

Magill Campus

The school is within the Magill Youth Training Centre and provides programs for 50 weeks each year, catering for:

- males 10 – 14 yrs who are on remand and detention orders
- males 15 – 18 yrs on remand
- females 10 -18 yrs on remand and detention orders.

Cavan Campus

The school is within the Cavan Youth Training centre and caters for long term juvenile remand and detention for male young offenders aged 15 – 18 years.

The school is open 50 weeks of the year.

Short Vocation Courses

- Vocational and life skills
- 3 – 5 days duration
- In-house and outsourced
- Accredited and non-accredited
- Linked with Learning Plans
- Work experience and work placements

Mobile Training Units

- Tyre fitting
- Forklift licence
- Used across metropolitan area, rural and remote
- Increased number of trainers across DECS and Families SA
- Industry sponsorship
- Targeted Indigenous Programs

General Education

Flexicentre - Monday, Tuesday, Thursday and Friday

Focus on re-engagement and vocational pathways.

Age 15 and older

Flexible to include IVEC and SACE Stage 1

Wiltanendi Paeindi

A federal and state funded program providing intensive case management to Aboriginal youth aged 10 to 17 years, who reside in the metropolitan area and have high risk substance misuse.

Wiltanendi Paeindi is the education program provided through Youth Education Centre.

The aim is the re-engagement of school aged Aboriginal youth who are currently disconnected from traditional mainstream schooling.

Transition Options Through Employer Mentoring

The TOTEM project promotes future employment options and pathways by developing partnerships between community, industry and disconnected young people.

Building Links Program

- Partnership with Housing SA
- At risk students and mainstream students who are at risk or want vocational programs – district VET program
- 4 units of SACE and Building and Construction Certificate 1
- Sponsorship and partnerships



2009

Youth Education Centre Annual Report

ANNUAL REPORT VERIFICATION

This annual report provides the community and the Chief Executive, Department of Education and Children's Services, with important information on aspects of the operation of our school.

Copies of the report will be made available to:

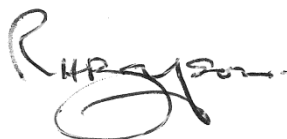
- o The Chief Executive
- o The school community
- o All members of the Governing Council
- o The Regional Director

The annual report is one significant way in which our school meets accountability requirements.

This report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.

A handwritten signature in black ink, appearing to read 'G Walker', with a stylized flourish at the end.

Gerri Walker
Principal

A handwritten signature in black ink, appearing to read 'Rob Bryson', with a large circular flourish at the bottom.

Rob Bryson
Chairperson Governing Council

22 April 2010

Highlights 2009



During 2009 there have been many highlights across Youth Education Centre – some of these have been at a centre level whilst others have been at a campus level.

Across **Youth Education Centre**, highlights included:

- The implementation of a whole of centre induction process which includes testing in literacy and numeracy and the gathering of important student data to develop individual learning plans for all students who are with us for at least five weeks. There have been targeted interventions in literacy and numeracy via Lexia, Even Start tools and a range of other resources – this has led to significant improvement in the majority of our students' literacy and numeracy. Associated with this there has been an improved and therefore more efficient transfer of student information across all campuses.
- The winning of a high commendation in the national Excellence in Teaching Awards (SSO division) by Rosie Ellgar – this was a well deserved success.
- The ongoing positive relationships between Families SA staff and teaching staff despite high profile difficulties throughout the year.
- The enhancement of inter-campus relationships and understanding – these have been improved through teachers working across campuses.
- The leading of the national Values in Action Schools Project, a collaborative endeavour between ten schools in juvenile detention schools across Australia, with a university lecturer from Canberra.

At the **Magill Campus**, the following have been highlights:

- The celebrations across the year, such as Youth week, NAIDOC Week and Reconciliation Week, organised in cooperation with our Families SA partners. These have been very successful and highlight a broader respect for cultural difference.
- The ability of Magill staff to embrace the various changes they have experienced throughout the year, such as implementing an induction process.
- Hearing students give positive testimony about their own progress.

At the **Cavan Campus**, the following have been highlights

- The positive engagement of students in their education, particularly the participation in Open Access SACE Studies, TAFE and other accredited courses.
- Student participation in the Young Indigenous Entrepreneur programme and the design of the Sports Uniform for the centre.
- In Term 2, YEC and Families SA at Cavan Secure Care were approached by Kairos, a Christian volunteer support group for men and women involved in the criminal justice system, to run their 'Torch' programme with a group of eight young men. 'Torch' is a programme aimed at developing strategies to confront and deal with criminogenic issues that affect a person's wellbeing. The programme supported the Values Education initiatives at YEC during 2009. Ongoing mentoring for each of the young men provides an opportunity for authentic change in attitudes and building resilience. 'Torch' will be offered again in July 2010.



At the **Outreach Campuses**, the following have been highlights

Wiltanendi – Paeindi West

- The engagement of several formerly highly disengaged students, who are attending and participating in the education programme at Wiltanendi on a regular basis.
- The move to a larger building within The Parks complex. This development has provided the opportunity for Wiltanendi, Whitelion and Youth Education Centre to create a planned, coordinated and safe environment for highly “at risk” Indigenous students.
- Four students have successfully attended the “Learner’s Permit” short course at the Flexicentre over three days to gain their Learner’s Permit.
- One student has completed Introductory Vocational Certificate 1.
- Two students have completed a total of three SACE Stage 1 subjects this year.
- One student has completed a work experience placement and is now applying for work.
- All students have been involved in the Save a Mate programme

Wiltanendi – Paeindi North

- One young man, who has attended the programme continuously since its inception 18 months ago, successfully completed the four day Tyre Fitting course at the Flexicentre. He then completed a work experience placement at Bridgestone Tyre Centre in the city.
- One young man completed a work experience placement at a Scouts recycling depot. As a direct result of this he was offered part-time work at the depot. He has been continuously employed there for the last three months.
- A new computer system, consisting of eight computers linked to a server as well as the Internet, has been installed for student use. The Lexia reading programme is now also available to all students.
- Two students successfully completed their Basic Skills in Kayaking Certificate in conjunction with the Youth Adventure Recreation Service.

