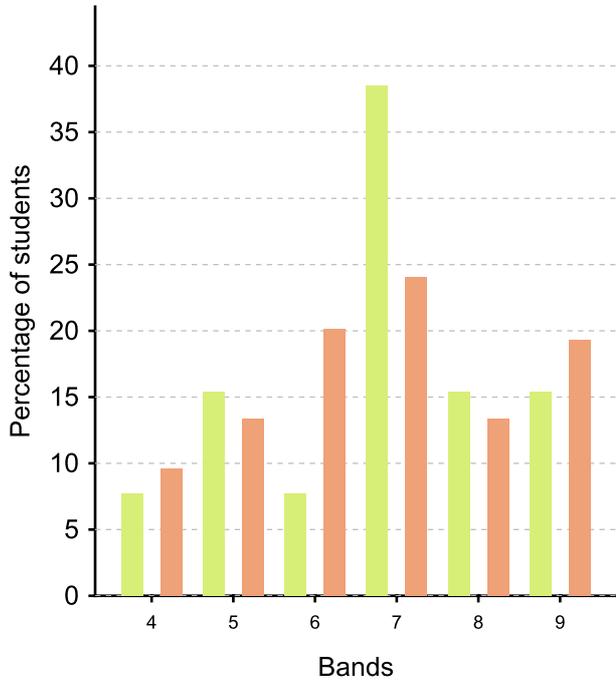
**Percentage in bands:**  
Year 5 Reading



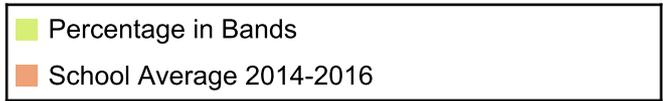
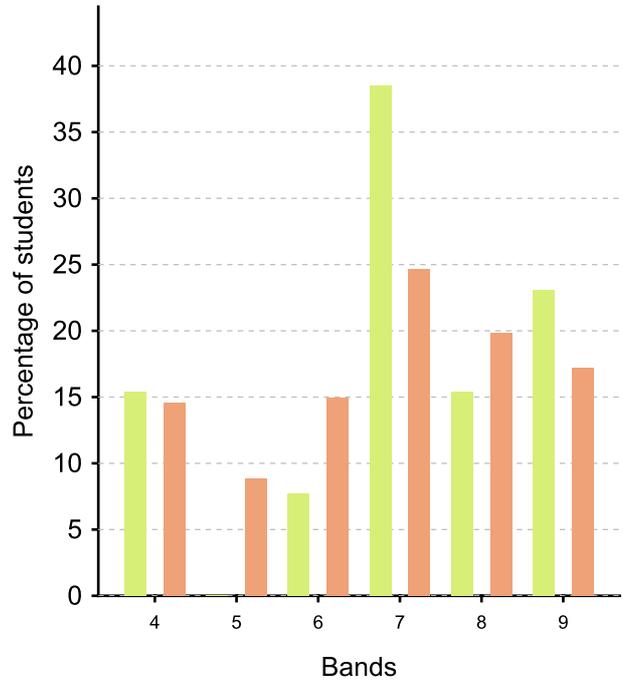
**Percentage in bands:**  
Year 5 Writing



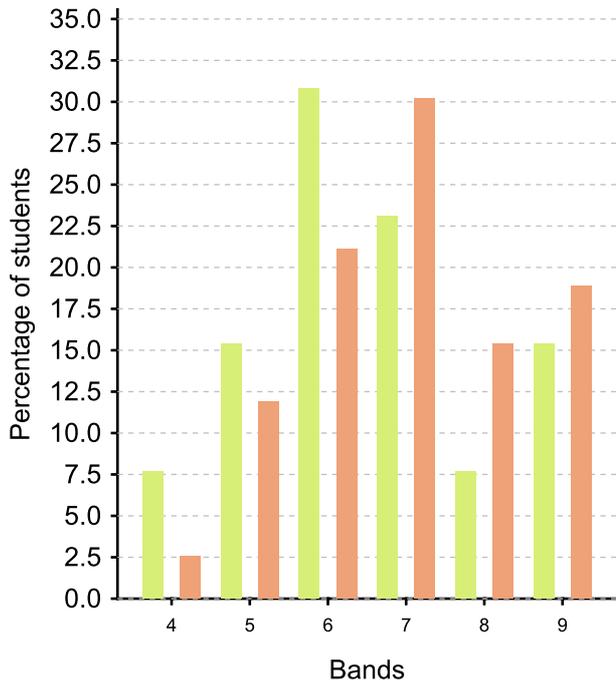
**Percentage in bands:**  
Year 7 Grammar & Punctuation



