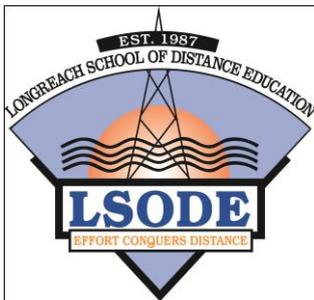


# Longreach School of Distance Education (3611)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Longreach School of Distance Education (LSODE) lives and breathes 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 for the 2012 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 2012 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 2013.

A copy of this report is available on request. If you would like a copy, please contact the school.

Rowena Arthur

Principal

### School progress towards its goals in 2012

In 2012 a key focus of the Longreach School of Distance Education was to support Home Tutors to implement the Australian Curriculum through the introduction of the new Curriculum into the Classroom (C2C) Individual Learning Materials. Although challenging, this was achieved by maintaining a strong focus on the schools four pillars of

- √ Quality Teachers
- √ Quality Instruction
- √ Individualised Learning and
- √ A Strong partnership between home and school.

Dur to the implementation of the Australian Curriculum Distance Education materials, 2012 was an unprecedented year of challenge and monumental change however, through this, the school maintained positive results in NAPLAN.

90.9 – 100% of students were at or above NMS in reading across all year levels with 41.2 % of year five students in the top two bands which was statistically above the nation's results.

# Queensland State School Reporting

## 2012 School Annual Report



19 out of 20 strands across all year levels were statistically similar in Nations national minimum standard and 18 out of 20 strands were statistically similar to the Nations performance in the upper two bands. This pattern of sound performance reflects the high standard of results over a number of years.

2013 sees the second year of new curriculum implementation and the school again will maintain its focus on continual improvement of the curriculum to support the Home Tutor to deliver the learning materials in the home.

### Future outlook

Learning in a Distance Education context requires students to learn to read, in order to read to learn. As such the school will keep at its forefront, a focus on the need for students to be achieving higher than expected results in reading. A key strategy to deliver on this is the implementation of Telephone Reading. One to one, individualised lessons, three to four times per week, with the class teacher and a trained teacher aide are the key components of this program. Lessons delivered using Elluminate and web cams will add to the levels of student engagement and the ability of the teacher to observe reader behaviour.

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. Explicit Instruction will be the signature teaching strategy used by staff and Home Tutors in an effort to improve teacher quality and instruction. Professional development in Explicit Instruction, for both staff and Home Tutors, will be a priority.

Charleville, Mount Isa and Longreach Schools of Distance Education will be forming an alliance amongst the schools, sharing both staffing and resources to ensure quality delivery of learning for rural and remote distance education students in the western corridor of the state of Queensland.



# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 10

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	168	94	74	94%
2011	168	97	71	94%
2012	179	94	85	90%

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

## 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, blended, distance education program to over 115 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.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			9
Year 4 – Year 10			9
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
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

# Our school at a glance

## 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 eLearn materials, daily on air lessons incorporating blackboard courses, use of web cams and Elluminate. 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 nearly every geographically isolated student has broadband internet access and access to the school's computer hire scheme.

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## Extra curricula activities

The significant and major Extra Curricula event in 2012 was the production of a Whole School Rock Musical. Each class was taught their year level and whole school dances at Minischool with a school produced DVD to for further practise at home. During the annual Cultural Camp the students were taught the year level and whole school songs with weekly practice on air. Students were able to audition for major parts in the show and weekly rehearsal was completed over the air. Costumes were sourced from all over the world and after two full dress rehearsals the performance scored a standing ovation from a packed hall. A full feature video was made of the production. 150 students on stage singing and dancing was a memorable event for students, staff and families.

After this production the school decided to hold a whole school musical every two years.

This extra curricula activity, involving all students, staff and a large number of Home Tutors added significant value to the lives of students who live in isolation to their peers.

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## 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 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 a few 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.

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## 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 rural values and progressive thinking. Data collected in the School Opinion Surveys indicate that a high percentage of parents (96.3%) and students (96.3%) 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. 100% of parents reported they were satisfied that the teachers at this school are interested in their child's wellbeing.

## Our school at a glance

96.3% of students believe their teacher provides them with useful feedback about their work and the same percentage of students say their teachers encourage them to do their best and that they are 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 (P & C). 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.

93.1% of staff both teaching and on teaching are satisfied with their access to professional development.

### Parent, student and staff 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. Students also indicate high satisfaction in all areas. Most parent and student measures showed improved performance from 2011 – 2012.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	96.3%
this is a good school	96.3%
their child likes being at this school*	92.6%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	96.3%
their child is making good progress at this school*	96.3%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	96.3%
teachers at this school motivate their child to learn*	96.3%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	92.6%
this school takes parents' opinions seriously*	88.9%
student behaviour is well managed at this school*	96.3%
this school looks for ways to improve*	96.3%
this school is well maintained*	100.0%

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	96.3%
they like being at their school*	96.3%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	96.3%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	96.3%
teachers treat students fairly at their school*	92.6%
they can talk to their teachers about their concerns*	88.9%
their school takes students' opinions seriously*	92.6%
student behaviour is well managed at their school*	96.3%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	88.9%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	93.1%
with the individual staff morale items	87.9%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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 (sometimes 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 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.

## 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. In 2012 energy efficient light bulbs and ceiling fans were installed throughout the school.

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 and will be held again in 2013. The schools air-conditioning system now 25 years old continues to contribute significantly to a considerable electricity bill.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	263,647	1,312
2010-2011	261,162	3,329
2011-2012	246,695	2,659

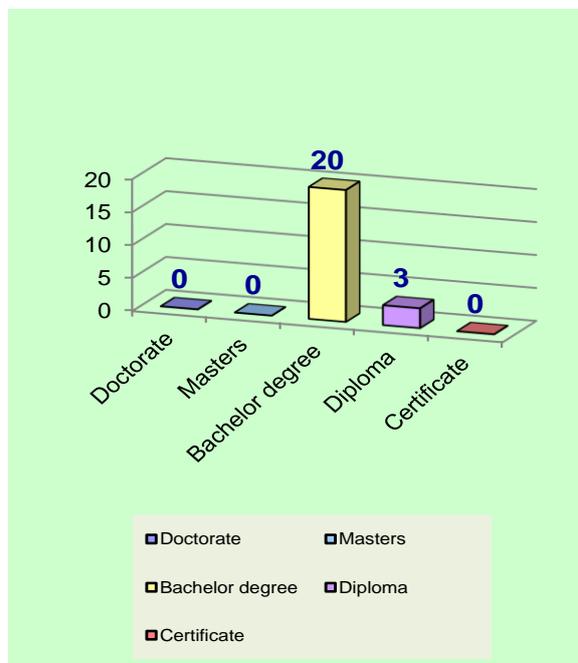
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	23	12	0
Full-time equivalents	21.5	9.3	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	20
Diploma	3
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher and staff professional development in 2012 was \$24373.81.

The major professional development initiatives are as follows:

Australian Curriculum - English, Mathematics and Science, student learning style, first aide, swimming accreditation, training in asthma and anaphylactic procedures and ICT sessions.

Home Tutors, as the teacher at home, are also provided professional development at Clusters, on-air and at the annual three-day Home Tutor Workshop.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

# Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	98.3%	98.4%	97.4%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 86.1% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

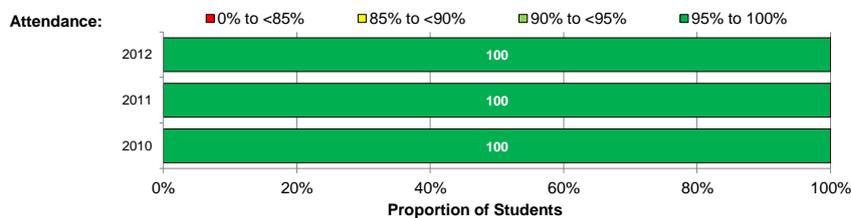
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	100%	100%	100%
The overall attendance rate in 2012 for all Queensland state Education Units, Schools of Distance Education and Specific Purpose Schools schools was 100%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2011	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2012	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

Attendance at a School of Distance Education is measured by the return of prescribed work. 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.

Should attendance be an issue, the Parent Liaison Officer and class teacher provide appropriate and individualised support for the completion and submission of unit work.

## 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.

### Achievement – Closing the Gap

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