SCHOOL OF THE FUTURE
BrisbaneSDE

Brisbane School of Distance Education

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

The Brisbane School of Distance Education is the School Of The Future where we are committed to pursuing our vision of providing high quality education with a student focus on, *"Innovation, Inspiration and Inclusion."*

Brisbane SDE is a world leader in the delivery of online learning to a student population of approximately 4000 students. Through the innovative use of digital technology, we provide cutting edge live group lessons including support materials with a focus on each student succeeding.

We aim to create a powerful whole school infrastructure where meaningful, collaborative professional teams engage in constructive dialogue, reflect on practice and take collective responsibility for the improvement of all student learning.

The school is based in Brisbane, teaching students in all enrolment categories from eKindy to Year 12. We offer extensive LOTE and Senior Secondary programs as well as a Futures Academy; an IMPACT Program servicing 225 Qld State Schools; a Discovery Centre; and a state-wide eKindy program delivered on behalf of all Queensland SDEs.

The Annual report provides an overview of Brisbane School of Distance Education for the 2018 school year.

Our vision is to be the school of the future. We value working collaboratively and strengthening our collective capacity with families and the community to enhance and progress each students learning and wellbeing.

BrisbaneSDE established key priorities in 2018. Our priorities are:

- Successful learners: *each student engaged in purposeful learning*

- Effective Partnerships: *engaging families and global networks*

- Quality teaching: *delivering inspiring teaching through an engaging online environment*

- Innovative Curriculum: *embedding 21st century learning*

- Leadership and capability: *professional commitment to ongoing learning and collaboration*

- Effective and Efficient Operations: *Strategic responses to maximising resources.*

It is through these priorities that we focus on each student succeeding through *Innovation, Inspiration and Inclusion.*

School Progress towards its goals in 2018

BrisbaneSDE developed an implementation plan to provide an overall direction and purpose for the 2018 school year. This plan drives individual sub-school, department and faculty activities and actions in 2018. We deploy our resources in alignment with this plan and the corporate directions and expectations expressed in the Department of Education and Training planning documents. Through the 2018 Annual Implementation Plan we address major priorities, student needs, aspirations and issues identified through school and system based research, data analysis and consultation, through the 2018 Annual Implementation Plan.

In 2018, our improvement agenda has a focus on each student succeeding through *Inspiration, Innovation and Inclusion*, with the following priorities:

1. *Successful Learners: Each student engaged in purposeful learning*

   - Sharpen whole school focus on each student succeeding through engagement
   - Enhance formal program to celebrate individual success
   - Ensure enrolment process results in the correct placement of students
   - Ensure appropriate inclusion and differentiation
   - Enhance student tracking processes
   - Improve levels of QCE attainment
   - Enhance the whole school student wellbeing program
   - Enhance the performance and engagement for all Indigenous students

2. *Effective Partnerships: Engaging families and global networks*

   - Enhance pedagogical practice across the school Enhance existing and develop new relationships with external providers
   - Improve Internal, External School Communication

3. *Quality Teaching: Delivering inspiring teaching through an engaging online environment*

   - Enhance pedagogical practice across the school
   - Lead and support improvements in teaching practices through instructional Coaching process
   - Continue emphasis on literacy
   - Enhance teaching staffing knowledge and confidence pertaining to IMPACT Instructional Model
   - Enhance teaching staff knowledge of the new taxonomy
   - Develop whole school knowledge and implementation of effective research-based online Learning

4. *Innovative Curriculum: Embedding 21st Century Learning*

   - Develop whole school P-12 curriculum framework
   - Explore Innovative curriculum and pedagogy
   - Implementation of SATE

5. *Leadership and Capability: Professional commitment to ongoing learning and collaboration*

   - Develop leadership capabilities, aligned with Australian professional standards
   - Explore Innovative curriculum
   - Enhance our professional learning community
   - Develop executive structure to reflect school needs
   - Enhance staff wellbeing programs

6. *Effective and Efficient Operations: Strategic responses to maximizing resources.*

   - Develop and implement a consistent HR methodology
   - Ensure resource allocation directly linked to AIP and strategic plan
   - Review BrisbaneSDE Enrolment Processes
   - Implement effective timetabling model
   - Apply finite resources to changing needs in support team
   - Provide funds for IT software and hardware
   - Effectively utilise funds from external services based at BrisbaneSDE

- Maintain school premises to reflect BrisbaneSDE as 'School of the Future'
- Enhance staff induction process

Our progress towards these goals is ongoing and is part of our strategic plan 2017-2020.

