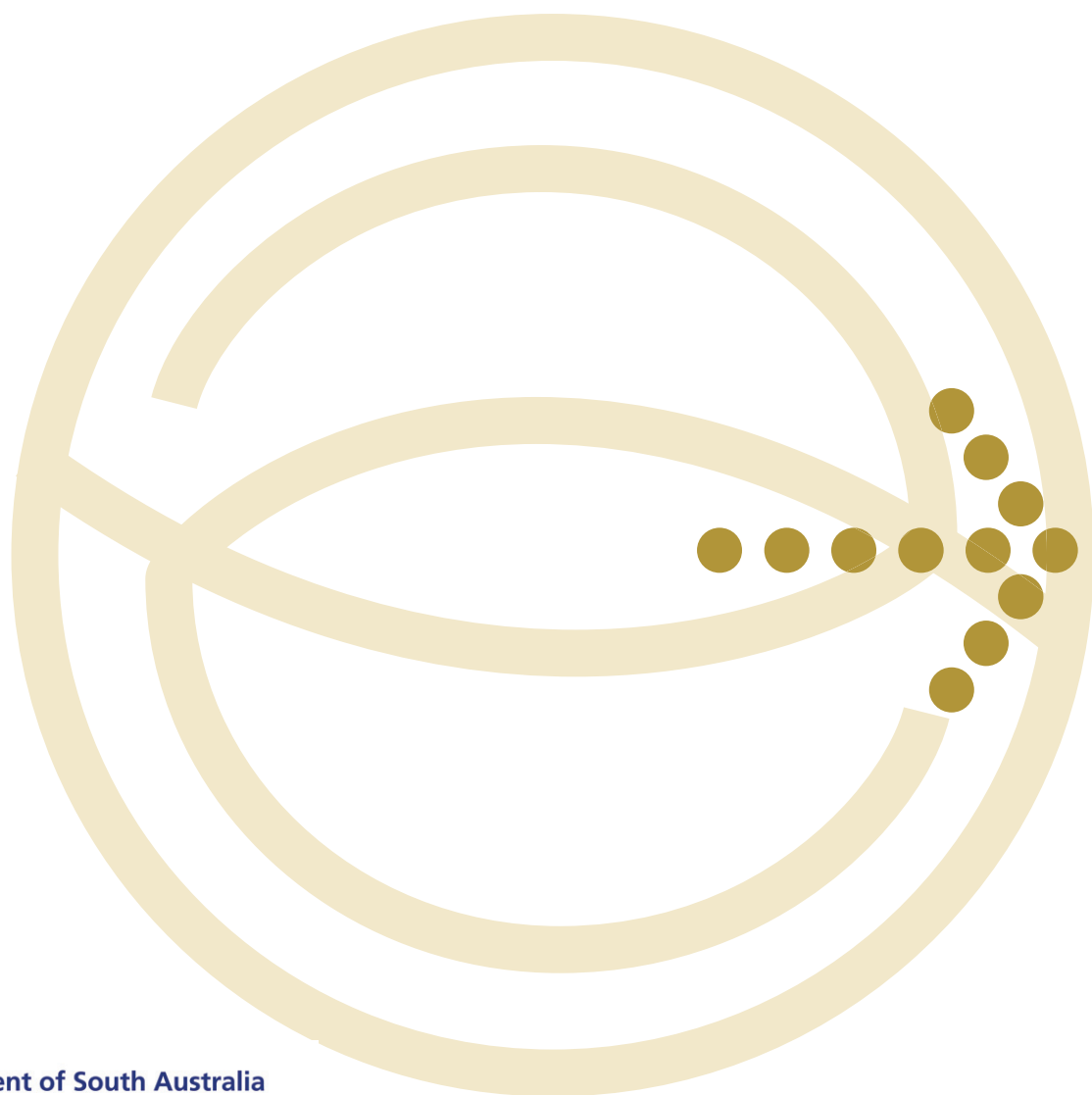


Annual Report



Thebarton
SENIOR COLLEGE

2009



Government of South Australia

Department of Education and
Children's Services



Endorsed by:

Daryl Jarrett, Governing Council Chairperson

Kim Hebenstreit, Principal

16 March 2010

Contents

1	Introduction.....	4
2	Site Learning Plan Strategic Directions	5
2.1	Bridging Programs.....	5
2.2	Student Well-being	5
2.3	Future SACE.....	6
2.4	Vocational Programs.....	7
3	Student-Related Data Analysis.....	8
3.1	Enrolments.....	8
3.2	Destination Data.....	8
3.3	Attendance.....	8
3.4	Retention	8
3.5	Student Achievement - SACE Results.....	9
3.6	Student Achievement - VET Results	10
3.7	Student Opinion	11
4	Staff Data Analysis.....	13
4.1	Staff Satisfaction Survey Results	13
4.2	Teacher Attendance	13
4.3	Teacher Retention	14
4.4	Professional Development.....	14
4.5	Staff Qualifications	14
5	Site Initiatives	15
5.1	Inner South Metro Trades School	15
5.2	SACE Support and Retention	15
5.3	New Learning Technologies	16
5.4	New Arrivals Program.....	18
5.5	Home Economics Faculty	20
5.6	Design and Technology	20
5.7	English as a Second Language	21
5.8	Maths and Science.....	21
5.9	English and Humanities	22
5.10	Preparation for Adult Learners.....	22
6	Conclusion.....	23



1 Introduction

We planned for 2009 to be a year of curriculum consolidation following the rapid expansion of the last few years. Staff worked diligently to develop courses that articulated to the Australian Core Skills Framework. There is now a seamless pathway for all students who might enter literacy courses in the New Arrivals Program through to SACE, Certificate 4 in the RTO or the Uni SA PAL program.

The College was again a winner in the SA Training Awards, achieving Best Small Training Provider for an organisation with fewer than 1500 students. We were also reaccredited under ISO 9001 and completed the triennial Site Validation with the Western Adelaide Regional Education Office. There have also been achievements for staff in attaining AST1 status and others who have gained promotion positions both within the College and in other sites.

Thebarton was one of the first sites in the Western Region to engage in the Site Self Review Validation Process that was conducted by a team led by the Regional Director. The College received commendations in the three areas of review as follows:

- “Sophisticated systems are continually managed to ensure Thebarton Senior College, a large and complex site, is operating effectively. External audits scrutinise processes and standards to which TSC consistently meet. Simultaneously, these processes make certain that a culture of continuous improvement, with high involvement of staff exists within the College.
- Issues arising are articulately acknowledged allowing priorities to be identified or refined in future planning. Targets are explicit and evidence links directly to the key strategies as stated in site improvement planning. Annual reports are succinct and comprehensible, allowing its audience to gain a clear understanding of how Thebarton Senior College is progressing.
- A vast increase in enrolments is a credit to the quality educational pathways being offered to meet the diverse needs of your school community. A notable improvement in higher end SACE grade distribution indicates that staff are providing a curriculum that ensures student success. VET achievement is also increasing at an impressive rate.”

We have continued with a capital works program completing upgrades to the administration area and in the Walsh Building. The College was also successful in securing funds for a Trade Training Centre and for a Language Centre through the Commonwealth Government’s Economic Stimulus Package. This will mean in excess of four million dollars in capital work over a very busy two year period.

The College has continued to grow enrolments, reaching a peak of 1064 students, which is 100 greater than 2008. We are experiencing significant pressure for accommodation and have made some timetabling adjustments in an effort to spread attendance over a larger part of the day.

2010 will be another exciting year. We are expanding the scope of the RTO to provide training opportunities for Bilingual School Services Officers and are looking to pilot a metalwork skills program with indigenous students at Indulkana in the far north of the state. New technologies will be a curriculum focus with particular work going into the application of mobile technologies to support the learning styles of our very mobile students.

