

SCHOOL CONTEXT STATEMENT

Updated November 2017

**School Name: NORTHERN ADELAIDE SENIOR COLLEGE
(Formerly Para West Adult Campus)**

School Number: 1012

1. General Information

Part A

School Name : **NORTHERN ADELAIDE SENIOR COLLEGE**
School No. : 1012
Courier : Northern Adelaide
Principal : Ms Anne Sim
Postal Address : P O Box 6, Edinburgh North DC SA 5113
Location Address : 2 Woodford Road, ELIZABETH 5112
District : Northern Adelaide
Distance from GPO : 25kms Phone No. : 08 72851600
CPC attached : No Fax No. : 08 72851622

Semester 2 FTE Enrolment

		2012	2013	2014	2015	2016	2017 (Nov)
Secondary	FLO	359	94	94	163	114	37.75
	SACE combination of year 11 and 12)	298	447	377	435	459.6	419.4
TOTAL		657.0	541.0	471.0	598.0	573.6	457.15
School Card Approvals (%)		79.7%	72%	63%	57%	64%	78%
NESB Total (ACTUAL numbers)		24.0	18	16	28	48	31
Aboriginal FTE Enrolment		30.6	33.0	37	44.9	53.2	46.1

Part B

Principal Anne Sim
Deputy Principal Tanya Taylor-Cox
Assistant Principals Claire Blunt: (Student Services and SACE)
Estelle Broadbent: (Community Learning Centre – FLO)

Senior Leaders

Laura Brady: VET Operations
Clair Vue: Students with Disabilities and ATSI
Margie Lee: HPD, Cross Curricula, and Career Development
John Willemse: Maths and Science
Ros Belle: English, Humanities and ESL
Josh Earl: CLC Curriculum, Arts, Electronic Media & Design
Abbie-Lea Verco: Student Wellbeing Leader
Adrienne Gorringer: Student Wellbeing Leader

Business Manager

Cathy Sellen

Staffing numbers – November 2017

Total Teaching Staff 21.2 FTE (11M + 11F)

Total Ancillary 644.5 HPW;

Total Leaders 14 (13F + 1M)

Total ATSI funded positions

- 0.4 AET (F)
- 1.0 ACEO (M)

Enrolment trends

Enrolment levels have decreased significantly since the state government changed the eligibility requirements for enrolment in an Adult Re-entry school. These changes have led to a substantial shift in the average age of students (from 40 years in 2010 to just over 20 years in 2017).

The relocation of the school into the Elizabeth CBD and the ongoing development of programs that re-engage FLO students (through the Community Learning Centre - CLC) have started to positively impact the FTE and ongoing curriculum development work is aimed at designing curriculum and approaches to pedagogy that meet the needs of adults seeking to complete secondary schooling and access employment through well targeted entry level training.

Special arrangements

- NASC is one of a small group of Adult re-entry schools in Adelaide (the others are Thebarton Senior College, Hamilton Secondary College and Marden Senior College).
- NASC is part of the Northern Adelaide State Secondary Schools Alliance (NASSSA) which links eleven DECD secondary schools in the Northern Adelaide Region, to an agenda of cooperative curriculum design and delivery (particularly in the senior years and particularly in the VET area).
- NASC is a member of the Peachey Partnership.
- NASC is a Category 1 School.

Year of Opening

NASC commenced as an Adult Re-entry Campus of Inbarendi College in 1989 (known then as Para West Adult Campus). Prior to this it was Elizabeth West High School which was established in 1967.

2. Students (and their welfare)

General characteristics

Most Adult re-entry students have been out of formal education for at least 6 months. A large number of NASC students study part-time. Of the entire student body, 65% are female and the average age is 20 years.

NASC students are generally drawn from the local Elizabeth area, although some students come from a far broader range of postcodes and since the school's relocation this range of postcodes has continued to broaden.

Pastoral Care Programs

All teachers undertake a coaching role with a group of up to 15 students (drawn as much as possible from their teaching classes).

The school employs 4 youth/social workers and 3 case-managers who provide a specific support service to identified students.

Support Offered

There is an extensive range of student support services offered: course/career/personal counselling; learning support; literacy and numeracy support; support for young parents (including a Creche), support for Aboriginal students; support for students with disabilities.

Student Management

On enrolment, students sign a code of conduct based on principles of adult behaviour/expectations. All school leaders support teaching staff with student behaviour management.

Student Government

There is an active Student Organising Committee which represents student voice in various college decision-making bodies. As NASC is an adult re-entry school, students replace parents on the Governing Council.

Special Programmes

- NASC operates a Creche that supports students with children to access education. On average 15 children (0-4 years) use the Creche each session (scheduled lesson).
- NASC runs a Tutorial Centre to support students (including students on NEPs) with their studies; all teachers have time within their face-to-face teaching load to provide more intensive study support to individuals in their classes.
- NASC has a long history of running 'Outreach' programs which are designed to support the specific education needs of particular groups of students. The Faculty for Family Learning runs over ten programs and courses that target young parents. The most significant of these is the Young Mums program which has been running for the past 20 years. There is also the Learning Together Program which is based within the NASC building and works collaboratively with the Family Learning Centre to support a range of families to foster literacy and life skills in their children.
- NASC is the lead school for the NASSSA Community Learning Centre. This Centre (based at the Northern Sound System and Twelve25 Youth Enterprise Centre in

Salisbury) is a focus for almost 350 individual FLO students from NASSSA schools who engage in courses run by specially selected teachers in order to complete the SACE, build confidence to return to more mainstream education programs or enter the workplace.

