

Capricornia School of Distance Education (3612)  
Queensland State School Reporting  
2012 School Annual Report



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## Principal's foreword

### Introduction

Each year Queensland State Schools provide meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2012 and can be obtained on the school website and in hard copy from the school office.

The Capricornia School Of Distance Education is a high performing Band 9 school which provides educational opportunities to students residing in the six regional council areas that make up the Central Queensland Region. We also have several students living internationally.

The school provides ongoing educational programs via telephone, internet and postal services. The school also provides an extensive range of both in-reach and out-reach programs where students and families have opportunities to interact with their peers and school staff.

Home Teachers also enjoy these events as a rare opportunity to socialise. Our school is characterised by a very high use of information communication technology in the delivery of distance education materials. All students (100%) have internet and e-mail access.

The school operates over two campuses. One located in Emerald sharing a campus with Dennison State School and the second in Rockhampton sharing the campus with Glenmore State School. The Emerald Campus offers Prep to year 7 while the Rockhampton Campus offers eKindy to year 12.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2012

Capricornia School Of Distance Education has made significant progress towards our 2012 Annual Implementation Plan (AIP) goals.

1. Explicit teaching of reading and reading comprehension.
2. Development of e-learning teaching skills in the use of Communication and Information Technologies.
3. Improve all levels of communication with in the school community.

### Future outlook

- During 2013 the Capricornia School of Distance Education will continue to develop on-line teaching and learning opportunities with the consolidation of the Australian Curriculum (C2C) English, Maths, Science and History.
- The school will develop a formal Pedagogical Framework and Wellbeing Policy to provide the foundation blocks for the continuous development of best practices in Teaching and Learning.
- There will be ongoing development of the "Power Up" program to cater for high achieving students.
- Collegial Coaching will continue as a very strong strategy to support the professional growth of our teachers.
- Professional Development will focus on "Giving and Receiving Professional Feedback" to drive continuous improvement in effective teaching and learning.
- As internet band width continues to improve the use of web conferencing for the delivery of on-line telephone/internet lessons will become everyday practice.
- Staff and Home Teacher professional development will be central in moving this forward.
- The school will continue to focus on responding to NAPLAN results and will concentrate on improving intervention strategies. We aim to increase the number of students in the top two bands by 5%.
- We will work towards implementing all of the recommendations form the 2011 Curriculum Audit in preparation for the 2013 audit.

# Our school at a glance

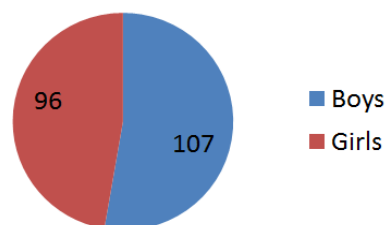
## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Kindergarten - Year 12

**Total student enrolments for this school:** 203

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	244	111	133	80%
2011	227	92	135	81%
2012	203	96	107	89%



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

### Characteristics of the student body:

The Capricornia School Of Distance Education has students residing in six regional council areas that make up Central Queensland. Our students come from diverse backgrounds, with many students accessing their education from remote properties.

We also have several students living overseas. By the nature of distance education we have a significant percentage of students moving into and out of the school community due to transient circumstances. Our students are sociable and communicative; most have very high Information Technology skills. This is always obvious with enthusiasm towards the four mini-schools held each year at each campus.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	12.5	12.5	12.5
Year 4 – Year 10	15	15	15
Year 11 – Year 12	12.5	12.5	12.5

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days			1
Long Suspensions - 6 to 20 days			0
Exclusions			0
Cancellations of Enrolment			0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

- We offer a distinctive curriculum in distance education mode with teachers using teleconferencing to connect by voice to voice in parallel with data conferencing over the internet.
- Our school is unique in that every student has broadband internet, and telephone access. Geographically isolated and medical students are paid a subsidy for their access.
- We have a broad range of students including a significant number of students with medical and unique social circumstances,
- The majority of our students are geographically isolated students.

### Extra curricula activities

- The school offers 4 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 include rock climbing, ten pin bowling, movie afternoons, and whole school barbeques to name just a few.
- Primary and Secondary overnight camps are also offered. Students in years 5 to 7 participated in a camp to Fairbairn Outdoor Education Centre. Year 4 also participated in their own camp to this centre later in the year. Students have also been offered the opportunity to participate in the computer club.
- Secondary Students participated in a camp to Canberra and the Snow Fields.
- The school also offered a Boot Camp for gifted students in the area of Information Technology.
- Athletics carnivals continue to be well supported.

### How Information and Communication Technologies are used to assist learning

- The Capricornia School of Distance Education make extensive use in Information Communication Technologies to enhance basic lesson design and delivery over the telephone as well as through the internet. 100% of our students have internet access to school resources and instructional materials.
- All geographically isolated and medical students have access to a computer hardware and internet subsidy scheme.

## Social climate

Our school is a very friendly school which is characterized by traditional values and progressive thinking. Data collected on the 2012 Annual School Opinion Survey indicates that 95% of parent/caregivers as satisfied that "our school is a good school". Staff morale is high with more than 98% of members expressing satisfaction.