*Kim Hebenstreit
Principal
March 2010*



2 Site Learning Plan Strategic Directions

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

During 2009, a number of staff worked on aligning current bridging and foundation programs with the Australian Core Skills Framework (ACSF). The skills developed in learning, reading, writing, oral communication and numeracy are essential skills needed for people to participate in our society. The ACSF provides a consistent approach to the development and measurement of the performance of these skills. Students will be demonstrating their competencies measured against the performance indicators of the three Core Skills levels of attainment.

As a result, the College now has a comprehensive pathway of subjects in the Core Skills program. These subjects are offered at three levels with increasing language/numeracy expectations and decreasing levels of support. It is expected that a large number of exiting NAP students will benefit from this initiative in 2010.

The project team led the review and evaluation of current foundation and bridging programs and developed new curriculum materials and resources. These were shared with teachers in the new Core Skills program during term 4.

The College supported this initiative by providing some teacher release time during the year, including releasing more than 20 staff for full-day, intensive curriculum development work during terms 3 and 4.

Core Skills subjects are offered in the broad curriculum areas of computing, creative arts, cross-disciplinary studies, design and technology, English, health and personal development, humanities and social sciences, mathematics and science.

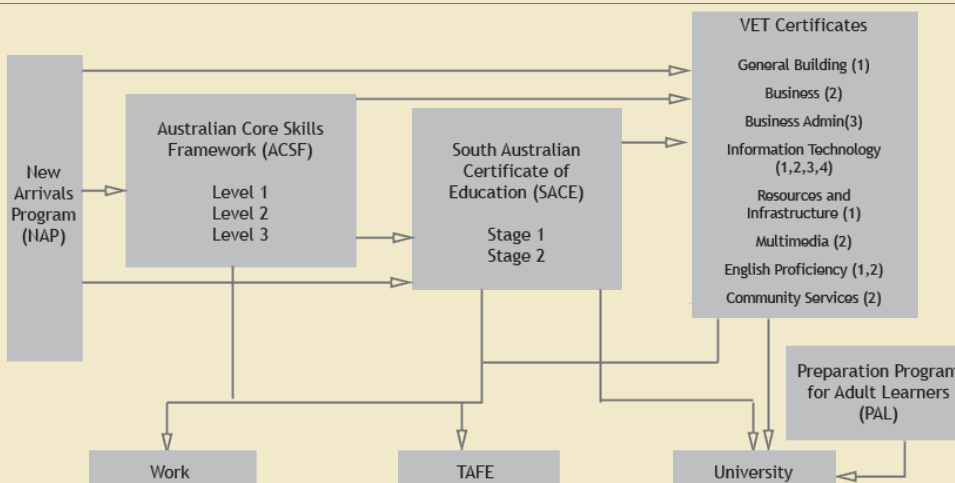
2.2 Provide learning programs and support structures which enhance the well-being of our students

During 2009, a collection of resources was provided in the Library to support student well-being.

A Coordinator was once again appointed for the year to support SACE students. On-going counselling of students also occurred throughout the



Pathways for Students at Thebarton Senior College

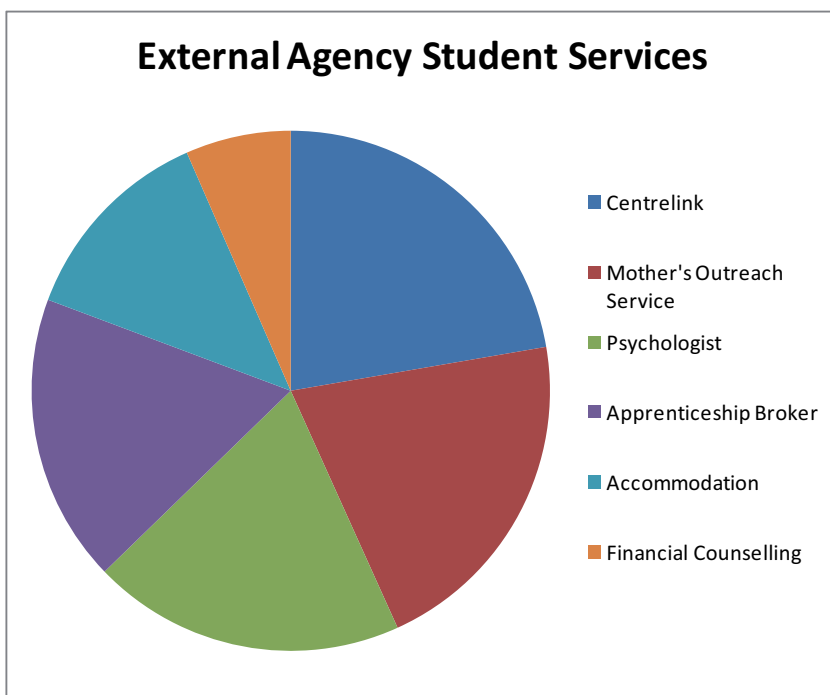




year, with members of the counselling team providing invaluable support where students had attendance, study or other personal issues compromising their ability to study effectively.

A number of external agencies provided on-campus services to our students and assisted the counselling team to provide appropriate support to individual students.

Significantly, suspension of students was virtually nonexistent in 2009. This is seen as a result of the restorative practices employed to resolve conflict at the College - a process which is now in its third year and being employed more effectively by all staff following intensive and now, consolidating training.



2.3 Ensure Future SACE meets the needs of our student cohort.

In 2009, the New SACE Working Party continued to meet on a regular basis and the group, comprising faculty leaders, SACE Coordinator and Assistant Principal Curriculum, developed and actioned a new SACE Professional Development Strategy for Thebarton Senior College. This strategy was designed to build teacher capacity and to ensure teachers of Stage 1 subjects and courses were ready for the implementation of new and revised subjects in 2010. The Professional Development Strategy included participation in professional learning in:

- performance standards and assessment
- induction to new and revised subjects
- moderation and quality assurance processes related to Stage 1 subjects
- other professional learning associated with the implementation of the new SACE

Thebarton supported more than 40 SACE teachers to attend Learning Area Workshops throughout the year and all curriculum leaders and other leadership staff attended the series of Middle Managers Workshops. In Term 4, approximately 65 SACE staff were released for a half day planning workshop. Throughout the year, all teaching staff were kept abreast of new SACE developments and the notion of Assessment for Learning through staff and faculty meetings.

The College was also successful in obtaining a Targeted Pilot Grant to explore and develop resources for Stage 1 literacy for the new Work and Community Life subject. Thebarton was also involved in the Research Project Pilot Program which produced outcomes in the areas of curriculum delivery and the development of teaching resources to support students working on the Research Project.

Thebarton also provided a strong voice to the SACE Board in the context of adult re-entry requirements of the new SACE and participated actively in leadership conferences held throughout the year.

2.4 Expand the range of vocational programs offered through the RTO and partnerships

During 2009, the Thebarton Senior College Registered Training Organisation has updated to new Training Packages in Certificate 1 Resources and Infrastructure Operations and in Certificate 1 Work Preparation.

Added to the scope for 2010 are Certificate 3 Community Services (Education Support) and Certificate 2 Resources and Infrastructure Operations.

