

Thebarton Senior College Annual Report 2012



Government of South Australia

Department for Education and
Child Development

Context

School Name: Thebarton Senior College

Principal: Mr Kim Hebenstreit

School Number: 0810

Region: Western Adelaide

Our students are young people and adults who have returned to complete their secondary education, undertake core skills or vocational programs or learn 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 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 DECS secondary adult New Arrivals Program. These students complete 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 and Certificate 4 in Adult Tertiary Preparation. 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 Preparation for Senior Studies, other 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.

Thebarton Senior College works in partnership with Centacare and Second Story to support the educational needs of young mothers in the metropolitan area. There are 60 students enrolled in these offsite programs.

2012 Highlights

2012 was an extremely successful year for the College. We started the year implementing the new Adult Secondary Education Policy. We approached the task with optimism, determined to attract a new cohort of students and not to suffer from an enrolment decline. This was successful and, early indications in 2013, suggest that we will exceed previous record numbers of enrolments. This is testimony to the willingness of staff to develop attractive programs for SACE students as well as our work to implement a range of support strategies that have improved attendance and SACE completion.

The College has partnered with the University of Adelaide in mentoring final year teaching students. This has resulted in professional development for our staff in mentoring and an opportunity to trial young teachers who may be employed at Thebarton in the future. This is essential if we are to maintain a skilled teaching force as retirements will increase significantly over the next five years.

The major redevelopment of our library into a Learning Hub has been through the design phase and will be built by the end of 2013. Our links beyond the College have resulted in the DECD producing a short video entitled "The Big Picture: Schools as Community Hubs". This highlighted the work we have done in developing the College into both an educational and social resource for people living in the western suburbs of Adelaide. Our sister school project in Tanzania has resulted in the equipment for a science laboratory being procured through fund raising and donations and then being dispatched in collaboration with the Adelaide Rotary Club.

I am confident that the College is well positioned in terms of staffing and finances for the next few years. We are further developing curriculum and performance and development processes with staff to ensure that the quality of education we deliver continues to be excellent.

Report from Governing Council

As Chair and on behalf of the College's Governing Council I am pleased to report that 2012 has seen Thebarton Senior College achieve remarkable results and outcomes across all areas.

In terms of curriculum scope and opportunities, the support given to a diverse student population, continued innovation, completed and further major facilities enhancements to commence during 2013, and strong financial management and stability, the College has and will continue to reap commendable academic results and improved opportunities for students through SACE and VET pathways. Notwithstanding Policy changes, student numbers increased during 2012, academic outcomes exceeded the previous year, and we saw greater numbers moving on to tertiary studies and trades and other vocational study and career opportunities.

Facilities upgrades, continued implementation of new technologies, further strategic partnerships, and excellent skills development opportunities provided to our teachers, have all contributed to the College's enviable position as an outstanding place of learning, as is well acknowledged by the Department, Government and a wide range of stakeholders. As the concept of schools acting as community hubs unfolds further in 2013 Thebarton Senior College will be a leader in this initiative.

The passion, commitment and innovation of Principal Kim Hebenstreit and his team underpin the results of 2012 and ensure that 2013 will see further outstanding outcomes for students, staff and the College. I thank the members of the Governing Council for their valued contribution as we all look forward to taking the College further in 2013.

Site Improvement Planning

2012 was the start of the new strategic planning cycle

Our vision is an engaged, connected and resilient community of learners: students, support staff and teachers

Our mission is that students are prepared for their transition into further learning, employment and life as global citizens through quality teaching programs

Our values continue to be excellence, innovation, and respect. We have added sustainability to ensure that we are future focused in our planning.

Key Direction 1: Delivering excellence in teaching and learning

Outcomes/actions included:

- Needs of particular cohorts of students were identified and curriculum to support their SACE completion was developed
- Student teaching and learning survey conducted in semester 1 and 2
- First assessment task review used to provide support for students
- A case management process for all students enrolled in SACE developed and trialled
- On-line options in place for a number of off-site programs for young mothers.
- Documented and published pathways for students with a flow chart of connections in our curriculum
- Staff participated in targeted professional development to enhance their work in the classroom

Key Direction 2: Developing strategic, innovative partnerships to support curriculum delivery, staff development and growth of the College

Outcomes/actions included:

- Development of new links with industries in areas of skills shortage including the mining and drilling industry were developed
- Development of a shared core curriculum through our Trade schools partnerships
IPP sharing occurring with Hamilton and some regional schools and eLearning "Maths for Trades" was shared across Western Adelaide region

Key Direction 3: Ensuring sustainability is embedded in everything we do

Outcomes/actions included:

- all subjects were audited for learning opportunities in Sustainability
- Whole Staff PD in sustainability occurred

Site Self Review outcomes

SCHOOL VALIDATION REPORT

The DECS Improvement and Accountability framework (DIAf) states that “validation verifies the quality of the self-review process, outcomes reported and actions proposed”.

