

# Cairns School of Distance Education Queensland State School Reporting 2015 School Annual Report



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## Principal's foreword

### Introduction

Cairns School of Distance Education is identified by its diverse community, flexible curriculum and focus on innovative technology. We provide multiple pathways for students to become independent, resilient learners and productive members of the community.

High quality teaching and learning are our priorities. Distance education offers unique opportunities to foster active engagement and independent learning. Students develop both fundamental and complex skills, building their capacity to become life-long learners.

Twenty-first century learners require skilful and confident use of digital technologies. Cairns School of Distance Education is unique in its intrinsic use of technology for communication and delivery of the curriculum. Home tutors and teachers encourage and support students' use of technology in engaging with courses, learning experiences and authentic assessment tasks.

Quality relationships connect our school community and have a positive impact on student outcomes. Our connectedness fosters positive and productive relationships, producing the best possible outcomes for students.

Students of Cairns School of Distance Education come from an environment which encourages them to be resilient and adaptable individuals. Our students know that quality relationships are based on mutual respect and tolerance. They become independent learners who are part of a supportive school community and they are prepared for the challenges afforded by the wider world.

The following report outlines the key details of what and how our school operates and delivers educational services to Queensland students who are located throughout the world.

### School progress towards its goals in 2015

- Reading – partially completed. Continuing in 2016
- Writing – implemented and partially completed. Ongoing action research will be conducted in 2016.
- QCE/QCIA - increase in the number of students receiving a QCE or equivalent from 84% in 2014 to 89% in 2015.
- Wellbeing – Positive Behaviour Support:

- Develop, resource and implement a Professional Development and coaching program to improve teacher capacity to differentiate pedagogy. Raising teacher morale from 79.3% (2013) to 90%
- Further develop, implement and consolidate a wellbeing program for students through Positive Behaviour for Learning approach.

### Future outlook

By the end of 2016 at our school:

- Every student will achieve the minimum of a C standard in English, mathematics and science at the approved curriculum level.
- 90% of Year 12 students will exit with a QCE/QCIA or equivalent.
- Student engagement will be maximised through the implementation of Positive Behaviour for Learning and the Student GROWTH program.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

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

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	271	129	142	26	69%
2014	323	180	143	31	83%
2015	427	253	174	28	81%

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.

### Characteristics of the student body:

Cairns School of Distance Education is a coeducational school offering high level teaching and learning to students from Prep to Year 12.

Our students are from a wide range of social contexts from across Queensland, Australia and the world. Two types of student enrolment exist:

- Home-based
  - Limited choice: e.g. geographically isolated, medical, itinerant, family responsibilities, or exclusions.
  - By choice.

- School-based. Including state schools and non-state schools

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	6	5	
Year 4 – Year 7 Primary	7	9	
Year 7 Secondary – Year 10	9	9	
Year 11 – Year 12	8	9	

\*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	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	8

\* 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

Our school's programs are designed to:

- Meet Australian Curriculum standards in years 1 to 10.
- Approved by Queensland Curriculum and Assessment Authority for years 11 and 12.
- Operate in a digital and paper-based format.
- Meet individual learning needs of all students.

#### Extra curricula activities

- Field Programs:
  - Instrumental Music: students are involved in the school orchestra (on-line and face-to-face).
  - Study days – familiarising students and families with the curriculum programs and requirements.
  - Home Visits – consolidate teacher/home tutor/student relationships observation & assessment working face to face.
  - Annual School camp – collaborative opportunity developing relationships and group skills (often inclusion of experts).
  - Mini-school – HT/student/teacher face to face delivery of curriculum and collaborative activities (often inclusion of experts).
  - Celebration Week: swimming program; presentation evening; art show.

- Languages and Cultural Activity days.
- Technology programs including: robotics, coding, 3D design, and make-a-space.
- RREAP funded programs.
- Duke of Edinburgh Award for Senior School's personal development.
- Cairns to Karumba bike ride: students involved in fundraising for rural and remote children.
- Eco-schools.
- My Little Free Library.

### How Information and Communication Technologies are used to improve learning

- E-Learning training for students, staff or home tutors to assist with web conferencing delivery of relevant lessons to students. This will be enabled through a Scope and Sequence of skills and software that each year level is explicitly taught.
- Training for home tutors in a range of ICT programs that assist them with their teaching and tutoring e.g. Microsoft applications (MSITA), social media, cybersafety, and search engine use.
- Explicit teaching and use of BlackBoard courses as well as BlackBoard Collaborate webinar platform.
- Use of Video-Linq system to deliver subjects/courses into schools.
- Effective digital pedagogy is at the forefront of our e-Learning strategy and is designed to transform learning opportunities for our students. The approach promotes a blended model of learning featuring a balance between virtual and where possible face to face delivery. Our digital pedagogy is designed to facilitate quality learning experiences for 21<sup>st</sup> century learners.
- Teachers continually updating their skills to ensure proficiency.
- Email return of work and feedback to ensure that our students receive this as quickly as possible.
- Communication with home tutors and students through ICTs.

