



## Annual Report 2020 (Based on 2019 data)

### Contextual Information

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how ICT is used to assist learning.

#### School Sector:

Independent

#### 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 17% of BYLC's student body are indigenous students, 9.5% are students with verified disabilities (using ISQ verification definition) however approximately 60% require supplementary or substantial adjustments for other disabilities or disorders using the NCCD definitions. 28% are female.

#### Total Enrolments:

76

### Workforce Information

#### Staff Composition, Including Indigenous Staff:

The Learning Centre's full-time equivalent staffing is:  
Teachers = 25%. Trainers = 40%. Student support = 5%  
Administration = 20%. Auxiliary = 10%.

### Qualifications of all Teachers:

| Qualification       | Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification |
|---------------------|--|
| Doctorate or higher | 0  |
| Masters             | 1  |
| Bachelor            | 5  |
| Diploma             | 3  |
| Certificate         | 12   |

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

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

| Description of PD activity  | Number of teachers participating in activity |
|---|--|
| Disability Standards for Education  | 13   |
| ISQ – Child Protection  | 20   |
| SAS Conference – Celebrating the work of SAS Schools                                | 15   |
| Trauma Informed Care Training   | 15   |
| Australian Childhood Foundation-Making SPACE for Learning                           | 1  |
| First Aid – Provide cardiopulmonary resuscitation                                   | 7  |
| First Aid – Provide first aid   | 8  |
| ISQ – Domestic and Family Violence  | 10   |
| QCAA - Maximising writing success   | 1  |
| QCAA - Differentiation - Increasing student ma...                                   | 1  |
| QCAA RTO Management - Strategies & Tools  | 1  |
| Berry St – Education Model Course   | 1  |
| Finding the Light – Personality   | 15   |
| Finding the Light – Communication – Connecting 101                                  | 11   |
| DATTA ITD Teachers Conference   | 1  |
| Cert IV in Training and Assessment  | 1  |
| Mental Health First Aid   | 15   |
| Pathways to Resilience – Meet Your Brain  | 1  |
| Supporting Mental Health following Critical Incident                                | 1  |
| ISQ - School and Curriculum Leaders' Update   | 1  |
| ISQ – Support for Small Schools   | 1  |
| ISQ – School Improvement Masterclass  | 2  |
| ISQ – VET Standard 1 Workshop   | 1  |
| ISQ – Middle Leadership – Difficult conversations                                   | 1  |
| Total number of teachers participating in at least one activity in the program year | 5  |

### Expenditure on Professional Development

| Total Number of Teachers/Staff   | Total expenditure on teacher/staff PD | Average expenditure on PD per teacher/staff |
|--|---------------------------------------|---|
| 20   | \$8,000                               | \$400.00                                    |
| The total funds expended on teacher professional development in 2018                             |                                       | \$10,000.00                                 |
| The proportion of the teaching staff involved in professional development activities during 2019 |                                       | 100%  |

**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 |
|---|-----------------------|---------------------------|-------------------------------|
| 20  | 200                   | 52                        | 98.7%                         |
| For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 99% in 2019 |                       |                           |                               |

**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   | 15  | 100%             |
| From the end of 2018, 100 % of staff were retained for the entire 2019 school year |   |                  |

## Funding Information

**School Income Broken Down by Funding Source \*<sup>1</sup>**

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

The breakdown of BYLC funding maybe found at: <https://www.myschool.edu.au/school/40778/finances>

## 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 if needed. A Counsellor and a Chaplain are available to address student issues that prevent or hold back enjoyable and meaningful learning.