Future Outlook

The Explicit Improvement Agenda for 2019 has a sharp and narrow focus around 5 key areas:

- Curriculum and Differentiation
- Literacy
- Innovative Pedagogy
- Performance
- Wellbeing and engagement

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1629	1744	1753
Girls	851	919	961
Boys	778	825	792
Indigenous	66	77	77
Enrolment continuity (Feb. – Nov.)	75%	73%	73%

Notes:

1. Student counts are based on the Census (August) enrolment collection.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our student enrolments are counted in two ways; total Head Count and total FTE. The following data aligns with the timing of the Census (August) enrolment collection. Our total enrolments by:

Head Count: 3327
FTE: 2094.7

	% Head Count	% FTE
Medical Students	**26.72%**	**39.43%**
School Based Students	**43.01%**	**14.06%**
Overseas and Travelling Queenslanders	**4.81%**	**7.55 %**
Home Based Students	**23.5%**	**36.54%**
Geographically Isolated	**1.47%**	**2.22%**
Centre Based	**0.48%**	**0.19%**

Due to technology and our focus on inclusive and innovative curriculum, Brisbane School of Distance Education provides high quality online learning programs to students with varied and diverse needs and backgrounds.

A substantial number of students accessing BrisbaneSDE are school based students and many live in the suburbs of Brisbane, Gold Coast and the Sunshine Coast.

Medical Students
The flexibility of our programs are tailored to meet students' needs. Accessibility from hospital or home allows students with medical conditions to engage fully with our programs.

School Based Students
BrisbaneSDE has partnerships with state and non-state schools in Queensland. Our programs are designed to enhance subject selection in small to medium sized schools, solve individual student timetable clashes and increasingly provide extension opportunities to students looking for accelerated programs.

Overseas and Travelling Queenslanders
To ensure our families travelling with work or for holidays can continue with a solid education program, BrisbaneSDE delivers its online learning programs to students around the world.

Home Based
BrisbaneSDE supports parents' decisions to seek the most suitable learning environment for their child; many now see BrisbaneSDE as their first preference for schooling.

Geographically Isolated (Distance Students)
Our online curriculum, supported by curriculum resources, allows our rural families to access programs and work around the significant daily chores and demands of running a property or farm.

Centre Based
BrisbaneSDE has partnerships with other schools of distance education across the state to deliver subjects not delivered at their centre.

Kindergarten
The eKindy program is a comprehensive 'at home' kindergarten program for children in the year before prep. The program aligns with the early years learning framework and the Queensland kindergarten learning guideline.

IMPACT

The IMPACT Centre at BrisbaneSDE has partnered with schools across the state in providing online connected programs in literacy, numeracy, critical thinking and STEM.

Curriculum delivery

Our approach to curriculum delivery

- BrisbaneSDE offers curriculum from Kindergarten to Year 12
- The curriculum is aligned to either the Australian Curriculum (P – 10) or the Queensland Curriculum (11 & 12, and learning areas in P – 10 not covered by the AC)
- Curriculum is delivered to Australian students living across the state, country and world
- Our school uses the "IMPACT" instructional model to deliver engaging, inspiring and inclusive synchronous online lessons, supported by interactive, modern and innovative asynchronous learning materials
- Real world learning is embedded within the culture at BrisbaneSDE through targeting 21st century skills in all aspects of the curriculum offered at the school.
- A suite of future focused, research based styles of lesson delivery methods are utilised at the school to cater for differentiated learning, including project and problem based learning, flipped classroom, blended learning and explicit teaching.
- Staff are supported at the school by a structured coaching program that targets the key areas of literacy and pedagogy.
- The Futures Academy in Years 8-9 focuses on 21st Century skills, technology, coding and project based learning.

