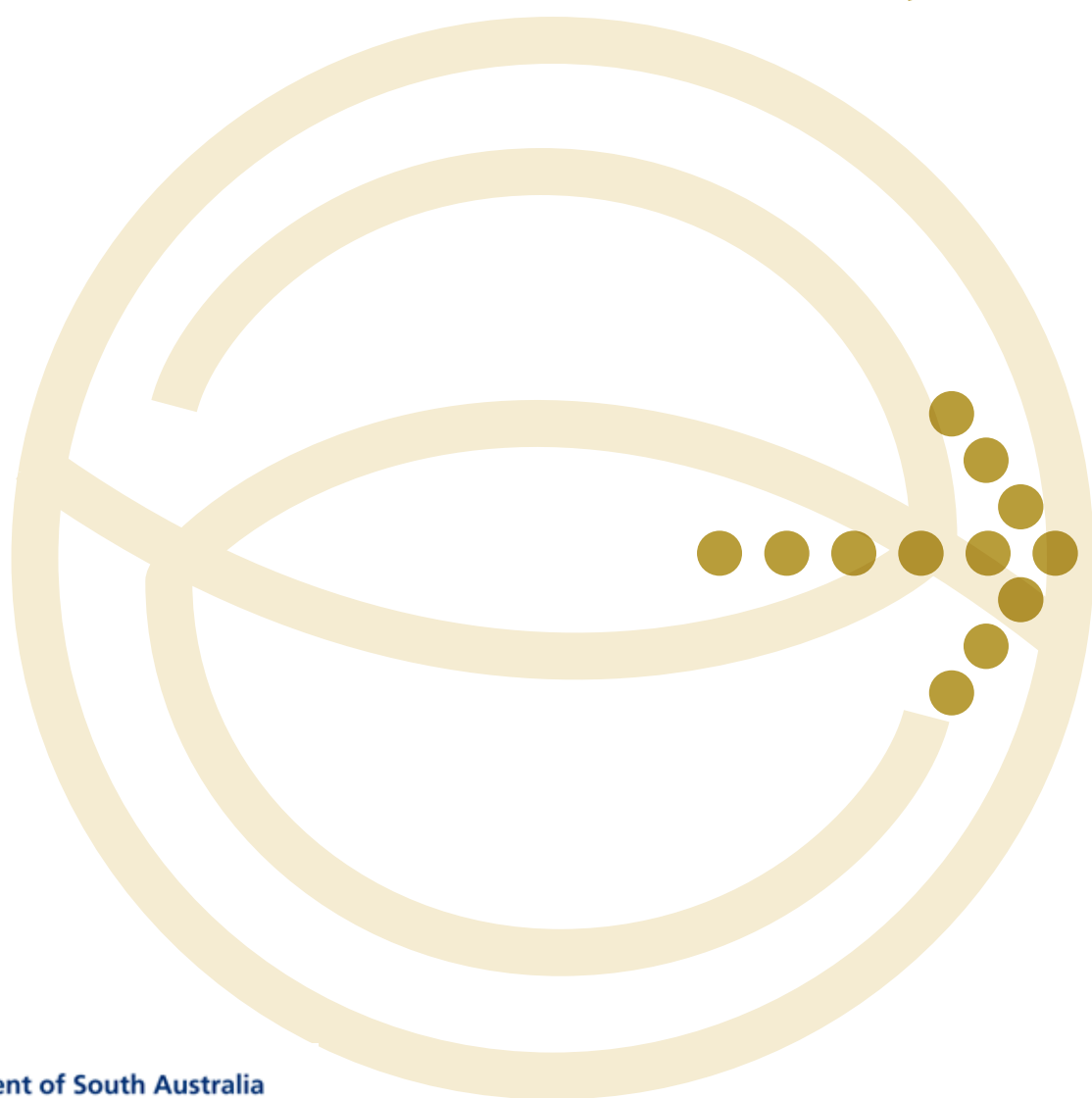


Annual Report



Thebarton
SENIOR COLLEGE

2007



Government of South Australia

Department of Education and
Children's Services

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Introduction

The College again experienced outstanding growth in 2007 with a peak enrolment of 950 students. This was driven by the New Arrivals Program enrolling more than 350 students during the year and a large increase in enrolments in vocational programs. The College has expanded the scope of its Registered Training Organisation (RTO) and now offers certificate courses in Information Technology, English Language Proficiency, Resources and Infrastructure Operations and Business Administration. Through our relationship with TafeSA and other RTOs we also offer certificate courses in Engineering, Community Services, Building and Construction and Multimedia. We have actively marketed courses that address the national skills shortage and these have attracted significant numbers of students. We have also offered courses to other agencies like the Adelaide Hills Development Board, SA Works (Southern Metro) and the Australian Refugee Association. These agencies have recruited the students and courses have been delivered at the College.

There have been many significant achievements by individuals and groups during 2007. Tanya Taylor-Cox won the Best National Achievement award for Excellence for a Beginning Teacher in the Australian Government's 2007 Awards for Quality Schooling. Eva Kannis-Torry was nominated for a Pride of Australia Medal for her outstanding work in peace building. Eva's leadership resulted in the College becoming the first secondary United Nations International School for Global Peace in Australia. The College won its category in the Wakikirri National Story Festival. Karen Magee was awarded Advanced Skills Teacher level 2 and Cate Burt and Tanya Taylor-Cox became Advanced Skills Teachers level 1.

The College also hosted the Monka Sho program for young teachers from Japan and this has strengthened our place as a provider of programs for the growing international market. International programs will expand at Thebarton over the next two years. The Design and Technology faculty then commenced a program for DECS for teachers wanting to retrain to become technical studies teachers. These achievements have illustrated how the College realises its core value of excellence.

Our academic results have shown steady improvement and an analysis of SSABSA results suggests that efforts to develop strategies to address the support and retention of Stage 2 students are beginning to bear fruit. Most students who completed the SACE were successful in securing tertiary courses. The outcomes for students completing the UniSA PAL program were exemplary with all securing places in university programs.

