



The School of Distance  
Education -Charters Towers

# 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



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## School Overview

The Charters Towers School of Distance Education is a Preparatory to Year 12 co-educational school that provides a comprehensive and quality education through the integration and personalisation of available distance education and flexible delivery services. In addition to core academic offerings the school provides a wide range of Vocational Education options which cater for a wide range of students and adult learners. The school achieves a comprehensive education through a range of distance learning methodologies that include audio (telephone) lessons, web-based e-learning including Data Conferencing, field service visits, a comprehensive tutor training and development program and regular school visits (Inreach activities). In addition the school offers a range of sporting activities, extension learning and learning support programs. The use of digital learning materials underpins school programs and enables access to a wide range of content which is supported by physical resources which are provided to students upon enrolment. The school has a strong focus on the development of the whole person and as such pastoral care is an integral element of the school's culture.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

In 2017, the school continued its work in building the capacity of students across all academic and vocational areas.

The school underwent a periodic review of its performance, expectations and strategic intentions using a team of external reviewers. The report from this review provided a framework for further refinement of the school's strategic plan and provide clear direction towards enhancing our explicit improvement agenda.

During 2017 our school focussed on:

- Embedding explicit teaching through a revised pedagogical framework.
- Embedding individual student plans to direct learning opportunities for students where their progress was identified as not meeting their potential.
- Improving teacher capacity through focused development and support to improve student achievement and performance, i.e. development of collegial coaching capacity, additional training in literacy delivery and data use.

## Future Outlook

Our school has three explicit improvement priorities for the next year. Each improvement priority has clearly articulated targets that address the SMART criteria and are supported by clear and focused strategies.

Our priorities for 2017 are:

- Embed appropriate flexible and distance learning pedagogical approaches into teacher practice and student learning pathways.
- Establish and sustain a staff professional development culture that reflects the needs of the school.
- Promote the importance of engagement of students with formal teaching/learning strategies and embed practices that work towards maximising this in school's teaching and learning programs.

## 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

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	378	205	173	23	71%
<b>2016</b>	811.4	251	223	106.2	67%
<b>2017</b>	832.1	225	195	105.4	76%

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

Students attending the school comprise a diverse range of backgrounds. In the primary sector, the majority of the student cohort comprises geographically isolated student enrolments though an increasing number of students seeking alternate learning pathways due to unique circumstances (i.e. medical, behavioural and social) are also engaging with the school. The geographically isolated enrolments have generally studied all, or at least the majority of their education with the school and form a relatively homogenous group. These students are supported by home tutors who supervise the daily programme of study under the direction of the class teacher.

Other enrolment groups tend to have high needs and are initially unfamiliar with this school's predominate mode of learning though generally engagement is rapid. It is noted that there is an emerging group of students with mental health or developmental issues seeking learning programs through our school.

Unlike the primary enrolment, the vast majority of secondary enrolments have not progressed through this school. Many have been with the school for a period of less than two years and few are from the Geographically Isolated category. Enrolment categories include By Choice, Medical, Itinerant Lifestyle, Alternate learning, School-Based and Adult Re-entry. Secondary learners are from a broad range of backgrounds and have a diverse range of learning and support needs. A significant number of these learners are undertaking a single subject or tailored learning program.

The school's growth continues with enrolments being drawn from across Queensland. The enrolment growth appears to be through 'word of mouth' promotion rather than any formalised promotional agenda by the school.

Regardless of the background of the student, our individualised approach is proving successful in engagement and achievement of learning goals.

### 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	13		
Year 4 – Year 6	14		
Year 7 – Year 10	14		
Year 11 – Year 12	14		

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our school's curriculum framework has as its foundation a strong literacy base (i.e. reading, writing, speaking and listening) and a focus on flexible learning/delivery. A significant strength of our school is that a student, after negotiation, may move independently at an appropriate pace through the core learning.

Our students' learning is supported by:

- providing, enriching, supplementing and monitoring of learning materials;
- providing support learning materials including audio and video programs, manipulative materials, books and computer software;
- teaching through the mediums of Information and Communication Technologies (ICTs), e.g. web conferencing;
- meeting with students during a variety of visits, mini-schools and other field service activities;
- creating opportunities that introduce concepts and experiences to students from outside their immediate environment; and,
- providing support and assistance to tutors and parents.

In terms of senior school specialisation, our school focuses on developing and applying strong Vocational Education and Training programs leading to formal accreditation through to Certificate III as well as the Queensland Certificate of Education (QCE). This coupled to our inclusive approach that endeavours to reengage young people with formal learning and accreditation provides a unique senior school (Year 10 – 12) pathway.

The school has taken the lead position in the development of senior secondary courses (in distance learning form/media) for the Queensland' Senior and tertiary Entrance initiative. The school is responsible for the construction of eight two year courses addressing the new Queensland Curriculum and Assessment Authority' new curriculum.

