



Charleville School of Distance Education

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Jenny Swadling (Principal)

## From the Principal

“Divided by Distance, United by Voice”

The Charleville School of Distance Education has an ongoing commitment to building positive partnerships with parents and effective relationships with students to maintain the educational engagement of all students. Students’ families are spread over a wide area of Southern and South-Western Queensland. With changing enrolment categories this has extended to Queensland citizens travelling and working overseas, interstate and to students with medical conditions that preclude enrolment at a mainstream school.

### School overview

Charleville School of Distance Education is a co-educational, Prep to Year 10 state school that provides a home-based program for students from geographically isolated, medical and home-based-by-choice categories of enrolment. Curriculum materials are delivered by post and web based formats and cover all key learning areas. These are supported by an On-Air program that is offered on a daily basis giving students the chance to interact with their teachers and fellow students. Web conferencing and digital technologies are an integral part of the curriculum delivery. A Field Service program providing social and educational activities is offered to all students throughout the year including one day events to seven day residential camps. Parents are active in the Parents and Citizens Committee and the School Management committee and are consulted through each of these forums in all areas of the delivery of the curriculum. A Parent Liaison Officer provides support through a Home Tutor Conference, On-Air sessions and workshops, Home Visits and one on one support. Extra-curricular activities include chess, readers’, Girl Guides, violin, and information and communication technology clubs. Students represent the school in their local sporting and cultural events. The school has developed alliances with the Bulloo Shire Council, the western schools of distance education and the state high and primary schools in Charleville to further enhance curriculum delivery for Primary and Junior Secondary students.

### School progress towards its goals in 2018

The goals for 2018 were collaboratively planned for and steadily achieved through consultation and involvement of key stakeholders. These included areas of improvement and development in each of the Teaching and Learning Audit domains with consideration of targeted area of improvement as per Investing for Success.

### Future outlook

2019 Priorities	Measures
<p><b>1. Reading:</b> 75% P-2 students reading at benchmark by end of 2019 Secondary: Secondary teachers responsible for literacy across all subjects</p> <p><b>2. Relationships and Wellbeing –</b> Parent Community Engaged with meaningful relationships and collaboration between school,</p>	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> <li>• 75% of P-2 students reading at PM benchmark by end of 2019</li> <li>• P-10 Literacy Continuum: Semester 2 2018 to Semester 2 2019</li> <li>• English A-E, Semester 2 2018 – Semester 2 2019</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>• Distance travelled compared historically (by student) for same length of teaching time (one year)</li> <li>• Reading age/chronological age comparison using diagnostic assessments converted to ratio gain</li> </ul> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>• Teacher planning documents and lesson observations</li> <li>• Student feedback and assessment samples</li> <li>• Movement on Literacy Continuum</li> <li>• Goal setting for Home Tutors</li> <li>• Home Tutor feedback on relevance and importance of professional learning</li> <li>• Staff feedback on relevance and importance of professional learning</li> </ul> <ul style="list-style-type: none"> <li>• Action strategies of Parent and Community Framework developed in 2018</li> <li>• Review 2018 SOS and survey parents on the survey questions where there was less than 90% satisfaction</li> <li>• Action findings from 2019 school developed survey</li> </ul> <ul style="list-style-type: none"> <li>• Develop suite of aligned partnered units</li> <li>• Experiment with current units</li> </ul>

<p>parent community and local community.</p> <p>3. Alignment and Implementation of Digital Technologies in the curriculum by end of 2020</p>	<ul style="list-style-type: none"> <li>• Purchase and match resources</li> <li>• Create PD bank for teacher and Home Tutors</li> <li>• Inclusion of Technologies as one goal in APDPs</li> </ul>
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## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 10

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	168	170	173
Girls	83	72	73
Boys	85	98	100
Indigenous	10	17	26
Enrolment continuity (Feb. – Nov.)	83%	88%	83%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### Characteristics of the student body

#### Overview

The student body is made up of a majority of rural families living in South West Queensland, on sheep, cattle and farming properties. 20% of students are enrolled by choice as medical, travelling or fee-paying students.

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Our approach to curriculum delivery:

On-air direct instruction based on the Australian Curriculum and supported by C2C Individual Learning Materials

- Prep – year 1 students – receive 1 X 1 hour lesson daily with class teacher, 30 minute contact lessons fortnightly, reading groups weekly
- Year 2-6 students – receive 2 X 1 hour lessons daily with class teacher (English and Maths,) reading groups weekly. Contact lessons are provided on as needed basis.
- Secondary students – delivery of secondary lessons is through the Western Alliance (teachers across Mt Isa SOTA, Longreach SODE and Charleville SDE) with specialist teachers delivering lessons up to 3 times per week.

### Co-curricular activities

Extra curricula activities

- Instrumental Music
- Readers' Club
- Lone Guides
- Student Council

### How information and communication technologies are used to assist learning:

All classroom teachers use ICT in their delivery of on-air lessons. This includes the use of Web Conferencing, email, the Blackboard eLearning environment and other Web 2.0 tools. Students use Blackboard eLearning environments to share their work and communicate with their peers; email completed work to teachers; prepare digital presentations in many programs; use Web Conferencing to connect with their class; and, research and download information for their studies. This assists the teaching and learning by providing a much quicker turn around in marked responses from teachers as well as providing a greater depth of connectivity with the community beyond their home. Children enrolled as Geographically Isolated students are supported through government subsidies to maintain a computer and internet connection as the Distance Education program is becoming increasingly an online program. Our school commits .2 teaching FTE as a Digital Technologies Facilitator to support teachers, students and Home Tutors in the use of technology. The school community is committed to exploration, innovation and embedded use of new technologies to improve the delivery of Distance Education.