The strategic partnerships that the College has continued to develop must also be highlighted. Agencies like the Adelaide Women's and Children's Hospital, Uniting Care Wesley, the Adelaide West General Practice Network and the Australian Refugee Association provide our students with access to support services that are not normally available in schools. Support from Arjay Uniforms, the Commonwealth Bank, Rotary International, SA Police and a large number of industry organisations enable staff to enrich the curriculum that our students enjoy. Thebarton Senior College students are promoted to the wider community through our work placement and service programs. The expansion of strategic alliances will assist the process of our students making the transition to independent and self-reliant citizens.

2008 will be another exciting year for all members of the College community as we continue on our process of development with emphasis on establishing the Trade School for the Future, promoting the College as a centre of best practice and securing quality staff who can continue to deliver programs to our growing population of students.

*Kim Hebenstreit
Principal
11 March 2008*



Site Learning Plan Strategic Directions

In 2007-8, focus areas of the Site Learning Plan included priorities in Curriculum and Pedagogy, Policies and Procedures, Strategic Partnerships and the Learning Environment.

1 Curriculum and Pedagogy

1.1 *Develop understandings of student well-being issues.*

Following on from the work done in 2006 on student well-being with Professor Colin McMullin from Flinders University, student well-being surveys were again completed by 150 Year 12 students. The follow up survey in 2007 identified the particular aspects of student personal organisation, time management and test preparation that were causing major concerns among the students.

A survey of the Curriculum Leadership Team and staff resulted in the identification of faculty and leadership educational concerns. These included classroom concerns, particularly the need for “learning how to learn” skilling in students.

In 2007:

- 65 Year 12 students were case managed regarding their attendance, achievement and participation.
- Stage 1 focus group meetings to collect feedback from staff about student teaching and learning issues.
- our staff members presented classroom approaches demonstrating effective methodologies for this site
- study skills worksheets were distributed to Stage 2 teachers.

Further, the College has made a commitment to the following initiatives in 2008:

- Development of a SACE Planner for Stage 1 and Stage 2 students to assist them to identify and monitor their goals, attendance and achievement.
- An Integrated Learning unit in Stage 1 for students studying common pairings of Stage 1 subjects which will focus on learning to learn techniques and which will assist students to make peer connections.
- A Stage 1 Coordinator to work with the existing Stage 2 Coordinator to provide an early intervention/transition framework to support student learning across both year levels.

1.2 *Further develop competency based curriculum and assessment*

Although Thebarton Senior College offered a variety of courses for students learning English as their second language, many of these were not accredited. SACE was not an appropriate level of study for these students, whose ESL scales were not sufficient to enable success at Stage 1 or 2 level.

During 2006, six staff spent considerable time in preparing delivery plans, course outlines, student information and assessments to assist in an application for extension of scope of our RTO to include Certificates 1 and 2 in English Language Proficiency.

In 2007, TAFE Quality Directorate completed an audit and approved an extension of the Registered Training Organisation (RTO) scope to include these certificates which will be implemented in 2008.

The Certificate 1 in Resources and Infrastructure Operations (RIO) was piloted in 2006 and added to the RTO scope in 2007. During term 2, the



Adelaide Hills Development Board approached the College to offer a course through the SA Works project. A contract for two groups of 20 students was entered into and delivered by the College, together with industry trainers who were able to accredit students in Working at Heights and in Working in Confined Spaces.

Eleven of the first 18 students completed the Resources and Infrastructure Operations Certificate within the ten week course and many obtained employment through their work placements at Lucas Earthmovers, Hillgrove Resources at Kanmantoo, Angus Zinc at Strathalbyn and Heathgate Resources at Beverley.

The College has become a member of the South Australian Chamber of Mines and Energy in order to extend the profile of this course within the industry. The Resource Industry and Infrastructure Skills Council visited the College to review the pilot course and was most impressed by the level of commitment and the manner in which the course was delivered. Further courses will be offered in 2008.

The Training and Assessment Certificate 4 course has not been placed on the College's RTO scope but staff have continued to be trained and by the end of 2007, over thirty staff will be trained and able to offer competency based training.

1.3 Explicit teaching of strategies for successful learning.

As a result of the 2006 student input, a Coordinator for Year 12 students was appointed in 2007. The brief was to provide support programs which would improve the attendance and retention of Year 12 students in order to provide the greatest chance of improved achievement.

A number of strategies were implemented, including:

- Year 12 teacher meetings throughout the year when teaching staff shared strategies like using restorative questioning techniques in the classroom, investigative studies planning, planning with Inspiration (mind mapping) and giving feedback to motivate.
- awarding 29 academic scholarships to enable them to attend holiday revision courses in the term 3 break.
- a presentation by Indra Reinpuu about "Achieving your dreams".
- employing a teacher to assist students with their investigative studies planning and drafting
- a tertiary institutions presentation to 120 students
- the purchase of student achievement and study resources on goal setting and study skills
- encouraging students to convert subjects to Community Studies units
- a Year 12 Orientation Day information session

1.4 Explore the implications of Future SACE

In 2007, preliminary information was shared including discussion and feedback about the Future SACE Consultation Papers and the implications for adult reentry students. Staff attended information sessions and the College applied to trial the Personal Learning Plans and Extended Learning Initiatives in 2008-9.



1.5 Implement alternative curriculum to meet student needs

Supporting this priority, the College trialled a number of innovations including the use of an online Learning Management System (Moodle).

The TSC Moodle was funded by a Learnscope grant and involved ten teachers from both VET and SACE, learning about the technology as well as developing online pedagogy. As a result, six VET Information Technology and two SACE Stage 1 courses now have a significant aspect of their curriculum online and accessible to students from both the College and externally.

All participants increased knowledge, skills and confidence and the average incremental gain was 1.5 (on a 5 point scale from novice to very competent). Most gain was in knowledge of e-Learning and facilitation but all had leaps (2~3) in some criteria. Many of these staff are now mentoring other teachers in the use of Learning Management Systems.

The trial group are confident that the Moodle has had a positive impact on students who have been involved and great potential as a resource. Students using these resources have been involved in online communities, with 24 hour access to course materials and discussion groups with other students as well as staff.

Further developments are anticipated in the coming years with some of the goals being:

- time for technical support and for the development of resources
- all Information Technology courses to be available in blended mode by the end of 2008
- staff and student orientation information available online by 2009
- Certificate 4 Information Technology students to provide mentoring and technical advice to staff.

