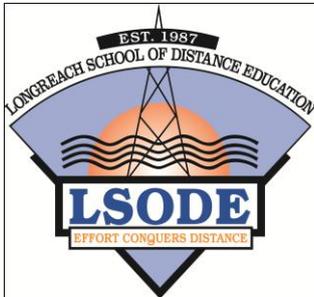


Queensland State School Reporting – 2011

Longreach School of Distance Education (3611)



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Principal's foreword

Introduction

Longreach School of Distance Education (LSODE) lives its vision of *Excellence in Education for Isolated Families*. Our Motto is "Effort Conquers Distance" and our school is committed to providing every child with a balanced education in a virtual and face to face environment. Our program is aimed at students achieving sustained excellent academic results and to maximise the educational outcomes for every student enrolled in our school.

The School Annual Report provides an overview of the Longreach School of Distance Education (LSODE) for the 2011 school year. It describes the unique characteristics of our school and its delivery of quality educational programs in a distance education setting. Student performance data in the form of key outcomes in the NAPLAN is included. Data relating to the school's staff profile and professional development priorities for 2011 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 2012.

Rowena Arthur

Principal

School progress towards its goals in 2011

In 2011 the LSODE continued to excel in providing quality education programs to enhance student outcomes.

NAPLAN results show:

By year 7 100% of our students are at or above National Minimum Standard in all strands. Year 5 students range from 90%-100% at or above National Minimum Standard in all strands. Year 3 range from 93.3% -100% at or above National Minimum Standard in all strands.

100% of students in years 3, 5, 7 and 9 are at or above National Minimum Standard in Spelling and Numeracy. 90 – 100% of our students are at or above National Minimum Standard in Reading, Writing and Grammar and Punctuation.

46.7% of year 7 students are in the top two bands for Reading, Grammar and Punctuation.

40% of our year 7 students and 33% of our year 3 students are in the top two bands for reading

15/20 measures show our school mean scale score at or above the National Mean Scale Score.

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Our school mean scale score for reading in years 3, 7 and 9 is above the National average, as is Year 7 Writing, Grammar and Punctuation and Numeracy.

Throughout 2011 the school continued its focus on quality on air lessons, implementation of current materials and preparation for implementation of the Australian Curriculum in 2012, individual student goal setting, a whole school writing program (WISHES) and an individualised 1-1 telephone reading.

In the latter half of the year, an intensive roll out strategy to up skill Home Tutors in the National Curriculum and the impending changes from a paper based to a blended e-learning learning model for curriculum delivery was a key focus.

Future outlook

Our school is driven by a belief that every student is capable of successful learning. This is achieved through the pillars of

Quality Teachers

Quality Teaching

Individualised Instruction and

A Strong partnership between home and school.

There is an expectation that all teachers will be highly committed to the continuous improvement of their own teaching and they will also be focused on the development of knowledge and skills required by Home Tutors so that students will be successful learners.

In 2012 our key priorities will be the implementation of the Distance Education level of Australian Curriculum. Key areas for change, improvement and/or refinement will be:

*our processes and strategies for assessment and tracking of students performance

*support for Home Tutors

*embedding the use of ICTs to deliver a blended model of curriculum delivery by skilling staff, Home Tutors and students ,

*implementation of a common language to understand the learner to support differentiation.

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 2011 – Nov 2011)
168	97	71	94%

Characteristics of the student body:

Our community exists in a rural and remote location across a geographic area 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 Quilpie in the south. The school provides a fully integrated distance education program to geographically isolated families and over 160 children across Queensland's central west. The majority of families own or manage extensive sheep and/or beef grazing properties. Mining is just starting to impact our most eastern families.

The issue that we address daily is overcoming restrictions or barriers 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	12
Year 4 – Year 10	14
Year 11 – Year 12	NA
All Classes	13

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 school offers a curriculum from Prep to Year 10. Day to day lessons from the materials are delivered in the home by a Home Tutor, with support and professional assistance being provided by the school's teaching staff.

Our school provides students with their curriculum through a combination of paper and on-line materials, daily on air lessons incorporating blackboard courses, web cams and data conferencing. 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 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 geographic 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 on-air extra-curricular activities which include OptiMinds, Chess, Project Club, Music, Recorder, Youth Leadership and Religious Education. 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 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 iConnect and Elluminate, 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 a few years it could be expected that 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.

Social climate

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 values and progressive thinking. Data collected in the School Opinion Surveys indicate that a high percentage of parents and students think that this 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.