Flexicentre at Magill

- A young man who is a GOM student and who has participated in a range of Youth Education Centre programmes over the last four years has successfully completed four work experience placements this year – including one at a diesel repair business where he was offered full time work within the workshop. He has been in this paid position for the last two months, which is a huge success for both the young man and the staff who supported him in gaining this position.
- A young lady who was excluded from a local high school attended the General Course programme where her interest in hairdressing was identified and a work experience placement in this sector organised. As a direct result of this placement, she was offered a full time apprenticeship.
- A young man, who has only been in Australia for 18 months, has been attending the General Course at the Flexicentre on a continual basis for the last six months. In this time he has acquired his Learner’s Permit through a Flexicentre short course as well as a Basic First Aid Certificate. Significantly, he has virtually completed the whole of the Introductory Vocational Educational Certificate – this is a major achievement.



Outcomes of the Site Learning Plan



Strategic Direction 1

Relocation to a new Youth Training Centre and the new Outreach Services

Priority 1: New Training Centre - Progress against this priority has included:

- The further development of an agreed curriculum and associated model of delivery at the Cavan Campus which responds to student, YEC staff and improvements to the model and it is ready to be implemented in 2010 in the latest iteration.
- At the Magill campus, there was a trial of separating Units two and three into “Induction” and “Continuing” groups; however we have reverted to the original model of unit based education as a result of ongoing collaboration with Families SA staff.
- A range of data management tools and Learner Management Systems were reviewed and assessed during 2009, with a decision made to implement the DayMap LMS across YEC from 2010. This will support recording and monitoring of learner achievement and improve data sharing within YEC and with Families SA and other organisations.

Priority 2: New Outreach Facilities – There has not been progress against this priority due to the ‘on-off-on’ build of the new Training Centre.

Priority 3: Staff Wellbeing - Progress against this priority has included:

- Implementation of the action plan developed as a result of the 2008 Staff Survey
- Addressing the emotional wellbeing of staff in a time of significant change and public interest in the Juvenile Justice System, closely aligned to the debate for a new detention facility. Staff have expressed the critical need for strong and inclusive leadership as well as recognition of successes at local sites, and as a result the DIAF principle of “Attending to Culture” across YEC has been identified as a focus for 2010.
- All staff have been trained in C3MS, the new Families SA case management database. The YEC Pathways team have had an in-service session re the new case management process.

Priority 4: Organisation Improvement - Progress against this priority has included:

- During 2009, we were audited for OHS&W compliance by DECS. The outcome of this audit was that the auditor:
 - Graded YEC with A's in all but two areas – he noted that he rarely grades schools with A's
 - Stated that our school was by far the most compliant that he had ever seen with respect to policies, processes and use of Business Manager.
- The leadership team have continued to work on the DECS Improvement and Accountability Framework (DIAF) as the improvement and effectiveness framework – this has been supported through the Eastern Adelaide Regional Leadership Process. As a staff we have agreed that we will undertake the DIAF work under the umbrella statement of:

All students at Youth Education Centre have an individualised learning programme which is informed by current data, shared by all (students and staff) and delivered and reported against by staff.

This year we have focussed on three of the DIAF principles:

- **Focus on Learning** - How successful have we been in achieving quality learning and wellbeing standards for all learners - staff and students?
- **Make Data Count** - How effectively do we analyse and use data and evidence to drive improvements in practice and outcomes?
- **Attend to Culture** - How effectively does the site culture support learners, staff and parents to achieve high quality outcomes?



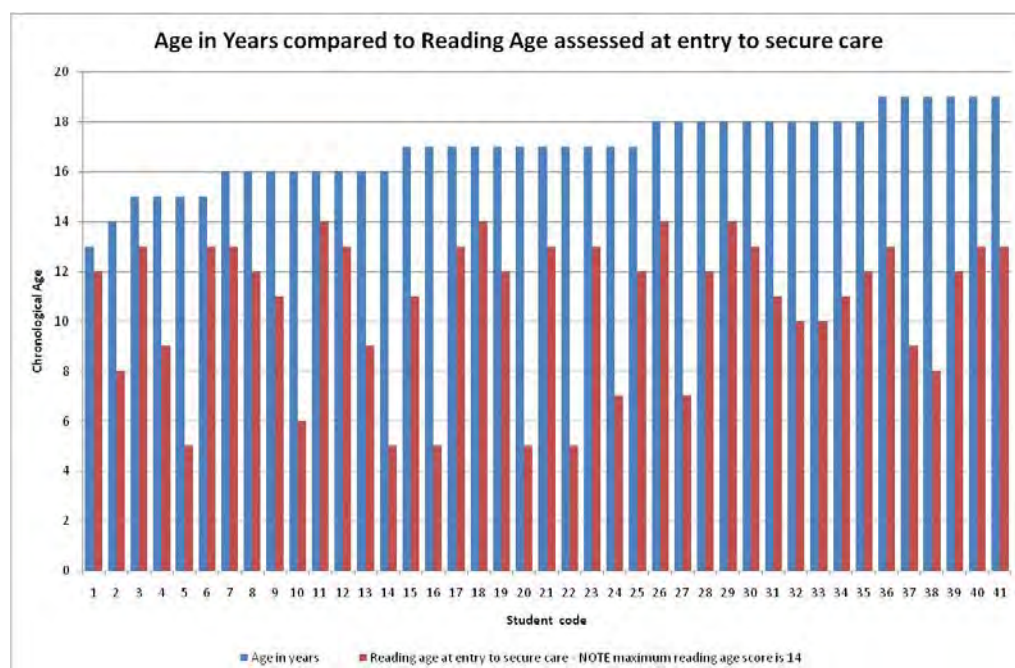
The Leadership Team have collaboratively led this work and ensure that it is integral to existing strategic planning processes. As part of our accountability requirements, data has been provided to DECS for its reporting to the Department of Premier and Cabinet re 'Break the Cycle.' Excerpts from this data include:

Literacy

Profile of young people in secure care (first half of 2009) indicating age in years compared to Reading Age* in Years at entry assessment.

