



Longreach School of Distance Education

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

The Longreach School of Distance Education is a Band 8 school which opened in 1987. The school caters for students from Prep to Year 10 and serves districts in Central Western Queensland as well as students further afield. The school provides a fully integrated distance education program to approximately 100 geographically isolated families and 160 children. Most of our families own or operate extensive sheep or beef properties. Distance Education is delivered through curriculum materials both digital and paper, daily telephone lessons with extensive information technology use, including web conferencing. These are supervised by a Home Tutor with support and professional assistance provided by the school. The issue that we address daily is overcoming restrictions that can happen with distance education to ensure our students receive the best education possible, so they all have the opportunity to achieve and realise their goals. The school provides outreach and inreach services to all families that include cluster days, home visits, sports skills days, culture workshops, swim camps, minischools and camps. Extra-Curricular activities are offered including a School Musical. These combine to add significant value to the lives of participating students who live in isolation from their peers. Longreach School of Distance Education is committed to providing every child with a comprehensive academic education in a supportive environment. Our program is aimed at students achieving sustained excellent academic results and to maximise the educational outcomes for every student. The school employs specific interventions to improve and maintain our excellent academic results and has measurable outcomes in the form of excellent NAPLAN results, school opinion survey and school internal monitoring data. Clear and explicit school targets for continual improvement have been set. An annual Home Tutor Workshop and follow up Home Tutor PD sessions ensures tutors have the necessary skills to implement the curriculum as the daily face of the schoolroom. Education is a team effort and our school community is like an extended family. It is the extra effort made by the staff, students, home tutors and parents that brings everyone closer together. At the Longreach School of Distance Education, we are a team who bring experience and enthusiasm to our role of providing quality education to meet the needs of all learners so they can engage in all opportunities and achieve their dreams and aspirations. We have a very strong school community where the partnership between students, parents, home tutors and school staff is highly valued. Our Vision is to provide 'Excellence in Education for Isolated Families' and our motto is 'Effort Conquers Distance'. Imagine a classroom more than twice the size of Victoria, where the playground is as vast as the Outback and the partnership between home and school is legendary.

School progress towards its goals in 2018

- The key priority of the Longreach School of Distance Education is to continually support Home Tutors to implement the Australian Curriculum using the Individual Learning Materials. This was achieved by maintaining a strong focus on the school's four pillars of
 - Quality Teachers
 - Quality Instruction
 - Individualised Learning and
 - A Strong partnership between home and school.
- Improvement Goals
 - Reading – All students reading at or above LSODE benchmarks
 - Above 90% at NMS all year levels
 - Improved performance in English and Maths as measured by unit/semester reporting data
 - 53% of students in year 3 reading in the U2B and above 20% in the other year levels - maintain or improve this level of achievement.
 - 25% of students in year 3, 5,7 and 9 numeracy in the U2B - maintain or improve this level of achievement
 - Every student will demonstrate a measured improvement in their reading in as indicated by the selected diagnostic assessment tool.Any students not achieving at benchmark will have a plan of support in place
- Priority Areas of Development
 - Support for Home Tutors
 - Student facilities – shade, classroom, Quarters refurbishment
 - Maximise the use of One School as a sole source of school data

- Continual improvement of the C2C level 4 implementation and alignment of on air and field service program.
- IMPACT- Inspire Model Practice Apply Connect Transform
- Writing

Future outlook

Reading will continue to be a priority focus area in this school. In a predominately print environment students must learn in order to read to learn.

- Writing – narrowing the focus area for improvement to paragraphing -70 % at year level benchmark
- English and Maths- 85% of students achieve a C or better in English; 95% of students receive a C or better in Maths
- Spelling – implement Spelling Mastery – 70% spelling at chronological age
- Number Facts – implement Numeracy Passport- students reach goals for each level
- Reading- continue to refine and sharpen on-air reading programs
- Introduce instrumental music online
- Support for Home Tutors to use iPads at home
- Student facilities – fan/s in undercover area
- Continual improvement of the ILM and alignment of on-air and field service program.
- Cater for non GI enrolments
- Prep – small schools project
- Whole school musical.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	154	149	153
Girls	86	80	80
Boys	68	69	73
Indigenous	2	4	5
Enrolment continuity (Feb. – Nov.)	81%	90%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our Vision is to provide "Excellence in Education for Isolated Families" and our Motto is "Effort Conquers Distance."

Our school is a very friendly family oriented school which is characterised by traditional rural values and progressive thinking. Data collected in the School Opinion Surveys indicate that a very high percentage of parents and students believe that LSOE is a "good school."

The nature of the school and the on-air program means that our teachers are 'in' every family home every day. In order for us to live our vision there must be an honest and productive working relationship between the teacher and the home tutor. This contributes to a very positive school climate. 100% of parents reported their child is getting a good education at this school.

We have an active, supportive and caring school community that recognises and values the strength of the partnership which exists between students, home tutors, parents and the staff. The school enjoys a strong degree of parent participation in planning and review processes through the Parents' & Citizens' Association. Open parent forums conducted each term on-air and face to face are a popular and successful means of involving the community in consultation throughout the school.