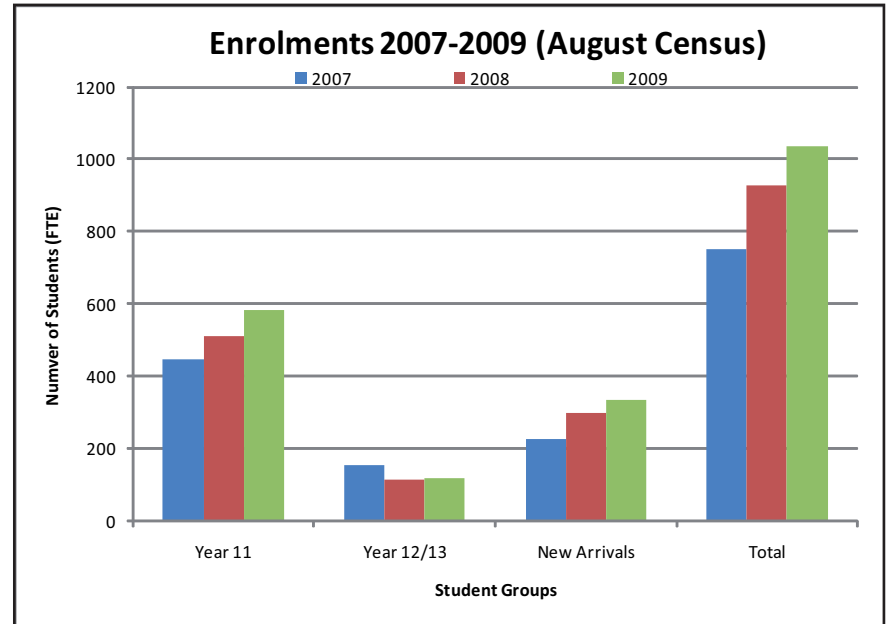
Partnerships and agreements with the Master Builders Association, TafeSA, YouthJet, LM Training, Australian Refugee Association, Cowandilla Children's Centre and Parks Children's Services have been maintained and expanded.



3 Student-Related Data Analysis

3.1 Enrolments

Enrolments reached record numbers during 2009 with a peak at 1064 full-time equivalent students. All programs in the College maintained or increased their enrolments, enabling the broad scope of the curriculum to be maintained.



Australian mother of two children who commenced at Thebarton in 2007 doing some Stage 1 subjects. Began Stage 2 in 2008 and completed in 2009 with an 18 in Studies of Societies. Previous Stage 2 units gained with similarly high achievement in Nutrition, Psychology and Biology. Offered entry to Bachelor of Science (Ecochemistry) at the University of Adelaide in 2010.



3.2 Destination Data

72% of students applying for tertiary entry through SATAC were offered courses including Bachelor of Science, Engineering, Biomedical Science, Commerce, Ecochemistry, Arts, Psychological Science, Health Science, Industrial Design, Visual Arts, Interior Architecture, Pharmaceutical Science, Justice, Nursing, Media, Business Administration, Social Work, Nutrition and Dietetics, Mathematical Sciences and certificates or diplomas in Drafting, Hair and Beauty, Children’s Services, Police Studies, Aged Care, Retail and Mechanical Engineering.

3.3 Attendance

Attendance has been addressed by implementing procedures in the New Arrivals Program and with the case management approach of VET Pathways Managers and the SACE Retention Coordinator. As a result, the following patterns have emerged:

Attendance (% of lessons)	% of Students		% Improvement from 08-09
	2009	2008	
100%	1%	N/A	
75% or more	61%	44%	39%
60% or more	79%	63%	20%

Given the legitimate reasons that make it difficult for adult students to attend regularly (such as health, family commitments, part-time work, relocation, housing etc) this attendance data is considered appropriate.

3.4 Retention

86% of Stage 2 students were retained from February to November, while 83% of Stage 1 students completed first semester and 81% completed the year. Of those Stage 1 students who commenced in Semester 2, 78% completed the semester.

Comparison of enrolment numbers - February to November, 2009 (FTE)

	Feb-09	Aug-09	Nov-09
Year Level			
11	491.5	582	561.5
12	134.9	109.65	93.1
13 (SP)	11.4	9.2	5.4
NAP (SL)	311.6	334	377.6
Total	949.4	1034.85	1037.6
Category			
School card	647		747
Disabilities	26.4	26.2	26.6
NESB			
Temporary resident	92	161	113.4
Permanent resident	615	665	650
NESB (Aust parents)	5	6	4

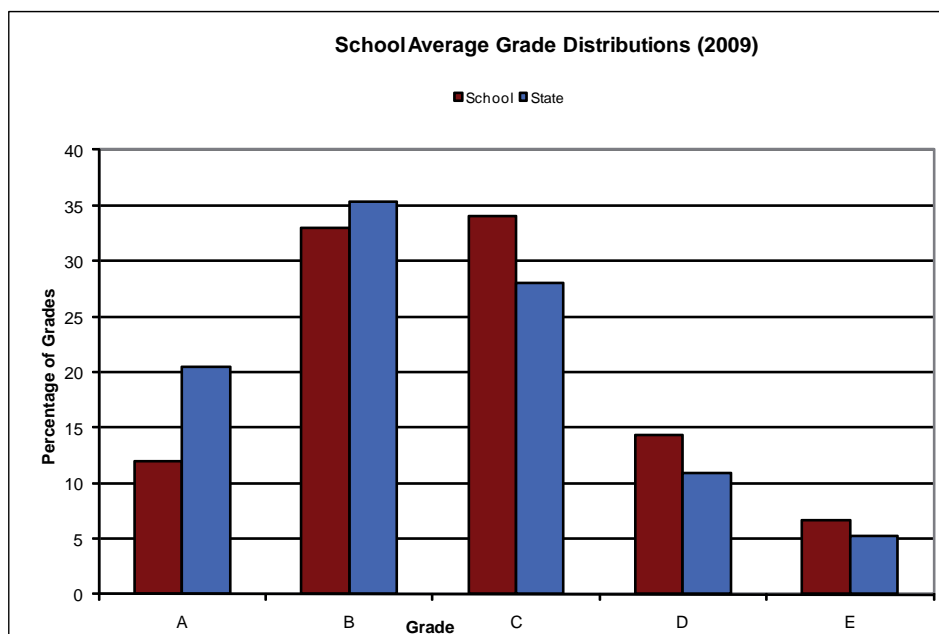


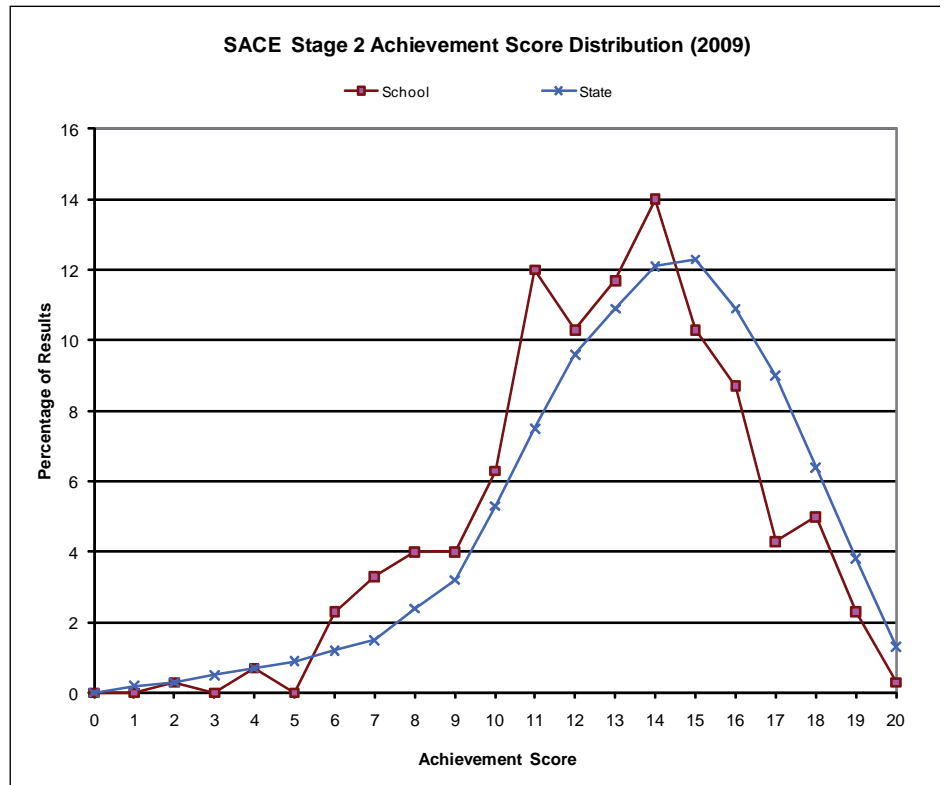
3.5 Student Achievement - SACE Results

There were some outstanding individual student and subject results in SACE Stage 2. For example, in English as a Second Language (Restricted), 92% of the students received a B grade or better, while in Vocational Studies A and English Studies, this proportion was 100%. Overall in the three Vocational Studies classes, 85% of students received a B grade or higher. Chemistry students were also highly successful with one 20 and 55% of all students with a B grade or higher.