### Social Climate

Our students are educated in a familiar environment where the relationship between the student, the home tutor and the teacher is based on mutual respect and trust. This relationship is an underpinning principle of effective teaching and learning. Our students believe that they get a great education in a safe and supportive learning environment.

There is a growing awareness of and participation in on-line learning communities. Students are increasingly using technology as a way to reduce social and geographical isolation. To facilitate the building of social relationships with other chronologically appropriate peers, we provide a number of school-based camps, mini schools and other shared activities. Specifically we expect that our students will meet and make friends with their peers, regardless of their learning environment.

Our school is a part of the eSmart program which aims to deliver skills to students that equip them with the values and behaviours that are appropriate for on-line communication.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	89%	93%	95%
this is a good school (S2035)	100%	95%	91%
their child likes being at this school (S2001)	100%	95%	95%
their child feels safe at this school (S2002)	94%	97%	100%
their child's learning needs are being met at this school (S2003)	89%	90%	91%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is making good progress at this school (S2004)	79%	87%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	87%	91%
teachers at this school motivate their child to learn (S2007)	84%	85%	95%
teachers at this school treat students fairly (S2008)	100%	92%	95%
they can talk to their child's teachers about their concerns (S2009)	95%	95%	100%
this school works with them to support their child's learning (S2010)	89%	95%	91%
this school takes parents' opinions seriously (S2011)	94%	92%	90%
student behaviour is well managed at this school (S2012)	100%	100%	93%
this school looks for ways to improve (S2013)	100%	97%	89%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	97%	80%
they like being at their school (S2036)	95%	97%	80%
they feel safe at their school (S2037)	100%	96%	80%
their teachers motivate them to learn (S2038)	100%	100%	80%
their teachers expect them to do their best (S2039)	100%	97%	80%
their teachers provide them with useful feedback about their school work (S2040)	100%	90%	80%
teachers treat students fairly at their school (S2041)	100%	96%	80%
they can talk to their teachers about their concerns (S2042)	95%	94%	80%
their school takes students' opinions seriously (S2043)	100%	92%	80%
student behaviour is well managed at their school (S2044)	100%	96%	80%
their school looks for ways to improve (S2045)	100%	96%	80%
their school is well maintained (S2046)	100%	93%	80%
their school gives them opportunities to do interesting things (S2047)	90%	87%	80%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	96%	96%
they feel that their school is a safe place in which to work (S2070)	100%	94%	98%
they receive useful feedback about their work at their school (S2071)	66%	73%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	86%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	95%	94%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
student behaviour is well managed at their school (S2074)	94%	95%	100%
staff are well supported at their school (S2075)	67%	78%	79%
their school takes staff opinions seriously (S2076)	60%	72%	84%
their school looks for ways to improve (S2077)	85%	90%	93%
their school is well maintained (S2078)	93%	98%	98%
their school gives them opportunities to do interesting things (S2079)	88%	94%	98%

<sup>#</sup> '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 are actively involved in our school at many levels. Formal participation is evident at monthly P&C Meetings as well as at our Cairns SDE Biannual Forum. At this forum the strategic direction of the school is discussed and decided upon for the Quadrennial School Review as well as the Annual Implementation Plan.

Parents are also vital to the everyday management of the 'homeroom'. This includes setting up of a learning space that is suitable for on-line and telephone instruction. Home tutors and parents are all responsible for ensuring that open and regular communication occurs with our teachers and support staff. The monitoring of work rate calendars to confirm students have completed their required work is also a vital aspect of the home tutor role.

Home tutors and parents also have the opportunity to access development programs that improve their tutoring skills and family well-being. This is typically done in association with the field activities that occur each term. On-line support is also available on home tutor websites for all Queensland Schools of Distance Education.

### Reducing the school's environmental footprint

At Cairns School of Distance Education we have endeavoured to reduce our environmental footprint through a number of key initiatives: REDUCE-REUSE-RECYCLE. These include – installation of LED lights and power usage monitoring. Switching off unnecessary devices and recycling items such as cardboard, paper and batteries. There is a permaculture section on campus which is a community-driven project.

