



Northern Adelaide Senior College 2016 Annual Report to the School Community



Northern Adelaide Senior College Number: 1012

Partnership: Peachey

Name of School Principal:

Colleen Abbott

Name of Governing Council Chair:

Gail Sulicich

Date of Endorsement:

2016 AGM March 29 2017

School Context and Highlights

Northern Adelaide Senior College (formerly Para West Adult Campus) is a senior secondary school for adults, collocated with TAFESA in the centre of the Elizabeth CBD. As a general rule, students who attend our school are over 16 years of age, have been out of formal schooling for at least six months and have not completed the South Australian Certificate of Education.

To support adults re-entering education successfully we provide

- Experienced and highly skilled senior secondary teachers
- Individualised Coaching for every student
- A tutorial centre where teachers provide intensive study skills, literacy and numeracy assistance
- A Crèche and an outreach Midwifery service
- A student services centre providing access to counsellors and youth workers
- A specialist Aboriginal participation program
- A specialist program for students with disabilities who require curriculum adjustment so they can engage with SACE curriculum on the same basis as other students
- The Family Learning program delivering support and accredited learning for young parents and families.
- A Community Learning Centre reconnecting early school leavers to SACE through the Creative, Performing and Digital Arts

To support the re-engagement of students seeking to enrol after critical semester enrolment cut-offs we run a Connections program that enables students to develop the necessary prerequisite skills and dispositions to successfully engage with SACE level studies and Vocational Training.

Highlights of 2016 included

- Our highest Day 6 enrolment since before the AEP was introduced - 570FTE
- 96% of teaching staff attended the Future School's Conference in Sydney
- Trialed a shared delivery program enabling NASC students access the full range of Stage 2 Science and Maths subjects - generating two merits.
- Third place in the NASSSA Maths Olympics
- Reimagined a new school Vision and Site Improvement Plan 2017 - 2021
- Opened the Mezz in partnership with the City of Playford
- Utilised PAT R and M by special arrangement with DECD
- Completed our Welcome Columns
- As a member of NASSSA we won the 2016 Australian Training Awards - School Pathways to VET Award!

Governing Council Report

The past year has seen the team at Northern Adelaide Senior College continue to build on the relocation to Woodford Road, Elizabeth developing a fabulous campus for the school community. In my first year as Chairperson of the Governing Council I continue to be impressed with the ongoing increase in student numbers and successful educational outcomes for students.

The Governing Council has actively supported the college leadership team to ensure ongoing improvement in and further development of the college campus and community. Term 3 saw the school host the launch of the Mezz, our NASSSA Community Learning Centre, which was an amazing experience for an amazing learning space. The Minister for Education Hon Susan Close MP, Mayor of City of Playford Glen Docherty and special guest were entertained by students, to a very appreciative audience. The Mezz builds on the work of the previous Governing Council and a long term strategy of the College as a learning space for arts, music, drama and gaming to list a few. The engagement in the Governing Council of representatives from the Student Organising Committee has also been very successful this past year with a very committed group of students representing their colleagues. The Student representatives of Ann Hart, Brahdilleone Dermody, Braden Thompson and Emily Harman have made a significant contribution to discussion and decision making at Governing Council meetings. Facilities management was always under discussion as the Student Representatives were always looking to make improvements.

I believe that the Governing Council is building on past decisions of the previous Council in the relocation to Elizabeth. Increased enrolments, better facilities plus greater student support has led to much higher student retention resulting in greater educational success for students. This year Council has also addressed several of the issues identified by the previous Council in that governance arrangements with Tafe SA are seeing smooth transition to co-working across the space, new networks and connections are evolving to facilitate new initiatives and a stronger student representation on the Council. All providing a stronger and more robust forum for discussion and decision making.

Late 2015 the State Government developed a Northern Economic Plan (NEP) for northern Adelaide, a plan for economic growth and to address the closure of GM Holden in Elizabeth. NASC has a key role to play in the NEP as education underpins economic growth and change. Representation on Council of people who can provide links to NEP has provided a significant contribution to NASC.

I thank my Council members and Principal Colleen Abbott and her leadership team for a successful year with greater things to come.

Improvement Planning and Outcomes

Our focus through much of 2016 was on continuing the settling in process and consolidating and adapting policies and processes to suit our new location. In addition, we spent a great deal of time reflecting on the distance we have travelled towards meeting the goals of our current plan, identifying the new opportunities that our younger and SACE focused cohort bring, talking together about emerging ideas that we could test as individual teachers and in our PD Teams and caucusing our way to a new Vision for our school

Goal 1 - All students at Northern Adelaide Senior College will achieve the SACE in order to realise the educational or vocational purpose for which they enrolled

- We continued the use of the SACE Completers data wall and continued to grow a range of activities and points of connection to build a community with our SACE Completers that brought them together as a cohort with high expectations and high levels of personal and academic support
- We commenced a trial of the Naviance resume and career building system (on behalf of NASSSA) and ran a wide ranging careers focus week

Outcomes

82 potential completers out of 85 (October) completed the SACE in 2016. This is the highest number of SACE completers and the highest percentage of completers that NASC/PWAC has ever achieved.

