

Capricornia (Emerald Campus) School of Distance Education

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The Capricornia School of Distance Education is a high performing Band 9 school which provides educational opportunities to students predominantly in the Central Queensland Region. We also have several students living internationally and from outside of the Central Queensland Region.

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 enjoy the opportunities to engage in professional development and socialise with the school community. 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 located in Emerald and Rockhampton. The Emerald Campus offers Prep to Year 6 while the Rockhampton Campus offers eKindy to Year 12. Our school also has partnerships with several other locations in the Central Queensland Region who offer Alternative Learning Spaces.

School progress towards its goals in 2014

Our school was successful in achieving on our 2014 goals:

- Improved the number of students in the top two NAPLAN bands for writing by 5%.
- Improved the number of students achieving or exceeding their age in reading age by the end of year two by 5%.
- Specifically improved the teaching of "Early Years Literacy" by explicitly teaching literacy (P to 3).80% of Prep students reading Level 5 PM Benchmark.
- Delivered on Great Results Guarantee
- Reduced the number of "N" ratings issued to secondary students in semester reports by 5%

Future outlook

Our key 2015 goals are based on school data sets and departmental priorities include:

- 80% of Prep student reading level 9 PM or higher by the end of year.
- Specifically improve the teaching of "Early Years Literacy" by explicitly teaching literacy (P to 3) - 95% of year 3 students above NMS in all strands of literacy.
- Improve the number of students in the top two NAPLAN bands for mathematics by 5%
- Reduce the number of "D" ratings issued to secondary students in semester reports by 5%

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	203	96	107	89%
2013	230	108	122	88%
2014	291	149	142	80%

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



Characteristics of the student body:

- 51% of students came from a Geographically Isolated area
- 23% of students were enrolled for medical reasons
- 11% of students were enrolled with an Alternative Learning program
- 9% of students were home based by choice
- 2% of students were enrolled due to itinerant lifestyles
- 2% of students were enrolled due to exclusion from a main stream school
- A broad range of socio-economic backgrounds is represented in our 2014 enrolment cohort.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	5	6	12
Year 4 – Year 7 Primary	5	6	15
Year 7 Secondary – Year 10	14	17	15
Year 11 – Year 12	29	14	15

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	2	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	7

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

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

Curriculum offerings

Our distinctive curriculum offerings

Capricornia School of Distance Education has an established vision "Be different. Make a difference!" We offer a distinctive curriculum in distance education mode with teachers 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.

Teaching and learning at Capricornia School of Distance Education in 2014 incorporated:

- English, mathematics, science and history delivered as discrete learning areas, following the National Curriculum, using the 'Curriculum into the Classroom' (C2C) materials and school programs
- Related tasks incorporating The Arts, Technology and Health and Physical Education
- Specialist lessons taught by specialist staff in LOTE (Japanese).

Capricornia School of Distance Education's curriculum plan was rated as 'outstanding' by the Teaching and Learning Audit Team in 2013. There is a strong commitment to regular cohort moderation to compare student work samples across classes, promoting assessment consistency.

Our secondary department has rapidly grown with the inclusion of enrolments from students based at Alternative Learning Spaces around Central Queensland.

Extra curricula activities

Capricornia School of Distance Education 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 5 and 6 attended the North Keppel Environmental Education Centre for their camp.
- Year 4 also participated in their own camp to Longreach.
- Athletics and swimming carnivals and continue to be well supported.



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 C2C 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
- Teachers continue to develop their own digital pedagogy to engage students in an online environment.

Social Climate

Our school is a very friendly school which is characterized by traditional values and progressive thinking. Data collected on the 2014 Annual School Opinion Survey indicates that all students agree "our school is a good school", "we feel safe at this school", and "we are treated fairly at this school".

Capricornia School of Distance Education parents are well satisfied with student discipline and behavior. The 2014 Parent opinion Survey results indicated that 93% of parents were satisfied that their child was safe with Capricornia School of Distance Education and that their child likes being with the school.

Anti-bullying processes are articulated through the school's Anti-Bullying Policy and School's Responsible Behavior Plan for students. In 2014, our school performed at an outstanding level in the state-wide Discipline Audit, a component of the Teaching and Learning Audit.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	89%	86%	89%
this is a good school (S2035)	95%	89%	89%
their child likes being at this school* (S2001)	94%	93%	93%
their child feels safe at this school* (S2002)	94%	93%	93%
their child's learning needs are being met at this school* (S2003)	89%	86%	89%
their child is making good progress at this school* (S2004)	100%	86%	93%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	89%	89%
teachers at this school motivate their child to learn* (S2007)	95%	93%	89%
teachers at this school treat students fairly* (S2008)	95%	93%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	89%
this school works with them to support their child's learning* (S2010)	94%	89%	85%
this school takes parents' opinions seriously* (S2011)	94%	85%	86%
student behaviour is well managed at this school* (S2012)	94%	89%	93%
this school looks for ways to improve* (S2013)	100%	93%	95%
this school is well maintained* (S2014)	94%	96%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	97%	94%	100%
they feel safe at their school* (S2037)	100%	97%	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%	100%
teachers treat students fairly at their school* (S2041)	97%	94%	100%
they can talk to their teachers about their concerns* (S2042)	97%	94%	100%
their school takes students' opinions seriously* (S2043)	95%	86%	100%
student behaviour is well managed at their school* (S2044)	95%	94%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	97%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	89%	94%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		97%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		92%	98%
their school takes staff opinions seriously (S2076)		92%	95%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		92%	100%
their school gives them opportunities to do interesting things (S2079)		97%	100%

