



# Brisbane Youth Education and Training Centre

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



## Contact Information

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## School Overview

Brisbane Youth Education and Training Centre (BYETC) is a co-educational school which delivers educational programs for up to 136 remanded and sentenced students at the Brisbane Youth Detention Centre. Students from BYETC have diverse learning needs and come from a range of cultural backgrounds. Most students have had negative educational experiences and, in many cases have been disengaged from mainstream schooling for a number of years. Mental illness and drug addiction are also commonly experienced by many of our cohort. As many as 30% of students present with a verified disability. In 2016 42% of students identified as Aboriginal and Torres Strait Islander peoples and many have English as either their second language or dialect.

One of the challenges facing teachers of students in detention is the average length of enrolment: 41% of young people are detained in custody for less than a month with many of these in detention for less than a week (Stathis et al., 2012). This results in students frequently commencing a course of study but not completing the qualification prior to release. Infrequent school attendance prior to detention contributes to most students having significant gaps in their academic knowledge and skills compared to peer expectations. BYETC provides an engaging and meaningful curriculum to address these issues.

Student transition back into the community is tailored for each student with the support of specialised Transitions Officers. These services enable the students to have meaningful pathways beyond BYETC.

The school has been working with BYDC and Youth Justice to create strong partnerships where students can continue their schooling once they leave detention or access further training or work, enabling them to transition safely back into the community. Our mission is to continually improve our curriculum to ensure it is dynamic, kinaesthetic, highly scaffolded and relevant and therefore able to increase students' capacity to reengage meaningfully in society as productive young people. We believe that every student is capable of making educational progress if they can be engaged, motivated and provided with relevant learning opportunities.

## Principal's Foreward

### Introduction

The 2016 Annual Report outlines the school priorities and progress against these in 2016 as well as the priorities for improvement in 2017. This report provides a snapshot of the experiences offered at the Brisbane Youth Education and Training Centre.

#### **School Progress towards its goals in 2016**

The 2016 School Improvement Plan outlined 3 broad priorities:

1. Expert Teaching Team (Capacity & Capability, PBL, Feedback Culture, Data informed practice)
2. Quality Teaching and Learning (Literacy, Numeracy, Explicit Instruction)
3. Post-School Destinations (Transitions & Partnerships)

#### **Expert Teaching Team**

In September 2016, the school underwent an external review conducted by Education Queensland's School Improvement Unit. The review affirmed a strong focus on the development of an expert teaching team. Specifically it was noted that teachers were open to expanding their subject knowledge and improving their teaching practices and that opportunities for feedback to teachers were emerging. Recommendations for improvement were:

1. Continue to build an explicit process for coaching and feedback by instructional leaders and colleagues in line with centre priorities
2. Broaden the professional learning plan to include information and training to all staff members regarding the impact of illicit drugs on student behaviour and appropriate responses

#### Quality Teaching and Learning

The school caters for the rolling enrolments and high numbers of short term students in an extremely transient environment. A dedicated staff, have consistently developed engaging programs with rigorous assessment to overcome these challenges to achieve very significant VET attainment. This achievement is especially noteworthy when the context is considered and comparison to outcomes of like schools with similar ICSEA ratings outside of detention are drawn. For the September to December 2016 reporting period, 455 statements of attainment and 27 vocational certificates were issued. 38.5% of the year's total qualifications were issued during this period, representing a significant increase from the previous quarter. In 2016, the school issued 1181 statements of attainment including 50 full Certificate I qualifications.

#### Post-School Destinations

A project developed as a result of a successful \$500,000 grant application was progressed in 2016 and addressed the complex issue of post-school destinations for young people post-detention. *Unlocking Learning Transforming Lives* focussed on support of the transition of students from detention back into the community. The key objectives of this project are:

1. To support students who are at risk of offending and reoffending due to disengagement from mainstream schooling
2. The formation of partnerships with schools, youth justice service centres and flexible learning sites across Queensland to provide a more coordinated educational service to youth offenders and disengaged youth
3. The provision of innovative curriculum including the deployment of a Learner Management System (LMS), which will enable students to complete vocational literacy and numeracy qualifications, close skills gaps and build capacity to re-engage with further education.
4. To support, train and mentor youth justice staff, youth workers and EQ schools to deliver a curriculum which best meets the needs of struggling learners.

This project gained momentum towards the end of 2016 and has continued into 2017 with key outcomes including:

- To date there are 24 locations in Queensland accessing project resources
- Currently there are 342 active and 204 non-active young people enrolled in the state-wide license
- 79 young people who have exited the centre have had youth justice support to study accessing BYETC
- 20 sites have received training from project staff
- There are currently 8 EQ sites that have Third Party Agreements with BYETC

## Future Outlook

The BYETC 2017 Annual Implementation Plan (Table below) outlines the improvement strategies to be focussed on in 2017.

	<b>Strategies</b>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Develop and implement a whole school literacy plan</li> <li>• Develop and implement a literacy professional learning plan</li> <li>• Develop and implement a whole school reading approach</li> <li>• Develop and implement a reading test/retest cycle</li> <li>• Research effective writing strategies for this context</li> </ul>
<b>Positive Behaviour</b>	<ul style="list-style-type: none"> <li>• Explicit teaching of behaviour expectations introduced</li> <li>• Choices system developed and implemented</li> <li>• Data informed response formalised</li> <li>• Communication team developed</li> <li>• Investigate and implement classroom problem-solving process</li> </ul>
<b>High Quality Teaching</b>	<p><b>Staff Development</b></p> <ul style="list-style-type: none"> <li>• Develop professional learning plan that includes:               <ul style="list-style-type: none"> <li>○ Professional development aligned to Australian Curriculum Frameworks &amp; ACARA</li> <li>○ Staff development plans developed, implemented and reviewed</li> </ul> </li> </ul>
	<p><b>Alignment of Practices</b></p> <p>All staff have a shared understanding of common teaching practices at BYETC (e.g WALT, WILF)</p> <ul style="list-style-type: none"> <li>• BKSBS skills gap, reading level improvements and VET unit completion routinely discussed at team meetings</li> <li>• Investigate and develop observation tools for determining consistency of practice</li> </ul> <p>Staff induction incorporates exposure to BYETC ways of teaching</p> <p>Align current &amp; new curriculum to Australian Curriculum Frameworks (e.g. ACSF, ACARA)</p>
	<p><b>Peer and Coach Support</b></p> <p>Develop a culture of sharing high yield strategy use in team meetings</p> <ul style="list-style-type: none"> <li>• Establish professional learning communities dedicated to developing understanding and sharing high yield teaching strategies within curriculum areas</li> <li>• Develop, implement and refine an instructional triads process</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 6 - Year 12
<b>Student enrolments for this school:</b>	Varies daily (safe operating capacity – 137)

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	129	29	100	67	29%
<b>2015*</b>	105	21	84	49	30%
<b>2016</b>	88	15	73	41	22%

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

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

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

BYETC is a co-educational school which delivers educational programs for up to 136 remanded and sentenced students at the Brisbane Youth Detention Centre. We have a high student turnover with over half our students attending the school for less than 14 days before returning to the community. Students from BYETC have diverse learning needs and come from a range of cultural backgrounds. Most students have had negative educational experiences and, in many cases have been disengaged from mainstream schooling for a number of years. Mental illness and drug addiction are also commonly experienced by many of our cohort. As many as 25% of students present with a verified disability. 42% of students identify as Aboriginal and Torres Strait Islander peoples and many have English as either their second language or dialect. Additionally, in 2016 22% of students were identified as being in Out of Home Care.

In 2016 the average age of students enrolled at the Brisbane Youth Education and Training Centre was 15.5 years. However, the average reading age was 9.2 years and the average spelling age 10.1 years. Catering to large gap learners to close skills gaps has been a driver in the development of the curriculum and programs delivered at BYETC.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7	6	6	6
Year 8 – Year 10	6	6	6
Year 11 – Year 12	6	6	6

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Individual learning needs targeted at individual skills gaps as identified through diagnostic testing
- Induction: all students Year 6 – 12 complete diagnostic assessments and Workplace Health & Safety induction
- Junior Secondary: Year 6 – 9 curriculum is based on ACARA with explicit focus on literacy and numeracy development
- Senior Secondary: Year 10 – 12 Vocational Education and Training curriculum including Core Skills in Education and Training (Communication and Numeracy)/ Certificates in General Education for Adults

### Co-curricular Activities

- Interschool sport with visiting teams
- Instrumental Music
- Cultural Programs
- Cheese Making
- Personal development programs

### How Information and Communication Technologies are used to Assist Learning

Young people in detention are often very difficult to engage in learning school subjects and vocational training. As a result BYETC has invested heavily in technology and e-learning strategies. All classrooms are equipped with electronic whiteboards and with computers on a 1:1 ratio. All newly enrolled students begin with an induction program involving literacy & numeracy testing that utilizes specialised software; a range of literacy & numeracy software programs are also used to augment classroom teaching and skills development.