Co-curricular activities

BrisbaneSDE provides a range of inclusive extra curricula activities to provide scope for students to engage with their peers and the school community including:

- Athletics carnivals
- Swimming carnivals
- Cross country events
- Swim schools
- School camps
- Curriculum competitions
- Excursions
- Enrichment and activities days
- Academic awards day
- Year 12 Formal
- Student Council meetings

How information and communication technologies are used to assist learning

- The use of innovative and engaging ICTs is central to teaching and learning at Brisbane School of Distance Education.
- All teachers use an interactive platform to deliver online lessons. Teachers are provided with professional development to ensure that they all have expert knowledge of this platform to maximize student engagement and outcomes.
- Students are able to access this technology from anywhere in the world using any number of electronic devices and operating system platforms.
- Teachers use a range of additional ICT technologies/digital pedagogies to meet the requirements of the Australian Curriculum including:

  - robotics and electronics incorporating a variety of coding languages designed to address STEM objectives

  - Adobe and Microsoft office products to meet publishing, presentation and visual art requirements

-   a range of software programs and licenses that target specific subject needs, including ABC Reading Eggs, eBooks, Mathletics, Jacaranda Plus etc.

Social climate

Overview

BrisbaneSDE is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and to acquire values supportive of their lifelong wellbeing.

The Responsible Behaviour Plan for Students is underpinned by the Department of Education and Training's The Code of School Behaviour – *Better Behaviour Better Learning* and the values of the BrisbaneSDE school community.   Our responsible behaviour plan for Students Policy is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective, and students can participate positively within our school community.

To achieve our commitment to better behaviour and better learning, BrisbaneSDE understands its whole school responsibilities for the development of children with shared values, standards and relationships aligned to the School Code of Behaviour. Safety, Respect and Consistency are basic to the fundamental goal of excellence in teaching and high quality learning.

To complement our student expectations we have in place the following proactive/preventative behaviour management strategies.

Whole School Proactive and Preventative Programs/Strategies:

Attendance and Engagement	Extended Learning / Alternative Pathways	Programs / Activities	Achievement
☐ Student Attendance and Engagement Policy ☐ Attendance and Engagement Monitoring Procedures ☐ Teacher/HoD/Year level coordinator monitoring ☐ Parental contact (via phone calls, text message, emails or letters)	☐ School based apprenticeships and traineeships (Year 10, 11 & 12) ☐ Cultural and sporting activities ☐ Various academic programs ☐ Links with Griffith University, UQ and External RTOs ☐ IMPACT ☐ Futures Academy	☐ School camps / excursions ☐ Year Level Coordinator programs ☐ Student Wellbeing program ☐ Champions for Indigenous students ☐ Case management for students with verified disabilities	☐ Recognition of semester results by Heads of Department / Year Level Coordinators ☐ Awards Day

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Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	94%	94%
• this is a good school (S2035)	94%	94%	94%
• their child likes being at this school* (S2001)	92%	93%	91%
• their child feels safe at this school* (S2002)	97%	99%	98%
• their child's learning needs are being met at this school* (S2003)	90%	90%	91%
• their child is making good progress at this school* (S2004)	92%	88%	91%
• teachers at this school expect their child to do his or her best* (S2005)	98%	96%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	90%	91%
• teachers at this school motivate their child to learn* (S2007)	91%	89%	89%
• teachers at this school treat students fairly* (S2008)	93%	92%	94%
• they can talk to their child's teachers about their concerns* (S2009)	94%	93%	94%
• this school works with them to support their child's learning* (S2010)	93%	91%	92%
• this school takes parents' opinions seriously* (S2011)	91%	91%	88%
• student behaviour is well managed at this school* (S2012)	96%	95%	98%
• this school looks for ways to improve* (S2013)	93%	93%	92%
• this school is well maintained* (S2014)	95%	97%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	94%	97%
• they like being at their school* (S2036)	94%	94%	93%
• they feel safe at their school* (S2037)	100%	100%	97%
• their teachers motivate them to learn* (S2038)	94%	85%	92%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	85%	93%
• teachers treat students fairly at their school* (S2041)	97%	88%	94%
• they can talk to their teachers about their concerns* (S2042)	97%	74%	88%
• their school takes students' opinions seriously* (S2043)	100%	88%	87%
• student behaviour is well managed at their school* (S2044)	94%	88%	97%
• their school looks for ways to improve* (S2045)	97%	94%	95%
• their school is well maintained* (S2046)	100%	90%	98%
• their school gives them opportunities to do interesting things* (S2047)	88%	94%	88%

