byetc

Brisbane Youth Education and Training Centre

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Brisbane Youth Education and Training Centre (BYETC) is a co-educational school which delivers educational programs to students at the Brisbane Youth Detention Centre. BYETC caters for students from across Queensland who are either on remand or have been sentenced for criminal offences. The majority of students live in South East Queensland. The school is culturally diverse with a significant Aboriginal and Torres Strait Islander cohort. The length of student enrolment varies greatly. Some students are enrolled for only a few days whilst others are enrolled for several years. The majority of students at BYETC have been previously disengaged from mainstream schooling resulting in significant gaps in their academic knowledge and skills.

Our vision: "Our Community - unlocking potential, transforming lives" brings a focus to our work. Student learning at BYETC strives to address the complexities experienced by our students through specialised programs, facilities and services which are tailored to meet student learning needs. The core values of BYETC are:

- Personalised 21st Century Teaching and Learning delivered with consistently high expectations of both staff and students;
- Supportive Relationships which facilitate quality social and emotional learning, as well as developing positive behaviours;
- Constructive Pathways that encourage good citizenship and the fulfilment of aspirational goals;
- Inclusive Practices and the richness difference brings to society; and
- Productive Partnerships that collaboratively underpin and bring our vision to reality.

The main educational focus at BYETC is improving student's literacy and numeracy. Each student's program is highly personalised and addresses their academic, social and vocational learning needs. The school provides explicit teaching to address individual literacy and numeracy gaps and offers a wide range of VET certificates. As required, we also offer elective subjects and extension programs such as the opportunity to participate in 1st year university subjects. Students also participate in social skilling programs delivered by external service providers. Small class sizes ensure young people in detention get the best instruction possible. Students have the opportunity to compete with teams from local schools in sports including rugby league and basketball.

Our school's purpose is to increase each student's ability to re-engage with society as productive citizens. To achieve this, student transition back into the community is tailored for each student with the support of specialised Transition Officers who help with community 'linking'. These services enable students to create meaningful pathways beyond BYETC. Throughout 2018 BYETC continued to work with the Department of Child Safety Youth and Women and their Registered Training Organisation, Vocational Training Queensland to create an engaging and familiar learning environment where students can continue their school work on the outside and transition safely back into the community

School progress towards its goals in 2018
The 2018 School Improvement Plan outlined 3 broad priorities which were progressed:

1. Pathways
2. Positive Behaviour
3. Teaching and Learning

Pathways
- Processes for reviewing student verifications and initiating verifications for previously unidentified students were developed and implemented
- A multi-agency approach to transition was initiated with regular reviews of plans for continuous improvement
- A data capture report was introduced reflecting post-detention engagement and pathways. This was communicated with staff with positive student outcomes highlighted at weekly staff briefings

Positive Behaviour Outcomes
- Visible and consistent use of PBL lessons, PBL reward system, Buzzes, Postcards, OneSchool reporting, and fortnightly analysis of behaviour data continued throughout 2018. The annual evaluation of our PBL processes completed by the Regional PBL advisor demonstrated pleasing progress on this agenda.
- During 2018 there was an increase in recording of positive behaviours on OneSchool by teachers with the resultant outcomes:
  - 100% of postcards distributed recorded in OneSchool
  - Incidental recording of positive behaviour increased to 125 per week (1 record per day per teacher)

- A data driven approach to responding to the needs of students as identified from Responsible Thinking Room (RTR) and behaviour referral data resulted in the achievement of our target of a reduction in RTR referrals by 10%
- Complex Case Coordinator and HOD Student Services positions were established to implement the establishment and review of interdepartmental forum processes.
- 100% of the teaching staff were trained in essential skills for classroom management.
- All teaching staff included a behaviour management goal in their PDP.

Teaching and Learning
- Literacy plan completed and the literacy staff learning plan was reviewed and refined.
- Teaching and Learning Bookmarks utilised with staff to finalise the rollout of BYETC's Reading strategies & Teaching and Learning philosophy
- 100% teaching staff trained in clearly articulated Reading to Learn process
- 100% of teaching staff were able to demonstrate Reading to Learn processes via bi-term classroom observations
- 100% of lesson and unit plans reflect school reading framework
- Professional development in high quality teaching and learning practices evident in school professional learning plan calendar
- Lesson observation tools refined and expanded for the purpose of collegial engagement
- Twice per term classroom observation schedule was implemented with teacher feedback provided at the conclusion of each observation.
- Junior Secondary Curriculum roll out finalised for BYETC and VTQ and implemented during Semester 2 2018.