Of the 178 Potential Completers in March of 2016, 57 left school before completing (47% left because they had found work or needed to find work) and 36 reduced their study load (mostly for health or personal reasons) and are still at school looking to complete in 2017.

Goal 2 - We will provide a safe environment that advances the wellbeing of all our community members

The key indicators for success with this goal are attendance and retention.

In 2016 we continued to provide our students with Coaches, Youth Support Workers, Family support and the Aboriginal participation team to ensure we kept in touch with our more vulnerable students. We improved our use of Day Map in 2016 and it has continued to assist teachers and support workers be better informed of students' whereabouts and support needs. We rethought our approach to attendance follow up in 2016 - conceptualising it as more of a clerical matter (ensuring students with no intention of attending or completing are removed quickly from rolls) and investing subject teacher time in contacting intermittent attenders and growing their online presence supporting more of a hybrid approach to curriculum delivery - to support this direction we invested significant amounts of school resources into connecting our curriculum network to SABRE Net and putting the infrastructure in place to support 24/7 VDI in 2017.

Following our relocation we have noticed a tendency for students to make use of the extended learning areas that are distributed across the 5 floors of the college to build connections with other students and remain 'at school' even if they don't have scheduled classes. This pattern is encouraging and reflects the intentions the staff team had for the design of the spaces to encourage a sense of belonging and community.

In 2017 we will continue to resource the strategies that have delivered exceptional SACE completion outcomes. Our energy will shift to the results our students are achieving at Stage 1 - with a particular emphasis on shifting results in the C band and continuing to grow opportunities for our students to connect to learning support 24/7.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades - Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
72%	80%	84

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0.6
A	3%	3%	3.6
A-	2%	3%	6
B+	5%	6%	12.1
B	14%	11%	12.7
B-	12%	13%	17
C+	10%	13%	17.6
C	17%	22%	14.9
C-	10%	8%	4.9
D+	3%	2%	2.1
D	5%	4%	1.2
D-	3%	2%	2.1
E+	1%	4%	0.6
E	4%	5%	0.6
E-	5%	2%	2.1
N	6%	0%	1.8

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
81%	86%	96

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	80	68	70
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	61	49	52

School Performance Comment

Achievement Stage 1

Stage 1 results in 2016 continued their slow upward trajectory from 2014 when 61% of Stage 1 results were at C or above to 69% of results in that range in 2016. Many of our Stage 1 students are re-commencing their learning journey after years in FLO programs and a significant factor in this improvement is the focus of our CLC programs on building youth culture focused curriculum within Stage 1 LAPS that run inside project based learning opportunities. This coupled with our strategic recruiting of highly experienced teachers into this space is supporting higher levels of achievement for this particularly vulnerable cohort

Achievement SACE Stage 2

Our focus in 2016 was on increasing the numbers of potential completers come October through continuing our focus on tracking student progress from the beginning of term 1 (using a simple 'traffic light' monitoring system we have developed in Day Map) and identifying and supporting (tutoring, counselling, social and youth support) students at risk in the early stages of each semester. We continued to employ a youth worker specifically to support potential completers and identify non-school related barriers to completion while they could still be addressed

In 2015 51% of our February Potential Completers successfully completed the SACE, in 2016 47% of the February cohort completed, although when one removes from the calculation the number of students retained at school who dropped subjects and delayed their completion till 2018, the percentage of February potential completers who did complete is 65%. Of particular interest is the growth in the percentage of A-C grades at year 12, and in particular the clear shift of results from the C bands to higher grade bands

VET Achievement

In 2016 63 of our 82 SACE completers (77%) also undertook VET courses, indeed 59% of the students who completed the SACE would not have done so without VET (this compares to a statewide figure of only 18%). This is a consistent result for NASC students and underlines the importance of quality VET as part of our curriculum offering.

Access to high quality VET is enabled by our work as part of the Northern Adelaide State Secondary School's Alliance (NASSSA). In 2016 NASSSA won the Australian Training Awards - School Pathways to VET Award which reflects the quality of our work in this space. Through NASSSA, NASC students have access to over 40 qualifications, almost half of which include part of all of a Certificate III.

The last 4 years have seen our enrolments in VET packages grow from 248 in 2013 to 308 in 2016, over that time our qualification completion rate has grown from 33% to 52% and the percentage of students with some (or all) competencies completed has shifted from 64 to 70%.

Attendance Comment

It is not possible to provide data that compares NASC attendance rates with other schools. NASC, like other adult re-entry schools, does not have a 'home-group' program and does not use EDSAS (directly) to record attendance because NASC records lesson by lesson attendance rather than full day attendance.

We are able to compare attendance rates from year to year. Anecdotally we continue to find that poverty (insufficient funds for transport etc), chronic health conditions (including mental health concerns like anxiety), inappropriate Centrelink enrolment referrals and parenting pressures are significant contributing factors to absenteeism.

The relocation of the school to a more central and easily accessible location has had some impact on the level of attendance, in 2016 we remained within our 60-65% attendance rate band - this is still well below our target rate of 70%.

