

- 8 DEC 2006

**EDUCATION QUEENSLAND**

**GENERAL BRIEFING NOTE**

**TO: THE MINISTER**

**SUBJECT: PREFERRED FUTURE MODEL OF OPERATION OF THE  
CAPRICORNIA SCHOOL OF DISTANCE EDUCATION**

**RECOMMENDATION**

It is recommended that the Minister approve the preferred future model for operation of the Capricornia School of Distance Education.

**Comments:**

**BACKGROUND**

1. On 4 October 2006, the Minister approved consultation of the preferred model to provide services to distance education students in the Capricornia area within the school and broader community (TRIM reference 06/108312).
2. Lynne Foley Regional Executive Director Fitzroy-Central West Qld Region has undertaken consultation within the school and its community.
3. On 24 October 2006 Ms Foley conducted a teleconference with the Principal and all staff of both the Emerald and Rockhampton campuses. No negative responses were received from staff members. Staff members indicated with a show of hands that they were supportive of the preferred model.
4. On 24 October 2006, Ms Foley spoke with Jim Pearce MP, Member for Fitzroy regarding the preferred future model and the Minister's approval of a consultation process. He indicated his support for the preferred model.
5. On 30 October 2006, Ms Foley conducted a teleconference with the Principal and parents from both the Emerald and Rockhampton campuses. This occurred during a mini school (gathering of distance education students and their parents in a central location for activities and lessons in a "normal" classroom environment) being held in Emerald where many parents were in attendance. The Principal had fully briefed the parents on the model and during the teleconference they were able to ask questions of Ms Foley and bring forward any issues. While some clarifying questions were asked, there was a positive response to the preferred model. Only a few parents from the

Briefing Officer: Lynne Foley, Regional Executive Director, Fitzroy-Central West Queensland Region  
Telephone: 4938 4663  
TRIM No: 06/120988  
Date brief completed by Action Officer: 8 December 2006

E/06/01433

Noted/Supported by D/G.....
Date .....
Noted / Approved / Not Approved
Minister .....
Date 13/12/06
Date Action Required By: 14/12

Rockhampton campus were on the teleconference. They indicated their positive response to the preferred model.

6. On 6 November 2006, Ms Foley conducted a face to face session with parents of the Rockhampton Campus during their mini school. While some clarifying questions were asked, the parents indicated their positive response to the preferred model.

## ISSUES

7. The consultation process has been completed with a clear positive response to the preferred model.
8. The need for a facilities upgrade to the Rockhampton Campus was strongly acknowledged.

## RECOMMENDATIONS FOR FUTURE SERVICE DELIVERY MODEL

9. It is recommended that:
  - a. the Capricornia School of Distance Education remain as one school with two campuses based in Emerald and Rockhampton.
  - b. two head of Campus positions (Band 6) be created to replace the existing Deputy Principal position at Rockhampton Campus and the Head of Department position at Emerald Campus. This action will more accurately reflect the requirements of the positions and allow the principal to give a more balanced coverage to both campuses. The resultant recurrent cost impact would be \$4979.56 per annum. It is intended to begin these positions at the beginning of the 2007 school year.
  - c. the position of Principal (Band 8) be for the Capricornia School of Distance Education with the proviso that the successful applicant can choose either Emerald or Rockhampton as a base. This will ensure the opportunity for a wider pool of applicants for the position and allow the Principal to develop capacity to better identify and address the specific needs of each campus.

Given that the positions of Principal, DP and HOD are currently vacant, it is further recommended that these three positions be filled through normal recruitment processes in Semester 1 2007, with permanent officers to take up duty at the beginning of Semester 2 2007. All three personnel who have acted in the positions during 2006 have agreed to continue to act in Semester 1 2007.

10. It should be noted that the facilities at Rockhampton Campus are in need of some upgrading and will be considered as part of regional prioritisation processes over coming years.

Regional Executive Director: Lynne Foley, Fitzroy-Central West Qld Region

Signature:	Date: / /
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Comments:

Briefing Officer: Lynne Foley, Regional Executive Director, Fitzroy-Central West Queensland Region  
Telephone: 4938 4663  
TRIM No: 06/120988  
Date brief completed by Action Officer: 6 December 2006

Assistant Director-General, School Resourcing and Administration: Julie Grantham

Signature: Approved	Date: 7/12/06
Recommended - X	Not Recommended - <input type="checkbox"/>

Assistant Director-General, Strategy and Performance: Terry Kearney

Signature: Approved	Date: 7/12/06
Recommended - X	Not Recommended - <input type="checkbox"/>

**ADG: Is consideration by the DG required prior to forwarding to the Minister's Office?**

YES ☐ NO ☐

Comments:

Deputy Director-General, Education Queensland: Jenny Cranston

Signature: Approved	Date: 7/12/06
Recommended - X	Not Recommended - <input type="checkbox"/>

**DDG: Is consideration by the DG required prior to forwarding to the Minister's Office?**

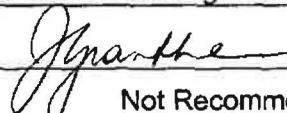
YES ☐ NO ☒

Comments:

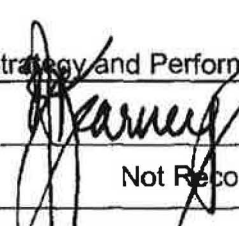
Briefing Officer: Lynne Foley, Regional Executive Director, Fitzroy-Central West Queensland Region  
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Date brief completed by Action Officer: 6 December 2006



Assistant Director-General, School Resourcing and Administration: Julie Grantham

Signature: 	Date: 7/12/06
Recommended - <input checked="" type="checkbox"/>	Not Recommended - <input type="checkbox"/>