One outstanding result for an individual student was an illiterate 31 year old Sudanese cattle herder who commenced the New Arrivals Program program in 2005, progressing through Preparation for Senior Studies and then SACE, who with an ESL scale of 5, achieved an 11 for Stage 2 Studies of Societies and an 8 for Stage 2 Legal Studies, both highly language-rich conceptual subjects. An outstanding achievement!

22 year old Iraqi refugee who arrived at Thebarton Senior College in September 2006, attending the New Arrivals Program in 2006-7. Commenced SACE studies in semester 2, 2007 in Stage 1 and in 2009 achieved his SACE certificate with a 14 in Specialist Maths and a 15 in Maths Studies. Entry into Bachelor of Science (Biomedical Science) at the University of Adelaide in 2010. Winner of the University of Adelaide's Principal's Scholarship.





3.6 Student Achievement - VET Results

During 2009, parchments were awarded through the Thebarton Senior College Registered Training Organisation for the following certificates:

Certificate 1 Information Technology (ICA10105) - 13 students

Certificate 2 Information Technology (ICA20105) - 12 students

Certificate 3 Information Technology (ICA30105) - 10 students

Certificate 4 Information Technology (Networking) (ICA40405) - 2 students

Certificate 2 Business (BSB20107) - 7 students

Certificate 3 Business Administration (BSB30407) - 10 students

Certificate 1 Community Services (CHC10102) - 5 students

Certificate 2 Community Services (CHC20202) - 5 students

Certificate 1 Resources and Infrastructure Operations (RII10106) - 6 students

In addition, 13 students completed the Certificate 2 Multimedia issued through Regency TAFE and 13 students completed Certificate 1 Building and Construction through our agreement with the Master Builders Association.

Our role within the Inner South Metro Trade School for the Future resulted in the following outcomes for our students:

Hungry Jacks

Certificate 2 Retail Operations

Claridge Holden

Certificate 2 Auto Mechanical Vehicle Servicing

Cronin Wire Products Pty Ltd

Certificate 2 Engineering

J & H Williams

Certificate 3 Engineering - Fabrication

Thebarton Senior College

Certificate 3 IT Traineeship

Certificate 3 IT Traineeship

	Certificate 3 Business Administration Traineeship
	Certificate 3 Business Administration Traineeship
	Certificate 3 Business Administration Traineeship
Thomos Bricklaying	Certificate 3 Bricklaying
Cheesecake Shop	Certificate 3 Food Processing (Retail Baking) Combined
Damien Charnstorm Constructions	Certificate 3 Construction - Carpentry
Décor Ceilings Pty Ltd	Certificate 3 Wall and Ceiling Fixing Trades Assistant Wall and Ceiling Fixing
ATEC	Certificate 3 Business

3.7 Student Satisfaction Survey Results

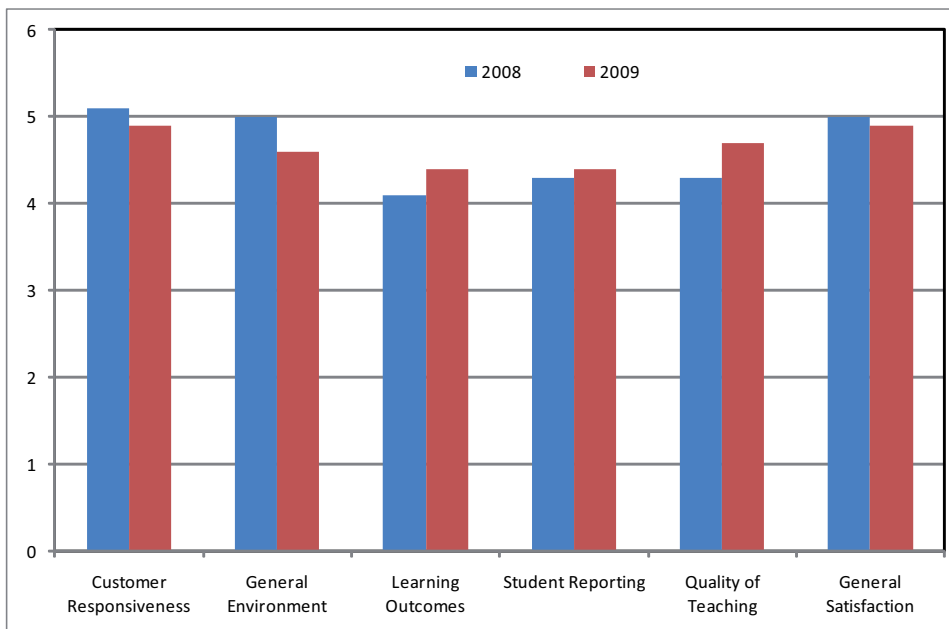
Eighty nine students returned the survey in term 3, 2009 and it is pleasing to note that learning outcomes (7% increase), student reporting (2%) and quality of teaching (9%) all show gains between 2008 and 2009.

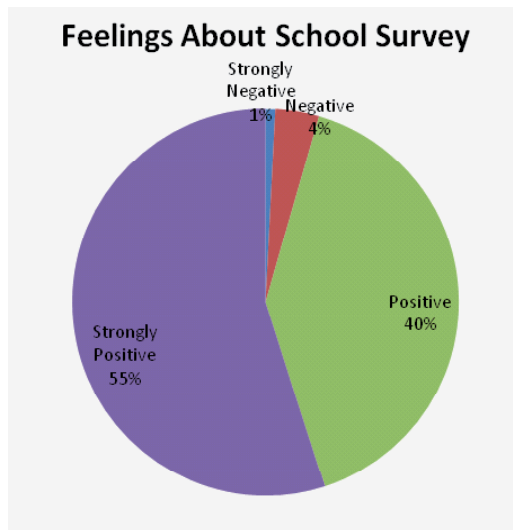
Slight decreases in customer responsiveness, general satisfaction and general environment were registered, with the latter perhaps affected by the building development taking place in the College during late term 3 and early term 4 (refurbishment of areas of the College and preparation for the Federal Government's Building the Education Revolution).

Overall, students' comments were extremely positive with only the quality and price of cafeteria food recurring more than once in student comments. We have forwarded those responses to our contractor, Metropolitan Canteens.

Student Satisfaction Survey Results 2009

Ratings are between 1 (strongly disagree) to 6 (strongly agree) to a range of positive statements.