2 Policies and Procedures

2.1 Implement restorative justice practices across the College

After two years of considering the research of Professor Richard Teese linking achievement to attendance, Dr Julia Atkin's integrated whole brain learning approach to education and the social context of learning, Terry O'Connell's Restorative Justice approach to conflict resolution and Professor Colin McMullin's methodologies for gaining respectful, socially interactive and democratic student feedback, the College sought to continue with the restorative practices approach in teaching and learning as well as in behavioural issues. This was consistent with the DECS Wellbeing Framework embedded in SA curriculum and pedagogy within a wider staff and student health and inter-relational environment.

Professional development included presentations by teachers in staff meetings showing how effective restorative questioning could be for encouraging students to take responsibility for their actions in teaching and assessment. Further professional development is planned for 2008 with all staff, both teaching and non-teaching, attending sessions facilitated by Peta Blood.

2.2 Develop policy and support procedures for students with special needs

This policy was developed along with an eligibility statement for adult re-entry enrolment. The policy was broadened to include students with identified DECS disabilities namely physical, intellectual and learning. As



a result of the data collection and investigation required to construct the policy, a number of recommendations for 2008 were made, including:

- the need for at least a half-time Special Education teacher to provide training and development to teachers and to assist teachers to establish effective teaching plans for the students with disabilities
- release time for a teacher to train BSSOs and SSOs in teaching reading skills in classrooms with the intention of using a “train the trainer” model for further skilling of support staff

2.3 Develop procedures for tracking students

In the New Arrivals Program, time was given to staff to track ex NAP students into transition and mainstream classes and to follow their progress. Data gathered identified increased workload, family pressures, lack of technical English and teacher expectations for mainstream classes and limited computer access as having the greatest impact on student learning.

Recommendations from this project included:

- an integrated learning course for Stage 1 where teachers undertake a mentoring role
- the introduction of specific guidelines and responsibilities for mentoring teachers
- the use of a visual tool so that students can see the progress they are making through NAP and into educational and career pathways

3 Strategic Partnerships

3.1 Make connections to support student well-being

The counselling team has worked closely with the Adelaide Western General Practice Network over an 18 month period to plan, implement and review a psychological health service for students at Thebarton. The project involved a funding submission and a re-configuration of the proposed service. The project has adopted a restorative practice approach to encourage student self awareness and responsibility.

As a result, a negotiated and documented referral system through two western suburbs GPs was implemented in 2007 as a way to access bulk billing of a psychologist.

In 2008, a new fortnightly on-site psychology service is planned for 2008 together with access to a range of other health services such as mental health nurse, social worker and a wide range of Adelaide GPs.

3.2 Encourage student involvement in curriculum, methodology and the wider life of the College.

The Curriculum Leadership undertook a process of reviewing the data already available from students via the mid-semester appraisal process but deemed this insufficient information for faculties to make judgements about the appropriateness of curriculum and methodology.

Examples of the student feedback form used in the Registered Training Organisation courses was used for faculty leaders to review with an intent to implement whole of College student feedback at the end of each subject in 2008.



4 Learning Environment

4.1 *Live our core values*

To demonstrate clearly the College's commitment to its core values of excellence, respect and innovation, the College worked with Save the Children Australia to become a United Nations Global Peace School - the first secondary school in South Australia to be awarded this honour.

To become a Global Peace School, the College needed to provide evidence that peace-building and human rights initiatives were in operation in the classroom, in our strategic planning and in the College community.

By going through the formal accreditation process, we were able to give formal recognition to the celebration of special days which have been occurring for many years, as well as formalise our commitment to peace building and human rights by explicitly teaching about them.

The teaching of restorative practices, peace building and human rights is particularly important to our cohort as many of our students have not experienced fair processes in the past and do not necessarily have a strong understanding of human rights.

As part of the accreditation process, the following occurred:

- celebration of Harmony Day, International Women's Day, World Refugee Day, International Peace Day, Multicultural Focus Week, World Aids Day, International Day of Tolerance
- novels about human rights donated to the library by Rotary International
- Year 11 and 12 students read the novel "Marie and the Lion" in ESL or English classes
- Human Rights essay competition promoted by the humanities and ESL faculties
- worked with Amnesty International during World Refugee Day
- professional development in the humanities and NAP faculties

The International Peace Day celebrations were supported by a Values Education Grant and involved approximately 200 students from other public and private secondary, primary and junior primary schools. The students from Thebarton Senior College were actively involved in the planning and as hosts, guides and activity leaders. This was the day of the official presentation of the UN award.

In the on-going commitment to this initiative, work will continue in 2008 on embedding values into the curriculum.

4.2 *Improve access to resources*

The Resource Centre and Study Centre are critical to providing support for student learning. In recent years, the growth in student numbers, particularly in the New Arrivals Program has resulted in increasing demands for the services of both these centres, both in physical space and resources.

During 2007, data was gathered by surveying staff and students using an online survey tool and by gathering statistics about the types of support sought in the Study Centre.

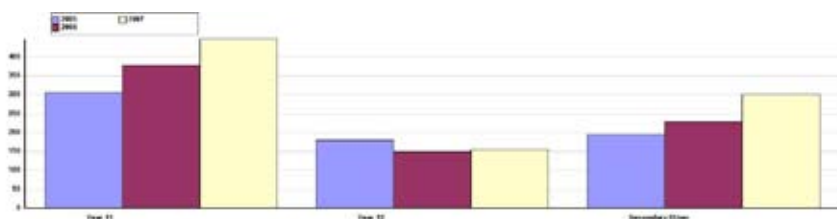
As a result, recommendations were submitted through CLT and a proposal for future redevelopment will be considered in 2008. A recommendation to increase Resource Centre staffing in 2008 to support increased student numbers was also presented and adopted.



