Adelaide Secondary School of English

Annual Report
2016

We Value:

Respect   **Responsibility**   **Resilience**

School Name: **Adelaide Secondary School of English**   **School Number:**   **1686**

Principal: **Antonella Macri**   **Partnership:**   **West Torrens**

School Context and Highlights

School Context

Adelaide Secondary School of English offers specialist intensive English language programs to prepare secondary aged migrant, refugee and international students newly arrived in Australia, for entry into mainstream secondary schools or study pathways.

In 2016 the school had **742** students enrolled throughout the year. At any one time, there were between **350-470** students from as many as 60 different countries, language and cultural groups. Student numbers fluctuate significantly throughout the year because of continuous enrolment and students leaving at the end of each term on completion of their course of study. During 2016, **363** students finished their program and/or left the school. The majority of transitioning students enrolled in mainstream secondary schools across the metropolitan area after spending up to two years in the school.

The school has an Index of Educational Disadvantage of 2. This reflects the complexity of the school community, including the transitory nature of the families as well as their high levels of unemployment and low socio-economic status.

Although the main focus for the School is the provision of intensive English classes across the curriculum, assisting students and their families with their settlement into Australian society and the community is a high priority. Hence, strong links are forged with a vast number of community groups and organisations.

Highlights

After four years the whole school Curriculum Review process was completed. A new Stage 1 SACE Integrated Learning subject with a focus on Citizenship and Community Services was introduced enabling some students to gain an extra 10 SACE credits.

Teachers continued to work in Professional Learning Teams to develop and trial strategies to enhance student learning. Regular meeting times were scheduled and a Learning Expo in Term 4 provided teachers with the opportunity to share their findings.

Reading, ICT and Numeracy Coaches and/or Support Teachers were appointed to help the school focus on using data to identify students at risk, to implement intervention strategies and to assist in the differentiation of teaching programs. Running Records reading levels were assigned to all students on enrolment and then each term there after. A Reading Support teacher worked with students not meeting expected reading levels.

An ICT Coach worked with teachers to trial *Google Classroom*. Additional time was also provided to a Special Needs teacher to give intensive support to identified students and to assist teachers to develop Negotiated Education Plans and Individual Learning Plans.

Governing Council Report

The Governing Council met once a term with Bilingual SSO representatives from different cultural groups, parents, interpreters, staff and Craig Auricht as Chairperson. With the continued efforts of Enrolment Officers throughout the year, membership was maintained and promoted.

A Student Representative Council (SRC) and staff report was presented at each meeting informing the Governing Council of the range of activities, including fundraising and projects students and staff participated in. Throughout

the year Governing Council was also kept informed of staff, curriculum, facilities and finance matters. The Site Improvement Plan was approved with strong support for the focus on curriculum review and implementation, improving student wellbeing and engagement, and enhancing teaching and learning.

With the increase in enrolment of Syrian students, many of whom live in the Northern suburbs support was given to pursuing an additional bus service to the Northern suburbs. As part of the school uniform review it was decided that only items purchased from the school can now be worn by students to ensure equity and consistency.

Several decisions regarding school finances were discussed, proposed and accepted at Governing Council meetings including the ICT refurbishment and costs associated with purchasing computers and converting old computer rooms into classroom space.

It was decided that the school would waive the hire fee for the canteen in 2016 as the business was making a minimal profit and the school community were in support of having a canteen service on site for students.

The 2017 Material and Service Charges were tabled and approved by Governing Council in Term 3, as was a draft budget for 2017. Due to a change in Business Managers, school bank accounts signatories were updated and approval given for the new Business Manager and Deputy/Acting Principal to sign off on Australian Taxation Office documents and financial transactions.

The Governing Council also approved the commitment of $10,000 ($5,000 from fundraising) towards a community Fitness Station after receiving a grant of $25,000 from our local council, the City of Charles Sturt for this project.

In Term 4, the 2017 dates for Governing Council meetings, student free days and the school closure day were approved.

It was also noted that with disappointment that ASSoE did not receive any STEM funding.

Improvement Planning and Outcomes

The main priorities in the 2016 Site Improvement Plan included
- Ongoing review, writing and implementation of the curriculum across all pathways and levels
- Enhancing teaching and learning through the use of 21st Century Pedagogies and Technologies
- Improvement of student wellbeing and engagement through the building and strengthening of partnerships

The Pathway A and B curriculum review process was completed ready to be trialled in 2017. This was the end of a four year process that commenced with the review and trial of the Pathway C curriculum. As part of this process additional SACE units were also written and the first off line/out of hours Integrated Learning class was established using Google Classroom.

The school curriculum is now informed by the Australian Curriculum, New Arrival Program Curriculum and the Child Protection Curriculum. Student wellbeing activities were written into the new curriculum, as were the school values. The school vision and values were also revisited with the whole school community through meetings and a working party.

Professional Learning Teams (PLTs) with the purpose of all teaching staff working together to implement and collect data on improved classroom pedagogies, met regularly throughout the year. As a result, a positive, supportive teaching and learning culture was further enhanced in the school, and teachers willingly shared the results of their work in a whole school PLT expo.