We have recently signed up to *Eco-Schools* and *the Little Free Library* projects. These programs aim to develop sustainable practices across our broader school community. The *Little Free Library* has stations across Cairns and rural areas of Far North Queensland.

The development of curriculum materials in print form is via a "by request" process to reduce the number of printed materials.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	245,115	3,172
2013-2014	178,387	3,453
2014-2015	176,842	2,741

\*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.

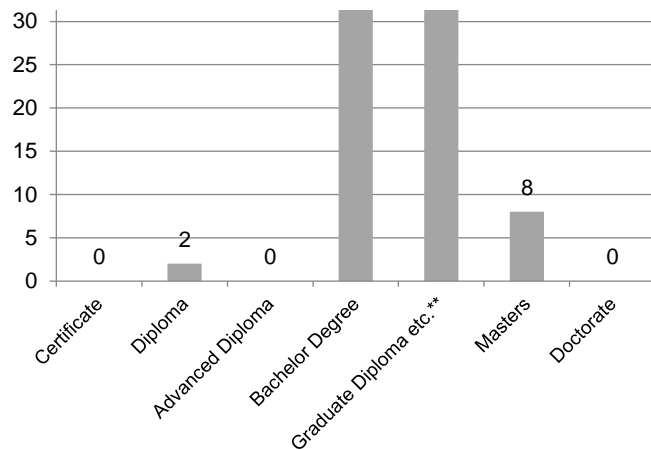
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	73	29	<5
Full-time equivalents	67	22	<5

**Qualification of all teachers**

Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.**	33
Masters	8
Doctorate	0
<b>Total</b>	<b>76</b>



\*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 \$37 673.26

The major professional development initiatives are as follows:

- QCAA updates and professional programs.
- Collaborative planning re curriculum, assessment, moderation and reporting.
- Information and communication technologies.
- Professional networks and associations.
- Regional business meetings.
- Queensland Schools of Distance Education.

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.	97%	96%	96%

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

From the end of the previous school year, 99% 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

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

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%.

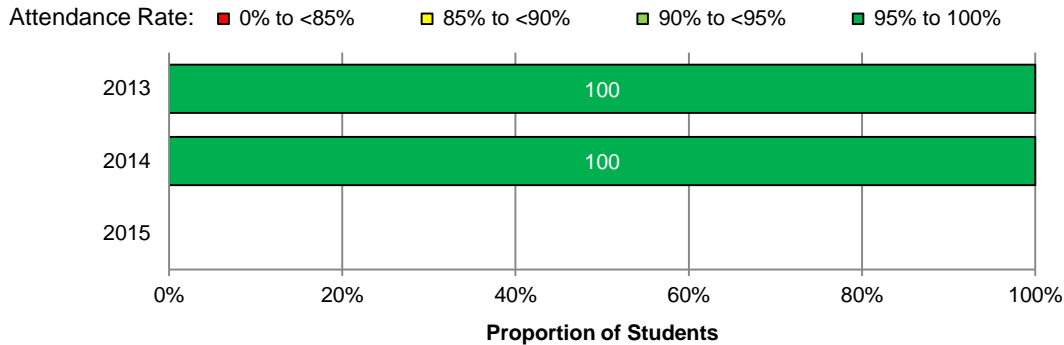
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2014	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2015													

\*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.

## 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

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.

<b>Apparent retention rates Year 10 to Year 12</b>	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	55%	65%	135%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	50%	14%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving a Senior Statement	34	31	47
Number of students awarded a Queensland Certificate of Individual Achievement.	0	4	3
Number of students receiving an Overall Position (OP)	10	6	7
Percentage of Indigenous students receiving an Overall Position (OP)		0%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	6	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	23	16	31
Number of students awarded an Australian Qualification Framework Certificate II or above.	14	12	25
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	22	22	32
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		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.	100%	83%	100%
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.	91%	81%	81%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 16 February 2016. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
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	3	4	3	0	0
2014	1	2	2	1	0
2015	0	4	3	0	0

As at 16 February 2016. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>
Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	18	10	8
2014	8	6	8
2015	8	8	21

As at 16 February 2016. The above values exclude VISA students.

- Certificate I Information, Digital Media & Technology
- Certificate II Business
- Certificate II Hospitality
- Certificate II Information, Digital Media & Technology
- Certificate II Retail
- Certificate II Workplace Practices
- Certificate III Business
- Certificate III Early Childhood, Education and Care
- Certificate III Hospitality

### 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.

Our school individually case-manages each student in the senior school. Contact teachers are appointed to ensure that students' work returns are kept up to date. Where there are cases of concern, these are referred to our *Student Support Services Team*. This referral may result in further intervention strategies being implemented by specialist teachers or external support agencies.