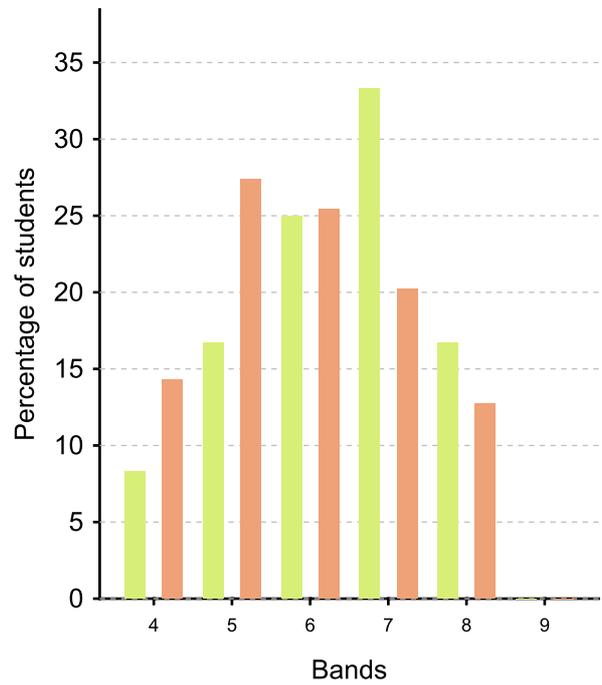
**Percentage in bands:**  
Year 7 Spelling



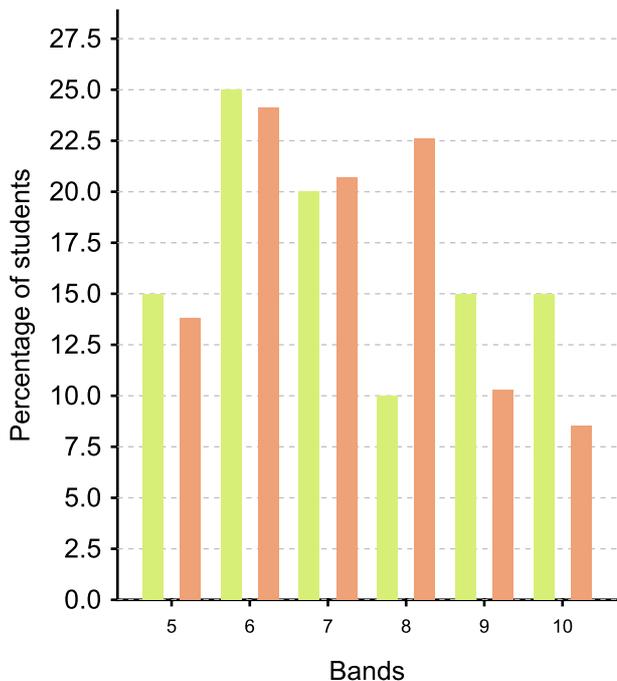
**Percentage in bands:**  
Year 7 Reading



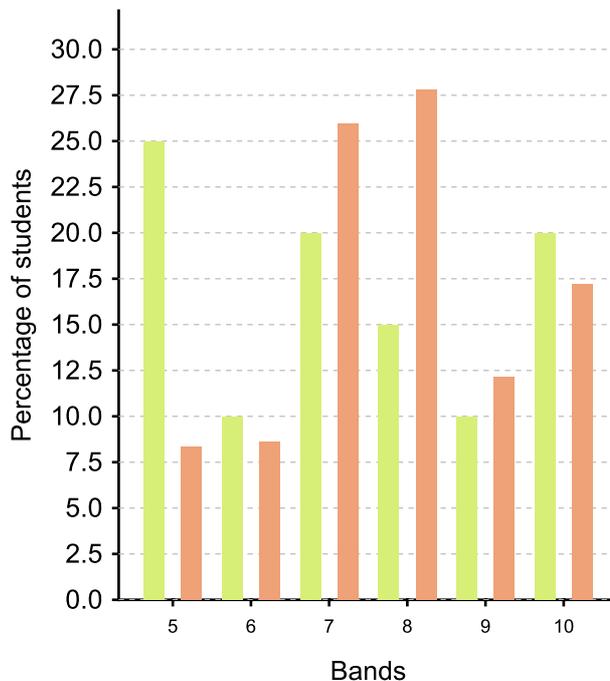
**Percentage in bands:**  
Year 7 Writing