### **Co-curricular Activities**

The school provides a range of field services that enable students to access opportunities to engage in academic activity, vocational learning and social interactions. These field services are limited in geographical terms though the school also offers access to two 5 day mini-schools and conferences. A Student Council with elected student representatives provides opportunities for democratic input at appropriate times and levels, as well as engaging in processes that reflect the Australian society in which they will live.

A range of topical activities form part of the school's calendar, i.e. Sports day, Themed inreach activities, Swimming carnival, etc.

### **How Information and Communication Technologies are used to Assist Learning**

Information and Communication Technologies (ICTs) form an integral element in the way this school works. ICTs provide the delivery methodology used by our students, i.e. the learning programs are in digital media formats often with high levels of interactivity. Examples of the ICTs used by our school include:

- E-learning courses
- Digital media learning objects
- Virtual conferencing via the Internet
- Learning Management Systems such as Blackboard
- Email and digital communications such as forums, blogs, wikis, etc.
- On-line environments supporting learning programs, e.g. learning management systems and other third party supplied applications and e-learning courses.

## **Social Climate**

### **Overview**

Our school is a vital element of our students', their tutors and parents' lives.

The school has a strong focus on the development of the whole person and as such pastoral care is an integral element of our school's culture and way of working.

There is a strong commitment to the school and the values it holds with all groups indicating strong support and positive perceptions of its role within their lives.

The school's rapid enrolment growth is displaying a need for greater engagement and active delivery in adolescent mental health areas. An investigation as to the need and potential role for a school based psychologist for initial intervention and support programs has been initiated.

### **Parent, Student and Staff Satisfaction**

Parents, students and staff of our school demonstrate high levels of satisfaction with the school. The results of the national survey are reflected in broader non-qualitative ways such as support for school events, commitment to activities outside of normal school routines and in the public statements made by members of our school communities.

## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	86%	97%	99%
this is a good school (S2035)	95%	100%	97%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	95%	91%	94%
their child is making good progress at this school* (S2004)	95%	100%	99%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	94%
teachers at this school motivate their child to learn* (S2007)	95%	94%	93%
teachers at this school treat students fairly* (S2008)	95%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	96%
this school works with them to support their child's learning* (S2010)	90%	97%	96%
this school takes parents' opinions seriously* (S2011)	86%	88%	91%
student behaviour is well managed at this school* (S2012)	100%	97%	97%
this school looks for ways to improve* (S2013)	100%	97%	94%
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)	95%	100%	100%
they like being at their school* (S2036)	95%	98%	96%
they feel safe at their school* (S2037)	95%	100%	96%
their teachers motivate them to learn* (S2038)	95%	95%	92%
their teachers expect them to do their best* (S2039)	95%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	98%	96%
teachers treat students fairly at their school* (S2041)	90%	100%	96%
they can talk to their teachers about their concerns* (S2042)	90%	88%	92%
their school takes students' opinions seriously* (S2043)	85%	92%	96%
student behaviour is well managed at their school* (S2044)	95%	97%	96%
their school looks for ways to improve* (S2045)	90%	98%	96%
their school is well maintained* (S2046)	100%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	86%	87%	96%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	97%	100%
they feel that their school is a safe place in which to work (S2070)	98%	99%	100%
they receive useful feedback about their work at their school (S2071)	90%	93%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	94%	94%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	98%	100%	97%
staff are well supported at their school (S2075)	90%	99%	95%
their school takes staff opinions seriously (S2076)	86%	93%	97%
their school looks for ways to improve (S2077)	94%	99%	98%
their school is well maintained (S2078)	96%	97%	100%
their school gives them opportunities to do interesting things (S2079)	92%	95%	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

In terms of engagement with school processes, a range of parent meetings/forums are held in a number of geographical locations within the traditional catchment area. These forums provide a way of reporting directly to parents as well as providing opportunities for broader discussion on school operations and directions. The school has trialled other avenues of community input enabling parents/caregivers to be consulted where physical access to meetings is not possible, e.g. targeted surveys, online forums, Facebook, etc.

The predominant approach to managing student learning is a case management approach. Parents and tutors must be actively engaged in the planning and delivery of student learning episodes; where this does not occur the school must clearly delineate its responsibilities and the responsibilities of the other parties. The school takes seriously the moral imperative that all young people are entitled to an education and the skills necessary to lead productive lives within our communities; where concerns exist we address these in partnership with other sections of the education system and external agencies.

## Respectful relationships programs

The school has developed and implemented a number of programs that focus on appropriate, respectful and healthy relationships. These programs form part of each school sector's pastoral care program.

The values of the school are reflected in its general operations, class activities and lessons and in the way the students interact and engage with their communities.

## 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	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school operates a bank of solar cells that provides an electrical feed into the state grid. This assists in reducing the school's consumption of electricity.

In terms of water usage, appropriate strategies such as timer and evening based irrigation and low water cisterns are in place.

