

Capricornia School of Distance Education

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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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 2013 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 Tutors also enjoy these events as a rare opportunity to socialise. Our school is characterised by a very high use of Information Communication Technologies in the delivery of distance education materials. All students 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.

School progress towards its goals in 2013

The following key goals have been achieved and continue to be monitored in our 2014 performance plan

- Implement the Australian Curriculum (C2C) - continuation with updated materials.
- Implement whole school pedagogical practices - IMPACT - Explicit Teaching
- Using data to inform teaching practice.
- Develop instructional leadership with a focus on workforce performance.
- Develop productive partnerships with students, staff, parents, and home teachers.
- Improve school performance by 5%. – SOS and NAPLAN data
- Support the Improvement agenda with focused Professional Development.
- Plan to transition Year 7 to high school by 2015.
- Provide a home visit to each family, within the school's catchment area, once every three years.
- Embed the school's mission, "**Be different; Make a difference.**"
- High quality teaching practices embedded in all educational activities.
- Redevelop the facilities at the Rockhampton Campus
- Improve the number of students in the top two NAPLAN bands by 5%

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Future outlook

1. Improve the number of students in the top two NAPLAN bands for writing by 5%.
2. Improve the number of students achieving or exceeding their age in reading age by the end of year two by 5%.
3. Specifically improve the teaching of "Early Years Literacy" by explicitly teaching literacy (P to 3).80% of Prep students reading Level 5 PM Benchmark.
4. Reduce the number of "N" ratings issued to secondary students in semester reports by 5%
5. Develop the Small Schools Maths Program by the end of Term 1.
6. Deliver on Great Results Guarantee.

School Profile

Coeducational or single sex: Coeducational

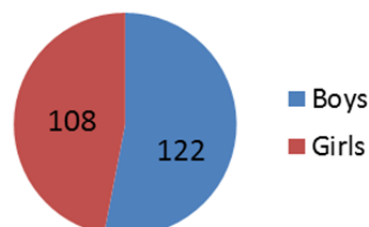
Year levels offered in 2013: Preschool - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	227	92	135	81%
2012	203	96	107	89%
2013	230	108	122	88%

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

2013 Enrolments



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		
	2011	2012	2013
Prep – Year 3		5	12.5
Year 4 – Year 7 Primary		5	15
Year 7 Secondary – Year 10		14	17
Year 11 – Year 12		29	14

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	1	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 web 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. Our secondary department is rapidly growing with the inclusion of enrolments from students based at Alternative Learning Centres.

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 sporting activities, ten pin bowling, movie afternoons, and whole school barbeques.

Each term, teachers co-ordinate a cluster day in a nearby local area.

Primary and Secondary overnight camps are also offered. Students in years 5 and 6 participated in a camp to Canberra and Sydney. Year 7 participated in a Leadership camp to Brisbane and the Gold Coast. Year 4 also participated in their own camp to Longreach. Secondary Students participated in a camp to Canberra and the Snow Fields.

Athletics and swimming carnivals and 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 deliver C2C lessons via web conferencing and with telephone support. All of our students have internet access to school resources and instructional materials.

All subjects offer and embed ICT skills in learning. Teachers continue to develop their own pedagogy to engage students in an online environment.

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.

Anti-bullying processes are articulated through the school's Anti-Bullying Policy and School's Responsible Behaviour Plan for Students. Administration, Teachers and Home Tutors are closely involved in eliminating bullying within the school.

Parent, student and staff satisfaction with the school

The school continues to have more than 89% of our parents and staff stating that this is a good school. We 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.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	89%	86%
this is a good school (S2035)	95%	89%
their child likes being at this school* (S2001)	94%	93%
their child feels safe at this school* (S2002)	94%	93%
their child's learning needs are being met at this school* (S2003)	89%	86%
their child is making good progress at this school* (S2004)	100%	86%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	89%
teachers at this school motivate their child to learn* (S2007)	95%	93%
teachers at this school treat students fairly* (S2008)	95%	93%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%
this school works with them to support their child's learning* (S2010)	94%	89%
this school takes parents' opinions seriously* (S2011)	94%	85%
student behaviour is well managed at this school* (S2012)	94%	89%
this school looks for ways to improve* (S2013)	100%	93%
this school is well maintained* (S2014)	94%	96%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	97%	94%
they feel safe at their school* (S2037)	100%	97%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	97%	

Our school at a glance

they can talk to their teachers about their concerns* (S2042)	97%	94%
their school takes students' opinions seriously* (S2043)	95%	86%
student behaviour is well managed at their school* (S2044)	95%	94%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	97%	100%
their school gives them opportunities to do interesting things* (S2047)	89%	94%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		100%
they feel that their school is a safe place in which to work (S2070)		100%
they receive useful feedback about their work at their school (S2071)		97%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		100%
student behaviour is well managed at their school (S2074)		100%
staff are well supported at their school (S2075)		92%
their school takes staff opinions seriously (S2076)		92%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		92%
their school gives them opportunities to do interesting things (S2079)		97%

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

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.

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 Tutors are the people who actually teach their students in partnership with the teachers.

Teachers provide two 60 minute web-conferencing lessons each day as well for Maths and English. They then provide two additional individual or small group explicit teaching lessons with students. Feedback is written at the end of each C2C unit and is also delivered immediately online.

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.