* maximum reading age score is 14 years

The following two data sets indicate change in reading age during time in secure care (for those young



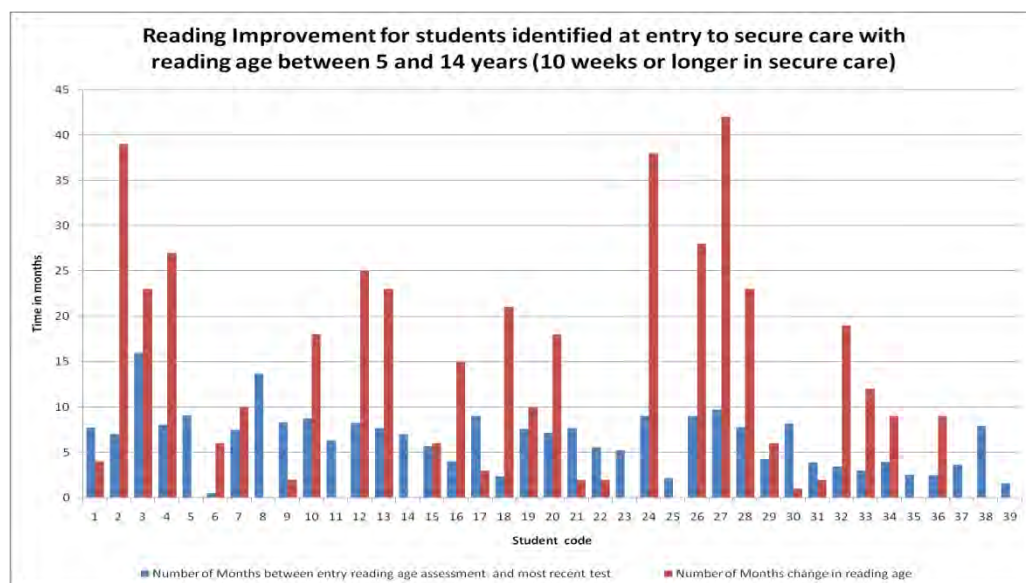
people in secure care for ten weeks or greater, up to the end of semester one 2009). All students assessed

Students in secure care for greater than ten weeks are demonstrating significant improvement in reading ability.

with a reading age of greater than 14 (considered to be independent readers) are engaged in SACE or VET studies across a range of focus areas. Two students fit this criterion.

Chart 1 (below) shows **change in reading age** (measured by BURT reading age assessment) compared to **time between reading assessments** for each Analysis of these data indicates:

1. Of these 39 students, 34 (87%) improved their reading age by between two and 42 months.

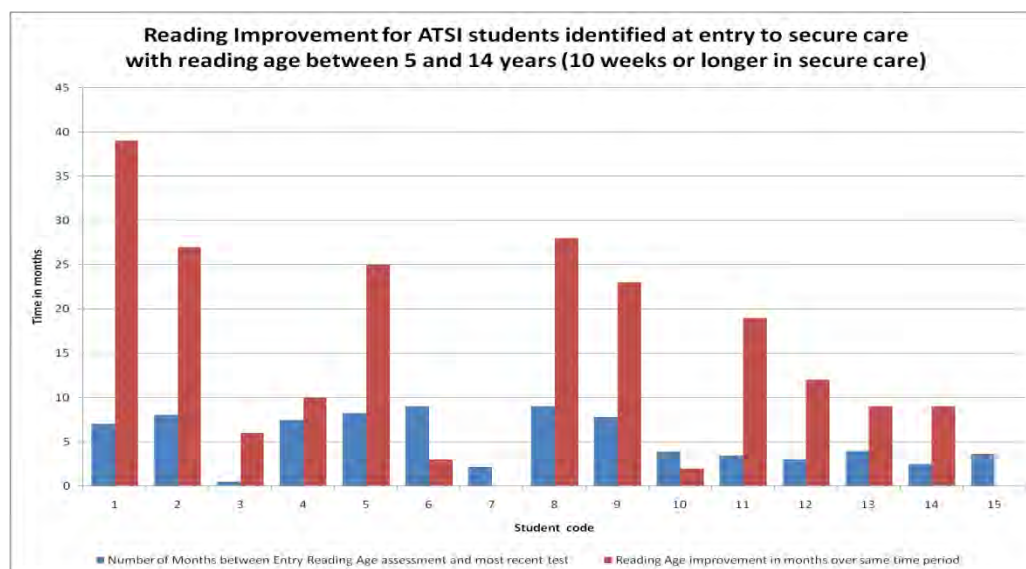


2. Five students (13%) did not improve their reading age by a measurable amount.

Chart 2 (below) shows change in reading level (measured by BURT reading age assessment) for ATSI students identified in the 5-14 year reading age bracket.

Analysis of these data indicates:

1. Of the 15 ATSI students, 13 (87%) improved their reading age by between two and 38 months.



2. Two (13%) did not improve their reading age by a measurable amount.

Summary

Students in secure care for greater than ten weeks are demonstrating significant improvement in reading ability.

IMPLICATIONS OR RECOMMENDATIONS FOR THE FUTURE

- Work re the new centre – facilities, staffing, curriculum

- Work re new Outreach facilities
- Wellbeing of staff with impending change to a new centre and relocation of the Outreach Services
- YEC and Families SA working together on a consistent delivery model within secure care
- YEC policies/procedures are aligned with any new FSA policies/procedures

Strategic Direction 2: Excellence in Learning, Pedagogy and Achievement

Priority 1: YEC Curriculum – Progress against this priority has included:

- SACE subjects, IVEC and TAFE modules continue to be focus areas in the curriculum across all campuses. The number of IVEC modules achieved increased by 44% at Cavan Campus from 2008 to 2009. SACE subject enrolment dropped slightly over 2009 but this has been offset by increased enrolments in TAFE approved modules.
- Across YEC literacy and numeracy has been delivered consistently through the 'Lexia' reading programme and 'Even Start' maths. Low level reading students are also programmed for three or five ten minute sessions of independent reading each week using 'Fitzroy Readers'. 'New Wave Spelling' has become the standardized programme at all YEC campuses. All provide a substantial improvement to the core curriculum and significant outcomes have been achieved – refer to learner In Term 3 the Reading Box programme was introduced to Cavan, Magill and Flexicentre to support students vertically with additional reading materials. Access 10 (Certificate II) modules have also been trialled as an alternative and extension to IVEC (Certificate I) modules.
- The collaborative processes across campuses have improved in 2009. This is reflected in the Values Education work and future SACE subject development. Professional collaboration has also impacted on the sharing of resources, particularly at the new outreach campuses, Wiltanendi North and West.