All step 9 teachers committed to either lead a PLT, share their classroom practice through peer observations or peer mentoring opportunities or by presenting an example of their quality teaching practice in a peer sharing opportunity.

Teachers from different learning areas worked with Flinders University Science 21 Project Officer, Kristin Vonney, to focus on improving student engagement and intellectual stretch. Teachers were provided with time to work collaboratively, plan, implement and review a range of classroom pedagogies, as well as to observe and/or mentor colleagues.

Through the work of the Community Partnership Coordinator and the establishment of a working relationship with the Flinders University Inspire Volunteer program, the number of volunteers working in the school increased dramatically. The volunteers generally worked in classrooms and supported students with reading.

Parent meetings were facilitated to support the integration of the recently arrived Syrians. In Term 4, a mothers group was formed and met with the Arabic Community Liaison Officer at the school. As a result of this initial meeting, further meetings have been planned for 2017.

Students were involved in a range of intervention programs, community service activities and projects with outside agencies. Additional support was also provided for students with Special Needs and Differentiated Teaching and Learning plans were introduced. Teachers were expected to demonstrate how they catered for all students in their classes.

A school data platform, *WeDoData*, was designed, developed and implemented. This provided teachers with easy access to student data, enabling them to analyse individual and class data sets for writing, reading and behaviour. Training was provided for all staff and improvements made throughout the year.

The ICT Hub was refurbished and the ICT coach/teacher worked with teachers to focus on classroom practices and in particular the integration of ICT skills across the curriculum and Google Classrooms. A team teaching class was also successfully trialled and is continuing in 2017.

Key priorities for 2017 were identified to consolidate those of 2016:
- Supporting all teachers to effectively teach the new curriculum
- Enhancing teaching and learning through the use of 21st Century Pedagogies and Technologies
- Improve student and staff wellbeing and engagement through the strengthening of partnerships

School Performance Comment

EALD Language and Literacy Levels

All students are assessed and allocated an EALD Language and Literacy Level (L&L level) on enrolment. This determines their placement in the most appropriate pathway and level. Students are closely monitored and can be transferred to another more suitable pathway or class if appropriate. L&L levels have been recorded on EDSAS since 2011 and are now also recorded on the school's data platform *WeDoData*. Expected L&L levels for each pathway are communicated to parents/caregivers on the school report as well as individual student progress each term.

Monitoring Student Achievement in Reading through Running Records and PATR Test

Running Records are used as an ongoing method for tracking student progress. Initial reading levels are assigned on enrolment and teachers record levels at the end of each term. Students not reaching agreed targets are flagged for extra reading support. All Running Record data is accessible on *WeDoData* providing key information for teachers to inform their ongoing planning and teaching, assisting in the differentiation of teaching programs.

Transition Running Record Levels 2016

Since Running Record level 24+ is the level expected for students in mainstream year 2, 40-50% of the Pathway A (no schooling) cohort had made approximately 3 years progress in reading over on average 2 years at the school. In Pathway B and C approximately 80% of students were regularly reaching the same target. The implementation

of the new Pathway A and B curriculum, with considerably more time allocated to EALD in the students' first year, and a new focus on phonics and phonemic awareness, should improve student reading data.

A limitation of Running Records is that it ends at the equivalent to year 2 level. With 80% of Pathway B and C students and around 40-50% of Pathway A students reaching that target, there is a need for an additional assessment tool to track students who achieve at a higher level. In 2016, all students who reached level 24 were given a PAT R test at the end of that term, and again on exit.

Reading Support

Each term, 16 students, were provided with intensive reading support 3 times per week, using the Levelled Literacy Intervention reading program. In addition, identified students were provided with additional reading support through reading volunteers and B/SSOs.

SACE Report

In 2016, all senior students continued to undertake the Personal Learning Plan (PLP), and a new subject was offered to senior Pathway B and C students in Semester 2.

In Semester 1, 68 students successfully completed PLP with 11 students achieving a B grade and 57 achieving C grades.

In Semester 2, there were 72 students who passed PLP, 8 with B grades, 64 with C grades, and 3 students who received D or E.

The first Integrated Learning class of 18 students successfully achieved 10 credits for passing this subject. 4 students achieved a B grade, 11 achieved a C grade and 3 achieved a D grade.

Attendance

Year Level	2014	2015	2016
Primary Other		75.0%	
Year 8	95.8%	96.5%	96.4%
Year 9	92.3%	92.5%	95.0%
Year 10	89.1%	93.2%	89.8%
Year 11	91.1%	94.2%	90.5%
Secondary Other	91.3%	92.6%	89.5%
Total	91.3%	92.7%	89.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

The school uses an SMS service to notify parents/caregivers of student lateness or absence and teachers use *DayMap* to record and follow up student absences. Many new arrivals have settlement and health appointments and students are often used as interpreters for their parents/caregivers. With the influx of Syrian students there were twice as many suspensions for boys fighting as the previous year. These suspensions also affected the attendance of the boys' sisters because of family/cultural values. In 2016 there were also a small group of chronic non-attendees which lowered the attendance rate.

