

Thebarton Senior College Annual Report 2015





Government of South Australia

Department for Education and
Child Development

1. CONTEXT

School Name:	Thebarton Senior College	School Number:	0810
Principal:	Eva Kannis-Torry	Partnership	West Torrens

Our students are young people and adults who have returned to complete their secondary education, undertake foundation skills or vocational programs or learn English in the New Arrivals Program. Many are part-time and over 1200 students may access courses in each academic year. The College draws its students from all parts of the greater metropolitan area.

The students come from diverse backgrounds. Countries of birth include Australia (from range of cultural groups), Afghanistan, Argentina, Bosnia-Herzegovina, Brazil, Burundi, Cambodia, Canada, Chile, China, Congo, Cote d'Ivoire, Croatia, Cyprus, Czech Republic, Denmark, Egypt, El Salvador, England, Eritrea, Ethiopia, Fiji, France, Germany, Greece, Hong Kong, Hungary, India, Indonesia, Iran, Iraq, Ireland, Japan, Jordan, Kenya, Kosovo, Kurdistan, Laos, Lebanon, Liberia, Malaysia, Morocco, Myanmar, Nepal, Netherlands, New Zealand, Niger, Pakistan, Palestine, Peru, Philippines, Poland, Portugal, Romania, Russia, Rwanda, Samoa, Serbia, Sierra Leone, Singapore, Somalia, South Korea, Sudan, Syria, Thailand, Timor, Ukraine, United Kingdom, Uzbekistan, Vietnam.

A number of students have come to Australia under the humanitarian/refugee program. Thebarton Senior College is the site of the DECD Senior Secondary New Arrivals Program. These students complete intensive English as a Second Language (ESL) course full-time for twelve-eighteen months or more before moving into Foundation Skills, Stage 1 and 2 SACE courses or vocational certificate courses.

Students also enter at both Stage 1 and 2 SACE to complete their secondary education and gain entry to TAFE or university or widen their employment options through industry accredited vocational training packages. Thebarton is a Registered Training Organisation for Certificates 1-4 in Information Technology, Certificate 2 Business, Certificate 3 Business Administration, Certificates 1, 2 and 3 English Language Proficiency, Certificates 1 and 2 Community Services, Certificate 3 Early Childhood Education and Care and Foundation Skills Certificates 1 and 2. In addition, there are vocational courses auspiced by TafeSA and the Master Builders Association in Certificate 1 Construction.

Many of the students at Thebarton Senior College are receiving some financial support from Centrelink.



2. REPORT FROM GOVERNING COUNCIL

THEBARTON SENIOR COLLEGE GOVERNING COUNCIL 2015

Chairman's Report

As Chair and on behalf of the Governing Council I am pleased to report that 2015 has, continuing previous years' exceptional outcomes, again seen Thebarton Senior College achieve remarkable results across all areas.

There have been a number of staffing challenges, including the ongoing secondment of Principal Kim Hebenstreit to the Office of Education, other senior staff taking up appointments in DECD, and the retirement of several long serving staff who have made a wonderful contribution to the college and its students over a long period. As the year ends Kim Hebenstreit has been appointed to a permanent position of Director Operations in the Office of Education. We congratulate Kim on his appointment, and acknowledge that with a great team assisting during his 13 years at Thebarton, he has lead the college to a level of excellence in terms of teaching, facilities, staff development, and student success. His legacy has seen Eva Kannis-Torry with her team continue and build on the success of Kim's leadership. The college's success in student achievements, quality of teaching and the environment created is highly regarded by the department and leaders at all levels of government, education and the business community within and beyond Australia, with a unique culture of respect and excellence that enhances the lives of its students and staff.

Numerous programs and initiatives undertaken by college staff throughout the year with a passion and commitment to education and student outcomes have enhanced their knowledge and qualifications, and they continue to be highly sought after and achieve promotion within and beyond Thebarton. The college's teaching and committed support staff under Eva's leadership has continued the enviable reputation of outstanding learning and preparing students for ongoing academic and career success, in a college with a very diverse student cohort. It is most satisfying to see the college's academic results showing such commendable SACE outcomes including a 14% increase in SACE completion rates, approximately 2% above the state average on SACE completion. The college's SACE, VET and FLO programs continue to provide students with options that will lead them to further study, career and employment opportunities. Strong ongoing financial management sees the college able to provide excellent facilities and resources and remain at the forefront of education in terms of the ability of teachers and staff to deliver and enhance the learning experience and provide for further development and initiatives; this is a credit to Eva's finance and management team.

The college has been a strong supporter of community building days, Harmony Day, World Environment Day, the Languages Festival, White Ribbon Day, and International Day of Peace and enhancing the college community's awareness and wider understanding of Thebarton's values and ongoing commitment to a global community of peace, respect and understanding. In and beyond our local community these values are well recognized and highly respected. A wonderful group of 30 volunteers assisting with class and after school

homework have a passion and commitment to the college and its students, and the breakfast club continues to provide a positive social environment and promote healthier options for some 150 students every week.

All of our stakeholders are cognizant of retaining what Thebarton represents and delivers to education and peoples' lives that is truly unique, remarkable, valued and acknowledged within and beyond Australia.

I take this opportunity to thank the members of the Governing Council for their support and valued contribution, and Eva and her staff for their outstanding work in 2015. I look forward to all of us building on the success of 2015 and taking the College further in 2016.

3. 2015 HIGHLIGHTS

2015 was a year of many changes for Thebarton Senior College. We achieved an enrolment of 915 FTE students accessing the College (FTE). There was a small decline in the number of students in the New Arrivals Program; however we had strong enrolments of students in SACE, VET and FLO (offsite) programs.

