



**Taking the Challenge . . .**

**Inspiring Hope**

## **2017 SCHOOL REPORT**

**About Burnett Youth Learning Centre**

*“Taking the Challenge ... Inspiring Hope” by providing learning opportunities and holistic care for youth experiencing learning barriers.*

Burnett Youth Learning Centre is a Special Assistance School that aims to assist and support those who may not have achieved well in mainstream education, or who have exited early, but want to continue their education. BYLC is a registered not-for-profit school that offers an alternative, practical, hands-on, supported approach to inspire personal learning. The Centre offers disengaged youth the opportunity to train with support to be ready to gain employment and be a contributing member of our community through a unique range of training opportunities.

## School Sector:

Independent

## School's Address:

3693 Goodwood Road Bundaberg 4670

## Total Enrolments:

46

## Year Levels Offered:

While BYLC students are ungraded, age equivalence to years 8 - 12 are offered.

## Co-educational or Single Sex:

Co-educational

## Characteristics of the Student Body:

All BYLC students have disengaged from formal education and have been referred to the Learning Centre. Percentages fluctuate but approximately 30% of BYLC's student body are indigenous students, 5% are students with verified disabilities, and 26% are female.

## Distinctive Curriculum Offerings:

BYLC operates a 70 acre farm featuring stock, tree and small crops. Training opportunities: Personal wellbeing support and Life Skilling; Pre-vocational training; Work Readiness training; Vocational Certificate 1 ICT and Certificate 2 Rural Operations; Training is also provided in: Metal Fabrication, General Construction, Automotive, Hospitality, Technologies and ICT. Vocational Language and Literacy and Numeracy training is a major focus in conjunction with student Individual Learning Plans.

The curriculum encompasses the English and Mathematics Learning Areas of the Australian Curriculum, whilst focusing heavily on the General Capabilities of Literacy, Numeracy, Information and Communication Technology, and Personal and Social Capabilities. Due to the disengaged nature of our students, these areas form the focus of the BYLC curriculum, however other Learning Areas, General Capabilities and Cross-Curriculum Priorities are offered as required or appropriate for an individual's learning plan.

The Centre has a collaborative approach drawing on the strengths of families, support agencies and dedicated staff. We seek practical partnerships, advisors, sponsors and community links to enhance the sustainability, value and benefit of the training opportunity.

### **Extra-curricular Activities:**

BYLC has an intentional focus on building relationships with our students and their families or care givers. This is achieved through placing an emphasis on staff role modeling together with regular recreational activities.

### **Social Climate:**

Students are supported by an experienced team of staff where building positive relationships is the focus. Basic breakfasts and lunches are provided each day. Transport to and from the farm is provided if needed. A Counsellor and a Chaplain are available to address student issues that prevent or hold back enjoyable and meaningful learning.

Youth at risk and disengaged youth face complex issues and educational risk is rarely an isolated problem. Young people who are disengaged from learning often have a wide range of circumstances that generate needs and concerns. Some have urgent and immediate concerns about their survival and safety, consequently formal education may be a low priority. In the BYLC culture, developmental provision of pastoral care support to students and families is therefore vital.

### **Parental Involvement:**

Parents and Caregivers are an integral part of the operation of the Centre. Opportunities for involvement exist from mentoring, skills sharing, recreational activities, advisory and voluntary involvement. Regular contact and involvement is strongly encouraged. Parental consultation and feedback is an important part of the Individual Learning Plan process. This consultation is ongoing throughout the year, to ensure each individual student's needs are considered and provided for.

### **Parent, Teacher and Student Satisfaction with the School**

#### **Satisfaction Data:**

As part of the Learning Centre's Pastoral Care Program regular contact is maintained with student parent/s or care givers. Contact may focus on student welfare, family environment, student Individual Learning Plans together with open conversation regarding school issues. Together with on-going communication, regular feedback of students, staff and parents and care givers is sought.

### **Contact Person for Further Information:**

The title of a school-based contact person for further information on the school and its policies

Title: For further information on the Learning Centre or its Policies contact the Principal.

