

# Longreach School of Distance Education Queensland State School Reporting 2015 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 2015 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 2016 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 2016.

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 2015

The key priority of the Longreach School of Distance Education is to continually support Home Tutors to implement the Australian Curriculum using the Individual Learning Materials. This was achieved by maintaining a strong focus on the school's four pillars of

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

#### Improvement Goals

- Reading – All students reading at or above LSOE benchmarks
- 100% at NMS all year levels, all domains
- Improved performance in English and Maths as measured by unit/semester reporting data
- 40% of students in year 3, 5 and 7 reading in the U2B and 25% of year 9 - maintain or improve this level of achievement.
- 33% of students in year 3, 5 and 7 writing in the U2B and 25% of year 9 - maintain or improve this level of achievement
- 33% of students in year 3, 5 and 7 numeracy in the U2B and 25% of year 9 - maintain or improve this level of achievement
- Every student will demonstrate a measured improvement in their reading in as indicated by the selected diagnostic assessment tool.  
All students not achieving at benchmark will have a plan of support in place

#### Priority Areas of Development

- Support for Home Tutors
- Student facilities – shade, classroom, Quarters refurbishment
- Maximise the use of OneSchool as a sole source of school data
- Continual improvement of the C2C level 4 implementation and alignment of on air and field service program.
- IMPACT- Inspire Model Practice Apply Connect Transform
- Writing

#### Future outlook

- Reading will continue to be a priority focus area in this school. In a predominately print environment students must learn to read to learn.
- Writing – narrowing the focus area for improvement to paragraphing -70 % at year level benchmark
- English and Maths- 85% of students achieve a C or better in English; 95% of students receive a C or better in Maths
- Spelling – implement Spelling Mastery – 70% spelling at chronological age
- Number Facts – implement Numeracy Passport- students reach goals for each level
- Reading- continue to refine and sharpen on-air reading programs
- Introduce instrumental music online
- Support for Home Tutors to use iPads at home
- Student facilities – fan/s in undercover area
- Continual improvement of the ILM and alignment of on-air and field service program.
- Cater for non GI enrolments
- Prep – small schools project
- Whole school musical

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 10

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	170	88	82	4	89%
2014	157	84	73	5	92%
2015	166	94	72	6	88%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

However the school hosts eKindy teachers who are based at the school and work with Brisbane School of Distance Education.

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

The majority of students are enrolled from geographically isolated locations across Central Western Queensland, with the balance from across the state and some travelling overseas. The worst drought in recent history that we experienced is having an impact on rural families enrolled with the school. Many were forced to leave their properties in search of alternate employment.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	10	10	
Year 4 – Year 7 Primary	8	8	
Year 7 Secondary – Year 10	4	3	
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our distinctive curriculum offerings

The school offers a curriculum from eKindy and 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. Every two years the school has a whole school full-scale production, musical.

### 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 internet - 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. 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. 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	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	95%	100%
this is a good school (S2035)	100%	98%	100%
their child likes being at this school (S2001)	97%	95%	100%
their child feels safe at this school (S2002)	100%	98%	100%
their child's learning needs are being met at this school (S2003)	97%	95%	96%
their child is making good progress at this school (S2004)	97%	93%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	88%	100%
teachers at this school motivate their child to learn (S2007)	94%	88%	96%
teachers at this school treat students fairly (S2008)	100%	98%	88%
they can talk to their child's teachers about their concerns (S2009)	100%	95%	96%
this school works with them to support their child's learning (S2010)	97%	90%	92%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	100%	93%	100%
student behaviour is well managed at this school (S2012)	100%	98%	96%
this school looks for ways to improve (S2013)	100%	98%	100%
this school is well maintained (S2014)	100%	98%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	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)	100%	100%	97%
teachers treat students fairly at their school (S2041)	96%	100%	100%
they can talk to their teachers about their concerns (S2042)	96%	98%	97%
their school takes students' opinions seriously (S2043)	93%	97%	100%
student behaviour is well managed at their school (S2044)	96%	100%	97%
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)	96%	100%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	90%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	93%	97%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	91%	89%
students are encouraged to do their best at their school (S2072)	100%	97%	87%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	100%	100%	93%
staff are well supported at their school (S2075)	90%	91%	86%
their school takes staff opinions seriously (S2076)	93%	88%	95%
their school looks for ways to improve (S2077)	97%	94%	87%
their school is well maintained (S2078)	100%	100%	93%
their school gives them opportunities to do interesting things (S2079)	100%	97%	87%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

