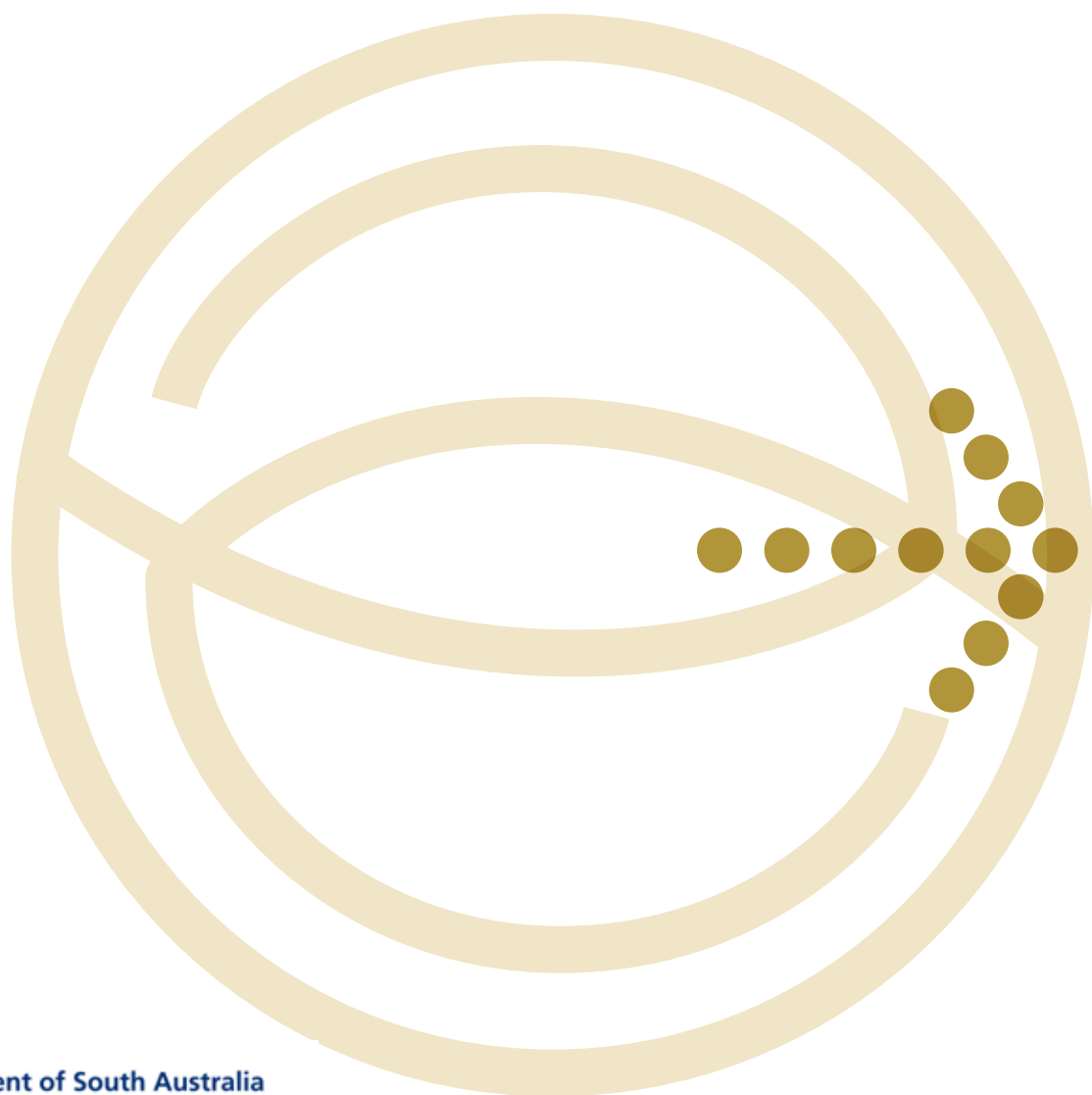


# Annual Report



Thebarton  
SENIOR COLLEGE

# 2010



**Government of South Australia**

Department of Education and  
Children's Services

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# 1 Introduction

As we planned, 2010 was another exciting year. We expanded the scope of the RTO to provide training opportunities for Bilingual School Services Officers and piloted a metalwork skills program with indigenous students at Indulkana in the far north of the state. New technologies were a curriculum focus with particular work going into the application of mobile technologies to support the learning styles of our very mobile students. In fact we started the year with a professional development day led by staff from Apple Computers.

The College was again short listed in the SA Training Awards, for the VET in Schools Excellence Award. Some 60 staff gained Step 9 salary status and this attests to the great depth and experience of our teachers.

As stated in the last annual report, the College was successful in securing funds for a Trade Training Centre and for a Language Centre through the Commonwealth Government's Economic Stimulus Package. The Language Centre was opened by the Member for Hindmarsh, Mr Steve Georganas during the year and our magnificent Trade Training Centre will be completed by the time this report goes to print. This will mean in excess of four million dollars in capital improvements to the College over a very busy two year period.

It was announced as part of the State Budget that the adult re-entry program would not continue. Since that time, the government and DECS have worked with re-entry schools to develop a policy that will support adults in completing the SA Certificate of Education. I am confident that Thebarton Senior College will be able to implement this policy and not suffer a significant reduction in our enrolment base. We have developed an outstanding range of curriculum options for our students and these all provide clear SACE pathways.

Our students obtained some excellent results in SACE and VET programs and the details of this appear in a later section of this report.

2011 will be another exciting year. We will be adjusting our programs and enrolment processes in line with the government policy of having adult re-entry students focusing on SACE completion. This will encourage us to develop a range of courses to support a slightly different cohort of students. We are already offering programs that enable other schools to maintain a comprehensive curriculum and this work will strengthen the College's reputation as a key provider of senior secondary curriculum to the Western Region.

*Kim Hebenstreit  
Principal  
1 March 2011*



## **2 Governing Council Report**

The Governing Council met regularly twice per term and comprised members of the local community, students and staff.

On behalf of the College's Governing Council I congratulate Principal Kim Hebenstreit and his staff on an outstanding 2010.

The last year has seen the College achieve further great success, growth and recognition in terms of student outcomes, enhanced curriculum options, new and upgraded facilities, and financial stability - underpinned and driven by an experienced and highly committed group of teachers and staff.