Student-Related Data Analysis

1 Enrolments

Student Enrolments (FTE) by year level 2005- 2007



Year Level	2005			2006			2007			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2005 - 2006	2006- 2007
Year 11	167.6	136.0	303.6	208.4	168.2	376.6	261.4	184.4	445.8	73.0	69.2
Year 12	96.2	82.6	178.8	78.4	70.2	148.6	91.8	61.8	153.6	-30.2	5.0
New Arrivals	116.8	76.0	192.8	122.2	105.0	227.2	140.0	158.8	298.8	34.4	71.6
Total	380.6	294.6	675.2	409.0	343.4	752.4	493.2	405.0	898.2	77.2	145.8

FTE: Full Time Equivalent enrolment

Source: Term 3 census of schools, Data Management & Accountability

The College continued to experience significant growth in numbers of students enrolled over the past twelve months. This was particularly evident in the New Arrivals Program, where continuous enrolment of newly arrived refugees and migrants continued throughout the year. New Arrivals enrolments have increased by 55% in the years 2005 to 2007, resulting in the need for additional accommodation and staffing. There has also been an 33% increase in the number of full-time equivalent students enrolled in the College over the past three years.

There was a slight increase in Stage 2 numbers and much higher levels of enrolment in Stage 1 while the New Arrivals Program increased enrolments by 31% in just twelve months. Over the three years, there has been an increase of 186 actual persons taking the total number of people enrolled to 1173 - which has implications for classroom size and number.

Recipients of School Card in 2007 increased by 15% from the previous year. ESL students also increased by 10% in the same period, while the ATSI students increased by 100% reflecting special programs implemented to support indigenous students and the number of NESB students increased by 21%.

2 Destination Data 2004-2006

As demonstrated consistently over the past three years, it is extremely difficult to gather accurate destination data from adult students. Many leave for employment, family reasons or personal reasons that they do not disclose and because of the likelihood of them changing address and phone numbers both suddenly and frequently, it is very difficult to follow up their destinations.

In 2007, through Futures Connect, an SSO was employed to gather data from 2006 VET pathways leavers and then all Year 12s including the Preparation for Adult Learning students. Students that were able to be contacted were very responsive, but unfortunately, only a very low response rate was achieved, despite calling multiple times and at different times of the day.

For the future, it is recommended that all students are contacted at the completion of each program of work to record post-school destinations.



Intended Destinations by Reasons 2004 - 2006

	2004		2005		2006	
	School	School	School	School	School	School
Exit Reason	No	%	No	%	No	%
Employment	51	16.2%	5	1.3%	5	1.7%
Interstate/Overseas	21	6.7%	15	3.9%	21	7.0%
Other	11	3.5%	22	5.8%	13	4.3%
Seeking Employment	11	3.5%	5	1.3%	3	1.0%
Tertiary/TAFE/Training	9	2.9%	0	0.0%	2	0.7%
Transfer to Non-Govt Schl	7	2.2%	3	0.8%	0	0.0%
Transfer to SA Govt Schl	10	3.2%	7	1.8%	25	8.3%
Unknown	194	61.8%	323	85.0%	231	77.0%
Total	314	100%	380	100%	300	100%

Source: Term 1 census of schools, Data Management & Accountability Note: For Secondary Schools, Intended Destination Data should be considered in conjunction with Apparent Retention Rate Data and other senior secondary data sets available at the school. Note: Only students with FTE \geq 0.4 included. Represents students who left during the calendar year. N/A = Not Available. Intended Destination data only collected from 2004 onwards. Includes movers and leavers from February to December in the year reported.

Subsequent follow up sessions will then need to occur about 2-4 months later.

3 Attendance

Analysis of student attendance data reveals that 3% of students attended all of the lessons required in the period from February to November 2007. 60% attended more than 75% of lessons and 79% attended at least 60% of lessons. This shows an increase of 2% in the number of students attending at least 75% of lessons and indicates that some of the monitoring measures used in Stage 2 may have been successful. This attendance rate needs to be kept in perspective as our adult students have to balance their studies with family, work, health, parenting and other numerous pressures in everyday life.

4 Retention

Retention was identified as a priority in the Site Learning Plan 2007-2008. 88% of Stage 1 students remained in their chosen subjects for Semester 1 and 74% who enrolled at the start of the year were still attending at the end of Semester 2. In Stage 2, where strategies to improve retention were implemented, 86% of students were retained for Semester 1 and 68% until the end of Semester 2. Further data gathering in 2008 and beyond will provide information about whether or not these retention strategies are successful in improving these retention rates.

With the appointment of a Stage 2 Coordinator for 2007, focus was on both retention and attendance. A policy was developed in which future students will agree to attend at least 75% of lessons and submit at least 75% of set work to avoid the possibility of having their enrolment in the subject withdrawn. In 2007,

