

2010 Annual School Report North East Public School of Distance Education

NSW Public Schools – Leading the way



Messages

Principal's message

North East Public School of Distance Education has enjoyed another successful year attributed to the commitment and dedication of a diverse school community.

The conversations between students, parents and teachers reflect the culture of learning and communication that is indicative of distance education. As the school community learn together through the contexts of "blogs", "wikis", "nings", "portfolios", "learning management systems", "books", as they "download", "upload", "post", "zip", "send", "retrieve", "connect", "text" and "write" sometimes "synchronously" sometimes "asynchronously" the language and vocabulary of our learning community is as exciting as the many learning environments of our students. Every student's learning journey in our school is context specific yet part of a whole school identity.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Debby Jackson

Student representative's message

It is in my opinion that the North East Public School of Distance Education is the best school in NSW.

This is my 6th year at North East Public School of Distance Education. Each year I have been blessed to have the most capable and skilled teachers available.

I have received a very high level of education through this school because the teachers have equipped me with the skills and confidence that I required to excel in my school work.

When I have struggled with some parts of my school work the teachers were able to change learning techniques so that I am able to improve and excel in that subject.

Although you are unable to be in the classroom with your teacher, the teachers at North East Public School make a huge effort each week making sound or video files on a USB stick to explain and assist the weeks school work. Additionally, they provide satellite lessons each week which enables the class to interact, contribute to group activities and be assisted by the teacher.

In conclusion, as you can see just because I don't attend a classroom each day I am not lacking in education in any way. So if you are living isolated or you are too sick to attend school, North East Public School of Distance Education is the school for you too.

Caleb Robson-Pearce

Year 5

P & C message

The Parent Interest Group meets through the Satellite Education Program technologies in week 4 of each term. During 2010, the group met to gain an insight into facets of the school that are not always visible to parents on a day to day basis. Parents expressed appreciation for the opportunity to gain these understandings. The group farewelled a number of parents this year who have been long term members and participants in the school decision making and programs. As the youngest student in the family moves on to High School, we wish those families all the best and thank them for their valuable contribution to our school.

School context

Student information

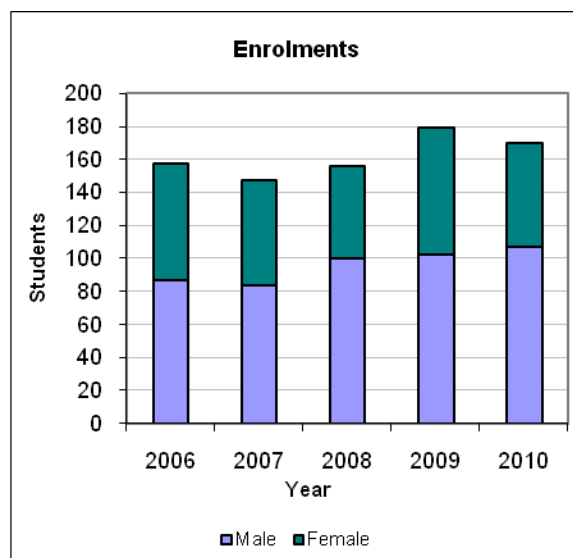
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Enrolment categories: Students are enrolled in our school through the guidelines for the following categories: Geographically Isolated, Medical, Significant Support Needs, Travelling, Overseas, and Extraordinary Circumstances.

The enrolment statistics provided are collated as at 17/03/2010. They are not indicative of the

peak of enrolment figures which, due to travelling families commencing Term 2, do not occur until May each year.



Student attendance profile

Satisfactory attendance is based on students attending / participating in 100% of the scheduled learning program expectations as outlined in the student's individual learning program (ILP). This includes explained absences, approved leave and exemption.

Management of non-attendance

Absence and non attendance are recorded at the school using the class roll and student's individual education programs. Non attendance / participation is managed through –

1. The class teacher liaises with the student and supervisor (student's tutor support) to resolve reasons for non attendance / participation;
2. Assistant Principals support teachers in further strategies to resolve reasons for non attendance / participation;
3. Senior school executive (Principal and Deputy Principal) provide support to the learning team (student, supervisor, teacher) to resolve reasons for non attendance / participation; and
4. Referral is made to the Home School Liaison Officer support program.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in

annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Distance Education classes are staffed on a formula of maximum 14 students per class. There are some considerations for staff involved with project management and executive / leadership responsibilities that lead to reduction in class size.

Port Macquarie Campus

Class Sizes

Roll Class	Composite	Class Total
Aqua	Yes	12
Brown (DL)	Yes	12
Emerald	Yes	12
Gold	Yes	11
Lime (STLA)	Yes	10
Mauve	Yes	13
Scarlet	Yes	13
Silver (AP)	Yes	10

Grade Totals

Kindergarten	3
Year 1	11
Year 2	16
Year 3	13
Year 4	15
Year 5	17
Year 6	19

Casino Campus

Class Sizes

Roll Class	Composite	Class Total
Blue	Yes	11
Green (STLA)	Yes	3
Navy	Yes	10
Red (AP)	Yes	7
Tangerine	Yes	7
Yellow	Yes	10

Grade Totals

Kindergarten	8
Year 1	5
Year 2	6
Year 3	4
Year 4	7
Year 5	10
Year 6	8

Opportunities are listed through our school website. The school prides itself on providing skill development for any interested personnel.

