



Brisbane School of Distance Education

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

Postal address:	GPO Box 1308 Brisbane 4001
Phone:	(07) 3727 2444
Fax:	(07) 33240671
Email:	principal@BrisbaneSDE.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Judy Menary, Executive Principal

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.

Principal's Foreword

Introduction

The Annual report provides an overview of Brisbane School of Distance Education for the 2017 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 2017. 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 2017

BrisbaneSDE developed an implementation plan to provide an overall direction and purpose for the 2017 school year. This plan drives individual sub-school, department and faculty activities and actions in 2017. 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 2017 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 2017 Annual Implementation Plan.

In 2017, 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 and further develop whole school process of goal setting for all students
- Ensure appropriate inclusion
- Enhance student tracking processes
- Improve levels of QCE/QCIA attainment
- Further develop and implement whole school student well-being program
- Enhance the performance and engagement for all Indigenous students and families

2. Effective Partnerships: Engaging families and global networks

- Develop effective practice for Community Engagement team
- Enhance and further develop skills of Home Tutors
- Enhance existing and develop new relationships with external providers/clients

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
- Consolidate Australian Curriculum in P-12
- Enhance teaching staff induction process

4. Innovative Curriculum: Embedding 21st Century Learning

- Develop whole school P-12 curriculum framework
- Build areas of Innovation in P -12 curriculum innovation, design and delivery
- Continue emphasis on Literacy and Reading

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

- Develop leadership capabilities, aligned with Australian professional standards, in all staff including: members of executive team; HOD team members; EST and STs; Teachers; Admin managers and all admin/support staff members
- Provide opportunities for all staff to engage in relevant professional development activities
- Enhance Coaching program and implement collaborative feedback cycle as part of our professional learning community

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

- Develop and implement a consistent whole school HR methodology

- Ensure resource allocation directly linked to AIP and strategic plan
- Review BrisbaneSDE Enrolment Processes
- Develop effective Timetabling model
- Provide funds for IT software and hardware
- Effectively utilise funds from external services based at BrisbaneSDE
- Maintain and enhance exemplary administrative practices
- Maintain school premises to reflect school image

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

Future Outlook

The explicit Improvement Agenda for 2018 has a sharp and narrow focus around 5 key areas, drawn from the BrisbaneSDE Vision Statement:

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

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1493	782	711	55	71%
2016	1629	851	778	66	75%
2017	1744	919	825	77	73%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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: 3397

FTE: 2072

	% Head Count	% FTE
Medical Students	26.29	39.42
School Based Students	44.42	14.87
Overseas and Travelling Queenslanders	3.56	5.71
By Choice	22.55	35.12
Distance Students	1.94	3.07
Centre Based	0.65	0.25

Due to technology and our focus on inclusive and flexible 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

This is BrisbaneSDE's most rapidly growing group of 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.

By Choice

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

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 Queensland 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 was introduced in Years 8-10 and 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 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:

