Learning for Life
Postal address  PO Box 517 Sumner Park QLD 4074
Phone         (07) 3271 0771
Fax           (07) 3271 0770
Email       the.principal@brisbaneyouth.eq.edu.au
Webpages     Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.
Contact Person  Principal  Mike Hobbs

Principal's Foreword

Introduction

Brisbane Youth Education and Training Centre is the school within the Brisbane Youth Detention Centre which caters for the educational needs of students in detention. Our staff play an important role in the Queensland community through providing young people involved with crime the opportunity to learn knowledge, skills and attitudes which can enable them to take up positive alternative pathways to criminality in the future.

The majority of students attending the school are on remand and may spend as little as 1 day or as long as several years (in a minority of cases) before they are tried and sentenced or released on bail. The average stay in 2010 was 34 days. Many students reoffend or break bail conditions and return to the centre frequently. Most students have not been attending school before entering detention and many do not attend when released.

Staff at this school also run a flexi school serving students under youth justice orders living in the Brisbane community. This program is the Hymbah Yambah Flexi School situated in the basement of the Brisbane South Youth Justice building at Buranda.

We are a dedicated staff facilitating a specialised curriculum tailored to the needs of young people in detention or under youth justice orders.

School progress towards its goals in 2010

BYETC had two ongoing key priorities and two new priorities for 2010. Significant outcomes were achieved in each of the areas They were:

**Improve the literacy & numeracy learning through all programs**

A greater awareness of the literacy & numeracy deficits of students was achieved through improved induction processes and employment of a special education teacher increased the staff awareness and pedagogy for students with a disability. All students were enrolled in the Mathletics on line program which provides engaging learning activities for mathematics.

**Review and enhance pedagogy in all curriculum areas to increase student**
**engagement**

The provision of electronic whiteboards, 1:1 ratio in classrooms for ICT access provided the opportunity for new types of learning activities to be facilitated. All students were granted access to online programs.

**Develop a specialized Cultural Program in partnership with DOCs to address the needs of Aboriginal and Torres Strait islander Students.**

Activities included elders visits, special classes with indigenous staff, making the CEC a permanent employee, Cultural Awareness PD, strong and vibrant closing the gap committee, taking up the EATSIPS agenda ensuring A&TSI perspectives were present in programs.

**Increase the component of Personal development and positive behavior development in the curriculum**

The You Can Do It program was introduced to support personal development. School Wide Positive behaviour support was introduced into the school environment supported by a new policy and a Responsible Thinking Room. These changes were all developed through consultation with BYETC staff and BYDC leadership.

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### Future outlook

The key areas for improvement in 2011 are:

- Develop and implement:
  - Transformative curriculum activities
  - Pedagogy Plan focussing on literacy improvement
  - ESD approach to teaching SAE to Indigenous students
  - Increase the variety of rich learning experiences for students
  - Negotiate with stakeholders a workforce plan for staffing BYETC and the flexi-school Yumbah.

- Increase staff engagement with ICTs

- Develop and implement:
  - Performance Development Planning using student achievement data where possible
  - School wide peer coaching strategy and mentoring for beginning teachers.

- Staff welfare strategy

- Staff Professional Development Plan

- Transitioning from detention to learning or earning

- In partnership with the DOCs review existing transition practices and their effectiveness

- Implement recommendations
BYETC is a Coeducational education and training centre offering studies ranging from Year 7 to Year 12 as well as post school vocational education.

Most students in detention at any one time are on remand a small percentage of our students are sentenced and stay for extended periods of time in detention. Students on remand may stay in detention for periods of time ranging from one day to over a year depending upon court issues. This results in a continual movement of students through the school. The average stay in BYDC in 2010 was thirty four days a fact that severely limits achievement.

The school caters for up to 118 students depending on how many persons are in detention at one time. Most students are boys though we can cater for up to 24 girls.

Male students come to us from as far as Rockhampton and south to the border. Female students come from all over the state. Many students have not attended school for several years and have very little formal education.

Class size in this school is limited up to 6 students per class for security reasons. Each class also has a youth worker in attendance with senior youth workers stationed in the vicinity as quick response staff.

The school has excellent facilities a computer to student ratio effectively of 1:1. We have workshops for Engineering, furnishing and Automotive trades, a working Ceramics workshop and three Art rooms. Hospitality is studied in a well-equipped teaching kitchen which includes a commercial cappuccino machine. Sport has access to a swimming pool, sports hall, basketball courts, sports field, and beach volleyball courts. We also have a Music Room and fully equipped Resource Centre.

