

# Capricornia (Emerald Campus) School of Distance Education

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

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

This 2015 School Annual Report provides an overview of the Capricornia School of Distance Education (CSDE) for the 2015 school year. This report outlines the characteristics that make this school unique and at the forefront of delivering quality educational programs via the distance delivery mode. Student and school data is included throughout this report.

### School progress towards its goals in 2015

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

Goal	Progress
80% of Prep student reading level 9 PM or higher by the end of year.	The Great Results Guarantee funding resulted in improved support for students, providing enhanced differentiation support. Teachers continued to focus on feedback to learners, collaborative learning goals and specifically targeted student improvement.
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.	Positive achievements in data sets for year three in 2015 were evident. NAPLAN performance measures including mean scores, national minimum standard and upper two bands levels in reading, grammar and punctuation, numeracy, writing and spelling were at or above the national cohort. The Great Results Guarantee funding supported early intervention for students to help them move towards improvement.
Improve the number of students in the top two NAPLAN bands for mathematics by 5%	A Pedagogical Coach for the teaching of Mathematics across both campuses effectively drove an improvement in the teaching of numeracy. Home tutors and teachers were provided with high quality Professional Development to effectively support numeracy development.
Reduce the number of "D" ratings issued to secondary students in semester reports by 5%	Student D ratings were reduced by 15%. Audit review recommendations agreed with school goals of developing the secondary department and ensuring that the changed learning needs of secondary students were catered for.

### Future outlook

Our 2016 goals are based on school data sets and departmental priorities, they include:

- 80% Prep students reading level 9 PM or higher by the end of the year
- 100% of year 3 students at or above NMS in literacy
- 5% improvement in number of students in top two NAPLAN bands
- 5% increase in C, B and A report card ratings
- Building parent partnerships to support learning, wellbeing and focused student improvement.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** Yes

**Year levels offered in 2015:** Early Childhood - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	230	108	122	7	88%
2014	291	149	142	17	80%
2015	383	201	182	38	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 2015, 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:

- 42% of students came from a Geographically Isolated area
- 28% of students were enrolled for medical reasons
- 15% of students were enrolled with an Alternative Learning program
- 7% of students were home based by choice
- 7% of students were enrolled due to itinerant lifestyles
- 2% of students were enrolled due to exclusion from a main stream school
- 1% of students have a family/carer responsibility
- A broad range of socio-economic backgrounds is represented in our 2015 enrolment cohort.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	6	6	12
Year 4 – Year 7 Primary	6	5	12
Year 7 Secondary – Year 10	17	9	12
Year 11 – Year 12	14	9	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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	1	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	7	7

\* 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 approach to curriculum delivery

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 delivering timetabled lessons via web conferencing.

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 2015 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).
- There is a strong commitment to regular cohort moderation to compare student work samples across classes, promoting assessment consistency.
- Our secondary department continues to expand with growing enrolments from students based at Alternative Learning Spaces around Central Queensland.

### Extra curricula activities

Capricornia School of Distance Education offered the following extra-curricular activities in 2015

- 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, Primary teachers co-ordinate a student cluster activity in a nearby local area.
- Primary and Secondary overnight camps are also offered.
- Students in Year 4 participated in a week long camp at Farbairn Dam, Emerald.
- Students in years 5, 6, 10, 11,12 visited Canberra, Sydney and the snow fields for their school camp.
- Junior Secondary participated in a leadership camp at Yeppoon Recreation Centre.
- Athletics and swimming carnivals and continue to be well attended.
- Secondary students were invited to attend 'Drop In Days' for social interaction and informal learning opportunities on campus.

### How Information and Communication Technologies are used to improve 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 and studio
- Teachers continue to enhance their own digital pedagogy to engage students in an online environment.

## Social Climate

Our school is a very friendly school which is characterised by traditional values and progressive thinking. Data collected from the 2015 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.”

Many students enrol with Capricornia SDE to access flexible curriculum delivery. This flexibility enables students to engage with learning technologies that allow them to attend lessons whilst not physically in a school environment. This technology still enables students to interact with their teachers and their peers.

Capricornia School of Distance Education parents are well satisfied with student discipline and behavior. The 2015 Parent opinion Survey results indicated that 100% of parents are satisfied that this is a good school. Anti-bullying processes are articulated through the school's Responsible Behaviour Plan for students.

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	86%	89%	96%
this is a good school (S2035)	89%	89%	100%
their child likes being at this school (S2001)	93%	93%	96%
their child feels safe at this school (S2002)	93%	93%	96%
their child's learning needs are being met at this school (S2003)	86%	89%	89%
their child is making good progress at this school (S2004)	86%	93%	96%
teachers at this school expect their child to do his or her best (S2005)	96%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	89%	100%
teachers at this school motivate their child to learn (S2007)	93%	89%	96%
teachers at this school treat students fairly (S2008)	93%	91%	100%
they can talk to their child's teachers about their concerns (S2009)	96%	89%	96%
this school works with them to support their child's learning (S2010)	89%	85%	96%
this school takes parents' opinions seriously (S2011)	85%	86%	93%
student behaviour is well managed at this school (S2012)	89%	93%	92%
this school looks for ways to improve (S2013)	93%	95%	96%
this school is well maintained (S2014)	96%	97%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	96%
they like being at their school (S2036)	94%	100%	95%
they feel safe at their school (S2037)	97%	100%	99%
their teachers motivate them to learn (S2038)	100%	100%	96%
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%	95%
teachers treat students fairly at their school (S2041)	94%	100%	99%
they can talk to their teachers about their concerns (S2042)	94%	100%	94%
their school takes students' opinions seriously (S2043)	86%	100%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	94%	100%	99%
their school looks for ways to improve (S2045)	100%	100%	97%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	94%	100%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	97%	95%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	95%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	100%	100%	98%
staff are well supported at their school (S2075)	92%	98%	98%
their school takes staff opinions seriously (S2076)	92%	95%	94%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	92%	100%	96%
their school gives them opportunities to do interesting things (S2079)	97%	100%	98%

# '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 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. 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 C2C subjects. Feedback is written at the end of each C2C 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.