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

Parent, Student and Staff Satisfaction**Parent opinion survey**

Performance measure			
Percentage of parents/caregivers who agree* that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	94%	94%
this is a good school (S2035)	95%	94%	94%
their child likes being at this school* (S2001)	93%	92%	93%
their child feels safe at this school* (S2002)	99%	97%	99%
their child's learning needs are being met at this school* (S2003)	91%	90%	90%
their child is making good progress at this school* (S2004)	89%	92%	88%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	90%
teachers at this school motivate their child to learn* (S2007)	91%	91%	89%
teachers at this school treat students fairly* (S2008)	94%	93%	92%
they can talk to their child's teachers about their concerns* (S2009)	94%	94%	93%
this school works with them to support their child's learning* (S2010)	88%	93%	91%
this school takes parents' opinions seriously* (S2011)	90%	91%	91%
student behaviour is well managed at this school* (S2012)	98%	96%	95%
this school looks for ways to improve* (S2013)	96%	93%	93%
this school is well maintained* (S2014)	99%	95%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	97%	94%
they like being at their school* (S2036)	92%	94%	94%
they feel safe at their school* (S2037)	96%	100%	100%
their teachers motivate them to learn* (S2038)	88%	94%	85%
their teachers expect them to do their best* (S2039)	96%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	85%	91%	85%
teachers treat students fairly at their school* (S2041)	96%	97%	88%
they can talk to their teachers about their concerns* (S2042)	77%	97%	74%
their school takes students' opinions seriously* (S2043)	86%	100%	88%
student behaviour is well managed at their school* (S2044)	91%	94%	88%
their school looks for ways to improve* (S2045)	91%	97%	94%
their school is well maintained* (S2046)	91%	100%	90%
their school gives them opportunities to do interesting things* (S2047)	88%	88%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	90%	100%	94%
they feel that their school is a safe place in which to work (S2070)	97%	98%	96%
they receive useful feedback about their work at their school (S2071)	82%	89%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	85%	90%
students are encouraged to do their best at their school (S2072)	98%	99%	94%
students are treated fairly at their school (S2073)	95%	98%	93%
student behaviour is well managed at their school (S2074)	95%	94%	91%
staff are well supported at their school (S2075)	74%	86%	81%
their school takes staff opinions seriously (S2076)	68%	83%	79%
their school looks for ways to improve (S2077)	90%	96%	91%
their school is well maintained (S2078)	99%	100%	97%
their school gives them opportunities to do interesting things (S2079)	88%	90%	90%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	1	1	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	18	7	12

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015		2,011
2015-2016	1,081,777	
2016-2017	895,872	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	260	89	5
Full-time Equivalents	234	74	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	7
Masters	34
Graduate Diploma etc.**	102
Bachelor degree	105
Diploma	16
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$171 668

The major professional development initiatives are as follows:

- Literacy – Tactical Teaching of Reading
- Curriculum – QCAA Australian Curriculum in Junior Secondary
- Leadership and Capability

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 99% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

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

97% of Year 12 students gained their QCE (Queensland Certificate of Education)

89.1% of OP eligible students received an OP between 1 and 15

32.1% of OP eligible students received an OP between 1 and 5

4 OP – 1's

Student Attendance

Student attendance

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

The overall student attendance rate in 2017 for all Queensland SDE/EU/SP schools was 100%.

Description of how non-attendance is managed by the school

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 rule 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.
- For lessons which are not compulsory (tutorials), teachers are able to mark students with the code "Attendance Not Expected". This is a non-penalty absences.
- 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 at 3:15pm on the same day that the absence occurs.
- Students who are school based (i.e. students who only attend BSDE 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 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

Sector:

Government

Non-government

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students receiving a Senior Statement	231	268	232	
Number of students awarded a Queensland Certificate of Individual Achievement.	11	20	23	
Number of students receiving an Overall Position (OP)	84	90	83	
Percentage of Indigenous students receiving an Overall Position (OP)	33%	13%	18%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	23	17	14	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	148	157	127	
Number of students awarded an Australian Qualification Framework Certificate II or above.	117	115	105	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	192	238	204	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83%	88%	73%	
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0	
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	87%	86%	89%	
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.	93%	91%	92%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	97%	94%	

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	19	36	18	10	1
2016	21	31	25	11	2
2017	27	24	23	9	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	65	57	78
2016	88	75	63
2017	52	80	40

As at 14th February 2018. The above values exclude VISA students.

The following are the VET Qualifications we delivered in 2017, for which some students achieved the full certificate:

- FSK10113 Certificate I in Access to Vocational Pathways – offered to **school-based** (Special Ed Program)
- BSB10115 Certificate I in Business – a 1 semester course
- ICT10115 Certificate I in Information, Digital Media and Technology – a 1 semester course
- BSB20115 Certificate II in Business – a two year course offered 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 Years 11 and 12
- BSB30115 Certificate III in Business – a two year course offered to students in Years 11 and 12

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).

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	112%	90%	116%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	200%	50%	157%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.BrisbaneSDE.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

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 mainstream schooling. A Three Year Senior option, with varying completion rates 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.

Conclusion

In summary, the Brisbane School of Distance Education 2017 Annual School Report reflects the strategic planning and collaborative effort towards 'each student succeeding'. The strategies employed and the outcomes achieved in 2017 have established a base for further improvement in 2018.

The scope of this report incorporates internally and externally generated data, evidence of our strategic responses and provides a snapshot of our dynamic school community.