The Brisbane Youth Education & Training Centre is an Education Queensland school operating inside the Brisbane Youth Detention Centre at Wacol. Established in 2001, it is a purpose built, state-of-the-art school which reflects the Queensland Government's vision of supporting and promoting the well-being and capacity of young people in detention.

Our staff are passionate about helping improve the knowledge, skills and abilities of our students, many of whom have had disrupted or negative experiences of schooling. We seek to educate the whole person by providing opportunities for growth, development and learning which will prepare young people for a balanced worth-while future.

This report outlines the important role the school plays in the community by providing young people in detention with the opportunity to gain knowledge, skills and attitudes that divert them from criminal activities and encourage them to live harmoniously within the community. The school facilitates a specialised education and training curriculum tailored to the needs of the young people in detention, including Certificate courses, career education, personal development, and personalised literacy and numeracy support.
School progress towards its goals in 2011

**Develop and implement a pedagogy plan which identifies key literacy strategies for all subject areas**

The school has developed and implemented a pedagogical plan for the Middle School outlining key literacy strategies and has commenced developing a Senior School strategy.

**Facilitate the EATSIPS process including Indigenous literacy practices, cultural activities and Indigenous health initiatives**

A partnership was developed with Far North Queensland Indigenous Schooling Support Unit to deliver the ‘Bridging the Language Gap’ project goals through the ‘Break It Down, Build It Up’ model specifically designed to meet Indigenous students’ literacy needs. To support this project, partners and presenters have been commissioned to deliver cultural programs about bush tucker and traditional ways of life. Through the HPE program the school has developed a collaborative partnership with the Murri School to deliver health awareness programs with a focus on Indigenous health. In addition, staff have received specific training in cultural awareness related to historic and contemporary issues for Indigenous Australians. A key celebration each year is NAIDOC Week where numerous community partners join with us to acknowledge this significant event.

**Develop and implement across the whole school appropriate career education courses**

The school received a NAB Schools First Grant ($25 000 seed funding) to partner with BEACON and deliver an enhanced career education program with community businesses providing valuable insight and guidance for the students.

**Enhance flexi-school**

The flexi-school has undergone a major review this year, with recommendations to address key issues in 2012. A decision was made to defer operations until a sustainable model is developed.

**Plan, develop and implement staff in-service to up skill staff in educational technology**

Since the implementation of electronic whiteboards, the school has presented a number of professional development opportunities for staff to learn how to effectively implement them in the classroom. Staff have also participated in the ‘Symphony of Learning’ and iPad workshops to develop their technology skills.

**Further develop an effective social and emotional learning curriculum**

Work has continued on the implementation of ‘You Can Do It’ and social/emotional goals have been incorporated in the Middle School curriculum.

**Design Middle School curriculum and assessment for school readiness for the Australian Curriculum**

The school has conducted a mapping exercise to assess its readiness to implement the Australian Curriculum. Staff have commenced the writing of units matched to the General Capabilities, as outlined in the ACARA Syllabus documents, for implementation in 2012.

**Future outlook**

**Literacy and Numeracy** – The school seeks to improve student literacy and numeracy through explicit teaching and learning programs and effective personalised learning plans.

**Curriculum delivery** – Curriculum delivery will be improved by the creation of a new Deputy Principal position which will enable the two HODs to have an increased focus on teaching, learning and the up-skilling of staff.

**Transition/reintegration for students in long term detention** – Student transitions will be enhanced through further learning or employment opportunities with external business, training and support agencies.

**Staff Capacity** – The school will enhance staff capacity through networking and professional development in curriculum, pedagogy and leadership.

**Flexi-school** – The school will develop and implement a new sustainable model utilising collaborative partnerships to achieve success.

**Continuous improvement** (systems, data, practices, outcomes) – The 2012 Quadrennial School Review process will provide an extensive review of the school, leading to a new strategic plan responsive to the school community’s needs.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 6 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>8</td>
<td>72</td>
<td>30%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The school caters for up to 114 students, both male (approx. 85%) and female, from across the state who are either on remand (approx. 80%) or have been sentenced for criminal offences. The average stay for students on remand is over 30 days. Many students unfortunately return after breaking bail conditions or committing other crimes.