Building on the exceptional work of prior years, 2010 saw the College complete and open The Language Centre, embrace new technologies and further study opportunities for students, gain funding for and commence work on the Trade Training Centre and achieve the well deserved recognition from State and Federal Government, the education and business sector and the local community, as a leader and innovator in secondary and vocational education.

The teaching and management team continue to see beyond the past and present, identify the near and medium term educational, societal and business needs and environment and seek out and drive opportunities to position the College and its students to be well equipped to meet these challenges and achieve the results that will secure their future.

It is this team of staff which supports students and gives people from every corner of the earth, the opportunity to build a new future. To be given the responsibility of a diverse group of young people or those seeking to undertake further study, many having previously faced great challenges, and help transform their lives and see the results they achieve as our teachers do, is truly remarkable. The passion, skill and innovation of Thebarton's teachers is well recognised by the College, the wider education community, business leaders and our students as they leave to pursue further studies and take up new career opportunities.

Notwithstanding government policy changes and the need to accommodate change and our students' diverse needs, there exists a vision and determination to see that the College's students and teachers are given every chance to enhance their academic and career prospects, in an environment of social inclusion and equal opportunity.

2011 will see Thebarton again lead the way in re-entry education. That this will occur with such outstanding, world class facilities that match, and in most cases exceed, the best alternatives available in Australia, is further testimony to the wonderful staff of the College.

I thank the members of the Governing Council for their contribution and commitment, and know that the College will again surprise us all with outcomes that exceed what has been a remarkable 2010.

*Daryl Jarrett  
Chairperson  
Thebarton Senior College Governing Council  
1 March 2011*

### 3 Financial Report

Thebarton Senior College provided senior secondary education and an intensive English language program (the New Arrivals Program) to in excess of 1500 students during 2010. College funding was based on 1050 full time equivalent students. The key developmental priorities were:

- implementing the Australian Core Skills Framework
- providing programs to enhance student well-being
- ensuring the new SACE meets the needs of our students
- expanding the range of programs offered through the RTO
- implementing new technologies in the curriculum.

Significant funds were devoted to salaries that address these priorities.

The College is predominantly funded by the State Government through a Resource Entitlement of \$12,230,944 (2009: \$10.981m)

College finances are audited annually by Perks Audit and Assurance on behalf of the Department of Education and Children's Services.

The College's key expenses in 2010 were: salaries (\$9.8m, 80%), curriculum and capital expenditure (\$1.62m, 13%), maintenance (\$146,000), utilities (\$137,000) and, cleaning and grounds (\$168,000). Curriculum expenses include Information Technology and nearly \$0.5m was provided by the federal government's Digital Education Revolution program.

The College also received \$3.5m from the Federal Government for a Commonwealth Language Centre and a Trade Training Centre. Trade Training Centre funding will be acquitted during 2011.

The College had a positive cash flow during 2010 with a surplus of funds that will be devoted to priorities in 2011. It should be noted that some reserves have been held against a possible negative impact of a State Government Budget decision to cease funding the adult re-entry program.



## 4 Site Learning Plan Strategic Directions

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

2010 saw the initial implementation of a bridging curriculum based on the Australian Core Skills Framework. A Coordinator was appointed to guide the program in collaboration with the Assistant Principal (Curriculum).

The program embedded the five core skills of reading, writing, oral communication, numeracy and learning into subjects including English, Numeracy, Science, Computing, Living and Working in Australia and Rights and Responsibilities. These core skills usually develop during the 12-14 years of formal schooling in Australia whereas in the Core Skills program, adult students, particularly those with prior education, can progress at their own pace taking 2-3 years before accessing further VET or SACE courses at Thebarton.

In collaboration with the New Arrivals Program, a procedure for evaluating prior student learning and transition into the Core Skills classes was established.

Further processes were established to ensure that students received regular feedback about their performance. This was done via checklists for students and teacher feedback at designated interviews several times a term. This information provided data for subsequent student enrolment and was also summarised and presented to students via the Student Reports.

Learning and Assessment plans are being developed in each subject area which are linked to SACE requirements. These will be facilitated by a group of curriculum project writers.

Through the learning skills continuum, future pathways and goals in education and employment are emphasised and thereby provide additional curriculum support to the transition to SACE and VET courses.

#### Outcomes for students

- Learner Achievement Database (LAD) has been developed
- NAP transition information, ESL data, student checklists and teacher recommendations inform the composition of Core Skills classes and ensure appropriate and accurate student placement into Core skills levels
- Student survey on Zoomerang (on-line) showed a 92% “highly satisfied” rating around the use of checklists and the feedback process
- 90% of students moved up a level at the end of their second semester in a class

#### Recommendations

In 2011 it is recommended that the review, evaluation and improvement process established in 2010 is continued and that a report that clearly identifies the movement of students up each level and collates ESL scale data is established. The third recommendation is that subject teachers present their class sets of student subject checklists to faculty leaders so that there is improved accountability and that all teachers complete checklist procedures with students.

**Design and Technology Priority:** *Improved access for NAP students to VET Certificate (Skills) programs.*

Many NAP students had been interested in studying in either the Metal Trades Skills program or the Building and Construction program, but had been frustrated by their low English language ability in what are essentially





language rich courses with significant amounts of reading and written book work.

In 2010 two new programs were used to help students with no previous experience in practical workshop activities and training, to gain access to these VET programs.

- A Core Skills program was created and delivered in a workshop setting, focusing on the 5 priorities of the framework – Learning, Reading, Writing, Oral Communication and Numeracy. This program was designed to bridge students from the NAP program to the new Introduction to Trades program.
- An Introduction to Trades program was created and delivered to bridge students from the Core Skills program to the Certificate 1 in Construction.

The extra preparation and scaffolding that students had access to through these bridging programs has already increased access to further studies and the potential for them to move to employment or apprenticeships.

In 2010 a Trade Training Centre building project was carried out and as a result the Metal Trades workshops have been closed for this year. As this area of curriculum comes back online in 2011, it may be possible to offer two Intro Trades programs – one preparing students for Building Trades and one preparing students for Metal Trades and Manufacturing (which can also serve as a preparation for the Mining and Infrastructure Certificates, as well), thus building on existing success.

The Intro Trades for Building program will develop community links in 2011 by joining a “Target Work” program for one day per week, off-site, working with a qualified builder and a teacher to develop a retirement village in the West Torrens Council area. This is currently confirmed and booked.

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

All teaching, SSO and BSSO staff undertook relationship building Professional Development through planned sessions held off site.

Eligible teachers were encouraged to apply for the new Step 9 classification. Sixty six staff were endorsed as Step 9 and viewed the process of validation by line managers as a positive experience.

Student well-being issues were surveyed and the process and results are described on page 14 of this report.

#### **4.3 Ensure Future SACE meets the needs of our student cohort.**

A range of new subject offerings and strategies to support our wide range of clients was developed in 2010.

These include packages of subjects such as the SACE Completion Package at Stage 2 which integrates three Stage 2 subjects and a combined English Pathways and Mathematics Pathways subject to enable students to gain literacy and numeracy requirements in one course.

The College also offers a wide range of subjects at both Stage 1 and 2 levels to cater for a diverse range of needs and interests. These include 36 subjects at Stage 1 and 34 subjects at Stage 2.

Teachers have undertaken a range of Professional Development activities to ensure that students are well supported on their SACE pathway and that they are prepared for the changes that the new SACE brings.

Teachers have developed Learning and Assessment Plans that have been approved by the SACE Board and which include Learning Programs designed to meet the diverse needs and range of abilities of our students.

During 2009-2010 a working group was set up to plan for the coming Research Project delivery in 2011. This group included Cathy Smith (Humanities), Rob Nicholson (Science/Maths), Matt Paxton (Information Technology) and Joshua Earl (Multimedia/Design). During 2010, Joshua Earl delivered the Research Project Preparation Stage 1 course to a group of students who were hopeful of gaining a SACE completion by the end of 2011. The results of this pilot will inform the Research Project delivery in 2011.

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

During 2010, the Thebarton Senior College Registered Training Organisation updated to new Training Packages in the Certificates 1 and 2 in English Proficiency and added Certificate 2 Creative Industries (Media) and Certificate 2 Resources and Infrastructure Work Preparation to the scope.

Partnerships and agreements with the Master Builders Association, TafeSA, YouthJet, LM Training, Australian Refugee Association, Cowandilla Children's Centre and Parks Children's Services now exist.

Through the Inner South Trades School for the Future, a number of Thebarton students were offered traineeships and/or apprenticeships in 2010. The table below shows the range of vocations and employers:

| <b>Certificate Level</b> | <b>Certificate Title</b> | <b>Provider</b>                  |
|--------------------------|--------------------------|----------------------------------|
| 2                        | Transport & Distribution | Murray Mallee Group Training     |
| 2                        | Transport & Distribution | Murray Mallee Group Training     |
| 3                        | Mechanical Engineering   | Crownin Wire Products Pty Ltd    |
| 3                        | Business Administration  | Thebarton Senior College         |
| 3                        | Bricklaying              | Stephen Lang Bricklayer          |
| 3                        | Bricklaying              | Adelaide Solid Construction      |
| 3                        | Business                 | Boart Longyear Australia Pty Ltd |
| 3                        | Business                 | Boart Longyear Australia Pty Ltd |
| 3                        | Retail Operations        | Thebarton Senior College         |
| 3                        | Retail Operations        | Hungry Jacks                     |
| 3                        | Hospitality              | Con Loukos                       |

#### **4.5 Provide innovative curriculum delivery through the implementation of new technologies**

The EdCap Survey is an online assessment tool conducted annually by DECS to measure the Information and Communication Technology (ICT) capabilities of teachers. Results for 2010 show Thebarton's staff continue to be equal to, or more frequently ahead of the state average in all of the measured strands: ie, vision, attitudes, professional learning, professional contribution, practices, management, planning, resources, on-line learning and assessment, recording and reporting.

Interactive whiteboards (IWBs) were first introduced in 2007 when four were purchased as a trial. Increasing strong demand for their use resulted in the purchase of further boards each year. Now most standard classrooms are equipped with a board and a networked Macintosh computer with 32 IWBs in all. This area was a focus of the professional learning of staff during 2010 when we used a mentor model to support classroom teachers. This technology has now become an integral part of teaching methodology.

##### **4.5.1 Thebarton Online (our Moodle)**



We are continuing to expand our ability to support the diverse learning needs of our students by providing online resources and activities to supplement and support face-to-face classroom teaching. In 2010, there were nearly 40,000 'hits' on our learning management site. Nine courses had over 5000 hits, 43 had more than 1,000 and 70 had over 500. Thebarton Online supports the new Core Skills courses and we aim to achieve a presence for all SACE courses by the end of 2011.

In 2009 our New Internet course included students from country areas as well as some teachers or students from Thebarton who undertook the course online while it was also being run face-to-face. In 2010 we expanded on this conducting a purely online 10-week course in Human Rights as part of our commitment to being a UN School for Global Peace. Students came from Adelaide as well as Tasmania, NSW, NT and one was our first international student, a teacher in Sweden! Four staff undertook an online course in eModeration run by GippsTAFE. The College also supported Gaye Becis, Josh Earl and Kate deRuyter to attend a Moodle conference in Melbourne and DECS funded Graham Taylor to attend and present a paper on online delivery in the College and across the District.

In 2010 Graham Taylor was also appointed to coordinate the ePathways Project for our District Trade School Consortium. Outcomes included a range of shareable online Moodle resources. These include English Pathways, Maths Pathways, PLP, Electro-technology, Workplace Communication, Workplace Practices, Health, Research Project and Certificate 1 Spreadsheets. These courses, or course components, are free to download, adopt and adapt and may offer considerable time saving for teachers.



## 5 Student-Related Data Analysis

### 5.1 Enrolments

#### Comparison of enrolment numbers - February to August, 2010 (FTE)

|                     | Feb-10        | Aug-10        | Aug-09         |
|---------------------|---------------|---------------|----------------|
| Year Level          |               |               |                |
| 11                  | 571           | 673           | 582            |
| 12                  | 141.4         | 87.6          | 109.65         |
| 13 (SP)             | 9.6           | 13.9          | 9.2            |
| NAP (SL)            | 302.4         | 258.8         | 334            |
| <b>Total</b>        | <b>1024.4</b> | <b>1033.3</b> | <b>1034.85</b> |
| Category            |               |               |                |
| ATSI                | 3             | 2             |                |
| School card         | 615           | 833           |                |
| Disabilities        | 25.2          | 24.1          |                |
| GOM                 |               | 21            |                |
| NESB                |               |               |                |
| Temporary Resident  | 144           |               |                |
| Permanent Resident  | 743           |               |                |
| NESB (Aust parents) | 3             |               |                |

### 5.2 Destination Data

Our College continues to provide a diverse range of pathways for students. As seen in Sections 5.5.4 and 5.5.5 below, many students moved into tertiary study and/or apprenticeships and other training. Many more have secured work. Formal data collection in this area is problematic with our clients as many do not volunteer destination data and for many others, their future is rather fluid. Anecdotally, however, we are aware of outstanding outcomes in terms of students achieving their career, study and life goals after studying at Thebarton.

### 5.3 Attendance

Attendance data for 2010 is consistent with that of the last three years at 64% of students attending at least 60% of lessons. In 2011, we will again try a range of measures to address this, although data suggests a relatively high rate of non-attendance is to be expected given the cohort. This rate has been relatively unchanged over the last few years.

### 5.4 Retention

70% of Stage 2 students who commenced in Semester 1 were still enrolled at the College at the end of 2010 while 70% of Stage 1 students completed the year. 89% of all Year 10, 11, 12 students who enrolled in Semester 2 were still enrolled at the end of the year.

### 5.5 Student Achievement - SACE Results

The College celebrates the achievements of students in all College programs. Our congratulations go to the dedicated staff who have guided students in their learning and contributed to their success.



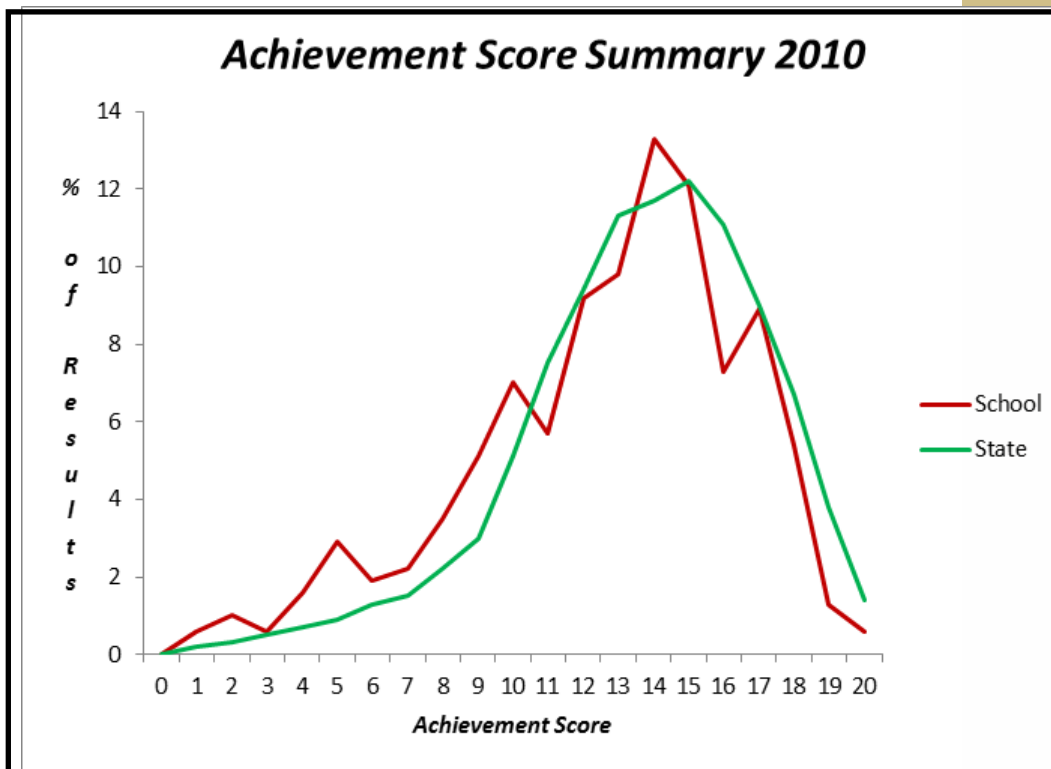
### 5.5.1 SACE Completions

In 2010, 74% of students who could potentially complete their SA Certificate of Education did so.

### 5.5.2 SACE Stage 2 Results

It was particularly pleasing to see two students receive merit awards for their scores of 20 in Nutrition and Women’s Studies. In addition, another three students achieved three As, six students achieved two As and 23 students achieved one A.

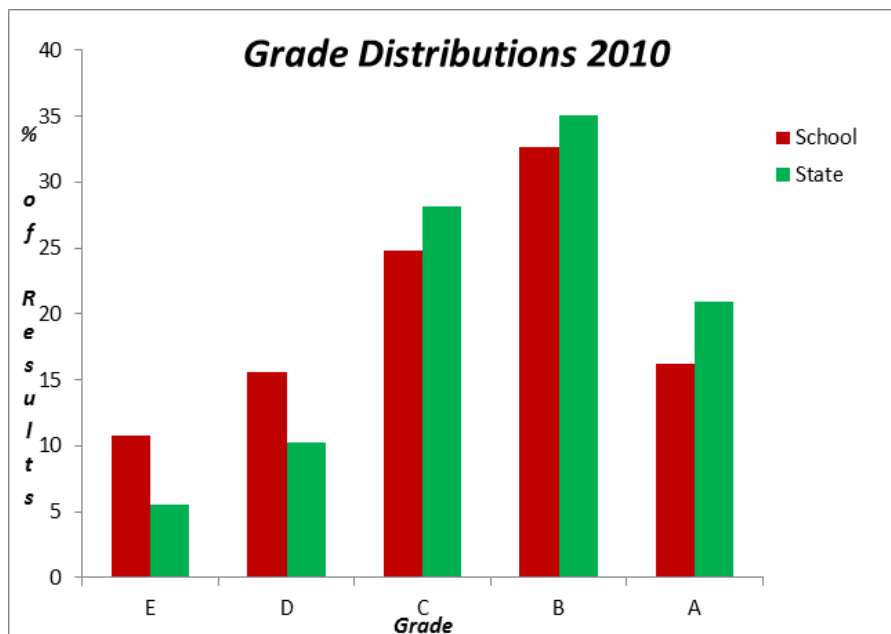
Particular congratulations to the teachers of the Vocational Studies and Integrated Learning subjects where students achieved nine and seven As respectively.



### 5.5.3 Achievement Score Summary

| Grade          | TSC 2010 | State 2010 | TSC 2009 | TSC 2008 |
|----------------|----------|------------|----------|----------|
| A              | 16.2     | 20.9       | 12       | 14.9     |
| B              | 32.7     | 35.1       | 33       | 37.4     |
| C              | 24.8     | 28.2       | 34       | 28.3     |
| D              | 15.6     | 10.3       | 14.3     | 13.1     |
| E              | 10.8     | 5.5        | 6.7      | 6.4      |
| Total Results  | 315      | 69415      | 300      | 329      |
| Total Students | 130      | 16934      | 124      | 139      |

The above graph and table indicate a significant growth in the number of A grades achieved by students at the College in 2010. The increase in the number of E grades is probably explained by the reduced number of withdrawals of enrolments in 2010.



#### 5.5.4 Tertiary Entrance Summary

Sixty eight students applied through SATAC for a wide range of tertiary courses. In the first round, 64.7% of these students had received an offer with 61% going into university courses and 39% to TafeSA.

46% received their first preference offer, 9% their second choice and 10% their third choice course.

Students have gained entrance to a wide range of tertiary courses including:

|                  |   |
|------------------|---|
| Bridging         | Foundation Studies, Foundation Studies- Health  |
| Certificate 2    | Auto Mechanical, Plumbing   |
| Certificate 3    | HSA Assist Nursing, Business Admin (Medical), Police Studies  |
| Certificate 4    | Community Development, Disability, Community Service Work, Mental Health, Youth Work, Government Investigation  |
| Diploma          | Information Technology, Multimedia, Children's Services, Early Childhood Education, Human Resources   |
| Bachelor degrees | Science (Animal Science), Engineering (Software), Engineering (Civil & Transport), Environmental Policy & Management, Media, Government & Public Management, Commerce/Applied Finance, Applied Science (Occupational Therapy), Engineering (Civil & Structural), Applied Science (Civil Aviation), Information Technology, Science (Biomedical Science), Mathematical Sciences, Medical Radiation (Nuclear Medicine), Psychological Science, Teaching/Arts, Nursing (Pre-reg), Science (BioTech), Health Sciences, Communications, Education (Home Economics), Behavioural Science (Psychology), Teaching/Arts, Management, Arts (Writing & Creative), Nutrition and Dietetics. |

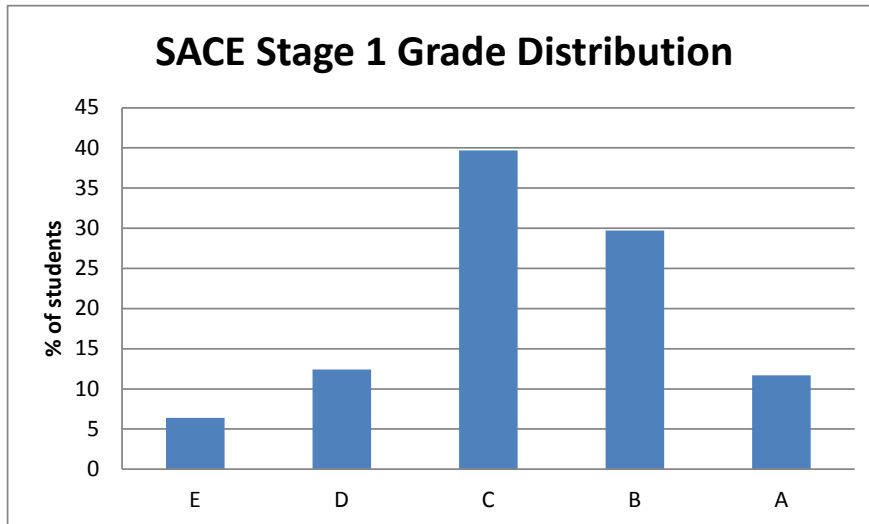
#### 5.5.5 PAL University Offers

Six students who completed the Thebarton/UniSA Preparation for Adult Learners course also received offers into a Bachelor Medical Science (two students), Bachelor Nuclear Medicine, Bachelor Media Arts, Bachelor Applied Science and Bachelor Behavioural Science (Psychology).

It was also pleasing to note that two past students also received offers into a Bachelor of Arts and a Bachelor of Education degree.

### 5.5.6 Stage 1 Results

There were a total of 700 Stage 1 subject enrolments with 230 students with at least one Stage 1 enrolment. The mean achievement score was 12.66.



## 5.6 Student Achievement - VET Results

Through the Thebarton Senior College Registered Training Organisation, a total of 86 certificates were issued in the following qualifications.

| Qualification   | Number of recipients |
|---|----------------------|
| Certificate 1 English Proficiency                           | 7                    |
| Certificate 2 Business                                      | 16                   |
| Certificate 3 Business Administration                       | 8                    |
| Certificate 1 Community Services (Work Preparation)         | 3                    |
| Certificate 3 Community Services (Education Support)        | 8                    |
| Certificate 2 Creative Industries (Media)                   | 5                    |
| Certificate 1 Information Technology                        | 14                   |
| Certificate 2 Information Technology                        | 9                    |
| Certificate 3 Information Technology                        | 11                   |
| Certificate 4 Information Technology (Networking)           | 4                    |
| Certificate 2 Resources and Infrastructure Work Preparation | 4                    |

In addition, a further 10 students received Certificate 2 Engineering in the DECS teacher retraining program and 7 students achieved the Certificate 1 General Construction auspiced by the Master Builders Association.

Ten students enrolled in the Certificate 2 Community Services, resulted by TafeSA, also completed their qualification.



## 5.7 Student Satisfaction Survey Results

A random sample of students in the RTO, SACE and bridging programs were questioned using the methodology of Professor McMullin. Student responses to questions asked were then used to construct the survey questions. Approximately 55 students then completed the survey.

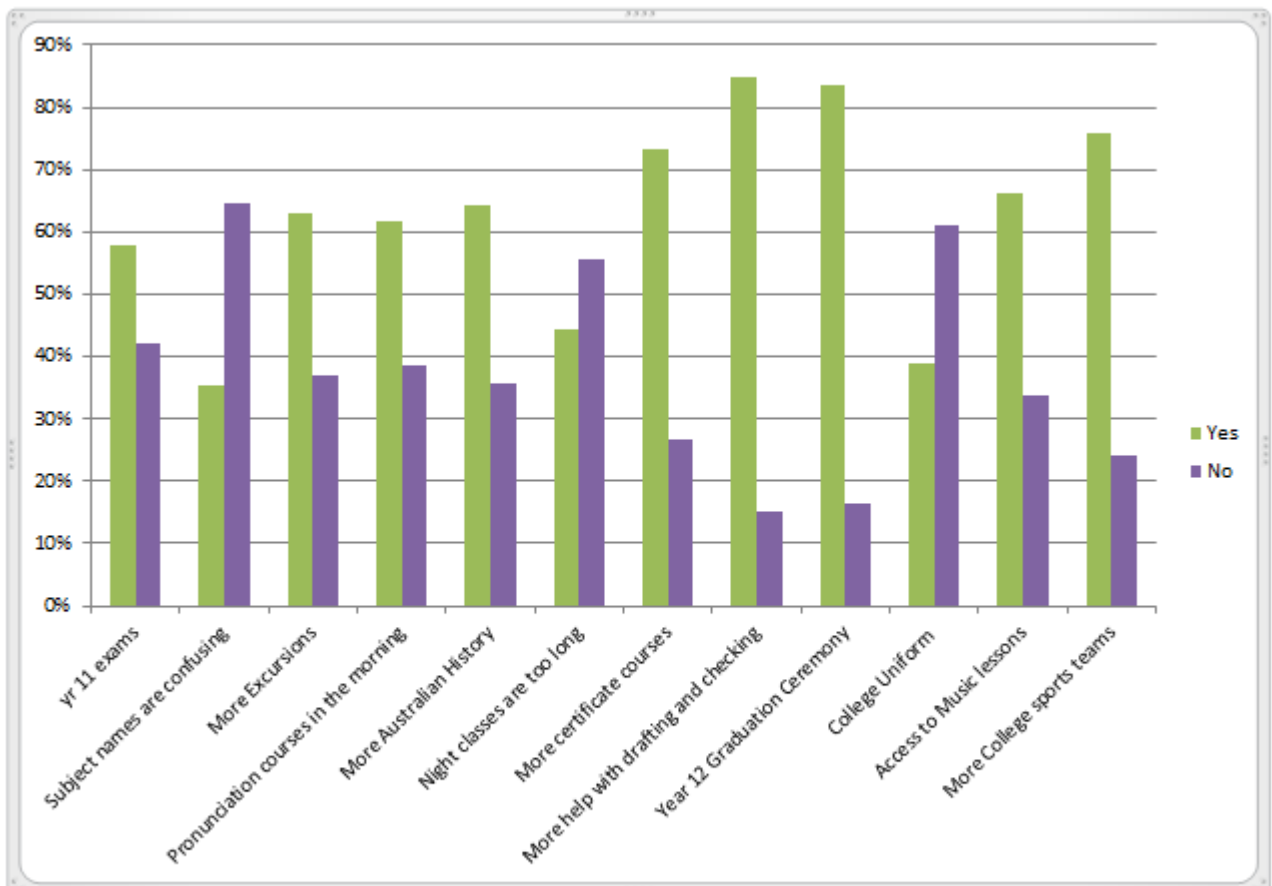
Students were asked about facilities, the curriculum, support services, relationships and their general concerns.

Overwhelmingly the relationships formed with teachers, other staff and other students at the College and College facilities were received positively. Counselling, Study Centre support and the breakfast program were services used by the majority of respondees. Other services may need more publicity in order to alert students to them.

In the area of Curriculum, the students were asked a series of questions about what they need. The graph below summarises the responses. Clearly, students see help with drafting and checking as a high priority and the change in structure (from 2 lessons per week to 3 lessons per week for the majority of SACE Stage 1 and 2 and some Core Skills subjects) in 2011 should provide an opportunity for this to occur within classes.

College sports programs and musical opportunities will be expanded in 2011 by links with outside organisations and a review of the annual graduation ceremony will be undertaken in response to the student feedback about its length and suitability. The request for more certificate courses could reflect a general need for some qualifications before students can gain even part-time employment (for example in the cleaning industry). The request for more Australian history reflects the strong desire of our students to learn as much as possible about their new country.

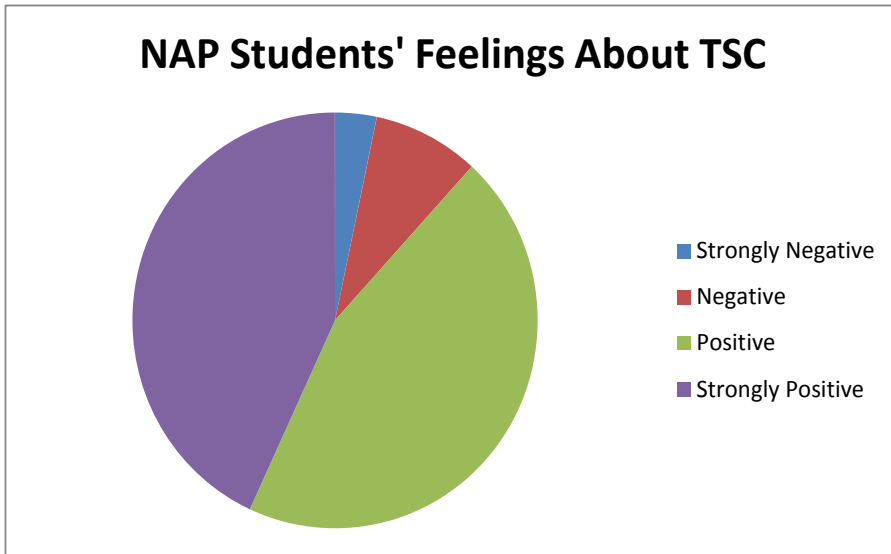
Appropriate responses to these student concerns will be discussed and actioned in the coming year.