Assistant Director-General, Strategy and Performance: Terry Kearney

Signature: 	Date: 7/12/06
Recommended - <input checked="" type="checkbox"/>	Not Recommended - <input type="checkbox"/>

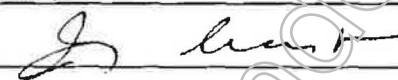
**ADG: Is consideration by the DG required prior to forwarding to the Minister's Office?**

YES ☐

NO ☒

Comments:

Deputy Director-General, Education Queensland: Jenny Cranston

Signature: 	Date: 7/12/06
Recommended - <input checked="" type="checkbox"/>	Not Recommended - <input type="checkbox"/>

**DDG: Is consideration by the DG required prior to forwarding to the Minister's Office?**

YES ☐

NO ☒

Comments:

Briefing Officer: Lynne Foley, Regional Executive Director, Fitzroy-Central West Queensland Region  
Telephone: 4938 4663  
TRIM No: 06/120988  
Date brief completed by Action Officer: 6 December 2006



27 SEP 2006

**EDUCATION QUEENSLAND**

**GENERAL BRIEFING NOTE**

**TO: THE MINISTER**

**SUBJECT: REVIEW OF CAPRICORNIA SCHOOL OF DISTANCE EDUCATION**

E/06/00 766

Noted/Supported by D/G..	<i>[Signature]</i>
Date	25/9/06
Noted / Approved / Not Approved	
Minister	<i>[Signature]</i>
Date	25/9/06
Date Action Required By:	

**RECOMMENDATION**

It is recommended that the Minister note the outcomes of the review of the Capricornia School of Distance Education and approve consultation of the preferred model to provide services to distance education students in the Capricornia area within the school and broader community.

**Comments:**

**BACKGROUND**

1. In April 2005, the decision to amalgamate the two campuses of Capricornia School of Distance Education to Emerald was announced to the school community following consultation with peak bodies (ICPA, QTU) but without consultation within the school community.
2. In August 2005, the decision to amalgamate the two campuses was put on hold by Minister Welford, pending consultation with parents. Consultation occurred in early October 2005, during the Regional Sitting of Parliament in Rockhampton.
3. On 20 October 2005, Minister Welford announced the decision to retain the current two-campus school and undertake a study over the next 12 months to determine the best way to look after the long-term needs of distance education students in the Capricornia region.
4. Following this decision, a range of staff changes occurred prior to beginning of school 2006 that paved the way for a review of the SDE. Significantly, the substantive principal temporarily filled a vacancy elsewhere in the region.
5. Lynne Foley (Regional Executive Director) assumed the supervision of the school and developed the process for the review with the Acting Principal.
6. The review process began late in March 2006 and included focus groups of students, staff, parents and others to gather information and data for the review. The five areas reviewed were:
  - Community and Stakeholder Relationships;
  - Strategic Direction – developing a school vision;
  - Pedagogy and Curriculum;
  - Student Support and Pathways; and
  - Operational Design and Management.The review process is now complete and detailed in Appendix 1.

Briefing Officer: Lynne Foley, Regional Executive Director, Fitzroy-Central West Queensland Region  
Telephone: 49 384 663  
TRIM No: 06/74604  
Date brief completed by Action Officer: 17 July 2006

### Key review findings

- The findings from the review indicate that the school community requires clarity and certainty regarding the school structure and future.
  - Importantly, home tutors feel supported by the teaching staff and value the positive partnerships they develop with teachers.
  - Further, forum participants felt that they had little knowledge of the strategic direction of the school and had not been actively involved in the development of this direction.
  - Participants felt that the school needs to focus on the use of ICT in the delivery modes for curriculum. They also seek an enhancement to the curriculum offerings for secondary students. Parents and students also seek the introduction of music as a curriculum area in primary school.
  - There is work to be done with placement procedures for 'by choice' students so that, across the region, both schools and parents are more aware of the services that can be provided by the school.
7. These issues and all recommendations will be considered through the School Improvement and Accountability Framework (SIAF) and in particular through the three year School Planning Overview and Annual Operational Plans of the school. Many of the recommendations are already being implemented with appropriate involvement of parents and staff.

### KEY ISSUES

8. In relation to the key issue of clarity regarding the school's structure and future, it is clear that both staff and parents still feel concerned about the events of 2005, and want the future model to be known and secure.
9. The review found that historical problems associated with the twin campus model has contributed to imbalances (real and perceived) between the internal point of service delivery and the roles required of staff on both campuses.
10. Four possible structural models have been explored:
- One school based at one location only;
  - two separate schools, one in each of Emerald and Rockhampton;
  - two campuses with one based within Denison SS, Emerald, and one based within the Glenmore SS/SHS campuses; or
  - one school, with two campuses based in Emerald and Rockhampton.
- An analysis of each is provided in Attachment 1.
11. The preferred model of operation is based on the current structure of one School of Distance Education, with two campuses. Significantly, the leadership model will be modified to create a Head of Campus position (Band 6) for each campus, with overarching leadership by a Principal (Band 8). The resultant recurrent cost impact would be \$3595 per annum.
12. With the Minister's endorsement of the preferred model, Ms Foley will lead consultations with staff, parents and broader stakeholders during August 2006.
13. Following this consultation a report will be presented to the Minister in September 2006 for final approval of the future model for Capricornia School of Distance Education.

