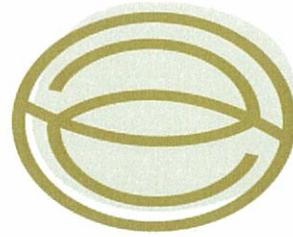
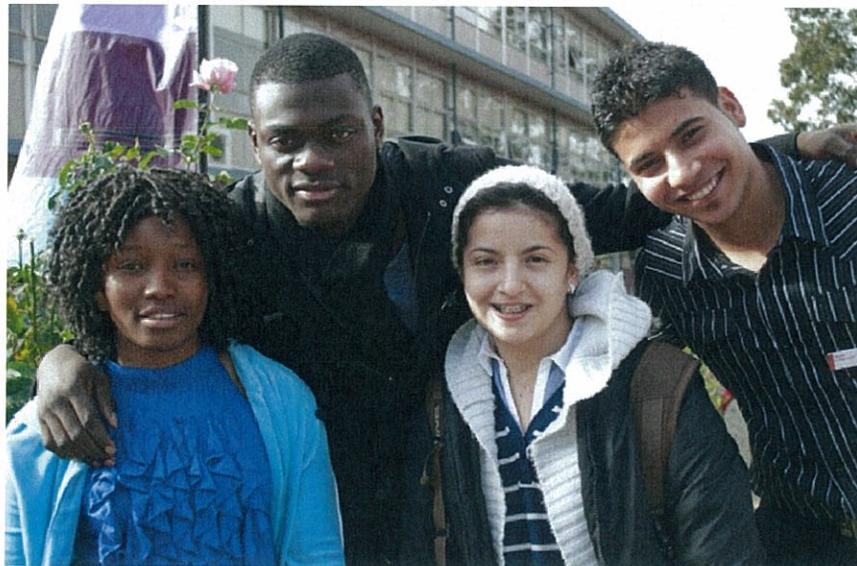


Thebarton  
SENIOR COLLEGE



Respect      Excellence      Innovation      Sustainability

# Thebarton Senior College Annual Report 2011



Government of South Australia

Department for Education and  
Child Development

## School Context

<b>School Name:</b>	Thebarton Senior College	<b>School Number:</b>	0810
<b>Principal:</b>	Kim Hebenstreit	<b>Region:</b>	Western

Our students are generally over 16 years of age and completing their secondary education, undertaking core skills or vocational programs or learning English in the New Arrivals Program. Many are part-time and over 1200 students may access courses in each academic year. The College draws its students from all parts of the greater metropolitan area but particularly from the central and north western side.

The students come from diverse backgrounds. Countries of birth include Australia (from a range of cultural groups), Afghanistan, Argentina, Bosnia-Herzegovina, Brazil, Burundi, Cambodia, Canada, Chile, China, Congo, Croatia, Cyprus, Czech Republic, Denmark, Egypt, El Salvador, England, Eritrea, Ethiopia, Fiji, France, Germany, Greece, Hong Kong, Hungary, India, Indonesia, Iran, Iraq, Ireland, Japan, Jordan, Kenya, Korea (South), Kosovo, Kurdistan, Laos, Lebanon, Liberia, Malaysia, Morocco, Myanmar, Nepal, Netherlands, New Zealand, Niger, Pakistan, Palestine, Peru, Philippines, Poland, Portugal, Romania, Russia, Rwanda, Samoa, Serbia, Sierra Leone, Singapore, Somalia, Sudan, Syria, Thailand, Timor, Ukraine, United Kingdom, Uzbekistan, Vietnam.

A number of students have come to Australia under the humanitarian/refugee program. Thebarton Senior College is the site of the DECD secondary adult New Arrivals Program. These students complete an intensive English as a Second Language (ESL) course full-time for twelve-eighteen months or more before moving into Core Skills, Stage 1 and 2 SACE courses or vocational certificate courses.

