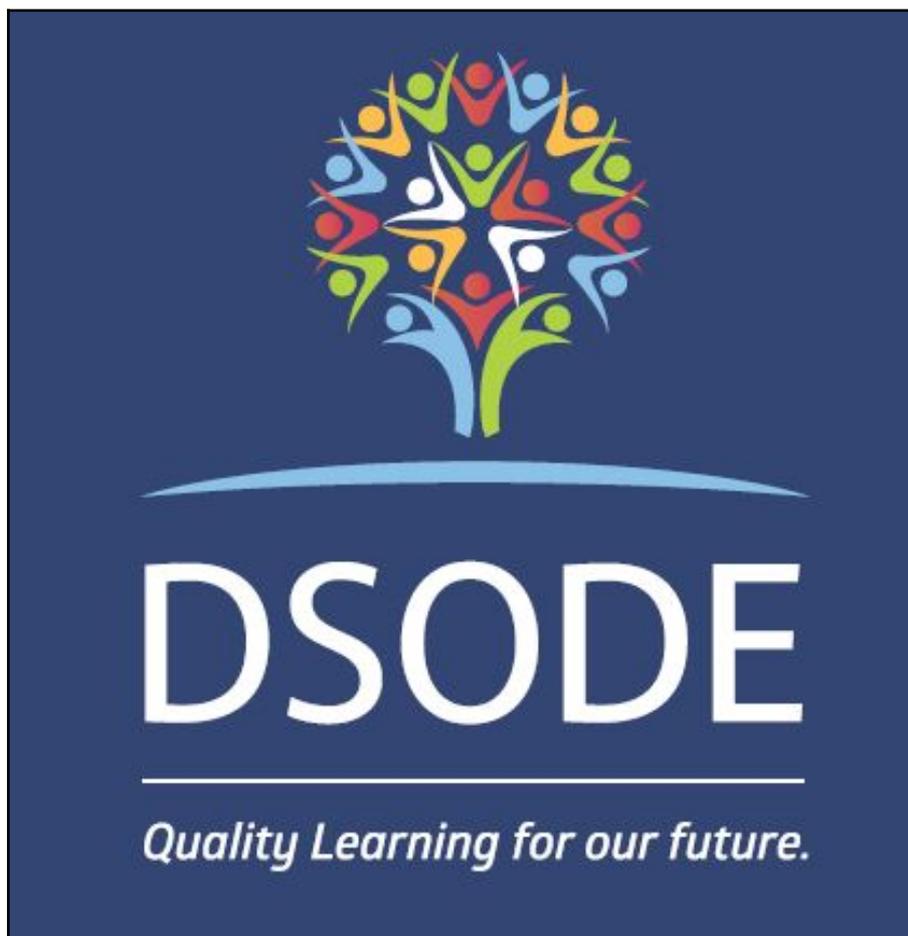


Dubbo School of Distance Education

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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

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 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.

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/school-excellence>

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 & 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)

Overall summary of progress

The majority of faculties across the school undertake continual updating and writing of new materials and resources to support learning. Many new courses are being transferred to online delivery using CANVAS. All staff have been utilising and developing DEMs as the school student database to record all interactions and information regarding student learning, including personal learning plans (PIEPs), and learning adjustments recommended by the Learning Support Team.

More opportunities have been created with student access to new additional residential programs (eg. PBL Camp), access to specific learning centres, workshops and field service opportunities throughout the year.

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)
66% of Year 1–6 students have had their smart goals completed. All staff have significantly increased their use of DEMs for recording student information and learning interactions. All staff utilise and support identified PLPs and review these every year. Expanded to records for single course students. Many faculties have developed online courses using CANVAS, including: Music, Visual Arts (St 6), Mathematics, Science Students undertaking PBL units in yr 8 & 9 collaborate with authentic audiences (ie. Western Plains Zoo & Headspace) to support their learning. Student wellbeing enhanced during a targeted PBL residential camp during term 3 with access to a "Zoo Snooze" and podcasting workshops.	Employment of Learning Support Staff, including HT (0.4), LST teaching staff 4.0 FTE, 0.8 LST Zoonsnooze activity (\$1765) Podcasting equipment (\$2965) Funding Sources: • Low level adjustment for disability (\$38648.00)

Process 2: *Teacher professional practice:*

Progress towards achieving improvement measures

Process 2:

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)
<p>Whole school, individual and faculty based Professional Learning undertaken in 2019. Large proportion of PL was directed towards the creation of new materials for syllabus implementation and modes of delivery.</p> <p>DEMs recording process refined and CANVAS courses developed for most subjects. This resulted in current and relevant feedback being given to students and supervisors in a more timely manner.</p>	<p>PDHPE, Legal Studies , Visual Arts, English DE Network funding (\$20000)</p> <p>CANVAS training/subscription (\$5300)</p> <p>DEMs annual subscription (\$10 700), DEMs support 0.2 FTE</p> <p>Teacher Professional Learning Funds (\$138 900)</p>

Process 3: *Leading learning programs:*

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

Evaluation	Funds Expended (Resources)
<p>Learning materials created and delivered across a range of technologies and platforms to actively engage students and meet individual learning needs and contexts.</p> <p>Whole school activities were initiated with great success; all Term 4 camps will now have a whole school focus.</p> <p>Every P–6 student based in NSW participated in some form of school–based activities, predominantly residential, field services, or school based lessons and workshops.</p> <p>LST recommendations recorded and followed for students with individual learning needs.</p>	<p>Dark sky project (\$4000)</p> <p>Residential funds (\$62000)</p> <p>Field service funds (\$87000)</p>

Next Steps

Literacy and Numeracy are a continued focus for continued development across P–12. New programs and courses continue to be written across the school to meet the needs of students with individual learning requirements.

Continued development of new syllabus content and the further development of materials onto CANVAS will occur in 2020.

Personalised Learning will continue to be a focus for all students at DSODE.

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.

Overall summary of progress

Teachers work collaboratively to plan and implement quality teaching and learning at DSODE. New spaces have been created within the school to support this collaboration between staff and students, with new technologies provided.

Improved literacy and numeracy of all students from P–12 has been a focus of this year; early results show that these improvements have been successful. A new team– Learning Opportunities– was created to better support the needs of students in the secondary school; this program has seen the development and use of various external testing programs; this testing provides base line data for student growth.

Progress towards achieving improvement measures

Process 1: *Collaborative practice –teaching & learning:*

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

Evaluation	Funds Expended (Resources)
Creation and implementation of various teaching and learning programs across the school to improve student literacy; Kinder Start, Taking Charge, Literacy Mentors. Anecdotal evidence has shown improvements in literacy for all students engaged in these programs.	Staffing Futures Learning team 4.0 FTE Staffing Learning Opportunities 4.0 FTE
New Auditorium built and furnished to support staff and student collaboration; space used during Term 4 P–12 residential for teaching and student collaboration activities (trivia, dance, team building).	Literacy Mentor Program Staffing 3.0 FTE
Team teaching in Stage 6 Music and Stage 4 CAPA has enhanced student results.	Literacy Program Development (\$5500) New auditorium building Project (\$1 600 000) Classroom furniture (\$150 000) Technology – new screens (\$40 000)

Progress towards achieving improvement measures

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)
<p>Creation and implementation of the literacy mentor program. Improvements in the Year 8 mentor program spelling, all students who were assessed showed improvement. 80% of students who were engaged in a Tier 3 reading program demonstrated growth in reading fluency and accuracy.</p> <p>Increase in the number of students who completed VALID testing in 2019.</p> <p>Best Start testing completed by 100% of Primary students enrolled at the time of testing.</p> <p>'Taking Charge' course written for students in Year 10; this course is based on the Australian core skills framework. Students completing this course access support around careers, literacy and numeracy.</p> <p>HSC data was evaluated, with courses modified or re-written to better support student learning.</p> <p>A focus on Stage 6 literacy across the school led to improvements in extended responses in exams and assessments for most stage 6 students.</p>	<p>Learning Opportunities Literacy Programs (\$7000)</p> <p>Staffing: Learning Opportunities 4.0 FTE</p> <p>Staffing LST: 0.8 FTE</p> <p>KLA Budgets (\$114 000)</p> <p>Curriculum support funds (\$20 000)</p>

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>DSODE Kinder Start program developed with a focus on literacy and numeracy learning through play-based pedagogy.</p> <p>Pre-school packs updated to include improved literacy and numeracy focus.</p> <p>Staff collaborated with other DE centres to re-write materials for their professional networks.</p> <p>4C Transformative learning team delivered a range of professional learning activities to support the leadership team and the development of a year 7 learning community.</p>	<p>Technology funds (\$50 000)</p> <p>PL- initialit; best start; ineracted (\$10 000)</p> <p>4C's PL (\$45 000)</p>

Next Steps

DSODE Teachers will continue to be innovative and collaborative in their support of students from P-12. Staff will continue to develop and review strategies to improve whole school literacy and numeracy results. 4C's Transformative Learning Processes and the Learning Disposition Wheel will be embedded in learning materials and staff meeting practices across the school.

