

Adelaide Secondary School of English



2017 Annual Report



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 2017 the school had **763** 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 2017, **449** 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

Members of the school community were involved in planning and preparing for a very successful 4 day Council of International Schools (CIS) preparatory visit that occurred in May. As a result of the visit a report containing a range of commendations and a few recommendations for future actions was provided to the school.

The CIS report was complimentary of the school community and of the school's commitment to continuous improvement, finding the school to be very well aligned with the vast majority of Standards and exceeding a significant proportion of Standards at the Preparatory Evaluation stage. Staff were acknowledged for being highly dedicated and motivated, ensuring student individual needs and wellbeing are catered for at a high level. The extent to which the school promotes, values and supports Australian and global citizenship learning was described as outstanding and the school's focus on providing high-quality teaching of English as an Additional Language or Dialect (EALD) and personal learning and wellbeing was recognised as being at the forefront of all the school does.

The revised ASSOE curriculum was taught across all pathways and levels for the first time and a new curriculum policy was introduced. Work Studies was trialled, implemented and reviewed with the support of a Professional Learning Team (PLT). PLTs generally continued to focus on curriculum, pedagogy and resources.

The expertise of our teachers was shared as part of the DECD Literacy and Numeracy Forum. Strategies that have worked in EALD classes to develop English Language skills and critical and creative thinking as part of our work with Flinders University were outlined.

A Special Needs Coordinator was appointed for the first time and processes for identifying and supporting students with Negotiated Education plans and/or Individual Learning Plans were refined. Some SSOs were trained in MultiLit/MaLit and the reading support program continued to provide additional support to students not meeting identified reading targets.

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 the implementation and effective teaching of the new curriculum, innovative pedagogies and integration of new technologies, as well as on improving student and staff wellbeing and engagement. A new curriculum policy was endorsed by the Governing Council in May.

The Education Director Deb Graham, met with the Governing Council in term 2 regarding the Principal position and approval was given for the Chairperson, Craig Auricht, to be the representative on the Principal selection panel.

Several decisions regarding school finances were discussed, proposed and accepted at Governing Council meetings including 2018 Materials and Services charges, the interim budget, and debt collection for 2 families. A new uniform price list was endorsed and a proposal to streamline the school banking processes to save on additional fees by moving all the banking to the Commonwealth bank was also tabled and endorsed.

Due to the canteen contract ending in December 2017, approval was given for the canteen to be put out to tender and for Craig Auricht to be a member of the Evaluation Team, along with the Business Manager and chairperson of the school canteen committee.

The Governing Council were pleased to hear of the changes to payment of utilities by DECD and were delighted with the Building Better Schools funding announcement of \$5 million dollars being allocated to the school for a facilities upgrade.

In Term 4, the 2018 dates for Governing Council meetings, student free days and the school closure day were approved.

Improvement Planning and Outcomes

The main priorities in the 2017 site improvement plan were:

- Supporting all teachers to effectively teach the new curriculum
- Enhancing teaching and learning through the use of 21st Century pedagogies and technologies
- Improving staff and student wellbeing and engagement through the strengthening of partnerships

The purchase and development of relevant resources together with maintaining the focus on developing, supporting and assessing reading and writing skills was a priority in 2017. Professional Learning Teams focussed on the new curriculum and work with Kristin Vonney from Flinders University, and Step 9 teachers strengthened peer sharing, mentoring and team teaching opportunities.

The SACE Integrated Learning Work Studies subject was taught for the first time for senior pathway A and B students in their last 2 terms at the school. The SACE Integrated Learning Citizenship subject was refined and more teachers were skilled in teaching and assessing the subject. As part of the Beacon Western Cluster Partnership the school was able to build business-school-community partnerships to broaden student knowledge and understanding of career pathways and employment and training opportunities.

Teacher laptops were replaced with new Macbooks and old computers in the ICT Hub were replaced to ensure staff and students had adequate access to devices. The Internet bandwidth was improved to support the increase in use of ICT in the new curriculum and use of the internet.

Restorative Justice training for leaders and teachers was held throughout the year to support staff and students to deal with behaviour issues. The Student Behaviour Education policy was changed to incorporate Restorative Justice practices. Restorative Justice posters and a SRC training program were developed. To further promote and support positive student behaviour a nurture group, a STTARS Drumbeat program and an Intercultural Peace conference were trialled.

A Youth Support Worker was employed for the first time in a few years through the National School Chaplaincy program to further support the work of the student counsellors/wellbeing leaders. The Australian Refugee Association worked collaboratively with the student wellbeing team to deliver SRC leadership days each term for boys and girls and the school continued to work with a range of support agencies such as STTARS, CAMHS, ARA and AMRC.

Students were also involved in a range of activities throughout the year, celebrating Harmony Day, Refugee Week, International Peace Day, DreamBig festival and National Tree Day. Students also worked with the Migration Museum and SAYArts to create work for a Syrian student display at the museum, with the City of Charles Sturt to make a social inclusion film and with a local artist on a Body Mapping activity.

With the support of a PIE grant parent meetings were held each term with a focus on meeting the needs of Arabic Mothers. A Family Fun Day was held in term 3 to coincide with Children's Week. A BBQ was provided for students and their families and structured activities were organised during lunchtime.

A new bus service was introduced to travel directly to and from the school to the Salisbury/Elizabeth interchanges reducing travel time for students in the northern suburbs.

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. Each term, all teachers are involved in a whole of school EALD Language and Literacy Levels moderation process, in which teachers compare student work and associated assessment decisions, to ensure consistency.

A trend has been noted towards a greater number of students reaching the target exit levels over the years from 2012-2017. This is most marked in Pathway B.

An area of focus during 2017 was to improve our identification of students who were not reaching the expected target levels. During 2017, approximately 10% of students were identified as being at risk of not reaching target EALD levels. This was done through a termly meeting of curriculum and wellbeing leaders who looked carefully at the data to identify students at risk.

For some cohorts, in some terms, a small, but significant number of students in Pathway C were found to be achieving below the expected EALD level range in transition. This data was matched by Running Records reading data. More senior than junior students were found to be struggling to reach targets. In addition, a working party looked specifically at Pathway C data and identified possible causes and potential ways to address these issues proactively in the future. Throughout 2018 the working party recommendations will be followed through in order to address this.

Another area of focus during 2018 will be improving our moderation processes, to ensure greater accuracy and consistency across the school.

Monitoring Student Achievement in Reading through Running Records and PATR Test

Running Records are used as an ongoing method for tracking student reading progress. Initial reading levels are assigned on enrolment and teachers record levels at the end of each term. Student results are analysed each term, with Reading Support provided to those students with greatest need. All Running Records reading 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 2017

The agreed reading target for students whilst at the school is Running Record level 24+ , which is the level expected for students in mainstream year 2. In 2017, 58% of the Pathway A (no schooling) cohort had reached this level, and hence made approximately 3 year's progress in reading over on average 2 years at the school. In Pathway B, 90% of students, and in Pathway C, 82% of students reached the same target. These figures represent gains from the previous year, and could be attributed to the implementation of the new Pathway A and B curriculum, with considerably more time allocated to EALD in the students' first year, as well as new focus on phonics and phonemic awareness.

To provide data beyond the level 24 benchmark, and to bring the school in line with other DECD schools, all students achieving level 24 during a term, as well as all students transitioning out of the school at end of each term, are assessed using the PAT R test at year 3 level or above. In 2017, 97% of students who sat the Pat R test achieved at or above expected levels.

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. In 2017, a policy was developed, ensuring Reading Support was allocated in the most effective manner possible, through analysis of whole school reading data each term.

