

## Our school at a glance

Longreach Schools of Distance Education

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## Principal's Foreword

### Introduction

Longreach School of Distance Education provides excellence in education for isolated families. Our Motto is "Effort Conquers Distance."

The School Annual Report provides an overview of the Longreach School of Distance Education (LSODE) for the 2009 school year. It describes the unique characteristics of our school and its delivery of quality educational programs in a distance educational setting. Student performance data in the form of key outcomes in the NAPLAN and early and middle phases of learning is included. Data relating to the school's staff profile and professional development priorities for 2009 is also included.

A hardcopy of the report can be requested through the school office.

### School progress towards its goals in 2009

New curriculum papers have been introduced throughout Prep - Year 2 and Maths in Year 3. New curriculum papers will continue to be rolled out. Home Tutor notes have been written for every new unit to assist Home Tutors with adaptations to the papers.

Interventions have included implementing and resourcing a telephone reading program for students in Years 1-4; a whole school Reading Comprehension program and a Home Tutor Workshop program to ensure our Home Tutors have the necessary skills to implement the curriculum as the daily face of the school room. Elluminate was trialled and implemented towards the end of 2009. It allowed teachers to deliver dynamic, engaging and highly interactive lessons to all students.

### Future outlook

Longreach School of Distance Education is committed to providing every child with a balanced 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 implemented specific interventions to improve and maintain our excellent academic results in a distance education setting.

The school has measurable outcomes in the form of Naplan results, school opinion survey and school internal monitoring data. Clear and explicit school targets for improvement have been set. We have had an explicit school improvement plan in place since September 2009 to continue and drive our academic excellence. Our agenda is about implementing measures and strategies to ensure the improvement in learning outcomes for all students continues. The school is driven by a belief that every student is capable of successful learning. There is an expectation that all teachers will be highly committed to the continuous improvement of their own teaching and will be focused on the development of knowledge and skills required in Home Tutors and students to achieve student learning and improvement.

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## School Profile

The Longreach School of Distance Education has a catchment area that stretches from the Northern Territory and South Australia borders in the west, Hughenden in the north, Alpha in the east and Tambo in the south. This catchment area represents an area approximately twice the size of Victoria. The majority of families own or operate extensive sheep and/or beef grazing properties.

LSODE offers a quality co-educational program for predominately geographically isolated students from Prep Year to Year 10. Enrolment trends over the past two years remain at approximately 160.

Specialist teachers and ancillary staff support our dedicated teaching staff, all of whom exhibit a willingness to be involved in the school and community based activities.

Our Vision is to provide "Excellence in Education for Isolated Families", and our Motto is "Effort Conquers Distance." At LSODE, education is a team effort and our school community is like an extended family working together for the benefit of children, by living the vision and school motto. It is the extra effort made by the staff, students and parents that brings everyone closer together. We believe for children to achieve the very best they can, there needs to be a very positive relationship between the school and home, and the results we achieve prove just how successful these relationships can be. All members of our school community have an obvious sense of belonging and pride in the school.

Coeducational or single sex: Coeducational

Year levels offered: P-10

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 - Nov 2009)
159	81	78	88%

### Characteristics of the student body:

We have close to 50% split of the student body in genders. Stability of enrolment was high throughout the year, with low mobility.

1% of total enrolments are medical enrolments, with the remainder being geographically isolated students.

### Class sizes - Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep - Year 3	11	57%	15%	28%	
Year 4 - Year 7	13	44%	11%	45%	
All Classes	12	50%	13%	37%	

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

# Our school at a glance

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## Curriculum offerings

### Our distinctive curriculum offerings

Our school provides students with their curriculum through a combination of paper and on-line materials, daily on air lessons incorporating blackboard courses and data conferencing, 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 papers 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 district locations.