## Social climate

### Overview

The Charleville School of Distance Education offers a multi-faceted program that is complemented by an active Student Council. We also are involved in enrichment and extension programs that are offered by other agencies

throughout the year. Parents are an integral part of their child's education in our school. The following performance measure is a complicated one to calculate due to the perception of how much is the school's responsibility and how much is the Home Tutors' responsibility in delivering the curriculum. At all times Home Tutors are encouraged to contact the school with queries and concerns around the learning program. Teachers, the Principal, Deputy Principal and HOD (Teaching and Learning) along with the Parent Liaison Officer support Home Tutors in this teaching role.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	97%	95%
• this is a good school (S2035)	100%	97%	91%
• their child likes being at this school* (S2001)	100%	98%	95%
• their child feels safe at this school* (S2002)	100%	100%	98%
• their child's learning needs are being met at this school* (S2003)	96%	88%	93%
• their child is making good progress at this school* (S2004)	98%	95%	98%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	98%	84%
• teachers at this school motivate their child to learn* (S2007)	91%	97%	93%
• teachers at this school treat students fairly* (S2008)	96%	100%	95%
• they can talk to their child's teachers about their concerns* (S2009)	93%	98%	91%
• this school works with them to support their child's learning* (S2010)	93%	95%	93%
• this school takes parents' opinions seriously* (S2011)	91%	79%	84%
• student behaviour is well managed at this school* (S2012)	100%	93%	93%
• this school looks for ways to improve* (S2013)	98%	96%	93%
• this school is well maintained* (S2014)	100%	100%	100%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	96%
• they like being at their school* (S2036)	100%	100%	96%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	97%	98%	92%
• their teachers expect them to do their best* (S2039)	94%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	96%
• teachers treat students fairly at their school* (S2041)	97%	100%	96%
• they can talk to their teachers about their concerns* (S2042)	97%	96%	88%
• their school takes students' opinions seriously* (S2043)	97%	96%	96%

Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	97%	93%	88%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	91%	91%	92%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	97%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
• they receive useful feedback about their work at their school (S2071)	88%	92%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	88%	83%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	89%	97%
• staff are well supported at their school (S2075)	94%	92%	89%
• their school takes staff opinions seriously (S2076)	97%	89%	86%
• their school looks for ways to improve (S2077)	97%	94%	97%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	97%	94%	94%

\* 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

Parents at the Charleville School of Distance Education are an integral part of the teaching and learning that takes place at our school.

In delivering the curriculum, the generic papers are sent to the families or placed on a website and the student is guided by the Home Tutor through the unit. This is supported by lessons taught by a class teacher on air (teleconference) and through Web Conferencing each day. Parents have the ability to ring or email their child's teacher whenever they have a query about the curriculum.

Parents are involved in the P&C Committee and the School Management committee. Parents are consulted through each of these forums in all areas of the delivery of the curriculum.

Our Field Events are a camp like situation where the Parents have responsibility for the catering and supervision of students when bathing and sleeping.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	1	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

The School has enacted a number of initiatives to monitor and efficiently use resources of electricity and water within the school. This includes working with council and the department on the maintenance and repair of the water bore within the school. This also includes initiatives such as setting air conditioners and reverse cycle heaters to optimum temperatures to ensure the most cost and energy efficient use of these resources.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			177,326
Water (kL)			

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile
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4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	26	12	<5
Full-time equivalents	25	10	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	21
Diploma	1
Certificate	0

\*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 2018 were \$25,876

The major professional development initiatives are as follows:

- Literacy
- ICT
- Code of Conduct
- Child Protection
- 4 Wheel Drive Training

- Personal Development
- Coaching and Feedback
- First Aid
- Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

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

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state SDE/EU/SP schools was 100%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school			
Attendance rate for Indigenous** students at this school			

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

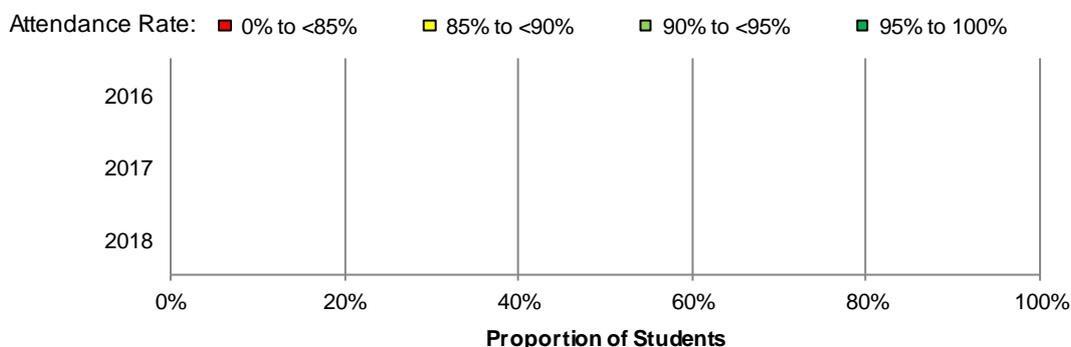
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep				Year 7			
Year 1				Year 8			
Year 2				Year 9			
Year 3				Year 10			
Year 4				Year 11			
Year 5				Year 12			
Year 6							

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.