## Parent, student and staff satisfaction with the school

The school continues to have more than 97% of our parents and staff stating that this is a good school. We also continue to have a very strong school community where the partnership that exists between students, parents, home tutors and the staff of the school is very highly valued.

We have very strong respectful relationships built on trust and mutual respect.

# Our school at a glance

## 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	89.5%
this is a good school	94.7%
their child likes being at this school*	94.4%
their child feels safe at this school*	94.1%
their child's learning needs are being met at this school*	89.5%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	94.7%
teachers at this school provide their child with useful feedback about his or her school work*	94.7%
teachers at this school motivate their child to learn*	94.7%
teachers at this school treat students fairly*	94.7%
they can talk to their child's teachers about their concerns*	94.7%
this school works with them to support their child's learning*	94.4%
this school takes parents' opinions seriously*	94.4%
student behaviour is well managed at this school*	93.8%
this school looks for ways to improve*	100.0%
this school is well maintained*	94.1%

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

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	97.4%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	97.4%
they can talk to their teachers about their concerns*	

## Our school at a glance

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

their school takes students' opinions seriously*	94.6%
student behaviour is well managed at their school*	94.6%
their school looks for ways to improve*	100.0%
their school is well maintained*	97.3%
their school gives them opportunities to do interesting things*	88.9%

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

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	80.0%
with the individual staff morale items	95.8%

\* 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.

# Our school at a glance

## Involving parents in their child's education

The nature of distance education means that parents are directly involved in delivering their child's education. Home Teachers are the people who actually teach their students in partnership with the teachers.

Teachers provide 60 minute telephone lessons each day as well as shorter one on one or small group explicit teaching lessons with students. 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 organization.

**School Newsletter? Home Tutor PD/photos?**

## 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's use of electricity increased with the construction of three new buildings.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	125,101	0
2010-2011	160,660	0
2011-2012	158,908	0

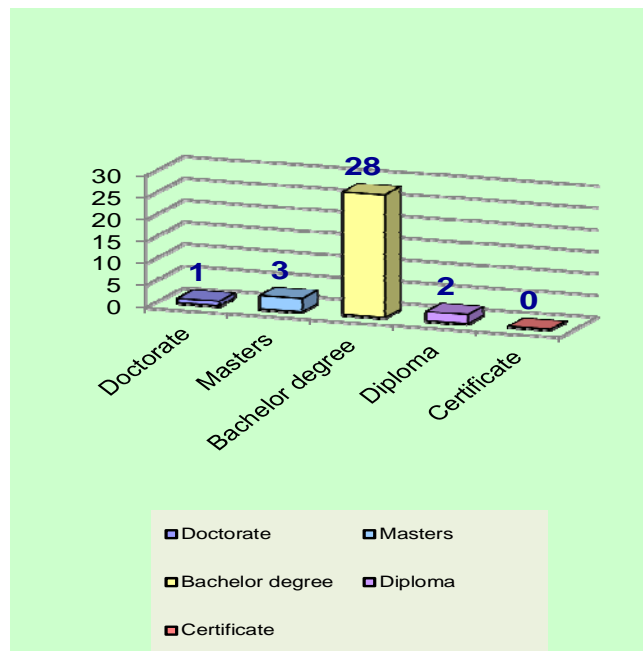
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	38	12	<5
Full-time equivalents	32.7	8.9	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	28
Diploma	2
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$51000.

The major professional development initiatives are as follows:

- Seven Steps in Writing

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.	98.1%	96.7%	96.5%

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

From the end of the previous school year, 89.6% 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 was 100%.

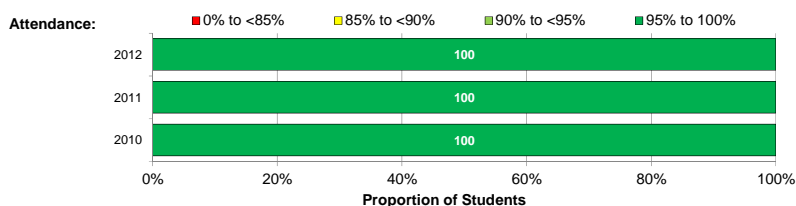
### Student attendance rate for each year level (shown as a percentage)

	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

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.

## Performance of our students

**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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)**

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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

# Performance of our students

## Achievement – Closing the Gap

The school has placed considerable resources to support indigenous students improve their basic literacy and numeracy skills.

### Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.		16%	22%

### Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	14	9	14
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	0	0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	3	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	12	8	12
Number of students awarded an Australian Qualification Framework Certificate II or above.	11	8	12
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	6	6	8
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.	86%	89%	86%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%		

As at 2 May 2013. The above values exclude VISA students.

### Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	0	0	0	0	0
2011	0	0	0	0	0

## Performance of our students

2012	0	0	0	0	0
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As at 2 May 2013. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	6	10	2
2011	6	8	2
2012	9	12	4

As at 2 May 2013. The above values exclude VISA students.

Please write a brief description just of the types of Certificate I courses your students undertook. Leave this blank if there were no Certificate I students in your school in 2012.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information

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

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

A number of students left school before completing year 12 to take up positions in the workforce