<p>Self-Review Processes and Improvement Cycle</p>	<p>Panel feedback on the evidence that:</p> <ul style="list-style-type: none"> • the school’s ongoing self-review processes meet the standards outlined in the DIAf guidelines and • effective plans and processes are in place to address the findings of self-review <p>There was plenty of evidence of the quality of work completed and the quality processes in place to ensure rigorous self-review across the school. The school has successfully completed an annual external audit “ISO 9001” that contributes to the school’s self-review process. It was evident that the collaborative approach to reflection was well led and engaged teachers and middle managers through faculty data forums as well as an “internal audit”: a process that requires faculty leaders to interrogate colleagues in an appreciative inquiry approach. The culmination of these audits and discussions was the articulated summary shared with the panel that brought together the findings and future directions. These in form the development of annual reports and subsequent school improvement plans.</p>
<p>Quality Teaching and Learning</p>	<p>Panel feedback on the evidence of effective processes to develop quality teaching and learning:</p> <p>Processes to develop quality teaching and learning were shared with the panel. It highlighted current progress in developing a student driven feedback sheet for teachers and professional learning activities that built teacher capacity to provide meaningful and immediate feedback to students. A specific trial looking at early intervention for Stage 2 students focussed on collation of first assessment tasks and identifying unsuccessful students. This action research approach will continue with the intended outcome being to facilitate agreement about assessment practices. The school is in the early stages of a whole school literacy plan and intends to build on teacher feedback expectations to eventually introduce peer observation.</p>
<p>Curriculum Coherence</p>	<p>Panel feedback on the evidence of effective processes to develop curriculum coherence:</p> <p>The panel received clear messages about the hard work of all teachers in differentiating courses to meet the students’ needs. The changing demographic had been a driver for adapting and adopting appropriate programmes. An example was the development of integrated packages of SACE courses, customised for the intended learners. The key drivers were flexibility and innovation that produced pathways for students to move seamlessly from New Arrivals Programmes into or toward SACE completion. There was clear understanding and communication between the leaders that courses were student centred. The school intends to develop and use a school wide genre map and teacher skills audit for future improvement.</p>

Learner Outcomes	<p>Panel feedback on the evidence of improvements in the quality of learner outcomes over time:</p> <p>The school very proudly discussed the recent improvements to SACE achievement data. They identified several contributing factors and clearly evident were the school's efforts to maintain a strong support network and intervention process around their students. The employment of tutors, online moodle access, podcasts and the use of SMS are but a few strategies used to support all students. The school identified key achievement data that reflected decreases in students achieving lower grades but has set itself the task of raising the number achieving the very highest grades. The use of DAYMAP technology has another dimension for monitoring student progress and identifying students at risk. The use of reminder communication for assignments and class organisation notes appear to be positive supports for maintaining student engagement.</p>
Leading Improvement	<p>Panel feedback on the evidence of leadership for whole school improvement:</p> <p>There was a clear common message from the whole leadership team that gave a sense of unity of purpose and direction for whole school improvement. The discussion articulated well the year-long approach to validation but also that self-review was an ongoing process rather than an isolated annual discussion. The panel was provided with an overview of the team discussions that had been part of the self-review process and a pictorial view of the responses from teachers based on a DIAf scan. The improvement plan was owned by staff and the strategic planning by the leadership team ensured big picture planning included measured and sustainable improvement steps that carried staff forward.</p>

Commendations

The panel wishes to acknowledge and commend:

- The Principal and leadership team for the cohesive and informative sharing of evidence of the journey so far.
- The Principal and leadership team for their dedication and passion for their students.
- The innovative approach to establishing broad community links that support and enhance student wellbeing.
- The willingness of leadership and staff to explore timetabling strategies to raise student achievement and engagement in a senior college setting.
- The principal, leadership team and staff for their humanity and ingenuity in supporting an overseas school.