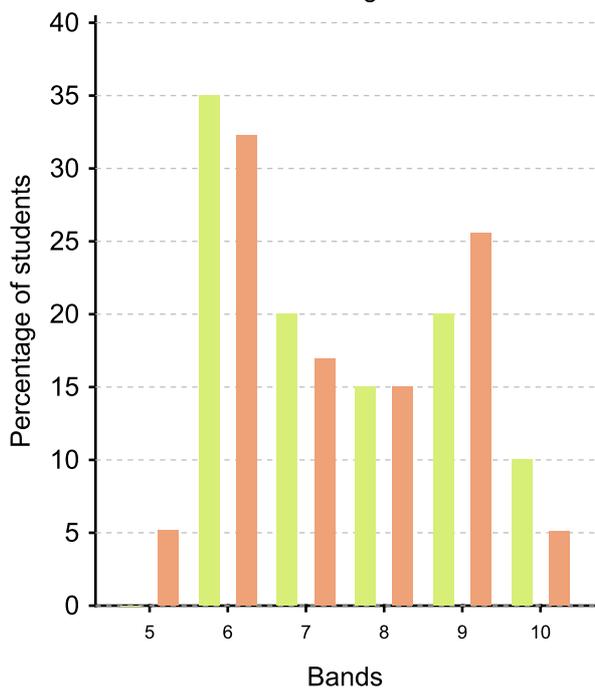
**Percentage in bands:**  
Year 9 Grammar & Punctuation



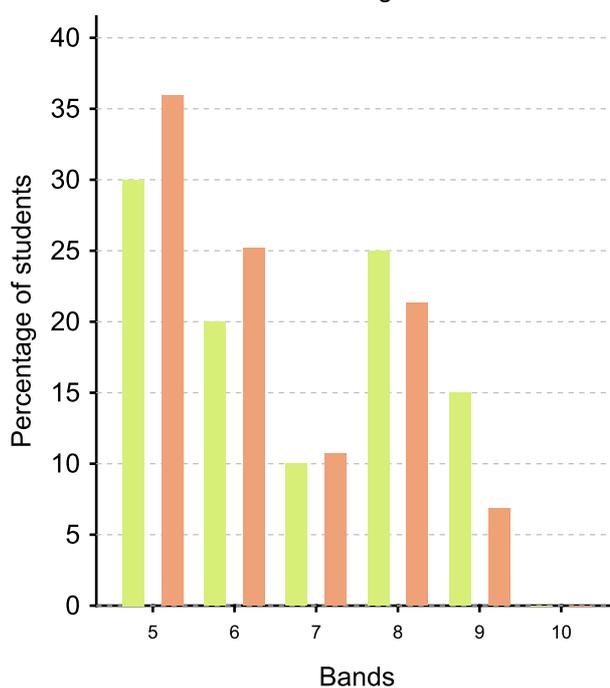
**Percentage in bands:**  
Year 9 Spelling



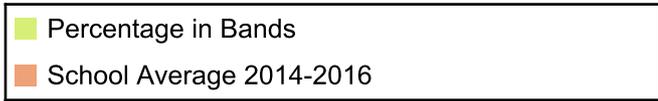
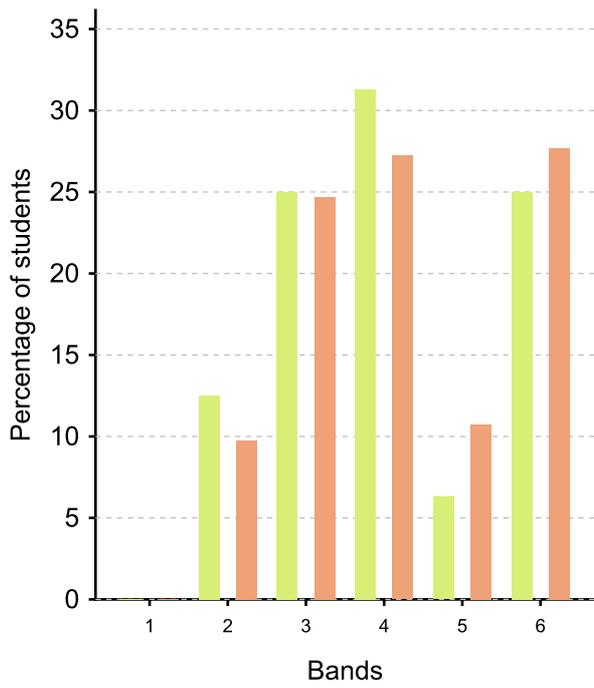
**Percentage in bands:**  
Year 9 Reading