Structure of classes

All classes are composite and multi categorical in enrolments due to the short term nature of some enrolment categories. Classroom teachers have classes up to 14 students. Reduction in numbers is applied to project management positions – Support Teacher Learning Assistance (STLA) and Digital Librarian (DL) -positions created by the school to support teaching / learning programs and resources. The silver and red classes represent Assistance Principals’ executive loading in the number of students in the class. The Deputy Principal and Principal positions are non-teaching.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

The staff at NEPSODE are:

1. Many experienced distance education teachers
2. Teachers with mainstream and distance education experience and expertise
3. Teachers seeking Institute of Teachers Accreditation in Competency and Accomplished Teachers Level of Achievement.
4. Teachers working continuously on professional competencies to maintain accreditation achievement.

In 2010 – One teacher achieved Institute of Teachers Competency Accreditation through evidence of performance and skills entirely in a distance education context. This nationally recognized accreditation and status was both a wonderful, personal achievement as well as an acknowledgment of the valuable and credible expertise of distance education teachers.

5. Casual teachers working within proximity to the school campuses are welcome to access many of the professional learning and development opportunities and programs offered by our school.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teachers	0
Classroom Teachers	12.6
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	0
Teacher Librarian	0.9
Teacher of ESL	0
Counsellor	0
School Administrative & Support Staff	4.311
Total	21.811

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

NEPSODE did not have any indigenous officers appointed in 2010.

Staff retention

For 2010, 95% of staff were retained from the previous year. The 5% of personnel positions of personnel, who have moved to other educational settings, were filled by long term temporary personnel with distance education experience. The school has a strategy of sustaining expertise through the professional development of skills of casual teachers at both campuses, to ensure continuity of service for students when positions are available.

Teacher qualifications

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

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Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	10%

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Port Macquarie Campus

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	133 942.21
Global funds	133 188.84
Tied funds	41 244.65
School & community sources	11 703.74
Interest	6 969.02
Trust receipts	192.50
Canteen	0.00
Total income	327 240.96
Expenditure	
Teaching & learning	
Key learning areas	18 154.57
Excursions	0.00
Extracurricular dissections	12 613.97
Library	2 287.77
Training & development	2 987.07
Tied funds	30 547.62
Casual relief teachers	10 578.06
Administration & office	66 351.88
School-operated canteen	0.00
Utilities	8 242.07
Maintenance	2 646.57
Trust accounts	192.50
Capital programs	17 053.22
Total expenditure	171 655.30
Balance carried forward	155 585.66

Casino Campus

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	59 548.21
Global funds	69 231.68
Tied funds	1 200.00
School & community sources	4 840.42
Interest	2 778.60
Trust receipts	122.00
Canteen	0.00
Total income	137 720.91
Expenditure	
Teaching & learning	
Key learning areas	14 921.85
Excursions	0.00
Extracurricular dissections	6 613.32
Library	3 014.76
Training & development	1 452.48
Tied funds	3 062.16
Casual relief teachers	6 718.22
Administration & office	23 784.14
School-operated canteen	0.00
Utilities	3 976.91
Maintenance	830.29
Trust accounts	122.00
Capital programs	0.00
Total expenditure	64 496.13
Balance carried forward	73 224.78

In 2011, planning will commence to merge the campus' accounts to form one whole school financial statement. This will support and reflect our "whole school" culture embedded in all projects, initiatives, goals and processes.

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Sport

Students had the opportunity to attend local and district competitions throughout the North Coast, New England and Hunter / Central Coast regions

in swimming, cross country, athletics and horse riding. A number of students accessed these opportunities and found these experiences rewarding.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

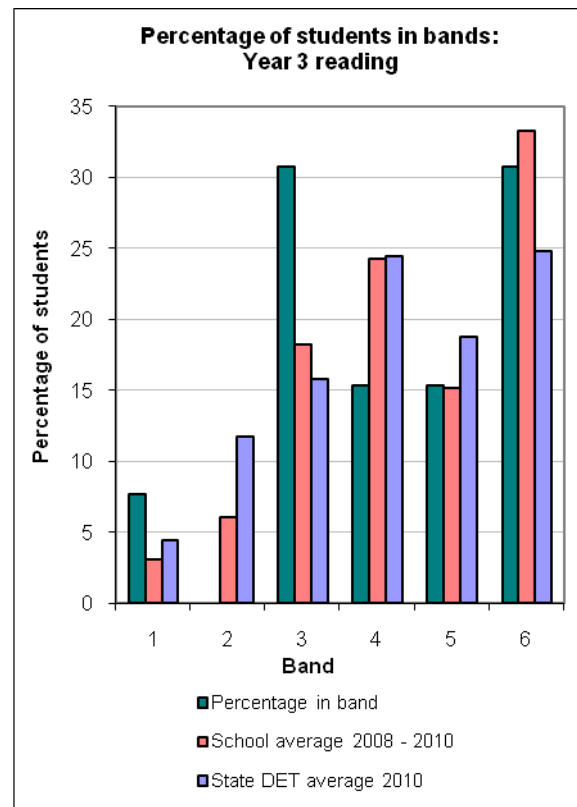
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