- o NASC supports a FLO enrolment of up to 50 students, the majority of whom are supported to engage in external programs, though some engage in accredited programs run through the NASSSA Community Learning Centre.
- o The learning and engagement of students from Aboriginal backgrounds is supported by a team of teachers, support workers and an ACEO

3. Key Policies

Site Context and Purpose

Goal 1: TOGETHER WE WILL SUPPORT STUDENTS TO IMPROVE AND EXPERIENCE SUCCESS

Goal 2 Together we will develop a sense of Community and a culture of Inclusiveness

Vision

- o In 2011 the PWAC-NASC Community agreed that the Moral Purpose of our school is to successfully re-engage learners in educational and vocational pathways, enabling participation in local and global communities.
- o Para West Adult Campus (now NASC) was established by the Department of Education, and Children's Services to provide quality education and training services to adult students from across the northern Adelaide area. As a Social Justice initiative, NASC seeks to build the resilience of the community it serves by targeting the delivery of its educational services to the maximum benefit of those who have not experienced successful outcomes from their initial engagement with school. The school sees clear links between high levels of educational attainment and development of the economic and social resilience of the northern Adelaide region.
- o In 2017 the school worked together to develop a new vision as part of the Site Improvement Plan. 'An engaging, innovative and supportive adult learning environment that empowers students for a successful future'. To support this we developed a list of values central to the school's core business:

Success	–	empowering individual achievement
Community	–	connected, engaged and safe
Improvement	–	persistence, innovation and growth
Inclusiveness	–	celebrating and respecting diversity

The school's Site Improvement Plan (2017-2021)

As part of the development of the Site Improvement Plan in 2017 two over-arching goals were described:

Goal One: Together we will support students to improve and experience success

Goal 2: Together we will develop a sense of Community and a culture of Inclusiveness

Specific goals include:

- Achieve a SACE Completion Rate of 100%
- Ensure 60% of Stage 2 results are B- or higher
- Ensure that at least 75% of students undertaking VET complete their qualification
- Ensure that at least 75% of our Stage 1 students achieve 10 credits for each stage 1 semester that they are enrolled in.
- Retain at least 70% of students from the beginning of week 3 to the end of each semester

These goals are supported by a range of targets and strategies that serve to focus the attention of the school's staffing and financial resources.

Contextual Influences

- NASC serves a community which is characterised by significant economic and educational disadvantage.
- NASC provides an opportunity for adult students to complete secondary education. A significant number of students pursue tertiary entrance through success in either the South Australian Certificate in Education or the STAT test.
- From 2012 students over the age of 21 have access to SACE programs and 5 years within which to complete the SACE. This is a significant change from previous years where many students in this age range chose (over many years) to undertake introductory or interest subjects to maintain their contact with the community.

Core Business/Mission

As an education institution, the core business of NASC is education/training. The curriculum is prescribed by the South Australian Certificate of Education along with various Certificate I, II and III qualifications.

4. Curriculum

Subject Offerings

NASC offers an extensive range of SACE subjects at Stage 1 and Stage 2 and at foundation level (for under 21 year olds).

NASC is the lead school managing the NASSSA Community Based Learning Centre. This Centre works in partnership with community based organisations and post compulsory school aged students, enrolled under FLO provisions, to co-construct and co-deliver curriculum that inspires and engages young people not connected strongly to mainstream schools. Students attending programs at the CLC are able to engage with SACE programs at NASC.

There is a strong VET focus across the curriculum in areas including Horticulture, Animal Studies, Community Services, Information Technology, Fitness, Music, Outdoor Recreation and Conservation and Land Management. Most VET courses are open to students from across NASSSA schools.

Special Curriculum Features

Teaching methodology

Adult methodologies are practised by the staff, co-designed curriculum and flexible assessment practices are common.

All course information and assessment tasks are available 24/7 via Daymap.

Assessment Procedures and Reporting

Teachers discuss progress directly with students on a regular basis. Students receive a 'Statement of Attainment' from the SACE Board on completion of a unit of study. Foundation Studies courses are non-graded. Teachers complete a regular (twice a term) progress check for each student in their class. These progress checks are available for students to view and are designed to stimulate conversations with teachers and prompt input from the range of support services available across the school.

Joint Programmes

NASC is co-located with TAFESA and co-delivers a number of Certificate programs. One of the aims for the co-location is to grow the range of curriculum options and support available to NASC students to transition successfully to tertiary level study (via RTO or university).

5. Sporting Activities:

Physical Education and Sports Studies are offered as part of the curriculum and there is also a strong Outdoor Education curriculum emphasis. NASC also has a team in the state's school Ice Hockey program 'Ice Factor'.

