

Brisbane School of Distance Education  
Queensland State School Reporting  
2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Executive Principal, Mr Alan Sampson

## Principal's foreword

### Introduction

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

The 2013 School Annual Report provides an overview of the Brisbane School of Distance Education (BSDE) for the 2013 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 2013 is also included.

### School progress towards its goals in 2013

During 2013 the school had three major focuses:

People and partnerships

Focus of learning

Maximise Success

### Future outlook

**During 2014 the school will continue to implement plans and strategies to meet the goals established in 2013.**

#### People and Partnerships

During 2014 several programs will be enhanced.

Implement a regular information session to support Home Tutors and parents.

Forge links with P&C to implement parent networks.

Enhance pastoral care programs in the school by introducing Welfare Head of Department and Year level Coordinators. These

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enhancements to the welfare program to commence in Semester 2 of 2013.

## **Focus on learning**

Extend the pedagogical framework using IMPACT as an organiser.

Plan 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.

## **Maximise Success**

Continue to develop and implement practices to track student achievement.

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.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Preschool - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1204	636	568	67%
2012	1245	669	576	63%
2013	1263	692	571	70%

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 programmes 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%)

# Our school at a glance

## Average Class sizes

Schools of Distance education are staffed on a different ratio than main schools. This is reflected in the information provided below.

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			8
Year 4 – Year 7 Primary			12
Year 7 Secondary – Year 10	14	14	15
Year 11 – Year 12	12	12	13

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	0	0
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	26

## 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.

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

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

# Our school at a glance

## 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 as well as 'paper base' 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 for students.

### Performance measure (Nationally agreed items shown\*)

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

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	98%
they like being at their school* (S2036)	94%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	92%	96%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	93%
teachers treat students fairly at their school* (S2041)	97%	98%

## Our school at a glance

they can talk to their teachers about their concerns* (S2042)	94%	98%
their school takes students' opinions seriously* (S2043)	94%	98%
student behaviour is well managed at their school* (S2044)	100%	96%
their school looks for ways to improve* (S2045)	97%	98%
their school is well maintained* (S2046)	97%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	96%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	96%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	84%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	93%
staff are well supported at their school (S2075)	79%
their school takes staff opinions seriously (S2076)	76%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	91%

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

# 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.

# Our school at a glance

## 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 teleconference and emails.

## 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	779,911	1,193
2011-2012	1,013,942	5,435
2012-2013	734,683	12,104

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

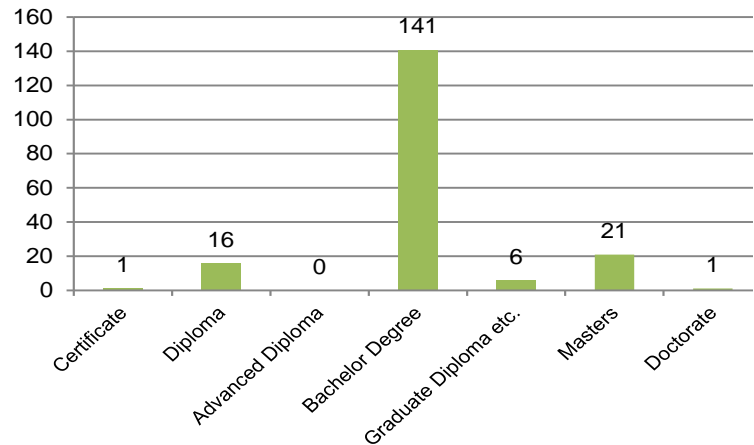
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	219	83	<5
Full-time equivalents	204	74	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	16
Advanced Diploma	0
Bachelor Degree	141
Graduate Diploma etc.	6
Masters	21
Doctorate	1
<b>Total</b>	<b>186</b>



\* C2C staff not included in the 2013 figures.

\* 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 2013 were \$ 51,670.

The major professional development initiatives are as follows:

- . Establishment and training of fifteen pedagogy coaches.
- . Full staff training in Neuroscience and IMPACT.
- . Full staff training in reading.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %



# Our staff profile

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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 web page.

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

## Key student outcomes

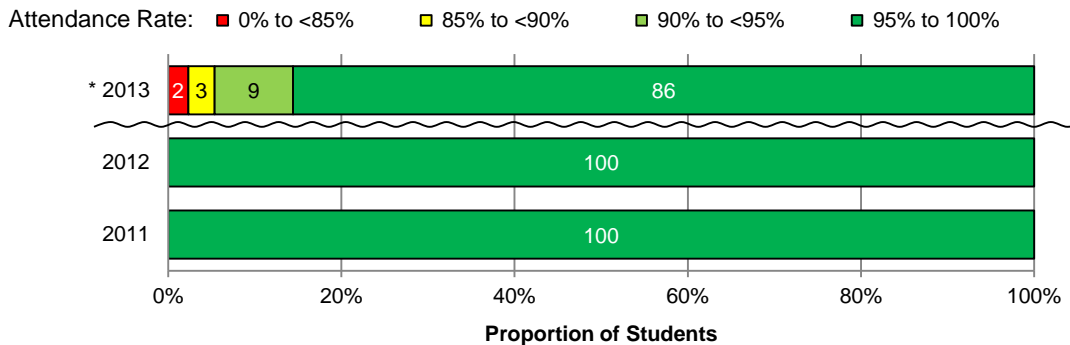
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	100%	100%	98%
The overall attendance rate in 2013 for all Queensland state SDE/EU/SP schools was 99%.			

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
2011	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
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%

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 from 2013 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 DET 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.

# Performance of our students

## 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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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 2013 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	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	28%	43%	41%

Outcomes for our Year 12 cohorts	2011	2012	2013
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# Performance of our students

Number of students receiving a Senior Statement.	110	156	164
Number of students awarded a Queensland Certificate Individual Achievement.	6	18	9
Number of students receiving an Overall Position (OP).	30	50	55
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	21	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	75	106	120
Number of students awarded an Australian Qualification Framework Certificate II or above.	45	71	84
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75	118	139
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.	93%	88%	98%
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.	87%	89%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	93%	92%

As at 5 May 2014. The above values exclude VISA students.

## Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	9	8	11	2	0
2012	12	16	16	6	0
2013	19	19	16	1	0

As at 5 May 2014. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	49	36	18
2012	77	51	33
2013	88	49	50

As at 5 May 2014. 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 enrol in Cert 1 in Work Education.

# Performance of our students

## 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 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 rigour 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 legislative requirements of them. BSDE requires confirmation of employment or enrolment in an alternate learning institution at the point of cancellation.