



Capricornia  
(Emerald and  
Rockhampton Campus)  
School of Distance  
Education

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

### EMERALD CAMPUS

Postal address:	PO Box 1616 Emerald 4720
Phone:	Emerald (07) 4987 9100
Fax:	Emerald (07) 4987 4156
Email:	principal@capricorniasde.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Ian Bielenberg

### ROCKHAMPTON CAMPUS

Postal address:	241-259 Farm Street Kawana 4701
Phone:	Rockhampton (07) 4931 4800
Fax:	Rockhampton (07) 4931 4899
Email:	principal@capricorniasde.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Ian Bielenberg

## School Overview

Capricornia School of Distance Education is a unique Band 9 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 2017 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 Foreword

## 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 2017

In 2017 the schools priority was for students to be able to communicate understandings of their learnings. To achieve this our school focused on three priority areas. Systematic curriculum delivery, effective pedagogical practices and developing an expert teaching team was placed at the forefront of our School Improvement Agenda.

During 2017 pleasing progress in all three areas was made.

Key curriculum documents have been reviewed and updated and ongoing work in this area will continue in 2018. Teaching staff have been provided with numerous professional development opportunities in relation to the Australian Curriculum as well as the formalisation of planning and feedback processes. In 2017 the school focused on pedagogy which explicitly taught comprehension strategies and thinking skills across all subject areas. Lesson structures were reviewed to ensure active learning was occurring in every classroom every day. Lesson observations of staff formed part of the plan to ensure effective pedagogical practices were embedded across the school. Instructive feedback to staff and students has seen an increase in student's confidence in communicating their understandings in lessons and assessment as well as positive improvement in student outcomes. Continued effort into 2018 will occur for this priority. The final priority was in relation to building an expert teaching team which not only included staff of the school but also Home Tutors. A strong priority surrounding professional development for the whole school community led to excellent opportunities being offered to school staff and families.

### Future Outlook

In 2018 the School will continue to work on this goal to refine and embed quality teaching and learning practices. The goal will also narrow to focus more specifically on literacy in 2018.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Early Childhood - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	383	201	182	38	78%
<b>2016</b>	499	238	261	48	78%
<b>2017</b>	587	283	304	54	79%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

- 31% of students were enrolled for medical reasons
- 21% of students came from a Geographically Isolated area
- 20% of students were enrolled as school based LOTE students
- 11% of students were enrolled with an Alternative Learning program
- 11% of students were home based by choice
- 2% of students were enrolled due to itinerant lifestyles
- 1% of students were enrolled due to exclusion from a main stream school
- 2% of students are overseas
- 1% of students have a family/carer responsibility
- A broad range of socio-economic backgrounds is represented in our 2017 enrolment cohort.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	12	12	12
Year 4 – Year 6	12	12	12
Year 7 – Year 10	12	12	12
Year 11 – Year 12	15	15	15

# 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 an online learning mode with teachers delivering timetabled lessons via web conferencing. Our school requires that every student who enrolls has access to a working computer and internet for timetabled lessons and telephone access to ensure communication is possible with teachers. CSDE has a broad range of students including geographically isolated, travelling, home based by choice, school based students and a significant number of students with medical and unique social circumstances.

Teaching and learning at Capricornia School of Distance Education in 2017 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 including school based students.
- Short courses in Literacy and Numeracy for students reengaging with schooling at one of our seven Alternative Learning Spaces throughout Central Queensland.

## Co-curricular Activities

Capricornia School of Distance Education offered the following extra-curricular activities in 2017:

- Four Mini-schools each year at both the Rockhampton and Emerald Campus.
- During these activities students were 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.
- Students in Year 4 participated in a week long camp at Fairbairn Dam, Emerald.
- Year 5, 6 Camp.
- 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. Many of our students come with very complex needs and staff and Home Tutors work closely together in the creation and implementation of appropriate educational plan for their students. Data collected from the 2017 School Opinion Survey indicates that parent and student satisfaction with our school is high.