Most classrooms have electronic whiteboards are carpeted and are air-conditioned.

Hymbah Yumba Flexi School is also coeducational taking up to 8 students in an individualized learning program. A youth worker and teacher aide is also in attendance.

School Disciplinary Absences

School disciplinary absences only occur at the Hymbah Yumba Flexi School

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>4</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

- Brisbane Youth Education and Training Centre operates two sub schools:
Our school at a glance

- Middle School (Students up to the age of 15 years)
- Senior School (Largely VET based for students 15 years and over)
- The Middle School offers a curriculum based on the Queensland Curriculum, Assessment and Reporting Framework
- Essential Learnings. Literacy and Numeracy are the core focus with lessons in SOSE and Science also offered. Elective classes in Technology, HPE, Home Economics, Cultural Studies and the Arts are also offered.
- The Senior School offers predominantly a VET Curriculum. Key Courses on offer include:
  - Courses in Literacy and Numeracy
  - Certificate I in Information Technology
  - Certificate I, II and III in Business
  - Certificate III in Financial Services
  - Certificate I in Furnishing
  - Certificate I in Engineering
  - Certificate III in Fitness
  - Certificate I in Hospitality
  - Certificate I in Visual Art and Contemporary Craft
  - Certificate II in Access 10
  - Certificate IV in Adult Tertiary Preparation

The School operates in partnership with Bremer TAFE which delivers vocational programs such as Fork Lift and Construction Blue Card over the school holiday period.

In addition, the school operates an alternate education service (Flexible Learning Service) in partnership with Brisbane South Youth Justice: The Hymbah Yumba Program

Extra curricula activities
- Intra and Interschool Sport
- Driver Education
- A range of Musical performances including workshops with Opera Queensland and an instrumental music program.
- Cultural programs e.g. Samoan, Maori, Aboriginal and Torres Strait Islander

Information and Communication Technologies
On enrolment students at BYETC are given access to highly filtered internet and computer services. Students in all general learning areas have access to computers on a 1:1 ratio. All general learning areas have electronic white boards. Students use the online Mathletics program,
Our school at a glance

are able to access video through Clickview. Much of our course material is on computer and students learn to use the Microsoft Office suite during core classes and in Certificate 1 in technology and business. Students are not allowed to access social networking sites such as Facebook.

Social climate

Students in detention do not have the option of a social life of their own as all activities are supervised and monitored closely by youth workers. Classroom climate is warm and friendly as teaching staff build supportive relationships with students and help them overcome education deficits and build skills which will help them in their future life. Friendly sporting matches are played with visiting school teams and students play in a Christian soccer league each Saturday during the season. All games are of course home games. The school library is open after school for student borrowing and after school reading classes are run each evening to support the literacy program.

Parent, student and teacher satisfaction with the school

Parent Opinion Surveys in this context are filled out by the individual student’s case worker.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>69%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>74%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>53%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Youth justice policy stipulates that all student parent issues are dealt with by Case Workers. Consequently very little contact is made between the school and parents. Reports are written each term and a copy sent to the parents. Student welfare is managed through a single case plan approach. Teachers write regular reports detailing the student’s progress, these are discussed at the student’s case meeting.
Reducing the school's environmental footprint

BYETC and Hymbah Yumba are facilities owned and maintained by the Department of Communities, consequently data to identify the schools environmental footprint is not available as distinct from the Brisbane Youth Detention Centre environmental footprint.
### Performance of our students

#### Completed Modules of VET Certificates

#### Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>28</td>
<td>23</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>17</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

#### Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>23</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $42,163.95. The major professional development initiatives are as follows:

- Explicit Literacy & Numeracy Teaching
- Indigenous literacy strategies
- E-Learning
- VET specific and subject specific
- Assessment
- Personal Development, You Can Do It and Mind Matters

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 84% of staff were retained by the school for the entire 2010 school year.
Performance of our students

Completed Modules of VET Certificates

Key student outcomes

Attendance

<table>
<thead>
<tr>
<th>Student attendance - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are in Detention and attendance is compulsory. For students in detention there are no unauthorised absences. Students may be missing from school due to visitors, attending court or medical purposes. Students under youth justice orders are in a flexi-school situation where attendance is monitored and responded to by the department of communities youth workers.</td>
</tr>
<tr>
<td>Due to the transience of our student population a set of measures has been developed which are indicative of student educational achievement. Achievement is dependent on the level of literacy/numeracy of the student at enrolment and on the length of stay in the centre.</td>
</tr>
</tbody>
</table>