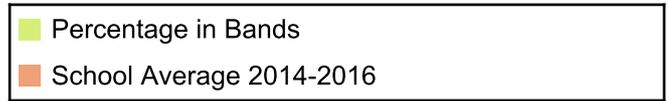
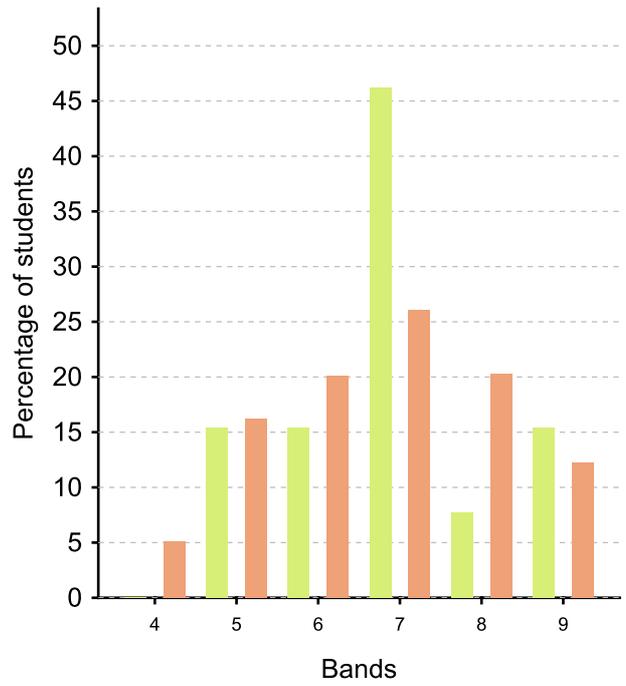
**Percentage in bands:**  
Year 9 Writing



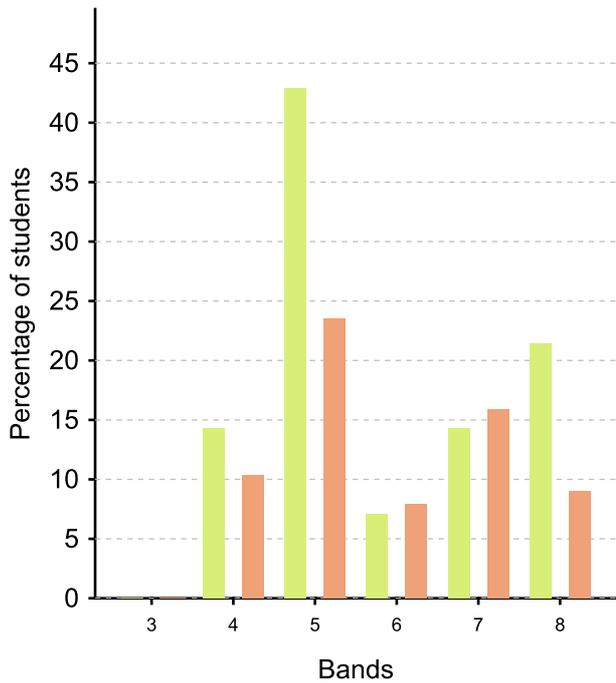
**Percentage in bands:**  
Year 3 Numeracy