Students also enter at both Stage 1 and 2 SACE to complete their secondary education and gain entry to TAFE or university or widen their employment options through industry accredited vocational training packages. Thebarton is a Registered Training Organisation for Certificates 1-4 in Information Technology, Certificate 2 Business, Certificate 3 Business Administration, Certificate 1 Resources and Infrastructure Operations, Certificates 1 and 2 English Language Proficiency, Certificates 1 and 2 Community Services, Certificate 4 in Adult Tertiary Preparation and is a certified CISCO training provider. In addition, there are vocational courses auspiced by TafeSA and the Master Builders Association in Certificate 2 Creative Arts (Multimedia) and Certificate 1 General Building respectively.

Many of the students at Thebarton Senior College are receiving some financial support from Centrelink.

### Support offered

Counselling services recognise the complexity of adult needs. Some of these services include student enrolment, personal counselling, interagency liaison, career and training information and interpreting services (bilingual SSOs). Maternity, health, psychological and financial support services are provided by external providers at the College.

As well, learning support programs are provided through teacher support in the Study Centre, ESL support in classes and literacy support for both NESB and English speaking background students. There are a significant number of students on Negotiated Curriculum Plans.

All teaching staff are encouraged to complete the TESMC (or equivalent) course as the opportunity arises.

### **Special programs**

The College is the only adult New Arrivals Program provider in South Australia. The New Arrivals Program is an intensive English language acquisition course for newly arrived adult migrant and refugee students. While the focus of the program is to provide non English speaking students with the level of language proficiency needed to undertake future SACE studies, mathematics, science and computing are integral to the curriculum and also have a language emphasis. Students also experience technology, physical education and art courses in NAP. The NAP course is SACE accredited (4 units) under the non-compulsory section of the SACE. Graduates from the program are encouraged to continue their College enrolment in subsequent programs such as the foundation and bridging programs, vocational certificates or Stage 1 or Stage 2 SACE studies.

Certificates in English Language Proficiency were introduced in 2008 and a large number of students are now enrolled to study at either Certificate 1 or 2 level.

### **2011 Highlights Principal's Report**

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There were a number of highlights and noteworthy achievements during 2011 at Thebarton Senior College. The State Budget decision to withdraw funding for adult re-entry programs had a significant impact on our work in the first half of the year. However all re-entry schools worked together and Minister Weatherill was supportive of us having a policy that minimised disadvantage to adults who wanted to achieve the SA Certificate of Education. The outcome has been a workable solution that has sharpened our focus on SACE completion and driven some quite positive curriculum developments. Following the implementation of the policy, we have maintained our enrolment base and continue to look for new markets both locally and internationally.

During the year our Trade Training Centre was completed and we celebrated with an official opening by Mr. Steve Georganas, federal Member for Hindmarsh. Mr. Georganas has been a great supporter of the College and later in the year arranged for us to hold a public meeting where the then Minister of Foreign Affairs, Mr. Kevin Rudd, addressed a packed Study Centre on Australia's foreign aid program. Both these events have greatly assisted in raising the profile of the College as a valuable community resource.

Our Registered Training Organisation (RTO) expanded its scope enabling the Certificate IV in Adult Tertiary Preparation to be offered in 2012. Vocational Education and Training (VET) is an extremely significant part of the curriculum and we expect to see further growth as these programs now provide direct credit into the SACE. We also had two successful programs of teachers visiting from overseas with study tours from Indonesia and Japan.

We were fully subscribed in most programs and the pressing issue will be classroom accommodation. The Governing Council has approved a budget where there is a major capital commitment to building a new library with some additional classroom space. We also worked hard during the year to ensure that we maximised opportunities for positive press in relation to the work

of the College and public education in general. We have had photographs and editorial in both "The Advertiser" and "Messenger" newspapers.

2012 promises to be a year of further development with a focus on expanding our involvement with international students as well as expanding our role as a senior secondary provider to complement the subject offerings of other schools in the Region. By providing opportunities for young people in neighbouring schools we not only increase our enrolment but add to the suite of programs that are available to all students.

## Report from Governing Council

### THEBARTON SENIOR COLLEGE GOVERNING COUNCIL

#### Chairman's Report

As Chair of the Governing Council I am privileged and pleased to be able to report that 2011 has, beyond previous years' exceptional outcomes, again seen Thebarton Senior College achieve remarkable results across all areas.

In terms of curriculum scope and opportunities, the support given to a diverse student population, continued innovation, and ongoing financial stability and facilities improvements, the College has provided an environment that has seen further growth and commendable academic results, including through expanded SACE and VET pathways and opportunities. This setting has seen excellent results achieved by many students with an increasing number moving on to further tertiary studies, trades and other vocational career opportunities.

The year was marked by many achievements by the College, including:

- The opening of the Trade Training Centre. This facility is outstanding and is providing students with standard of equipment and trades opportunities second to none.
- Expansion of the RTO. The scope of options open to students through this initiative, and the enthusiasm of organisations receptive to what our students can offer, further building on prior year state and nationally recognised achievement, is opening doors to many of our students.
- The formation of a Master plan which will see further significant capital expenditure and result in outstanding new facilities, including an upgraded / new library and other major building improvements over the next few years. This will also allow the College to accommodate more students, with space continuing to be a challenge with demand for places seeing the College at full capacity each year.
- The College's reputation at State and Federal Government level, with the business community, and also internationally, continues to attract great interest and acknowledgment for the outstanding way we operate. It is no accident that international colleges and education leaders in Australia and beyond seek out the College and send delegations of teachers and other educational leaders and groups to see how well Thebarton operates and what they can learn from our success story.

- The College's enviable position will see Thebarton accept a new cohort of international students from various countries in the near future. This is further testimony to the high regard in which the College is held.

2011 also presented the challenge of a proposed change of Government policy which had the potential to impact the College through expected reduced enrolments in 2012 and beyond; the outcome, notwithstanding some impact expected, saw some modifications to that initially proposed by Government; these concessions were largely a result of the efforts of Kim and his staff working with DECS and the Government. It is through the concerted efforts of all staff that the potential loss of enrolments has not impacted the College; 2012 has not seen any material loss of students and in fact the overall student cohort will again rise this year.

As to Principal Kim Hebenstreit and his teaching and support staff, many continue to enhance their qualifications and experience in Thebarton's inspiring environment, and gain promotions within the college and at other sites; they are highly sought after for what they bring to the education of others, with a passion, commitment and innovation that sees them regarded as leaders in their profession.

We are also fortunate to have such a diverse student population that brings a wide range of cultures and experiences to the College; these young people play a significant part in the life and success of the College. That Thebarton Senior College is a place of learning with an inclusive culture of respect and value for the individual is well recognised by the College's staff, students and Governing Council members, and by those that visit the College. We see through the Wednesday Breakfast Club, set up 3 - 4 years ago to promote the importance of breakfast and healthy, nutritious eating generally, that the 120 odd students that attend are benefitting from this volunteer staffed initiative; our students are a joy to serve and represent almost all of the 60 – 70 cultures of our student cohort. We are hopeful that more of our students and staff will come along and start their day in a more social, relaxed and interactive environment than that by necessity experienced a classroom, with a healthier food options than might otherwise be considered.

The college is well positioned to reap the benefits of past years' passion, initiatives and commitment, that will see Thebarton's students further 2011's great achievements, with many going on to succeed in further tertiary studies, trade traineeships, and other employment opportunities.

I take this opportunity to thank the members of the Governing Council for their support and valued contribution and Kim and his staff for their outstanding work in 2011, and look forward to all working towards taking the College further in 2012.

