

Brisbane School of Distance Education

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

As a Queensland State School, Brisbane School of Distance Education provides quality education to over almost 5000 Queensland students throughout the state and around the world.

The 2014 School Annual Report provides an overview of the Brisbane School of Distance Education (BSDE) for the 2014 school year. It outlines the particular characteristics that make this school unique and at the forefront of delivering quality educational programs in a distance mode of delivery. Student performance data in the form of key outcome in the Early, Middle and Senior Phases of learning is included. Data relating to the school's staff profile and professional development priorities for 2014 is also included.

School progress towards its goals in 2014

During 2014 the school had three major focuses:

- People and partnerships
- Focus of learning
- Maximise Success

Future outlook

During 2015 the school will continue to implement plans and strategies to meet the goals established in 2014.

Relationships

During 2015 several programs will be enhanced.

Enhance the information sessions to support Home Tutors and parents. Forge links with P&C to implement parent networks. Enhance pastoral care programs in the school by introducing a Student Engagement Team which includes Year level Coordinators, Youth Support Coordinators, supporting administration staff, and members of the school Executive team and by building a Connections Program. Build The Precinct capacity.

Teaching and Learning

Extend the pedagogical framework using IMPACT as an organiser. Continue to Plan and implement a reading program in the school.

Maintain and augment partnerships with Universities to offer extension opportunities for senior students. Review delivery of teaching across the school in scheduled lessons.

Integrate Neuroscience for learning in our ways of working. Build a whole-school Numeracy Plan.

Improvement

Continue to develop and implement practices to track student achievement including student attendance. Implement goal setting for all students.

Review subject offerings to enable all students to have viable pathways to learning success.

Implement an Advanced Learners course. Commence with English in Semester 1. Review to establish expansion of program in to Semester 2 in years 6-9

Enhance and refine our analysis of data to ensure that a measurable impact on student outcomes can be ascertained.

In 2015 we will develop a pastoral care program that ensures that each student in the school is known well by at least one member of staff. This program will focus on the mental well-being of students in order to improve engagement through an increased sense of student connectedness to their school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1245	669	576	63%
2013	1263	692	571	70%
2014	1374	710	664	65%

Student counts are based on the Census (August) enrolment collection. This census only recognises those students who are full time students in the school. 70% of students enrolled at BSDE are part time students. The majority of these students are enrolled at other schools and completing one or two subjects at BSDE. There are presently over 4500 students enrolled at BSDE on a full time or part time basis.

Characteristics of the student body:

Historically, our original purpose was to provide education to students who were geographically isolated or medical students. Now, due to technology and our inclusive and flexible curriculum, BSDE provides high equality online learning programs to many more students with varied and diverse needs and backgrounds.

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

Medical Students (approx. 33%)

This is BSDE's most rapidly growing group. The flexibility of our programs are tailored to meet students' needs and accessibility from hospital or home sees students with medical conditions being able to engage well with our programs.

School Based Students (approx. 26%)

BSDE has partnerships with over 500 state and non-state schools in Queensland. Our programs are used 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 including the option to undertake university subjects.

Overseas and Travelling Queenslanders (approx. 9%)

To ensure our families who travel with work or for holidays can continue with a solid education program, BSDE delivers its online learning programs around the world.

By Choice (approx. 28%)

As another growth area in the school, we support parents' decisions to seek the most suitable learning environment for their child; many now see BSDE as their first preference.

Distance Students (approx. 4%)

Our blended curriculum allows our rural families to access programs and work around the significant daily chores and demands of running a property or farm.

Centre Based (approx. 0%)

The IMPACT Centre at BSDE has serviced 500 schools across the state in providing online connected programs in literacy and numeracy. This will be expanded in 2015.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3		8	10

Phase	Average Class Size		
	2012	2013	2014
Year 4 – Year 7 Primary		12	10
Year 7 Secondary – Year 10	14	15	14
Year 11 – Year 12	12	13	13

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	2
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	26	54

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

BSDE offers a broad curriculum to meet the needs of the student body. The school has 14 year levels commencing with eKindy through to year 12. There are over 50 subjects offered in years 11 and 12. Strong links to Universities are developing. A range of subjects are offered that provide a pathway to University.

Extra curricula activities

Our school runs many opportunities for our students to come together, including sports carnivals, swim schools, cross country, excursions and camps, end of year activities and individual subject extension activities. In 2015 we will be creating student leadership positions.

