



Cairns School of Distance Education

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

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. This 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.

Introduction

The following report outlines the key strategies that our school has undertaken during 2018. Also included is a detailed view of the school's profile, subject offerings and our environmental impact. The most important asset, our people, are outlined in terms of staff demographics and student achievement. The article also highlights the significant achievements that our school has attained over the course of 2018. A summary of our school aims are listed in the table below.

The following priorities were identified for 2018:

2018 Improvement Priorities	Status
Improvement Priority 1: An inclusive and equitable learning environment, underpinned by the Positive Behaviour for Learning Framework that engages students and communities in local decision-making to support improved outcomes.	In progress
Improvement Priority 2: A robust and relevant curriculum that connects students globally and prepares them for lifelong learning.	In progress
Improvement Priority 3: A school that supports teachers and tutors to deliver high quality, evidence-based teaching practices that connect students globally	In progress

Future Outlook

The following priorities are identified for 2019:

Priority 1: Connect the school community through positive and supportive relationships.
Strategy: Develop a clear plan of instructional leadership for all leaders aligned to school priorities including data analysis, Professional Development, coaching and monitoring. Strategy: strengthen partnerships with external support agencies.
Priority 2: Connect with students through case management.
Strategy: Develop a shared understanding of data literacy, and support teaching staff members and leadership teams to effectively use data to inform teaching and strategic planning. Strategy: Embed inclusive practices to provide curriculum that best supports the learning needs of individual students. Strategy: Develop a whole school approach to implement the Learning and Wellbeing Framework for our context.
Priority 3: Connect with students through a collaboratively planned curriculum.
Strategy: Manage the transition from the current 11-12 curriculum to SATE through collaborative planning. Strategy: Manage the transition from the current P-10 curriculum to C2C v8 through collaborative planning.

Please support the Cairns to Karumba Bike ride this July to raise funds for our school.

Register by visiting <http://c2kbikeride.com.au>



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	658	729	814
Girls	402	484	544
Boys	256	245	270
Indigenous	86	79	55
Enrolment continuity (Feb. – Nov.)	81%	78%	81%

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

Cairns School of Distance Education is a co-educational school offering high level teaching and learning to students from Prep to Year twelve.

Our students are from a wide range of situations 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

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

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

Cairns SE affords students the opportunity to access a variety of courses wherever they are located throughout the world. These courses are based on the Australian Curriculum for preparatory to year ten, and year eleven and twelve subjects are approved by the Queensland Curriculum and Assessment Authority. We deliver our services via a combination of media including:

- On-line via Blackboard Collaborate.
- Access of recorded lessons via Blackboard Collaborate.
- Digital versions of curriculum via a USB or CD/DVD.
- Printed versions of our materials upon request for selected year levels.
- Face-to-face interactions via our Field Program and our blended learning program for at-risk and vulnerable students.

Co-curricular activities

- Field Programs:
 - Instrumental Music: students are involved in the school orchestra (on-line and face-to-face).
 - Study days – familiarise students and families with curriculum programs and requirements.
 - Home Visits – consolidate teacher, home tutor and student relationships through face-to-face observations and assessment.
 - Annual School camp – develop relationships and group skills through a variety of environmental, outdoor, cultural and sporting activities (often with the inclusion of experts).
 - Mini-school – consolidates the learning programs that students are undertaking in a face-to-face context.
 - Celebration Week: swimming program; presentation evening; art show.
 - Languages and Cultural Activity days.
 - Technology programs including: robotics, coding, 3D design and make-a-space.
- Rural and Remote Education Access Program funded curricula and professional development workshops.
- Duke of Edinburgh Award.
- 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 assist learning

- 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 21st century learners.
- E-Learn training is provided to students, staff or home tutors to assist them with web conferencing and the delivery of relevant lessons to students. It is provided in accordance with the requirements outlined in the Australian Curriculum.
- Training is given to home tutors in a range of ICT programs to assist them with their teaching and tutoring e.g. Microsoft applications (MSITA), social media, cyber safety and search engine use.
- Explicit teaching is delivered by the use of BlackBoard courses as well as the BlackBoard Collaborate webinar platform.
- Use of Video-Linq system to deliver subjects/courses into schools.
- Teachers continually update 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 ICT and various social media applications.

Social climate

Overview

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 with 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

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)	88%	93%	95%
• this is a good school (S2035)	98%	93%	92%
• their child likes being at this school* (S2001)	98%	95%	94%
• their child feels safe at this school* (S2002)	100%	100%	99%
• their child's learning needs are being met at this school* (S2003)	91%	93%	93%
• their child is making good progress at this school* (S2004)	88%	94%	93%
• teachers at this school expect their child to do his or her best* (S2005)	93%	96%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	92%	90%
• teachers at this school motivate their child to learn* (S2007)	83%	90%	88%
• teachers at this school treat students fairly* (S2008)	92%	95%	95%
• they can talk to their child's teachers about their concerns* (S2009)	93%	92%	94%
• this school works with them to support their child's learning* (S2010)	88%	92%	90%
• this school takes parents' opinions seriously* (S2011)	94%	90%	90%
• student behaviour is well managed at this school* (S2012)	100%	99%	94%
• this school looks for ways to improve* (S2013)	97%	93%	87%
• this school is well maintained* (S2014)	92%	97%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	80%	86%	100%
• they like being at their school* (S2036)	80%	86%	100%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	100%	92%	100%
• their teachers motivate them to learn* (S2038)	90%	86%	100%
• their teachers expect them to do their best* (S2039)	100%	93%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	80%	85%	100%
• teachers treat students fairly at their school* (S2041)	100%	92%	100%
• they can talk to their teachers about their concerns* (S2042)	90%	86%	100%
• their school takes students' opinions seriously* (S2043)	88%	91%	100%
• student behaviour is well managed at their school* (S2044)	100%	92%	100%
• their school looks for ways to improve* (S2045)	75%	86%	100%
• their school is well maintained* (S2046)	100%	82%	88%
• their school gives them opportunities to do interesting things* (S2047)	67%	86%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	91%	94%
• they feel that their school is a safe place in which to work (S2070)	92%	98%	96%
• they receive useful feedback about their work at their school (S2071)	78%	86%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	84%	85%
• students are encouraged to do their best at their school (S2072)	96%	98%	93%
• students are treated fairly at their school (S2073)	95%	96%	96%
• student behaviour is well managed at their school (S2074)	98%	98%	92%
• staff are well supported at their school (S2075)	83%	84%	86%
• their school takes staff opinions seriously (S2076)	79%	86%	84%
• their school looks for ways to improve (S2077)	90%	95%	92%
• their school is well maintained (S2078)	98%	98%	98%
• their school gives them opportunities to do interesting things (S2079)	92%	93%	90%

* 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 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 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 field activities that occur each term. On-line support is also available on home tutor websites for all Queensland Schools of Distance Education.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is achieved through the development of our Positive Behaviour for Schools program with particular reference to our Student GROWTH program. The GROWTH program focusses on moving students from fixed mindsets to growth mindsets and is heavily based on Carol Dweck's work. 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.

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	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	14	10	3

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

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:

- Continuing the installation of LED lights and power usage monitoring
- Switching off unnecessary devices
- Recycling items such as cardboard, paper and batteries
- We are 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 amount of printed materials.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	176,340	280,869	266,663
Water (kL)	3,180	2,289	2,642

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.

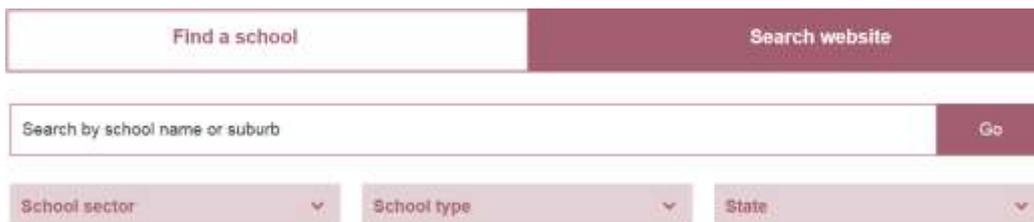
School funding

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](http://www.myschool.edu.au) website at.

How to access our income details

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



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



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	121	43	6
Full-time equivalents	113	32	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	3
Masters	15
Graduate Diploma etc.*	38
Bachelor degree	59
Diploma	6
Certificate	

*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 \$78185.

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.
- Australasian Association of Distance Education (AADES).
- Mentoring Beginning Teachers.

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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 .

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	100	100	100
Attendance rate for Indigenous** students at this school	100	100	100

* 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
Prep	100	100	100
Year 1	100	100	100
Year 2	100	100	100
Year 3	100	100	100
Year 4	100	100	100
Year 5	100	100	100
Year 6	100	100	100

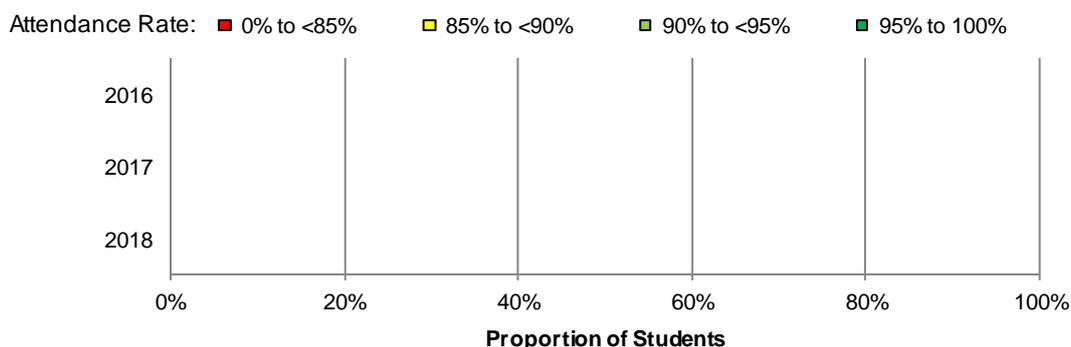
Year level	2016	2017	2018
Year 7	100	100	100
Year 8	100	100	100
Year 9	100	100	100
Year 10	100	100	100
Year 11	100	100	100
Year 12	100	100	100

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

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

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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	63	83	98
Number of students awarded a QCIA	3	2	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	48	51	78
Percentage of Indigenous students awarded a QCE at the end of Year 12	44%	0%	14%
Number of students who received an OP	16	5	13
Percentage of Indigenous students who received an OP	22%	0%	29%
Number of students awarded one or more VET qualifications (including SAT)	34	51	59
Number of students awarded a VET Certificate II or above	31	47	52
Number of students who were completing/continuing a SAT	1	10	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	94%	100%	85%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	83%	75%	84%
Percentage of QTAC applicants who received a tertiary offer.	86%	91%	84%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	1	4
6-10	7	0	3
11-15	6	4	4
16-20	1	0	2
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	10	11	8
Certificate II	9	21	13
Certificate III or above	24	29	43

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- 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

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	115%	135%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	400%	50%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.