



Capricornia (Emerald Campus) School of Distance Education

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Capricornia School of Distance Education is a high performing Independent Public School which provides educational programs to students throughout the state and around the world.

Originally established in 1993, the school operates over two campuses located in Emerald and Rockhampton. The Emerald Campus offers eKindy to Year 6 while the Rockhampton Campus offers eKindy to Year 12. Our school has developed partnerships with several other locations in the Central Queensland Region who support our Alternative Learning students to reengage with schooling throughout the region.

Our students are drawn from all over Queensland with a catchment that stretches from Mackay in the north to Bundaberg in the south and west to Jericho. Students are representative of remote, rural and urban environments and enrol for a variety of reasons: Geographical isolation, medical reasons, travelling or home based learners.

This Annual Report provides an overview of Capricornia School of Distance Education (CSDE) for the 2016 school year and outlines the characteristics that make our school unique and at the forefront of delivering quality educational programs via the distance delivery mode.

Principal's Forward

Introduction

Capricornia School of Distance Education's vision is to, "Be Different - Make a Difference". This vision is evident every day in the educational services we provide. We are a unique Band 9 school working to provide every student with a balanced education in a supportive and caring school environment. Our goal is to maximise the educational outcomes for every student using a range of curricular and extra-curricular activities.

The staff of our school are committed to overcoming the challenges created by distance, isolation and family circumstance in order to educate our students to reach their full potential.

At our school education is a team effort, and our school community is like an extended family. It is the extra effort made by the staff, parents, home teachers and students that brings everyone closer together. We believe for the student to achieve their very best they can there needs to be a very positive relationship between the school and the home.

At our school we are a team who bring experience and enthusiasm to our role of providing high quality education to meet the needs of all learners so they can engage in all opportunities and achieve their dreams and aspirations. There is a strong sense of pride in our school; pride in the very high academic achievement of the students, conduct and school spirit.

We are proud of the way our school has continued to grow and develop and be a centre for e-Learning excellence and will continue to focus on continual improvement.

School Progress towards its goals in 2016

Our 2016 goals are based on school data sets and departmental policies and include the following goals:

Goal	Progress	Strategies
80% prep students reading level 9 PM or higher by the end of the year	8 students out of 20 achieved this goal.	Guided reading groups x 2 weekly with teacher Foundation Q x2 weekly with Master Teacher Individual lessons x3 with teacher aide for identified students
100% of year 3 students at or above NMS in literacy	Achieved in Grammar and punctuation, reading, writing, spelling Not achieved in numeracy – 1 student below NMS	Support lessons SMART goals Explicit teaching targets at differentiated levels

5% improvement in number of students in top two NAPLAN bands	Achieved in year 3, 7 for writing Achieved in year 3, 7 for numeracy	Identified HOT, critical thinking skills and reading comprehension are key skills which are hindering performance – possible 2017 target
5% increase in C, B and A report card ratings	2% increase in A ratings from Sem 1 to Sem 2 2.3% increase in B ratings from Sem 1 to Sem 2 7.3% decrease in C ratings from Sem 1 to Sem 2	Continued coaching for teachers on IMPACT Pedagogical framework and Active Learning in all classrooms

Future Outlook

In 2017 our school will narrow its focus and has prioritised its goal as ensuring Students are able to communicate understanding of their learnings. This focus will encompass all year levels and will be measured by student reports, NAPLAN and diagnostic testing data.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	291	149	142	17	80%
2015*	383	201	182	38	78%
2016	499	238	261	48	78%

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 2016, there were no students enrolled in a pre-Prep** program.

** 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

Overview

- 32% of students were enrolled for medical reasons
- 25% of students came from a Geographically Isolated area
- 12% of students were enrolled as school based LOTE students
- 11% of students were enrolled with an Alternative Learning program
- 8% of students were home based by choice
- 4% of students were enrolled due to itinerant lifestyles
- 3% of students were enrolled due to exclusion from a main stream school
- 3% of students are overseas
- 2% of students have a family/carer responsibility
- A broad range of socio-economic backgrounds is represented in our 2016 enrolment cohort.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	6	12	12
Year 4 – Year 7	5	12	12
Year 8 – Year 10	9	12	12
Year 11 – Year 12	9	15	15

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Capricornia School of Distance Education has an established vision “Be different. Make a difference!” We offer a distinctive curriculum in and online learning mode with teachers delivering timetabled lessons via web conferencing. Our school is unique in that every student is required to have access to the internet for timetabled lessons and telephone access to ensure communication is possible with teachers. Geographically isolated and medical students are eligible for a subsidy which can be used towards their internet and computer hardware costs. CSDE has a broad range of students including a significant number of students with medical and unique social circumstances.