## 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
2012-2013	139,944	0
2013-2014	85,662	0
2014-2015	87,889	

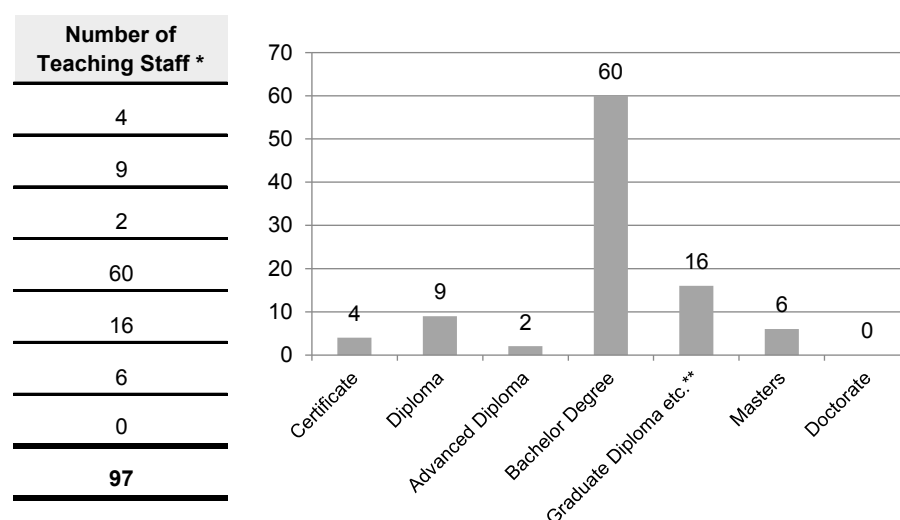
\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	50	12	<5
Full-time equivalents	45	10	<5

### Qualification of all teachers



\*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 \$100,000.00

The major professional development initiatives are as follows:

- Australasian Association of Distance Education Schools (AADES) Conference was our 2015 staff Professional Development focus. All teaching staff attended this conference at the Gold Coast in September.
- Whole school professional development focused on
  - AIP goals and school vision,
  - Independent Public Schools Strategy,
  - IMPACT Pedagogical Framework
  - Collegial Coaching
  - Literacy: STRIVE, Spelling Mastery, Magic Words
  - Maths: Pedagogical coach
  - Wellbeing and mental health in adolescents
  -

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%	97%	98%

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

From the end of the previous school year, 90% 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

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

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%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	100%	100%	90%

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)

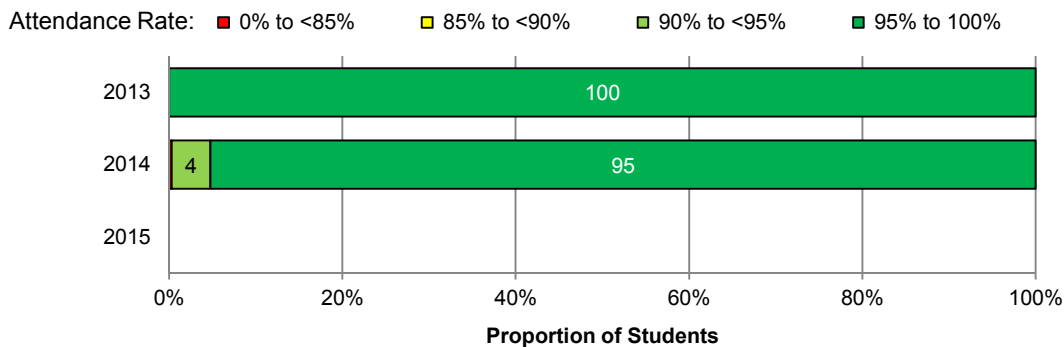
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2014	99%	99%	100%	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%
2015	94%	96%	98%	95%	95%	95%	95%	95%	90%	85%	80%	80%	75%

\*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.

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. Administration monitor student attendance and engagement using a pro-active engagement tracker, analysing student attendance, behaviour, and results data.

### 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 '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	33%	113%	158%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	50%	400%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	22	20	35
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
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).	4	1	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	21	16	18
Number of students awarded an Australian Qualification Framework Certificate II or above.	20	13	13
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	19	9	11
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	0%	25%
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.			

**Outcomes for our Year 12 cohorts**

	2013	2014	2015
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.	95%	80%	51%

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 16 February 2016. 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
2013	0	0	0	0	0
2014	0	0	0	0	0
2015	0	0	0	0	0

As at 16 February 2016. 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
2013	17	18	17
2014	10	12	8
2015	10	12	6

As at 16 February 2016. 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 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.

The diverse nature of enrolments at CSDE results in a high enrolment turnover during the course of the school year. Many students will enrol for a short period of time and return to mainstream education. Some students with medical conditions struggle with the mandatory attendance and assessment requirements and are supported accordingly.

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.