Our students achieved some excellent results across all programs last year. The SACE results were especially pleasing and the data indicates that completion rates continue to improve. The data shows 97.94% of students completed SACE compared to 89.9 in 2014.

Our completion rates are above the state average of 96%. Also, in 2015, 12.8% of students attained an A grade, 42.8% of students attained B grades and 36% of students attained C grades. In other words, 97.4% of our students attained a C- or better. This is an improvement on 2014 when 90.4% of students attained an A, B or C grade at stage 2.

It is really pleasing to see an overall improvement in our students' achievements. ATARs improved overall with seven students achieving 90+ without the addition of bonus points. Our efforts last year as well as early intervention, re-counselling, added support for research project and tutorial sessions, the volunteers and the homework clubs have helped with the improvement.

In the first year of the 2015-2017 strategic plan, our priorities continued to focus on quality teaching and learning, connecting with others, Health and wellbeing, Connecting with others by developing strategic, innovative partnerships and building an enduring system. Summative tasks for SACE Stage 2 students were reviewed and the Principal, AP Curriculum and AP Student Services met with students identified as being at risk and implemented support strategies. Based on our experiences in 2015 we have made significant changes to this process as part of our improvement strategy for 2016. The entire curriculum leadership team is involved and a comprehensive database has been created as we continue to support student attendance and retention, which is essential to ensuring success in learning.

Our offsite program at Kilburn, called 'Deadly Identities' won an award from the City of Port Adelaide Enfield for its contribution to the community.

The following members of staff retired at the end of the school year- Lesley Davis, Leonie Hale, Adrienne Lohmeyer, Neville Smith, Judith Turpin and Anne Veitch. The students and staff are thankful for their commitment and work over many years and we all wish them well in their retirement.

I would like to thank our Rotaract Club for their leadership and contribution to the wider community. I would also like to thank each member of our Governing Council for the time and energy they have devoted to our School. In particular I would like to acknowledge the significant contribution of the Chairperson, Mr Daryl Jarrett.

I thank staff for their dedication, flexibility and good humour in tackling the challenges that arose. We were also helped by volunteers and members of the Governing Council who continued to encourage and support. I look forward to 2016 as a year of further development and growth but also an opportunity to consolidate the initiatives that commenced in 2015.



4. SITE IMPROVEMENT PLANNING AND TARGETS

Actions	Progress
Key Direction 1: Quality teaching & learning	
1.1 Literacy/Numeracy	
<p>1.1.1 Review literacy demands of curriculum and assessment tasks and explicitly teach required literacy in all learning programs.</p>	<ul style="list-style-type: none"> • Collected and centrally filed all SACE Learning & Assessment Plans and assessment tasks and resources • Reviewed first task to identify students at risk or who would benefit from additional support • NAP Curriculum review: meetings with Adelaide Secondary School of English and consultation with TSC faculties, project writing teams for Humanities, Maths and ICT. Reviewing and re-writing curriculum in line with Australian Curriculum, particularly literacy capability • Maths teachers worked with an ESL teacher to develop the literacy component and strategies for assessment tasks • ESL teacher worked with Building & Construction class to build literacy strategies • NAP and SACE ESL teachers obtain Language & Literacy Levels in classes to inform explicit teaching of language features
<p>1.1.2 Incorporate and explicitly teach numeracy in all learning programs.</p>	<ul style="list-style-type: none"> • NAP Curriculum review: Reviewing and re-writing Maths curriculum in line with Australian Curriculum numeracy capability • Numeracy incorporated into SACE Learning & Assessment Plans • Audit of numeracy statements in Learning & Assessment Plans • Developed Numeracy PLC to address numeracy demands across the college
<p>1.1.3 Arrange professional learning to improve literacy and numeracy teaching strategies.</p>	<ul style="list-style-type: none"> • Practice shared in faculties • Maths teachers have attended PAT-Maths training, Australian Curriculum Maths implementation workshops and Back To Front maths training • ESL teachers have attended SACE clarifying forums and moderation • NAP teachers have attended SA TESOL's Assigning Language & Literacy Levels • LLN unit updates for anyone in VET who needs it • Staff from Design & Technology faculty attended VET literacy session
1.2 Data collection to inform practice	
<p>1.2.1 Collect purposeful planned data around Attendance, Retention, Attainment, Destination, FLO, Numeracy (PAT-M), Literacy and Wellbeing. Analyse first task, special provision applications, subject changes and destination data. Use data to make decisions about curriculum and to develop strategies to improve learning and wellbeing outcomes for students.</p>	<ul style="list-style-type: none"> • Attendance data collected frequently and followed up. 29 Stage 2 students withdrawn have been followed up • First task: data collected and analysed, strategies implemented to support students • Attendance and enrolment data used to make curriculum decisions • Pilot program testing NAP Maths and Maths Studies students using PAT Maths • Language & Literacy Levels assigned to NAP and ESL students used to inform new curriculum development

