SCHOOL OF THE FUTURE
BrisbaneSDE

Brisbane School of Distance Education

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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 "each student succeeding."

BrisbaneSDE 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 the largest DET distance education provider 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 schools across the state; a Discovery Centre; and a state-wide eKindy program delivered on behalf of all Queensland SDEs.

Principal's Foreward

Introduction

This Annual Report provides an overview of Brisbane School of Distance Education for the 2016 school year.

Our mission to provide highly engaging learning opportunities for each student with a focus on Innovation, Inspiration and Inclusion, is reflected in the scope of this report.   Also evident are our values of working collaboratively and strengthening our collective capacity with families and the community to enhance and progress each student's learning and wellbeing.

School Progress towards its goals in 2016

In 2016, the Brisbane School of Distance Education pursued the vision to be, "The School of the Future." The provision of innovative, inspirational and inclusive educational opportunities enable all learners to create and contribute to a positive future.

In 2016, all stakeholders collectively developed a vision of, "each student succeeding." Five significant priority areas included:

- curriculum
- engagement
- wellbeing
- staff capabilities
- effective and efficient operations.

The sharp and narrow focus within these areas were **pedagogy, reading and wellbeing.**

With a focus on Pedagogy, our strategy was to apply our Pedagogical Framework explicitly to improve student outcomes. All existing staff had attended IMPACT Professional development and all new teachers completed this PD in 2016. The target of 100% incorporation of 21st century skills in course and curriculum design, in particular collaboration, innovation, problem solving, creativity and design,

was set. To achieve this target, the establishment of pedagogy, literacy and differentiation lead coaches, accompanied the continuation of faculty coaches in 2016. IMPACT centre and the BrisbaneSDE coaching team provided workshops including: IMPACT elements, technology aspects of 'Collaborate', e-Learn and Blackboard enrichment and differentiation strategies.

With a focus on Reading, coaching focused on data conversations with P-6 teachers including PAT-R data, the literacy continuum and specific strategies for improvement. Coaches participated in professional development in the interpretation of data (PATR) as part of the senior school coaching program. Teachers also targeted "S" and "E" from the SAFE Reading Program, also delivered by our coaches. I4S funded Learning Support Teacher Aides who delivered targeted intervention to identified students.

With a focus on Wellbeing, the Indigenous Co-Coordinator conducted an audit of ATSI perspectives in our curriculum with a view to enhancing inclusivity and cultural awareness and understanding. A school wellbeing team designed a whole school approach to Wellbeing incorporating the developmental assets of resilience. The school student population also participated in the Resilient Youth Australia survey, giving us valuable data to use as a foundation for the writing of our Wellbeing program and the ability to assess the impact of our Wellbeing program with future surveys.

Brisbane School of Distance Education is committed to continuous improvement and will continue to play an integral role in Education Queensland as a flagship provider for the full range of unique student needs.

Brisbane School of Distance Education will continue to develop online, innovative, inspiring curriculum materials and programs to provide opportunities for all students.

Future Outlook

In 2017, our improvement agenda will focus on each student succeeding through inspiration, innovation and inclusion.

During 2017, we will focus on 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 BSDE
- Maintain and enhance exemplary administrative practices
- Maintain school premises to reflect school image

The future outlook will be incorporated into a Strategic Plan that sets key priorities, targets and measures of success from 2017-2020. Clear targets and timelines will be set in the 2017 AIP.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1374	710	664	50	65%
2015*	1493	782	711	55	71%
2016	1629	851	778	66	75%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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: 3816
FTE: 2090

	% Head Count	% FTE
Medical Students	23.3	37.6
School Based Students	51.1	19.21
Overseas and Travelling Queenslanders	4.42	7.84
By Choice	18.53	32.01
Distance Students	1.78	2.96
Centre Based	0.86	0.4

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

Medical Students
This is BSDE'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.

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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
BSDE 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 and numeracy.

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 and 9 and focuses on 21st Century skills, technology, coding and project based learning.

Co-curricular Activities

BSDE 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 evening
- 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

As evidenced in the School Profile, the Brisbane School of Distance Education's community is very diverse with a large number of enrolments. Our mission is to provide highly engaging learning opportunities for each student with a focus on Innovation, Inspiration and Inclusion. We have a school wide commitment to providing a safe, supportive and disciplined environment.