The Parent Liaison Officer also plays a pivotal role in the relationship between home and school particularly in this time of drought.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	10	18	19
Year 4 – Year 6	10	16	15
Year 7 – Year 10	4	9	11
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The school offers a curriculum from eKindy and Prep to Year 10. Day to day lessons are co-delivered in the home by a Home Tutor and the school's teaching staff.

Our school provides students with a blended curriculum through a combination of paper and eLearn materials, daily on air lessons incorporating blackboard courses, use of web cams and Collaborate. This is further supported by daily telephone reading lessons and our comprehensive field service program.

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations. The plan has been developed and refined collaboratively to provide a shared vision for curriculum practice with teachers, support staff, Home Tutors and students. The school value adds to the curriculum materials by school wide implementation of several programs completed by the students.

Our field service program offers a range of events including clusters, Minischools, sports skills days, camps and carnivals where students, home tutors, parents and staff are able to meet and engage in a range of academic, sporting and social activities. These occur throughout the year in a range of geographic locations.

Our school is unique in that almost every geographically isolated student has internet access and can access to the school's computer hire scheme.

Co-curricular activities

At every Mini-school teachers provided a varied range of opportunities for students to undertake extra curricula activities after school and in the evenings that they cannot normally access at home and that also maximises the face to face time students have with each other. These vary each Mini-school and depending on the expertise of the staff and the available local activities in Longreach. This extra curricula activity, involving all students, staff and a large number of Home Tutors adds significant value to the lives of students who live in isolation to their peers. Every two years the school has a whole school full-scale production, musical.

How information and communication technologies are used to assist learning

The use of computers and associated Information and Communication Technology is integral to the delivery of Distance Education programs. All students enrolled at LSOE either own a computer or access the school computer hire program. Every student every day will use some form of ICT.

All on air lessons are delivered using both telephone and internet - iConnect, providing real-time, dynamic engaging and interactive lessons for all students.

With on-line delivery of interactive learning opportunities the school is a School of the Future providing students and home tutors with world class educational services. Within years it could be expected that all of our primary school programs will be delivered on-line bringing almost an end to the use of paper-based materials which have been used for decades.

Some travelling families and those without internet service are still able to access paper materials with digital backup.

Social climate

Overview

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The nature of the school and the on-air program means that our teachers are 'in' every family home every day. In order for us to live our vision there must be an honest and productive working relationship between the teacher and the home tutor. This contributes to a very positive school climate. 100% of parents reported their child is getting a good education at this school.

We have an active, supportive and caring school community that recognises and values the strength of the partnership which exists between students, home tutors, parents and the staff. The school enjoys a strong degree of parent participation in planning and review processes through the Parents' & Citizens' Association. Open parent forums conducted each term on-air and face to face are a popular and successful means of involving the community in consultation throughout the school.

The School Chaplain is in integral part of our school and operates on-air program as well as joining in all field service events. The Parent Liaison Officer also plays a pivotal role in the relationship between home and school particularly in this time of drought.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	96%	100%
• this is a good school (S2035)	100%	94%	100%
• their child likes being at this school* (S2001)	97%	94%	100%
• their child feels safe at this school* (S2002)	100%	96%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	91%	90%	97%
• their child is making good progress at this school* (S2004)	97%	98%	100%
• teachers at this school expect their child to do his or her best* (S2005)	94%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	95%
• teachers at this school motivate their child to learn* (S2007)	97%	92%	95%
• teachers at this school treat students fairly* (S2008)	94%	92%	92%
• they can talk to their child's teachers about their concerns* (S2009)	94%	94%	95%
• this school works with them to support their child's learning* (S2010)	94%	90%	100%
• this school takes parents' opinions seriously* (S2011)	97%	86%	92%
• student behaviour is well managed at this school* (S2012)	100%	94%	95%
• this school looks for ways to improve* (S2013)	97%	94%	100%
• this school is well maintained* (S2014)	97%	98%	97%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	96%	100%
• they like being at their school* (S2036)	100%	96%	100%
• they feel safe at their school* (S2037)	100%	92%	100%
• their teachers motivate them to learn* (S2038)	100%	96%	94%
• their teachers expect them to do their best* (S2039)	100%	88%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	94%
• teachers treat students fairly at their school* (S2041)	94%	92%	94%
• they can talk to their teachers about their concerns* (S2042)	97%	85%	89%
• their school takes students' opinions seriously* (S2043)	97%	96%	89%
• student behaviour is well managed at their school* (S2044)	97%	92%	94%
• their school looks for ways to improve* (S2045)	97%	96%	100%
• their school is well maintained* (S2046)	97%	92%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	96%	89%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	97%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	97%	87%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	88%	100%
• students are encouraged to do their best at their school (S2072)	100%	97%	97%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	97%	100%
• staff are well supported at their school (S2075)	97%	90%	91%
• their school takes staff opinions seriously (S2076)	97%	90%	94%
• their school looks for ways to improve (S2077)	100%	97%	100%
• their school is well maintained (S2078)	100%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	94%	100%

* 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

The very nature of Distance Education involves parents directly in delivering their child's education. Home Tutors (usually a parent or a governess) work in partnership with their class teacher to provide an effective and safe learning environment to teach their students. For this to occur seamlessly there is regular contact with Home Tutors. Procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous improvement.