Literacy – NAPLAN Year 3

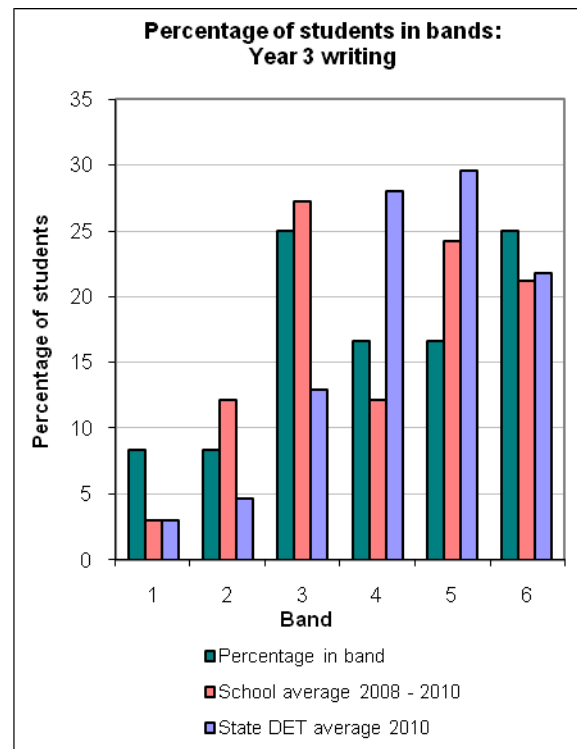
Reading

The school was well represented in results in bands 3, 4, 5, 6 – with the school percentage and average in Band 6 being above the state average.



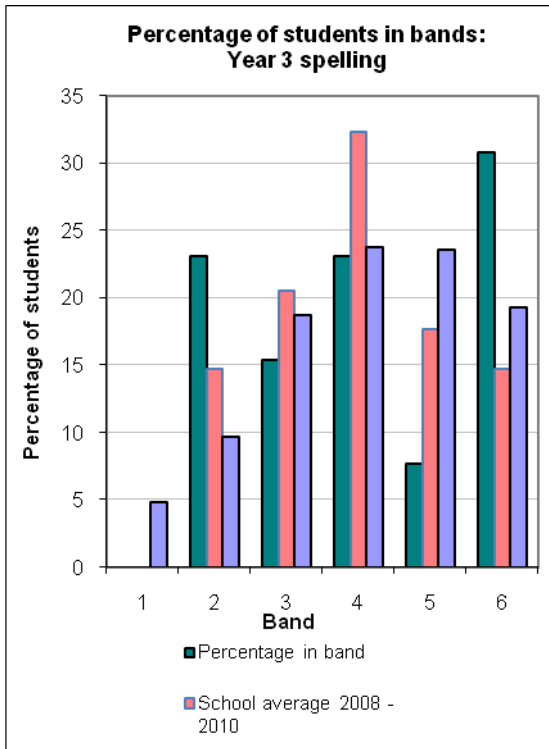
Writing – NAPLAN Year 3

The school was well represented in results in bands 3, 4, 5, 6 – with the school percentage in Band 6 being above state average.

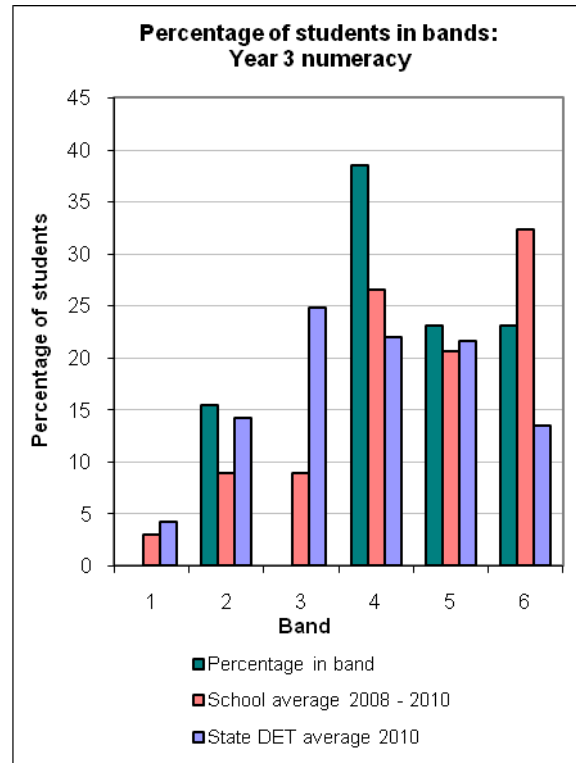


Spelling – NAPLAN Year 3

The school was well represented in results in bands 4, 5, 6 – with the school percentage in Band 6 being well above the state average.

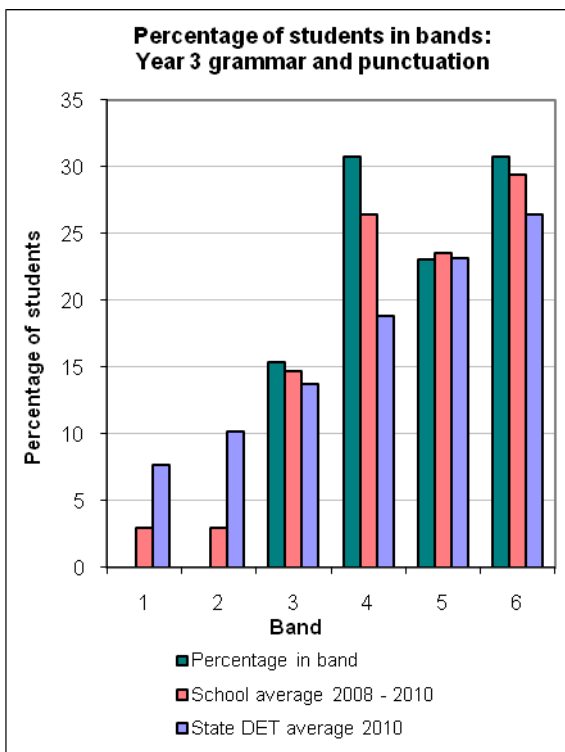


The school was well represented in results in bands 4, 5, 6 – with the school percentage in Band 6 being above the state average.