Actions	Progress
1.2.2 Explore diagnostic assessment testing techniques to assist planning for improved student learning outcomes.	<ul style="list-style-type: none"> • PAT-M and PAT-R exploration of applicability in a senior school setting • Initial task review used as diagnostic assessment to implement support strategies
1.3 Digital learning technologies	
1.3.1 Explore, demonstrate and implement technologies and digital resources that support student learning outcomes.	<ul style="list-style-type: none"> • Plan designed for 1:1 iPad implementation in SACE Maths in 2016 • Exploring use of Office 365, OneNote and Google Docs • Library staff implemented a new Library Management System • Teacher-Librarians designed a library webpage and added content to make it user friendly for staff and students • Staff attended EduTECH conference and EdTech SA to explore trends in technology and applications in education
1.4 Professional learning	
1.4.1 Arrange professional learning for staff to: <ul style="list-style-type: none"> • develop use of ICTs to improve student learning outcomes • strengthen college learning culture • develop further skills in assessment through Assessment for Educators course and increase the range of assessment options provided • explore visible learning and other teaching and learning strategies that improve student learning outcomes 	<ul style="list-style-type: none"> • Full day professional development on strengthening school culture on the first day (teachers) of the year. Follow up discussion for strong orientation activities in classes and in college was held in staff meeting and responses were collated in a video to share back to staff • Assessment For Educators program has been completed by 30 teachers
1.5 Classroom practice	
1.5.1 Provide opportunities for collaboration through: <ul style="list-style-type: none"> • classroom observation trial • sharing classroom practice at meetings • designing and transforming tasks to improve student learning outcomes 	<ul style="list-style-type: none"> • Classroom observation trial commenced. Trial participants attended additional training on Engaging in Professional Conversations for Classroom Observation provided onsite by DECD Workforce Development
1.6 Curriculum	
1.6.1 Undertake curriculum, resource and timetable review in preparation for the introduction of the Australian Curriculum.	<ul style="list-style-type: none"> • Teachers contributed to development of DECD response to Australian Curriculum implementation • Staff attended Australian Curriculum implementation workshops to prepare for the introduction of the Australian Curriculum • Planning day held in Transition Week to plan for Australian Curriculum ESL, English and Maths • Timetable review completed and new timetable to start in 2016 • Foundation Skills Training package developed
Key Direction 2: Connecting with others	
2.1 Agencies/Partnerships	
2.1.1 Develop inclusive vocational and industry partnerships.	<ul style="list-style-type: none"> • STEM leaders working to establish partnership with A.I.E. to discuss STEM industry opportunities • Design & Technology faculty setting up a database of industry businesses and students

Actions	Progress
2.1.2 Explore partnerships with agencies that support the wellbeing of students and staff and add to the TSC list of service providers.	<ul style="list-style-type: none"> Consolidated partnerships with a visiting psychologist and community nurse, who will provide onsite services
2.1.3 Develop awareness of future trends in career pathways among staff and students.	<ul style="list-style-type: none"> Stage 1 ESL students investigate career pathways and trends as a choice in assessment task Year 11/12 students university visits implemented
2.2 Work experience	
2.2.1 Develop a work experience model for students.	<ul style="list-style-type: none"> Work experience Moodle created to be completed prior to student work placement. This was shared with schools in our Western Adelaide Secondary Schools Network and Inner South Curriculum Alliance
2.3 Student voice	
2.3.1 Review strategies to increase student voice in decision-making.	<ul style="list-style-type: none"> Student representatives on United Nations Global Peace committee New surveys created for students to provide feedback on counselling services, student expos, library and college portal
3.1 Wellbeing	
3.1.1 Develop and implement a wellbeing plan to strengthen capacity to support the wellbeing of students and staff.	<ul style="list-style-type: none"> Counselling team have read and discussed 'Positive Psychology' to build on previous professional development Working to a common understanding within the counselling team and considering modes of delivery of any wellbeing program to staff and students
3.1.2 Review strategies to improve student wellbeing and participation.	<ul style="list-style-type: none"> Expansion of number of clubs to include TSC Pride Club and STEM Club Establishment of college ice hockey team to participate in Ice Factor
3.2 Student support	
3.2.1 Review and improve current system of student curriculum support across the college.	<ul style="list-style-type: none"> Initial task review completed and support provided through support teachers Program leadership provided to Volunteer Program with reviews of processing, induction and continuing monitoring and evaluation Teacher allocation to provide study support in library during school Homework Club provided in library after school Support teachers utilised in classes Teacher allocation to library Assessment skills for teachers developed through Assessment For Educators course Teacher participation in SACE Board panels Counsellors and roll class teachers involved in course planning process Library support for teachers and students Social work students from Flinders University providing student support around the college Recognition of Community Learning Holiday programs

Key Direction 4: Building an enduring system	
4.1 Curriculum	
4.1.1 Review current subject and course offerings.	<ul style="list-style-type: none"> • New curriculum offerings including integrated programs to support students including Foundation Skills, revised Community Services and Child Care • New Stage 1 courses for Maths, English and ESL to align with Australian Curriculum • VET Business and I.T. courses updated to reflect changes of competencies • Numeracy professional development attended by Maths/Science Coordinator and Principal
4.1.2 Review NAP curriculum to ensure it facilitates the preparation of exiting students for SACE, VET or employment and facilitates successful settlement in Australia.	<ul style="list-style-type: none"> • Stage 1 of extensive NAP review completed on all core NAP subjects (with NAP Science to be reviewed in 2016): • NAP English Literacy curriculum reviewed and revised • NAP English Language curriculum reviewed and revised • NAP Maths curriculum reviewed and revised • NAP Computing curriculum reviewed and revised
4.2 Resources	
4.2.1 Review and improve archiving and filing practices of curriculum and procedural documents.	<ul style="list-style-type: none"> • Ongoing
4.2.2 Implement succession planning strategies across subjects and leadership roles.	<ul style="list-style-type: none"> • Early career teachers given opportunities to gain experience in preferred subject areas including Business, Humanities, ESL, Maths and Science • Relief teacher management backup person trained • Project time allocated to staff member to manage aspects of DayMap
4.3 Marketing	
4.3.1 Explore new strategies to attract students to the college.	<ul style="list-style-type: none"> • Display and staffing at Partnerships for Learning Conference & Flexible Learning Centre Expo • Establishing working partnership with Brickworks Markets, which has included advertising courses and Open Day in shopping centre and considering use of vacant market stalls/shops • Presented and held display at Migrant Resource Centre Employment Expo

In the area of Curriculum, teachers, leaders and students were consulted as part of a major Timetable Review. As a result of the review process, a new timetable was developed in which lesson times were adjusted, the line structure was modified and an additional line included providing more student choice. The timetable will be implemented in 2016.