## Site Improvement Planning

**2011 was the final year of the current site learning plan three year cycle.**

### **Key Direction 1**

*Provide appropriate bridging programs between the New Arrivals Program (NAP) and SACE and/or VET.*

Outcomes included the use of the Australian Core Skills Framework to develop courses in English, Numeracy, Science, Computing and Humanities across level 1, 2, and 3

### **Key Direction 2**

*Provide learning programs and support structures which enhance the well-being of our students*

Outcomes included

- Continued use of restorative practices
- Increase in the number of agencies we are working with on site
- Use of student surveys to gauge well being and drive change
- Leadership opportunities for students eg through Rotaract

### **Key Direction 3**

*Ensure New SACE meets the needs of our student cohort*

Outcomes included

- Introduction of new SACE subjects eg SACE completion Package
- Research Project team approach to teaching and learning
- T & D –assessment plan and task development
- Increased Literacy, numeracy options
- ‘Age appropriate’ PLP course development

### **Key Direction 4**

*Expand the range of vocational programs offered through the RTO and partnerships.*

Outcomes included

- Development of VET English to support students
- Development of online cert 1 and 2 IT option
- Affiliations with other Trade Training Schools eg building cert 1

### **Key Direction 5**

*Provide innovative curriculum delivery through the implementation of new technologies.*

Outcomes included

- Extensive moodle development and PD for staff
- 45 stage 1 and 41 stage 2 courses have a moodle
- 10 Core Skills courses have a moodle
- 28 Nap courses have a moodle
- Use of IPOD touches in classes
- Use of IPADS in classes and by staff

**Student Achievement**

**SACE Completion 2011**

<b>% School</b>	<b>% Like Schools</b>	<b>% State</b>
85.19%	82.57%	91.60%

**NAPLAN**

No data available

**Senior Secondary**

**Students in Yr 12 Undertaking Vocational or Trade Training**

<b>% School</b>	<b>% Like Schools</b>	<b>% State</b>
15.22%	13.24%	8.33%

**Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification**

<b>% School</b>	<b>% Like Schools</b>	<b>% State</b>
85.19%	82.57%	91.60%

## Years Taken by students to complete SACE

Years Taken to Complete	% School	% Like Schools	% State
1	8.70%	0.79%	0.62%
2	34.78%	17.45%	17.16%
3	32.61%	71.63%	77.93%
4+	23.91%	10.13%	4.29%

### Student Data

#### Attendance

Retention Figures

#### National Attendance Rates Semester 1

No Data Available

#### Destination

Table 2: Intended Destination

Leave Reason	2010				
	School		Region	Index	DECS
	No	%	%	%	%
Employment	21	5.3%	3.0%	5.8%	4.9%
Interstate/Overseas	41	10.4%	9.5%	7.0%	8.7%
Other	26	6.6%	1.8%	3.0%	2.5%
Seeking Employment	16	4.0%	4.1%	7.2%	3.8%
Tertiary/TAFE/Training	19	4.8%	3.0%	3.8%	5.1%
Transfer to Non-Govt Schl	7	1.8%	9.9%	5.3%	10.3%
Transfer to SA Govt Schl	35	8.8%	49.3%	51.4%	47.6%
Unknown	231	58.3%	19.5%	16.4%	17.1%

## Client Opinion

The Summary Report provides information about the RTO and a snapshot of results for the scales measured by the Learner Questionnaire (LQ)

### Summary statistics

Scale	Learners	
	Response count	Average score
Trainer Quality	149	82.2
Effective Assessment	150	79.6
Clear Expectations	150	74.4
Learning Stimulation	150	72.5
Training Relevance	150	78.7
Competency Development	150	79.0
Training Resources	150	78.7
Effective Support	150	80.8
Active Learning	150	74.6
Overall Satisfaction	150	81.7

## Accountability

### National Partnerships

No Data Available

### Staff

#### Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Graduate Degrees or Diplomas	229
Post Graduate Qualifications	98

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

**Workforce Composition including Indigenous staff**

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	89.40	0.00	25.11
Persons	0	100	0	32

**Financial Statement**

	Funding Source	Amount
1	Grants: State	13,227,586.00
2	Grants: Commonwealth	125,000.00
3	Parent Contributions	242,186.00
4	Other	N/A