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.

Overall summary of progress

School leadership continues to strengthen; professional learning undertaken with the 4C's Transformative learning team has assisted in communication and discussion processes within the DSOE leadership team.

Staff have been encouraged to attend professional Learning throughout the year; this then benefits student learning and engagement across the school community.

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)
Executive developed stronger leadership and communication skills; meetings refined to consolidate information delivered.	4C's Transformative Learning PL (\$45000)
DSODE staff members undertook several leadership roles in Professional networks.	Whole School PL funding (\$130 000)
Focus on professional learning and development in weekly Leadership Meetings.	X venture PL program (\$45 000)

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)
All teachers completed a PDP, with lesson plans and teaching goals.	Whole School PL funds (\$138 900)
Staff members undertook professional learning to achieve their identified	DE Professional network funds (\$20

Progress towards achieving improvement measures

teaching goals.

000)

Many staff undertook roles within their faculty, whole school and external to the school in professional networks.

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 (Resources)
STEM resources used to support student learning and development at residential camps and workshops.	Microsoft SurfacePros and new monitors– (\$200 000 donated by RDE Grant)
Staff using technology to redevelop courses and deliver increased lessons online.	STEM learning space set up (\$50 000)
Staff work areas and classrooms have been upgraded to support teaching & learning environments.	New classroom technologies (\$40 000)
	Telephone upgrade (\$91 000)
	Refurbishment of H Block (\$230 000)
	Playground for new building (\$80 000)
	Air conditioning in staff blocks (\$90 000)

Next Steps

Continued focus on 4C's Transformative Schools professional learning to enhance school leadership and culture.

Continued support of teachers to meet and maintain professional standards.

Ongoing professional learning in innovative and contemporary online teaching and learning pedagogies.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Field service visits to develop and complete PIEPs. Employment of an Aboriginal Programs specific teacher during term 1 & 2. Learning Centre teachers and resources. Online Cultural Competence course (40 staff \$7000) and attendance at State Conference (3 staff) Residential Programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$115 188.00) 	<p>74 full time 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 in their PIEPs to support their future learning.</p>
Low level adjustment for disability	<p>Learning support teacher (0.8) allocation</p> <p>Head teacher (Teaching & Learning/Learning Support) 0.4 allocation</p> <p>SLSO employed to support students</p> <p>Literacy Mentor Program – Year 8 & 9 students</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$130 564.00) 	<p>Learning support for students is monitored consistently by staff through DEMs and regular communication with the learning support team in provision of individual learning adjustments. The learning support teacher and SLSO monitor progress and complete data collection (eg. NCCD) to support progress. The literacy program for year 7–9 is supported with regular lessons each week, testing and monitoring of progress by assigned teachers.</p>
Socio–economic background	<p>Residential funding (\$62 500)</p> <p>Field Service Funding (\$87 000)</p> <p>Learning centre (\$20 000) + 1.2 FTE staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio–economic background (\$421 848.00) 	<p>Identified programs in the school successfully operate to support student learning experiences. These include: Field Services, Learning Centre operation, Residential programs.</p>
Support for beginning teachers	<p>Support mentors 0.05 loading X 2</p> <p>Beginning teacher loading 0.1</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$36 798.00) 	<p>Continued support from school identified Mentor program. Additional staffing and professional learning to support beginner teachers accessed.</p>
Learning Opportunities	<p>KLA Budget (\$7000)</p> <p>Residential resources</p> <p>Staffing 4.0FTE</p> <p>Literacy and numeracy \$3808.00</p>	<p>Increased staff undertaking specific literacy training (Minilit, InitialLit, Plan2) for the mentor program.</p> <p>Literacy mapping of students has been undertaken by 5 mentors.</p> <p>Improvements in the Year 8 mentor program</p>