The Curriculum Review process saw the introduction of some innovative curriculum offerings. Stage 2 Pop Culture Studies and an Integrated Program based on film in particular have proven to be very popular choices with students.

The Core Skills Program has been replaced by VET Foundation Skills. This was based on feedback from students and teachers who were seeking certification and recognition for their studies. This course was developed by teachers to meet the needs of this specific cohort of students.

The teachers of Mathematics and English were involved in the development of teaching and learning programs for the new SACE Australian Curriculum Stage 1 Mathematics and English. They worked in teams and contributed to the DECD and SACE Board consultation processes. They are well prepared for the delivery of this curriculum for the first time this year.

Our innovative curriculum was recognised by our nomination as a Leading SACE Improvement site and in our invitation to deliver professional learning which was offered state wide.

Faculty reports

Business, Arts and Technology

During 2015 the faculty undertook a range of technology T&D as well as participating in new technologies demonstrations with Socrative, Office 365, iPads in the Classroom and 3D Printing, while consolidating improvement in literacy and numeracy approaches.

Marketing of the new Film School package was undertaken through the College Open Night has resulted in new enrolments to the college.

Analysis of results from 2015 indicate that student evidence of learning was strongly represented in the C to B range, but A standard performance was difficult for students to achieve in the Business area in particular. Barriers to achievement in this band have been discussed at the beginning of 2016, and the faculty is going to work collaboratively to identify successful methodologies for engaging and supporting students to achieve in the higher bands. Moderation movements were minimal across the faculty, due to high assessment expertise among our teachers, and the high participation rate in moderation processes.

Our IT certificate 4 continues to provide an extremely successful pathway to University entry.

ESL

High quality teaching and learning was the main focus in 2015, with teachers working together on curriculum and methodologies. Stronger working relationships were established as a result. Our entire SACE ESL curriculum was mapped to enable teachers to evaluate topics, resources, language development and assessment tasks, prior to writing the new Stage 1 EAL courses. Each section of these courses was documented using an “Understanding by Design” template which provides explicit information about the assessment task, performance standards, literacy requirements, TL&D Cycle and resources. The use of the Language & Literacy Levels as a teaching tool was explicitly embedded in each course. Individuals also shared experiences from their T&D: digital learning technologies, Assessment for Educators, Visible Learning. In addition, the faculty made strong contributions to the SACE Board Reference Group, DECD Reference Group and SATESOL’s feedback on the New Stage 1 and 2 EAL courses for the Australian Curriculum.

Mathematics and Science

The major strategic focus in Mathematics has been the implementation of the Australian Curriculum for Stage 1 in 2016. This has seen substantial professional learning being provided to all mathematics teachers within the college as well as faculty planning workshops and curriculum development in small groups. As a result teachers are now in a position to develop well-constructed courses in 2016.

2016 also saw an expansion of the Thebarton Senior College STEM program (Science, Technology, Engineering and Mathematics). This involved the formation of the STEM club for students to work with staff on integrated projects, STEM homework support sessions, joint excursions for Maths and Science classes and TSC active participation in the WASSN STEM teachers’ network. In 2015 TSC also hosted the second annual Beach Energy Women in STEM Breakfast for around 80 students and industry representatives from across Adelaide. These initiatives have supported increased enrolments in the Maths and Science areas and increased teacher collaboration with the Technology and ICT faculties.

In 2015 the Stage 2 Health Science (Scientific Studies) course ran for the first time resulting in all students achieving a C grade or higher. Faculty PD has focussed on assessment for learning and development of assessment tasks. There has been an increased focus on peer moderation in both Maths and Science.

Home Economics

The faculty meets the demands of literacy and numeracy in the curriculum by:
Staff working together to scaffold work sheets, Assessment Tasks and Action Plans across Stage 1 & 2

- Emphasis on use of suggested vocabulary, tenses, sentence starters and research strategies across all staff
- Sharing ideas and strategies to ensure assessment tasks are within SACE requirements
- To scaffold work sheets, Assessment Tasks and Action Plans across Stage 1 & 2
- Review of the curriculum to explore inclusion of VET options

Data was collected and informed our success for students including using the first task to ascertain students levels of achievement

- By doing this we were able to see how our strategies for improving student's grades and learning outcomes were achieved.
- Results were very good with many students achieving A and B grades.

Design & Technology

- Certificate 2 Building & Construction students participated in a 'Live Works Project' set up with Carey Training and Woodville Council. Students restored 'The Brocas'. All students involved successfully completed Certificate 2 Building & Construction.
- Acceptance of TSC Certificate 1 Building & Construction 'Training and Assessment Strategy (TAS) by Masters Builders Association (MBA).
- Certificate 1 Building & Construction course reviewed by MBA compliance officer and validated.
- Language, Literacy and Numeracy (LLN) testing implemented for Certificate 1 Building & Construction at the beginning of each course, to assess support requirements.
- Discussions with 'The Australian Industry Group' to set up STEM industry links in metal trades.
- Expansion of our industry contacts with local business Poly Tech taking on students for work experience and employment opportunities.
- Motor Traders Association links set up to support our Stage 1 and Stage 2 Automotive classes with resources and course pathways.
- Conversion of students in SACE Stage 2 Design & Technology to Community Studies to improve student outcomes.

