



Charleville School of Distance Education

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Charleville School of Distance Education is a co-educational, Prep to Year 10 state school that provides a home-based program for students from geographically isolated, medical and home-based-by-choice categories. Curriculum materials are delivered by post and web based formats and cover all key learning areas. These are supported by an On-Air program that is offered on a daily basis giving students the chance to learn from their teachers and fellow students. Web conferencing and digital technologies are an integral part of the curriculum delivery. A Field Service program providing social and educational activities is offered to all students throughout the year including one day events to seven day residential camps. Parents are active in the Parents and Citizens Committee and the School Management committee and are consulted through each of these forums in all areas of the delivery of the curriculum and operation of the school. A Parent Liaison Officer provides support through a Home Tutor Conference, On-Air sessions and workshops, Home Visits and one on one support. Extra-curricular activities may include recorder, choir, keyboard, violin, information and communication technology and readers' clubs. Students represent the school in their local sporting and cultural events. The school has developed alliances with the Bulloo Shire Council, the western schools of distance education and the state high and primary schools in Charleville to further enhance curriculum delivery for Junior Secondary students.

Principal's Foreword

Introduction

"Divided by Distance, United by Voice"

The Charleville School of Distance Education has an ongoing commitment to building positive partnerships with parents and effective relationships with students to maintain the educational engagement of all students. Students' families are spread over a wide area of Southern and South-Western Queensland. With changing enrolment categories this has extended to Queensland citizens travelling and working overseas, interstate and to students with medical conditions that preclude enrolment at a mainstream school.

Our school offers home based learners a program that incorporates:

1. Curriculum materials in both hard copy and digital forms that cover all key learning areas.
2. An on-air program that is offered on a daily basis. This gives students the chance to interact with their teachers and fellow students and may be supported by interactive learning depending on student /school connectivity.
3. A Field Service program that is offered to eKindy and P-10 students throughout the year and ranges from 1 day events to 7 day residential camps. These provide social and educational activities for all.
4. Home Tutor support that includes a Home Tutor Conference, on-air sessions, workshops at Field Events and the support of a Parent Liaison Officer.
5. eKindy to support students prior to the Prep year.

Our staff are enthusiastic, professional and come from experienced and less experienced backgrounds to stay for an average of three years. They are highly motivated and totally committed to working closely together and with the Parents and Home Tutors to achieve the best learning outcomes for the students.

This report provides: a breakdown of the achievement of students in national testing, the number of students enrolled, our achievement of planned improvement, and of the social climate of the school.

School Progress towards its goals in 2016

The goals for 2016 were collaboratively planned for and steadily achieved through consultation and involvement of key stakeholders. These included areas of improvement and development in each of the Teaching and Learning Audit domains with consideration of targeted area of improvement as per Investing for Success.

Future Outlook

School Improvement Strategies:

- Reading: support students to achieve NMS in reading for their level by 2018
- Data: support teachers to collect, analyse and align Literacy and Numeracy data to inform teaching practice

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 10
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	174	74	100	8	95%
2015*	194	93	101	7	81%
2016	168	83	85	10	83%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The student body is made up of a majority of rural families living in the Southern and South Western area of Queensland on sheep, cattle and farming properties and 20% students are enrolled by choice as medical, travelling or fee paying students. 3% of students are identified as Aboriginal or Torres Strait Islander.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	5	5	5
Year 4 – Year 7	7	7	7
Year 8 – Year 10	9	10	15
Year 11 – Year 12	N/A	N/A	N/A

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our approach to curriculum delivery:

On-air direct instruction based on the Australian Curriculum and supported by C2C Individual Learning Materials

- Prep – year 1 students – receive 1 X 1 hour lesson daily with class teacher, 30 minute contact lessons fortnightly, reading groups weekly
- Year 2-6 students – receive 2 X 1 hour lessons daily with class teacher (English and Maths,) reading groups weekly. Contact lessons are provided on as needed basis.
- Secondary students – delivery of secondary lessons is through the Western Alliance (teachers across Mt Isa SOTA, Longreach SODE and Charleville SDE) with specialist teachers delivering lessons up to 3 times per week.

Student completion of Independent Learning Materials and returned to

Assessment Program

- ongoing assessment in reading – running records completed at Minischools and/or 10 week intervals
 - Sight words, spelling, PAT-M and Back-to-Front diagnostic testing - completed at Minischool
 - Whole class differentiation plans – updated each term
 - All assessment data recorded on OneSchool

Co-curricular Activities

Extra curricula activities
Instrumental Music
Readers' Club
Lone Guides
Student Council

How Information and Communication Technologies are used to Assist Learning

All classroom teachers use ICT in their delivery of on-air lessons. This includes the use of Web Conferencing, email, the Blackboard eLearning environment and other Web 2.0 tools. Students use Blackboard eLearning environments to share their work and communicate with their peers; email completed work to teachers; prepare digital presentations in many programs; use Web Conferencing to connect with their class; and, research and download information for their studies. This assists the teaching and learning by providing a much quicker turn around in marked responses from teachers as well as providing a greater depth of connectivity with the community beyond their home. Children enrolled as Geographically Isolated students are supported through government subsidies to maintain a computer and internet connection as the Distance Education program is becoming increasingly an online program. Our school commits .2 teaching FTE as a Digital Technologies Facilitator to support teachers, students and Home Tutors in the use of technology. The school community is committed to exploration, innovation and embedded use of new technologies to improve the delivery of Distance Education.