SACE Report 2017

In 2018, all senior students were enrolled in the Personal Learning Plan (PLP). A new subject was trialled by all Pathway A and B senior students, Integrated Learning (Work Studies), and some students from Pathway B and C opted to take an after school course, Integrated Learning (Citizenship).

In Semester 1, 78 students successfully completed PLP, with 16 students achieving a B grade, 62 students achieving a C grade, and 5 students receiving a D grade. There were also 2 students who received an N grade and 3 who were withdrawn from the subject.

For Integrated Learning, there were 2 students who achieved a B grade, 26 students who achieved a C grade, 7 students who achieved a D, 2 students E grade, 9 students who did not receive a passing grade (N grade) and 3 students who were withdrawn.

In Semester 2, 104 students successfully completed PLP, with 24 students achieving a B grade, 80 students achieving a C grade and 5 students receiving a D grade. 10 students were withdrawn from the subject.

For Integrated Learning, 7 students achieved a B grade, 50 students achieved a C grade, 14 students achieved a D grade, and 2 students achieved an E grade. 9 students did not receive a passing grade (N grade) for this subject and 7 were withdrawn.

- SACE Results Semester 1, 2017

Subject Code	Subject Name	Blank	A	B	C	D	E	N	P	W	Total
1ILG10	Integrated Learning	0	0	2	26	7	2	9	0	3	49
1PLP10	Personal Learning Plan	0	0	16	62	5	0	2	0	3	88
Total		0	0	18	88	12	2	11	0	6	137

- SACE Results Semester 2, 2017

Subject Code	Subject Name	Blank	A	B	C	D	E	N	P	W	Total
1ILG10	Integrated Learning	0	0	7	50	14	2	8	0	7	88
1PLP10	Personal Learning Plan	0	0	24	80	5	0	0	0	10	119
Total		0	0	31	130	19	2	8	0	17	207

Attendance

Year Level	2014	2015	2016	2017
Primary Other		75.0%		
Year 8	95.8%	96.5%	96.4%	97.2%
Year 9	92.3%	92.5%	95.0%	93.4%
Year 10	89.1%	93.2%	89.8%	95.0%
Year 11	91.1%	94.2%	90.5%	96.9%
Year 12				100.0%
Secondary Other	91.3%	92.6%	89.5%	90.5%
Total	91.3%	92.7%	89.9%	91.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

In 2017 there was a slight improvement in student attendance compared to 2016, although it is unsure at this stage whether it is significant. The school uses an SMS service to remind parents when students are late or absent and all teachers use the DayMap system to record and follow up student absences.

In response to an influx of Syrian students, the school introduced an Arabic answering machine service to assist with parents calling the school in response to the SMS messages. The school also started an Arabic mothers group in order to improve communication between the school and parents.

Many new arrivals have settlement and health appointments, and students are often used as interpreters for their parent's appointments. Suspensions have not only affected the attendances of the male students involved but because of family cultural values, in many cases, female siblings of the suspended students have not been allowed to travel to school until the completion of their siblings' suspensions.

Improving student attendance remains a site priority in 2018.

Behaviour Management Comment

In 2017 there were 3 exclusions and 85 suspensions compared to the 88 suspensions and no exclusions in 2016. There were 44 different boys suspended in 2017 and 2 girls. There was an increase in 2017 in the number of students with multiple suspensions. A class was formed to address a small group of students at risk of exclusion.

There have been ongoing issues with students travelling on the school buses and the majority of suspensions were from boys fighting. Many of the fights have been the result of altercations involving sports balls or cultural clashes from misunderstandings.

In 2017 staff completed training in Restorative Justice practices that began at the end of 2016 and as these practices started to be implemented in Term 4, there was a reduction in suspensions as the "take home" option and meditation meetings were used more as a consequence in behaviour contracts. Staff have agreed to use Restorative Justice as a starting point for all Student Behaviour issues in 2018 and a program has been planned to educate all students in restorative justice.