Percentage of students who agree# that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	94%	95%
• they feel that their school is a safe place in which to work (S2070)	98%	96%	98%
• they receive useful feedback about their work at their school (S2071)	89%	83%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	90%	85%
• students are encouraged to do their best at their school (S2072)	99%	94%	97%
• students are treated fairly at their school (S2073)	98%	93%	94%
• student behaviour is well managed at their school (S2074)	94%	91%	92%
• staff are well supported at their school (S2075)	86%	81%	80%
• their school takes staff opinions seriously (S2076)	83%	79%	80%
• their school looks for ways to improve (S2077)	96%	91%	90%
• their school is well maintained (S2078)	100%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	90%	90%	87%

* 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

Our school's core values rely on family and community engagement in student learning strategies.

Online strategies ensure connection to learning opportunities regardless of physical location or circumstance. Our website is integral to engaging our community and is marketed as the first point of contact. Efficient and effective web based systems have been refined through community consultation.

Onsite Enrichment Days are held regularly and frequently include home tutor development sessions. These home tutor sessions are incorporated in all applicable activities held by the school.

Our support team members work collaboratively to ensure students reach their full potential and include:
- Community Engagement Team
- School Based Youth Health Nurse
- Guidance Team
- Learning and Student Support teams
- Indigenous Team including CEC

Our school has a Parents and Citizens Association that went into caretaker mode in 2017.

Respectful relationships education programs

The student wellbeing program is our whole school approach to supporting our students. This program provides the support, opportunities and relationships that young people need across all aspects of their lives. It develops the personal skills, self-perceptions and values that students need to make good choices; take responsibility for their own lives; and to be independent and fulfilled.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	2	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	7	12	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The Brisbane School of Distance Education Campus has continued to conform to the latest environmental initiatives.

The school endeavours to reduce the footprint by continued maintenance, use of underground water tanks and solar energy generated via roof panels. Lights have timers and sensor movements. Timers are also on air conditioning units.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	1,081,777	895,872	947,458
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
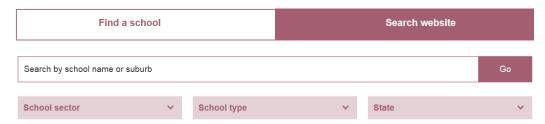
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	252	83	<5
Full-time equivalents	228	68	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

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Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	3
Masters	32
Graduate Diploma etc.*	86
Bachelor degree	116
Diploma	16
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Queensland Government

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $217 309

The major professional development initiatives are as follows:

- Literacy – Tactical Teaching of Reading
- Curriculum – QCAA New Senior Implementation
- Leadership and Capability

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

100% Indigenous students gained their QCE (Queensland Certificate of Education)

100% of Year 12 students gained their QCE (Queensland Certificate of Education

Student attendance

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Although attendance in scheduled lessons is not required by legalisation at schools of distance education, Brisbane SDE has a school expectation which requires students to attend lessons, or to have a scheduled lesson exception which is approved by the Head of School.

At Brisbane SDE, we track student attendance using ID Attend. Our attendance tracking has the following features:
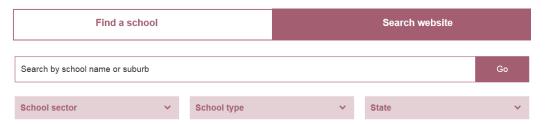
- Students are marked on their attendance in scheduled lessons for the secondary school and morning and afternoon sessions for the primary school.