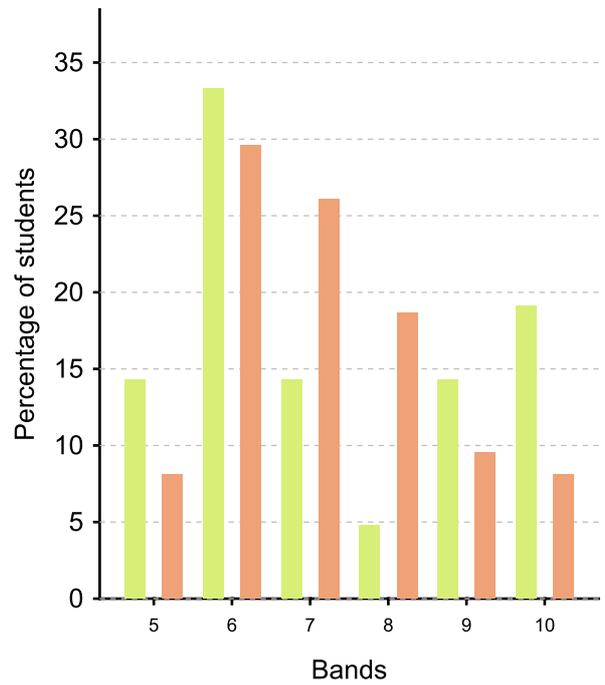
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 5 Numeracy

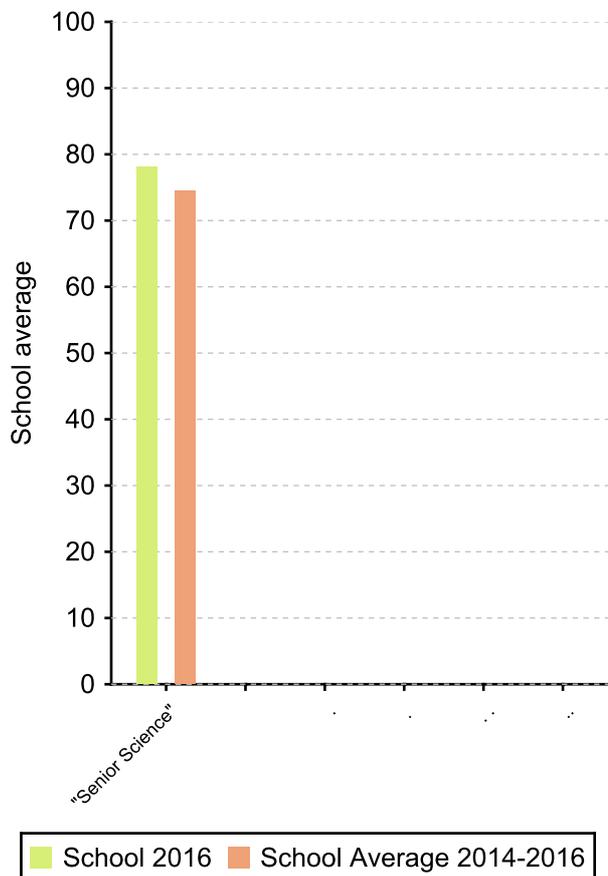
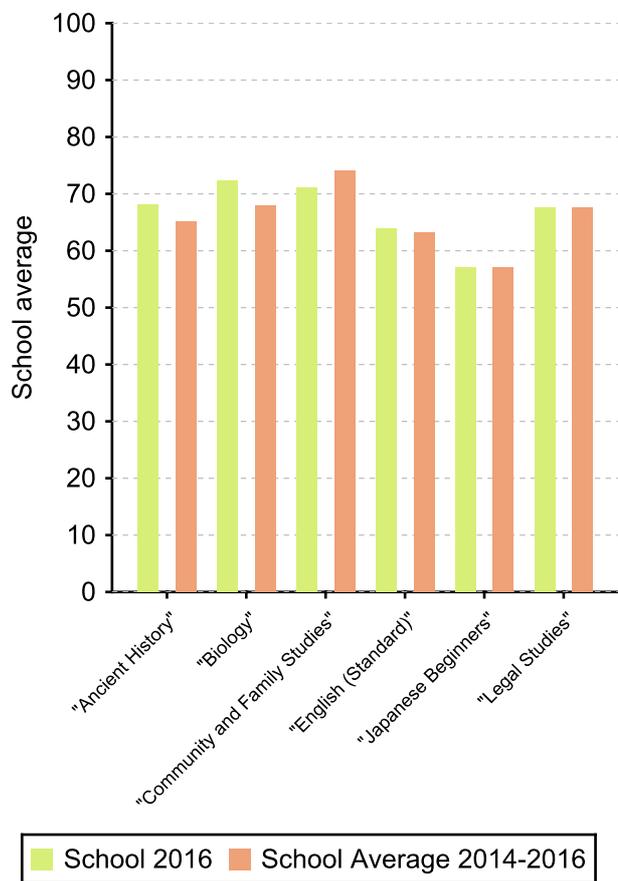


**Percentage in bands:**  
Year 9 Numeracy



## Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The tables following show only subjects which had a candidature of 10 or more. 371 students sat examinations in 51 courses for 2016. 62% of students achieved a Band 4 or higher. 22 students achieved a band 6 and 65 achieved a band 5 in their HSC course.