6. Other Co-Curricular Activities

General

Students produce a Community Newspaper (Northern Web) and a magazine in conjunction with the Playford Council (Mezzine). The Student Organising Committee organises various social/fundraising events including the school formal. There are also various lunch-time activities for students.

7. Staff (and their welfare)

Staff profile

There is a low staff turnover at NASC.

Leadership Structure

In 2017 there are two Assistant Principals (one in Student Services and the other leading the CLC) as well as the Deputy Principal (Curriculum). Curriculum at NASC is lead by a team of 7 Senior Leaders who are supported by 2 Student Wellbeing Leaders.

Staff Support Systems

Teaching staff work in area of study groups. There is considerable support of Training and Development and each member of staff has a PD leader who works with a maximum of 4 teachers / SSOs.

Access to Specialist Staff

There is a significant use of HPI staff, particularly in VET programs and HPE.

8. Incentives, support and award conditions for Staff

- **Complexity Placement Points** : 1
- **Isolation Placement Points** : 1

9. Campus Facilities

Buildings and Grounds

The College is located in a newly renovated 4 storey building on the TAFE Elizabeth site. College facilities include a 3 year old Science facility (a purpose built transportable) and a VET specialist centre (currently hosting Animal Studies and Outdoor Recreation) The recently developed Mezz is adjacent to the Northern Sound System, and provides space for Music, Arts Digital Technologies.

Specialist Facilities

Specialist facilities exist for Science, Horticulture, ICT, Multi Media, Food and Hospitality and Art.

Cooling

The entire school is centrally cooled and heated.

Student Facilities

Student facilities include a cafeteria and lounge (shared with TAFESA students and staff) a library (shared with TAFESA students) which includes extensive access to IT (desktops and laptops) and a roof terrace providing NASC exclusive outdoor space for breaks and special events.

Staff Facilities

Staff work in designated offices. The campus IT network is accessible in staff work areas and via a wireless network. All teaching staff are issued with lap top computers, Ipads and, where the role requires, an iPhone.

Access for Students and Staff with Disabilities

There is ramp and lift access to teaching areas. There is also provision for disabled parking and there are disabled toilets.

Access to Bus Transport

Two college buses are available for some regular programs (Young Mums) and excursions and camps. The College is located in the middle of the Elizabeth transport Hub where buses and trains are easily accessible.

10. Campus Operations

Decision Making Structures

A consensus based decision making structure is in place – staff and leaders work in committees with delegated responsibility to make decisions as required. Whole staff forums serve as a place to caucus in relation to issues as required.

Regular Publications

The college produces its own community magazine, 'The Northern Web' and Another publication in conjunction with the Playford Council 'Mezzine'. Student and staff handbooks and curriculum handbooks are published annually. A Course Hand Book, advertising all courses is available to the public via the school's web page. Staff and student email and facebook are key communication tools and all students can access their teachers and their subjects via Day Map.

Other Communication

All staff members have a personal pigeonhole which is available for communication. The Administration team publish a newsletter (admin tidings) which provides routine information to staff (in lieu of lengthy lectures in staff meetings). Email is used extensively as a means of communication.

College Financial Position

The College is in a sound financial position.

In addition to recurrent maintenance and salaries, finances are allocated to maintaining ICT peripherals. The campus relies heavily on School Card. Subject fees are kept as low as possible.

The college has been able to draw on its reserves to contribute a significant amount to the relocation to TAFE and the development of Northern Sound System.

Special Funding

The Campus receives grants from a range of funding sources. Much of this additional funding supports the Faculty of Family Learning to conduct its outreach programs and supports the CLC to build curriculum that re-engages disconnected young people from a range of local schools.

11. Local Community

General Characteristics

The college is situated in an area of high unemployment and considerable economic disadvantage. Many students rely on income support. The community is largely Anglo Celtic in composition but students of Aboriginal and other non-English speaking language and cultural groups are represented.

Parent and Community Involvement

As an adult re-entry school, students primarily live and enrol independently from parents. Students are represented by their peers on the Governing Council.

There are 3 Community representatives on the Governing Council.

Feeder Campus

As NASC is an adult re-entry school, there are no designated feeder schools. Students attend from across the northern area. As a general rule NASC does not enrol continuing

students from local state high schools, although should a transfer be deemed to be in the best interests of the student concerned, a principal-principal negotiation regarding an enrolment transfer is possible.

Other Local Care and Educational Facilities

The closest schools with secondary enrolments are Playford International College, Craigmare High School and Mark Oliphant College.

Commercial/Industrial and Shopping Facilities

The college is located adjacent the Elizabeth City Centre.

Local Government Body

The City of Playford.

12. Further Comments

The adult learning environment is challenging and professionally rewarding as students are generally highly motivated to gain success at attaining their educational goals.

The college offers professionals the opportunity to teach both at senior secondary level and to co-construct curriculum with a range of young people seeking to re-enter learning through the Community Learning Centre.

The co-location with TAFESA offers many exciting opportunities to rethink curriculum design for adult learners.

NASC is currently opening up options for night and twilight classes and working on plans to extend and rearrange the school day to better meet the needs of adult learners.