It should be noted that the increases in electricity and water consumption align with the growth of the school and the construction of additional facilities.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	198,408	127920
2015-2016	170,436	179721
2016-2017	289,640	22,278

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	71	19	<5
Full-time Equivalent	69	17	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	5
Graduate Diploma etc.**	13
Bachelor degree	55
Diploma	6
Certificate	5

\*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 144.060.

The major professional development initiatives are as follows:

- Excellence in teaching and collegial coaching
- NQ Beginning teachers connect
- QCAA moderation panels
- QCAA Senior syllabus implementation
- First aid and CPR
- NQ SATE QCE senior leaders forum
- VET symposium
- Technology units years 7 – 9 development
- Young ambassadors language conference
- QELi Women in school leadership
- Australasian Assn of Distance Education Schools conference
- Implementation of new syllabus for ILM senior curriculum
- NQR ICP day
- QCE workshop
- SATE SDE Meeting
- Biosecurity planning workshop
- Collaborative inquiry
- Purchasing training
- NQ Master teachers connect forum
- Coding for primary school kids
- Autism workshop
- Strategies for ASD students
- Nationally consistent collection of data on SWD
- HAT/LT Assessor training
- Take the Lead facilitator

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Student Attendance

#### Student attendance

The overall student attendance rate in 2017 for all Queensland SDE/EU/SP schools was 100%.

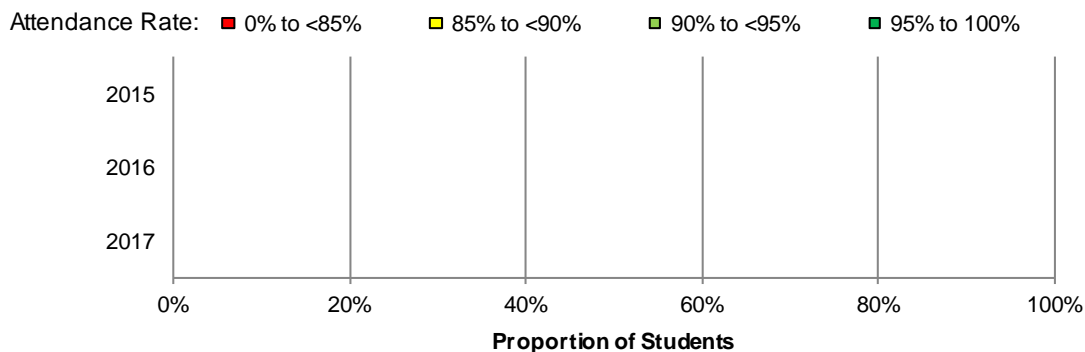
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2016	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2017	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

\*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.

### Student Attendance Distribution

The proportions of students by attendance range:



### School management of non-attendance

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.

Non-attendance is managed in state schools in line with the DET procedures, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools, the Education (General Provisions) Act, which outline processes for managing and recording student attendance and absenteeism with regard to distance education.

Our school has a strong commitment to each student achieving and so has strong pastoral care arrangement that supports a proactive non-truancy program. Where truancy (i.e. the failure to submit work and complete courses) occurs, the school follows a formal process of engaging parents using both positive and consequence aspects.

The school has the following elements in place to enhance student engagement in learning:

- Engagement Officer managing interventions before formal truancy commences
- Case management of learning pathways
- Strong pastoral care and welfare focus on students
- A strong truancy and re-engagement process focused on building a student's capacity to address their educational needs
- Engaging parents and care givers into active roles within their learners' pathway

## 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

School name

Suburb, town or postcode

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 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	22	20	31
Number of students awarded a Queensland Certificate of Individual Achievement.	3	1	1
Number of students receiving an Overall Position (OP)	1	4	6
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	16	16	20
Number of students awarded an Australian Qualification Framework Certificate II or above.	13	15	15
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	8	14	22
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50%	100%	100%
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	100%	100%	50%
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.	73%	80%	81%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	75%	100%	100%

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	1	0	0
2016	1	3	0	0	0
2017	0	0	3	3	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	11	11	4
2016	9	13	3
2017	10	13	5

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

Students at our school may engage in one or more of the following VET programs:

- Certificate I in Business
- Certificate II in Business
- Certificate III in Business
- Certificate I in Information, Digital Media and Technology
- Certificate II in Information, Digital Media and Technology
- Certificate II in Agriculture (Beef Cattle)
- Certificate III in Agriculture (Beef Cattle)

- Certificate II in Skills for Work and Vocational Pathways
- Certificate I in Engineering

The school is one of four partners in an Australian Trade Training Centre constructed on a greenfield site within Charters Towers.

### 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.	31%	51%	52%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	21%	67%	100%

\* 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.charterstowers.qld.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers' information

The vast majority of students who leave after the compulsory phase of schooling and before the completion of Year 12 enter the world of work in various positions that may interest them.

A small percentage (<5%) appear to leave formal schooling and do not engage directly within vocational activity.