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

### Extra curricula activities

The school community offer an extensive range of extra-curricular activities which include OptiMinds, Chess, Project Club, Music, Recorder, Lone Guides, Youth Leadership, Religious Education, and Speech and Drama. All of these activities add significant value to the lives of participating students who live in isolation to their peers.

### How Information and Communication Technologies are used to assist learning

The use of computers and associated Information Technology continues to play an increasingly significant role in the delivery of Distance Education programs. All students enrolled at LSODE are encouraged to own a computer or access the school computer hire program.

Within four years all of our primary school programs will be delivered on-line bringing an end to the use of paper-based materials which have been used for decades.

All on air lessons are delivered using Elluminate providing dynamic, engaging and interactive lessons for all students.

With on-line real time delivery of interactive learning opportunities the school is a School of the Future providing students and Home Tutors with world class educational services.

## Social climate

Our school is a very friendly school which is characterised by traditional values and progressive thinking. Data collected in the School Opinion Surveys indicate that 100% of parents and students think that this is a "good school."

In 2008 our school was awarded a highly commended for the Australian Government National Award for Quality Schooling for excellence in family-school partnerships. These partnerships continue today. At LSODE, education is a team effort and our school community is like an extended family. At 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.

Our School Chaplain attends LSODE activities as much as possible and interacts with students and parents in the context of the particular activity as a helper. He also hosts "Chappy's Chat" on air that students can participate in if they choose. Chappy attends all school camps, sports skills days and cluster days.

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

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degree of parent participation in planning and review processes with representatives from Parents' & Citizens' Association (P & C) on the School Council. Open parent forums conducted on air and face to face are a popular and successful means of involving the community in consultation throughout the school.

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### Parent, student and teacher satisfaction with the school

Parent satisfaction levels with the school are very positive with 100% of parents considering this school to be a good school. Other areas where parent satisfaction was 100% included the school climate, the curriculum - preparing students for the future, staff approachability and responsiveness, school-community relations and school grounds, resources and facilities.

Students also indicate very high satisfaction in all areas - student outcomes, pedagogy and school climate - with all results being well above state data and like schools data.

In every measure of staff satisfaction our school results were well above the state average. The measures included physical work environment, relationships, school operations, staff morale, support, resources and training, work roles and work value and recognition.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	93%
Percentage of staff members satisfied with morale in the school	96%

### Involving parents in their child's education.

Because of the nature of Distance Education, parents are directly involved in delivering their child's education. Home Tutors facilitate an effective and safe learning environment and teach their students in partnership with the school based teachers whom in turn support the Home Tutors.

Delivery of curriculum occurs mainly through print material, on air programs and through face to face contact during Home Visits and Cluster Days. Home Tutors play a critical role in curriculum delivery, working with the teacher and student in a partnership aimed at achieving quality educational outcomes for all students. This role is crucial during all periods of schooling.

The school offers a curriculum from Prep to Year 10. Distance Education is delivered through curriculum papers and daily telephone lessons with an extensive use of Information Technology to enhance basic lessons. These are supervised in the home by a Home Tutor, with support and professional assistance being provided by the school's teaching staff. Strong 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.

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. Our school also has a very effective School Council with open channels of communication between parents and staff.

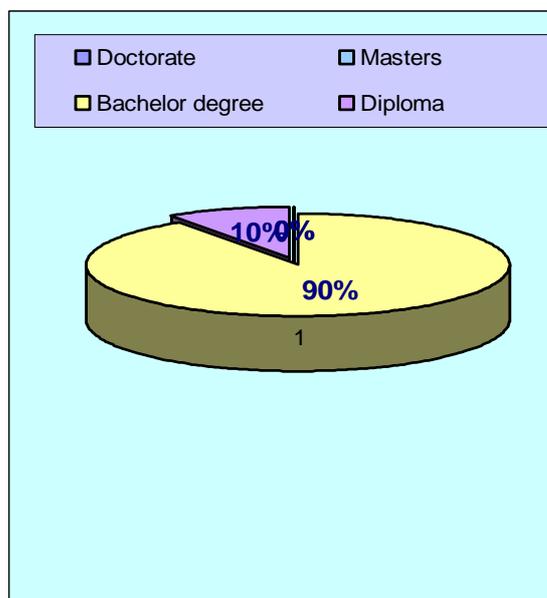
# Our staff profile

## Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	13	0
Full-time equivalents	22	10	0

## Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	19
Diploma	2



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$23 963.00.