BYETC's teaching and learning philosophy is driven by the unique learning environment and shaped by contemporary research on best practice in effective pedagogy and enabling students to close individual skills gaps in literacy and numeracy and learn personal and vocational skills leading to qualifications.
The development of language and whole staff ownership of reading practices together with high-yield teaching strategies inform all elements of the school's planning, teaching, learning and assessment cycle.

In order to gain further momentum in the area of Teaching and Learning, the review of our AIP in 2018 affirmed the need to further refine our school improvement agenda for 2019. In refining the recommendations from our 2016 review, it was determined that the domain of "Expert Teaching Team" will be our school's singular focus for 2019. This will be achieved through further development in the areas of "Collegial Engagement", "Consistent Teaching Practices", and "Staff Wellbeing".

Future outlook

The BYETC 2019 Annual Implementation Plan (Summary Table below) outlines the improvement strategies to be focussed on in 2019. The 2019 plan is a continuation of the four year strategic plan that was developed in 2018 and also continues to respond to the recommendations of the external review.

As a result, the 2019 AIP outlines the strategies below as priorities:

	Targets

Expert Teaching Team	**There is a published professional learning plan with an observable link between staff professional learning and school priorities.**
	• There is a documented professional learning plan for individual teachers / teams / whole school
	    o School professional learning plan published
	    o 100% staff participation in Annual Performance Development Plan (APDP) process
	    o APDP's respond to individual needs while addressing whole school priorities. Measured by School Opinion Survey responses:
	        ▪ S2086 I have access to quality professional development
	        ▪ S3215 Staff at my school are actively involved in Developing Performance discussions
	    and
	
	        ▪ All staff have a documented improvement goal/s which is/are reviewed regularly
	        ▪ All Vocational Education and Training teachers have a professional development plan linked to their teaching areas.

Collegial Engagement	**By the end of 2019 BYETC will have a school-wide system for collegial engagement and 100% of teachers will be regularly engaging in collaborative planning, lesson observations and feedback.**
	
	• Teachers support the professional learning of their colleagues as part of an explicit collegial engagement process.
	• The collegial engagement process/s will be documented and include:
	    o Time allocation for teacher to work with their colleagues
	    o Defined staff roles and responsibilities
	    o Initial process documentation
	• Teachers visit each other's classrooms and welcome opportunities to have school leaders observe and discuss their work with them. The success of this initiative is measured by:
	    o Documented evidence of teacher participation in collegial engagement processes which will be captured using a lesson planning / observation frequency tool and quarterly surveys
	    o Documented evidence of leadership team's engagement with collegial engagement processes. (school leaders attending faculty meetings and leadership meetings focussing on collegial engagement)
	    o Documented evidence that feedback and reflections inform ongoing development of teacher practice
	    o Improvement in School Opinion Survey results related to the following items:
	        ▪ S2071 I receive useful feedback about my work at this school
	        ▪ S2077 This school looks for ways to improve
	        ▪ S3210 My school inspires me to do the best in my job
	        ▪ S3211 My school encourages me to take responsibility for my work
	        ▪ S3213 My school encourages coaching and mentoring activities
	        ▪ S3221 Staff at my school work as a team to deliver improved outcomes
	• The sharing and showcasing of best practices are common. The frequency of this showcasing will be captured in the professional learning plan (team and staff meetings).
	• Team meetings have an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. (Minutes)

Consistent Teaching Practices	**By the end of 2019 teacher will be an observable consistency in the application of high quality teaching practices across the school.** • Pedagogical handbooks developed – Literacy Framework, Pedagogical Framework, Collegial Engagement, Curriculum Handbooks • Lesson observations highlight use of the key BYETC strategies outlined in the Teaching and Learning Philosophy. • PBL and other behaviour processes are followed.

Staff Wellbeing	**By the end of 2019 a significant majority of teaching staff at BYETC will report positively on their wellbeing and the support they receive from their colleagues and leadership team.**
	
	There will be an observable reduction in negative workplace behaviours, excessive use of sick leave and a reduction in reportable staff conflict and departmental referrals.
	
