

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Longreach School of Distance Education (3611)

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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." LSODE 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 2011 School Annual Report provides an overview of the Longreach School of Distance Education (LSODE) for the 2010 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 2010 is also included.

On behalf of the school leadership team I would like to say we are very proud of the achievements of our students, staff and Home Tutors outlined in this report. We plan to maintain our commitment towards continual improvement and look forward to even greater success in 2011.

Robyn Conlin

Principal

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### School progress towards its goals in 2010

In 2010 the LSOE continued to excel in providing quality education programs to enhance student outcomes. The School submitted a Showcase entry for academic excellence "Growing the Excellence - Bridging the Distance".

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. LSOE students achieved well in 2010 Naplan with results at or above the national mean in every area assessed in Years 3, 5, 7 and 9 except for two - Year 5 spelling and Year 9 writing which were just below the national mean.

The school achieved an excellent Teaching and Learning Audit result:

- 1) An explicit improvement agenda - Outstanding;
- 2) Analysis and Discussion of Data - High;
- 3) A Culture that Promotes Learning - Outstanding;
- 4) Targeted Use of School Resources - Outstanding;
- 5) Systematic Curriculum Delivery - Medium;
- 5) An Expert Teaching Team - Outstanding;
- 6) Differentiated Classroom Learning -Outstanding;
- 7) Effective Teaching Practices-High.

All LSOE and its community were pleased with the Audit outcome as the results validate the school as a whole and the work we are doing with our students. It confirms the great work the teachers, support staff and Home Tutors are doing every single day with every child.

### Future outlook

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.

In 2011 our key priorities are the ongoing implementation of the school writing program WISHES

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(Writing Involving Seven Helpful Exciting Steps) and the LSOE BAMS Overview (Benchmarks Assessment Moderation & Standards). This agenda will be further enhanced by the introduction of the national curriculum in 2012 through all year levels of the school.

## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 10

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 - Nov 2010)
168	94	74	87%

Characteristics of the student body:

Our community exists in a rural and remote location across twice the size of Victoria. The primary catchment area is bounded by the Northern Territory and South Australian borders in the west, Alpha in the east, Hughenden in the north and Tambo in the south. The school provides a fully integrated distance education program to geographically isolated families and just over 160 children across Queensland's central west. The majority of families own or operate extensive sheep and/or beef grazing properties.

The issue that we address daily is overcoming restrictions that can happen with distance education to ensure our students receive the absolute best education possible so they all have the opportunity to achieve and realise their goals.

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.

Class sizes - Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep - Year 3	10	100%			

## Our school at a glance

Year 4 - Year 10	10	100%			
All Classes	10	100%			

### 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

## Curriculum offerings

### Our distinctive curriculum offerings

The issue addressed through our school is overcoming restrictions that can happen with distance education and ensuring our students receive the absolute best education and development possible so they all have the opportunity to achieve and realise their goals. The focus of any school should be student learning and achievement. The school leaders are explicit about their core objective - that is, to improve learning outcomes for all students in the school.

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.

## Our school at a glance

### 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 LSOE 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."

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 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.

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

## Our school at a glance

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

Our Vision is to provide "Excellence in Education for Isolated Families", and our Motto is "Effort Conquers Distance." At LSOE, 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 a child 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.

Parent satisfaction levels with the school are very positive with the overwhelming majority of parents considering this school to be a good school. Other areas where parent satisfaction was also very high 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 with all results being well above state data and like schools data.

In every measure of staff satisfaction our school results were a little below 2009 results. This was as a result of a change in the way we did business and the proactive strategies put in place by the school to drive our school improvement agenda. As these changes become "the norm" staff satisfaction results will return to their normally high levels.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	97%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	74%
Percentage of staff members satisfied with morale in the school	63%

## Our school at a glance

### 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.

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 their full potential, even though they are geographically isolated.

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 school at a glance

### Reducing the school's environmental footprint

The school took several steps over the last twelve months in an effort to reduce our environmental footprint. Some of these steps include: completing window tinting on all exterior windows and doors, solar panels installed, gardens and trees re-established in the school grounds, and sprinkler systems installed and fitted with timers.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water KL	Gas MJ
2010	\$57,440	\$49,590	\$4,135	\$2,198	\$971	\$546	\$0	263,647	1,312	0
2009	\$12,714	\$0	\$0	\$0	\$5,617	\$0	\$7,097	281,676	7,590	0
% change 2009 - 2010	352%	N/A	N/A	N/A	-83%	N/A	-100%	-6%	-83%	N/A

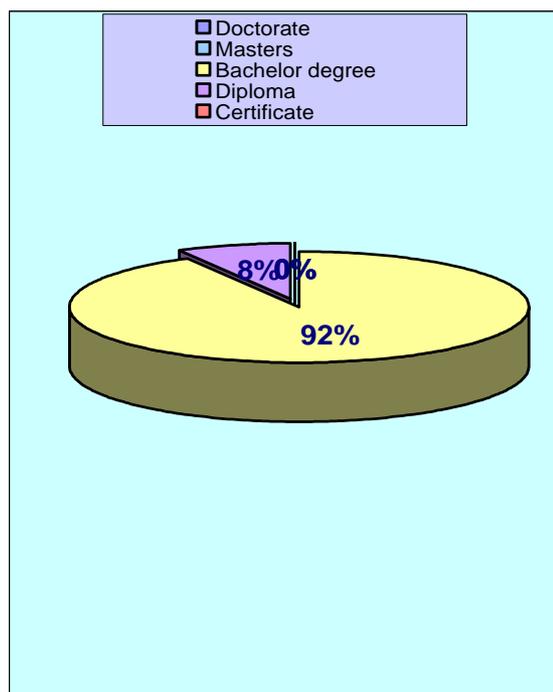
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	25	12	0
Full-time equivalents	21	9	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	23
Diploma	2
Certificate	0



## Our staff profile

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

The total funds expended on teacher professional development in 2010 was \$30 305.05.

The major professional development initiatives are as follows:

WISHES (Writing Program)

Senior First Aid;

ICT Pedagogical Licence;

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 their full potential, even though they are geographically isolated.

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

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

From the end of the previous school year, 95% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

Student attendance - 2010									
Student attendance for each year level									
Year 1	Year2	Year3	Year4	Year5	Year6	Year7	Year8	Year9	Year 10
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

#### 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.

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

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

## Performance of our students

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement - Closing the Gap

Our school has met or exceeded the 2012 system target in attendance and apparent retention.

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
1		

LSODE do not offer any Certificate courses directly through the school. However, our students do access Certificate courses through Brisbane School of Distance Education and the Longreach Ag College.

## Performance of our students