How Information and Communication Technologies are used to assist learning

The use of ICTs underpins all programs. Teachers use an online platform for the delivery of all programs and students are required to access and use computers to engage in the learning activities provided.

Social Climate

Many students are enrolled with BSDE due to the flexibility of delivery of the curriculum. The flexibility enables students to engage in learning using technology that does not require them to physically attend a school. The technology still enables students to converse with teachers and their peers. This mode of learning enables students to participate from all around the world. Social issues such as 'bullying' are minimal within the school. Students are provided with programs that encourage them to interact with others in a socially acceptable manner.

Parent, student and staff satisfaction with the school

Satisfaction with the school is always rated highly by parents, students and staff. There is a strong sense of pride in the school that is reflected in the results below. The school is recognised for continually looking for ways to improve learning outcomes for students. The P&C have been proactive in building support to home tutors.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	86%	100%	95%
this is a good school (S2035)	100%	100%	95%
their child likes being at this school* (S2001)	93%	100%	95%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	93%	100%	90%
their child is making good progress at this school* (S2004)	100%	100%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	93%
teachers at this school motivate their child to learn* (S2007)	92%	100%	88%
teachers at this school treat students fairly* (S2008)	100%	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	100%	100%	91%
this school takes parents' opinions seriously* (S2011)	100%	100%	91%
student behaviour is well managed at this school* (S2012)	100%	100%	96%
this school looks for ways to improve* (S2013)	92%	100%	95%
this school is well maintained* (S2014)	100%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	98%	89%
they like being at their school* (S2036)	94%	100%	92%
they feel safe at their school* (S2037)	100%	100%	97%
their teachers motivate them to learn* (S2038)	92%	96%	89%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	97%
teachers treat students fairly at their school* (S2041)	97%	98%	100%
they can talk to their teachers about their concerns* (S2042)	94%	98%	89%
their school takes students' opinions seriously* (S2043)	94%	98%	94%
student behaviour is well managed at their school* (S2044)	100%	96%	100%
their school looks for ways to improve* (S2045)	97%	98%	97%
their school is well maintained* (S2046)	97%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	94%	96%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they feel that their school is a safe place in which to work (S2070)		98%	97%
they receive useful feedback about their work at their school (S2071)		84%	88%
students are encouraged to do their best at their school (S2072)		98%	97%
students are treated fairly at their school (S2073)		97%	96%
student behaviour is well managed at their school (S2074)		93%	95%
staff are well supported at their school (S2075)		79%	85%
their school takes staff opinions seriously (S2076)		76%	78%
their school looks for ways to improve (S2077)		96%	96%
their school is well maintained (S2078)		97%	98%
their school gives them opportunities to do interesting things (S2079)		91%	94%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Typically, our parents are very involved in the education programs. This is mainly due to the nature of the parent role, often as a 'home tutor' particularly in the junior and middle years. Our parents who choose to become home tutors are trained and updated regularly in web conferencing and other e-learning tools. Our school has an active P&C which operates using web conferencing and electronic communication. The Student Services Manager will be developing a plan to enhance parent / home tutor participation at BSDE in 2015.

Reducing the school's environmental footprint

BSDE relocated in 2011. The new campus conforms to the latest environmental initiatives in a concerted effort to reduce the schools' environmental footprint. Reviews of our use of materials are constantly occurring.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	1,013,942	5,435
2012-2013	734,683	0
2013-2014	915,929	10,713

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.

Our staff profile

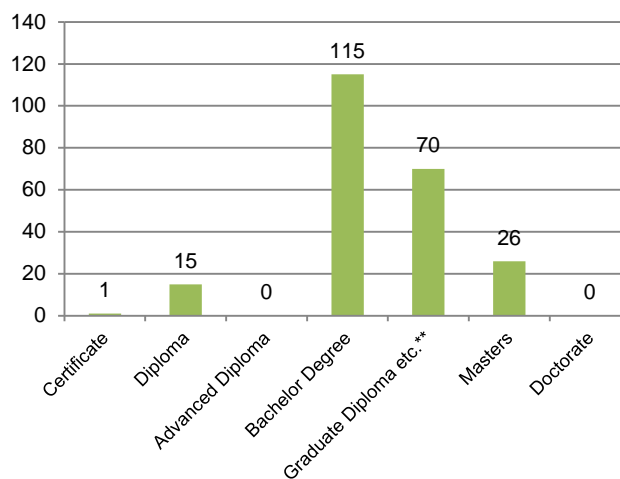
Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	227	75	<5
Full-time equivalents	207	63	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	15
Advanced Diploma	0
Bachelor Degree	115
Graduate Diploma etc.**	70
Masters	26
Doctorate	0
Total	227



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$51,670.