### **School Income Broken Down by Funding Source**

*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.*

## Staffing Information

### Staff Composition, Including Indigenous Staff:

The Learning Centre's full time equivalent staffing is: Teachers = 14%. Trainers = 55%. Student support = 6 %. Administration = 19%. Auxiliary = 6%.

### Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	-
Masters	-
Bachelor Degree	3
Diploma	2
Certificate	9

### Expenditure on and Teacher / Staff Participation in Professional Development:

#### a) Teacher / Staff Participation in Professional Development

Description of PD activity	Number of teachers / staff participating in activity
Senior First Aid / CPR	7
Reboot Training	16
Child Protection	7
School Continuous Improvement	7
Department of Education and Training - QCIA	1
TAE Cert IV	2
Diploma in Hospitality	1
VET & Careers Conference	1
SAS Conference	12
Code of Conduct – Bus transport	5
NCCD Training	2
Business Management Training	1
Total number of teachers/staff participating in at least one activity in the program year	16

#### b) Expenditure on Professional Development

Total Number of Teachers / Staff	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
16	\$13,000	\$812.50
The total funds expended on teacher professional development in 2016		\$6,500

The proportion of the teaching staff involved in professional development activities during 2017	100%
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**Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:**

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
16	192	35.5	98%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 90% in 2016			

**Proportion of teaching staff retained from the previous year:**

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
11	11	100%
From the end of 2016 100% of staff were retained for the entire 2017 school year		

**Key Student Outcomes**

*[Schools may wish to include comparative data from previous year(s) in this section]*

**Average student attendance rate (%) for the whole school:**

The average attendance rate for the whole school as a percentage in 2017 was 55%
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**Average student attendance rate for each year level:**

Burnett Youth Learning Centre is an ungraded school and as such the average attendance rate for each year level is not applicable.

**A description of how non-attendance is managed by the school:**

Non-attendance at BYLC can be a reflection of student marginalisation. Reasons for non-attendance are many and varied but treated with high importance. Administration staff, student support staff and the Centre Director [together with the Centre’s bus drivers] form a cohesive team to address student absenteeism. Absentee phone calls are made daily. Four absent days without reason are followed up by the Chaplain. Prolonged absences are followed up by the Counsellor, Centre Director and or administration correspondence. Department of Child Safety “Mandatory Reports” can be made and possible disenrollment after due process. Generally, a high level of support is offered to non-attenders and their families as BYLC seeks to maintain student attendance incentives and improvement. Student attendance incentives are offered as encouragement to parents / carers.

## NAPLAN results for Years 3, 5 and 7 and 9 in 2016

### Benchmark Data for Year

Burnett Youth Learning Centre is exempt from Naplan testing. The majority of BYLC students consistently rate below the National minimum standard in; Reading, Writing, Spelling, Grammar and Punctuation, Numeracy, due to educational disengagement. LL&N education remains a critical area of effort and student support.

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

Year 12 student enrolment as a percentage of the Year 10 cohort is 47%

#### Year 12 Outcomes:

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	8
Number of students awarded a Queensland Certificate of Individual Achievement	8
Number of students who received an Overall Position (OP)	-
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	-
Number of students awarded one or more Vocational Education and Training (VET) qualifications	-
Number of students awarded a Queensland Certificate of Education at the end of Year 12	-
Number of students awarded an International Baccalaureate Diploma (IBD)	-
Percentage of Year 12 students who received an OP1-15 or an IBD	-
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	-
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	-

#### Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2017 post-schools destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school’s website in September after release of the

information.

### Background information on how the Next Steps survey was conducted:

#### Background information:

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### School Response Rate to the Survey

Number of Year 12 students in 2017 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
8	0	0%

### Definitions of main destinations (see table below)

#### Summary of findings in relation to main destinations of students

School Year 2014	Number of Students in each category	Percentage of Students in each category
University (degree)	-	0%
VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)	-	0%
Working full-time		0%
Working part-time/casual		0%
Seeking work		0%
Not studying or in the labour force		0%
Total Year 12 students		