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 this is a good school.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that: their child is getting a good education at school (S2016)	96%	100%	96%
this is a good school (S2035)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child likes being at this school* (S2001)	96%	100%	99%
their child feels safe at this school* (S2002)	96%	100%	99%
their child's learning needs are being met at this school* (S2003)	89%	100%	95%
their child is making good progress at this school* (S2004)	96%	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	96%
teachers at this school motivate their child to learn* (S2007)	96%	100%	96%
teachers at this school treat students fairly* (S2008)	100%	100%	99%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	96%
this school works with them to support their child's learning* (S2010)	96%	100%	93%
this school takes parents' opinions seriously* (S2011)	93%	100%	93%
student behaviour is well managed at this school* (S2012)	92%	100%	97%
this school looks for ways to improve* (S2013)	96%	100%	99%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	100%	100%
they like being at their school* (S2036)	95%	100%	100%
they feel safe at their school* (S2037)	99%	100%	100%
their teachers motivate them to learn* (S2038)	96%	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)	95%	97%	100%
teachers treat students fairly at their school* (S2041)	99%	95%	95%
they can talk to their teachers about their concerns* (S2042)	94%	100%	95%
their school takes students' opinions seriously* (S2043)	97%	95%	94%
student behaviour is well managed at their school* (S2044)	99%	97%	94%
their school looks for ways to improve* (S2045)	97%	100%	100%
their school is well maintained* (S2046)	100%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	100%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	98%	96%
they feel that their school is a safe place in which to work (S2070)	98%	98%	100%
they receive useful feedback about their work at their school (S2071)	96%	95%	90%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	96%	100%
students are encouraged to do their best at their school (S2072)	98%	100%	99%
students are treated fairly at their school (S2073)	98%	98%	99%
student behaviour is well managed at their school (S2074)	98%	100%	96%
staff are well supported at their school (S2075)	98%	93%	90%
their school takes staff opinions seriously (S2076)	94%	95%	89%
their school looks for ways to improve (S2077)	98%	98%	100%
their school is well maintained (S2078)	96%	97%	100%
their school gives them opportunities to do interesting things (S2079)	98%	93%	98%

\* 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 and School Council 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

Student, staff and family wellbeing is a priority for the school. The school follows a learning and wellbeing framework which aims to support positive and respectful relationships. The school uses the Australian Curriculum and curriculum work programs to implement and explicitly model social and emotional skills, values and expectations needed to support student wellbeing. The school is inclusive of all staff, students and families and provides learning opportunities for students, staff and families which promote healthy lifestyle choices and respectful relationships. The school values diversity and engages with appropriate services to ensure the wellbeing of all is supported.

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	3	1	0
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	7	9	3

## 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. In 2017 our electricity usage increased due to the increase in facilities and staff at our Rockhampton Campus.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	87,889	n/a
2015-2016	128,378	n/a
2016-2017	206,970	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

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	72	16	<5
Full-time Equivalent	66	13	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	10
Graduate Diploma etc.**	28
Bachelor degree	810
Diploma	12
Certificate	35

\*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 2017 were \$40,000.

The major professional development initiatives are as follows:

Eric Frangenheim

M100W with Marcella Reiter

The proportion of the teaching staff involved in professional development activities during 2017 was 97%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

#### 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 2017.

# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	n/a	n/a	n/a
The attendance rate for Indigenous students at this school (shown as a percentage).	n/a	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 2017 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
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
2017	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.

#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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

GO

Sector:

Government

Non-government

SEARCH

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	2015	2016	2017
Number of students receiving a Senior Statement	35	51	81
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	0
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).	6	6	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	18	21	32
Number of students awarded an Australian Qualification Framework Certificate II or above.	13	16	24
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	11	9	12
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	25%	0%	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.	51%	41%	41%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	0	0	0	0
2016	0	0	0	0	0
2017	0	0	0	0	0

As at 14th February 2018. 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
2015	10	12	6
2016	8	16	1
2017	14	23	3

As at 14th February 2018. The above values exclude VISA students.

In 2017 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	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	158%	128%	161%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	400%	183%	133%	

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

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 – 14 students
- Qld - Further Education & Training – 7 students
- Qld - Employment (FT/PT) – 11 students
- Interstate/Overseas – 5 students
- Unknown / Other / Qld State Schooling - 30 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.