## Social Climate

### Overview

Brisbane Youth Detention Centre is a custodial institution within which BYETC facilitates a school. The detention centre provides a firm and well-controlled context for the school. School staff and students have access to all of the facilities found in any state high school including a resource centre, science laboratories, a swimming pool, a sports centre, industrial design and technology workshops, a ceramics workshop, art rooms, horticulture workshops, a hospitality classroom, a gym and sports fields. The school staff have a positive influence on students with pedagogical practice one of the professional focus areas combined with a well organised curriculum designed specifically for the detention centre context. Most students are motivated to take the opportunities provided to improve their literacy and most achieve outcomes that will assist them to engage meaningfully when the transition from detention back into mainstream schools, alternative programs or work. Teachers work to normalise the relationships and develop standards and norms that reflect life outside of detention.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	60%	100%	DW
this is a good school (S2035)	55%	100%	DW
their child likes being at this school* (S2001)	50%	68%	DW
their child feels safe at this school* (S2002)	60%	95%	DW
their child's learning needs are being met at this school* (S2003)	40%	100%	DW
their child is making good progress at this school* (S2004)	80%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	50%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	64%	100%	DW

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	55%	95%	DW
teachers at this school treat students fairly* (S2008)	60%	95%	DW
they can talk to their child's teachers about their concerns* (S2009)	40%	88%	DW
this school works with them to support their child's learning* (S2010)	20%	83%	DW
this school takes parents' opinions seriously* (S2011)	27%	87%	DW
student behaviour is well managed at this school* (S2012)	60%	100%	DW
this school looks for ways to improve* (S2013)	64%	100%	DW
this school is well maintained* (S2014)	90%	100%	DW

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	80%	72%	76%
they like being at their school* (S2036)	76%	58%	61%
they feel safe at their school* (S2037)	86%	74%	89%
their teachers motivate them to learn* (S2038)	90%	68%	91%
their teachers expect them to do their best* (S2039)	95%	81%	91%
their teachers provide them with useful feedback about their school work* (S2040)	80%	73%	87%
teachers treat students fairly at their school* (S2041)	81%	69%	83%
they can talk to their teachers about their concerns* (S2042)	63%	67%	80%
their school takes students' opinions seriously* (S2043)	66%	60%	82%
student behaviour is well managed at their school* (S2044)	61%	62%	73%
their school looks for ways to improve* (S2045)	79%	69%	84%
their school is well maintained* (S2046)	79%	69%	74%
their school gives them opportunities to do interesting things* (S2047)	79%	75%	76%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	98%	93%
they feel that their school is a safe place in which to work (S2070)	97%	90%	84%
they receive useful feedback about their work at their school (S2071)	88%	88%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	88%	88%
students are encouraged to do their best at their school (S2072)	97%	100%	95%
students are treated fairly at their school (S2073)	97%	98%	100%
student behaviour is well managed at their school (S2074)	94%	88%	98%
staff are well supported at their school (S2075)	94%	83%	88%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	94%	81%	88%
their school looks for ways to improve (S2077)	100%	98%	95%
their school is well maintained (S2078)	97%	98%	95%
their school gives them opportunities to do interesting things (S2079)	89%	90%	93%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Family members are able to visit young people within the centre at an on-site visits centre this usually does not involve staff from the school and is supervised by staff from the Department of Justice and Attorney General. Reports are sent to parents or carers each term and items made by students are sent home following a student's release. Parents are able to contact the school to seek any information on their child's progress at school. A recent addition to the contact with parents and caregivers has been the recognition of positive engagement at school by students. Postcards handwritten by teachers are written and posted home to ensure this positive reinforcement is shared.

The school operates in a partnership with the Department of Justice and Attorney General to share relevant information as enabled by respective legislation and shares this with the intention of gaining the best outcome for students in our care.

Parents, carers, and caseworkers are invited to attend special functions including Recognition and Awards Ceremonies.

We have an active P&C which has strong representation from community members.

## Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. In addition to this, all students in the school access DJAG caseworkers and programs teams. A focus at the centre is on developing healthy and respectful relationships that position these young people to re-engage successfully post-release.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	10	21
Long Suspensions – 6 to 20 days	0	3	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

Students and staff are regenerating the environment within and around a dam situated within the grounds. In addition the onsite working party students work on the maintenance and development of gardens. As the school is housed within the Brisbane Youth Detention Centre no data is available.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014		
2014-2015		
2015-2016		

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.



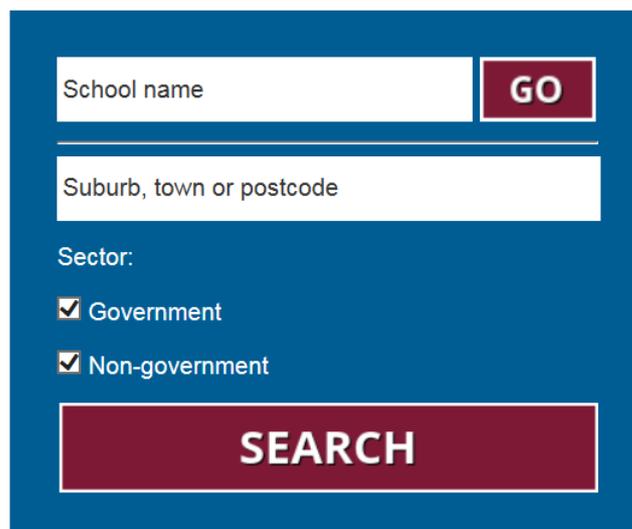
## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	25	6
Full-time Equivalents	32	18	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	7

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	
Bachelor degree	21
Diploma	4
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$42,430.

The major professional development initiatives are as follows:

- Literacy
- Peer observation and classroom feedback
- Junior secondary curriculum development
- VET currency
- Trauma informed practice training

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	100%	100%	100%
The attendance rate for Indigenous students at this school (shown as a percentage).	100%	100%	100%

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

The overall student attendance rate in 2016 for all Queensland SDE/EU/SP schools was 100%.

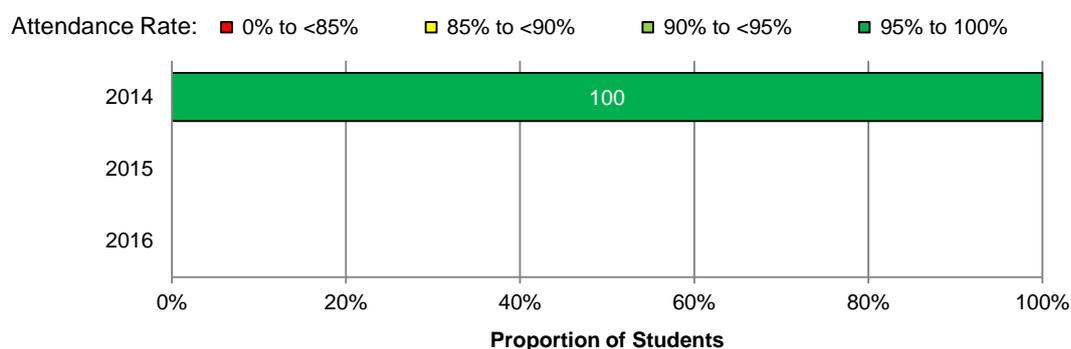
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014							100%	100%	100%	100%	100%	100%	100%
2015							100%	100%	100%	100%	100%	100%	100%
2016							100%	100%	100%	100%	100%	100%	100%

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

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### 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.

Attendance at Brisbane Youth Education and Training Centre is compulsory. All students are escorted to and from the school each day for their timetabled classes.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

## Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	6	0	0
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	1	0	0
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	5	14	56
Number of students awarded an Australian Qualification Framework Certificate II or above.	1	2	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	1	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0%	0	0
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.	100%	0%	0%
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.	83%	n/a	n/a
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	n/a	n/a

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	1	0	0	0
2015	0	0	0	0	0
2016	0	0	0	0	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	5	1	0
2015	12	2	0
2016	56	0	0

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

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	200%	172%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	118%	114%	88%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

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

The report will be available at:

<http://www.brisbaneyouthedu.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

As the Brisbane Youth Education and Training Centre is a school operating within the Brisbane Youth Detention Centre, a dual enrolment is maintained with the school of origin prior to incarceration. Student enrolment at BYETC is subject to court sentencing and therefore early leavers information is not relevant in this context.