Humanities and English Faculty 2015

1.1 Literacy/Numeracy: Professional learning is aimed at improving literacy teaching strategies

- Shared teaching approaches and resources for working with ESL students
- Contributed to NAP Review to discuss the nature and demands of Humanities subjects
- Began the process of supporting and mentoring each other in respect to the Australian Professional Standards for Teachers
- Faculty Moderation of student work. Ensuring common understanding of standards and encourages professional discussions of marking and task appropriateness.

1.2 Data Collection

- Determined the nature of the student cohort in order to improve support

- Identified the cognitive demands, literacy requirements and rationale for all assessment items to determine the relevance and achievability of the task for students.
- Early intervention of students to identify students at risk and high achievers

4.1 Curriculum: 4.1.1 Review of current subject and course offerings

- Prepared for the 2016 Australian Curriculum
- Reviewed Humanities Offerings

4.3 Marketing:

- Developed a Year 12 Humanities Subject expo to inform students of offerings
- Visited every graduating NAP class
- Interactive/engaging display developed for Open Day
- Staff and students actively participated in Harmony Day, World Environment Day

Library

2015 saw many changes in the library including changes in staff, Library management systems, staff appraisals and a survey.

With the new library manager came a review of library spaces, staff roles and resources. The library workroom was rearranged to make work more collaborative and movement around the area flow better. Staff all underwent a performance review and set themselves targets for the year. A stocktake of the collection was undertaken with textbooks, fiction, non-fiction, DVD's and audio books all checked for RFID tagging and appropriate cataloguing. Our library database is now reflecting accurately what we are currently holding. Outdated, damaged and low usage items were removed from the collection.

VET/RTO

In 2015 we had 399 enrolments in VET with 90% of student achieving either partial completion or full completion of certificates. Many of the students who partially completed a certificate have returned in 2016 to complete their certificate.

40 students studied VET offsite. This included 18 students successfully completing Certificate III in Health Service Assistance through the Australian Nursing and Midwifery Association, many of whom have gone on to study a Diploma in Enrolled Nursing in 2016.

10 students successfully studied Certificate II in Engineering in a joint venture with Carey Training and the Charles Sturt Council. The students were involved in the renovation of historic Brocas House at Woodville.

13 students came to us through Barkuma. 10 successfully completed Certificate I in Information Technology and 3 went on to gain Certificate II as well. 3 students partially

completed Certificate II in Business and 2 of these have returned in 2016 to complete their certificates and to gain their SACE.

Certificate III in English Proficiency was delivered for the first time. It has become a very successful pathway to SACE. Students are completing the certificate with sufficient skills to successfully transition to SACE or higher level VET.

We added 3 Foundation Certificates to our scope which will replace Core Skills in 2016. We also added Certificate II in Community Services. This means we no longer need to have a visa agreement with TAFE. Time was given to the development of the new Childcare certificate and it was successfully added to our scope in December.

We developed a new validation/moderation process in line with new ASQA requirements. Staff received PD and have begun a 5 year process of validating all competencies of all certificates.

As an RTO we oversaw the delivery of Certificate III IT at William Light and their teacher attended our validation day in June.

Student Services

During 2015 the Student Services Team went through a transition phase with the appointment of a new Assistant Principal and Coordinator Counsellor. To increase the effectiveness and consolidate the delivery of student services to the student community one of the reception staff from the front desk was relocated to the student services area to become a dedicated receptionist for the student services team. This has led to a streamlined service that ensures all student needs can be managed in a confidential manner in the one area.

The Counselling Team have undertaken some developmental work in the field of positive psychology and will be delivering this to the teaching and support staff to up-skill them with a range of language, tools and processes to enhance students' ability to navigate through education and their lives.



4.1 Junior Primary and Early Years Scheme Funding

N/A

4.2 Better Schools Funding

In 2015, Thebarton received \$19,653 Better Schools funding, this was used to improve student learning outcomes in 2015 in the following way

Senior School Holiday Tutorial Program	\$4,248.00
Senior School Careers Program	\$4,224.00
Foundation Skills Literacy/Numeracy course development and materials	\$5,800.00
FLO after hours engagement program	\$2426.00
Rotaract Program	
Student Conferences	
Student Leadership Camp	\$2,050.00
Breakfast Program	\$ 340.00
Student STEM Support materials and activities	\$ 565.00
Total	\$19,653.00

5. STUDENT ACHIEVEMENT

Our SACE results have continued to improve over the last 5 years.

This is due to a range of strategies which include

- Early intervention, through the first task analysis.
- Targeted in class and out of class support
- The use of volunteers to support student learning
- The development of a homework club and research project club
- Professional development for staff in supporting students' literacy and assessment task design.
- Integrated Learning Packages. The results for the integrated programs were pleasing, with students achieving higher levels of completion than is the average for the site.