## Overall Summary



(Note that the online survey process employed by DECS was not used as it identified students whose language levels were insufficient to enable them to complete it and/or students who were no longer enrolled in the College programs.)

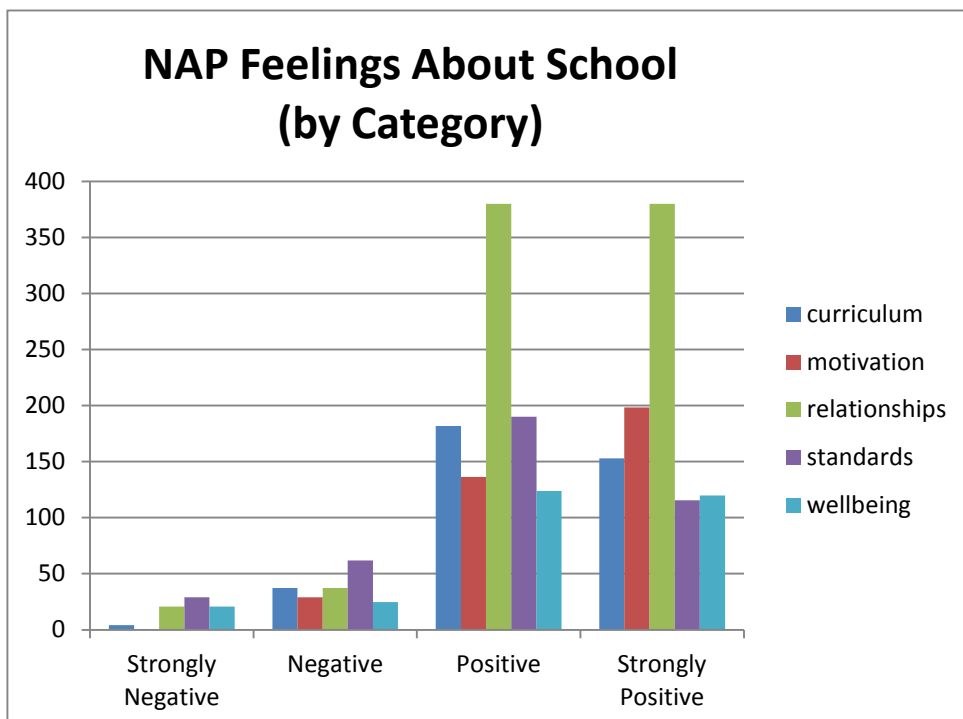


#### New Arrivals Students - Feelings About School Survey

New Arrivals students and students in the lower level Core Skills programs were surveyed using a modified language survey to ascertain their feelings towards the College, their teachers and their learning.

As the graphs on this page indicate, a vast majority of the students had strongly positive feelings towards the College.

Breaking this down further by category, it is obvious the students feel very positively about the relationships developed with their teachers. This reflects the time and energy all staff have put into the restorative practices methodologies in the past few years and is one of the pillars upon which the College builds success for its students.



## 6 Staff Data Analysis

### 6.1 Staff Satisfaction Survey Results

As in previous years, staff opinion across the range of categories covered in the DECS Staff Survey was positive. In particular, their opinion of the degree of support given to student learning and the quality of teaching and learning was very positive. Over all, the opinion of staff at the College compares favourably with both the region and the state.

### 6.2 Staffing

As at 19 August, the College had 73 full-time staff and a further 22.6 part-time making a total teaching force of 95.6 FTE.

Non-teaching staff, including School Support Officers and Bilingual School Support Officers totalled 1006 hours.

(Teacher attendance data was not available at the time of going to print.)

### 6.3 Professional Development

Staff professional development centred around the five strategic directions of the Site Learning Plan. Consequently, staff engaged in the following programs:

- TESOL conference in Queensland
- TESMC courses
- Teaching English to New Arrivals
- literacy and numeracy support programs
- Grief and Bereavement
- Suicide risk assessment
- SMART
- Children, Grief and Self Esteem
- Accidental Counsellor
- Abuse and Neglect (whole staff)
- Restorative practices
- First aid
- SACE stage 1 and 2 teachers participated in SACE board workshops for new SACE subjects. The College conducted training for the western area to clarify standards in English, ESL and Home Economics
- Library staff attended training by Dr Ross Todd about guided enquiry and learning
- Sue Spence provided whole staff training about Enquiry Based Learning
- Certificate 4 Training and Assessment courses completed
- Whole staff training at the start of year in mobile technologies, Apple iPod training
- One to one computing
- Visual multimedia programming using Scratch software
- Next Byte, Apple ITSC, Moodle Moot and VELG (Melbourne)
- Library staff attended web 2.0 for libraries-and completed on line use of social networking technology and its application to libraries how to support teachers and students with learning.

### 6.4 Staff Qualifications

Staff at the College are highly qualified and extremely experienced. There are 87 Bachelor degrees amongst the teaching staff, 16 Masters degrees, 1 PhD, 87 diploma/graduate diplomas, 32 certificates in Training and Assessment (or equivalent) and 34 staff who have qualifications in TESOL (Teaching English to Students of Other Languages) or equivalent.



## 7 Site Initiatives

### 7.1 Multimedia

During 2010 the Multimedia faculty was successful in gaining a VISA agreement with Hamilton Senior College for a period of 1 year, to bridge the gap between writing a new course to suit the new training package (Certificate 2 in Creative Industries (Media)). This package was included in the College RTO at the end of semester 1 2010. This meant that students received the best possible service and assessment during the gap and now have access to training that caters directly to their needs, delivered and administered locally, with none of the delays experienced when under other VISA agreed modes of delivery.

### 7.2 Inquiry Based Learning

Throughout 2010 the teacher librarians' key area of improvement focussed on the development and integration of Inquiry Based Learning (IBL) in all subjects across the curriculum.

Several key actions were taken to lay the foundation for future development of this model of instruction in the College. Firstly, a group of ten staff from across faculties attended a one day workshop conducted by Dr Ross Todd from Ruttgers University at the Adelaide Convention Centre on Guided Inquiry.

Secondly, an Information Literacy Skills continuum was developed by the teacher librarians based on feedback from staff in all subjects. The continuum, now available on the College portal, details those information literacy skills and competencies essential for students to develop through IBL.

Thirdly, during Term 3, teachers from each faculty participated in a professional development day on IBL led by Sue Spence. The workshop focussed on practical strategies for integrating the latter methodology into the curriculum and provided guidance for supporting the New SACE Stage 2 Research Project. Finally, a detailed package Sue developed detailing the steps in the research process, was placed as a link on the College portal for students and staff to access.

As a result of these developments teachers in the College are now well positioned to support and guide students participating in IBL. Through this approach to instruction students are more actively engaged in the learning process, learn to construct new knowledge and understandings and develop higher order thinking skills.

In 2011 it is recommended that this foundation be built upon to strengthen and embed IBL as an integral part of the curriculum through:

- further professional development for teachers
- developing units of work within subjects that reflect this approach to learning
- mapping IBL across the curriculum

In this way students will be prepared to successfully complete the Research Project at SACE Stage 2 and to develop the skills, knowledge and understandings to participate effectively as informed citizens in 21st Century society.

### 7.3 Design and Technology

2010 has seen many changes in the Design and Technology Department.

The construction of the Trade Training Centre commenced and is expected to be ready for use from the commencement of the new College year in 2011.

Extensive new workshops in the Engineering area, with enlarged metal machining facilities and vastly improved metal fabrication and welding facilities will be provided. Provision is also being made for the future development of more advanced manufacturing methods using CAD and CNC technologies. This will greatly improve the work flow efficiency and safety in and around the technical machines and equipment.

2010 was also a year where we saw students returning to studies in Electro-technology, with most students completing the VET competency units being offered in this area.

The Building and Construction program has continued to be popular with a number of students achieving work and apprenticeships. In 2010 increased access to this, and other VET programs, was provided through a new Core Skills program and an Introduction to Trades program, both of which provided basic skills and essential underpinning knowledge for students with limited experience or educational background in these areas.

Towards the end of 2010 requests from other schools have been received to enrol extra students in the Certificate 1 General Construction in 2011. As a response to this demand, two additional programs have been created for external students to study at TSC. Similar programs in the Metal Trades area are currently being considered by the regional Industry Skills managers, as a way of developing the Trade Training Centre and the new facilities it offers to the community.

A very significant highlight of 2010 was a visit by two teachers, Doug Gordon and Steve O'Brien, to the APY lands. The purpose was to deliver a practical workshop as an introduction to engineering technology to a group of young indigenous students at Indulkana Anangu School in the far north of South Australia. This was a week-long project and was a resounding success. As a result of this, a second program was mentored by staff at TSC and delivered at Indulkana by a contracted teacher later in term 3 and was equally well received.

#### **7.4 Home Economics/Textiles**

In 2010 we continued to offer high quality courses to all students.

Stage 1 and 2 classes for Food and Hospitality were very successful and we are confident that students gained a great deal as their results indicated.

Nutrition students achievement was very high with one student gaining a merit 20/20.

Textiles classes continue to be very successful with students continuing to learn more about the use of textiles in a range of settings and how to use electronic embroidery machines and overlockers. Attendance in these classes was excellent with 85% attendance each lesson.

Overall the faculty members had a focus on attendance/punctuality and participation to improve literacy and knowledge. With a persistent effort we were extremely happy with the outcomes for our students.

#### **7.5 New Arrivals Program**

##### **7.5.1 Staff Professional Development**

To support teachers in assisting New Arrivals Program students to develop formal oral presentation skills suitable for SACE, professional development was provided for all teaching staff throughout second semester during faculty meetings. This was identified in the NAP Strategic Directions and underpins the transition of students into SACE.

Jacqueline Mulberry developed and delivered a course teaching pronunciation. In conjunction with the training and development sessions a Moodle was also developed for the course. This has provided ongoing

access to the resources from the training sessions, as well providing opportunity for staff to use collaborative forums to discuss and comment on a range of pronunciation dilemmas.

#### 7.5.2 Curriculum Development

Another development within the New Arrivals Program, designed to improve student language skills, has been a modification to the NAP curriculum. The changes involve teachers delivering a greater number of English lessons in the first semester of study. Students then commence Science and Mathematics classes in their final semester of study in the New Arrivals Program, entering with higher ESL Scales relative to previous years. As a result of these changes new curriculum documents have been developed for Mathematics, Science and ICT. The NAP faculty thanks Sarandia Pagonis, Neville Smith, Lester Wahlqvist and Reanne Poole for their efforts in curriculum development and their negotiation and collaboration with the faculty to successfully produce these documents. Furthermore, an ICT Moodle template for teachers was created to assist staff with the delivery of the curriculum.

### 7.5 OHS&W

During term 4, all senior and middle managers undertook the update to the Roles and Responsibilities of Managers training online.

Evacuation and lock down drills were practised in terms 1 and 3. One staff member undertook Fire Warden training during 2010.

Influenza vaccinations were once again offered to staff in March with approximately 75 staff receiving vaccinations.

Site safety audits conducted in term 3 confirmed that the workplace was safe and minor problems (such as cabling and power points) were subsequently addressed.

No critical incidents occurred and the only staff injuries involved minor slips, trips and falls, one person (who was redeployed by DECS) with respiratory/allergic reactions on the site and one case of stress related health problems.

A review of the site OHS&W Policy will be conducted in 2011.

## 8 Key Directions for 2011

- Provide appropriate bridging programs between the New Arrivals Program (NAP) and SACE and/or VET.
- Provide learning programs and support structures which enhance the well-being of our students.
- Mentoring programs for student retention and achievement are implemented.
- Ensure SACE meets the needs of our student cohort.
- Expand the range of vocational programs offered through the RTO and partnerships.
- Affiliations with other partner schools in the Trade School for the Future are resulting in shared programs for students.
- Blended online learning supports students and makes curriculum more accessible to students.
- Provide innovative curriculum delivery through the implementation of new technologies.
- Students are able to apply higher order thinking and learning skills through their engagement with new technologies.
- Students utilise a range of new technologies to meet curriculum and assessment demands.