Grammar and Punctuation – NAPLAN Year 3

The school was well represented in results in bands 4, 5, 6 – with the percentage and school average in band 6 being above the state average.

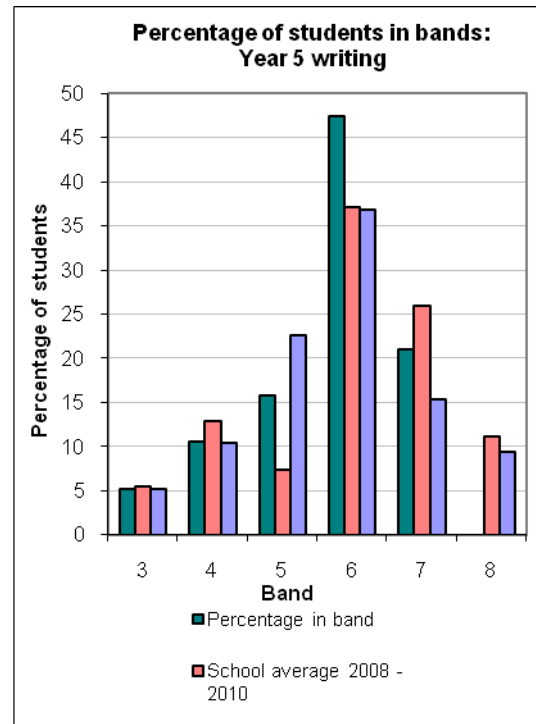
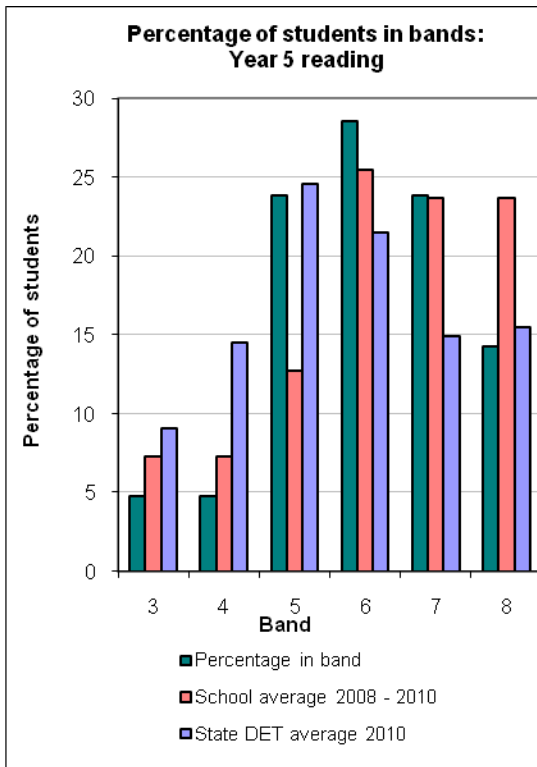


Literacy – NAPLAN Year 5

Reading

The school was well represented in results in bands 5, 6, 7, 8 – with the school average in band 8 still being above the state average. Whilst the schools percentage in band 8 for 2010 was just below the state average, the schools percentage in bands 6 and 7 were well above the state average. The school is focusing on skill development necessary to move achievement from bands 6 and 7 to 7 and 8.

Numeracy – NAPLAN Year 3

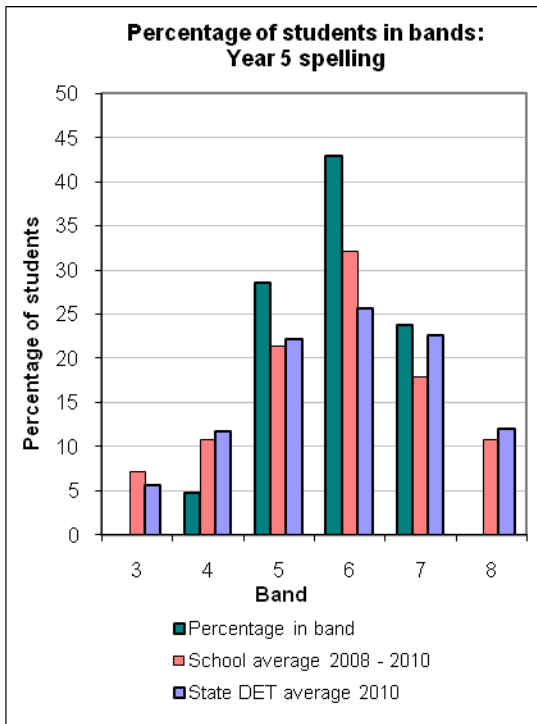


Writing – NAPLAN Year 5

The school was well represented in results in bands 6 and 7 in 2010. Whilst no candidates achieved band 8 in 2010, the schools year 3 average still sits above the state average from past performance. Trends indicate that the state wide results are concentrated in bands 6 and 7 with the percentage and average in band 7 being well above the state. The school will continue to concentrate its targets and efforts to move achievement from band 6 and 7 to 7 and 8 in 2011 and beyond.