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

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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. The nature of distance education means that parents are directly involved in delivering their child's education.

Teachers provide regular web-conference lessons for C2C subjects. Feedback is written at the end of each C2C unit and is also delivered immediately online. Teachers continue to provide regular Home Tutor sessions online and professional development sessions are available 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 organization.

Reducing the school's environmental footprint

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	158,908	0
2012-2013	139,944	0
2013-2014	85,662	0

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

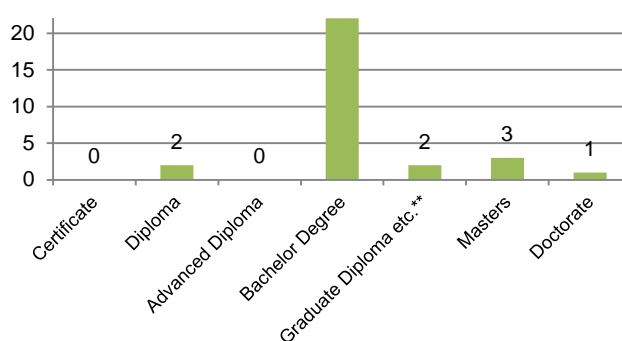
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	11	<5
Full-time equivalents	37	8	<5

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	2
Masters	3
Doctorate	1
Total	43



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$45 000.

The major professional development initiatives are as follows:

- Collegial Coaching
- IMPACT Pedagogical Framework training
- Neuroscience Teacher Development
- SDE Curriculum Leaders
- Explicit Teaching

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 83% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

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

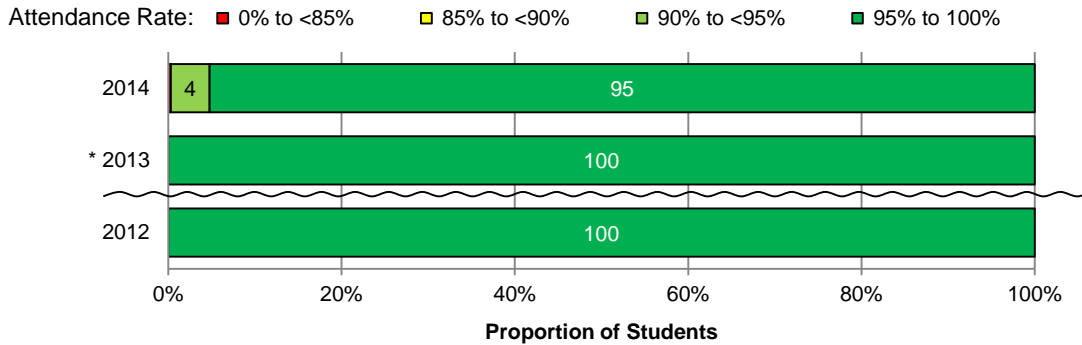
The overall attendance rate in 2014 for all Queensland SDE/EU/SP schools was 90%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2013	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2014	99%	100%	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Capricornia SDE student engagement and attendance means:

- Attendance at scheduled web conference lessons
- Regular return of work (as outlined in the subject work return calendar) and
- Completion of subject materials as delivered through the Learning Place (eLearn/blackboard)

Students who do not demonstrate appropriate attendance and engagement, as agreed to in the enrolment agreement must make measurable attempts to re-engage or their enrolment could be cancelled.

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

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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.

Achievement – Closing the Gap

Indigenous students represent 1% of the student body in 2014. 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. In 2015, we will improve our case management of Indigenous learners to check progress and attendance more regularly and intervene as early as possible.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	6%	33%	113%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	14	22	20
Number of students awarded a Queensland Certificate of 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).	2	4	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	12	21	16
Number of students awarded an Australian Qualification Framework Certificate II or above.	12	20	13
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	8	19	9
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%	95%	80%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0%		

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	0	0	0	0
2013	0	0	0	0	0
2014	0	0	0	0	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	9	12	4
2013	17	18	17
2014	10	12	8

As at 19 February 2015. The above values exclude VISA students.

Certificate I 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 II 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 school leavers information

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. Significant efforts are made by the school to transition senior students to further training and student, or full time employment and apprenticeships.

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.