Delivery of curriculum occurs through print and digital material, on air programs and through face to face contact during Field Services.

Home Tutor Workshops are an annual three-day event where the school runs sessions to provide the Home Tutors with skills they need every day to teach their child in the school room. The majority of students have their mothers as the daily face of their education as their Home Tutor, therefore to ensure that our students are receiving the best education possible, it is essential that we continue to provide high quality professional development and skills to our Home Tutors to give them the necessary skills and confidence to deliver quality education to their children. We acknowledge the importance of Home Tutors as partners and as facilitators in the educational process. Through the Home Tutor Workshop we encourage Home Tutors to work with teachers to maximise learning outcomes.

The skills obtained by the Home Tutors enable them to continue to develop our students through a differentiated framework, where our aim is to develop the whole child to their full potential, while embracing geographic isolation.

The school community is incredibly strong with an enthusiastic and active P&C association who develop their own programs and agendas to support the school.

Respectful relationships education programs

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

Respectful Relationships are being addressed through the following:

- Responsible Behaviour Plan
- Care, Courtesy and Consideration Program
- Community Safety Programs – LCC & QPS
- Guidance Officer
- School Chaplain

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships mostly done at our mini-school get together.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school continues to be mindful of its environmental footprint. Energy efficient light bulbs and ceiling fans are installed throughout the school to compliment the old air-conditioning system.

Good seasons such as was in early 2012, assist with less water usage and effective water practices such as dripper systems are used. Drought years impact significantly on the school grounds and immediate environment. The school held a competition to create recyclable indestructible plants rather than have pot plants around the school. This proved popular with school families. The schools air-conditioning system now over 25 years old continues to contribute significantly to a considerable electricity bill.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	269,045	218,456	215,394
Water (kL)	15,422	10,736	6,813

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	26	15	0
Full-time equivalents	22	11	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	3	
Graduate Diploma etc.*	6	
Bachelor degree	16	
Diploma	1	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$37,629

The major professional development initiatives are as follows:

Australian Curriculum, Reading, Math, IMPACT, CPR and First Aid, Home Tutor Workshop.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state SDE/EU/SP schools was .

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	100%	100%	100%
Attendance rate for Indigenous** students at this school	100%	100%	100%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	100	100	100
Year 1	100	100	100
Year 2	100	100	100
Year 3	100	100	100
Year 4	100	100	100
Year 5	100	100	100
Year 6	100	100	100

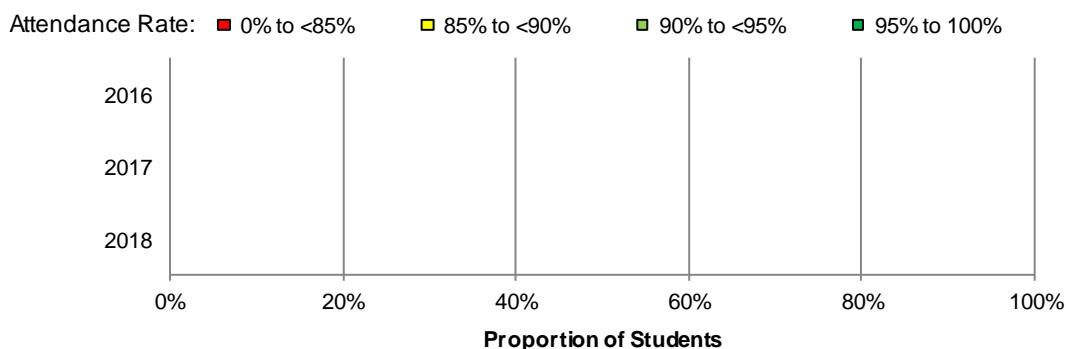
Year level	2016	2017	2018
Year 7	100	100	100
Year 8	100	100	100
Year 9	100	100	100
Year 10	100	100	100
Year 11	n/a	n/a	n/a
Year 12	n/a	n/a	n/a

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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.

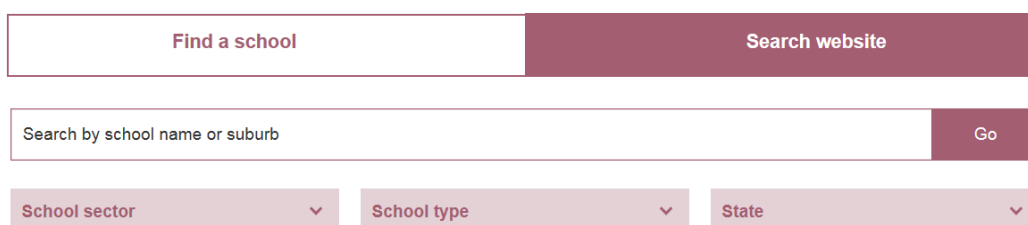
Attendance is monitored by the submission of send-in work. Parents are contacted if there are any concerns.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.