Behaviour Management Comment

Northern Adelaide Senior College has comprehensive and effective Bullying and Harassment policies that are supported by students, teaching staff and a team of youth workers, counsellors and mental health practitioners. The consistent trend at NASC is that students respond very positively to the adult learning ethos of our school and there are rarely issues of violence or bullying reported, this trend continued in 2016 despite the increasing number of 17 and 18 year olds joining our community.

Client Opinion Summary

In 2016 I did not undertake opinion surveys with staff and students – having conducted the student and teacher satisfaction surveys in previous years I have elected to conduct these surveys less frequently because the response rate is so poor and the effort required by admin staff to conduct them is unwarranted. It is also my view that the lack of connection between the set questions and our Adult Re-entry context limited the usefulness of the data. Other factors that influenced my decision were:

- the response rate from students (less than 10 returns from 100 requests each year) rendered the student results meaningless
- with only a third of the staff responding to the survey (because, in their view, the survey questions were not relevant to their work) I was likewise inclined to look for other ways of identifying their concerns.

Instead (as in 2015) I have used the TfEL survey findings and the staff psychological health survey as an indication of student and staff opinion.

At NASC we have conducted learner satisfaction surveys from TfEL with all classes twice a year since 2011. In 2016 student responses to the TfEL survey (506 responses) averaged well over 3 (agree-strongly agree) to all questions. Students were questioned about the extent to which their teachers:

- Build a community of learners
- Challenge students to achieve high standards with appropriate support
- Teach students how to learn
- Foster Deep understanding and skilful action
- Apply and assess learning in authentic contexts
- Connect learning to student lives and aspirations

The features of effective learning that students rated most highly were

- the teacher makes sure everyone is focused on learning
- the teacher is enthusiastic about learning.

The connection between what students learn at school and the real world was one that was questioned by many students and this characteristic rated poorly throughout the survey. Our work on Project Based Learning and the move in the CLC particularly towards Academy based curriculum that targets high interest youth culture themes has assisted shift this perception for students involved in these programs.

The Psychological Health survey is conducted twice each year and continues to provide strong evidence that Northern Adelaide Senior College is a place where the majority of staff (80% agree or strongly agree) find their psychological health is supported.

Intended Destination

Leave Reason	School	
	Number	%
Employment	30	8.8%
Interstate/Overseas	12	3.5%
Other	65	19.1%
Seeking Employment	49	14.4%
Tertiary/TAFE/Training	20	5.9%
Transfer to Non-Govt School	4	1.2%
Transfer to SA Govt School	8	2.4%
Unknown	152	44.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Northern Adelaide Senior College maintains extensive records to track the relevant history screening status of current students and prospective students, of staff and volunteers and of third party providers and staff of agencies who use our premises under a hire arrangement.

This process is extraordinarily time consuming and intensive and disproportionately impacts the workloads of counselling and admin staff at our school compared with staff at other local schools.

DECD's policy of only considering the DCSI clearance status of a prospective student (regardless of their post-offending life experience) has disadvantaged a number of adults who, subject to careful risk assessment and monitoring, could have been successful members of the NASC community. This matter calls for some nuance, sensitivity and careful judgement which the school's leaders have not been permitted to exercise.

The online process appears to be enabling a more streamlined approach to this process and is supporting aspects of staff workload in this space.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	101
Post Graduate Qualifications	40

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	41.3	1.0	23.4
Persons	0	50	1	26

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	246,311
Grants: Commonwealth	56,151
Parent Contributions	141578
Fund Raising	0
Other	736,102

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	FLO funding was utilised as per the ICAN guidelines to provide Case Management and access to learning programs for young people not able to engage with CLC programs - the intention of FLO at NASC is to use funds to build a bridge to training or employment or into a SACE learning pattern at the CLC	Of the 84 NASC SACE Completers, 8 started their SACE journey as a FLO student at the CLC
	Improved Outcomes for Students with an Additional Language or Dialect	NASC EALD numbers are increasing steadily, this funding was used to employ specific ESL trained teachers, 3 BSSOs and to fund a Cert I-III in English proficiency in an attempt to bridge the gap for these students between their language skills and the literacy demands of the SACE.	
	Improved Outcomes for Students with Disabilities	Funds used to build a Learning Support curriculum package at stage 1 and 2 - 1.2 teachers on top of standard staffing enables team teaching and small groups to support success and learning confidence, CLC classes are supported by additional teacher time and SSOs to enable students with disabilities to be successful.	2 learning support students completed the SACE in 2016
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Funds used to build a packaged SACE completion curriculum that encompasses Stage 1 and 2 and that is available exclusively to students who identify as Aboriginal, this approach brings school leadership time, teachers, support staff, tutors, financial counsellors and opportunities to participate in cultural events together. All Aboriginal students at NASC have a ILP and are working towards post school destination goals	KTOT data shows a 41% retention of Aboriginal students within this program. SACE completion for Aboriginal students is 100%
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	This funding is used primarily to support the services provided to young parents - a Social Worker, provision of the Creche (free serviced) and ECWs. It has also been used to enable the development of 3 Academies in the CLC (teacher time, equipment and industry professionals)	
Other Discretionary Funding	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	