<p>Learning Opportunities</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>spelling, all students who were assessed showed improvement. 80% of students engaged in a Tier 3 reading program demonstrated growth in reading & fluency. 12 students were successfully supported with Tier 3 reading interventions.</p> <p>Increased number of teaching staff are including learning goals at the beginning of lessons and units of work for students.</p> <p>An increased number of students with complex needs have been invited to attend the learning centre and camps.</p> <p>"Taking Charge" program allowed individual evaluations on engagement and improvement.</p> <p>Percentage of students wanting a HSC who have successfully completed tests – reading yr 11 (82%), writing (6%), numeracy (68%). All students who completed the test (67%) completed the test in reading.</p> <p>Staff professional learning undertaken in CANVAS, YARC, PBL, Google Classroom, Adobe Connect & Zoom.</p> <p>Support for highly complex families to achieve educational success and increased achievement of learning outcomes across the curriculum. 35 families from yr 7–9 were successfully supported in this program.</p>
<p>Professional Learning</p>	<p>Professional learning funds \$138 900</p> <p>Additional PL funds (\$45 000)</p> <p>Principal Support Funds (\$25 000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>Teacher Professional Learning funds were spent on addressing all areas of the School Plan.</p> <p>Staff professional development plans guided the participation of staff in specific events.</p> <p>In 2019 teacher professional learning funds spent totaled \$110 777.22. Many activities accessed were cost free and/or locally facilitated.</p> <p>100% of staff accessed some form of professional development in 2019.</p> <p>In Term 1, activities involved mandatory training sessions in Child Protection, Code of Conduct, Workplace Health and Safety, Chemical Safety and cardio–pulmonary resuscitation. Other more specific courses were undertaken in the Primary/ Pre–school area and in VET along with a few staff PL events from other key learning areas.</p> <p>In Term 2 a local conference hosted by the Western Plains Cultural Centre and presented by the History Teachers Association was well attended. The CAPA faculty were also highly represented in PL of both a syllabus implementation and a welfare/ equity nature.</p> <p>A large number of staff attended MAPA (Management of Actual or Potential</p>

<p>Professional Learning</p>	<p>Professional learning funds \$138 900</p> <p>Additional PL funds (\$45 000)</p> <p>Principal Support Funds (\$25 000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>Aggression) training in Term 3.</p> <p>Many smaller workshops and conferences attended by a range of school faculties included Art (DEVAN), Technology (TAS) and Food Technology.</p> <p>A focus occurred in technology and covered Cyber Security, Creative Video production and CANVAS.</p> <p>A large group of staff supported the locally hosted Rural and Remote Conference.</p> <p>Understanding Personalised Learning and Support training continued for a small cohort by our school trained facilitator working towards the target of having a majority of the school staff trained in this area.</p> <p>In Term 4 the Executive team undertook training in the Leading for Educational Change program. Evaluating Learning was another major area for PL which was a local free conference provided by NESA for K–10 HSIE.</p> <p>Largest participation for PL occurred in the area of Syllabus Implementation due to the new mandatory syllabuses being implemented, followed by Welfare and Equity and ICT for teaching and learning.</p>
<p>Futures learning</p>	<p>Zoo snooze (\$1765)</p> <p>Podcasting equipment (\$2965)</p> <p>PBL Planning Day for teachers (\$820)</p> <p>4C Transformative Learning team PL, Term 2 – 4 (\$45 000)</p> <p>STEM Virtual Reality equipment (\$685)</p> <p>Equipment purchase for Year 7 Learning Community (\$350)</p>	<p>19 Year 8 students and 10 teachers from 4 KLAs participated in the "Save Our Stripes" PBL unit. 4 final products were delivered by 8 students. 25 Year 9 students and 12 teachers from 3 KLAs participated in the Happiness PBL delivering 8 final products.</p> <p>All DSOE stage 3 students participated in the Dark Sky PBL unit. 1 student group of 4 received 2nd in a state-wide competition run by the Department of Education and the NSW Department of Planning, Industry & Environment.</p> <p>An increased number of students attended the PBL Camp. 23 Year 7–9 students attended for the week.</p> <p>Increased engagement for all students involved in PBL experiences.</p> <p>DSODE students were offered an opportunity to attend the School Spectacular sponsored by Rode Microphones and the Make A Wish Foundation. 3 students were able to attend and Laura was featured in the main promotion for Rode.</p> <p>Increased use of research-based, innovative and collaborative pedagogies focused around transforming schools (creativity, collaboration, communication, and critical reflection) and project based learning utilised and developed into the Yr 7 Learning Community for 2020 delivery.</p>

<p>Futures learning</p>	<p>Zoo snooze (\$1765)</p> <p>Podcasting equipment (\$2965)</p> <p>PBL Planning Day for teachers (\$820)</p> <p>4C Transformative Learning team PL, Term 2 – 4 (\$45 000)</p> <p>STEM Virtual Reality equipment (\$685)</p> <p>Equipment purchase for Year 7 Learning Community (\$350)</p>	<p>Dark Sky Teaching program developed by DSODE teachers identified as a best practice model for NSW DoE Catalyst Lab.</p> <p>School leadership team supported a successful application for the AADES Teacher Excellence Award.</p> <p>Staff upskilled in a variety of technologies to support teaching and delivery eg. STEM Virtual Reality, podcasting studio.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	209	215	204	192
Girls	213	201	177	148

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.