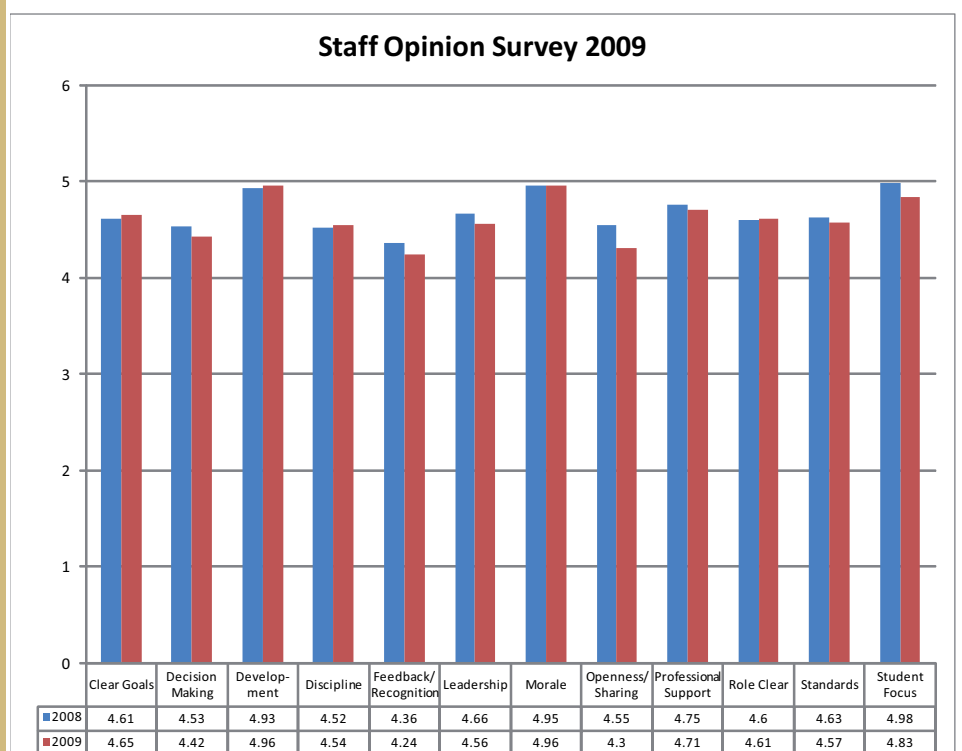
New Arrivals Students - Feelings About School Survey

The New Arrivals Program students were surveyed separately with a survey using simplified English and once again, satisfaction reported by the students was high in all areas.

From an already high base level of satisfaction (87%), figures show an increase in satisfaction for NAP students between 2006 and 2009 of 9%.

Some of the site improvement strategies implemented during this three year period that have impacted on this are:

- mentoring of exiting NAP students
- well-being support through external agencies such as Women’s and Children’s Hospital, psychological counselling, financial counselling, youth strategies etc
- mentoring of new NAP staff by more experienced NAP teachers
- use of Restorative Justice practices in classrooms to resolve issues and build relationships
- systematic monitoring of NAP attendance and early intervention by NAP Coordinators and Assistant Principal.



Ratings are between 1 (strongly disagree) to 6 (strongly agree) to a range of positive statements.

4 Staff Data Analysis

4.1 Staff Satisfaction Survey Results

Fifty staff completed this survey at the end of term 3. This represented a return rate of just over 35%.

A 6-point scale is used and it is pleasing to note that responses in all areas fall into the 4 – 5 range indicating a high level of satisfaction by staff.

Development, morale, student focus, professional support, clear goals and leadership remain high.

The only one area with a greater than 5% variation was in openness and sharing. Management at the College has recognised that a potential disadvantage of growing so large so quickly is the danger that communication may suffer, making apparent openness and sharing more difficult.

We have already endeavoured to address this for 2010 in a number of ways including:

- a staff newsletter being published before each staff meeting to communicate about developments in the College. This supplements the usual emails and allows staff to seek further information or clarification via a 5 minute question time at the staff meeting.
- Lesson 3 curriculum development time on Mondays – to allow collaboration and communication between colleagues
- implementation of the Daymap system during 2010 to show at a glance, the staff member's timetable, calendar, communications etc and to allow easy access to all College documentation through the Sharepoint link to documents.
- CLT meetings now held on Tuesday. This facilitates the attendance of all interested if they wish to make a presentation or observe proceedings as it is outside the majority of scheduled lessons.

In response to other specific comments made by individual staff members the following responses have been made:

- Principal's Advisory Committee meetings will be advertised in advance with the agenda and minutes.
- The Performance Management structure will change to reflect curriculum leaders' wishes and to allow closer interaction of teaching staff with their learning area leader and colleagues.
- A revised Deadline Policy will be implemented to provide more consistency for students and staff across the College programs.
- Student pathways are more evident since the introduction of the Core Skills courses.

The College will continue to invite staff to provide constructive criticism and suggestions for improvement through the Quality System Database and the annual opinion survey.

4.2 Teacher Attendance

Teacher attendance remains at around the same rate as in previous years with the usual level of short-term sickness congruent with the age profile of the staff. Absences for family care or bereavement, especially for older relatives, is also consistent with the age profile of the staff.



Thebarton Principal, Mr Kim Hebenstreit, receiving the SA Training Award for the Small Training Provider 2009 from Hon Michael O'Brien, Minister for Further Education and Training.



4.3 Teacher Retention

Thebarton has maintained a high retention rate for permanent staff with only one retirement at the end of semester 1 and one staff member leaving for promotion at another site.

A large number of contract staff are again expected to be offered on-going contracts for 2010.

4.4 Professional Development

As previously outlined in the Strategic Plan section of this report, whole of College professional development was centred around the review and development of the Australian Core Skills curriculum for our bridging and foundation courses and the implementation of the new SACE Stage 1 curriculum and SACE literacy and numeracy requirements.

The year started with all teachers working with Peter Sheahan on future proofing the education system and all support staff attending a course called the “Accidental Counsellor” conducted by Relationships Australia.

Individual staff also attended conferences, workshops and meetings to extend their professional knowledge, expertise and qualifications in a diverse range of activities including:

- Research Presentation by Ross Todd, a leading American educator - Rima Lloyd and Gaby Kuhlmann
- Construction Industry Training Board workshops - Design and Technology staff eg in insulation installation
- Certificate 2 in Multimedia - Judith Turpin and Marisa Koultras
- Virtual Enterprise training - Nadene Histed and Gianni de Nicola
- Members of the counselling team undertook mental health and trauma counselling training
- Training and Assessment (TAA) qualifications - Melina Magdalena, Phil Davies and Kate de Ruyter
- Counsellor, Leonie Hale attended a tertiary counselling conference at Charles Darwin University in Darwin
- Six members of Senior Management and Curriculum Leadership Team attended an innovative technology conference in Sydney
- Kate de Ruyter and Jeff Gillham undertook e-Teacher training and had release time to work on projects with industry
- Josh Earl, Rob Nicholson, Gaby Kuhlmann and Cathy Smith worked on the new SACE Research Project team
- a number of staff undertook Merit Selection training run by the AEU
- the RTO Manager, Gaye Becis, attended an interstate conference on vocational education and training
- a group of faculty/learning area leaders attended training relating to the implementation of National Curriculum
- Library staff undertook further Amlib training
- Community Services workshop - Essie Dempster and Cate Burt
- Assessment and Validation conference - Josh Earl and Gaye Becis
- DECS ESL Project team - Iwona Moczko.

4.5 Staff Qualifications

Staff at the College are highly qualified and extremely experienced. There are 87 staff with a Bachelor degree, 16 Masters degrees, 91 graduate diplomas, 32 certificates in Training and Assessment (or equivalent) and 76 staff who have ESL qualifications.

5 Site Initiatives

5.1 Inner South Metro Trade School for the Future

2009 was the second year of our involvement with the Trade School for the Future and was a highly successful one. The Apprentice Brokers working across the 12 member schools produced 105 school based apprenticeships (SBA) - more than 25% of the state's target. All 12 schools in the Trade School had at least one student taking up an apprenticeship in 2009 with Thebarton being one of the most prolific with 15 students. 77% of the SBAs are working toward Certificate 3 or above.

The communication across the three lead schools has been excellent thanks to high collaboration and effective systems that have been developed by the Brokers and the Assistant Principal, based at Hamilton Secondary College. The Management Committee, consisting of the Assistant Principal and the three lead schools' Principals has monitored the Trade School's Business Plan and put in a range of strategies to maximise the effectiveness of the Trade School. Thanks to Mr Wal Czernezkyj (Urrbrae Agricultural High School) and Mr Peter Mader (Hamilton Secondary College) for their shared leadership and management of the Trade School.