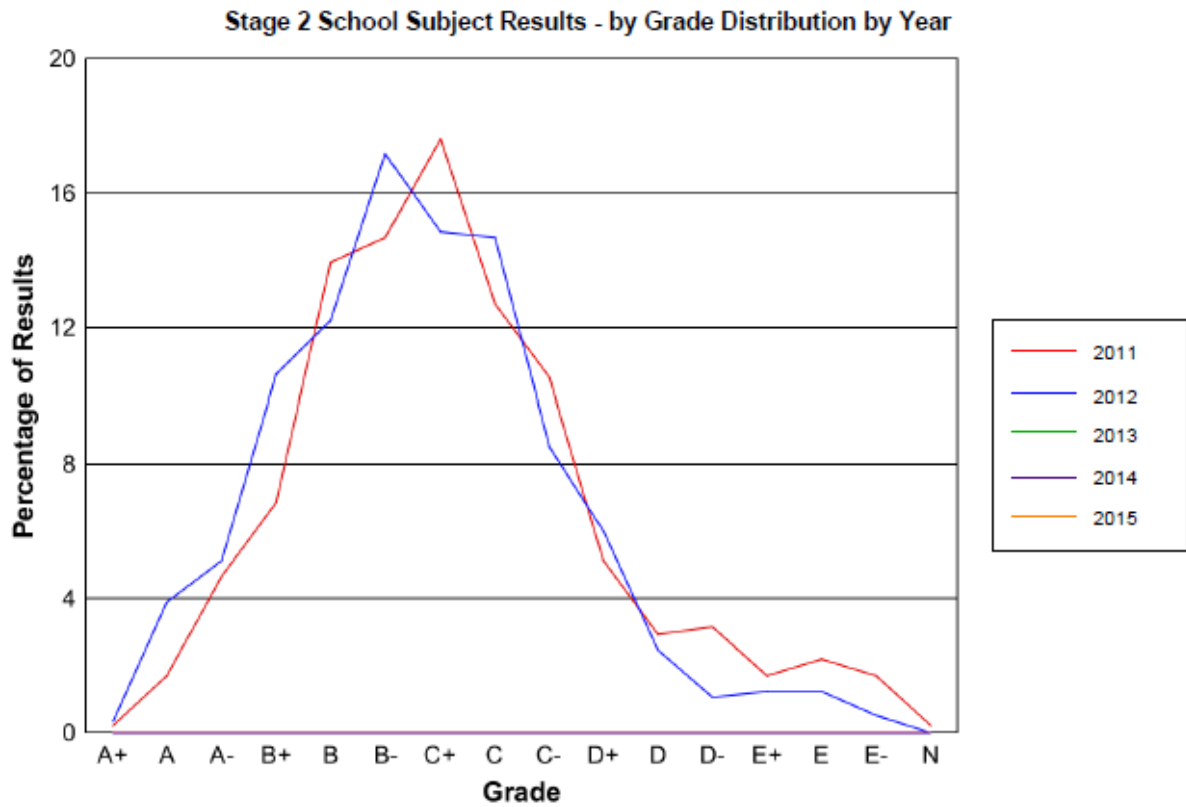
Recommendations

The panel recommends:

- The principal and leadership team continue to build the focus on quality teaching and learning through classroom observation and feedback.
- The principal and leadership team develop and refine a data collection schedule.
- The principal and leadership team review the strategic plan and make use of relevant "SMARTA" targets.
- The school continue to develop, document and implement a Whole School Approach to Literacy.

Student Achievement

SACE completion rates improved in 2012 and there was an overall improvement in the grade bands.



NAPLAN

Not Applicable to this site

Senior Secondary

Students in Yr 12 undertaking Vocational or Trade Training

Year	Number of Students with School Based Apprenticeship or Traineeship	% School	% State
2011	0	0.00%	1.66%
2012	1	0.14%	1.42%
2013	0	0.00%	0.00%
2014	0	0.00%	0.00%
2015	0	0.00%	0.00%

Number of students who completed the SACE with VET

Year	Number of Students who completed the SACE with VET	% School	% State
2011	21	45.65%	37.58%
2012	46	44.66%	37.56%
2013	0	0.00%	0.00%
2014	0	0.00%	0.00%
2015	0	0.00%	0.00%

Students who completed the SACE and would not have done so without VET

Year	Number of Students who completed the SACE using VET	% School	% State
2011	7	15.22%	8.33%
2012	24	23.30%	12.49%
2013	0	0.00%	0.00%
2014	0	0.00%	0.00%
2015	0	0.00%	0.00%

Students in Yr 12 attaining SACE completion

Year	Potential Completers (School)	Completers (School)	% School	% State
2011	54	46	85.19%	91.60%
2012	119	103	86.55%	92.24%
2013	0	0	0.00%	0.00%

Attendance

A critical initiative for addressing students whose attendance has been a risk to their achievement in the past has been the introduction of the FLO (Flexible Learning Options) program. Key to this has been generating funds to employ 2 youth workers.