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	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

Year 12 students undertaking vocational or trade training

32.35% of Year 12 students at Dubbo School of Distance Education undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 357 students enrolled in the HSC courses (Single course and full time 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)	84.03
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Teacher Professional Learning funds were spent on addressing all areas of the School Plan: Engaged and Future Focused Learners, Innovative and Collaborative Teachers, and Strategic and Supportive Leaders. Staff professional development plans guided the participation of staff in specific events.

In 2019 teacher professional learning funds spent totaled \$110 777.22. The average expenditure per staff member in 2019 was approximately \$323. 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 2019. 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. Other more specific courses were undertaken in the Primary/ Pre-school area and in VET along with a few staff PL events from other key learning areas.

In Term 2 a local conference hosted by the Western Plains Cultural Centre and presented by the History Teachers Association was well attended assisting the newly formed History Faculty to develop quality teaching and learning material. The CAPA faculty were also highly represented in PL of both a syllabus implementation and a welfare/ equity nature. A large group of staff attended MAPA (Management of Actual or Potential Aggression) training in Term 3. Many smaller workshops and conferences were also attended by a range of school faculties included Art (DEVAN), Technology (TEA) and Food Technology. A focus also occurred in technology and covered Cyber Security, Creative Video production and CANVAS. A large group of staff, the majority of which were primary teachers, supported the locally hosted Rural and Remote Conference. Understanding Personalised Learning and Support training continued for a small cohort by our school trained facilitator working towards the target of having a majority of the school staff trained in this area.

In Term 4 the Executive team undertook training in the Leading for Educational Change program. Evaluating Learning was another major area for PL which was a local free conference provided by NESAs for K-10 HSIE.

The greatest percentage of participation for PL occurred in the area of Syllabus Implementation due to the new mandatory syllabuses being implemented followed by Welfare and Equity and then ICT for teaching and learning. These areas reflect the needs given the nature of our school and student enrolment.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	3,920,034
Revenue	15,936,205
Appropriation	15,601,305
Sale of Goods and Services	80,763
Grants and contributions	228,547
Investment income	25,591
Expenses	-18,149,808
Employee related	-12,136,546
Operating expenses	-6,013,262
Surplus / deficit for the year	-2,213,603

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.

The figures in this report indicate a deficit due to funds being reserved for significant infrastructure projects to be undertaken in 2020.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	139,825
Equity Total	667,600
Equity - Aboriginal	115,188
Equity - Socio-economic	421,848
Equity - Language	0
Equity - Disability	130,564
Base Total	870,505
Base - Per Capita	113,330
Base - Location	1,491
Base - Other	755,684
Other Total	13,273,661
Grand Total	14,951,592