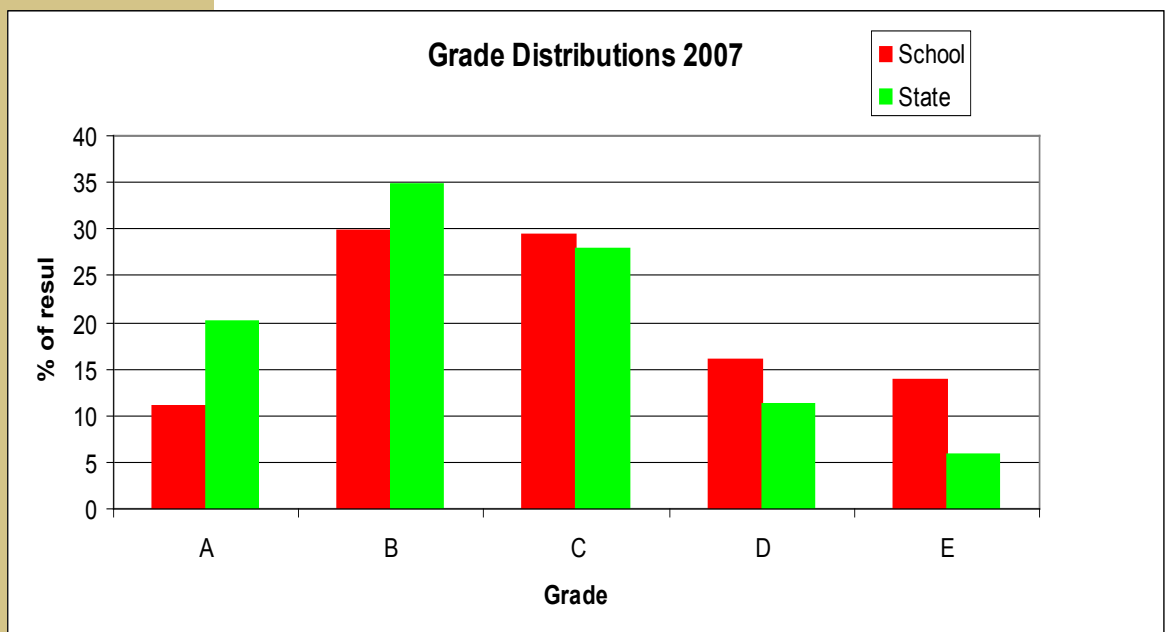
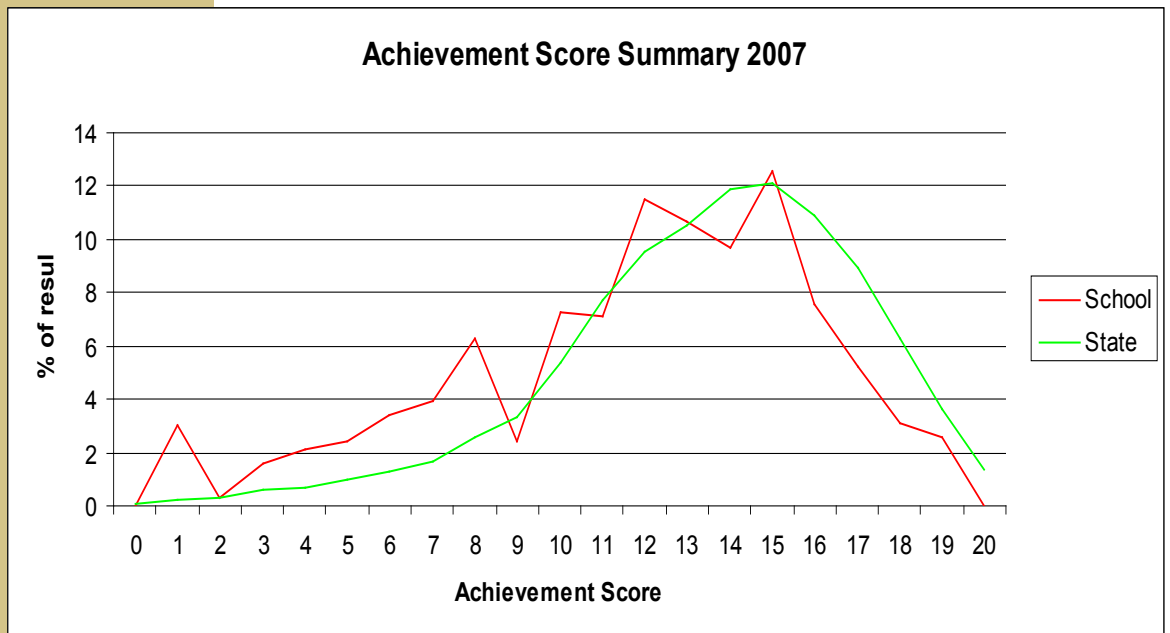
- attendance data was monitored and some non-attenders were removed from classes, but more work will need to be done in this area in 2008.



- “at risk” students were identified in Week 5 of Term 1 and counselled regarding their irregular attendance
- a second round of students were identified in Week 3 of Term 3 resulting in some students trialling Performance Agreements and others being withdrawn from relevant subjects

Further work will be done in this area in 2008, with the reappointment of the Stage 2 Coordinator position and the new appointment of a Stage 1 Coordinator.

SACE Achievement Graphs



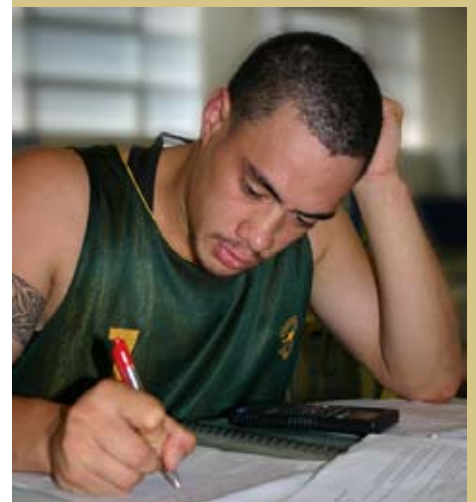
5 Student Achievement - SACE Results

67 students successfully completed the South Australian Certificate of Education and 12 completed the University of SA bridging course - Preparation for Adult Learning (PAL). 51 students received tertiary offers ranging from Certificate III in Aged Care, Disability Work, Property/ RealEstate, Aged Care, Business, Financial Services, Certificate IV Youth Work and Community Services to Bachelor courses in Pharmacy, Honours Psychology, Mechanical Engineering, Civil Engineering, Interior Architecture, Medical Radiation (Radiotherapy, Imaging), Medical Science (Nuclear Medicine), Nursing, Biodiversity and Conservation, Nutrition and Food Science, Education, Computer Graphics, Marine Biology, Design Studies, Civil Aviation, International Studies, Occupational Therapy, Social Work, Journalism and Commercial Law. Many students benefited from the bonus entry points offered to TSC students by the universities.

6 Student Satisfaction Survey Results

In 2007, the College took part in online student surveys. However, only ten students were able to complete the survey in the prescribed time. This was because many of the students randomly identified to participate in the survey had either left the College, could not speak sufficient English to participate or did not access the internet site soon enough. This puts the validity of the data in question as less than 0.1% of the student population participated in giving feedback.

The College does encourage student feedback about all aspects of College life with its open door policy to Senior Management, including the Principal, grievance procedures, representation on Governing Council and mid-semester appraisal systems. Through these means, the College staff are able to feel confident that most students are satisfied with the quality of teaching, the support they are given, the resources and facilities and the relationship building strategies.



Staff Data Analysis

1 Staff Satisfaction Survey Results

In 2007, the College participated in the online survey of staff for the first time. As a member of the re-entry schools group, the College encouraged slight changes to the questions for their staff. However, this resulted in the data collected not being analysed as it did not conform to the reports designed by the DECS data system. Therefore, no data exists on which to judge the feelings of staff. However, as indicated by the high retention figures, it is assumed that most staff find working at the College highly satisfying. In 2008, the College will revert to undertaking its own survey and analysis of staff and student feeling.