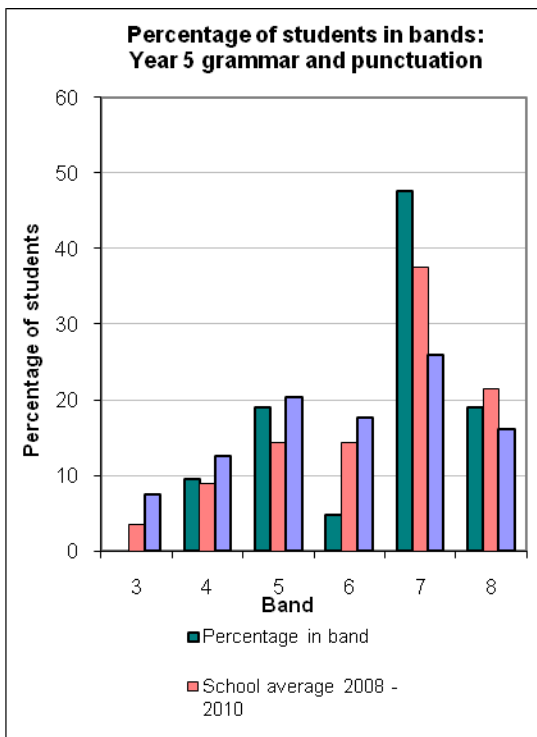
Spelling – NAPLAN Year 5

The school was well represented in results in bands 5, 6 and 7. Whilst no candidates achieved band 8 in 2010, the schools 3 year average for this band is just below the state average. This skill area has also been a significant impact in the year 5 writing achievement as some of the criteria for marking in the writing test is focused on spelling. The school has focused on spelling programs and strategies from 2007. The results were evident in this years 2010 Year 3 spelling (above state average in writing and spelling). The school will continue this focus to move achievement from bands 5, 6, 7 to 7 and 8.



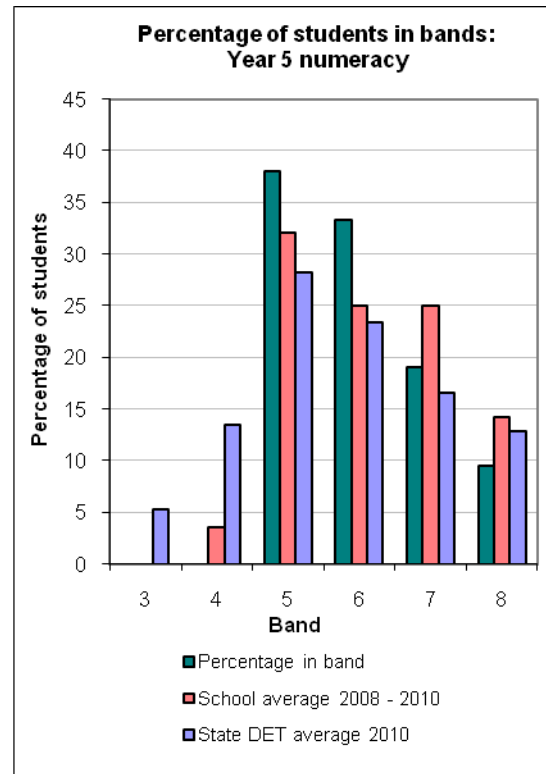
Grammar and punctuation – NAPLAN Year 5

The school was well represented in results in bands 7 and 8 – with the school percentage and average being above the state average.



Numeracy – NAPLAN Year 5

The school was well represented in bands 5, 6, 7, 8. Whilst the schools percentage results were just below the state average in band 8, the schools 3 year average for this band is still above the state average based on past performance. The school will continue to work to move achievement of students from bands 5, 6, 7 to 7 and 8 – with programs in patterns and algebra, working mathematically and mental computations.



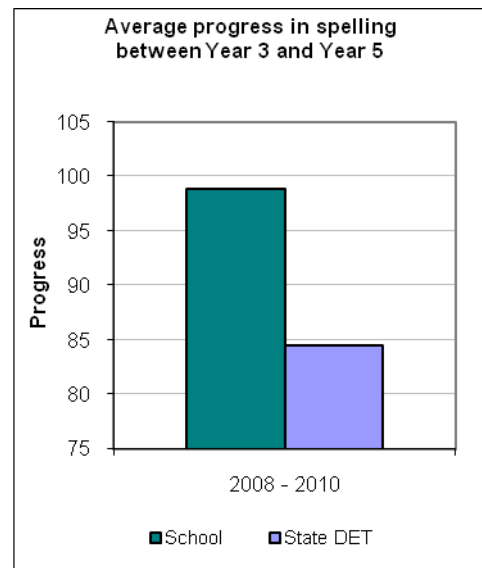
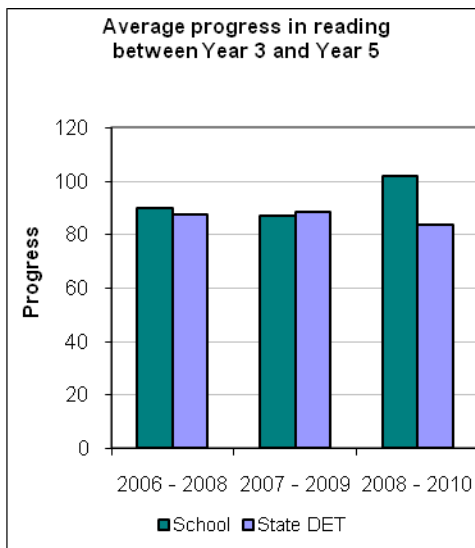
Progress in literacy and numeracy

A number of students in year 5 2010 completed the Naplan Test as part of our school enrolment in 2009. These students progress in skills from 2008 – 2010 has been graphed.