This commitment is based on the school's values of working collaboratively and strengthening our collective capacity with families and the community to enhance and progress each students learning and wellbeing.

Many students are enrolled with BrisbaneSDE due to the flexibility in delivery of the curriculum. This flexibility enables students to engage in learning using technology that does not require them to physically attend school. Our technology enables students to interact with teachers and their peers through audio, visual, written, spoken and interactive communication. There are clearly defined behavioural expectations for all students engaged in online interaction.

The school has a firm commitment to student wellbeing. By the end of 2016 Students in P-6 were engaged in a Wellbeing program based on 'Bounce Back', which supports wellbeing and resilience.

Year Level Coordinators have been appointed. BrisbaneSDE provides a range of curriculum and learning supports for students including focussed literacy programs with teacher aides, individual support lessons and access to curriculum at chronological age or above or below as endorsed by parents/carers.

An analysis of the parent student satisfaction with the school indicates that our school wide strategies are positively impacting on students and parents e.g. 97% of children feel safe at this school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	93%	94%
this is a good school (S2035)	95%	95%	94%
their child likes being at this school* (S2001)	95%	93%	92%
their child feels safe at this school* (S2002)	98%	99%	97%
their child's learning needs are being met at this school* (S2003)	90%	91%	90%
their child is making good progress at this school* (S2004)	91%	89%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	91%
teachers at this school motivate their child to learn* (S2007)	88%	91%	91%
teachers at this school treat students fairly* (S2008)	96%	94%	93%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%	94%
this school works with them to support their child's learning* (S2010)	91%	88%	93%
this school takes parents' opinions seriously* (S2011)	91%	90%	91%
student behaviour is well managed at this school* (S2012)	96%	98%	96%
this school looks for ways to improve* (S2013)	95%	96%	93%
this school is well maintained* (S2014)	97%	99%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	96%	97%
they like being at their school* (S2036)	92%	92%	94%
they feel safe at their school* (S2037)	97%	96%	100%
their teachers motivate them to learn* (S2038)	89%	88%	94%
their teachers expect them to do their best* (S2039)	97%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	85%	91%
teachers treat students fairly at their school* (S2041)	100%	96%	97%
they can talk to their teachers about their concerns* (S2042)	89%	77%	97%

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
their school takes students' opinions seriously* (S2043)	94%	86%	100%
student behaviour is well managed at their school* (S2044)	100%	91%	94%
their school looks for ways to improve* (S2045)	97%	91%	97%
their school is well maintained* (S2046)	97%	91%	100%
their school gives them opportunities to do interesting things* (S2047)	92%	88%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	94%	90%	100%
they feel that their school is a safe place in which to work (S2070)	97%	97%	98%
they receive useful feedback about their work at their school (S2071)	88%	82%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	85%	85%
students are encouraged to do their best at their school (S2072)	97%	98%	99%
students are treated fairly at their school (S2073)	96%	95%	98%
student behaviour is well managed at their school (S2074)	95%	95%	94%
staff are well supported at their school (S2075)	85%	74%	86%
their school takes staff opinions seriously (S2076)	78%	68%	83%
their school looks for ways to improve (S2077)	96%	90%	96%
their school is well maintained (S2078)	98%	99%	100%
their school gives them opportunities to do interesting things (S2079)	94%	88%	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 school has a Parents and Citizens Association. Regular meetings are conducted online, allowing participation by the whole school community.

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

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Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

By the end of 2016 Students in P-6 were engaged in a Wellbeing program based on 'Bounce Back', which supports wellbeing and resilience. The program draws on Cognitive and Positive Psychology to build positive relationships, positive emotions and teaches social-emotional skills.

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	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	2	1	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	54	18	7

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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**
2013-2014	915,929	10,713
2014-2015		2,011
2015-2016	1,081,777	

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.

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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

School name	**GO**
Suburb, town or postcode	

Sector:

☑ Government

☑ Non-government

SEARCH

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	255	89	<5
Full-time Equivalents	231	75	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	4
Masters	25
Graduate Diploma etc.**	86

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TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	126
Diploma	17
Certificate	2

Qualification numbers based on school records for teaching staff - 260 head count.

