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Principal's foreword

Introduction

This is a great school!

Our School of Distance Education is a co-educational school that provides a comprehensive and quality education through the integration and personalization of available distance and education and flexible delivery services. Our school ensures that this quality schooling is available to our students through...

... the provision of programs which cater for individuals, current educational initiatives and societal expectations.

... catering for individual differences.

... supporting teachers in their development of all areas of professional competencies.

... ensuring each child's developmental program incorporates social, emotional, physical and academic perspective.

...reflecting the realities of our world in terms of vocational and life long learning needs.

The Charters Towers School of Distance Education's annual report provides an overview of our community's successes and future challenges.

Future outlook

Our school continues to have strong emphasis on the development of literacy and numeracy competencies within all students. We also have a strong commitment to the development and sustaining of individual pathways that support the vocational and future study aspirations of our students.

Our school's future outlook includes:

A range of senior school options focusing on meeting student aspirations

Continuing development of tutor competency and support for their endeavours

The continual refinement of learning materials to address the needs of our students

Our school at a glance

School Profile

Total student enrolments for this school:	293
Year levels offered:	Prep to Year 12
Coeducational or single sex:	Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- The school's curriculum framework has as its foundation an approach that stresses on a literacy base (i.e. reading, writing, speaking and listening) in early years of schooling into a wider range that is based on student choice. A significant focus is the removal of chronological progress with flexibility to move at an appropriate pace through the core learning.
- This educational service is accomplished 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 telephone and telecommunications (software, e-mail);
- meeting with students during a variety of visits, camps and other activities;
- creating opportunities that introduce concepts and experiences to students from outside their immediate
- environment;
- providing support and assistance to home tutors and parents;
- organizing extra-curricular activities for children and their families.
- The term curriculum is used to encompass all experiences associated with our school student. This includes the formal learning programs as well as the opportunity for all students to access a comprehensive education, while also being able to cater for individual strengths and differences.
- The framework is made up of 3 stages or groupings of content: Early Years (Preparatory Year – Year 4), Middle Years (Years 5 – 9) and Senior School (Years 10 – 12).
- Early Years: covering the first years of schooling (preparatory to Year 3)
- Middle Years: this covers Years 4 – 9 and makes use of a curriculum formed into independent modules of study in Years 7-9. The framework of this structure reflects a philosophy that support individual pathways based on student choice which leads to greater student interest and engagement, especially for boys.
- Senior School: covering Years 10-12, this teaching team focuses on the introduction of differing pathways through senior schooling with a significant emphasis on vocational training.

Extra curricula activities

- Our School has a range of significant field service activities where students, tutors are able to meet and engage in a range of both academic and social activities. These occur twice yearly in a range of district locations as well as access to two 5 day mini schools and conferences.
- The students organize and conduct a student council to provide democratic input at appropriate times and

Our school at a glance

levels as well as engage in processes that reflect the Australian society in which they will live.

- A range of topical activities form part of the school's calendar.

How computers are used to assist learning

The use of digital learning materials underpins the school's learning programs across all year levels. The learning programs of this school are characterized by:

Learning content being presented in a range of digital formats while also supported with traditional physical resources

E-learning approach evident in all year levels through the use of learning objects (i.e. digital learning activities) and a learning management system

Use of digital communication methods that include email, discussion boards, blogs, wikis and audio conferencing.

It is an expectation that all students participating in this school will have daily access to a computer and the internet. Technology is used as a major delivery tool as well as a tool to facilitate engagement in learning activities.

Learning materials are provided by CD/DVD ROM and online.

Social climate

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.

In primary levels this pastoral care component is embedded in daily contact with students and encompasses support for their tutors.

A formal pastoral care program is embedded for all secondary students.

The social climate of our school is regarded as positive and supportive by parents (Source: 2008 School Opinion Survey).

Involving parents in their child's education

By its structure and approach to learning, our school requires active participation in a student's learning program by a parent. If a tutor is used, parent supervision and engagement is still required.

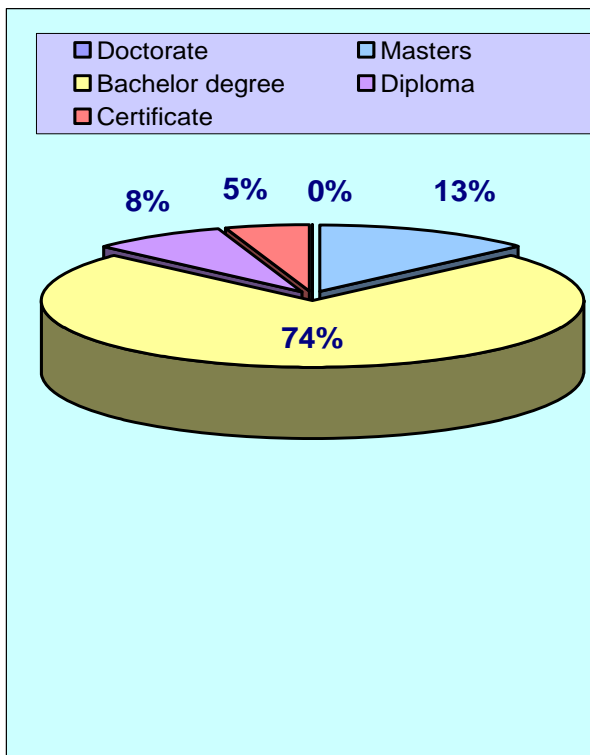
The school operates an effective School council consisting of parent and staff representatives who provide strategic advice to the Principal.

An active Parents and Citizens Association also operates which has active involvement in school decision making as well as developing its own programs and agendas. An annual planning workshop is conducted to decide on activities and events for the forthcoming year and parent representatives from all areas across the school community attend. District forums are held twice yearly at several district locations. Parent representatives from all districts also participate in the Triennial School Review.

Performance of our students

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	13
Bachelor degree	74
Diploma	8
Certificate	5



Expenditure on and teacher participation in professional development

- The total funds expended on teacher professional development in 2008 were \$37167.
- The major professional development initiatives are as follows:
 - Vet Qualifications
 - ICT
 - Learning Objects
 - Literacy
 - Numeracy
 - Mandatory OHS & EQ
 - Pedagogy
 - Year 2 Net
 - QSA
 - Strategic Management
 - PE
 - Science
- The involvement of the teaching staff in professional development activities during 2008 was 97.4%.

Performance of our students

Average staff attendance	
	<ul style="list-style-type: none">For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.
Proportion of staff retained from the previous school year.	
	<ul style="list-style-type: none">From the end of the 2007 school year, 82 % of staff was retained by the school for the entire 2008 school year.
Student attendance	
	The average attendance rate as a percentage in 2008 was 100 %.

Performance of our students

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results: Reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	356	437	524	551
	Average score for Queensland	371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008	80%	71.4%	100%
Writing	Average score for the school	358	446	575	513
	Average score for Queensland	391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008	86.4%	85.7%	100%
Spelling	Average score for the school	325	413	533	498
	Average score for Queensland	366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008	85.7%	60%	100%
Grammar and Punctuation	Average score for the school	336	442	507	524
	Average score for Queensland	370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008	76.2%	80%	100%
Numeracy	Average score for the school	363	458	559	531
	Average score for Queensland	367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008	90%	100%	100%

Performance of our students

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	82.9%
Writing	91.4%
Number	88.6%

Apparent retention rates Year 10 to Year 12	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70.6 %

Outcomes for our Year 12 cohort of 2008	
Number of students awarded a Senior Statement.	3
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	1
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	2
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	0
Number of students receiving an Overall Position (OP).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	0 %
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.	67 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	0 %

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Performance of our students

Value added

In 2008 the school added value to its services through the following outcomes:

Implementation of Rural and Remote Education Framework for Action 22 - Digitization of distance learning materials

Implementation of Rural and Remote Education Framework for Action 23 - Use of audio conferencing to support learners

Implementation of Rural and Remote Education Framework for Action 42 - ICT training for tutors (Delivery to members of our school community and the development of state materials)

Implementation of Rural and Remote Education Framework for Action 43 - Skill training and accredited pathways for tutors (Lead agent for Queensland and delivery to members of our school community)

The development of Year 1 English learning materials for use by Queensland Schools of Distance Education

Revitalization and contextualization of learning materials in Year 1 Math and Connected Learning Curriculum and Year 2 Math based on our students' learning needs and the feedback of tutors

Development and implementation of several Vocational Education pathways for our senior students

Very high levels of student engagement in authentic learning and assessment.

Parent, student and teacher satisfaction with the school

In terms of general satisfaction with the school, its curriculum and the outcomes provided to students, parents indicated that they perceived that our school was a 'good school'.

Students also perceive that the school is 'good' and rated the school highly in terms of behaviour, 'safeness' and being treated fairly.

In the vast majority of dimensions, staff rated the school very highly especially in the areas of work value and recognition, support resources and training and school operations.

School Disciplinary Absences

July 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the [Education \(General Provisions\) Act 2006](#) outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

Student Counts	2006	2007	2008	2009
Full-time Enrolment*	272	279	293	269

Disciplinary Absences	Reporting Period			
	2006 Full Year	2007 Full Year	2008 Full Year	2009 Semester 1
Short Suspensions - 1 to 5 days	0	0	0	0
Long Suspensions - 6 to 20 days	0	0	0	0
Exclusions	0	0	0	0
Cancellations of Enrolment	0	0	0	0

* The enrolment figures are counts of full-time students. 2006 - 2008 enrolment data are sourced from August (Census) Corporate Data Downloads, and 2009 enrolment data are sourced from the February Corporate Data Download.