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

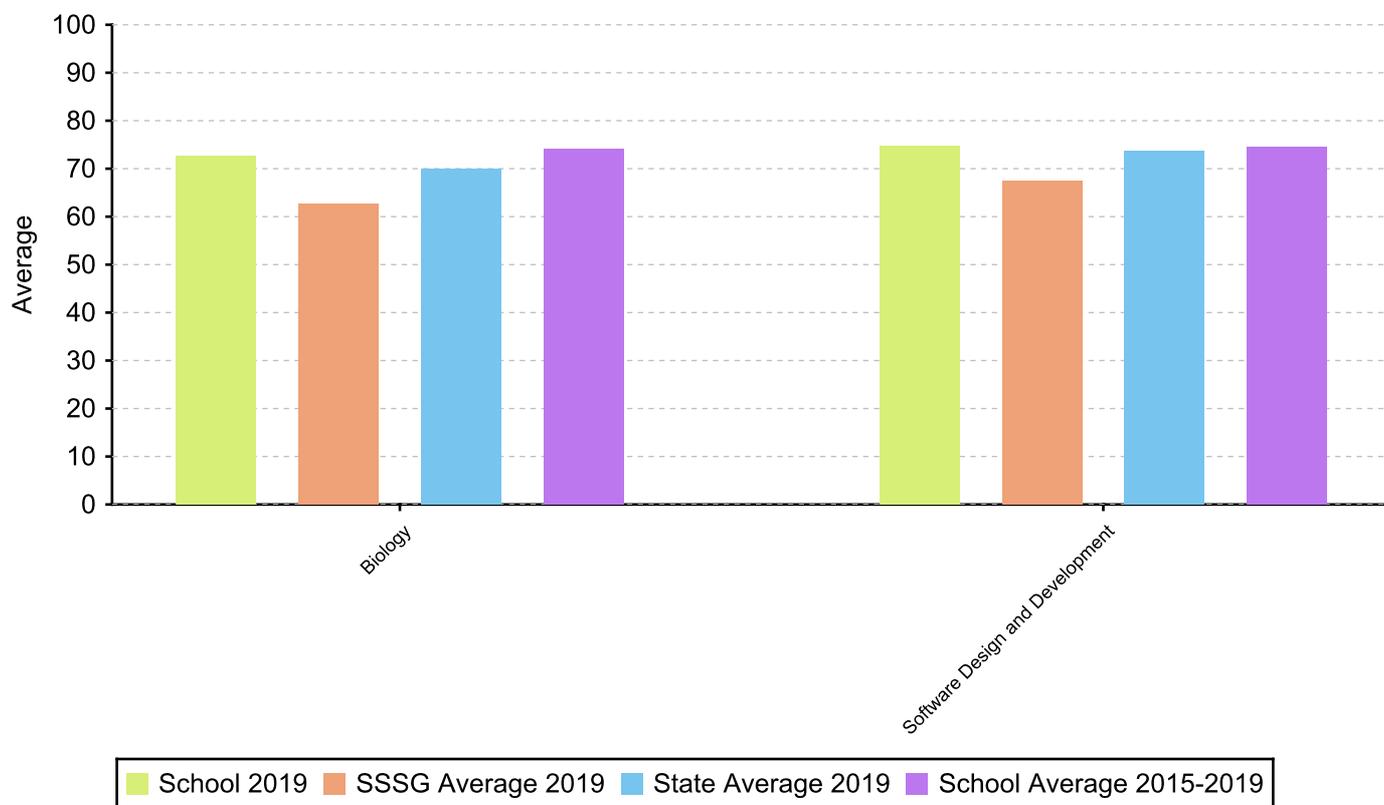
Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2019	SSSG	State	School Average 2015-2019
Biology	72.6	62.7	69.9	74.1
Software Design and Development	74.7	67.5	73.8	74.6

Data in these graphs do not indicate the vast number of courses offered to a wide number of students to broaden curriculum for up to 135 small schools across NSW. In 2019, 146 students sat exams across 46 different HSC courses at DSOE. 14 students were mentioned in HSC results for gaining a Band 6 in the HSC. Our stand out result came when students in German Beginners gained 1st, 2nd & 3rd in the State with a cohort of 8 students in the course.

Parent/caregiver, student, teacher satisfaction

TTFM data was not collected in 2019. Throughout 2019 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 2019 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

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.

Dubbo School of Distance Education continues to provide and deliver a high standard and quality of learning materials and resources that support an understanding of aboriginal culture and histories. We have developed programs to support the personalised learning of our Aboriginal students, and encouraged staff to undertake professional learning that supports cultural understanding and application.

Aboriginal studies courses are offered to students from year 9 through to year 12. Kindergarten through to year 12 have incorporated aboriginal perspectives into their programs, evident by the embedding of literacy concepts such as story telling , food technologies and music into their curriculum materials.

Staff have completed online training in the Aboriginal Cultural Awareness program and KLAs are using this knowledge to support the development of new resources and activities for students. Significant Aboriginal events are recognised throughout the school year by students and staff e.g. NAIDOC day, and reconciliation day/week.

DSODE continues to support the local AECG with regular attendance at meetings and organised collaborative community opportunities.

Anti-Racism Policy

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.

Anti–racism is addressed through a variety of educational materials and resources in student lessons and residential activities. Facebook has been a great medium to showcase student activities and learning.

Multicultural Education Policy

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.

DSODE continues to incorporate a variety of multicultural perspectives across all the learning areas from Preschool to year 12. Specific learning materials have been developed across all stages of the curriculum, including opportunities for cross–curriculum projects to enhance student learning.