5.1 NAPLAN

N/A

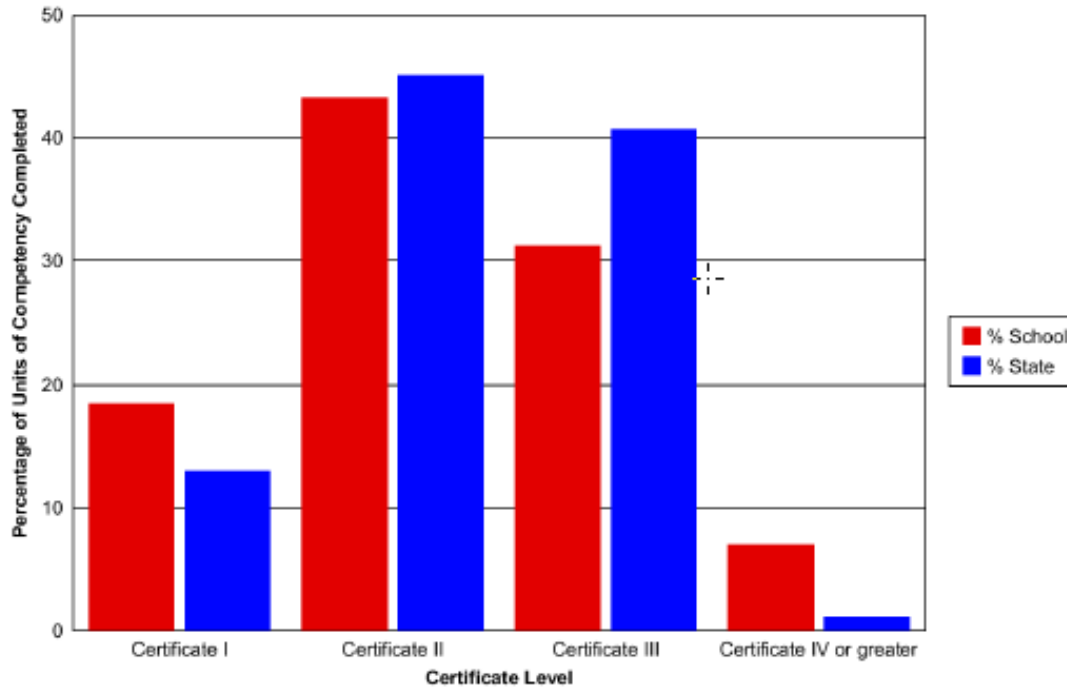
5.2 Senior Secondary

Students in Year 11 and 12 Undertaking Vocational or Trade Training

3.1 - Vocational Education & Training (VET) Units of Competency Completed - by Certificate Level

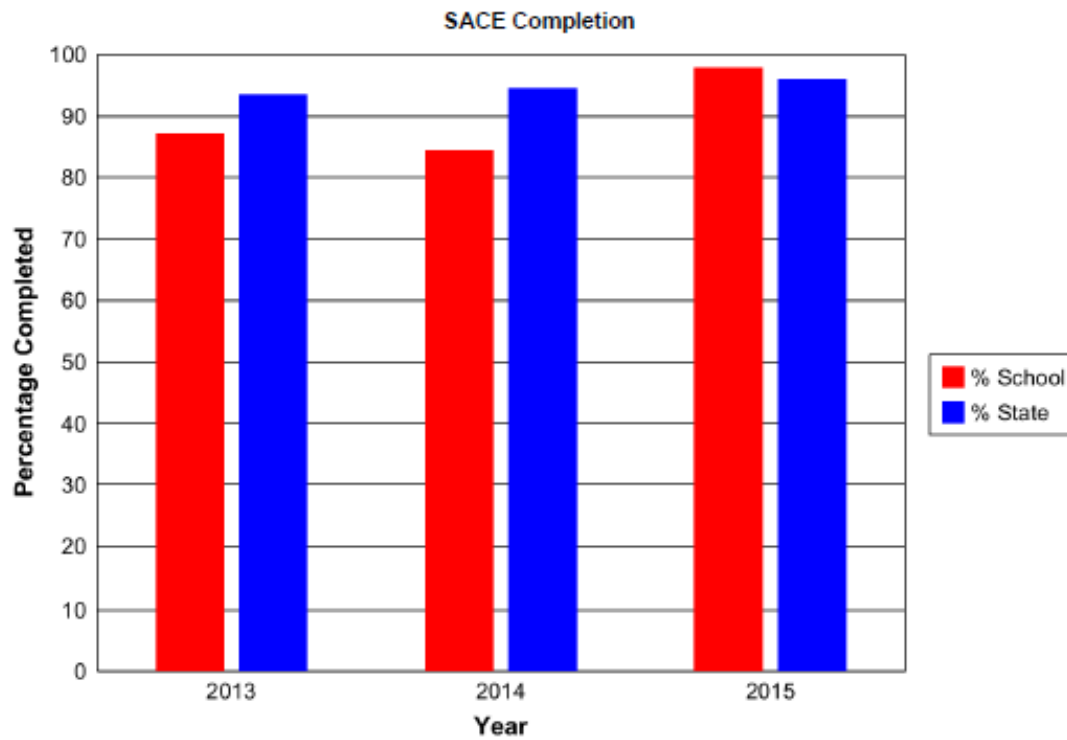
This report provides information on the number of students who completed one or more VET units of competency, by certificate level, and the total number of units completed. Percentages are calculated out of the total number of units of competency completed, for the School and State.

VET Units of Competency Completed - by Certificate Level



Certificate Level	Total Number of Students with Completed Units of Competency	Total Number of Units of Competency	% School	% State
Certificate I	71	422	18.57%	13.04%
Certificate II	112	983	43.25%	45.11%
Certificate III	75	708	31.15%	40.68%
Certificate IV or greater	17	160	7.04%	1.16%
Total	275	2,273	100.00%	100.00%

Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification

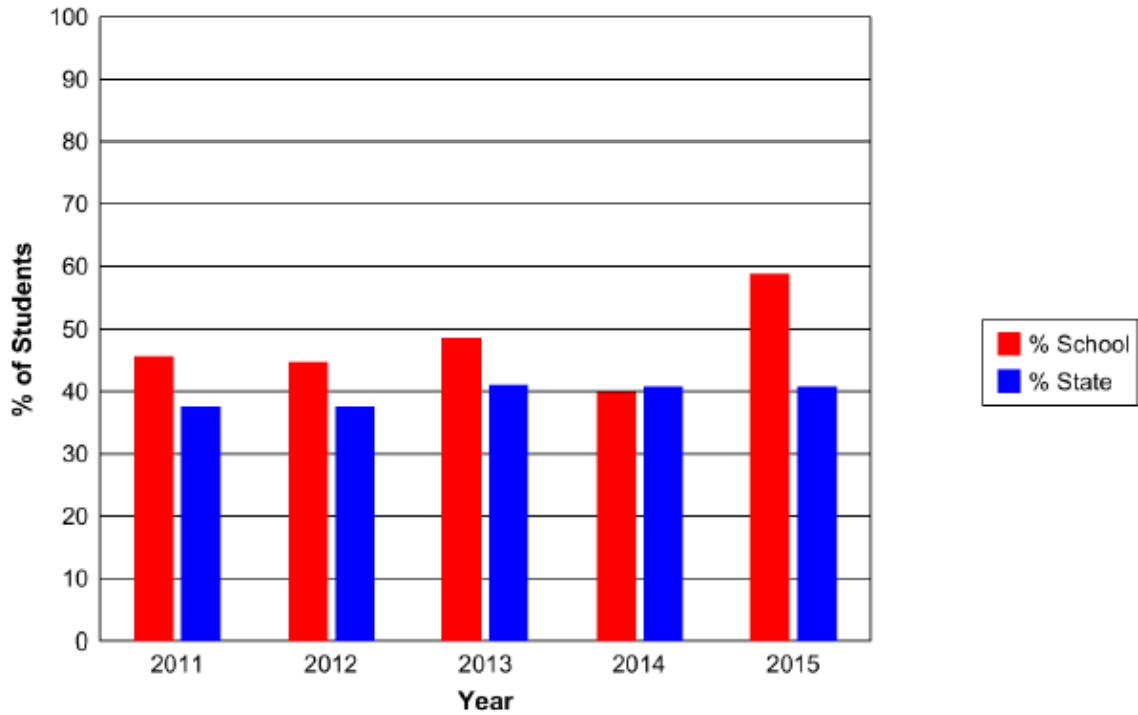


Year	Potential Completers (School)	Completers (School)	% School	% State
2013	118	103	87.29%	93.56%
2014	116	98	84.48%	94.54%
2015	97	95	97.94%	96.01%

3.5 Students Who Completed the SACE and Also Studied Vocational Education & Training (VET)

This report provides information on the number and percentage of students who completed the SACE and also gained credits through the recognition arrangements for VET in the SACE.

Students Who Completed the SACE and Also Studied VET



Number of Students who completed the SACE with VET			
Year	Number of Students who completed the SACE with VET	% School	% State
2011	21	45.65%	37.58%
2012	46	44.66%	37.56%
2013	50	48.54%	41.02%
2014	39	39.80%	40.77%
2015	56	58.95%	40.74%

6. STUDENT DATA

6.1 Attendance

Attendance	% Attendance		
	2013	2014	2015
Total All Year Levels	65	78	74

SACE attendance in 2015 was managed by the SACE Coordinator and the SACE Retention Coordinator.

In the first instance roll class teachers and subject teachers followed up on attendance issues with their students. If they were unsuccessful in contacting a student or improving a student's attendance the SACE Coordinator and the SACE Retention Coordinator were alerted. They followed up, usually involving the Counselling team or other support services.

In addition, checks of the SACE cohort were carried out monthly to identify students with attendance of less than 70%. These were then followed up or monitored.

Follow up by teachers and support staff as well as a range of initiatives which have supported student learning and connected students to the school and to support services, either in or beyond the school continue to be essential strategies in improving attendance rates.



6.2 Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment	7	1.9%	3.4%	2.9%
Interstate/Overseas	20	5.3%	7.6%	9.5%
Other	20	5.3%	2.6%	1.4%
Seeking Employment	8	2.1%	5.7%	3.8%
Tertiary/TAFE/Training	10	2.7%	4.6%	3.6%
Transfer to Non-Govt Schl	16	4.3%	6.5%	9.8%
Transfer to SA Govt Schl	30	8.0%	53.3%	48.8%
Unknown	264	70.4%	16.2%	20.3%
Unknown (TG - Not Found)			0.0%	0.0%