*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 2016 were **$ 205 659**

(the total including teaching and non-teaching staff is $216 953)

The major professional development initiatives are as follows:

- PD for all new teachers in the school's instructional model – IMPACT
- Training in Tactical Teaching of Reading (Books 1 and 2) for all staff
- Training for all staff in Vocabulary (Robust Vocabulary)
- Refresher PD sessions in SAFE (Reading Behaviours)
- Faculty coaches in literacy and pedagogy
- PD for HODs – Data Literacy: Interpreting PAT-R data

The proportion of the teaching staff involved in professional development activities during 2016 was **100 %.**

In addition to our teaching staff, our non-teaching staff also participated in professional development.

Teacher aides completed First Aid training as part of their annual skills update and that Admin staff attended PD with a One School training focus or skills updates attending word and excel course. Some staff also attended PD they identified in their annual performance plans.

A total of 26 PD events occurred in the non-teaching area of the school – involving one or multiple staff

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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 was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	79%		N/A
The attendance rate for Indigenous students at this school (shown as a percentage).	79%		N/A

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland SDE/EU/SP schools was 100%.
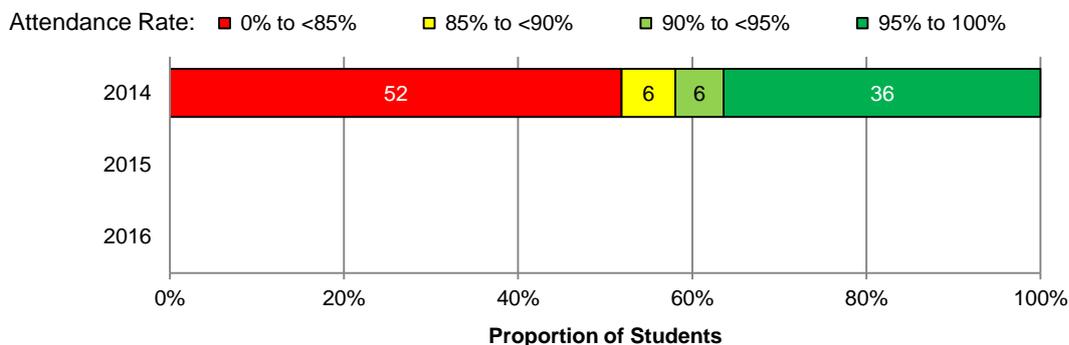
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	100%	99%	99%	100%	99%	100%	99%	81%	76%	74%	69%	65%	66%
2015													
2016													

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

2014	52 6 6 36
2015	
2016	

Proportion of Students (0% to 100%)

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET 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.

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Although attendance in scheduled lessons is not required by legalisation at schools of distance education, BrisbaneSDE 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 mourning 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.

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

School name	GO

Suburb, town or postcode

Sector:

☑ Government

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SEARCH

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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	2014	2015	2016
Number of students receiving a Senior Statement	181	231	268
Number of students awarded a Queensland Certificate of Individual Achievement.	20	11	20
Number of students receiving an Overall Position (OP)	52	84	90
Percentage of Indigenous students receiving an Overall Position (OP)	14%	33%	13%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	23	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	112	148	157
Number of students awarded an Australian Qualification Framework Certificate II or above.	81	117	115
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	140	192	238
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	64%	83%	88%
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.	83%	87%	86%
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.	86%	93%	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	93%	97%

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
---	---	---	---	---	---
2014	12	14	17	9	0
2015	19	36	18	10	1
2016	21	31	25	11	2

As at 3rd February 2017. 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
---	---	---	---
2014	69	42	59
2015	65	57	78
2016	88	75	63

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

The following are the VET Qualifications we delivered in 2016, for which some students achieved the full certificate:

- FSK10113 Certificate I in Access to Vocational Pathways – offered to **school-based** (Special Ed Program) students only in 2016

- BSB10115 Certificate I in Business – a 1 semester course in 2016

- ICT10115 Certificate I in Information, Digital Media and Technology – a 1 semester course in 2016

- 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

- 39292QLD Certificate IV in Justice Studies – 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	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	53%	112%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	70%	200%	50%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.brisbanesde.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Click the above link to access the Next Step summary report, once it becomes available.

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 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 2016 Annual School Report reflects the strategic planning and collaborative effort towards 'each student succeeding'. The strategies employed and the outcomes achieved in 2016 have established a base for further improvement in 2017.

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.