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
2010-2011	160,660	0
2011-2012	158,908	0
2012-2013	139,944	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

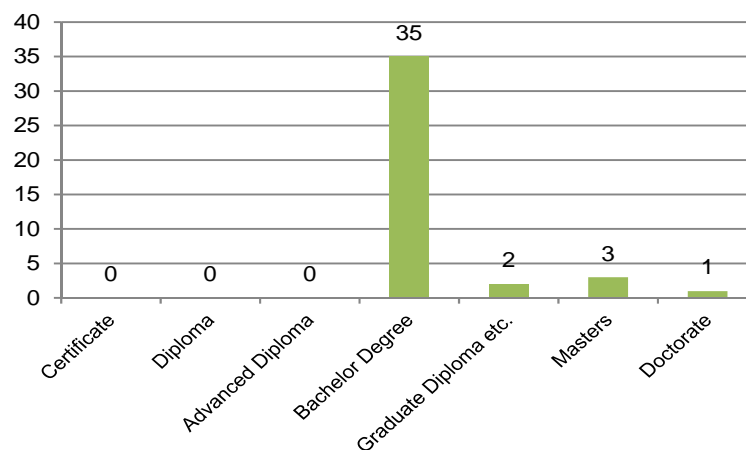
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	41	13	<5
Full-time equivalents	36	8	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.	2
Masters	3
Doctorate	1
Total	41



* 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 2013 were \$8000.00.

The major professional development initiatives are as follows:

Key Professional Development activities for the Capricornia School of Distance Education staff in 2013 were:

- IMPACT Pedagogical Framework coaching
- Collegial Coaching Mentoring
- Materials Development/ Curriculum to Classroom (C2C)

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

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	100%	100%	100%
The overall attendance rate in 2013 for all Queensland state SDE/EU/SP schools was 99%.			

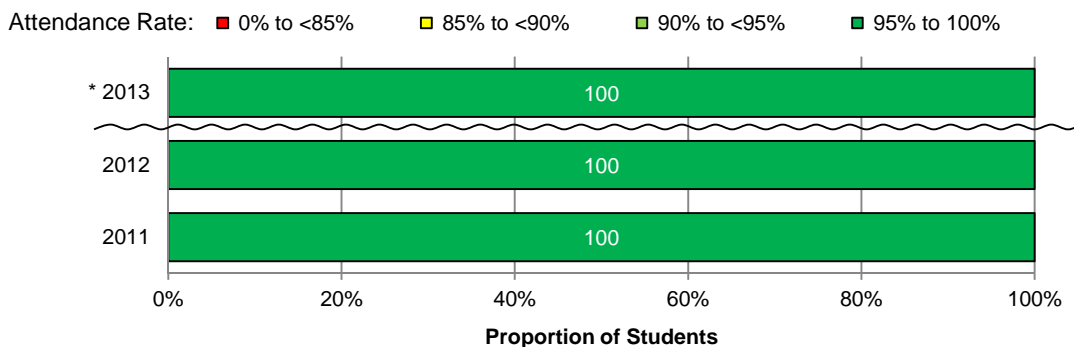
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
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%
2013	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.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 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 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.

Capricornia SDE has implemented celebrations with the whole school community to celebrate student success in relation to effort and behaviour which promotes school attendance. Capricornia SDE regularly provides positive reinforcement regarding school attendance and educational outcomes via newsletters and parent-teacher interviews to reinforce the importance of school attendance.

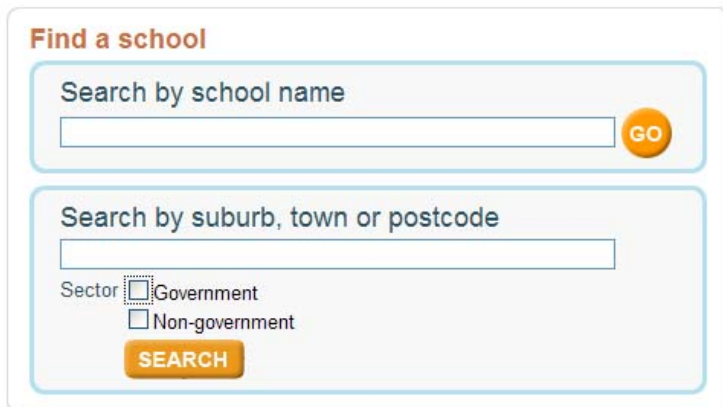
Students who are not regularly attending school are connected with a variety of external support programs and/or services to assist students and their families to re-engage in their learning and school.

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.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and a rectangular orange "SEARCH" button.

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

Indigenous students represent 1% of the student body. The achievements and aspirations of the indigenous students are tracked with significant efforts by the school to transition them to further training and student, or full time employment and apprenticeships.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	16%	6%	33%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	9	14	22
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).	3	2	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	8	12	21
Number of students awarded an Australian Qualification Framework Certificate II or above.	8	12	20
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	6	8	19
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.	89%	86%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.		0%	

As at 5 May 2014. 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
2011	0	0	0	0	0
2012	0	0	0	0	0
2013	0	0	0	0	0

As at 5 May 2014. The above values exclude VISA students.

Performance of our 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
2011	6	8	2
2012	9	12	4
2013	17	18	17

As at 5 May 2014. The above values exclude VISA students.

Certificate 1 courses offered as electives from Capricornia School of Distance Education in 2013 include:

- AHC20110 Certificate I in Agrifood Operations
- ICA10111 Certificate I in Information, Digital Media and Technology
- BSB10107 Certificate I in Business

Certificate 2 courses offered as electives from Capricornia School of Distance Education in 2013 include:

- ICA 20111 Certificate II in Information, Digital Media and Technology
- BSB 20107 Certificate II in Business
- MSL20109 Certificate II in Sampling and Measurement

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 leavers information

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

The school ensures that all early leavers from school have access to career and/or further education support to transition into a future career or training pathway. The school has entrenched the culture of earning or learning by ensuring that all students complete their SET Plans, and are job focused for the future.

Early leavers are required to complete an exit report as to where they are going, and if students are in Year 10 an exemption and written correspondence is required from employers and/or training providers.