2 Teacher Attendance

Reflecting the growth in student enrolments, staff numbers also increased. One hundred and one staff were employed for more than 1 term in 2007. Of these, 68 were permanent employees and 33 were on contract. Only 2.88% of working days were lost to paid and unpaid sick leave. The College is committed to the well-being of its staff and again provided free flu vaccinations for all interested staff in Term 2.

3 Teacher Retention

Teacher retention remains high. 89.71% of permanent staff and 57.58% of contract staff were retained from 2006 to 2007. 54.4% of permanent staff have been at the site for more than five years. Two permanent staff retired at the end of 2006 and a further three retired at the end of 2007.

5 Professional Development

All teaching staff met at least their pro-rata commitment of 37.5 hours DECS Professional Development, with many far exceeding this.

All teachers participated in site-based professional development activities including a full-day at the commencement of the year with Julia Atkin



looking at brain theory and learning-to-learn strategies. This was followed up during the year at staff meetings and is a continuing focus of Site Learning Plan priorities.

A large number of staff also participated in ICT training and development in 2007. Through the Learnscope project, nine participants learned about Moodle and online learning. A grant of \$14,850 was matched by the College to facilitate release time and resources.

Thirteen staff were involved in the Interactive Whiteboard Champs course which was mentored by Selena Clark, who was employed 0.6 to mentor staff. Teachers came back for training every Friday afternoon as well as other group session during free lessons.

Approximately 45 staff attended single workshops or more extended 4-week commitments in the Learning Through the Internet (foundation, standard and advanced courses), digital storytelling and podcasting.

In addition eight teachers attended the CEGSA conference which Thebarton Senior College hosted for 225 participants during the July holidays. Another two staff attended the Innovative Technology in Schools Conference in Sydney in December.

Thirty two staff also participated in the new BELS First Aid training in term 4 while others were trained in using the defibrillator.



Site Initiatives

The College has been a very busy place again during 2007. Below is a snapshot of some of the developments of 2007.

1 Registered Training Organisation

Thebarton Senior College extended the scope of the RTO in 2007 to include Certificates 1 and 2 in English Proficiency. These qualifications will be implemented in 2008 in the Living and Working course, Intensive English as a Second Language classes and the Preparation for Senior Studies course. These courses will now provide our students with a nationally accredited qualification.

The extension of scope also included the Certificate 1 in Resources and Infrastructure Operations which is offered to allow students to gain entry level employment in mining. Working closely with South Australian Chamber of Mines and Energy we gained contracts through SA Works to train 40 students and had an excellent retention and success rate (26 successfully completed the Certificate). We also participated in the Resource Industry Skills Council study on the new qualification and provided student and staff feedback to the Skills Council to improve the course.

Certificates in Information Technology and Business Administration continued to offer students a successful pathway into employment and further study with:

- 27 students gaining Certificates
- 18 re-enrolled to complete this year
- 3 Enrolled in higher level qualifications at TafeSA
- 2 Enrolled in Degree courses at University
- 1 Gained a traineeship in IT
- 11 gained employment on completion of their study at Thebarton



2 New Arrivals Program

The New Arrivals Program (NAP) went from strength to strength in 2007.

The Beach Safety Program expanded in 2007 to include an introductory information session where language and concepts of safe beach use were showcased. Materials were developed to assist students to learn the vocabulary which then enabled them to understand the explanations and instructions of the lifesavers who conducted the activities at the Safety Days at Glenelg Surf Lifesaving Club. Two Beach Safety Days were conducted in both Term 1 and Term 4, with the majority of students experiencing beach fitness training, surfing and sea rescue for the first time in their lives.

Increased numbers of students with low levels of literacy in their first language and low levels of skill in decoding English was accommodated through a Literacy Project conducted with staff member Joan Warren as the project officer. Joan introduced many teachers to THRASS methodologies and resources. Joan conducted in-class and small group tutorials to enable teachers to learn and implement THRASS. She sourced and selected readers suited to our students. Through Joan's work there has been the establishment of the collection of levelled readers, a procedure for accessing these materials and teachers with increased expertise in using them effectively in the classroom.

With the increase in class numbers came the need to fit out and establish classes in the Thebarton Oval Grandstand. NAP classes cycled through the facility, which was set up with audio-visual resources and furniture to support the learning program. A gate was cut in the fence to enable quick and safe movement between the Grandstand and College facilities.

Teacher Mentoring Program: New teachers to TSC NAP were mentored by teachers who had been working in the College for some time. This involved weekly observation/team teaching and debriefing, recorded in a journal. From the journal entries it has been possible to pinpoint gaps in documentation which will be updated. The mentoring program has been instrumental in supporting the new teachers through the programming, teaching, assessing, moderation and reporting cycle as well as day-to-day College procedures. The induction of the teachers in the mentoring program has been thorough and they will be well-equipped to act as mentors for new teachers in 2008. Five of the mentorees have won permanent appointments to the College.

Curriculum review has taken place in NAP every year. Following an extensive inquiry into the appropriateness of adopting the Certificate in English Proficiency as the NAP curriculum in 2006 and the decision that this would not be a suitable vehicle for NAP students to gain the language and learning skills needed for the diverse pathways of SACE, VET and employment was taken. The project to thoroughly document the NAP English Curriculum began in 2007. Two project officers liaised with Adelaide Secondary School of English, SACE, VET and NAP teachers. They produced a draft document which reflects the transitions of NAP students - transition into the College, into life in the South Australian Community, into Senior Secondary learning and transition to further study or employment. The document maps genre development through a broad range of increasingly complex methodologies which are adaptable to the range of learners coming into the NAP. The document will suit both the current cohort of students and be adaptable to suit students of the foreseeable future. The draft document will be trialled in Semester 1 2008, with all the NAP English teachers contributing activities and feedback.

In conjunction with English Language Services NAP conducted two courses for students in preparing for the Driving Learner's Licence test. The courses focussed on the language of the handbook and language used in the test.

During 2006 two NAP teachers had been engaged in the drafting and trialling of the NAP Professional Development Course, for teachers new to NAP or who wanted to gain skills in working with NAP students with

the aim of transferring into the NAP centres. In 2007, working with the Languages and Multiculturalism Project Officer, two other TSC NAP staff contributed to the re-write of the course materials, tailoring them to the context of teaching in the secondary and senior secondary New Arrivals Program. These materials will be used in the new course, titled Teaching ESL New Arrivals, delivered at TSC and Adelaide Secondary School of English in 2008.