The major professional development initiatives are as follows:

- *Pedagogical and Reading Coaches have been employed with Great Results Funding*
- *Full staff training in Neuroscience and IMPACT*
- *All teaching staff have been in serviced in Pedagogy and Reading*

100% of the teaching staff were involved in professional development activities during 2014.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

It is important to note that attendance and NAPLAN Data is not an accurate guide for Distance Education Student Outcomes. Only 15% of our student cohorts elect to complete NAPLAN and some of our students complete it at home.

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	100%	98%	79%

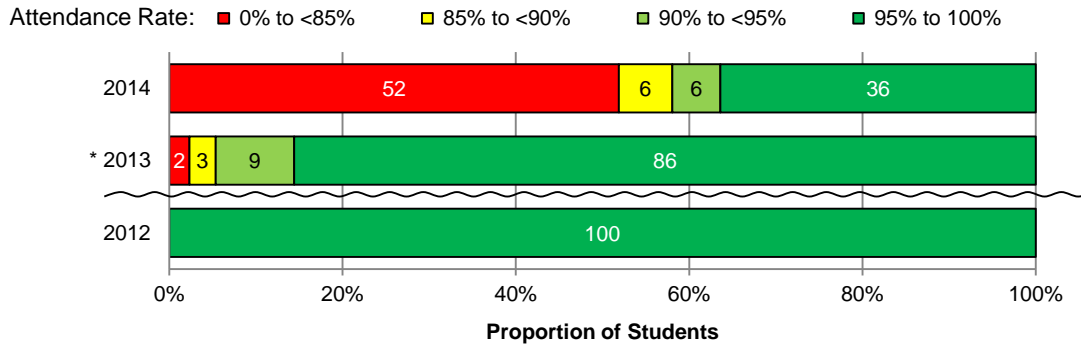
The overall attendance rate in 2014 for all Queensland SDE/EU/SP schools was 90%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2013	100%	100%	100%	100%	100%	100%	99%	98%	97%	96%	97%	94%
2014	99%	99%	100%	99%	100%	99%	81%	76%	74%	69%	65%	66%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

This is a site specific attendance scenario based on scheduled lesson attendance.

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

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**.

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Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In 2014 the school had a very limited number of Aboriginal and/or Torres Strait Islander students involved in NAPLAN as demonstrated by the Closing the Gap Report. The student attendance rate - Semester 1 of Indigenous students was higher than non-Indigenous students. A gap does exist in the apparent retention rate. The School has an active mentoring program, and funds a Community Education Counsellor and teacher aide for Indigenous students.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	43%	41%	53%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	156	164	181
Number of students awarded a Queensland Certificate of Individual Achievement.	18	9	20
Number of students receiving an Overall Position (OP)	50	55	52
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	10	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	106	120	111
Number of students awarded an Australian Qualification Framework Certificate II or above.	71	84	80
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	118	139	140
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.	88%	98%	83%
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.	89%	94%	85%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	92%	89%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	12	16	16	6	0
2013	19	19	16	1	0
2014	12	14	17	9	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	77	51	33
2013	88	49	50
2014	69	42	56

As at 19 February 2015. The above values exclude VISA students.

Students can undertake Cert 1 in Information and Digital Media Technology and Cert 1 in Business. SWD students also have the opportunity to enroll in Cert 1 in Work Education.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

The diverse nature of enrolments at BSDE 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. Some students battling significant medical conditions enrol and then discover that they are unable to content with the rigor of studies as well as their illness. We do offer a Three Year Senior option, with varying completion rates. There are now TAFE options for students considering tertiary study which can be completed in a shorter time frame than three years and students who leave BSDE to enter TAFE in Cert III and Cert IV courses to complete their QCE. Families seeking to cancel enrolment at BSDE for students under the age of 17 are provided with the relevant legislative requirements that are required to be adhered to. BSDE requires confirmation of employment or enrolment in an alternate learning institution at the point of cancellation.