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 old 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
2012-2013	258,704	2,928
2013-2014	264,177	0
2014-2015	281,454	

\*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.

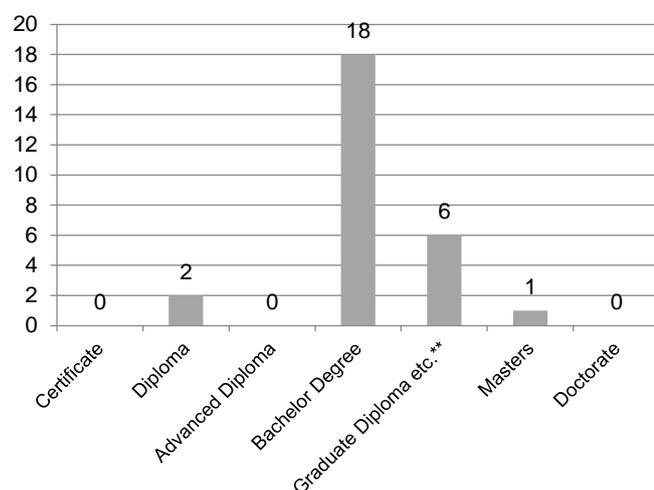
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	14	0
Full-time equivalents	23	10	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	6
Masters	1
Doctorate	0
<b>Total</b>	<b>27</b>



\*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 2015 were \$51,000.

The major professional development initiatives are as follows:

Australain Curriculum, Reading, Math, IMPACT, CPR and First Aid, Home Tutor Workshop

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

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

From the end of the previous school year, 63% of staff was retained by the school for the entire 2015 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

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Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	100%	100%	
The attendance rate for Indigenous students at this school (shown as a percentage).	100%	100%	

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland SDE/EU/SP schools was 100%.

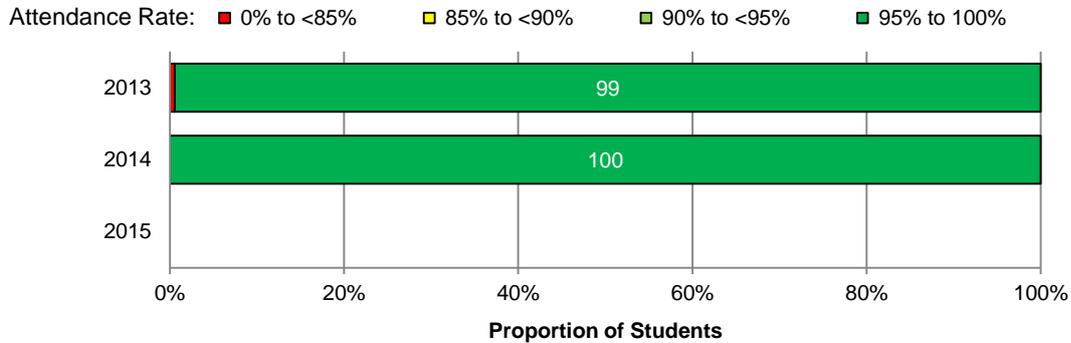
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	91%	
2014	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
2015													

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Attendance is monitored by the submission of send-in work. Parents are contacted if there are any concerns.

### 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/>.

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

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### **Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### **Early school leavers information**

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

As this school is a P-10 school s-tudents usually attend a boarding school or continue their studies at another P-12 SDE after Year 10. Students who finish school at the end of year 10 enter the workforce.