	• Positive staff communication – reduction in sick leave, staff referrals, engagement with WorkCover / increased engagement in staff wellbeing programs / improved SOS data in relation to wellbeing:
	    ▪ S2069 I enjoy working at this school
	    ▪ S2075 Staff are well supported at this school
	    ▪ S3224 The wellbeing of employees is a priority for my school
	    ▪ S3226 I am aware of occupational health and safety procedures at my school

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Year 5 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	88	123	124
Girls	15	20	20
Boys	73	103	104
Indigenous	41	57	67
Enrolment continuity (Feb. – Nov.)	22%	28%	30%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

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 of 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. Many students 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. In 2018, 18% of students presented with a verified disability and 50% of students identified as Aboriginal and/or Torres Strait Islander peoples. Additionally, 12.5% of students identified English as their second language or dialect and 12.5% of students were identified as being in Out of Home Care. Interestingly this was a 35% reduction from 2017 of students who lived in out of home care. One possibility for this may have been the change in legislation introduced in February 2018 which saw 17 year old offenders being remanded at Youth Detention Centres in Queensland rather than adult correctional facilities as previously. The resultant slight increase in the average age of young people admitted correlates to more students who identify as independent.

In 2018 the average age of students enrolled at the Brisbane Youth Education and Training Centre was 15.6 years. However, the average reading age was 9.5 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	N/A	N/A	N/A
Year 4 – Year 6	6	6	6
Year 7 – Year 10	6	6	6
Year 11 – Year 12	6	6	6

Curriculum delivery

Our approach to curriculum delivery

- Individual learning needs targeted at individual skills gaps as identified through diagnostic testing
- Induction: all students Year 5 – 12 complete diagnostic assessments and Workplace Health & Safety induction
- Junior Secondary: Year 5 – 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
- Artist in Residence programs
- Personal development programs including 'Rock and Water' and Safe Learner Driver

How information and communication technologies are used to assist learning

Young people in detention respond well to a curriculum that is culturally responsive, commensurate with learning abilities, and considerate of individual learning styles. 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 similar facilities to those 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 field. The school staff have a positive influence on students with 'Teaching and Learning' identified as one of the strategic priorities for 2018. In addition to this, a well organised curriculum designed specifically for the detention centre context provides a platform for addressing the needs of large gap learners. 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 they 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.

Partnerships with broader detention centre staff are integral to a successful schooling experience for students. Beyond the detention centre, parents and carers are kept informed of their student's progress through end of term report cards, positive postcards sent weekly to the parents of students engaging well at school, and invitations to parents and caregivers of the recipients of awards to attend the quarterly Recognition Ceremonies.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	DW	DW	DW
• this is a good school (S2035)	DW	DW	DW
• their child likes being at this school* (S2001)	DW	DW	DW
• their child feels safe at this school* (S2002)	DW	DW	DW
• their child's learning needs are being met at this school* (S2003)	DW	DW	DW
• their child is making good progress at this school* (S2004)	DW	DW	DW
• teachers at this school expect their child to do his or her best* (S2005)	DW	DW	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	DW
• teachers at this school motivate their child to learn* (S2007)	DW	DW	DW
• teachers at this school treat students fairly* (S2008)	DW	DW	DW
• they can talk to their child's teachers about their concerns* (S2009)	DW	DW	DW
• this school works with them to support their child's learning* (S2010)	DW	DW	DW
• this school takes parents' opinions seriously* (S2011)	DW	DW	DW
• student behaviour is well managed at this school* (S2012)	DW	DW	DW
• this school looks for ways to improve* (S2013)	DW	DW	DW
• this school is well maintained* (S2014)	DW	DW	DW

* 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. Less than 5 respondents.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	76%	58%	57%
• they like being at their school* (S2036)	61%	56%	51%
• they feel safe at their school* (S2037)	89%	72%	67%
• their teachers motivate them to learn* (S2038)	91%	74%	65%
• their teachers expect them to do their best* (S2039)	91%	74%	69%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	73%	54%
• teachers treat students fairly at their school* (S2041)	83%	75%	56%
• they can talk to their teachers about their concerns* (S2042)	80%	70%	47%
• their school takes students' opinions seriously* (S2043)	82%	67%	54%
• student behaviour is well managed at their school* (S2044)	73%	66%	47%
• their school looks for ways to improve* (S2045)	84%	74%	57%
• their school is well maintained* (S2046)	74%	68%	59%
• their school gives them opportunities to do interesting things* (S2047)	76%	66%	57%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	84%	82%	86%
• they receive useful feedback about their work at their school (S2071)	84%	88%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	100%
• students are encouraged to do their best at their school (S2072)	95%	98%	97%
• students are treated fairly at their school (S2073)	100%	96%	100%
• student behaviour is well managed at their school (S2074)	98%	94%	93%
• staff are well supported at their school (S2075)	88%	84%	90%
• their school takes staff opinions seriously (S2076)	88%	84%	83%
• their school looks for ways to improve (S2077)	95%	94%	93%
• their school is well maintained (S2078)	95%	90%	90%
• their school gives them opportunities to do interesting things (S2079)	93%	94%	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 Child Safety Youth and Women. 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 Child Safety Youth and Women 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.