The major professional development initiatives are as follows: The school focus in professional development during 2009 was:

- Senior First Aid;
- ICT Pedagogical Licence;
- AADES Conference;
- Elluminate Training;
- Numeracy;
- Literacy Training.

The involvement of the teaching staff in professional development activities during 2009 was 100%.

Home Tutor Workshops are an annual three day event where the school hosts 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 in the knowledge society and as facilitators in the educational process, and through the Home Tutor Workshop, 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 Multiple Intelligences Framework, where our aim is to develop the whole child to his/her full potential, even though most are geographically isolated.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2009.

### Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 71% of staff were retained by the school for the entire 2009 school year.

# Performance of our students

## Key student outcomes

### Attendance

#### Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 100%.

#### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

#### Description of how non-attendance is managed by the school

Under the Education (General Provisions) Act 2006 'a child enrolled in a program of distance education is taken to attend the school of distance education offering the program by completing and returning the assigned work for the program'.

Regular monitoring of student attendance is undertaken on a weekly basis. The parent/caregiver of students who are identified as not being in regular attendance will be contacted and required to provide reasonable explanation. Prolonged non-attendance, in the absence of reasonable explanation, constitutes a breach of compulsory school attendance and will result in the initiation of formal absentee processes.

## Performance of our students

### Achievement - Years 3, 5, 7, and 9

National Assessment Program - Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9	
Reading	Average score for the school in 2009	387	504	553	555	
	Average score for Australia in 2009	410.8	493.9	541.1	580.5	
	For the school the percentage of students at or above the national minimum standard.	2008	75%	90%	100%	N/A
		2009	96%	93%	92%	67%
	For the school the percentage of students in the upper two bands	2008	19%	40%	60%	N/A
		2009	26%	27%	31%	0%
Writing	Average score for the school in 2009	386	489	556	483	
	Average score for Australia in 2009	414.5	484.7	532.4	568.9	
	For the school the percentage of students at or above the national minimum standard.	2008	100%	100%	100%	N/A
		2009	91%	100%	100%	67%
	For the school the percentage of students in the upper two bands	2008	25%	27%	47%	N/A
		2009	22%	14%	31%	0%
Spelling	Average score for the school in 2009	356	479	546	482	
	Average score for Australia in 2009	404.8	487.2	540.0	576.3	
	For the school the percentage of students at or above the national minimum standard.	2008	100%	100%	87%	N/A
		2009	87%	100%	100%	67%
	For the school the percentage of students in the upper two bands	2008	19%	0%	20%	N/A
		2009	9%	7%	31%	0%
Grammar and Punctuation	Average score for the school in 2009	357	512	560	549	
	Average score for Australia in 2009	419.7	499.7	539.5	573.5	
	For the school the percentage of students at or above the national minimum standard.	2008	81%	91%	100%	N/A
		2009	74%	93%	100%	67%
	For the school the percentage of students in the upper two bands	2008	25%	36%	67%	N/A
		2009	22%	36%	31%	0%
Numeracy	Average score for the school in 2009	346	474	568	570	

## Performance of our students

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9	
	Average score for Australia in 2009	393.9	486.8	543.6	589.1	
	For the school the percentage of students at or above the national minimum standard.	2008	94%	100%	100%	N/A
		2009	96%	100%	100%	100%
	For the school the percentage of students in the upper two bands	2008	35%	9%	47%	N/A
		2009	0%	14%	62%	0%