Director: Lynne Foley, Regional Executive Director, Fitzroy-Central West Qld Region

Signature:	Date: / /
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Comments:

Briefing Officer: Lynne Foley, Regional Executive Director, Fitzroy-Central West Queensland Region  
Telephone: 49 384 663  
TRIM No: 06/74604  
Date brief completed by Action Officer: 17 July 2006



Chief Finance Officer: Rita Logan

Signature:	Date: / /	
Approved - <input type="checkbox"/>	Not Approved - <input type="checkbox"/> (CFO explanation below)	Not Applicable - <input type="checkbox"/> (CFO determines no resource implications)

Comments:

Assistant Director-General, Strategy and Performance: Terry Kearney

Signature:	Date: 11/8/06
Recommended - <input checked="" type="checkbox"/>	Not Recommended - <input type="checkbox"/>

ADG: Is consideration by the DG required prior to forwarding to the Minister's Office?

YES ☐ NO ☐

Comments:

Assistant Director-General, School Resourcing and Administration: Julie Grantham

Signature:	Date: 17/8/06
Recommended - <input checked="" type="checkbox"/>	Not Recommended - <input type="checkbox"/>

ADG: Is consideration by the DG required prior to forwarding to the Minister's Office?

YES ☐ NO ☐

Deputy Director-General, Education Queensland: Jenny Cranston

Signature:	Date: 22/9/06
Recommended - <input type="checkbox"/>	Not Recommended - <input type="checkbox"/>

DDG: Is consideration by the DG required prior to forwarding to the Minister's Office?

YES ☒ NO ☐

Comments:

Briefing Officer: Lynne Foley, Regional Executive Director, Fitzroy-Central West Queensland Region  
Telephone: 49 384 663  
TRIM No: 06/74604  
Date brief completed by Action Officer: 17 July 2006



**ANALYSIS OF KEY ISSUES – structural models of operation – Capricornia SDE****One school, one location**

1. Based on human resource costs alone, moving to one school at one location causes a salaries cost decrease of \$57243. (see Appendix 2) This model was seen, in 2005, by staff and community, particularly in Rockhampton, as the removal of a key resource for students who are enrolled in that campus.

**Two separate schools (Emerald and Rockhampton)**

2. Moving to a two school model, assuming Band 7 status for the new schools and working within the current SDE staffing models, an extra salaries cost of \$265 604 would apply. This model would create two small schools (approximately 130 students on one campus and 150 students on the other) with a significant cost impact, based on the current human resource model.

**Two campuses, located within existing local schools**

3. There is no current model for placing the Distance Education function within an existing primary or secondary school, so it is difficult to estimate the cost. This model is not considered appropriate at this time because of the need to do sufficient long term planning and development of readiness in the host schools, and within the Distance Education sector as a whole, prior to any implementation. There would also be a need to develop an appropriate human resource model for such a structure.

**PREFERRED MODEL****One school, two campuses**

4. The current model of one school with two campuses based in Emerald and Rockhampton demonstrates an imbalance in the placement of administration staff between the campuses. This structure has meant that many of the historical problems associated with the twin campuses can be attributed to these imbalances.
5. The creation of a Head of Campus position (Band 6) for each campus with a Principal position Band 8, not designated to either campus, would more accurately reflect the actual requirements of the positions and allow the principal more flexibility to give more balanced coverage of both campuses. It will also ensure higher level accountabilities can be assumed by these positions. The resultant salaries cost impact of this decision would be \$3595. There is a current Position Description that can be used for these Head of Campus positions.
6. The Emerald Campus was built as a new facility approximately 13 years ago and includes classroom facilities as well as administration, library, mail room etc. The Rockhampton Campus is part of the Glenmore SS/SHS campuses, is small in comparison to the Emerald Campus and is need of upgrade. (see Appendix 3) Over a three year period the approximate cost of a small upgrade is \$195 000. This upgrade will provide more appropriate accommodation for administration and teachers and meeting rooms as a base for parents during mini-schools. There is also a shortage of storage areas.
7. When classroom accommodation is required during mini-schools at the Rockhampton campus, this is obtained from the Glenmore schools, the university or other schools on the north side of Rockhampton. During Semester 2 2006, new Memorandums of Understanding with host schools are being negotiated for this purpose.

**Issues for staff and community consultation**

8. That the Capricornia School of Distance Education remain as one school with two campuses based in Emerald and Rockhampton.
9. That two head of Campus positions (Band 6) be created to replace the existing Deputy Principal position at Rockhampton Campus and the Head of Department position at Emerald Campus. This action will more accurately reflect the requirements of the positions and allow the principal to give a more balanced coverage to both campuses
10. That the position of Principal (Band 8) be for the Capricornia School of Distance Education with the proviso that the successful applicant can choose either Emerald or Rockhampton as a base. This will ensure the opportunity for a wider pool of applicants for the position and allow the Principal to develop capacity to better identify and address the specific needs of each campus.

**Resultant actions, following consultation and Ministerial approval**

11. Given that the positions of DP and HOD are currently vacant, and it is intended to make the substantive principal unattached during Term 3 2006, it is further recommended that these three positions be advertised on merit as a package early in Term 4 2006, for officers to take up duty for the beginning of 2007. This timing, while out of step with the advertisements for Semester 2 round of merit selection will still ensure the process is completed in the same time frame.
12. That consideration is given to funding over a three year period to facilitate the upgrade of facilities at the Rockhampton Campus.

Released under  
Act by DOE



# CAPRICORNIA SCHOOL OF DISTANCE EDUCATION

## Findings and Recommendations from the Review Forums

### – Semester One 2006

#### Context

The Capricornia School of Distance Education commenced operation in 1993 as a twin campus, Band 8 School. The school shares a site with both Denison State School in Emerald and Glenmore State School in Rockhampton and currently provides educational facilities for students ranging from preschool to Year 10.