Progress in literacy

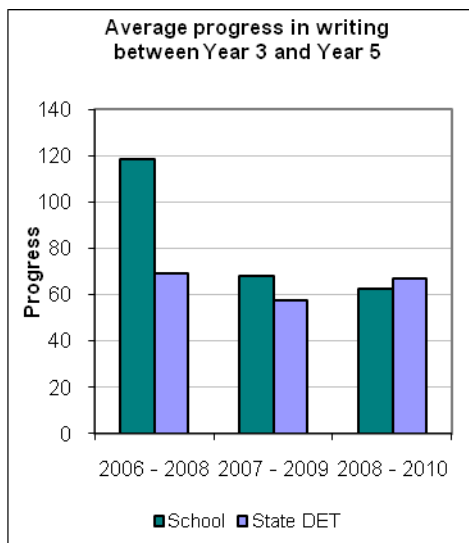
Reading

Average progress scores for students of 101.8 was above the state average score of 83.4.



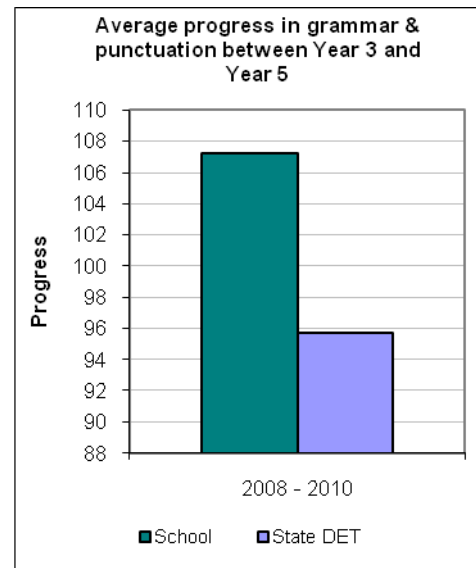
Writing

Average progress score for students of 62.6 was just below the state average score of 66.8. Hence the school is focusing growth through skills of spelling and vocabulary.



Grammar and punctuation

Average progress score for students of 107.2 is above the state average of 95.7.

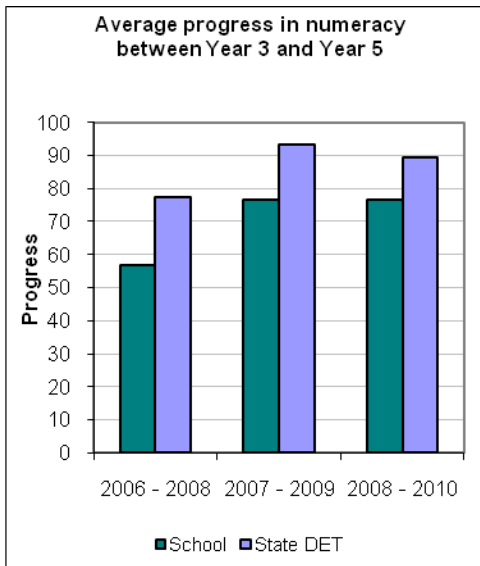


Spelling

Average progress score for students of 98.9 was above the state average score of 84.5. So whilst spelling is still a school priority for growth, students are responding to the programs and strategies being used and are achieving growth in this area.

Progress in numeracy

Average score for students progress of 76.8 was below the state average score of 89.3. An increase in the school average progress score from 58 (2006-2008) to 78 (2006-2008) indicate new maths programs running K – 6 are impacting positively on student learning and skills.



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 3 students achieving at or above minimum standard	
Reading	92
Writing	92
Spelling	100
Punctuation and grammar	100
Numeracy	100

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 5 students achieving at or above minimum standard	
Reading	91
Writing	90
Spelling	95
Punctuation and grammar	95
Numeracy	95

5% of Year 5 students made application for exemption from the testing. Exempted students are included in the data of students not meeting the minimum standards

Significant programs and initiatives

Aboriginal education

The school ensures that perspectives of Aboriginal Education (past and contemporary understandings) are embedded in studies across KLA's. Currently units known as TOGS (Traveller Outcomes Group) K – 6 family units are being written. These units embed the Aboriginal Education perspectives through:

- Focusing on specific cultural and identity understandings relative to Aboriginal people in locations around Australia
- Capitalising on learning styles, cultural understandings and languages of Aboriginal students and family context.

Multicultural education

The school ensures that the perspective of Multicultural Education (cultural awareness and English as a second Language) are embedded in studies across Key Learning Areas. Traveller outcome groups resources K – 6 family units were written, that embed these perspectives through:

- Identification and understanding the contribution of the diverse cultural make up of Australia.
- Capitalising on learning styles, cultural understandings and languages of ESL students and family context.

Respect and responsibility

Year 6 students were given new avenues to investigate leadership skills:

- Students were linked with other schools in our Country Area Program Network, through satellite and video conferencing technologies. Students had the opportunity to learn about student leadership programs and initiatives in the network.
- Year 6 students were successful in an application for funding to devise and resource a "Healthy Living Get Exercising" set of lessons. These instructional DVD's

were resourced with Physical Education equipment and made available to students in the school, as part of the P.E. fitness lessons.