The Trade School brand is developing across the state and we have been active in building a very good understanding regionally. It is envisaged that the development of Trade Training Centres in our school and 6 other schools in our Trade School will provide further opportunities to create an Industry Reference Group to formalise links with key industries. This will build greater strength of our Trade School and optimise the influence of the Trade School across the region.

5.2 SACE Support and Retention

Key activities undertaken this year to support SACE students included Marcelle Bernard's SpeakEasy program in term 2. This event fully engaged and entertained students and provided a valuable insight into the importance of clear and skilful speech as the basis of effective communication.

The Secondary Mentoring Program, which supported thirty students at Stage 1 and Stage 2 levels, offered a variety of support strategies relating to career direction, health issue management, study skills and interpersonal relationships. Post-program student survey feedback indicated that the support provided was beneficial at a personal level and in terms of subject achievement.

In term 3, the Tertiary Information event was very popular, and various university and TAFE presenters highlighted relevant course information and general information about the demands of tertiary study. Our students also gleaned information relevant to their own circumstances and interests during the question and answer opportunity after the main presentation.

Finally, the term 3 holiday period saw 32 of our Stage 2 students attend exam revision courses provided by the Adelaide Tuition Centre. Feedback from students about the quality of these courses as preparation for end-of-year exams was extremely positive. Importantly, the College funded these courses, totalling an extra 600 hours of formal exam revision undertaken by our students.

On-going counselling of students also occurred throughout the year, with members of the Student Counselling team providing invaluable support where students had attendance, study or other personal issues compromising their ability to study effectively.

Thanks to Jenny Richards, Ryan Clancy, Cate Burt and Harley Simpson who provided support to the students through these initiatives.



5.3 New Learning Technologies

The EdCap Survey is an online assessment tool conducted annually by DECS to measure the Information and Communication Technology (ICT) capabilities of teachers. In time, it is expected that all staff will move across the continuum to be transforming practice with the use of new technologies.

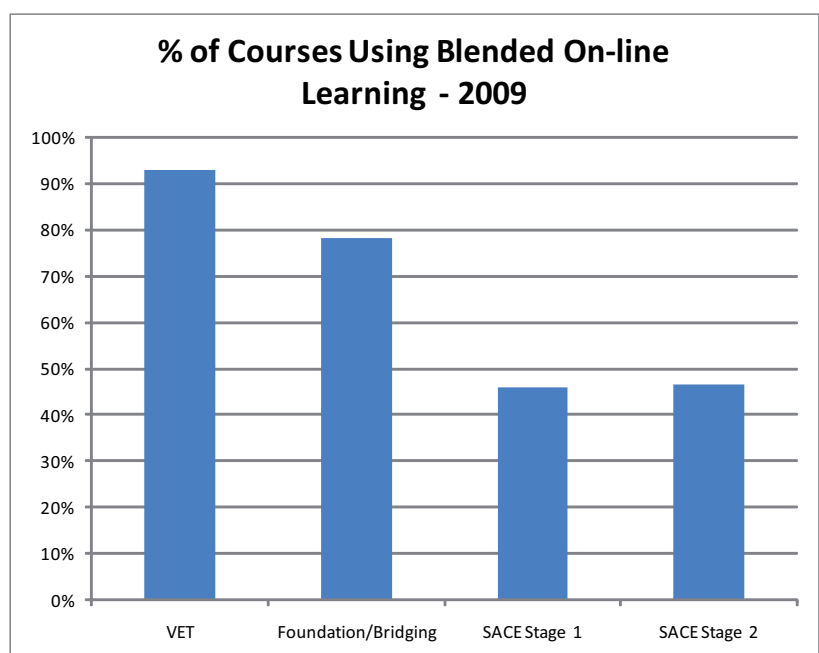
As shown by the graphs on the next page, Thebarton's staff are ahead of the state in Transforming Practice (Vision and Attitude), Delivering on Learning Outcomes (Professional Contribution and Learning) and in Transforming Practice (Integration into Teaching and Learning).

The use of interactive whiteboards is becoming an increasingly common part of the practice at the College resulting in the purchase of further boards to meet increasing demand. This area continued to be a focus of the professional learning of staff in 2009 when we used a mentor model to support classroom teachers. Teacher, Reanne Cuthbert, attended a conference in Sydney and brought back many new ideas that have subsequently been shared with staff and incorporated into our practice.

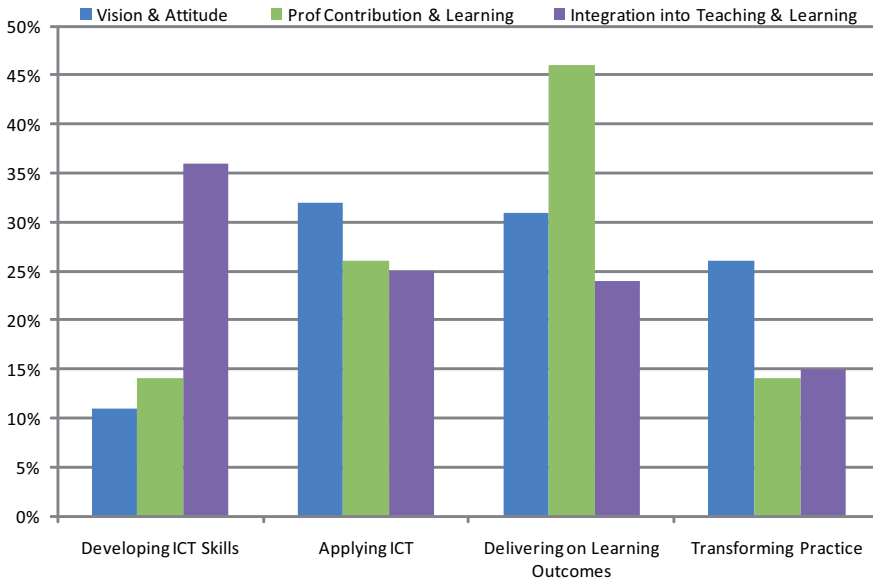
Thebarton Online (Moodle) continues to expand its activity providing online resources and activities to support face-to-face classroom teaching. In 2009, five courses had between 5000 and 9000 "hits", nine had 2000 to 5000 hits, 16 courses had between 1000 and 2000 hits and a further 20 had more than 250 hits. For the first time, we had a purely online course called New Internet, which included two students from Ceduna, one from the South East and four teachers from Thebarton who undertook the course purely online.

In 2010, we will continue to expand the use of blended learning - ie face-to-face teaching supported by online resources and methodology. Thebarton Online will support the new Core Skills courses and we aim to have a presence for all SACE courses by the end of 2010. In addition, aligned with our United Nations School for Global Peace commitment, we are developing a course in Human Rights to be offered online in Semester 2. This will be equivalent to a one term 30 hour course.

Following a visit to Sydney by six staff members who took part in school visits and a briefing by Apple, we are embarking on a trial of iPod Touch mobile devices. Interested staff are being given the opportunity to explore the potential of these devices as well as undertaking some training and early next year we will be embarking on classroom trials. Mobile computing should present many unique learning opportunities for our students and we plan to monitor the implementation through a research project.

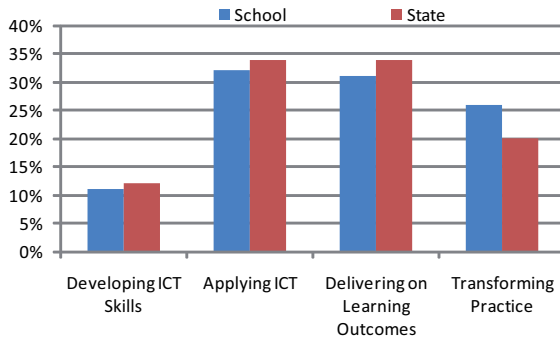


Staff ICT Capabilities Survey



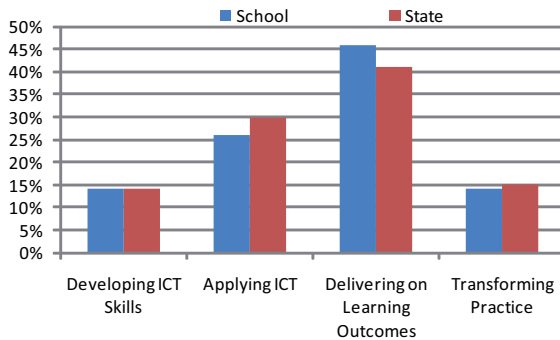
The majority of staff at Thebarton are delivering on learning outcomes or transforming practice through the use of ICT in their teaching.