FLO Program Review 2012

Overview

Over the course of the 2012 school year the FLO Program under the auspice of Thebarton Senior College has endeavoured to provide a range of supports and extra-curricular activities to the student population via the two person youth work team. Contact with the two Youth Workers has been constant over the year as evidenced by the statistics below which have been tracked since the commencement of Week 1, Term 2.

2012 TOTALS (Terms 2-4)	Student contacts	Staff contacts	Other contacts
	1543	786	561
AVG PER WEEK	55.1	28.07	20.03

Case Management

Structured case management support has been provided to 83 students over the course of the 2012 school year. This has included 39 designated FLO funded students and 44 Non-FLO funded students. Structured case management can be defined by a minimum of four student contacts where an intake, needs assessment and a mutually agreed plan of action has taken place. The core focus of this case management has been to assist students with any issues or barriers that they may be experiencing to ensure that school remains a priority.

Students who have been offered structured case management have included 38 from Anglo-Australian backgrounds with the remaining 45 coming from a diverse range of cultures including Afghanistan, DR Congo, Philippines, Sudan and Liberia. The Youth Workers have developed strong relationships with the students that they work with and have had a significant impact on their attendance and wider aspects of their lives.

Issues Overview

Attendance has again been a dominant issue for nearly every student who has received Case Management support. However, this has usually been attributed to a range of other personal dilemmas being experienced by the student external from school. Structured Case management has allowed the Youth Worker and the student to develop a mutual plan of action that has systematically addressed the issue over time allowing the student to stay engaged with their learning. Dominant issues over the course of 2012 have been:

Poor Attendance	Behaviour Management	Homelessness
Housing SA/Student Housing	Private Rental Issues	Mental Health/Depression, Anxiety and Stress
Aspergers	Finance / Debt	Tax Issues
Centrelink	Family Breakdown	Domestic Violence
Pregnancy	Legal/Criminal and Non-Criminal issues	Drug and Alcohol
Teacher Conflict	Academic/SACE	Referrals

Outcomes

The 2012 school year has been a success but there is still a lot of work to be done in 2013. Positives however, are many and include:

- Regular engagement with students resulting in students returning to classes for the first time in weeks; completion of outstanding work; management of study/life balance
- Students engaging with the FLO worker(s) and revealing a much deeper level of barriers than staff were previously aware of
- A much clearer understanding of the roles of the Youth Workers amongst staff and a much stronger working relationship evolving as a result
- The delivery of extra-curricular activities in school holidays as a means of facilitating a stronger level of engagement with FLO workers and students
- Laying the foundation for the Youth Workers to become more embedded in Student Services and a more collaborative approach to Case Management with the counsellors

Goals for 2013

Goals for 2013 are to continue the delivery of a holistic approach to student support that will aim to increase the engagement of students in the school community, build self-confidence and ensure study remains a manageable priority in their lives. To best ensure this the FLO / Youth Work team will continue to build on the positives outlined above by focusing on a much higher degree of collaboration with the counselling team. The Assistant Principal, Student Services has already instigated a number of discussions reviewing processes in the area of Case Management and student support.

Engagement through Sport and Recreation will once again be key, as evidenced by the positive results achieved this year with the TSC Football Squad and the regular indoor soccer sessions. Similarly, the Friday afternoon and school holiday basketball sessions will continue and expand in 2013. Greater focus in activities for women will be at the forefront in 2013 and moving things forward early in the school year will be critical to the success of any programs / sessions in this area.

Discussions with a number of organisations and agencies have taken place in the latter stages of Term 4 around greater support being offered to the student body which should also have a strong flow-on effect with the school's Community Hub initiative.

Destination

Leave Reason	2011				
	School		Region	Index	DECD
	No	%	%	%	%
Employment	14	3.5%	2.5%	4.0%	4.0%
Interstate/Overseas	63	15.8%	10.1%	7.7%	8.8%
Other	25	6.3%	1.4%	2.7%	2.3%
Seeking Employment	14	3.5%	2.9%	5.1%	3.5%
Tertiary/TAFE/Training	13	3.3%	4.2%	3.6%	4.9%
Transfer to Non-Govt Schl	5	1.3%	9.1%	6.0%	10.3%
Transfer to SA Govt Schl	32	8.0%	52.1%	54.6%	48.4%
Unknown	232	58.3%	17.7%	16.3%	17.7%

Client Opinion

Not Available

National Partnerships

Not Applicable

Staff

Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	212
Post Graduate Qualifications	99

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	89.30	0.00	26.66
Persons	0	100	0	35

Financial Statement**Income by Funding Source**

	Funding Source	Amount
1	Grants: State	\$12,753,658.77
2	Grants: Commonwealth	\$6,500
3	Parent Contributions	\$1,187,636.30
4	Other	\$181,377.90