## Parent/caregiver, student, teacher satisfaction

Throughout 2016 the school received a significant amount of correspondence and verbal feedback from supervisors, parents and carers that reflected a high degree of student and parent appreciation. Feedback via phone, email, letters, Facebook and face-to-face interviews have been regularly received by teaching and administration staff. Our Facebook presence has significantly increased in 2016 and followers of our site are overwhelmingly positive and appreciative of the work of students and the school in supporting students' learning activities. Some students' activities and achievements within their own local communities have received considerable recognition and praise via our Facebook site.

Overall, parents and carers believe that teachers at DSOE provide wonderful support for their students and are helping to gain the best for their educational needs.

## Policy requirements

### Aboriginal education

In 2016, staff of DSOE increased their commitment to Aboriginal Education with a very structured team dedicated to increasing cultural awareness across the school. An Aboriginal Education Committee was formed with a faculty representative from each secondary KLA across the school, including Primary and Preschool. The representatives have the responsibility of reporting back to their faculties key strategies and support necessary to implement Department of Education Aboriginal Education policies. The key strategies included:

- Increasing the level of learning contact with students and supervisors to encourage engagement and significant learning.
- All Aboriginal students are supported through key educational transitional points.
- All students learn about Aboriginal culture, histories and experiences.
- All staff will understand and participate in KLA development and implementation of learning materials that are inclusive of Aboriginal perspectives and culture in line with National Curriculum priorities.
- Staff will have opportunity to undertake cultural awareness training.
- All staff will attend Professional Learning on the implementation of DoE's Aboriginal Education policy and key directions.
- All staff will plan for and implement effective teaching, learning and assessment for Aboriginal students.

We have sought the expertise of local Aboriginal people through our Dubbo AECG to support our goals throughout the year. Alan Hall and Marilyn Redman delivered two professional development sessions to staff that focussed on Aboriginal Education Policy and eight ways of learning. The employment of Jodie Redman as an Aboriginal Education Officer has enabled improved communication and connections between Aboriginal families in isolated areas and the school community. A variety of data has been collected to support future development of programs and writing of curriculum materials.

Staff have undertaken a variety of professional learning sessions that have strengthened the cultural understanding and awareness of Aboriginal students' learning needs. This has included attendance at the Bangamalanha conference, 8 ways of Pedagogy, mandatory Aboriginal Education Policies and a number of staff enrolled and completed the online 'Cultural Competence' course.

Aboriginal Education committee staff who attend professional learning sessions were able to share their knowledge with the group and have been developing strategies to support whole school implementation of Aboriginal cultural awareness in student learning activities.

In 2017, the Committee are looking forward to being

involved in the planning and development of a 'Yarning Circle' incorporating Aboriginal art and an understanding of the cultural purpose to 'come together', 'connect' and 'communicate' when students gather at school for residential and collaborative activities. 2017 will also see a more deliberate effort to visit Aboriginal students and their families in our field service program.

## Multicultural and anti-racism education

In 2016 anti racism was addressed in conjunction with anti-bullying and resilience training under the leadership of relieving head teacher welfare, Naomi White. Racial diversity was celebrated on Harmony Day during Term 1 camp with students and staff encouraged to wear Orange. Students also engaged in the "Bullying No Way" program by making their own version of Taylor Swift's song 'Shake it off' with a Bob Dylan/ INXS style video. Resilience was strengthened through the "Iki-fit" program which incorporates martial arts and self esteem training.

The starter pack sent to all Year 8 students contains a language section focused on global language awareness. The mandatory language course for all year 8 students promotes strong intercultural awareness and understanding. Teaching cultural understanding has been developed strongly in all new National Curriculum syllabuses through the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability in developing new learning programs and resources.