Country Area Program (CAP)

The school is fortunate to belong in the New England Network of schools on C.A.P. The funds available through this program were targeted for:

- 4WD training for staff- teachers required to access students' "isolated" learning environments to establish learning context, were given training to access the terrains.
- Action Research Spelling- teachers were given professional learning opportunities to understand the principles and structures of Action Research. They also began researching models of action research into spelling. The schools' research is targeting the effective use of assessment in spelling as an instrument to drive teaching / learning programs for students.
- Acquisition of sound devices - Some students do not have access to mains grid or alternate power supply, that enables them to access voice instruction files for lessons. The school accessed some voice recording devices that were battery operated, to advantage these students.
- Identified gifted students in isolated settings were given opportunity to attend a one day face to face collaborative learning day at a local school. Glen Innes School provided a fantastic venue and participated in a day that saw students investigating and designing scientific experiments. NEPSODE and Glen Innes Gifted students were then able to access a further 6 weeks online "Investigative learning" series of lessons with a teacher from our school. A blend of connected learning technologies enabled students to work independently and collaboratively and review each other's work. Feedback from students and parents indicated that this was well received with plans for further lessons in other KLA's in 2011.

Progress on 2010 targets

Target 1

Students who are enrolled at the school for term 1 to term 4 of the 2010 school year, will make satisfactory to excellent progress in criteria referenced writing tasks.

Our achievements include:

- 70% of students who qualified for measurement against the target, completed both the term 1 and term 4 assessment tasks.
- 49% of these students made satisfactory, good or excellent progress.

Progress was measured from marking the writing criteria in a point scale

Unsatisfactory – 2 or less point progress

Satisfactory – 3 to 5 point progress

Good – 6 to 8 point progress

Excellent – more that 9 point progress

- It was worth noting that 18% of the students made excellent progress.
- The students from Early Stage 1 and Stage 1 made the best overall progress on this measurement tool.

Target 2

Students, who are enrolled at the school for term 1 to term 4 of the 2010 school year, will make satisfactory to excellent progress in grade level performance testing procedures and in application of problem solving strategies in formal analysis tasks.

Our achievements include:

- 80% of students who qualified for measurement against the target, completed both the term 1 and term 4 assessment tasks.
- 78% of these students made satisfactory, good or excellent progress.

Progress was measured from criteria of skills demonstrated in the term 1 task in comparison to skills demonstrated in term 4 task – with term 2 terms learning time having lapsed.

Unsatisfactory – less than two terms progress in 2 terms

Satisfactory - 2 terms progress in 2 terms

Good – 2 to 4 terms progress in 2 terms

Excellent – more than 12 months progress to be at grade level or beyond.

- It was worth noting that 24% of the students made excellent progress.

Target 3

All students have access to asynchronous and / or synchronous teacher instruction through digital voice file platform conducive to the learning environment and context.

Our achievements include:

- 90% of students accessed teaching and learning support via digital voice or video files in either synchronous or asynchronous lessons. 10% of students continued to use audio cassette and / or telephone only – due to power constraints and in some cases, supervisors exercising choice non-acceptance of alternate technologies available from the school – eg battery operated mp3 players with voice recording capacity.

This reliance on audio cassette is not sustainable as a resource available from the school. Cassette players with recording capacity are no longer available. This school will continue to support families ability to change technology use, to advantage students.

- 69% of students accessed digital files via devices supplied by parents. 20% accessed digital files via satellite education computers supplied by DET. 1% of students accessed digital files via devices supplied by the school. 10% as mentioned before were still not accessing digital files.
- Digital files were sent to student devices from the school via – USB drives, CD Roms, email attachment, DVD's, Satellite education studio, iPod touch, DET Eblog learning management system.
- 100% of teachers created digital audio or video files regularly in their teaching.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Print Based Copyright Analysis and Spelling.

Educational and management practice

Print Based Copyright Analysis

Background

With the disbandment of the Centre for Learning and Innovation as the primary source for base resources for distance education schools, teachers are now having to source and write base resources, both in print base and digital version. Resources need to include an explicit supervisor support focus as well as the student learning as a consideration. Some commercial resources and sources form the starting point. The school was chosen as one of 40 schools in the state to be part of a mandatory Copyright survey – data collection tool for the Department of Education. This process formed the basis of the school's evaluation of current practices when reproducing print resources in regards to copyright considerations.

Findings and conclusions

After completion and submission of the state determined data, the school evaluated its practices and determined:

- Teachers are producing significantly less commercially available print based resources than in 2009.
- Teachers have an awareness of the rules of copyright and take some steps to ensure appropriate copyright procedures are adhered to when reproducing print materials.

Future directions

Staff acknowledged a need to refresh their knowledge of copyright rules and procedures.

Curriculum

Spelling research

Background

Spelling has been a target for improvement in the school plan since 2005. Despite the training and

development for staff and parent supervisors, study of and acquisition of resources, intensive development of pedagogy and resources; the school considers that there are too many students achieving below expected grade level ~ albeit that many of those students are short term enrolments. The school determined that Action Research into the school's spelling programs would be a two year endeavor to find direction for future targets.

Findings and conclusions

- Research to date has been an analysis of student progress. It has been established that strategies adopted over the last 4 years are making a difference to student progress. Students K to 3 are making progress in spelling growth beyond the state average.
- Teachers have identified that further examination of strategies is not the need but rather formative assessment of students' skills for future learning programs.