Priority 2: SACE – Progress against this priority has included:



Personal Learning Plans (PLP) did not become a standard part of YEC curriculum in Semester 2. No PLPs were delivered at any campus other than Magill, where one student completed the PLP successfully and achieved a B grade. Two issues were identified as mitigating factors: problems in getting staff trained and skilled in the delivery of PLP and the need for modifications in the original learning and assessment plan.

The training and development of all staff across YEC in future SACE has been a major initiative. Across campuses nearly all teachers and leaders have undertaken at least one day's training in future SACE. Training days and workshops were specific to the curriculum specialities of the staff.

As a result, future SACE learning and assessment plans have been written for PE, Art, Aboriginal Studies, Community Studies and Maths. Three pairs of teachers across campuses attended pilot project workshops during Semester 2 and then worked collaboratively in developing future SACE subject learning and assessment plans in PLP, Research Project and Local Programmes.

Priority 3: SACSA – Progress against this priority has included:

- The SACSA Framework has been used more effectively in 2009 to programme, assess and report on students. Curriculum leaders planned and delivered three training sessions to staff in the process of aligning SACSA outcomes with student's learning needs.
- Teacher programmes show greater consistency in programming against SACSA outcomes.
- Across all campuses teacher reports detail and reflect SACSA outcomes more accurately.
- Literacy and numeracy data is being collected and used for reporting purposes but not through the SACSA mapping tool. An alternative mapping tool is being investigated for early in 2010.

IMPLICATIONS OR RECOMMENDATIONS FOR THE FUTURE

- By the end of Term 1 'DayMap' (including 'Timetabler') is implemented as the mapping tool across all YEC curriculum processes.
- A review of 'DayMap' and the gathering of information and its application to be conducted by the end of Term 2.
- All students will continue to engage with 'Lexia' until the completion of Level 5 and 'Even Start' to the completion of the 'Blue' level.
- The Intensive Literacy/Numeracy group will investigate alternative numeracy mapping tools.
- All eligible students will have a Personal Learning Plan in operation within 25 days of being enrolled as a YEC student.

- All viable subject offerings on the timetable across YEC will be written and offered as future SACE subjects by the end of Term 2.
- All teachers programme and report using SACSA outcomes for all students excluding those enrolled in SACE and TAFE subjects.
- IVEC and Access 10 modules will be aligned to SACSA outcomes.
- SACSA learning outcomes in all curriculum areas will be collected and analysed through 'DayMap' in Semester 2.

Strategic Direction 3: Improved Learner Wellbeing

Priority 1: Attendance – Progress towards this priority includes:

Attendance data is collected across all campuses. At the Outreach Campus, analysis of this is used to inform the learning programme in terms of the students' needs and differences.

Priority 2: Case Management and Pathways – Progress towards this priority includes:

- Pathways group operates in alignment with Families SA Case Management processes on matters concerning case management, pathways and induction
- Ongoing mapping of Pathways and Programmes
- Destination data is being recorded and reported against each semester
- Utilising SYC, FLO and other service providers for case-management and pathways support
- Assessment and Learning Plan data being recorded on new database system

Priority 3: Learner Wellbeing Practices – Progress towards this priority includes:



- Structured workday operational at Cavan
- Induction Process operational at Magill
- Students' literacy and numeracy is assessed at enrolment
- Learning plans are developed to inform individual programming
- Outreach staff support students' transition to YEC Outreach programmes
- Utilising DECS Learner Wellbeing Framework as a planning resource – the focus is on "feeling well and functioning well"
- Measuring Wellbeing through: student surveys, reports, induction, assessment, meetings, debriefs, and number of time-outs
- Chaplaincy programme operational at Cavan and Magill
- SACE Personal Learning Plan being offered at all YEC sites
- Number of "time-outs" is being recorded at Cavan and Magill to allow analysis of behaviour management issues

Indigenous Learners

- An Aboriginal Community Education Officer (ACEO) has been appointed to work with Indigenous students intensively and to support their wellbeing. There had been a gap in service delivery in this area.

- Promotion of culturally specific programmes such as Aboriginal Healing, NAIDOC and Reconciliation Week
- Intensive support for low level learners provided through the Homework Centre and Intensive Literacy lessons

Girls

- Council's (SYC) "Living Skills" and Ausdance's Dance Programme to increase interest and participation levels
- Ongoing access to music lessons run by a specialist music teacher from DECS Music Branch

Students with Disabilities

- Students with disabilities (SWD) are identified upon enrolment using DECS Student Support Database, and an NEP is developed – this occurs because we have been unable to locate NEPs for most of these students
- Students with learning difficulties receive intensive literacy and numeracy support
- 1:1 support is provided whenever possible to increase learning opportunities and develop basic skills
- Individual programmes are tailored to engage learners meaningfully, to maintain their interest, and to provide the best opportunities for learners to experience success
- Educators remain flexible in terms of responding to the changing needs of individuals in order to maintain positive engagement

GOM Students

- Students under the Guardianship of the Minister (GOM) are identified to staff immediately upon enrolment
- Individual Education Plans (IEP's) are developed in collaboration with stakeholders to address individual needs

Priority 4: State and Federal Initiatives – Progress towards this priority includes:

- Chaplaincy Programme nearing completion of its second year, with chaplains being supported in the evolution of their roles
- YEC involved in leading a National Values Project "Values in Action in Schools Project" (VASP)
- YEC has been sensitive to the needs and demands of mandated initiatives and has collected data and reported to the Department of Premier and Cabinet as part of the Break the Cycle initiative.