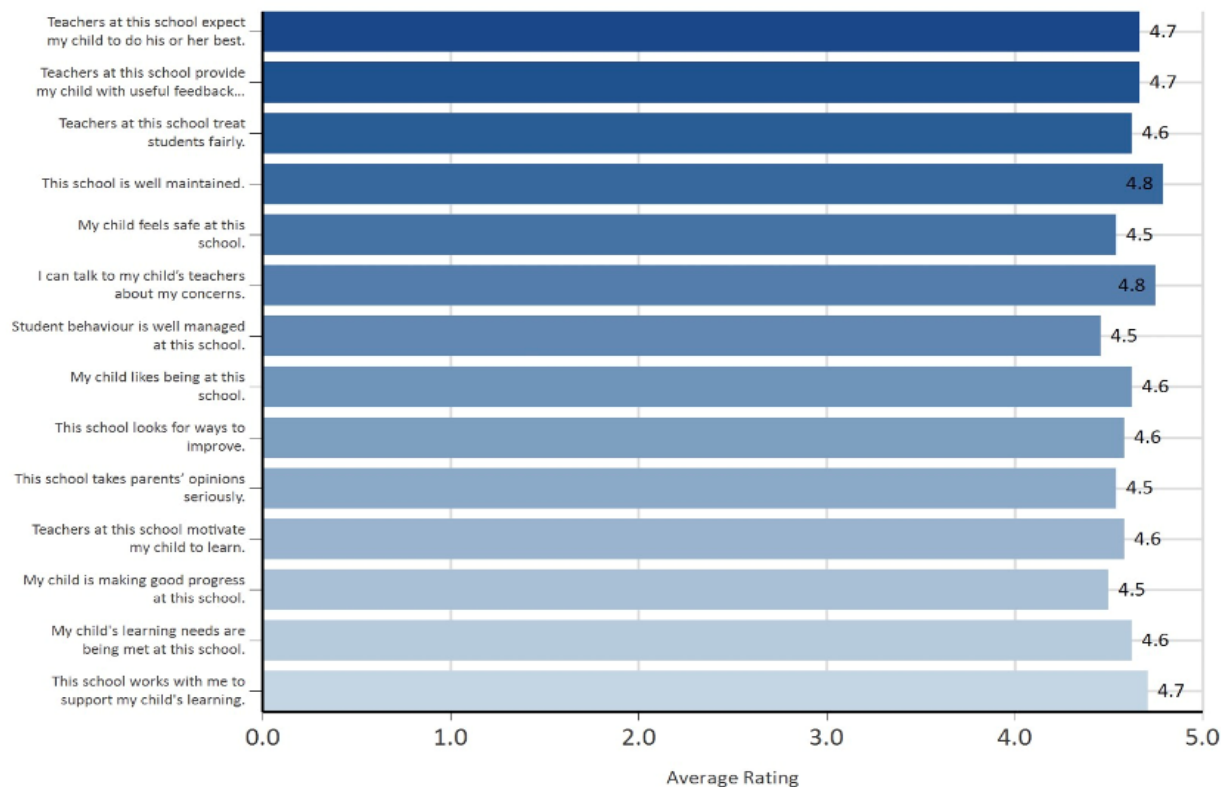
Youth at risk and disengaged youth face complex issues and educational risk is rarely an isolated problem. Young people who are disengaged from learning often have a wide range of circumstances that generate needs and concerns. Some have urgent and immediate concerns about their survival and safety, 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.

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<sup>1</sup> Australian Education Regulation 2013 s60 (1)(g)

## Parent, Teacher and Student Satisfaction with the School \*2

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



### 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.

#### Satisfaction Data:

BYLC conducts a Parent/Carer survey on an annual basis. The results of the most recent survey can be seen above. 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.

## Student Outcomes

### 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.

<sup>2</sup> Australian Education Regulation 2013 s60 (1)(f)

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.

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

The average student attendance rate for the whole school in 2019 was 61%

#### Benchmark Data for Year

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 is 54%.

#### Year 12 Outcomes:

| Outcomes for our Year 12 cohort 2019   |    |
|--|----|
| Number of students awarded a Senior Education Profile  | 3  |
| Number of students awarded a Queensland Certificate of Individual Achievement  | 8  |
| Number of students who received an Overall Position (OP)   | 0  |
| Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)  | 0  |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications  | 2  |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12   | 0  |
| Number of students awarded an International Baccalaureate Diploma (IBD)  | 0  |
| Percentage of Year 12 students who received an OP1-15 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 | 0% |
| 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 2019 post-school 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.