Social Climate

Overview

The Charleville School of Distance Education offers a multi-faceted program that is complemented by an active Student Council. We also are involved in enrichment and extension programs that are offered by other agencies throughout the year. Parents are an integral part of their child's education in our school. The following performance measure is a complicated one to calculate due to the perception of how much is the school's responsibility and how much is the Home Tutors' responsibility in delivering the curriculum. At all times Home Tutors are encouraged to contact the school with queries and concerns around the learning program. Teachers, the Principal, Deputy Principal and HOD (Teaching and Learning) along with the Parent Liaison Officer support Home Tutors in this teaching role.

The following results reflect the perception of the Home Tutors and their level of satisfaction at the time of the survey, as to their comfort and support with, and understanding of, the program they are delivering.

These results also reflect the families' situations on rural properties affected by drought over a long period, the curriculum that is time consuming, rigorous and difficult for a parent/inexperienced Home Tutor to deliver, and the support that is able to be given by the school within financial boundaries.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	84%	93%	100%
this is a good school (S2035)	82%	96%	100%
their child likes being at this school* (S2001)	95%	93%	100%
their child feels safe at this school* (S2002)	98%	96%	100%
their child's learning needs are being met at this school* (S2003)	84%	89%	96%
their child is making good progress at this school* (S2004)	86%	93%	98%
teachers at this school expect their child to do his or her best* (S2005)	95%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	89%	96%
teachers at this school motivate their child to learn* (S2007)	89%	93%	91%
teachers at this school treat students fairly* (S2008)	89%	96%	96%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	86%	93%	93%
this school takes parents' opinions seriously* (S2011)	74%	78%	91%
student behaviour is well managed at this school* (S2012)	95%	96%	100%
this school looks for ways to improve* (S2013)	81%	89%	98%
this school is well maintained* (S2014)	92%	96%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	97%
their teachers expect them to do their best* (S2039)	96%	100%	94%
their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	100%
teachers treat students fairly at their school* (S2041)	96%	100%	97%
they can talk to their teachers about their concerns* (S2042)	96%	100%	97%
their school takes students' opinions seriously* (S2043)	96%	100%	97%
student behaviour is well managed at their school* (S2044)	100%	93%	97%
their school looks for ways to improve* (S2045)	95%	85%	100%
their school is well maintained* (S2046)	90%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	91%	100%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	76%	89%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	81%	95%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	94%	100%	100%
staff are well supported at their school (S2075)	76%	92%	94%
their school takes staff opinions seriously (S2076)	82%	91%	97%
their school looks for ways to improve (S2077)	97%	100%	97%
their school is well maintained (S2078)	91%	100%	100%
their school gives them opportunities to do interesting	91%	94%	97%

Performance measure	2014	2015	2016
Percentage of school staff who agree [#] that: things (S2079)			

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents at the Charleville School of Distance Education are an integral part of the teaching and learning that takes place at our school.

In delivering the curriculum, the generic papers are sent to the families or placed on a website and the student is guided by the Home Tutor through the unit. This is supported by lessons taught by a class teacher on air (teleconference) and through Web Conferencing each day. Parents have the ability to ring or email their child's teacher whenever they have a query about the curriculum.

Parents are involved in the P&C Committee and the School Management committee. Parents are consulted through each of these forums in all areas of the delivery of the curriculum.

Our Field Events are a camp like situation where the Parents have responsibility for the catering and supervision of students when bathing and sleeping.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	158,868	0
2014-2015	171,629	
2015-2016		

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	12	0
Full-time Equivalent	22	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	15
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honour's Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 was \$24 745.78.

The major professional development initiatives are as follows:

- Explicit Teaching
- Literacy
- ICT
- Code of Conduct
- Child Protection
- 4 Wheel Drive Training
- Personal Development
- Coaching and Feedback
- Austswim
- First Aid
- Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2016 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	100%	100	100
The attendance rate for Indigenous students at this school (shown as a percentage).	100%	100	100

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland SDE/EU/SP schools was 100%.

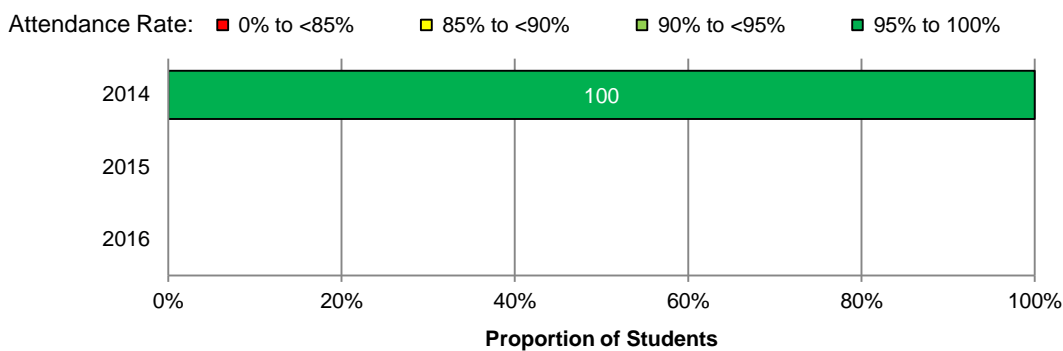
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
2015	100	100	100	100	100	100	100	100	100	100	100	-	-
2016	100	100	100	100	100	100	100	100	100	100	100	-	-

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is recorded manually in a roll book as the student's units of work are returned. When a student in the primary school falls behind the expected schedule by 6 weeks and where no contact can be made with the parent the truancy process of letters to the parent reminding them of their obligation and requesting an interview is followed allowing for two weeks between the letters. In the Secondary school, when a student falls behind by a fortnight, a late notice goes out. When no contact is made by the student/parent the truancy process of letters to the parent reminding them of their obligation and requesting an interview is followed allowing for two weeks between the letters.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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Non-government

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