Behaviour Management Comment

Suspensions in 2016 doubled since 2015. Of the 88 suspensions in 2016, 43 of them were one-offs for the students involved. However there were another 45 suspensions from boys having multiple suspensions mainly for fighting. There have been ongoing issues with students travelling on the school buses. Many of the fights have been the result of altercations involving sports balls or cultural clashes from perceived misunderstandings. There was a large influx of Syrian students in 2016 making them the largest cultural group which has resulted in some friction with the Afghani students who were previously the largest cultural group. Only one of the students suspended in 2016 was a female.

Client Opinion Summary

Student Survey

In 2016 the school was involved in the DECD Survey of Wellbeing and Student Engagement. 103 students, 60 boys and 43 girls completed the survey online, many needing support. The results indicated that students scored high in the areas of Optimism, Happiness, Life Satisfaction and Relationships with Peers and adults in the school (in general High Wellbeing) and above the state average. However, they also scored high in the Worries area and higher than the state average, this may be due to uncertainty about their future and past concerns re: their safety.

Parent Survey

As most of our parents/caregivers are newly arrived to Australia and many have limited English language and computer skills it is difficult to do online surveys. The survey was conducted over 3 terms at the Transition meetings with 50 parents/caregivers completing a hard copy of the ACARA survey, with interpreters. Overall the responses were all in the Strongly Agree/Agree categories indicating that the parents/caregivers were happy with the teachers' support of their students, parent teacher relationships, their students' safety and wellbeing and school maintenance.

Staff Survey

A total of fifty-three staff members responded to a survey in Term 4. Survey respondents overwhelmingly agreed that the quality of teaching and learning at the school was high. They felt that teachers were enthusiastic and that there were some excellent examples of quality teaching within the school, with teachers catering for a range of student abilities by refining teaching programs according to assessment information.

Staff responding to the survey indicated that teachers at the school care about their students and that students are provided with support. While the majority of staff felt that there were effective and fair student behaviour management procedures, there was an increased proportion of staff (7%) who disagreed or strongly disagreed with this sentiment. A working party reviewed the school's student behaviour management procedures and identified appropriate future training and development for staff.

The survey results showed that the overwhelming majority of staff at the school feel positive about staff relationships and communication. When asked if teachers felt appreciated, free to express opinions and respected, there was a minority (11%) of responses in the negative.

In general, staff continued to feel positively towards the school's leadership, decision making processes, professional development opportunities and school organisation. Parents' involvement in decision making and communication with parents remained a concern for staff.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	37	11.3%
Other	3	0.9%
Seeking Employment	0	NA
Tertiary/TAFE/Training	2	0.6%
Transfer to Non-Govt School	56	17.1%
Transfer to SA Govt School	224	68.3%
Unknown	6	1.8%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All teachers are required to provide copies of their Teacher Registration and RAN-EC training certificates to ensure DECD compliance is met.

DCSI clearances are provided to the school by all volunteers and visitors working at the school. This is done as part of an induction process and details are entered on EDSAS.

The school offers a range of after school programs and hires out facilities after hours including weekends to community users in which Hire Agreements are completed and DECD Relevant History Screening (RHS) compliance is followed.

The school was audited for Contract Management in 2016 and met the requirements.

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	130
Post Graduate Qualifications	82

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.

Financial Statement

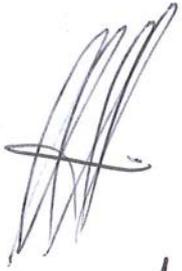| Funding Source	Amount
Grants: State	8,560,735
Grants: Commonwealth	25,500
Parent Contributions	182,123
Fund Raising	2,252
Other	564,787

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	Not Applicable	
	Improved Outcomes for Students with an Additional Language or Dialect	EALD funding was used for teaching staff, leaders and B/SSOs.	Student progress was measured using the EALD Language and Literacy levels, Running Records and SACE results. In class support and one on one support was provided for students by B/SSOs. Students identified as needing additional support were involved in intervention programs.
	Improved Outcomes for Students with Disabilities	All of this funding was used for staffing. One student was eligible for Mainstream A funding and three students for Mainstream D funding.	Special Needs teachers were allocated to support 6 NEP students and with a volunteer delivered *MultiLit*. Students were taught 1 to 1 for 3 lessons a week. Students were also supported within classes. A social skills program What's the Buzz was delivered to 4 identified students.

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	Not Applicable	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Not Applicable	
	Better Schools Funding	The funding of $17,882.75 was used to support the SIP priority of ongoing review, writing and implementation of the curriculum across all pathways and levels, and to improve the consistency in the collection, moderation and analysis of data to assess students and improve teaching practices.	Additional specialised support teachers/coaches in the areas of Special Needs, ICT, Numeracy and Maths and Reading were employed and were provided with time to assist teachers with pedagogy, to deliver intervention programs and ensure the collection of data to measure student achievement.
	Specialist School Reporting (as required)	Not Applicable	
	Improved Outcomes for Gifted Students	Not Applicable	
	Primary School Counsellor (if applicable)	Not Applicable	

CRAIG AMRICHT

23/3/2017.