Up to half of the student population are Indigenous Australians with the other half being culturally diverse. The majority of students read at a level at least 4 years below their peers. Our curriculum and record keeping has been thoughtfully designed to meet these challenges. BYETC curriculum caters for students of several different age groups, with approximately 75% of our students being over 15 years of age. We have a significant number of students in our Special Education program and also cater for students who are in the care of Child Safety.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>6</td>
</tr>
<tr>
<td>All Classes</td>
<td>6</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<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>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
The Middle School offers a curriculum based on the Queensland Curriculum, Assessment and Reporting Framework.

Literacy and Numeracy are the core focus with lessons in SOSE and Science also offered. Elective classes in HPE, Home Economics, Manual Arts 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 I in Automotive
- 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 Forklift and Construction Blue Card over the school holiday period.

The school operates an alternate education service (Flexi-school) in partnership with Brisbane South Youth Justice.

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

How Information and Communication Technologies are used to assist learning

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 online programs such as: Mathletics, Intrepica, BKSB, Microsoft Office suite and Clickview. Much of our course material is computer-based and students learn to use various programs during core classes and certificate courses.

Social climate

Classroom climate is warm and friendly as teaching staff build supportive relationships with students and help them to value education. The school intentionally provides many opportunities for students to develop the necessary skills to successfully transition to adult life. Friendly sporting matches are played with visiting school teams and students play in a soccer league each Saturday during the season. The school library is open after school for student borrowing and reading classes are held each evening to support the literacy program. Students are supported by a Chaplain, Guidance Officer, Indigenous CEC and Transition Officers.

The school operates an RTR for students who require extra support managing their behaviour. In conjunction with BYDC staff, the school does not tolerate bullying and has an effective complaints process by which students can have concerns about bullying addressed.

2011 School Annual Report
Our school at a glance

Parent, student and teacher satisfaction with the school

At BYETC it can be difficult to gain a full picture of student and parent satisfaction, as many young people are only here for very short periods of time. Overall most of our parents, students and staff are satisfied that students are getting a good education at BYETC.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>58%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>50%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>68%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Youth Justice policy requires that all student/parent issues are dealt with by case workers. Consequently, very little contact is made between the school and parents. Academic Reports are written each term and a copy is sent to parents. Student welfare is managed through a single case plan at BYDC. To assist case workers and BYDC staff, teachers write regular progress reports which are discussed at the individual student’s case meeting with parents/caregivers.

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

BYETC and flexi-school facilities are owned and maintained by the Department of Communities. Consequently, we are unable to separate BYETC environmental footprint data as distinct from the Brisbane Youth Detention Centre environmental footprint.
Our staff profile

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>29</td>
<td>24</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>24</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>24</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 2011 was $57700.
The major professional development initiatives are as follows:
- Literacy & Numeracy Teaching
- ACARA
- Indigenous education strategies
- E-Learning
- VET specific and subject specific
- Assessment
- Personal Development
- You Can Do It

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 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/](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]

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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 100%.
The overall attendance rate for all Queensland state Education Units, Schools of Distance Education and Specific Purpose Schools schools over the same period was 100%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
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<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

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 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.

Attendance at BYETC is compulsory for all students and as such there are no unauthorised absences. Students may be missing from class due to visits, court attendance or medical appointments.

The attendance of students who are under youth justice orders in the flexi-school situation is monitored and responded to by the Department of Communities youth workers. Non-attendance of other students at the flexi-school is managed in line with DET policies for managing attendance in state schools.
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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector: Government
Non-government

SEARCH

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

Achievement – Closing the Gap

Close to 50% of students at BYETC are Indigenous Australians, with a significant percentage of these students coming from rural or remote communities. Many of these students have not attended school for several years. Teaching and learning activities focus on improving student literacy and numeracy and the development of life skills. Students are also supported through strong cultural programs. Aboriginal and Torres Strait Islander students who have attended BYETC for a full semester have improved their reading age by an average of 1.2yrs which is more than twice the expected rate of progression.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 280%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>12</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>1</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>12</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>11</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>2</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>N/A</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>100%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>OP Band</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Performance of our students

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>8</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

Certificate I in Information Technology
Certificate I in Business
Certificate I in Automotive
Certificate I in Furnishing
Certificate I in Engineering
Certificate I in Hospitality
Certificate I in Visual Art and Contemporary Craft

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report 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 destinations of all young people who leave BYETC are managed through the Transition Officers and Case Workers in collaboration with Youth Justice Workers. These students are case managed following release from BYDC and are all linked in with education, training, employment or community support services.