Future directions

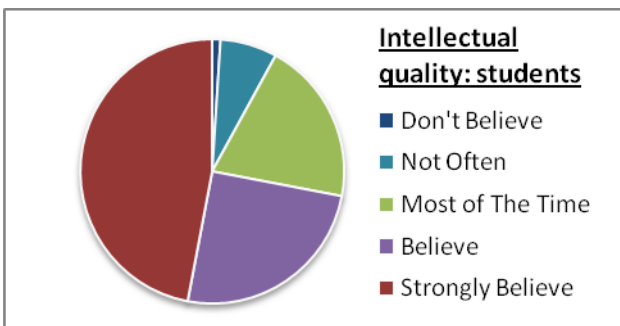
The research will continue to investigate the role in effective formative assessment informing teaching and learning programs for students with explicit targets in the area of spelling.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

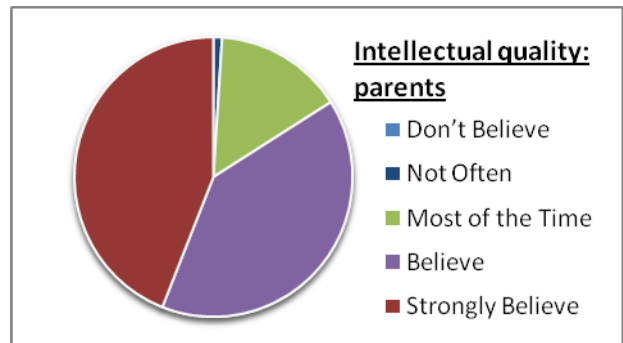
Their responses are presented below.

Intellectual Quality of Teaching / Learning Programs

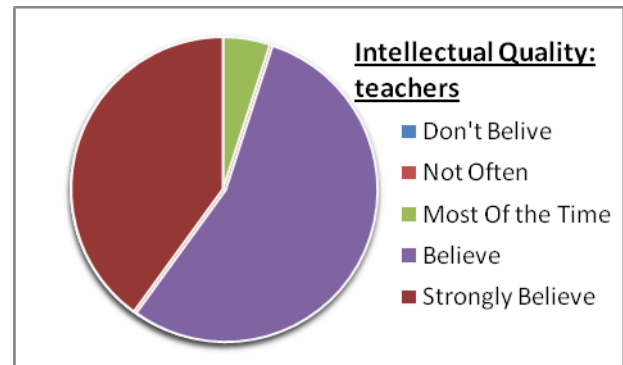


The graph indicates that collectively 72% of students believe or strongly believe that the teaching / learning programs include relevant and interesting content and skills development that supports the students' individual needs to help

them learn. Another 20% of students believe this to be true most of the time.



The graph indicates that collectively 84% of parents believe or strongly believe that the teaching / learning programs include relevant and interesting content and skills development that supports the students' individual needs to help them learn. Another 15% of parents believe this to be true most of the time.



The graph indicates that collectively 95% of teachers believe or strongly believe that the teaching / learning programs include relevant and interesting content and skills development that supports the students' individual needs to help them learn. Another 5% of teachers believe this to be true most of the time.

Professional learning

Staff have been involved in these professional learning sessions and workshops in 2010.

Term 1	<ul style="list-style-type: none"> · Numeracy – Newman’s Error Analysis- Working mathematically through Patterns and Algebra · Accelerated Literacy · Attendance and participation and Rolls in DE · Blended Learning and Technology
Term 2	<ul style="list-style-type: none"> · Professional Learning and Leadership module - classroom teaching: Backward Design
Term 3	<ul style="list-style-type: none"> · Action Research – Principles and processes
Term 4	<ul style="list-style-type: none"> · Individual learning styles and learning plans. · Literacy and Numeracy continuums

School development 2009 – 2011

Targets for 2011

Target 1

Literacy - Writing

Increase the number of students who are enrolled for 6 months or more, from 49% to 60% that are performing at grade appropriate or better; in timed, criterion based writing assessment tasks.

Strategies to achieve this target include:

- School wide data collection examining student performance on criterion referenced assessments term 2 and 4.
- Professional learning for staff on consistent teacher understanding of criterion reference testing and grade performance.
- Accelerated literacy strategy in teaching / learning programs to assist students to perform at grade level.

Our success will be measured by:

- Results of assessment tasks, collated in terms 2 and 4 with progress analysis.
- Clear evidence of students using self review explicit criteria for writing tasks each fortnight in terms 2 and 3.
- All staff have planned and used the full AL strategy for targeted student need through backward design process.

Target 2

Mathematics – Mental computation

Students who are enrolled for 6 months or more in the category with significant support needs will improve in their skills in mental computation at least commensurate with that reporting period.

Strategies to achieve this target include:

- School wide data collection – diagnosing student performance in mental computation in terms 2 and 4.
- Professional learning for staff in diagnostic interview application of Newman’s Error Analysis.
- Implementation of the Count On Learning Framework to track and plan for students in patterns and algebra – mental computation skills.

Our success will be measured by:

- All students’ results are identified on the continuum levels and progress over the 6 months is identifiable on the continuum as a minimum of one level.
- Teaching Learning Programs reflect use of Newman’s Error Analysis.
- Teachers are implementing a range of mental computation strategies in students learning programs.

Target 3

Connected Learning – Blended technologies across KLA’s

All students in the isolated, medical and significant support needs categories of enrolments (not itinerant) have access to asynchronous and / or synchronous online learning content and / or instruction via the platforms of learning management systems.

Strategies to achieve this target include:

- Audit online learning content and / or instruction being used in the teaching learning programs (terms 1 and 3)
- Audit of the different learning management systems being used in the delivery of teaching learning programs (terms 1 and 3)
- Individual teacher support for Professional learning needs to access online learning content, pedagogy and LMS.

Our success will be measured by:

- Frequency of purposeful use of online content and / or instruction in the context of the teaching / learning programs (survey tool).
- Frequency of purposeful use of Learning Management Systems in the context of teaching / learning programs (survey tool).
- Staff Professional Learning Plans indicate targets for development.
- Number of Professional Learning opportunities accessed by staff.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: <http://www.schools.nsw.edu.au/asr>