Teaching and learning at Capricornia School of Distance Education in 2016 incorporated:

- Core subjects delivered using and adapting the ‘Curriculum into the Classroom’ (C2C) materials and school programs.
- Other key curriculum areas provided to home tutors to deliver to their students in the home classroom. Curriculum areas include The Arts, Technology and Health and Physical Education.
- LOTE (Japanese) taught to school based students.
- SAS and VET subjects for students in Senior Secondary.
- Short courses in Literacy and Numeracy for students reengaging with schooling at one of our seven Alternative Learning Spaces throughout Central Queensland.

Extra-curricular Activities

Capricornia School of Distance Education offered the following extra-curricular activities in 2016

- Four Mini-schools each year at both the Rockhampton and Emerald Campus.
- During these activities students are offered an extensive range of physical and social opportunities. Typical activities were sporting activities, ten pin bowling, discos and movie afternoons.
- Cluster activity days held annually in a cluster location through Central Queensland.
- Athletics and swimming carnivals and continue to be well attended.
- Students in Year 4 participated in a week long camp at Fairbairn Dam, Emerald.
- Students in years 5, 6, visited North Keppel Environmental Education Camp.
- Junior Secondary 7, 8 & 9 students visited the Gold Coast and Brisbane.
- Secondary students were given the opportunity to attend ‘Drop in Days’ for social interaction, work experience and informal learning opportunities on campus.

How Information and Communication Technologies are used to Assist Learning

- Information Communication Technologies are used extensively at the Capricornia School of Distance Education.
- daily delivery of timetabled lessons via web conferencing
- all subjects offer and embed ICT skills in learning
- online school resources and instructional materials
- use of portable devices to support curriculum delivery including iPads
- interactive white boards in every classroom and studio
- Teachers continue to enhance their own digital pedagogy to engage students in an online environment.

Social Climate

Overview

Our school prides itself on providing a safe and supportive learning environment in which students can achieve their full potential. Data collected from the 2016 School Opinion Survey indicates that parent and student satisfaction with our school is high.

Survey results have improved over consecutive years as our school culture strengthens. Our philosophy when applied to new enrolments is ‘we take them all and love them all’. This philosophy has allowed us to build a climate of trust and respect where students from diverse backgrounds come together and are supported by dedicated staff, home tutors and families.

Staff are committed to building strong relationships with all of our students and their families which in turn builds honest, productive partnerships. The School Opinion Survey indicates 100% parents and students agree that their child feels ‘safe at school’, are ‘treated fairly’, and ‘like being at this school’.



Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	96%	100%
this is a good school (S2035)	89%	100%	100%
their child likes being at this school* (S2001)	93%	96%	100%
their child feels safe at this school* (S2002)	93%	96%	100%
their child's learning needs are being met at this school* (S2003)	89%	89%	100%
their child is making good progress at this school* (S2004)	93%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	96%
teachers at this school motivate their child to learn* (S2007)	89%	96%	100%
teachers at this school treat students fairly* (S2008)	91%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	89%	96%	100%
this school works with them to support their child's learning* (S2010)	85%	96%	100%
this school takes parents' opinions seriously* (S2011)	86%	93%	100%
student behaviour is well managed at this school* (S2012)	93%	92%	100%
this school looks for ways to improve* (S2013)	95%	96%	100%
this school is well maintained* (S2014)	97%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	96%	100%
they like being at their school* (S2036)	100%	95%	100%
they feel safe at their school* (S2037)	100%	99%	100%
their teachers motivate them to learn* (S2038)	100%	96%	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%	95%	97%
teachers treat students fairly at their school* (S2041)	100%	99%	95%
they can talk to their teachers about their concerns* (S2042)	100%	94%	100%
their school takes students' opinions seriously* (S2043)	100%	97%	95%
student behaviour is well managed at their school* (S2044)	100%	99%	97%
their school looks for ways to improve* (S2045)	100%	97%	100%
their school is well maintained* (S2046)	100%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	98%
they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
they receive useful feedback about their work at their school (S2071)	95%	96%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	93%	96%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	98%	98%
student behaviour is well managed at their school (S2074)	100%	98%	100%
staff are well supported at their school (S2075)	98%	98%	93%
their school takes staff opinions seriously (S2076)	95%	94%	95%
their school looks for ways to improve (S2077)	100%	98%	98%
their school is well maintained (S2078)	100%	96%	97%
their school gives them opportunities to do interesting things (S2079)	100%	98%	93%

* Nationally agreed student and parent/caregiver items

'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

CSDE has a very strong school community where partnerships that exist between students, parents, home tutors and the staff of the school are very highly valued. We have very robust respectful relationships built on trust and mutual respect. The nature of distance education means that parents are directly involved in delivering their child's education. As an Independent Public School, we utilise the Local Consultative Committee for consultation processes of a whole school nature.