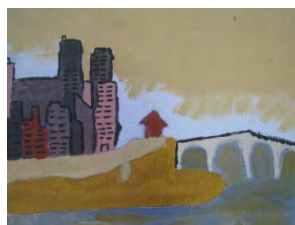
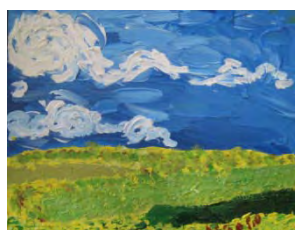
Further explanation of key developments:

Learning Plans

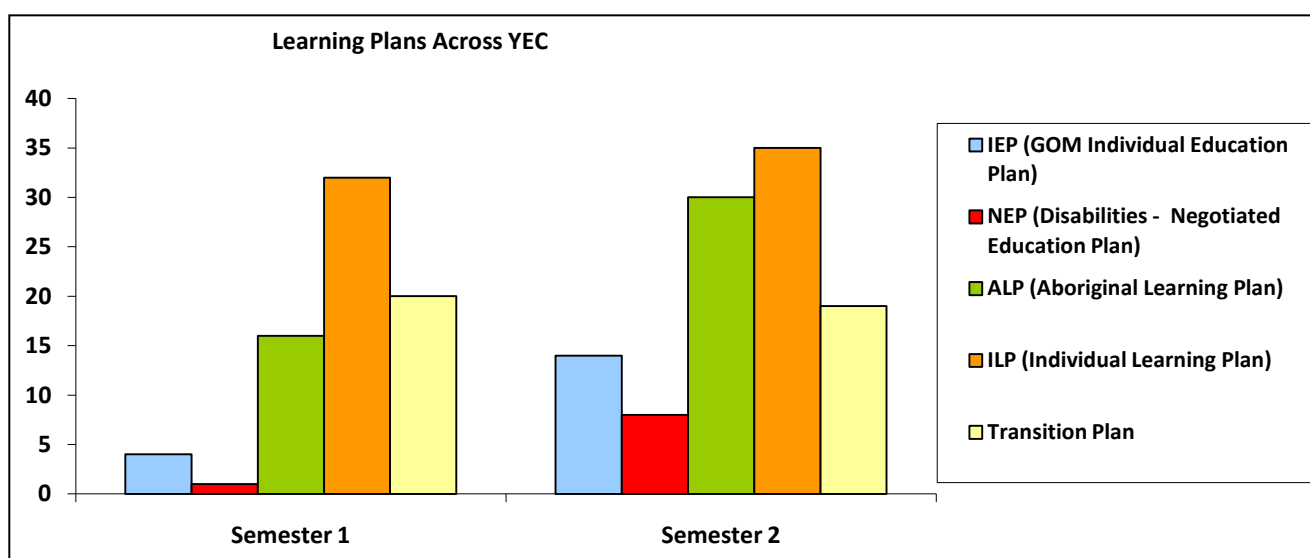
In 2009, YEC has taken several steps to identify and address learner needs as quickly as possible upon entry to each site:

- At the start of this year, students were not identified for disabilities upon entry, but rather were identified as part of the ongoing case-management process. This meant that some students, particularly those attending for shorter periods, went unidentified. As of Semester 2, all students are checked against the DECS Support Database to identify any disabilities or issues raised within the system so that these issues can be addressed more promptly.

All students participate in an induction process...