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 either the Parents' & Citizens' Association (P & C) and/or the School Council. 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 an integral part of our school and operates on-air program as well as joining in all field service events.

Parent, student and teacher satisfaction with the school

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.

As can be seen by the data sets below, satisfaction levels with the school are positive with the majority of parents considering this school to be a good school. Other areas where parent satisfaction was also very high included the school climate 94.5%, the school makes you feel welcome 93.9%, the school communicates well with you 93.9% and the school staff are approachable when you want to talk about your child 93.9%.

Students also indicate very high satisfaction in all areas with all results being above state data and like schools data. 92.3% of students are happy to attend this school.

In every measure of staff satisfaction our school results improved from 2010 – 2011. The Staff Morale improved from 64.4% to 95% and Work Value and Recognition from 65.9% to 94.4%.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	79%
Percentage of students satisfied that they are getting a good education at school	92%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	86%
Percentage of staff members satisfied with morale in the school	95%

DW – Data withheld

Involving parents in their child's education

The 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 (often daily) 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 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 and as facilitators in the educational process. Through the Home Tutor Workshop we encourage Home Tutors to work with teachers to maximise learning

Our staff profile

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

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school continues to be mindful of its environmental footprint. Good seasons assist with the water usage and effective water practices such as dripper systems are used. The school held a competition to create recyclable indestructible plants rather than have pot plants around the school. This proved popular with families and will be held again in 2012. The schools air-conditioning system now 25 years old continues to contribute to a large electricity usage.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	261,162	3,329
2010	0	0
% change 10 - 11	N/A	N/A

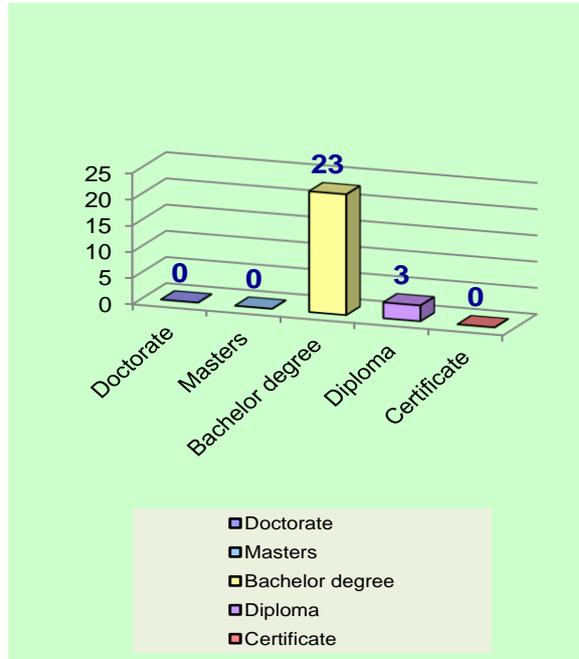
Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	12	0
Full-time equivalents	24	9	0

Our staff profile

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	3
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$30036.

The major professional development initiatives are as follows:

A range of professional development activities were conducted in 2011. These included sessions led by staff for staff, PD on the new Australian Curriculum, literacy and spelling workshops, first aid training in asthma and anaphylactic procedures and ICT sessions particularly attaining a pedagogical licence. The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

The Home Tutor Workshop is 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 support their teaching at home.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 77% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 100%.

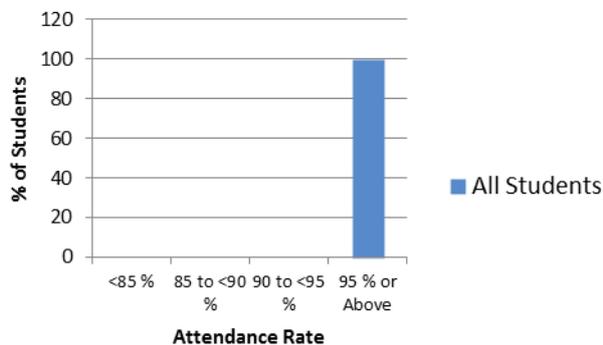
The overall attendance rate for all Queensland state Education Units, Schools of Distance Education and Specific Purpose Schools schools over the same period was 100%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

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 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.

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 My School website at <http://www.myschool.edu.au/>.

Performance of our students

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.

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.

Performance of our students

Achievement – Closing the Gap

Our school has a very limited Indigenous enrolment and student results are on par with Non-Indigenous results.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

N/A