Improvement in Reading Age

Reading Program Results (All Students)

- 71 students had their reading ability retested on at least one occasion during the 2010 school year. 21 students had been retested during at least 3 terms of the 2010 school year.
- The average reading age of all students in detention in 2010 was 9.8 years while the average for A&TSI students was 8.9 years.
- The mean age of all students in detention tested for reading age was 15.9 years while the mean for A&TSI students is 15.8. There is a noticeable improvement in the average reading age for A&TSI students while the average age has remained relatively constant. (see Table 1.1)

Reading Program Results (Aboriginal and Torres Strait Islander Students)

- A&TSI students have improved their reading level by slightly less than 12% during 2010 compared with a just over 5% average improvement for all students.
- Of all students who returned a reading age of 7 years or lower 78% were A&TSI.
- During 2010 the average reading age gap between A&TSI students and all students was less than 1 year.
- A&TSI students who participate in a reading program for at least one school term typically experience an improvement in reading age of just under 1 year.
- Those A&TSI students who have participated in a reading program for a full semester have improved their reading age by an average of 1.2 years.

Table 1.1 – A&TSI Student Reading Age Progression

<table>
<thead>
<tr>
<th>Time of Testing</th>
<th>Average Age</th>
<th>Average Reading Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1, 2010</td>
<td>15.8</td>
<td>8.52</td>
</tr>
<tr>
<td>Term 2, 2010</td>
<td>15.8</td>
<td>8.6</td>
</tr>
</tbody>
</table>
## Performance of our students

### Completed Modules of VET Certificates

<table>
<thead>
<tr>
<th>Term</th>
<th>2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3, 2010</td>
<td>15.7</td>
<td>9.20</td>
</tr>
<tr>
<td>Term 4, 2010</td>
<td>15.6</td>
<td>9.43</td>
</tr>
</tbody>
</table>
Performance of our students

Completed Modules of VET Certificates

Achievement – Years 7, and 9

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

BYETC has the policy of administering the NAPLAN tests to students in detention. It must be noted that many of these students would only have been in the Detention Centre for a few days. Consequently these results cannot be used as a measure of school performance.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 are available via the MySchool website at http://www.myschool.edu.au/

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

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.
Performance of our students

Completed Modules of VET Certificates
Achievement – Closing the Gap

Close to 50% of students at BYETC are indigenous. A significant percentage of these students come from community settings. Many have not attended school for several years. Teaching and Learning activities focus on Vocational Literacy and Numeracy Certificates I which are the minimum requirements for the QCE. More able students study certificate II in Access 10 which is a general education certificate at Year 10 level and worth 4 points towards the QCE.

Students are also supported through a strong cultural emphasis facilitated in partnership with DICs.

Attainment and Achievement – Year 12

Outcomes for our Year 12 cohort of 2010

| Number of students receiving a Senior Statement | 0 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications | 2 |
| Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above | 1 |
| 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 | 0 |

Vocational Educational Training qualification (VET)

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

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Indigenous</th>
<th>Non- Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Literacy</td>
<td>55</td>
<td>19</td>
</tr>
<tr>
<td>Vocational Numeracy</td>
<td>60</td>
<td>18</td>
</tr>
<tr>
<td>Certificate II in Business</td>
<td>42</td>
<td>17</td>
</tr>
</tbody>
</table>
### Completed Modules of VET Certificates

<table>
<thead>
<tr>
<th>Certificate</th>
<th>14</th>
<th>2</th>
<th>16</th>
<th>24</th>
<th>6</th>
<th>30</th>
<th>47</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I in Visual Arts &amp; Contemporary Craft</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate I in Hospitality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate I in Furnishing</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Certificate I in Engineering</td>
<td>10</td>
<td>10</td>
<td>23</td>
<td>23</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate I in Information Technology</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Certificate II in Access 10 Yr 10 Alternative</td>
<td>5</td>
<td>13</td>
<td>18</td>
<td>133</td>
<td>133</td>
<td>151</td>
<td></td>
</tr>
</tbody>
</table>

**Post-school destination information**

This information is not made available to the school

**Early leavers information**

Release dates are the prerogative of the Justice System