Vision and Attitude



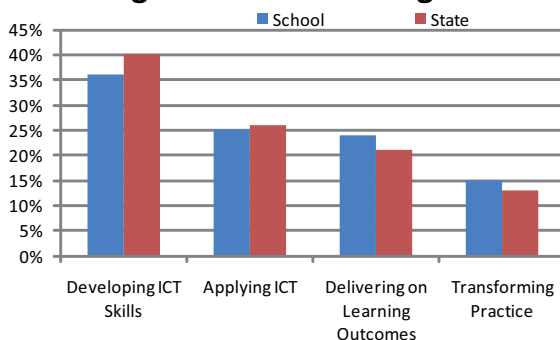
A greater number of teachers at Thebarton are delivering on learning outcomes through their professional contribution and learning.

Professional Contribution & Learning



Thebarton staff are slightly ahead of the state in terms of integrating ICT into their teaching and learning programs.

Integration into Teaching & Learning



5.4 New Arrivals Program

5.4.1 Beach Safety Days

Approximately 150 students in term 1 and 80 students in term 4 participated in the Beach Safety days. Under the expert guidance of life savers from Surf Life Saving SA, students gained knowledge and understanding of rips, swimming between the flags, the role of the life savers, life saving equipment, as well as the recreational aspects of swimming and surf life saving. A number of students volunteered to join Surf Life Saving SA as a result of their involvement in the day.

5.4.2 Old Scholars Reunion

This event addressed a goal on the College Site Learning Plan to research and construct a database of ex-students. The first NAP Old Scholars reunion was held on 25th March as a twilight gathering. Although we expected that many of the addresses of the ex-students would be out of date, a mass mail out followed by phone calls led to 47 students attending and many more indicating an interest in attending a future event. Those who attended were delighted to reconnect with teachers, some now retired, and classmates alike and talk about their experiences since leaving College. Students have moved on to further study at TAFE and university in animal technology, foundation courses, aged care nursing, electronic engineering, maths and computing science and pharmacy and have graduated from courses such as health science. A number of students are caring for children and the majority have full-time or part-time jobs. There was great support for another Old Scholars event in 2010.

5.4.3 MoneyMatters Expo

The 2009 MoneyMatters Expo was embedded in the Personal Learning Plan trial conducted through Preparation for Senior Studies. Two classes of students were involved in making initial contact with the presenting organisations and liaising with the organisational contacts to plan and then implement the event. Feedback on the performance of the students was incredibly favourable from all the community organisations. Students and staff attending the Expo considered the information was relevant and that the agencies were very approachable and informative.

5.4.4 Immunisation Clinics

A new initiative this year was the establishment of an immunisation clinic at the College each month. The West Torrens City Council district nurse liaised with the College and the Migrant Resource Centre to identify, contact and immunise over 80 new arrivals. As students were no longer required to attend external immunisation appointments there was a reduction in absenteeism.

5.4.5 Responsible Gaming Event

In conjunction with Relationships SA, Thebarton hosted a problem gambling event for culturally and linguistically diverse communities.

5.4.6 Visitor from Christmas Island

Supported by a Western Australian Education Department study grant, Jenny Collins, ESL teacher from Christmas Island, spent two days at the College in September. During this visit she attended classes, provided details to staff on the background of the students, visited and spent time with her former students and discussed with them their settlement progress and experiences. She also presented a professional development opportunity to the faculty and interested staff.

Jenny helped to develop a deeper understanding for staff of the experiences of students coming from Christmas Island, as well as earn enormous respect for the work that she does in preparing students to transition into Australian community.



5.4.7 Housing Project

On the initiative of teacher, Kerrie Plummer, Thebarton Senior College established a partnership with Anglicare SA to design and conduct a series of housing workshops. The main goal was to address the impact of accommodation problems and to prepare these students to acquire housing once their transitional housing period had expired. Carolyn Sprigg from Anglicare SA, and Thebarton staff, Kerrie Plummer and Rachael Anderson, ran three Housing Skills Workshops in semester 2, 2009.

The Housing Skills Workshops showed students how to acquire long term housing and become successful tenants and provided students with the skills and tools to seek, obtain and maintain their accommodation. The Workshops were also a crisis prevention program for many of the students.

A survey was distributed to all the workshop attendees in order to measure the success of the program. The results clearly indicate a successful partnership with Anglicare SA. Of the 75 students that were invited to the workshops, all transitioned into permanent housing following the expiration of their temporary housing period. 34 found housing as a direct result of attending the workshops. The remainder were either already successfully housed or in the process of acquiring accommodation. In addition, their confidence and understanding of the housing processes were clearly enhanced. As well as facilitating on-going housing, the workshops also proved to be valuable support for the students' wellbeing.

The invaluable input to the workshops by Carolyn Sprigg significantly contributed to the successful outcomes and we thank her sincerely.

5.4.8 Police Liaison Officer

A link between Stephen Hill, Brevit Sergeant of Police Intelligence SA and the NAP faculty developed throughout the year with a presentation to the faculty on his role as Police Liaison Officer for the College. Subsequently, he addressed individual classes and negotiated with the Road Traffic Division resulting in traffic and responsible driving sessions for students delivered at City Campus. His support for individual students through liaison with coordinators and counsellors has had very positive outcomes. In addition, Stephen has negotiated with Domestic Violence division to plan Domestic Violence sessions which will be presented in 2010 as part of the Life Skills Sexual Health session.

5.4.9 ESL Scope and Scales Rubric Project

In the NAP Strategic Directions 2009-2011 Action Plan, a project was identified to improve upon the rubric currently used by NAP teachers to scale student work. Additionally, it was recognised that development of a student friendly ESL Scale Map would aid students gain a true understanding and appreciation of their progress in language acquisition through NAP.

Iwona Moczko and Stephen Boland were released to work on this project throughout semester 2, 2009. They initially consulted with Rosie Antenucci, Curriculum Manager, ESL and collected examples of various rubrics. To date they have completed a master rubric detailing language features and examples across genre, field, tenor and mode of Scales 1-11. Additionally, a draft rubric of the recount genre has been produced up to Scale 8, which was used and reviewed during the end-of-year moderation meeting.

5.4.10 NAP Maths and Science Curriculum Writing Project

Throughout 2009, Sarandia Pagonis and Neville Smith were involved in developing and formalising curriculum documents for NAP Maths and Science.

Changes in the student cohort as well as changes in available technology (eg interactive whiteboards and access to, and availability of, internet sites and learning objects) have necessitated the updating of the curriculum documents. Detailed curriculum documents were also essential to ensure



continuity of student programs across semesters and to provide curriculum information to staff, especially new NAP Maths and Science teachers.

Curriculum writers collaborated extensively with NAP Science and Maths staff throughout the year to develop a range of student activities, moderated tasks, Global Peace tasks and resources to incorporate into the documents.

The project has resulted in the completion of three documents; the NAP Science Curriculum (Language Group), the NAP Science Curriculum Draft (Literacy Group) which will be evaluated during Semester 1, 2010, and the NAP Maths Curriculum Draft, which will also be evaluated next year.

5.5 Home Economics Faculty

Food and cooking classes have continued to be most successful this year. Not only were the courses popular, but the number of students completing the courses was also very high. Cookery classes for the New Arrivals Program classes have continued to be popular with students.