Respectful relationships education 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 Department of Child Safety Youth and Women caseworkers and programs teams. A focus at the Brisbane Youth Detention Centre is on developing healthy and respectful relationships that position these young people to re-engage successfully post-release.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	21	0	7
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Students and staff in horticulture classes focus on practices to regenerate the environment within the grounds. Students work on the maintenance and development of gardens and also spend time through the horticulture program learning to mow, use brush cutters, and operate gardening tools safely. As the school is housed within the Brisbane Youth Detention Centre no data for the environmental footprint of the school is available.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	34	24	<5
Full-time equivalents	31	18	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	5
Graduate Diploma etc.*	0
Bachelor degree	26
Diploma	2
Certificate	0

*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 2018 were $45,884.05

The major professional development initiatives are as follows:

- Essential skills in classroom management
- High yield teaching strategies
- Literacy
- PBL
- Cultural diversity training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

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 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state SDE/EU/SP schools was .

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	100	100	100
Attendance rate for Indigenous** students at this school	100	100	100

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep				Year 7	100	100	100
Year 1				Year 8	100	100	100
Year 2				Year 9	100	100	100
Year 3				Year 10	100	100	100
Year 4				Year 11	100	100	100
Year 5	100	100	100	Year 12	100	100	100
Year 6	100	100	100				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%
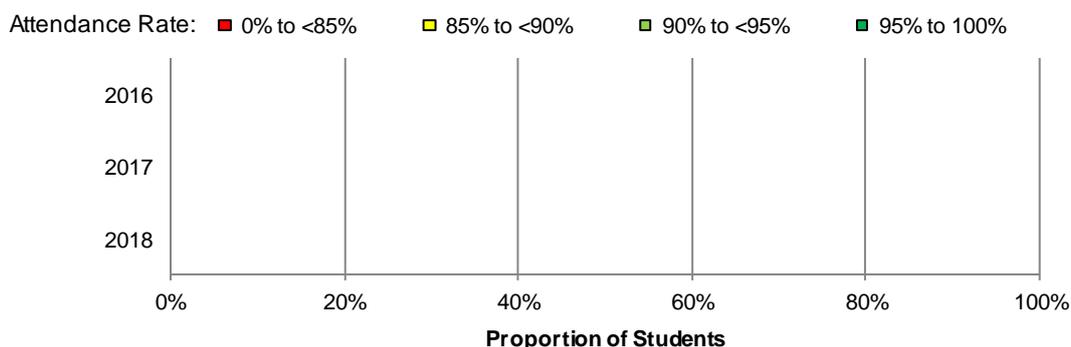
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 school each day for their scheduled classes.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	0	0	0
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12	0	0	0
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0	0	0
Number of students awarded one or more VET qualifications (including SAT)	56	17	21
Number of students awarded a VET Certificate II or above	0	0	0
Number of students who were completing/continuing a SAT	0	0	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	0	0	0
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	N/A	N/A	N/A
Percentage of QTAC applicants who received a tertiary offer.	0	0	0

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	56	17	21
Certificate II	0	0	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Student VET qualifications in 2018 were achieved in the following courses:

Certificate I Construction

Certificate I Visual Arts

Certificate I Information Technology

Certificate I General Education for Adults

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	100%	127%	174%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	88%	136%	150%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Students do not leave Brisbane Youth Education and Training Centre until their custodial sentence has been completed. As a result we do not have any early school leavers. However, the school has a transition team that works closely with a range of external agencies to support students to make a successful transition back in to mainstream schools, alternative school settings, further training and work.

The Vocational Training Queensland Registered Training Organisation that operated as a result of a partnership between Brisbane Youth Education and Training Centre and the Department of Child Safety Youth and Women throughout 2018 was initiated to support students who have exited detention to continue their literacy and numeracy studies in their home communities. This mode of study supports students reporting to Youth Justice Service Centres, Schools, and Non-Government Organisations. A snapshot of the data related to Vocational Training Queensland in 2018 is outlined in Table 17.

Table 17: Summary of Vocational Training Queensland 2018 outcomes

	Certificate of General Education for Adults	Junior Courses	Basic Skills Builder
Enrolments	188	116	3374
Student Outcomes	147 units completed	87 units completed 5 full levels completed	N/A
	Schools	Youth Justice Service Centres	Non-Government Organisations
Partners	19	25	5

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.brisbaneyoutheu.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx