Cairns School of Distance Education

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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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.

Principal's Foreword

Introduction
The following report outlines the key strategies that our school has undertaken during 2016. Also included is a detailed view of our 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 2016. In summary our school aims to have:
- High quality teaching and learning – delivering excellent lessons
- Knowledgeable and high performing teams – developing everyone's performance through coaching and mentoring
- Quality learning relationships – students, home tutors and staff working together to improve student learning
- Learning spaces for the 21st Century – ensuring we have the right environment for effective teaching and learning.

I trust that this report provides you with the details that you require. Should you have any queries relating to this report or our school please contact me via email.

Kind regards
Andrew Oliver
Principal
principal@cairnssde.eq.edu.au

School Progress towards its goals in 2016

Improvement Priorities	Status
Every student will achieve the minimum of a C standard in English, mathematics and science at the approved level	Completed
Increase the % of students receiving a QCE or QCIA to 90%	In progress
Student engagement will be maximised through the implementation of Positive Behaviour for Learning and the Student GROWTH program	In progress

Future Outlook

Annual Improvement Plan for 2017	Timeline
Improvement Priority 1: A caring, inclusive and equitable school that empowers students to achieve learning and wellbeing goals through a safe, supportive and disciplined learning environment. **Strategy:** Review and expand the explicit pastoral care program across the school, and clarify the roles and responsibilities of all teaching staff members within the program using a coaching methodology.	End of 2017
Improvement Priority 2: A robust and relevant curriculum that embeds digital literacy and the teaching of science, technology, engineering, the arts and mathematics by connecting students at the global level through languages and cultural experiences. **Strategy:** Review the plan for curriculum delivery across all years of the school defining the extent of adaption to the C2C resource, and the regular and timely reporting of data to the school community connected to what and when teachers should teach and students should learn.	End of 2017
Improvement Priority 3: A school that supports teachers and tutors to deliver high quality, evidence-based teaching practices that connects students globally. **Strategy:** Conduct school-wide consultation to refine the school's pedagogical framework identifying current exemplary practices in the engagement of students, and develop an aligned explicit process of feedback, coaching and professional development.	End of 2017

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	323	180	143	31	83%
2015*	427	253	174	28	81%
2016	658	402	256	86	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.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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			
Phase	2014	2015*	2016
Prep – Year 3	5		
Year 4 – Year 7	9		
Year 8 – Year 10	9		
Year 11 – Year 12	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.

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

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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.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	95%	88%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this is a good school (S2035)	95%	91%	98%
their child likes being at this school* (S2001)	95%	95%	98%
their child feels safe at this school* (S2002)	97%	100%	100%
their child's learning needs are being met at this school* (S2003)	90%	91%	91%
their child is making good progress at this school* (S2004)	87%	95%	88%
teachers at this school expect their child to do his or her best* (S2005)	98%	95%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	91%	91%
teachers at this school motivate their child to learn* (S2007)	85%	95%	83%
teachers at this school treat students fairly* (S2008)	92%	95%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	93%
this school works with them to support their child's learning* (S2010)	95%	91%	88%
this school takes parents' opinions seriously* (S2011)	92%	90%	94%
student behaviour is well managed at this school* (S2012)	100%	93%	100%
this school looks for ways to improve* (S2013)	97%	89%	97%
this school is well maintained* (S2014)	100%	100%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	80%	80%
they like being at their school* (S2036)	97%	80%	80%
they feel safe at their school* (S2037)	96%	80%	100%
their teachers motivate them to learn* (S2038)	100%	80%	90%
their teachers expect them to do their best* (S2039)	97%	80%	100%
their teachers provide them with useful feedback about their school work* (S2040)	90%	80%	80%
teachers treat students fairly at their school* (S2041)	96%	80%	100%
they can talk to their teachers about their concerns* (S2042)	94%	80%	90%
their school takes students' opinions seriously* (S2043)	92%	80%	88%
student behaviour is well managed at their school* (S2044)	96%	80%	100%
their school looks for ways to improve* (S2045)	96%	80%	75%
their school is well maintained* (S2046)	93%	80%	100%
their school gives them opportunities to do interesting things* (S2047)	87%	80%	67%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	96%	92%
they feel that their school is a safe place in which to work (S2070)	94%	98%	92%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they receive useful feedback about their work at their school (S2071)	73%	79%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	91%	79%
students are encouraged to do their best at their school (S2072)	100%	98%	96%
students are treated fairly at their school (S2073)	94%	100%	95%
student behaviour is well managed at their school (S2074)	95%	100%	98%
staff are well supported at their school (S2075)	78%	79%	83%
their school takes staff opinions seriously (S2076)	72%	84%	79%
their school looks for ways to improve (S2077)	90%	93%	90%
their school is well maintained (S2078)	98%	98%	98%
their school gives them opportunities to do interesting things (S2079)	94%	98%	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.

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 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.

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	2014*	2015**	2016
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	8	14

* 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.

Environmental Footprint

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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
- Recycling items such as cardboard, paper and batteries
- There is a permaculture section on campus which is a community-driven project.

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	178,387	3,453
2014-2015	176,842	2,741
2015-2016	176,340	3,180

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.**

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	93	34	<5
Full-time Equivalents	87	27	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	12
Graduate Diploma etc.**	23
Bachelor degree	69
Diploma	23
Certificate	22

*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 2016 were $ 39 449.88

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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 90% of staff was retained by the school for the entire 2016.

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Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	100%		
The attendance rate for Indigenous students at this school (shown as a percentage).	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.

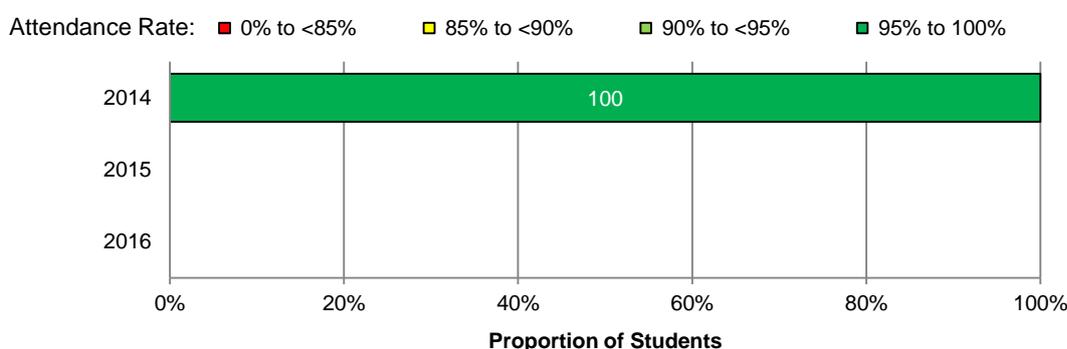The overall student attendance rate in 2016 for all Queensland SDE/EU/SP schools was 100%.

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
2014	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2015													
2016													

*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:

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

2014	100
2015	
2016	

0%   20%   40%   60%   80%   100%

Proportion of Students

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.

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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] [GO]

[Suburb, town or postcode]

Sector:

☑ Government

☑ Non-government

[SEARCH]

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	31	47	63
Number of students awarded a Queensland Certificate of Individual Achievement.	4	3	3
Number of students receiving an Overall Position (OP)	6	7	16
Percentage of Indigenous students receiving an Overall Position (OP)	0%		22%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6	3	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	16	31	34
Number of students awarded an Australian Qualification Framework Certificate II or above.	12	25	31
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	22	32	48
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0%		44%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	83%	100%	94%
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.	81%	81%	83%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	86%

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
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2014	1	2	2	1	0
2015	0	4	3	0	0
2016	2	7	6	1	0

As at 3rd February 2017. 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
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2014	8	6	8
2015	8	8	21
2016	10	9	24

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

The following certificate courses are available to our 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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	65%	135%	115%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	14%	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

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Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.cairnssde.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

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.

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