



Annual Report 2021 (Based on 2020 data)

“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:

112

Year Levels Offered:

While BYLC students are ungraded, age equivalence to years 7 -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 20% of BYLC's student body are indigenous students, 3.5% are students with verified disabilities (using ISQ verification definition) however approximately 53% require supplementary or substantial adjustments for other disabilities or disorders using the NCCD definitions. 17% are female.

Distinctive Curriculum Offerings:

BYLC operates a 70 acre farm featuring stock, macadamia trees and small crops. Training opportunities: personal wellbeing support and life skilling; pre-vocational training; work readiness training; vocational Certificate I in Hospitality (BYLC RTO); Certificate II in Rural Operations, Certificate 1 in Construction, Certificate 11 in Engineering (External Providers). Training is also provided in: metal fabrication, general construction, agriculture, automotive, hospitality, technologies, ICT and music. Vocational language, literacy and numeracy training is a major focus in conjunction with student Individual Learning Plans (ILP).

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. The Centre seeks practical partnerships, advisors, sponsors and community links to enhance the sustainability, value and benefit of the training opportunity.

Extra-curricular Activities:

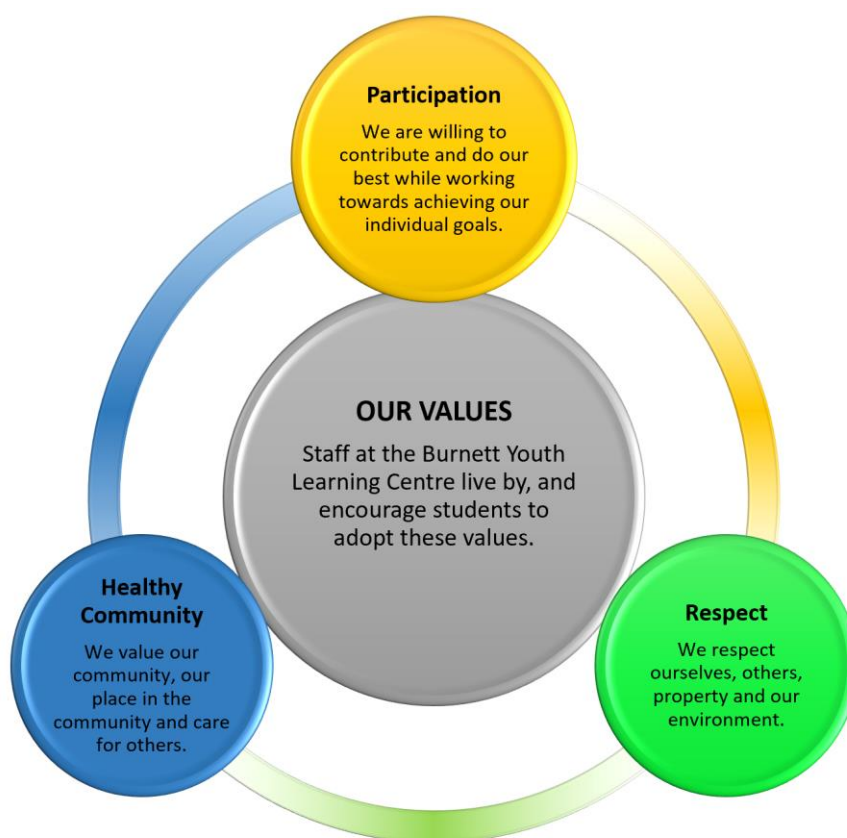
BYLC has an intentional focus on building relationships with students and their families or care givers. This is achieved through placing an emphasis on staff role modelling together with regular recreational activities. Activities include beach excursions, team building and sporting sessions held at other venues, RYDA (Driver Safety and Awareness), outdoor adventure activities, bush walking, photography, local industry work experience, visiting musicians and artists and other youth organisations like YWAM. Personal development activities and programs are delivered by local specialist organisations, although 2020 was impacted by Covid-19..

Social Climate:

Students are supported by an experienced team of staff where building positive relationships is the focus. Basic breakfasts and balanced nutritious lunches are provided each day. Transport to and from the farm is provided. A support team comprised of a Chaplain and Youth Support Workers 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.

BYLC VALUES



Parental Involvement:

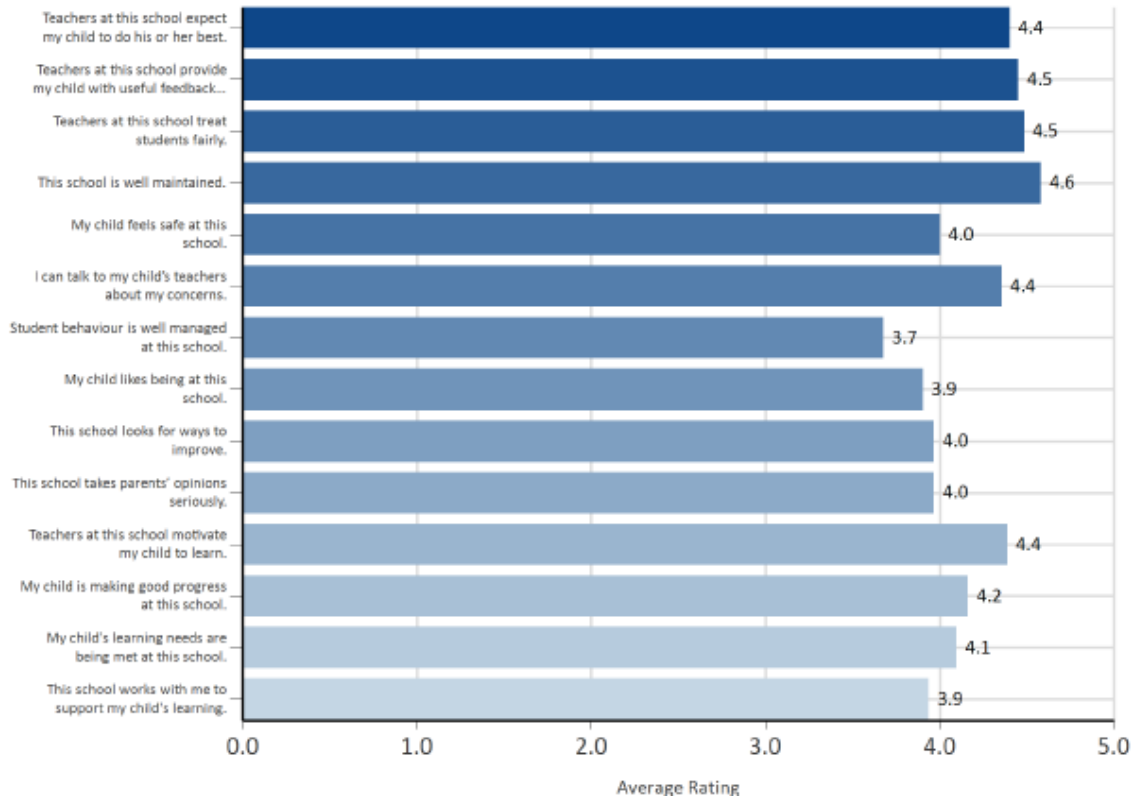
Parents and caregivers are encouraged to be a part of the operation of the Centre. Regular contact and involvement with parents are a deliberate and planned part of the program. Parental consultation and feedback are also an important part of the Individual Learning Plan (ILP) process. This consultation 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:

BYLC conducts a Parent/Carer survey on an annual basis. The results of the most recent survey can be seen below. The information in these surveys is confidential as names or contact details are not requested. This is another opportunity for the school community to provide their feedback on the different aspects of the program to inform BYLC of areas that need addressing.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Contact Person for Further Information:

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

For further information on the Learning Center or its Policies contact the Principal – Jenny Lang.

School Income Broken Down by Funding Source

School funds are provided by the State and Federal Governments and supplemented by income generated by the farm and enterprise projects.

Staffing Information

Staff Composition, Including Indigenous Staff:

The Learning Centre's full-time equivalent staffing is:

Teachers = 20%

Trainers = 48%

Student support = 8%

Administration = 16%

Auxiliary = 8%

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	0
Masters	1
Bachelor Degree	5
Diploma	3
Certificate	11

Expenditure on and Teacher/Staff Participation in Professional Development:

a) Teacher/Staff Participation in Professional Development

Burnett Youth Learning Centre staff undertake a number of professional development days throughout the year:

- 2 days at the end of the summer holidays
- 2 days at the end of the Easter holidays
- 2 days at the beginning of Term 3, and
- 1 day at the end of Term 3

All staff are provided the opportunity to attend Professional Development in areas of specialization.

Expenditure on Professional Development

Total Number of Teachers/Staff	Total expenditure on teacher/staff PD	Average expenditure on PD per teacher/staff
25	\$11,500	\$460.00
The total funds expended on teacher professional development in 2020		\$11,500.00
The proportion of the teaching staff involved in professional development activities during 2020		100%
The major professional development initiatives were as follows: See list above		

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
25	4154	109	97.3%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 99% in 2020			

Proportion of teaching staff retained from the previous year:

Number of permanent staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
15	13	86.5%
From the end of 2019, 86.5 % of staff were retained for the entire 2019 school year		

Key Student Outcomes

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

The average attendance rate for the whole school as a percentage in 2020 was 65%.

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 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 Principal [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 Principal, Youth Worker 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 2019

Burnett Youth Learning Centre seeks exemptions from NAPLAN testing for attending students. The majority of BYLC students consistently rate below the National minimum standard in Reading, Writing, Spelling, Grammar, Punctuation and Numeracy due to educational disengagement. Language, literacy and numeracy (LLN) 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 (2018) is 62%.

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Statement	9
Number of students awarded a Queensland Certificate of Individual Achievement	9
Number of students awarded a Queensland Certificate of Education	0
Number of students who received an ATAR	0
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	5
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR or an IBD	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	55%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	0%

***Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2020 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about the post-school destinations of our students will be uploaded to the school's website in September after release of the information.

***Post-school Destination Information - Mandatory Information to be published by 30 September each year

Post-school destination information from the current Next Steps survey as follows:

Background information on how the Next Steps survey was conducted:

Background information: No data has been returned as yet, from school leavers through the Next Steps Survey this year.

The following information relates to the 2019 *Next Steps – Student Destination* survey results

School Response Rate to the Survey

Number of Year 12 students in 2019 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
11	7	63.6%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students in 2019

School Year 2019	Number of Students in each category	Percentage of Students in each category
University (degree)	N/A	N/A

VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	1	14.3
Working full-time	N/A	N/A
Working part-time/casual	2	28.6
Seeking work	4	57.1
Not studying or in the labour force	N/A	N/A
Total Year 12 students	11	N/A