Our school is located in the Fitzroy-Central West Queensland Region and has campuses in two geographic districts. In 2006 the school is under the direct supervision of the Regional Executive Director for the Fitzroy-Central West Queensland Region. As a distance education facility our school maintains close links with other distance education schools located in Brisbane, Cairns, Charleville, Charters Towers, Longreach and Mount Isa.

Our student population is drawn from a large geographic area that stretches to Charters Towers and Mackay in the North, the Keppel Islands in the East, Barcaldine in the West and Injune in the south. The break up in enrolment types is given –

Emerald (Preschool to year 7)		Rockhampton (Preschool to year 10)	
Geographically isolated	117	Geographically Isolated	82
Medical	4	Medical	24
Home based	5	Home Based	40
Traveller	4	Traveller	1
School Based	1	School Based	1
		Excluded	1

The school is staffed by a principal based in Emerald, Deputy Principal based in Rockhampton, Head of Department (Curriculum) based in Emerald. Teaching staff are located across both campuses the break up indicates the staffing mix in 2006. Seven primary teachers and 6 Secondary teachers currently work on the Rockhampton Campus with 12.5 primary teachers and 2 secondary teachers currently working from the Emerald Campus.

Some teaching positions are shared with other schools and this arrangement has suited the organisational needs of the school in 2006. The school is also staffed by a number of support staff including a Registrar who in 2006 has also taken on financial duties on behalf of the Emerald Education Office and is based in Emerald, a Parent Liaison Officer who is based in Emerald and is responsible for supporting parents, home tutors, students and teachers in delivering distance education programs, two AO2 position – one based at each campus and a Schools Officer based in Emerald. A technical officer is based at the Rockhampton campus. The school also employs mailroom staff and teacher aides at both campuses.

Distance Education requires a problem solving orientation from all staff. Teachers need to be able to exercise a high level of professional discretion in how they organise their workload and the level of service they provide to both the students and home tutors. They need to be flexible around their personal arrangement as they are often required to travel on home visits or stay overnight away from base. Teachers need to develop a unique skill set around presenting "on air" lessons that are worthwhile educational experiences that cater for a wide range of learning styles.



They need to have highly developed communication skills and be capable of building solid professional relationships with both their teaching colleagues and the home tutors they support. Rather than just skilling our teachers for distance education, the school has an obligation to keep teachers connected to other schools and professional networks and encourage teaching partnerships with other schools.

The school currently has three teachers on staff who share positions with nearby schools. (Preschool, Health and Physical Education (HPE) and Agricultural Science). Preferably teachers should come into distance education with some experience of mainstream schooling. The ability to contrast differences and apply creative solutions to often complex teaching situations can be enhanced by the ability to reference this to other teaching circumstances they have experienced.

The provision of Distance Education across two campuses also presents some unique challenges. The impact of a split campus is more obvious for administration staff and requires robust communication systems to be in place. Responsibility is devolved across both campuses and supervision is often provided from afar. Some administrative activities require duplication, while others are designed to reflect the unique characteristics of each campus.

The administration staff actively works to build a sense of whole school cohesion. Staff have also developed strategies to ensure teacher networks across the two campuses are actively maintained. Some time and financial resources are expended on the face to face interactions needed to enhance the extensive use of less personal modes of communication that currently operate within the school.

## **The Review Process**

The review has looked at five key areas of the school and provided an opportunity for parents, staff and students to have input into the schools current operational status, to indicate what is currently missing from the school and to indicate future directions that school should explore. Letters were sent to all staff and parents offering the opportunity to participate. Staff forums were held in the week prior to the Easter break in 2006 with each forum attended by representatives from both the Primary and Secondary sectors and both campuses. Each of the forums was well attended and staff contributed freely.

Forums were chaired by members of the administration team and a conscious effort was made to ensure that each participant had the opportunity to respond to the guide questions. Several guide questions were posed during each of the forums with an opportunity for participants to contribute additional information that the questions may have failed to cover. Parent forums were conducted in the first week of term 2 and followed a similar format to the staff forums. Parents were offered the opportunity to use the tele-bridge at no cost to them to encourage broad representation.

Parents were also provided with the opportunity to submit a written response to any of the forums. Attendance at the forums averaged eight parent participants. Each forum ran for approx 1 hour and was scheduled to start at 7.00 am thus avoiding lesson clashes. These forums were chaired by the Principal with both the Deputy Principal and Head of Department and Parent Liaison Officer in attendance.

The student forum involved student representatives from the student council with the forum being conducted on the tele-bridge system and chaired by the Deputy Principal and Head of Department (curriculum). The responses to the guide questions have been provided as

appendices to the report. The report aims to provide a brief synopsis of the responses and draw out the commonality of responses.

Some additions to the report comments have been provided by the administration team and are a result of information provided through term 1 "Principal Forums" and staff meetings.

The nature of this type of review process is that often a disproportionate amount of attention is paid to the negative aspects of the schools operations. It is extremely important to note that through-out this process, participants contributed freely and honestly. In order to avoid lesson clashes tele-forums were often conducted out of school hours and no doubt this caused some degree of personal hardship for our participants.

At all of these forums staff, students and parents/home tutors provided passionate and positive messages about their school. All contributed in the belief that their input could make a positive difference to their school. No attempt in this report has been made to support these statements with school based data or extensive questionnaires- the findings attempt to provide a summation of the opinions provided by the participants – the recommendations attempt to provide a proactive solution to the issues raised.

## **Community and Stakeholder Relationships**

### ***Finding***

**That both teachers and home tutors find the adjustment to a Distance Education Program is initially stressful and that the school has an obligation to support both teachers and home tutors through this process. This will deliver better learning outcomes for students.**

### ***Recommendation***

- A revised induction system for our new home tutors. This would include electronic and paper based support documents produced by the school and easily accessible. Ensuring that networking opportunities are facilitated by the school so that experienced home tutors can share their knowledge and experiences with new home tutors. Providing a range of tutor in-service activities during mini school and cluster visits that recognise the various levels of experience and knowledge of the home tutors.
- A revised induction system for new teachers to ensure that communication protocols are clearly understood.

### ***Finding***

**That the complexities of the role required of home tutor is recognised by the school and supported by the teaching staff. Home tutors value the positive partnerships they develop with the teachers and welcome the opportunity to develop their own knowledge and skills.**

### ***Recommendation***

- Provision within the on air timetable for teachers and home/tutors or Secondary students to meet on a regular basis to discuss upcoming units of work.
- That teachers explore alternative electronic means to communicate with students. This might include enhanced use of email and web-based communication tools. This



would also enable more immediate and personal feedback to the student and enhance opportunities for students and home tutors to have input into the development of work units.

- Develop promotional material relating to the work of the school.

### ***Finding***

**That students and home tutors feel supported when they have ready access to current information and support resources.**

### ***Recommendations***

- That key school documents (eg Prospectus) be revised so that information presented is relevant and current.
- Continued development of the school website to provide current information and enhance the sense of a school community – a public celebration of the work and achievements of our school community –an interactive learning place for our school community. Using this facility to also post P&C meeting minutes and the minutes from principal's forums.
- Revise morning notices so that they occur on a daily basis and are emailed out and posted on the school website prior to on air lessons commencing.

## **Strategic Direction –developing a school vision**

### ***Finding***

**All forum participants indicated limited knowledge regarding the school vision statement and how it was formulated.**

### ***Recommendations***

- That the school vision be revised through a consultation process that involves all stakeholders.
- That this vision is widely communicated to both the school and the wider community.

### ***Finding***

**Forums and school opinion survey indicated parents have little knowledge or active participation in strategic planning processes.**

### ***Recommendations***

- That during term four staff, parents and students will have the opportunity to have input into the school's annual operational plans.
- That the school's operational and long term strategic planning be made available through the school website.

### ***Finding***



Staff had also indicated little involvement in these processes. Knowledge of budget processes and financial implications of strategic decisions was also limited and may have contributed to intercampus tension.

### **Recommendations**

- That staff assume some budgetary responsibility for curriculum programs operational in the school.
- That operational plans be developed in consultation with both Denison State School and Glenmore State School to ensure shared understanding and prevent unnecessary duplication of resources.
- That school planning incorporates opportunities to build strong networks with other Schools of Distance Education.

## **Pedagogy and Curriculum**

### **Finding**

Dissatisfaction expressed by all participants in the review regarding the failure of the school to modify or enhance current curriculum offerings – Technology infrastructure at the school needs to be reviewed and upgraded in order to facilitate this delivery.

### **Recommendations**

- A systematic review of the school's curriculum offerings. This review would aim to update both the materials being delivered and the delivery modes being used by the school.
- Curriculum servers need to be established on both campuses that can support the delivery of interactive technologies – currently all work runs through the schools two admin servers which by design, puts in place significant restrictions.
- A revised job description needs to be developed for the technical support officer so that these technologies are adequately supported.
- That a head of curriculum position is created in the school and this be supported by two librarian / ICT teaching positions within the school.
- Head of Curriculum position would be responsible for the systematic review of current curriculum offerings and coordinating teaching staff to develop curriculum enhancements. Currently the two teacher librarian positions undertake the traditional role of librarian – this does not make best use of the available teaching resources or recognise the changing mode of delivery. The Head of Department (curriculum) position is currently based in Emerald and performs an administrative role when the principal is off campus. This restricts the capacity of the person to engage in curriculum reform.
- Continue to build substantial relationships with other SDE's with strategic intent around sharing pedagogical knowledge that relates specifically to distance education.

### **Finding**

Secondary curriculum offerings need to be enhanced. With course material updated and subject offerings being developed or sourced to better suit the needs of the students.

### **Recommendation**

- The ability of the school to be able to offer a senior secondary course need to be explored so that distance students have this option within the Central Queensland Geographic Area.

### ***Finding***

**Home tutors felt that more support services could be provided by the school to enhance the delivery of curriculum.**

### ***Recommendations***

- The timetabling of specific home tutor support and contact time available through the tele-bridge. The time would be for teachers to share planning and offer support to home tutors. It would also allow an opportunity for experienced home tutors to share ideas with other tutors. This facility could also be provided through secure on line 'chat rooms'
- Teachers have suggested that alternative means of curriculum delivery need to be explored by the school. It is important that the school also develops a program of professional development for home tutors to ensure they have the necessary knowledge and skills to work with new technologies being used for curriculum delivery.
- An explicit "information and communication technologies" program needs to be provided for the students to enable them to be confident participants in new modes of curriculum delivery.
- A system to provide students with more immediate and personalised feedback on their work.
- A systematic review of the current curriculum papers and on air programs to ensure currency and better alignment with student needs. This review should also provide opportunities for home tutor input and student feedback.
- A comprehensive induction program for new teachers to ensure that they are familiar with all components of the programs they are required to deliver.
- An induction program for home tutors that can be delivered in both paper and electronic form. This program needs to be provided when the initial materials are dispatched.
- Teacher prepared lesson plans and unit overviews are not often developed in consultation with home tutors. Opportunities for students to have real input into unit design are limited.

## **Student Support and Pathways**

### ***Finding***

**The lack of placement procedures for "by choice" students may mean that an enrolment with the Capricornia School of Distance Education may not always be the most suitable placement for the student.**

### ***Recommendation***

- Placement procedures be developed and widely communicated within the region so that incorrect information regarding the services the school can provide are not being provided and the correct placement for the student can be made.



- A district/regional based protocol for identifying the most appropriate placement for students disengaging from mainstream schools and providing support for a transition to distance education if that is identified as choice of placement. This could be similar to the placement process for students with disabilities and would involve all stakeholders.

### ***Finding***

**Both parent and student groups identified the need to offer a music program to our primary students as part of their general curriculum offerings**

### ***Recommendation***

- A primary music program and elective instrumental music program to be conducted as part of the schools "on air" program.

## **Operational Design and Management**

### ***Finding***

**Current imbalance in the placement of admin staff has meant that many of the historical problems associated with the twin campuses can be attributed to the imbalances either real or perceived between the internal point of service delivery and the roles required of staff on both campuses.**

### ***Recommendation***

- That two head of campus positions be created to replace the existing Deputy Principal position and HOD curriculum position. This would more accurately reflect the requirements of the positions and free up the principal to give a more balanced coverage to both campuses and develop capacity to better identify and address the specific needs of each campus.
- The school will explore electronic and digital communication systems that offer enhanced delivery and transparency of operations.

### ***Finding***

**That teaching staff need to be knowledgeable about interactive technologies and need to be able to engage in curriculum modifications to ensure that content and deliveries are appropriate to a distance delivery mode of education.**

### ***Recommendation***

- A set of prerequisite knowledge and skills for teachers be developed as a guide for future recruitment- that this is made available for staffing officers.

### ***Finding***

**The capacity of both campuses to deliver a quality service need be seen as equal. This is different to previous models of management that sought to mirror services.**



***Recommendation***

That facilities are upgraded on the Rockhampton campus to enable it to deliver services in a more efficient manner. The current facilities offer no staff meeting or general conference facilities to enable the campus to deliver home tutor training or staff professional development. The reception, meeting areas and administration offices are poorly designed and in need of refurbishment.

Released under the RTI  
Act by DOE

## Capricornia School of Distance Education

### Analysis of human resources costs for the four possible models

The current salaries for classified positions are listed in the table below. In the examples the mid-range salary has been used. On costs are not represented but are currently deemed to be 35.56% of salary.

#### Head of School/DP

Band 6	Step 1	2874.90	75004
	Step 2	2939.10	76679
	Step 3	3005.80	78419
	Step 4	3083.20	80439
	Step 5	3164.50	82560

Band 7	Step 1	3013.70	78625
	Step 2	3084.40	80470
	Step 3	3161.90	82492
	Step 4	3238.90	84501
	Step 5	3320.20	86522

#### Head of Curriculum or HOD

Band 5	Step 1	2736.60	71396
	Step 2	2807.60	73248
	Step 3	2868.00	74524
	Step 4	2942.30	76763
	Step 5	3012.70	78599

#### Principal

Band 8	Step 1	3168.30	82659
	Step 2	3246.30	84694
	Step 3	3327.40	86810
	Step 4	3411.20	88996
	Step 5	3495.60	91198

#### Current

Currently the school has a Band 8 principal based in Emerald, a Band 6 Deputy Principal based in Rockhampton and a Band 5 Head of Department based in Emerald.

#### Costs

	\$
Band 8 Principal	86 810
Band 6 DP	78 419
Band 5 HOD	74 824
	<b>240 053</b>
<b>Total Cost</b>	<b>240 053</b>

#### Option 1

##### Option of amalgamating into one campus

Using the current SDE model the amalgamation would simply mean a loss of 1TL position @ \$57 243. Administration positions would remain the same.

**Total Cost saving compared with current model                      \$57 243**



**Option 2****Two separate schools**

**Moving to two separate schools significantly changes the staff allocation throughout the model, not just with administration.**

Using the current SDE models two separate schools would result in the loss of some positions while there would also be an increase in others.

1 Extra Principal	82 492
1 Extra Deputy	78 419
1 extra Parent Liaison Officer	42 568
1 extra Technician	41 393
1 extra Janitor	32 267
1 Extra LOTE teacher	57 243 #
17 extra AAEP hours @ 22.22/hr	15 109
1 Extra ICSEU	57 243 #
0.2 Extra CCT	11 448 #
<b>Extra cost</b>	<b>+ 418182</b>
1 less AO3	42 586
1 less AO2	35 168
1 less HOD -	74 824
<b>Saved costs</b>	<b>- 152 578</b>
<b>Extra Staff salary</b>	<b>265 604</b>
# Band 3 Step 1	

**Total Extra Cost compared with current model \$265 604**

**Option 3****Option of Amalgamating with current host schools**

There is no current model that would cater for a primary or secondary school with a Distance Education component. There would be some extra resources required above the 'normal' school model to cater for the extra workload involved in distance education. However there would be some economies through utilising the resources of the mainstream school. This would result, it is believed in a saving in salary costs.

**Option 4**

This option includes a Band 8 principal based where the best person wants to be based (Emerald or Rockhampton) along with 2 Band 6 Heads of School. While the principal would have overall responsibility of the school, the Heads of School would operate as the manager of the sites on a day to day basis.

**Costs**

		\$
Band 8 Principal	86810	86 810
2 x Band 6 Heads of School	78419 x 2	156 838
		<b>243 648</b>
<b>Total Cost</b>		<b>243 648</b>
<b>Total Extra Cost compared with current model</b>		<b>\$3595</b>

VRN: #

RETURN APPLICATIONS TO:

Vacancy Processing Officer, PO Box 15033, City East Q 4002,  
or deliver to School Staffing and Recruitment, 16th Floor  
Education House, 30 Mary Street Brisbane.

