

Longreach School of Distance Education Queensland State School Reporting 2014 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 2014 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 2015 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 2015.

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 2014

In 2014 a key focus of the Longreach School of Distance Education was to continue to support Home Tutors to implement the Australian Curriculum through the Curriculum into the Classroom (C2C) Individual Learning Materials. 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.

The Schools of Distance Education in Mount Isa, Longreach and Charleville established the Western Alliance in 2013 and the workings of this were further refined as the school prepares for the introduction of year 7 to high school in 2015. A significant focus on and investment in reading is making traction. The school continued strong academic performance in NAPLAN with almost 100% of students in years 3, 5, 7 and 9 at or above NMS in reading.

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 MultiLit and Telephone Reading. One to one, individualised lessons with the class teacher and a trained teacher aide are the key components of these programs. Lessons delivered using Collaborate 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. IMPACT, incorporating 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 IMPACT for both staff and Home Tutors, will be a priority.

The Western Alliance will continue to grow ensuring 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 2014: Early Childhood - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	179	94	85	90%
2013	170	88	82	89%
2014	157	84	73	92%

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

Characteristics of the student body:

The majority of students are enrolled from geographically isolated locations across CW Queensland, with the balance from across the state and some traveling overseas. The worst drought currently experienced is having an impact on rural families enrolled with the school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	9	10	10
Year 4 – Year 7 Primary	9	8	8
Year 7 Secondary – Year 10		4	3
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

The school offers a curriculum from 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.

Extra curricula activities

At every Minischool 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 Minischool 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.

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 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

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. Nearly 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 (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 particularly in this time of drought.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	100%	95%
this is a good school (S2035)	96%	100%	98%
their child likes being at this school* (S2001)	93%	97%	95%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	96%	97%	95%
their child is making good progress at this school* (S2004)	96%	97%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	97%	88%
teachers at this school motivate their child to learn* (S2007)	96%	94%	88%
teachers at this school treat students fairly* (S2008)	100%	100%	98%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	93%	97%	90%
this school takes parents' opinions seriously* (S2011)	89%	100%	93%
student behaviour is well managed at this school* (S2012)	96%	100%	98%
this school looks for ways to improve* (S2013)	96%	100%	98%
this school is well maintained* (S2014)	100%	100%	98%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	100%	100%
they like being at their school* (S2036)	96%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	96%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	100%
teachers treat students fairly at their school* (S2041)	93%	96%	100%
they can talk to their teachers about their concerns* (S2042)	89%	96%	98%
their school takes students' opinions seriously* (S2043)	93%	93%	97%
student behaviour is well managed at their school* (S2044)	96%	96%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	89%	96%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		93%	97%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		90%	91%
their school takes staff opinions seriously (S2076)		93%	88%
their school looks for ways to improve (S2077)		97%	94%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	97%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

Reducing the 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 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	246,695	2,659
2012-2013	258,704	2,928
2013-2014	264,177	0

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

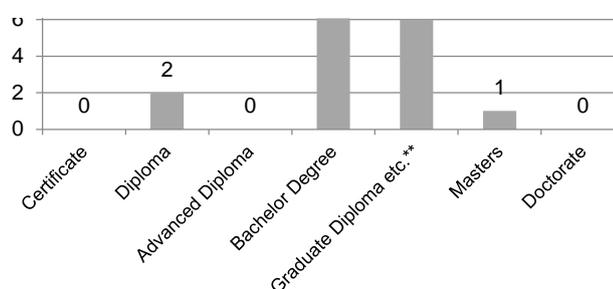
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	24	14	0
Full-time equivalents	22	10	0

Qualification of all teachers

Bachelor Degree	15
Graduate Diploma etc.**	6
Masters	1
Doctorate	0
Total	24



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$34962

The major professional development initiatives are as follows:

Australain Curriculum, Reading, Amgic 100, Maths, Indigenous Perspectives, Peer Coaching, Explicit Instruction, CPR and First Aid

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	100%	100%	100%

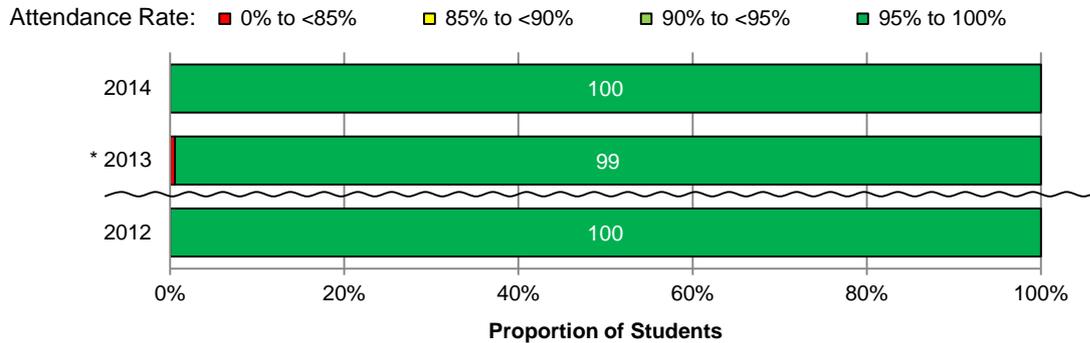
The overall attendance rate in 2014 for all Queensland SDE/EU/SP schools was 90%.

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
2012	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
2013	100%	100%	100%	100%	100%	100%	100%	100%	100%	91%		
2014	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.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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/>.

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