

# Brisbane School of Distance Education

## Queensland State School Reporting



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 <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Judy Menary, Executive Principal, BSDE

## Principal's foreword

### Introduction

Brisbane School of Distance Education is a Queensland State School. It is one of the largest distance education schools in Australia, providing high quality online distance education services for students located across the state and around the world.

The 2015 Annual Report provides an overview of Brisbane School of Distance Education for the 2015 school year. It reflects the effort and energies of all staff and people associated with this unique school – one which is at the forefront of delivering high quality online educational programs to meet the needs of our diverse student population.

Student performance data in the form of key outcomes in the Early, Middle and Senior Phases of learning is included. Data relating to the school's staff profile and professional development priorities for 2015 is also included.

### School progress towards its goals in 2015

The three key areas identified in 2015 were:

#### **Relationships:**

The Pastoral Care Program continued with the introduction of a Student Engagement Team, including Year Level Coordinators and Youth Support Coordinators.

2015 saw the emerging development of a Wellbeing Program P-12.

#### **Teaching and Learning:**

IMPACT is the school's pedagogical model and all teachers engage in IMPACT training. A coaching lesson observation program is planned to ensure the IMPACT pedagogical model can be embedding in the future.

The University of Queensland (UQ) and Griffith University have continued their interaction with the school, particularly through the IMPACT Centre. A research project reviewing the relationship between IMPACT and student outcomes is planned for 2016.

#### **Improvement:**

In September 2015, the Education Queensland School Improvement Unit (SIU), conducted a review in the school. The team members evaluated Brisbane School of Distance Education against the nine domains of the National School Improvement Tool. The key findings in the report provided a positive assessment of the school. The report also made a number of recommendations that will be addressed in future strategic planning.

**The recommendations were:**

The school has implemented goal setting with students.

The introduction of TRAX has provided teachers with the ability to track student achievement, including student attendance.

As part of a school based review of subject offerings, the school has increased VET opportunities.

A whole school data plan has been developed and implemented.

**Future outlook**

In 2016, Brisbane School of Distance Education will pursue its vision of being “The School of the Future.”

The school aims to provide innovative, inspirational and inclusive educational opportunities to enable all learners to create and contribute to a positive future.

In 2016, all involved with the school will focus on “each student improving.” Five significant priority areas will include:

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

The recommendations of the SIU review will be addressed as part of the school’s commitment to continuous improvement.

The school 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.

**Our school at a glance****School Profile**

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Early Childhood - Year 12**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1263	692	571	46	70%
2014	1374	710	664	50	65%
2015	1493	782	711	55	71%

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 2015, the Brisbane School of Distance Education hosted the eKindy Program involving 246 students.

This is an Education Queensland funded program that is play-based, flexible and reflects current early childhood research. It provides programs for children in remote areas; with medical conditions or families that have itinerant lifestyles.

### Characteristics of the student body:

***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 (approx. 36%)***

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.

#### ***School Based Students (approx. 22%)***

BSDE has partnerships with over 500 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 (approx. 8%)***

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

#### ***By Choice (approx. 29%)***

BSDE supports parents' decisions to seek the most suitable learning environment for their child; many now see BSDE as their first preference for Home Schooling. This is another growth area in our school.

#### ***Distance Students (approx. 4%)***

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 (approx. 1%)***

The IMPACT Centre at BSDE has partnered with 500 schools across the state in providing online connected programs in literacy and numeracy. This will be expanded in 2016.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	8	10	
Year 4 – Year 7 Primary	12	10	
Year 7 Secondary – Year 10	15	14	
Year 11 – Year 12	13	13	

\*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.

**NA:** Official figures are not recorded for Schools of Distance Education from 2015.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	2	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	26	54	18

\* 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.

## Curriculum delivery

### Our approach to curriculum delivery

- *Brisbane School of Distance Education offers a broad curriculum, meeting the needs of a diverse student body, that delivers the Australian curriculum online to students across Australia and worldwide.*
- *Our school uses the "IMPACT" pedagogical framework 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 BSDE 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.*
- *In 2016, the school intends to establish a Futures Academy that focuses on 21<sup>st</sup> Century skills, technology, coding and project based learning. This will initially cater for a number of year 8 and 9 students.*

### Extra curricula 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*

All of the above activities are well supported by BSDE students and a very proactive Parents and Citizens committee.

## How Information and Communication Technologies are used to improve learning

- The use of innovative and engaging ICTs is at the heart of the core business 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 Education Perfect, Mathletics, Manga High, etc.*

## Social Climate

As indicated in the School Profile, the Brisbane School of Distance Education's community is very diverse with a large number of enrolments. We have a school wide commitment to providing a safe, supportive and disciplined environment. This commitment is based on the school's value of recognising the uniqueness and potential of every individual. We continue to implement our priorities. These include:

- knowing and engaging our students
- making student wellbeing paramount.

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 school. Our technology enables students to converse with teachers and their peers. There are clearly defined behavioural expectations for all students engaged in online interaction.

The school has a firm commitment to student wellbeing. Year Level Coordinators have been appointed. BSDE 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. 99% of children feel safe at this school.

In 2016, we will continue to pursue our commitment to student wellbeing and an inclusive school climate.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	95%	93%
this is a good school (S2035)	100%	95%	95%
their child likes being at this school (S2001)	100%	95%	93%
their child feels safe at this school (S2002)	100%	98%	99%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	100%	90%	91%
their child is making good progress at this school (S2004)	100%	91%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	93%	92%
teachers at this school motivate their child to learn (S2007)	100%	88%	91%
teachers at this school treat students fairly (S2008)	100%	96%	94%
they can talk to their child's teachers about their concerns (S2009)	100%	95%	94%
this school works with them to support their child's learning (S2010)	100%	91%	88%
this school takes parents' opinions seriously (S2011)	100%	91%	90%
student behaviour is well managed at this school (S2012)	100%	96%	98%
this school looks for ways to improve (S2013)	100%	95%	96%
this school is well maintained (S2014)	100%	97%	99%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	89%	96%
they like being at their school (S2036)	100%	92%	92%
they feel safe at their school (S2037)	100%	97%	96%
their teachers motivate them to learn (S2038)	96%	89%	88%
their teachers expect them to do their best (S2039)	100%	97%	96%
their teachers provide them with useful feedback about their school work (S2040)	93%	97%	85%
teachers treat students fairly at their school (S2041)	98%	100%	96%
they can talk to their teachers about their concerns (S2042)	98%	89%	77%
their school takes students' opinions seriously (S2043)	98%	94%	86%
student behaviour is well managed at their school (S2044)	96%	100%	91%
their school looks for ways to improve (S2045)	98%	97%	91%
their school is well maintained (S2046)	100%	97%	91%
their school gives them opportunities to do interesting things (S2047)	96%	92%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	94%	90%
they feel that their school is a safe place in which to work (S2070)	98%	97%	97%
they receive useful feedback about their work at their school (S2071)	84%	88%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	83%	85%
students are encouraged to do their best at their school (S2072)	98%	97%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
students are treated fairly at their school (S2073)	97%	96%	95%
student behaviour is well managed at their school (S2074)	93%	95%	95%
staff are well supported at their school (S2075)	79%	85%	74%
their school takes staff opinions seriously (S2076)	76%	78%	68%
their school looks for ways to improve (S2077)	96%	96%	90%
their school is well maintained (S2078)	97%	98%	99%
their school gives them opportunities to do interesting things (S2079)	91%	94%	88%

# '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 beliefs and practices 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 dynamic 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*
- *Youth Support Coordinator*
- *School Based Youth Health Nurse*
- *Guidance Team*
- *Learning and Student Support teams*
- *Indigenous Team in consultation with The Partners for Success Committee.*

### Reducing the school's environmental footprint

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	734,683	0
2013-2014	915,929	10,713
2014-2015		2,011

\*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.

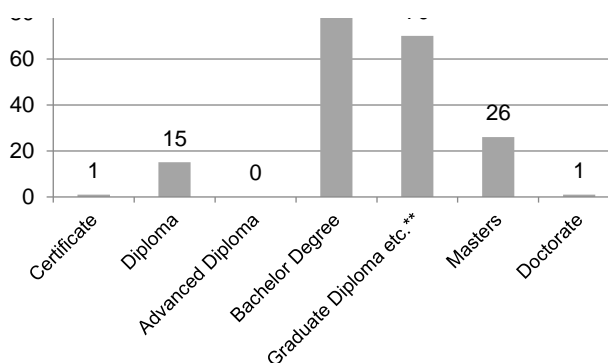
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	249	85	<5
Full-time equivalents	224	71	<5

### Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	115
Graduate Diploma etc.**	70
Masters	26
Doctorate	1
<b>Total</b>	<b>228</b>



\*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 2015 were \$116, 238

The major professional development initiatives are as follows:

- All staff pedagogy in the teaching of reading
- Coaches in pedagogy reading and literacy; eg: SAFE
- Professional development in IMPACT Pedagogy for all new teachers

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
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 2015 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

Where it says '**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.

## Performance of our students

### Key student outcomes

**NA: Official attendance is not recorded for Schools of Distance Education from 2015.**

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	98%	79%	
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	79%	

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 attendance rate in 2015 for all Queensland SDE/EU/SP schools was 100%.

**NA: Official attendance is not recorded for Schools of Distance Education from 2015.**

Student attendance rate for each year level (shown as a percentage)													
	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
2013	100%	100%	100%	100%	100%	100%	100%	99%	98%	97%	96%	97%	94%
2014	100%	99%	99%	100%	99%	100%	99%	81%	76%	74%	69%	65%	66%

**Student attendance rate for each year level (shown as a percentage)**

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
------	--------	--------	--------	--------	--------	--------	--------	--------	--------	---------	---------	---------

2015

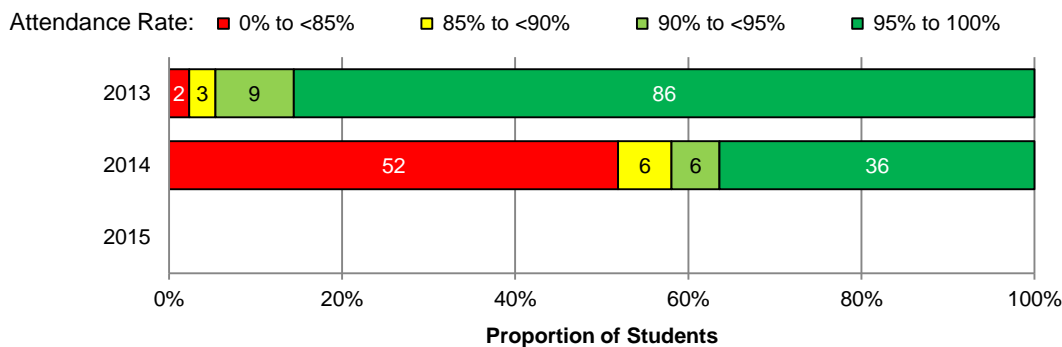
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

**NA:** Official attendance is not recorded for Schools of Distance Education from 2015.

The proportions of students by attendance range.



**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.

By legislation, attendance at a school of distance education is via submission of work, not attendance in classes. At Brisbane School of Distance Education, online sessions are conducted by teachers to provide real time active instruction, as opposed to correspondence based instruction. BSDE marks rolls for online sessions for data purposes. This data helps staff judge the effectiveness of learning experiences and manage the engagement of individual students.

In the primary school, class teachers keep track of which students attend morning and afternoon sessions. In the secondary school, BSDE uses a modified version of ID Attend to mark rolls for each online session. Some students have applied for, and received, a scheduled lesson exemption. This system is in place so as not to penalize any student for circumstances outside of their control.

If a student’s attendance in online sessions becomes an issue; teachers, student technical support, year level coordinators, faculty heads, guidance officers, and heads of school will attempt to make contact with the student and parents/care givers/study coordinator to try to resolve the attendance issue and to engage the student in learning.

The BSDE assessment tracking procedure monitors the submission of drafts (where applicable) and final submissions for each assessment item within a course of study. If a student fails to submit an assessment item without a valid reason, they will enter our engagement process where contact is attempted to try and resolve the non-submission of work. Different levels of the school apply tailored versions of the engagement process, suitable for the age level of the particular students.

Students at risk may be provided with individual learning plans, adjusted timelines, or modified assessment items to ensure that they engage in the program of instruction at BSDE.

## 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.

### Find a school

Where it says '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	41%	53%	112%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	70%	200%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	164	181	231
Number of students awarded a Queensland Certificate of Individual Achievement.	9	20	11
Number of students receiving an Overall Position (OP)	55	52	84
Percentage of Indigenous students receiving an Overall Position (OP)	0%	14%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	18	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	120	112	147
Number of students awarded an Australian Qualification Framework Certificate II or above.	82	81	117
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	139	140	191

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	64%	83%
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.	98%	83%	87%
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.	94%	86%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	89%	93%

As at 16 February 2016. 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
2013	19	19	16	1	0
2014	12	14	17	9	0
2015	19	36	18	10	1

As at 16 February 2016. 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
2013	88	46	59
2014	69	42	59
2015	65	57	77

As at 16 February 2016. The above values exclude VISA students.

Students can elect to undertake Vocational Education and Training programs, ranging from Certificate I level to Certificate IV level. The Certificate programs are inclusive for SWD students.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 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 BSDE 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 BSDE for students under the age of 17 are provided with relevant legislation. BSDE requires confirmation of employment or enrolment in an alternate learning institution at the point of cancellation.