3 Humanities, English, HPD

Building on the previous year's work on methodology and pedagogy, the keystone of the English and Humanities faculty was personal professional development. Five members of the faculty team Karen Magee, Jenny Richards, Harley Simpson, Don Finlayson and Rima Lloyd successfully completed the Teaching ESL to Students in Mainstream Classes course and incorporated many of the methodologies and strategies into SACE and Foundation courses taught at Thebarton Senior College.

Cathy Smith, having completed the Julia Atkin course, identified student profiles in order to understand student perspectives and explore how students related to text. She also attended the Integrated Systematic Literacy Instruction course in order to introduce the component of phonics for non-readers in the Stage One English Literacy course. Don Finlayson enthusiastically embraced the newly introduced white board technology and as a result is one of the College Interactive White Board Champions. Other faculty members were able to further these skills in the latter part of the year.

The outcome of this professional learning by faculty members was structural change in the delivery of subjects and access to computer technology became a critical factor in the classroom. The faculty successfully lobbied for budgeting for extra banks of laptops for 2008.

Foundation Courses were offered for the first time in 2007 in both Cooking (2 classes) and Textiles. They targeted students who wanted to improve practical skills relevant to the subject, English language and did not want to be assessed for SACE. All classes were full and retained students throughout the semester.

Nutrition Stage 2 continues to produce excellent results with every student who finished the course and sat the final exam achieving a 'C' or higher pass. Most Students gained 'B's and three students achieved an 'A' grade. There was one day class and one night class.

An Australian government grant of \$142,000 assisted in the redevelopment of the Home Economics area, including the kitchen, textile room, teaching spaces, staff office and the provision of specialised equipment, over the 2005-2006 period. The building was officially opened on June 29, 2007 by Senator Grant Chapman, with invited guests enjoying a morning tea prepared by students in the Year 12 Food and Hospitality class.

4 Resource Centre

A major focus of the Resource Centre faculty in 2007 was a review of existing library facilities. The purpose of the review was to collect feedback from the key stakeholders in relation to what services and facilities they required to more effectively meet their needs. An on-line survey of staff and students of the College provided feedback which indicated the need for a larger and more appropriate facility both in terms of improved work areas for the Resource Centre staff and improved teaching/learning areas for teachers and students. Findings from the survey, were presented in the form of a number of key recommendations to the CLT under a proposal to fully upgrade the existing Resource Centre/Study Centre facilities. The proposal was forwarded to DECS for consideration, approval and the



development of possible plans to redevelop existing facilities. In 2008 planning will continue and timelines for implementation established

Another major focus area was the development of ICT and multimedia services with the aim of providing state of the art technology to more effectively support the teaching/learning program of the College, and the diverse learning needs of our adult clientele. The purchase of a number of LCD screens and the introduction of Interactive Whiteboards in the College provided broader access to ClickView, the video management software purchased previously. ClickView is increasingly supporting flexible learning by enabling staff and students to access and view videos at College or at home when needed. It is also proving a teaching tool which more actively engages the learner in the teaching and learning process. Further training and development in its use will be provided in 2008 particularly for new staff. The purchase of a server designed to allow continuous taping of television programs through 24 hours and 7 days a week, will enable the full potential of ClickView as a management and teaching tool to be developed and a more effective and efficient resource service provided to the College community.

The outcome of both the initiatives outlined in this report will be a much improved flexible, and modern teaching/learning facility, in which teachers and teacher/librarians can work collaboratively to support student learning and improved learning outcomes for students. In keeping with these changes and its central role as an information service, CLT approved the change of name from Resource Centre to Library.

5 Visual Arts, Design and Technology

5.1 Visual Arts

Life drawing classes at night continue to be popular, with all classes full each term. In 2007 Christine Bowen offered a painting class at night and this was also very well received with full classes for the entire year.

Peter Wallfried has enjoyed continued success with his personal exhibitions with his Ports of South Australia and Port Adelaide series being very well received. He also won the Port Adelaide Art Prize for the second year running.

During the year, Christine Bowen mounted a very successful College exhibition of NAP students' work, receiving public acclaim, at the Nexus Multicultural Arts Centre in the city. This included many personal and moving images and words expressing powerful emotions linked to the refugee experience. NAP students are really enjoying their introductory Art experience with a tremendous diversity of work being produced. Felicity Greenrod also did some exciting work with puppetry with her craft students.

5.2 Multimedia

Nine students graduated in the Certificate 2 in Multimedia in 2007. This continues to be a very popular study option for students.

5.3 Design and Technology

There was extensive growth and course development within this area in 2007. Under the new guise of "The Skills Centre", extensive efforts have been made to promote curriculum that addresses areas of need such as skills shortages in trade areas like Mining, Defence and Building and Construction.



In early 2007 a new Building and Construction “shed” was added to the technical facilities at the College. This includes a yard area to facilitate larger scale practical construction projects, such as cubby houses and bricklaying to give students hands-on experiences with trade skills.

During the year TSC became a member of the Master Builders Association and the MBA became our RTO for delivering a Certificate 1 in General Building. Students have been very successful, both in their skills development and also in their “on the job” components at work experience. A number of students are now working in the building industry and have been judged to have developed a high level of employability and “work ready” skills that make them very productive for small and large building contractors who might be seeking an apprentice or two.

Building and construction students also leave the College with a Green Card, which is essential for them to work on commercial building sites.

The Skills Centre also caters for those students who are interested in the Metal Trades and Engineering with newly purchased metal lathes and new welders that allow students more contact time with technical equipment to ensure competencies are developed appropriately. A number of the metal trades students have also been successful in achieving employment in their area of choice. The metalwork facilities are now among the best in the State for any secondary College. The Skills Centre courses are creating a great deal of interest and are obviously filling an area of need. They will be further developed in 2008.

In addition to our usual cohort of students two other exciting engineering projects have commenced in 2007. These are a Mining and Infrastructure skills development program for people interested in joining the mining industry. A metal skills and basic engineering program has been developed for these groups.

The second new group in the College is a group of teachers re-training to be Technology Studies teachers. DECS has asked the College to provide a range of metal competencies over 3 years to allow these people to teach metal trade skills in schools to further address the shortage of skills across the State.