Textiles classes have increased from one class in 2008 to three classes in 2009 and have been filled to the maximum. Significant numbers have been retained through these courses.

Technology use has been extended in Textiles with further development of the Janome embroidery machines and the extension of options for students.

In the food area, we have continued to make excellent use of the camera and flat screen television for demonstrations. Stage 1 and Stage 2 students used laptop computers extensively to complement their studies.

The Stage 2 Nutrition class was well attended and had 70% of the students achieving a score of 15 or better, with 4 students achieving 18s.

All courses have a significant literacy focus for students who are non English speaking background to improve their success rates.

5.6 Design and Technology

2009 was an exciting year for developments in the Technical Workshops at the College.

After successfully winning our bid to become a Federal Government Trade Training Centre, many hours were spent with architects on the planning and design of the extensions to the workshops to meet the required outcomes of the new training centre.

Work will be underway early in 2010 to provide a significant upgrade to the metal fabrication area with additional welding bays and upgraded ventilation. Provision will be made in the metal machining area to accommodate advanced manufacturing equipment such as CNC machines to align with trends in industry. A small classroom will also be integrated into the workshop area to facilitate online learning and research, with access to interactive media and a quiet place for planning and reflection.

Due to the extensive interest in the Building and Construction program, the “shed” has been extended with extra storage spaces and a large undercover outdoor space for practical exercises.

Woodwork has added a large panel saw to allow for developments in furniture making and night classes have been restructured for next year when we will cater for a broader range of student needs from beginner to the more advanced.

The Design and Technology department has also developed three levels of Core Skills programs to provide much needed access to basic training in workshop skills. This will become a pathway for students starting with very little experience and will improve access to more complex



vocational programs. It will include aspects of technical maths, language and communication, research and team work, which all contribute to the development of capabilities and employment skills in a large number of students from very diverse backgrounds.

5.7 English as a Second Language

In semester 1, twenty five ESL classes ran across four programs - SACE Stage 1 & 2 (7 classes), Certificate English Proficiency 1 & 2 (12 classes), Preparation for Senior Studies (PSS) ESL (4 classes) and the two night classes. Student numbers in the night classes grew so much that eventually five classes were established but three of these came under the administration of the New Arrivals Program.

In semester 2, thirty two ESL classes ran across the four programs – SACE Stage 1 & 2 (10), Certificate English Proficiency 1 & 2 (14), PSS ESL (6) and two night classes. Enrolments in all classes were strong and indications are that this trend will continue in 2010, particularly in the Core Skills English (especially level 3) and Certificate 1 and 2 English Proficiency programs.

As with other learning areas in the College, 2009 was a year of major curriculum renewal and development for the ESL faculty. The redevelopment of foundation programs as well as preparation for New SACE implementation in 2010 saw the involvement of faculty members in numerous training and development activities such as New SACE workshops (learning area, literacy requirement and middle managers), ESL District Provider workshops and a workshop on the Australian Core Skills Framework.

Throughout the year, faculty members Jane Gunn and Jacqueline Mulberry made significant contributions to the Core Skills project as project leaders. During Semester 2, Sylvia Barnes, Melina Magdalena, Phil Davies and Debra Burke were involved in the project writing team developing the Core Skills English 2 and 3 courses. In term 4, SACE ESL teachers were also involved in the development of assessment tasks for Stage 1 ESL. As a result of this work, the faculty has a bank of possible tasks for use in Learning and Assessment Plans in 2010.

The introduction of Performance Standards in the New SACE and the requirement to provide opportunities for all students to achieve an A standard led to a review of current practices for establishing Stage 1 classes. In semester 1, 2010 Stage 1 ESL classes will no longer be set according to student proficiency as measured by a scaled common writing task. Instead, students will be enrolled directly into classes. It is hoped that the availability of two levels of Core Skills English as well as effective counselling and enrolment processes will mean that only students with Scale 7 or higher will enrol in Stage 1 classes. The decision to stop setting classes according to proficiency will be reviewed before second semester enrolments begin.

The faculty would like to express appreciation to Cate Burt for ably leading the faculty in Semester 1 and to Kate Smith for her contribution to the faculty over the last two years. We wish Kate well as she takes up her appointment as ESL Coordinator at the Australian Science and Maths School.

5.8 Maths and Science

Twenty three staff are now teaching in these areas (not including NAP staff teaching science in NAP classes).

A large amount of professional development time this year has involved attending Stage 1 SACE Mathematics and Science training for the new 2010 courses. Some staff were also involved in Middle Management training and the Research Project preparation. Most Stage 1 subject curriculum and assessment plans are well advanced and all will be complete by the commencement of 2010. The Bridging and Foundation Courses have been rewritten and renamed as Core Skills levels 1 to 3 and new resources are being purchased.



Staff have developed excellent ICT skills and are acting as mentors for the Interactive Whiteboards while many staff have Moodle courses available for students to access. Kate de Ruyter has used Moodle to work with a class at Balaklava High School to share the Stage 1 Chemistry course.

5.9 English and Humanities

2009 was a year of professional development for staff. Leading on from Peter Sheahan's professional development day on Future Proofing at the start of 2009, staff members were enthusiastic to put into practice their ideas. Essie Dempster and Melina Magdalena accessed innovative training in "Coaching young people for success" and introduced many of the core concepts to the faculty.

With the introduction of the New SACE Stage 1 subjects, the faculty's focus has been on the understanding and development of these courses. All faculty members took the opportunity provided to attend the professional development session for each curriculum area and engaged in collegiate discussions across our subject areas. As a result, the program and assessment plans and tasks are now ready for final adjustment when the staff meet their 2010 student cohort.

The faculty has been actively involved in the development and writing of the Core Skills Framework. Four staff used release time to plan, develop and in-service teachers who will be participating in the pilot Core Skills 2 and Core Skills 3 programs. Sylvia Barnes and Rima Lloyd were part of the project team for the writing of the pilot scheme for Living and Working in Australia.

Cathy Smith and Gaby Kuhlmann have been key members of the Research Project group that is in the process of drafting a guided inquiry approach handbook for SACE Stage 2 in 2011.

5.10 Preparation for Adult Learners

Preparation for Adult Learners (PAL) is a successful pathway to tertiary studies and is a growing area at Thebarton Senior College

We started the 2009 year with an intake of 26 students (22 of whom were full time). The faculty experience and dedication in teaching the courses ensured that 15 students completed the year and will begin a UniSA or Flinders University undergraduate degree in 2010.



6 Conclusion

2009 was again a highly successful and fulfilling year and we look forward to continuing to be respectful, innovative and produce excellent educational outcomes for our students in 2010.

Our focus will be on consolidating the new SACE, evaluating and revising our Core Skills programs, expanding the vocational training opportunities for our students and incorporating new technologies into our teaching practice to maximise the learning outcomes of our students as shown in our Key Directions below:

Key Directions for 2010

1. Provide appropriate bridging programs between the New Arrivals Program (NAP) and SACE and/or VET.
 - Core Skills courses are trialled, documented and evaluated
 - The College provides pathways with credentials to students in bridging and foundation courses
2. Provide learning programs and support structures which enhance the well-being of our students.
 - Restorative practices incorporated into the curriculum and used as a methodology
 - Support services through appropriate specialist agencies are provided on campus
 - Mentoring programs for student retention and achievement are implemented
3. Ensure New SACE meets the needs of our student cohort.
 - Investigation and planning for the implementation of new SACE occurs to meet the needs of adult students
 - The Personal Learning Plan and Research Project requirements of new SACE are adapted and made appropriate to adult learners and new arrivals to enable successful implementation
4. Expand the range of vocational programs offered through the RTO and partnerships.
 - Further develop the scope of the RTO
 - 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
5. Provide innovative curriculum delivery through the implementation of new technologies.
 - Students demonstrate engagement with their learning
 - 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