2015 Tertiary Offers

Applicants and Offers

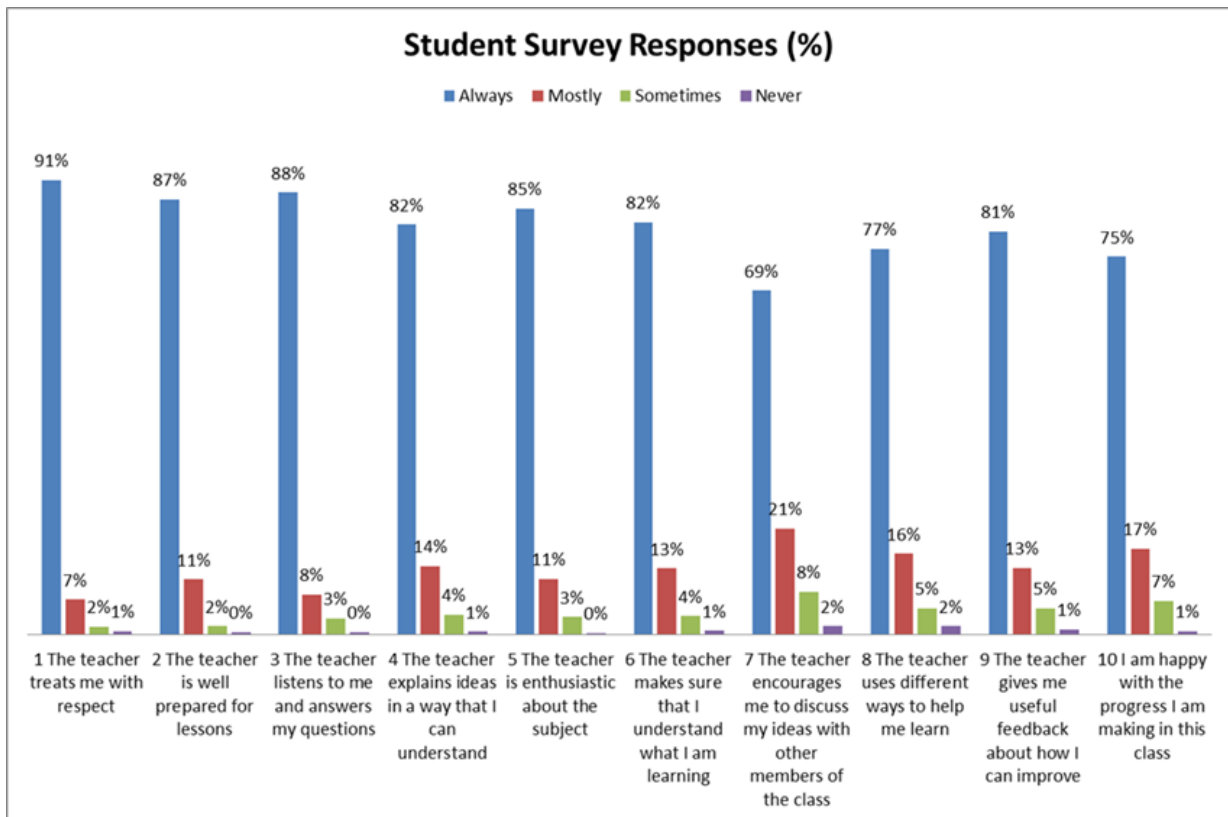
	University	TAFE	Total
Number of applications	44	15	59
Number of offers	38	14	52
Percentage of successful applications	86.4%	93.3%	88.1%

Offers by Institution (Universities only)

University	Offers 2014	Offers 2015
Adelaide University	10	10
Flinders University	11	6
University of SA	21	22
TOTAL	42	38

7. CLIENT OPINION

2015 Student Feedback Survey



It was pleasing to see the high level of satisfaction students feel in relation to their learning and teacher performance.

We have identified opportunities for improvement particularly in relation to students to discuss their ideas with other members of their classes.



2015 Staff Feedback

Category of staff opinion	% positive responses	Comment
Supportive leadership	70	High level promotion will help Staff become more conversant with the department's psychological health procedure
Role clarity	90	High level of role clarity indicated
Co-worker interaction	85	Many staff strongly agreed that they had opportunities for teamwork and could rely on colleagues for support
Participative decision making	62	Staff will reminded of the decision-making processes and encouraged to contribute to such decision-making
Goal alignment	77	Performance & Development Plans and Faculty Plans all link with college strategic directions
Appraisal and recognition	69	Many long term experienced TSC staff were not able to comment on induction processes
Employee development	70	Staff to be encouraged to take advantage of professional learning. However, 86% of staff felt their work matched their skills and abilities
Work demands	70	The college aims to support staff with work demands by encouraging and providing collegiate support
Individual morale/distress	75	More specifically, 83% of staff felt they often experience positive feelings at work
Group morale/distress	68	More specifically, 76% of staff had a positive feeling within our group at this site
Staff supported at times of difficulty	68	Staff will be further made aware of support options available at times of personal difficulty
Psychological hazards assessed and managed	62	Staff will be made more aware of psychological hazard management
Awareness of DECD counselling services	78	High level promotion of DECD counselling services will continue to further raise awareness

94 staff members responded to this survey. Specific questions within the survey suggest that staff feel that they are clear about their roles and feel that their role closely matches their skills and abilities. Specific questions also suggest that staff express positive feelings about working at the college and working in teams as well as feeling supported in those teams. Within these teams, staff will be more encouraged to contribute to decision-making processes. As a result of the survey, the college will further raise awareness of psychological health procedures so staff gain a clearer understanding of the management and procedures related to psychological health.

8. ACCOUNTABILITY

8.1 Behaviour Management

Thebarton senior College is a United Nations Global peace School and as such we promote the value of respect as the defining rule that governs our interactions with each other. Behaviour at Thebarton Senior College is also underpinned by a relationships based approach characterized by the use of restorative practices when things go wrong.

Out of approximately 950 FTE students there was only one suspension in 2015. This suspension was as a consequence of a student threatening the good order of the college.

8.2 Relevant History Screening

The findings of the Screening Audit conducted at Thebarton Senior College on 25 September 2014, were that “there are strong and clear practices for recording criminal history screening for all persons attending the site, including approximately 800 adult senior secondary students. Staff at the site displayed strong knowledge around the CHS process generally, and utilize the CHS liaison officer for clarification when required. Thebarton Senior College is an example of ‘best practice’ in record keeping.”

Delegated staff handle the clearances for volunteers, staff, contractors and students
All staff are kept fully informed of all processes and procedures. Clearances are recorded on EDSAS, allowing for up to date, accurate and easily accessible reports.
Human Resources records are updated when new clearances are received and all clearance documents are kept as hard copies in file for easy accessibility.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	193
Post Graduate Qualifications	99

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

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	88.13	0.29	28.74
Persons	0	98	1	35

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	11,524,841.31
2	Grants: Commonwealth	19,653.00
3	Parent Contributions	181,644.00
4	Other	164,313.96

This Annual Report will be ratified at the next Governing Council meeting Tuesday 17 May 2016.