Closing date:



## POSITION DESCRIPTION

Position title:

**Head of Sub School (Generic)**  
**(Preparatory or Junior or Middle or Senior**  
**Sub School)**

TSS  
Title

Position

**Head of School - (Preparatory)****Head of School - (Junior)****Head of School - (Middle)****Head of School - (Senior)****Band 6 (Teachers' Award - State)****Various Education Queensland P-12**

Classification:

**Colleges throughout the state**

Location:

**June 2005****January 2006**

JEMS review

date:

PD approved:

### DEPARTMENT OF EDUCATION AND THE ARTS

The department has a dual focus of delivering quality education services to all Queensland school students and to provide advisory and advocacy services for arts and cultural development in Queensland.

The department's vision for education is to ensure that all Queensland students become active citizens in a learning society – *the Smart State*. The central purpose of education in Queensland is to create a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with a disposition to life long learning. The department provides quality education services to all state school students through the auspices of Education Queensland.

The department's vision for arts is for a *Creative Queensland*. Its mission is to achieve this by working with partners to create a cultural environment that maximises quality of life, social equity and economic independence in Queensland.

### WORK ENVIRONMENT

Education Queensland is committed to achieving the best educational outcomes for every student. Its vision is to provide excellence in education by promoting the best interests of students, making a commitment to quality and personal accountability.

Pre-school to Year 12 futures-orientated (P-12) school with a strong emphasis on the integration of technology with effective teaching and learning processes. The school operates three sub schools, that is Junior sub school for Pre-school to Year 4, Middle sub school for Years 5 to 10 and a Senior sub school for years 11 and 12.

The head of sub school's role requires a dynamic leadership style that effectively manages staff in a rapidly growing context.

As a teacher development centre, the college's initiatives and programs are responsive to the needs and involvement of the local and professional community.

The head of sub school plays a significant role in initiating and leading research and development programs within the college.



The college pedagogy is based on a constructivist model of learning, supported by a multi-aged structure to year nine. The college also intends to focus on using technological based applications to provide a variety of quality education programs and services to students.

### **ROLE OF THE HEAD OF SUB SCHOOL (ACCOUNTABILITIES)**

- Lead the implementation of a culture of learning, quality and accountability within a junior or middle or senior sub school.
- Develop, promote and implement the college's purpose, values and goals.
- Effectively manage the human, physical, technological and financial resources of the sub school as a member of the executive management team.
- Achieve the best educational outcomes for every student through the planning, provision and monitoring of quality education programs and services with a specific focus on technology.

### **REPORTING RELATIONSHIPS**

The head of sub school is accountable to the principal of the P-12 school. The principal is responsible for the college's leadership and setting the strategic direction and ethos for all staff, students and community members. The head of sub school works as a member of the executive management team.

### **MAJOR RESPONSIBILITIES**

*Note: Common skills, attitudes and abilities are applicable across these duties. Consequently, these duties should not be viewed or interpreted in isolation.*

- ◆ Lead the implementation of a culture of learning, quality and accountability.
- ◆ Develop, promote and implement the college's purpose, values and goals.
- ◆ Effectively manage the human, physical, technological and financial resources of the college as a member of the executive management team.
- ◆ Achieve the best educational outcomes for every student through the planning, provision and monitoring of quality education programs and services with a specific focus on technology.

### **MAJOR DUTIES (Not listed in priority order)**

#### **Leadership in Education**

- ◆ Lead the management, provision and evaluation of the college's curriculum framework, pedagogy and strategy, within and across sub schools, to ensure they meet the needs of all students and enhance their overall development as responsible citizens.
- ◆ Lead the promotion of the college's curricular initiatives and technological programs through research, development and public presentations.
- ◆ Promote and implement the *Strategic Plan* and contribute to further development of the strategic plan through established participatory processes.

- ◆ Significantly contribute to state-wide, district and cluster development through participation in conferences, working parties and committees to enhance program and organisational development. Prepare, present and promote college curriculum and pedagogy initiatives within a range of local, state, interstate and international contexts.

## **Management**

- ◆ Lead, support and coach staff in the preparation and presentation of workshops and practicums.
- ◆ Ensure that financial and physical resource management practices support the Annual Operational Plan within the requirements of the relevant legislation and departmental policies, specifically within the sub school and as part of the whole college generally.
- ◆ Manage the development of sub school financial budgets, forecasts and submissions for departmental and commonwealth funds in collaboration with the executive management team to ensure optimum resources are obtained to achieve the goals and objectives of the college. Facilitate activities, promotions and strategies to access government and non-government revenue necessary for the effective operation and development of the college.
- ◆ Efficiently manage facilities and resources to meet the educational needs of students. Assist the principal to identify, implement and promote new and improved resources for the college to best meet its educational objectives.

## **People and Partnerships**

- ◆ Participate in the planning and development of structures and strategies to effectively communicate with all college community members to achieve a common educational purpose for the college.
- ◆ Develop and maintain effective consultative and collaborative relationships with all parents and the community to ensure their participation in college planning, reporting, decision making and general operations.
- ◆ Support the establishment and maintenance of effective relationships and communication within the college community, and the sub school specifically, to promote a comprehensive contribution to college planning, policy development and operations.
- ◆ Liaise and negotiate with a range of community groups including businesses, government agencies, welfare organisations and others to
  - provide access for students to support personnel to ensure their physical, social and emotional wellbeing; and
  - to develop entrepreneurial networks to support broader college operations.



- ◆ Liaise with district office staff on program, staff and college resourcing and development to ensure effective working relationships and to meet college needs.

### **Change**

- ◆ Identify and provide training and development opportunities for all staff and maintain an effective industrial and professional climate, initiating developmental and/or disciplinary action when appropriate.
- ◆ Identifying the capabilities of staff within the sub school to meet future challenges and goals.
- ◆ Reflect and analyse practice as the basis of organisational and personal development.