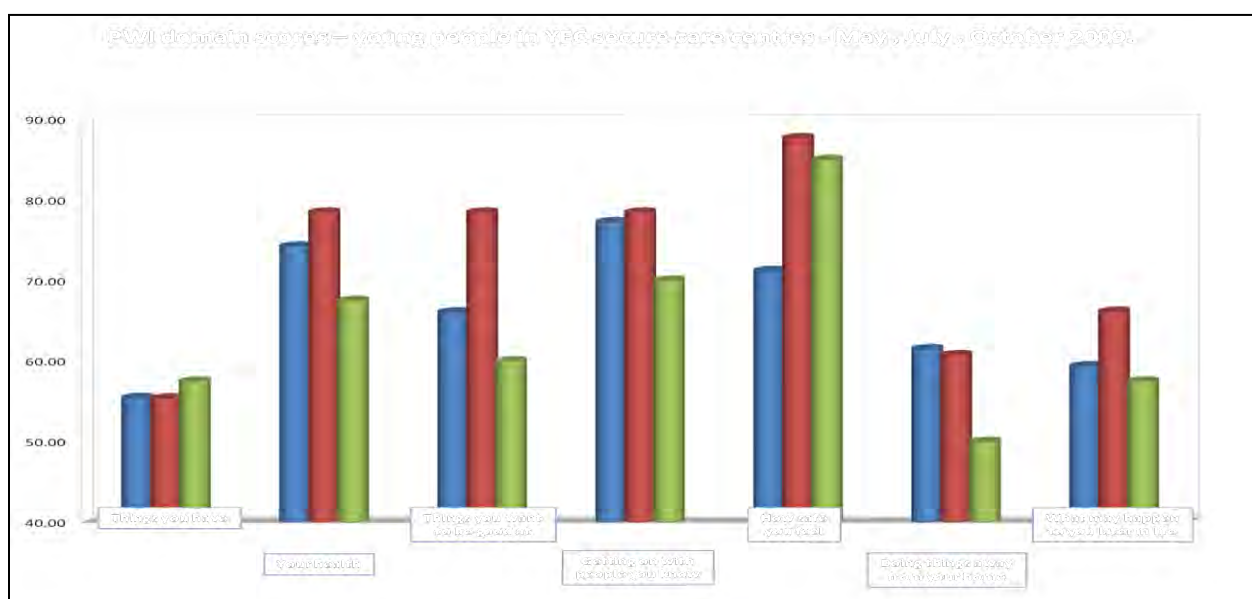
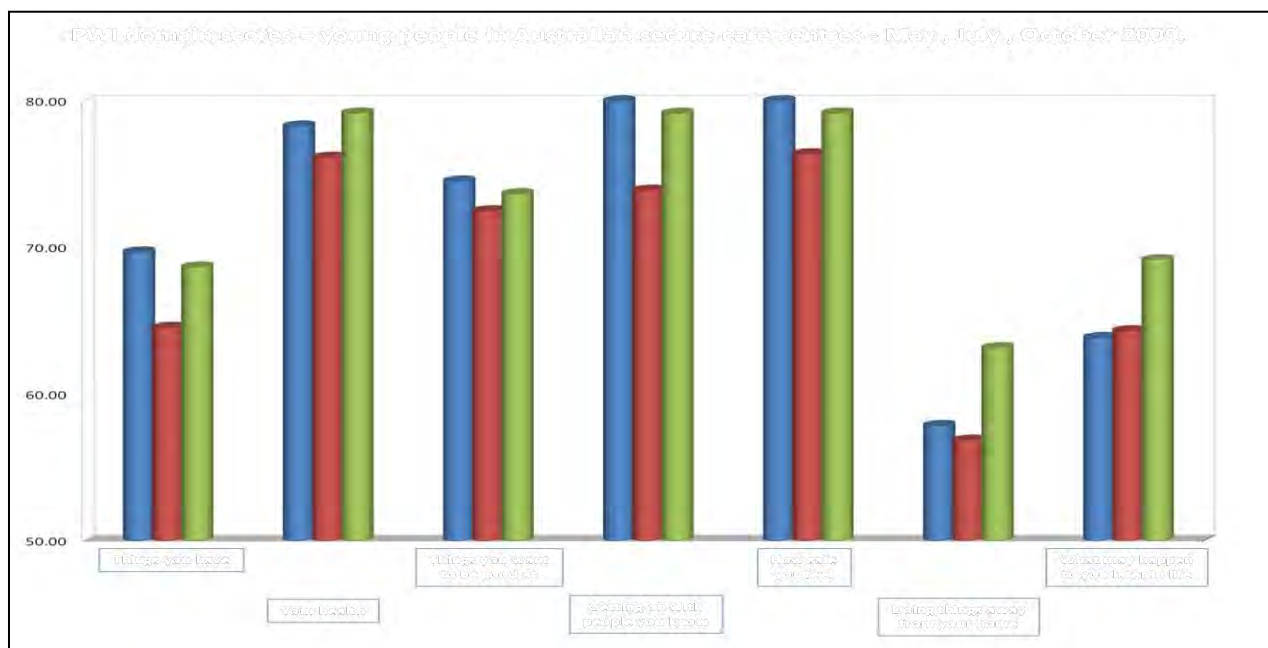
- All students participate in an induction process which involves the assessment of literacy and numeracy, basic skills and the identification of areas for development. This process allows students to be introduced to the staff, the site and the site processes. Students also learn basic OHS and ICT skills to ensure they can participate positively and safely in educational programmes.
- In 2009, the development of Learning Plans for **all** students (GOM, Disabilities, Aboriginal and other) has been a major focus across YEC. All educators have received professional development and ongoing support around Learning Plans. We now aim to access any existing Learning Plans that were in place prior to a student's enrolment with YEC within the first four weeks of their stay here. We also aim to develop a new Learning Plan, in collaboration with relevant stakeholders, for students who have been with us for longer than four weeks.



Personal Wellbeing Data

In 2009, YEC participated in a National Values Project. This involved all sites actively engaging in values work in order to start students thinking about values, about how they relate to them personally, and about how values influence communities. All staff embraced this project, and it gathered a lot of momentum as new ideas emerged around how students could be engaged in activities that involved helping and giving to others. YEC collected data around student happiness at several stages during the project, and this was compared to national "happiness" data in order to give a better understanding of our cohort of students. Refer to the two graphs below which show the Personal Wellbeing Index (PWI). Results showed a high correlation between the scores of YEC students and those of the national cohort on the first assessment. However, national results showed a decline in scores for the second stage and then a rise for the third, which implied an increased sense of wellbeing at the conclusion of the project, whereas YEC students showed the reverse pattern. This is believed to be due to a large decline in YEC cohort numbers as the project progressed, which significantly skewed the results. Certainly, anecdotal evidence from teachers suggests that YEC students benefited a great deal from the project. One example is a 16 year old female student who developed a life choices programme aimed at helping other young people to make positive choices while incarcerated. Her capacity

to take control and give to others clearly had a positive impact on her personal wellbeing, while at the same time setting an example to others that impacted positively on their wellbeing.



Implications or recommendations for the future

- Ongoing work by working group on case management, pathways and induction
- Development of Attendance Improvement Plan
- Increased availability of intensive literacy and numeracy support as a result of newly appointed Special Education teacher
- Review induction processes across all sites to ensure all sites are aligned
- Review Learning Plan processes across all sites to ensure all sites are aligned
- Continue to explore ways to collect meaningful data

- Utilise Learner Management software to streamline information, data recording and reporting processes
- Explore different ways to measure and record well-being

Strategic Direction 4: Improved Outcomes for Aboriginal Learners **Aboriginal Student Outcomes**

Aboriginal students across YEC have been engaged in programmes and curriculum that have enhanced individual learning and increased student outcomes in education, training and transition pathways. Major areas of focus in this area have been:

1. Increase the number of Aboriginal students participating in SACE or VET/IVEC:

	2008	2009
SACE	34 students participated in Foundation Maths, seven gained accreditation	<ul style="list-style-type: none"> • 4 students completed Young Indigenous Entrepreneur Programme Stage 1 and were accredited in SACE Stage 1 Business Studies and Integrated Learning. • 4 students completed Young Indigenous Entrepreneur Programme Stage 2. • 2 students enrolled in SACE Mathematics.
IVEC	31 students have completed one or more IVEC modules, one student has completed the IVEC Certificate.	38 students have completed 111 Certificate 1 IVEC Modules.
Other TAFE Courses		2 students enrolled in TAFE Certificate 2 Retail Operations

The table above demonstrates that the number of Aboriginal students undertaking SACE has decreased over 2009 – but this has been a trend across the whole student population. With respect to IVEC and other TAFE studies, the number of Aboriginal students completing modules in these areas has increased.