Teachers provide regular web-conference lessons for core subjects. Feedback is written at the end of each unit and is also delivered immediately online. Student requiring adjustments to their learning programs are referred to our Equity committee which assists students with diverse needs to participate fully at school.

Teachers continue to provide regular Home Tutor professional development online at every Mini-school. The school community is very enthusiastic with the P&C experiencing high levels of support. The active involvement of parents is essential for the success of the entire program and has continued to be the backbone of our educational organisation.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is delivered during Mini-schools, Care Group and Chill and Chat lessons.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	3	1
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	7	7	9

* 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.

Environmental Footprint

Reducing the school's environmental footprint



Students and teachers strive to reduce our environmental footprint, being water, waste and energy wise at all times.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	85,662	0
2014-2015	87,889	n/a
2015-2016	128,378	n/a

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	65	14	<5
Full-time Equivalents	59	11	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	18
Bachelor degree	65
Diploma	9
Certificate	10

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 80,000.

The major professional development initiatives are as follows:

- Jolly Phonics Training
- Eric Frangenheim
- QCAA
- Andrew Fuller
- Literacy Solutions
- Literacy Continuum
- STEM Training
- Independent Public Schools
- Foundation Q
- AIP Goals and school vision
- Growth Coaching

The proportion of the teaching staff involved in professional development activities during 2016 was 96%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	100%	n/a	n/a
The attendance rate for Indigenous students at this school (shown as a percentage).	100%	n/a	n/a

*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 student attendance rate in 2016 for all Queensland SDE/EU/SP schools was 100%.

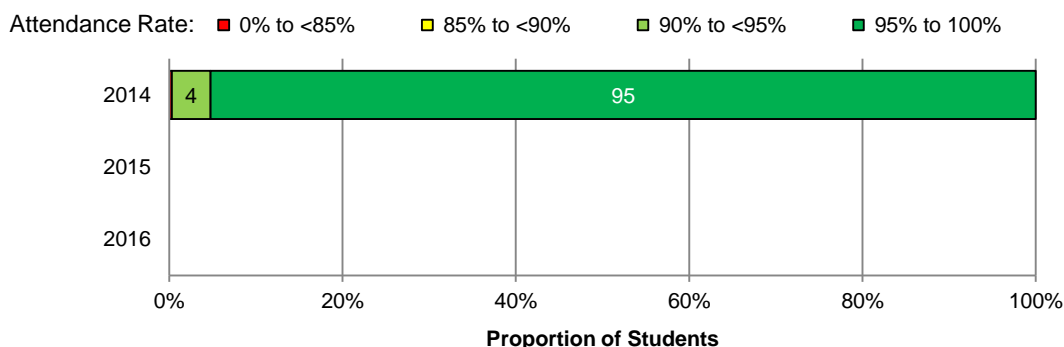
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	99%	99%	100%	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%
2015	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2016	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*Attendance rates effectively count 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 at CSDE differs from a mainstream school. Attendance is recorded for every timetabled lesson that students are expected to attend. In addition return of work forms an important part of attendance at a school of distance education. Students must return at least 85% of work to satisfy attendance requirements and meet the conditions of enrolment. Students and home tutors are expected to be familiar with all aspects of the School Attendance and Assessment Policy. This policy covers, deadlines, method of submission, absenteeism, late and non-submitted work, plagiarism and requests for extensions. This policy for Attendance and Assessment is available on the school website.

In an effort to increase engagement, capture more data and return of work from students and improve attendance the school has steadily increased the amount of teaching time using web-conferencing.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	20	35	51
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	2
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	6	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	16	18	21
Number of students awarded an Australian Qualification Framework Certificate II or above.	13	13	16
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	9	11	9
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0%	25%	0%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	80%	51%	41%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	10	12	8
2015	10	12	6
2016	8	16	1

As at 3rd February 2017. The above values exclude VISA students.

In 2016 the following VET qualifications were completed by students at CSDE:

Certificate 1 in IDMT

Certificate 1 in Business

Certificate 1 in Agrifood Operations

Certificate 11 in IDMT

Certificate 11 in Business

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	113%	158%	128%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	400%	183%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.capricorniasde.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

Qld - Non-State or Home Schooling – 8 students

Qld - Further Education & Training – 2 students

Qld - Employment (FT/PT) – 3 students

Interstate/Overseas – 3 students

Unknown / Other / Qld State Schooling - 10 students

Enrolled at another educational centre - 1 student

CSDE focuses on ensuring every student that comes into our school leaves as a productive member of society. Consultation with families around early departure is seen as an important part of the process of the management of early leavers to ensure support is adequate for departing students.