### **Outcomes**

- ◆ Set the educational environment through leadership that demonstrates and promotes best practice in effective learning and teaching for all staff.
- ◆ Coordinate the provision of welfare and support services for the physical, social and emotional wellbeing of students and staff within the sub school.
- ◆ Oversee and [participate in the development of procedures to ensure the maintenance of safe areas for learning and recreation, including development of emergency procedures and ensuring adherence to departmental standards and safety guidelines.
- ◆ The development of expected behaviour and implementation of processes for responding to minor infringements of expected behaviour and/or serious misdemeanours

### **Accountability**

- ◆ Lead the implementation and assessment of learning programs and report on each student's progress to the student, parents and relevant statutory authorities in relation to established course criteria.
- ◆ Report as required by the department and the college community on the educational and administrative performance of the college's planning processes, specifically within the sub school and as part of the whole college generally.

### **SELECTION CRITERIA**

*Your application should address each selection criteria listed below. All selection criteria are of equal weight and are based on the competencies outlined in Education Queensland's Standards Framework for Leaders.*

**SC1** Demonstrated competency and capacity to provide leadership in education within the context of Education Queensland's Strategic Plan.

**SC2** Capacity to manage effectively the use of resources to achieve agreed goals.

**SC3** Demonstrated competency and capacity to develop effective interpersonal relationships and establish productive partnerships.

**SC4** Capacity to develop a learning organisation that responds to a changing educational environment.

**SC5** Demonstrated competency and capacity to consistently achieve quality educational outcomes for every student.

**SC6** Demonstrated competency and capacity to be accountable for the outcomes based performance of the school.

### **MANDATORY REQUIREMENT**

Registration or eligibility for registration as a teacher in Queensland.

### **ADDITIONAL INFORMATION**

- ◆ Education Queensland and The Arts is committed to the provision of quality educational opportunities to all Queenslanders, in rural, urban and remote areas of the State. To assist in this, Education Queensland and the Arts has statewide transfer guidelines and it is a requirement of permanent employment that employees may be required to serve anywhere in the state. All Teachers are likely to be required to transfer at some stage during their career.
- ◆ Teachers who are not registered under the *Education (Teacher) Registration Act 1988 (Qld)*, but who have been cleared by the Queensland College of Teachers for temporary employment in Queensland schools, are subject to a "working with children check" as part of the employment screening process. Further details regarding this check may be obtained by accessing the web site of the Commission for Children and Young People and Child Guardian at the following internet address: <http://www.childcomm.qld.gov.au/>
- ◆ Secondment allowance as per Teachers' Award – State is only applicable to permanent officers of the Queensland Public Service.
- A non-smoking policy is effective in Queensland Government buildings, offices and motor vehicles.
- ◆ The appointee to this position may be required to complete a period of probation in accordance with Section 73 of the Public Service Act 1996. A person not already a Queensland Public Servant who is appointed as an officer on tenure will be subject to the satisfactory completion of a probationary period of 8 months. General (non-tenured) employees will be subject to the satisfactory completion of a probationary period of 3 months.
- ◆ Education Queensland requires that school based classified officers serve a minimum of two (2) years from the date of appointment to the position and location.
- ◆ For further information refer to the Applicant Package Positions Bands 6 – 11: Principal, Associate Principal, Head of School.

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MCED Review Date: 7/6/05

MCED codes are: F-3-d-177 D=4= 153 D+2-d 153 Total Score 483 Staff Mgt (Band 6)



## Capricornia School of Distance Education –

### Survey of Facilities Upgrade Needs

This review was carried out by Jeff Krause (Regional Facilities Manager) and Ron Lohse (Account Manager) in consultation with the Principal and Deputy Principal during June 2006.

#### Findings:

There is a need for upgrade work at the Rockhampton Campus, given the age and condition of the facilities and the significant difference in the standard of facilities compared with Emerald. The Emerald Campus was built as a new facility about 13 years ago, while the Rockhampton Campus facility is part of the Glenmore SS/SHS campus and is much older. It was not purpose built for the current function.

The Rockhampton facilities are located in 3 buildings of varying ages, one constructed more than 30 years ago.

The work proposed for the Rockhampton campus is to include:

1. A remodel of the existing administration area: relocation of the foyer; creation of two new offices for Principal and DP in the Farm Street end of the building; an upgrade of the existing foyer area to staff work area; and cutting a door into old principal's office. This also requires relocation of data points, hub and air-conditioning refit. Building also needs external repainting. Total estimated cost \$120,000
2. A remodel of meeting room in the studio block to provide a kitchenette and to air-condition the space and the classroom next door. This will allow the room to be more serviceable as a meeting room and a base for parents, when mini-schools are held at the site. Estimated cost \$75,000.
3. There is also a need for additional storage for the site, however recognized that this would be difficult to achieve given the proximity of the other Glenmore SS buildings to the three CSDE buildings. This will need to be further explored.

There is no real need for any upgrade work at the Emerald Campus at this time.

The belief is that this work will do a lot to improve perceptions of the value of the Rockhampton campus and bring the quality of the accommodation up to similar standard as that at the Emerald site.

The school is planning to make application through the Investing in our Schools program round 3 that closes on 26 July 2006 for up to \$150,000 of upgrade work across the 2 campuses.

The Principal intends to establish a MOU with the Principals at Glenmore SHS and SS for the use of facilities at mini-school time. There were agreements in place when the CSDE opened, but work needs to be done to bring these up to date. There may be a need to approach other schools in the north Rockhampton area, to gain appropriate classroom access during mini schools. This process will occur during Semester 2.