2. Ensure all Aboriginal students have a current and up to date Aboriginal Education Plan.

- 4 Aboriginal students have an NEP.
- 4 Aboriginal students have an IEP.
- 45 Aboriginal students have an ALP.
- 17 Aboriginal students have a Connections Transition Plan.
- 10 Aboriginal students have a FLO Transition Plan.

This is a new target for 2009, hence there is no longitudinal data. All Aboriginal students now have a learning plan.

3. Develop and implement programmes that contribute to the cultural, social, wellbeing and learning needs of Aboriginal students.



- 15 students completed the Journey to Respect Programme
- 15 students participated in the Healing Programme
- 15 students participated in the Cultural Identity Programme.
- Grannies Group provide whole of centre programme at Magill.
- 8 students participated in the Cultural Identity programme.
- 8 students participated in the Continuing Journey to Respect programme.

4. Ensure that all Aboriginal students who exit YEC programmes have a Transition Plan.

- 13 students exited from YEC on Conditional Release, Expiry of Order or Bailed from court. Transition Plans are developed in partnership with Families SA Youth Justice Team and form the basis for legal, educational, training and employment pathways.

5. Expand on partnerships between YEC and Aboriginal Community networks and families to strengthen transition from YEC to education, training and employment.

YEC nurtures positive working relationships with companies that provide work opportunities for Aboriginal students.

During 2009 five Aboriginal students completed work experience. The placements for 2009 were more diverse than those in 2008 – they were also in mainstream settings. One student has secured part-time employment as a result of this placement. In 2009 eight Aboriginal students completed work experience, predominantly within tyre fitting as a result of the collaboration with Warriappendi School.

YEC continues to expand on partnerships with training providers in the facilitation of short courses.

Aboriginal students were successful in the completion of the following:

SHORT COURSE	2008	2009
Tyre Fitting	21	25
Motor Vehicle Learner's Permit	13	15
KFC	2	1
Café Skills	3	1
Hair & Beauty	4	3
Forklift Licence	7	5
First Aid	2	4
TOTALS	52	54

The table above demonstrates that the number of Aboriginal students completing short courses has remained about the same over the last two years – we are pleased that we have been able to maintain this level of engagement in Aboriginal students.

Actions taken throughout the year towards implementing the Site Learning Plan

*... we have
been able to
maintain this
level of
engagement in
Aboriginal
students*

- Through the Young Indigenous Entrepreneur Programme, four students have completed two SACE Stage 1 subjects.
- Two students were enrolled in TAFE Studies, Certificate 2 in Business Studies.
- 25 students gained Tyre Fitting accreditation and five students completed the Forklift Licence providing a pathway into work experience options.
- Cultural Programmes were delivered across all YEC sites.
- Identified programmes and services provided opportunities for successful transition pathways for Aboriginal students:
 - three students referred to the Flexible Learning Options programme.
 - four students accredited in Basic First Aid
 - 15 students completed the Learners Permit course.
 - 54 students have completed Short Courses.
- Partnerships with Personnel Employment, Job Prospects and Boys Town provided structured employment support for students transitioning into the community.
- Students at Wiltanendi Paeindi were supported by an Aboriginal Mentor from White Lion.

Appropriate information regarding targeted groups of students

Records highlight an increase in positive outcomes for Aboriginal Students:

- Five students gained two SACE Stage 1 subjects.
- 38 students completed one or more IVEC modules, totalling 111 modules.
- 65 Students participated in Cultural Programmes.
- The Wiltanendi Paeindi (WP) programme has been successfully established and implemented as an Outreach programme for completely disconnected youths, 11 students have been referred to the programme.
- 54 students completed Short Courses.
- 16 students engaged in work experience and transition programmes.

IMPLICATIONS OR RECOMMENDATIONS FOR THE FUTURE

- Maintain and develop new learning opportunities that engage Aboriginal learners in SACE, VET and IVEC.
- Develop new connections with services that provide opportunities for further training, employment and transition pathways, including FLO/Connections funding.
- Maintain connections with DEEWR in determining funding opportunities for the Homework Centre.
- Maintain and develop new and effective partnerships between YEC and Aboriginal community networks and families.
- Maintain the delivery of existing Cultural Programmes and explore the potential for new programmes to be delivered across all YEC sites.
- Maintain educational programmes at Wiltanendi for disconnected youth.
- Develop and implement appropriate Student Induction Assessment and Learning Plans that will support Aboriginal learners and the accreditation of PLP.
- Maintain partnership with Whitelion for pathways for work ready youth.



Required Data Analysis



Required data re enrolments, attendance rates by year level, apparent retention rates and progression rates are not relevant to Youth Education Centre as this is directed and controlled by the courts and referrals. Data provided below demonstrates the characteristics of the student population. Data re admissions and age levels is provided by Families SA (FSA) and refers to the financial year July 2008 – June 2009 and hence does not align with DECS calendar data.

2009 Enrolments

Due to the very transient nature of our students, data provided at the time of census reflects the average population for the previous year - it is not a 'snapshot' of the student population. During 2009:

- YEC had an enrolment of 122.5 students, which included a 25% loading of the year. This consisted of 36 at Cavan, 36 at Magill and 33 at the Outreach Programs.
- All of these students are School Card Holders.
- There was an average of 42 Aboriginal students/day enrolled for 2009 – of these, 13 were in the Outreach Programmes. This over-representation of Aboriginal juveniles continues to be of concern.

Overall, student enrolments at Youth Education Centre continue to grow.