- Parents and guardians can contact our student absence office via email, phone or SMS to report a student absence before or after the absences. Absences are recorded as justified or unjustified, as per EQ guidelines.

- The attendance officer will sent a notification email to the parents/guardians of all students who have an unexplained absence on the same day that the absence occurs.

- Students who are school based (i.e. students who only attend BrisbaneSDE for 1 or 2 of their subjects), no same day notification is sent to parents. This is the responsibility of the base school.

- For students in out of home care, alerts have been configured in ID Attend to notify the attendance officer immediately after an absence has been recorded. The attendance officer then contacts the carers of the student to inform them of the absence.

- Teachers, Heads of Departments, and Heads of School have access to attendance figures for individual students, classes and cohorts. These figures are reviewed and strategies are implemented for improving student attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

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

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

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

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	268	232	228
Number of students awarded a QCIA	20	23	17
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	238	204	210
Percentage of Indigenous students awarded a QCE at the end of Year 12	88%	73%	60%
Number of students who received an OP	90	83	86
Percentage of Indigenous students who received an OP	13%	18%	0%
Number of students awarded one or more VET qualifications (including SAT)	157	127	122
Number of students awarded a VET Certificate II or above	115	105	90
Number of students who were completing/continuing a SAT	17	14	16
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	86%	89%	90%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	91%	92%	95%
Percentage of QTAC applicants who received a tertiary offer.	97%	94%	100%

Notes:

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

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	21	27	25
6-10	31	24	35
11-15	25	23	17
16-20	11	9	9
21-25	2	0	0

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	88	52	58
Certificate II	75	80	69
Certificate III or above	63	40	40

Note:

The values in table 15:

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

The following are the VET Qualifications we delivered in 2018, for which some students achieved the full certificate:

- FSK10113 Certificate I in Access to Vocational Pathways – offered to **school-based** (Special Ed Program) and our own SEP students

- BSB10115 Certificate I in Business – a 1 year course offered to Years 10, 11 and 12 students

- ICT10115 Certificate I in Information, Digital Media and Technology – a 1 year course offered to Years 10, 11 and 12 students

- ICT10115 Certificate I in Information, Digital Media and Technology – **RPL program** (for identified Year 12 students)

- BSB20115 Certificate II in Business – a two year course offered to students in Years 11 and 12

- FNS20115 Certificate II in Financial Services – a 1 year course to students in Years 11 and 12

- ICT20115 Certificate II in Information, Digital Media and Technology – a two year course offered to students in Years 11 and 12

- FSK20113 Certificate II in Skills for Work and Vocational Pathways – a two year course offered to students in Years 10, 11 and 12

- FNS30315 Certificate III in Accounts Administration – a two year course offered to students in Year 12 only – on teach-out for students in their second year of the qualification

- BSB30115 Certificate III in Business – a two year course offered to students in Years 11 and 12

- CHC30113 Certificate III in Early Childhood Education and Care (delivered by BrisbaneSDE staff in Partnership with external RTO Cairns Training Academy)

We also had students who completed external TAFE courses, School based apprenticeships and traineeships [and other VETiS funded courses (such as the SIT20116 Certificate II in Tourism)] We did

have students doing various qualifications with external RTOs, some of which were VETiS funded, however we did not offer the Cert II in Tourism with CTIA, as we have in previous years (2016 & 2017).

Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	90%	116%	103%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%	157%	180%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

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

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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

The diverse nature of enrolments at BrisbaneSDE results in a high enrolment turnover during the course of the school year. Some students enrol for short periods of time and then return to face-to-face schooling. A Three Year Senior option (Variable Progression Rate) is offered.

There are also TAFE options for students considering tertiary study which may be completed in a shorter time frame than three years. Some students leave BrisbaneSDE to enter TAFE or other RTO providers to undertake Cert III and Cert IV courses to complete their QCE.

Families seeking to cancel enrolment at BrisbaneSDE for students under the age of 17 are provided with relevant legislation. BrisbaneSDE requires confirmation of employment or enrolment in an alternate learning institution at the point of cancellation.

Next Step – Post-school destinations

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

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.brisbanesde.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Annualreports.aspx