Client Opinion Summary

Student Survey

In 2017 the school was involved in the DECD Survey of Wellbeing and Student Engagement. 185 students (males and females) completed the survey on line, many needing support from their home class teacher due to lack of ICT ability. The results indicated that students scored medium to 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. The results also indicated a high score in Whole School Engagement and Support, again above the State average. However, students also scored high in the Worries area, higher than the State average, which 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 on line surveys. The survey was conducted over 4 terms at parent Transition meetings with 88 parents/caregivers completing a hard copy of the ACARA survey, with interpreters/translators to support them. 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 general school maintenance.

Staff Survey

A total of 89 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 and that learning programs were responsive to student needs. They felt that teachers were enthusiastic and that teachers catered for a range of student abilities by using a range of teaching and learning strategies and assessment information to help students. Staff also strongly felt that although the school encourages students to have a sense of pride in their achievement not every student has their needs met through the school's programs.

More than 90% of staff felt supported by the school in the management of students' behaviour and felt that teachers at the school care about how their students are going. The survey results showed that the overwhelming majority of staff at the school feel positive about staff relationships and communication.

In general, staff continued to feel positive towards the school's leadership, decision making processes, professional development opportunities and school organisation. Parents' involvement in decision making and communication was identified as an area for improvement.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	38	12.3%
Other	7	2.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	61	19.7%
Transfer to SA Govt School	199	64.4%
Unknown	4	1.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Due to the multilingual needs of the student body, the school has a large number of volunteers who provide much appreciated support to teachers and students.

The school also shares some of the site facilities with other users (School of Languages, Ethnic Schools and Multicultural Youth SA).

The school hires out facilities after hours including weekends to community users and Hire Agreements are completed in which the DECD RHS compliance is followed.

The school is vigilant in ensuring that DECD processes for RHS through DCSI compliance are followed. The school was audited for Contract Management in 2017 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	148
Post Graduate Qualifications	10

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	67.8	0.0	20.3
Persons	0	76	0	28

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$9,826,373
Grants: Commonwealth	\$0
Parent Contributions	\$896,444
Fund Raising	\$3,998
Other	\$255,436

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

2017 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 2017 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	A behaviour intervention class was established	Additional BSSO hours were used to support identified students at risk of exclusions
	Improved Outcomes for Students with an Additional Language or Dialect	Our high school aged EALD New Arrival Program centre is funded as a special program in the RES. Funding is provided per term in response to continual enrolment and is generated by an agreed teacher/student ratio (1:10 for secondary classes where students' literacy in their first language is underdeveloped). Our funding of \$7,768,846.42 in this area was 100% spent on staffing.	Student progress measured by EALD Language and Literacy Levels and Running Records/PAT-R data shows an improvement in student English language levels and reading ability
	Improved Outcomes for Students with Disabilities	A Special Needs Coordinator was appointed to support students identified, assessed and funded at a D level. We went from having 4 students at D level to 14 students by the end of the year. All of our funding for students with disabilities went to staffing, which included a teacher at 0.2 and 2 SSOs working one on one with students or in groups.	NEP and ILP processes were refined and a policy written to ensure Students with Disabilities are better identified and supported across the school
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		
	Aboriginal Languages Programs Initiatives	Not Applicable	

Other Discretionary Funding	Better Schools Funding	This funding was used to support the SIP priority of ongoing review, writing and implementation of 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/SSOs/coaches in the areas of Special Needs and Reading were employed and were provided with time to assist teachers with pedagogy, deliver intervention programs and the collection of data to measure student achievement.	A reading intervention program supported students at risk of not meeting targets. Staff participated in relevant Professional Training leading to improved practices such as MultiLit and MacLit programs being implemented and a focus on Words Their Way/phonics.
	Specialist School Reporting (as required)	Not Applicable	
	Improved Outcomes for Gifted Students	Not Applicable	
	Primary School Counsellor (if applicable)	Not Applicable	



Antonella Macri
Principal

Date

6/3/18



Craig Auricht
Governing Council Chair

Date

6/3/2018