The College also continues a very positive relationship with The Australian Refugee Association in providing introductory trade skills training for new arrivals needing to join the workforce in areas of high demand.

2007 saw some additional staff appointed to the Technology Faculty to assist with the increased workload. We welcomed back Steve O’Brien, going from a part-time to a full-time contract and new staff members Peter Bowen and David Carpenter, both of whom bring a wealth of skills and commercial experience to the College.

In term 4 last year, a special program called “Experience Engineering” was conducted for Indigenous Youth in the Western Suburbs. Nine students were involved from Western schools - Le Fevre, Findon, Oceanview, Woodville and Warriapendi - and were bused to Thebarton to have a six week experience in “hands-on” metalwork and engineering skills.

They were sponsored by the Engineering Employers Association of SA and were assisted greatly by Andy White, an indigenous support worker at Thebarton, who recruited the students and kept families informed of their progress. The program was very successful and students built model Harley-Davidson motorcycles, as well as visiting General Motors Holdens and the new Castalloy factory, where real Harley-Davidson wheels are made.

6 English as a Second Language

6.1 Stage 1 and Stage 2 ESL

In 2007, six classes of Stage 1 ESL were run over two lines with strong enrolments in each line. The faculty continued with the system of placing



students introduced in Semester 2, 2006. In the first lesson of each semester, students did a Common Writing Task, their writing was quickly scaled and before the next lesson the students were placed into classes with other students of similar proficiency. On review the faculty members agreed this system should continue but some issues were identified and steps were taken to address at least some of these issues including:

- Used previous scale data, recommendations, reports and comments from teachers for placements making task more complicated and time consuming but placements more appropriate.
- Developed proforma for NAP teachers to complete for each graduating student and negotiated with NAP for it to be used at end of 2007
- Requested teachers of exiting NAP classes provide copies of NAP moderation tasks so writing tasks could be compared.

Reflecting the changing student cohort, one class each of Restricted and ESL Studies ran in 2007 both starting with more than 20 students. All except one student passed Restricted and all Studies students passed. In many cases the students' ESL scores were their best subject scores.

6.2 Certificate of English Proficiency

At the end of 2006, the College applied for an extension of its scope as an RTO for the Certificate of English Proficiency levels I & II. In February, 2007 the College was audited and was granted the extension. As the College year had already commenced by the time this occurred, it was decided to use 2007 as a time to trial the courses that had been written in 2006 and make any necessary refinements and additions. Cate Burt and Jane Gunn were also involved in a mapping exercise of possible electives that could be incorporated into the Certificate especially for students only completing Stage 2 of either certificate. As a result, in 2008 Pronunciation and Keyboarding as well as ESL for Work Education and ESL for Business will now be offered as electives. The integration of other possible electives will be explored in 2008.

The Trainee Handbook was rewritten to make it more accessible for our clients. In addition, a series of Information Meetings were held in Term 4 and during the summer holidays to advertise the course to prospective students in existing students as well as through organisations such as Centrelink, Migrant Resource Centre and Australian Refugee Association.

These strategies appear to have been very successful as around 200 students have enrolled in the various Certificate programs in 2008 so that we will now offer three classes at both Certificate I and II plus four Preparation for Senior Studies (PSS) classes (Certificate I Stages 1 & 2).

Various activities were undertaken throughout the year in preparation for the implementation of the Certificate in 2008.

- ISLPR training was organised through English Language Services. Ric Lopresti from TafeSA ran two training sessions last year with a number of teachers involved in Certificate programs as well as Mara Pearson and Joan Warren from our New Arrivals Program. The third and final training session will occur early in 2008. Copies of the actual International Second Language Proficiency Rating have been purchased for the College
- a meeting was also held with Teresa Howie, (TAFE ESL Lecturer and Convenor of the ESL Quality Assurance Group) regarding implementation of the Certificate and Cate, Shoma and Debra attended the TAFE Moderation and training session at Port Adelaide TAFE at the beginning of Semester 2
- meetings were held with Joan Warren, teacher of the Transition course, to ascertain how the Transition program relates to the PSS course and



how students in Transition could achieve competencies within the Certificate of English Proficiency

- ongoing work was carried out on the documentation of Certificate courses in preparation for the College RTO audit in February 2008.

6.4 Professional Development in ESL

Various faculty members have continued to develop their professional skills by engaging in a variety of training and development activities in addition to those mentioned above including: Language and Literacy, Teaching ESL Students in Mainstream Classes (TESMC), ESL Data for Improvement, and various ICT training including Wikis, Interactive Whiteboards, Digital Story telling, using outlining in Word plus the using the internet to spot plagiarism.

Finally, Cate Burt was recognised as an Advanced Skills Teacher level 1, Sylvia received training as a TESMC tutor, Cathy Byrne continued her university studies in TESOL, Kate Smith completed her TESOL qualification and Debra Burke completed her Certificate IV in Training and Assessment.

7 International Teacher Exchange

The Monka-Sho Young Teachers' Delegation from Japan spent 7 days at the College in October 2007. The 6 teachers and their interpreter became familiar with life in a homestay, South Australian school philosophies, procedures and legal regulations, restorative practices, the teaching learning cycle and the complexities of teaching in a multicultural society. They worked with teachers across a range of subject areas to present and to work-shadow good practice and presented information sessions to New Arrivals teachers. The delegates were farewelled at a luncheon prepared by students of Stage 1 Food and Hospitality under the guidance of Karen Magee, with the food and presentation being of absolutely the highest quality.

The delegates then spent 10 weeks working in schools throughout the state. At their official farewell, speaking to personnel from DECS International Education Services and to principals and teachers from host schools, they each praised and thanked the College for the development of their confidence and competence which enabled them to have truly rewarding experiences in their host schools and homestay accommodation.

Conclusion

2007 again proved to be a challenging, innovative and successful year for many of the staff and students at the College. Continued growth in the New Arrivals Program, recognition as a UN Global Peace School, successful new programs like the mining industry qualifications, best practice in the Registered Training Organisation and a strong student-centred learning program helped to make the year a fruitful one. In 2008, the focus will be on consolidation of these good initiatives, data collection and identification of areas for improvement to maintain the core values of "Excellence, Respect and Innovation".