Families SA data re the Magill Campus (Financial Year 2008/9)

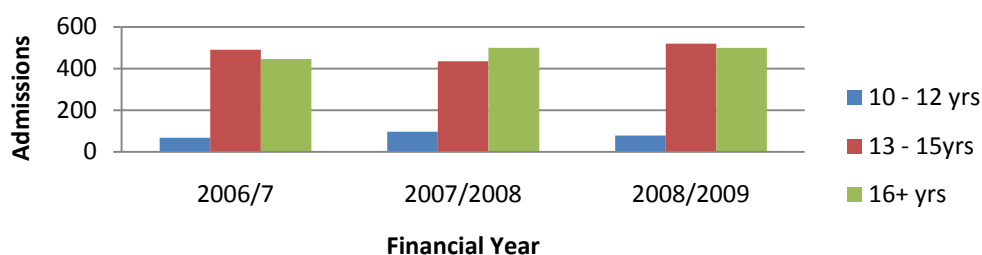
During the financial year 2008/9 there were 1097 admissions to Magill Training Centre. This is an average daily admission to Magill campus of three residents/day (1097 admissions/365 days). The age breakdown of admissions to Magill during this period shows that the majority of the admissions were in the 13 – 17 years age group. The number of admissions to Magill has increased during the last financial year along with the average number of students daily.

Admissions by age to Magill 1.07.08 – 30.06.09 (Families SA)

Age	Number of admissions	% of Admissions
10 – 12 years	78	7.1%
13 - 15 years	519	47.3%
16 – 17 years	442	40.3%
18+ years	58	5.3%
Total	1097	100%

The concentration of admissions in the 13 – 17+ years of age group is consistent over the last eight financial years. The comparative data below shows that admissions during the preceding financial year have increased since the last financial year. The number of 10 – 12 year old juveniles has decreased very slightly. There was considerable increase in the 13 – 15 year old students, with the 16+ year olds remaining static.

Admissions to Youth Training Centres by Age 2006/7 to 2008/9

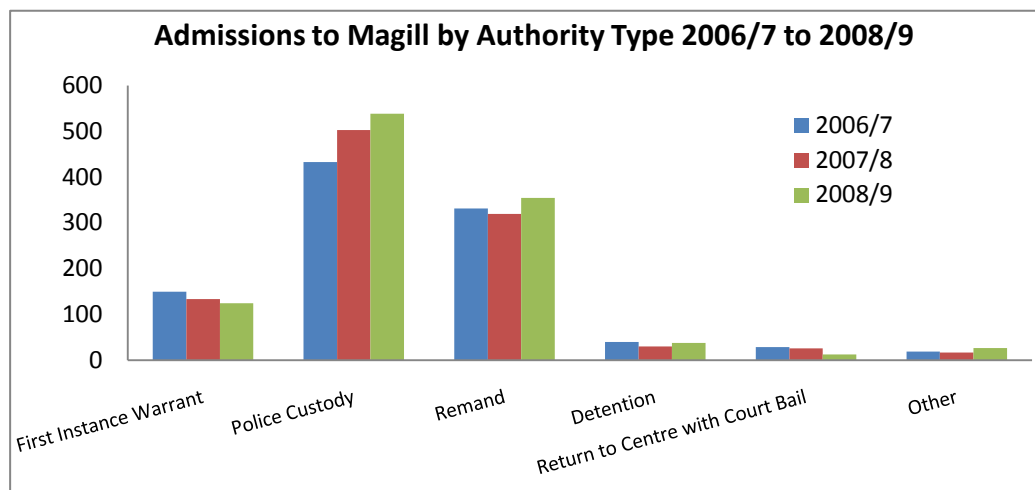


With respect to cultural groups, the graph below shows that the number of Aboriginal and Torres Strait Islander (ATSI) students increased again over the last financial year, as did the non-Aboriginal students. During 2008/9, there was an increase of 26 ATSI students from the previous financial year (from 392 to 418) and 41 non-Aboriginal students (from 638 to 679). In March 2009, there were more ATSI students admitted to Magill than non-Aboriginal. Given the ratio of ATSI to non-Aboriginal people within South Australia, this over-representation continues to be an issue addressed at a state level. Within our school, we ensure that the programmes we deliver are culturally appropriate and relevant and we also continue to work with the ATSI community in innovative ways.

Admissions to Training Centre by Cultural Groups 2007/8 and 2008/9



Magill Training Centre provides the point of entry for admissions to the Youth Training Centres in South Australia and hence the overwhelming number of admissions is for police custody order and remand. This is in contrast to the Cavan campus of Youth Education Centre, where the population is longer term and for older students. This has implications for the educational programme delivered at the Magill campus of Youth Education Centre – it needs to be able to cater for this highly transient population. This also means that all students are inducted and tested at the Magill campus.



Outreach Services - The Outreach Services include:

- General courses at the Flexicentre (four days per week)
- Wiltanendi Paeindi North and Wiltanendi Paeindi West, which are programmes for Aboriginal youth who have high risk substance misuse. It is a partnership with Wiltanendi, Families SA and White Lion. There is ongoing work with the Regional Office personnel and the home schools of the students.
- Short and mobile courses to meet the vocational needs of the target group.
- Building Links Programme for at risk youth on two days per week. This programme also provides a VET course for the local regional schools for three days per week.

Some additional information re our Outreach student cohort for this year is:

- 431 disconnected young people engaged in education, training, and employment programmes across the Outreach Programmes. Of these students, 93 are Indigenous and 117 are youth in Juvenile Justice.
- There has been an average of 33 students regularly engaged in alternative education programmes
- 10 students per week engaged in short vocational courses
- 14 young people have been engaged in work experience within the Outreach Programmes and 36 in the Building Links Programme. A total of 50 different work placements were used.



Student Destinations

Destination data for our total student cohort has not been collected due to the transient nature of the students and privacy issues relating to becoming adults and the legal implications associated with reaching this status. Many of the students who attend the Magill campus are enrolled for very short periods of time and may leave the centre to attend court in the morning and not return.

During 2009, 41 students exited the Outreach Programmes. Information about these students' destinations is:

Reasons for Leaving	
Full-time, Part-time work, Traineeship.	7
Left to attend another programme (i.e. DECS or FSA), Mainstream school, Adult Re-entry School or TAFE	9
Returned to Youth Training Centre	9
Destination Unknown/No Programme	16

This information reflects the transient nature of the young people with whom we work – the high number of destination unknown is the current data, but many of these students will re-appear or re-contact us to resume education or to get certificates or records for them to continue on the next part of their journey.

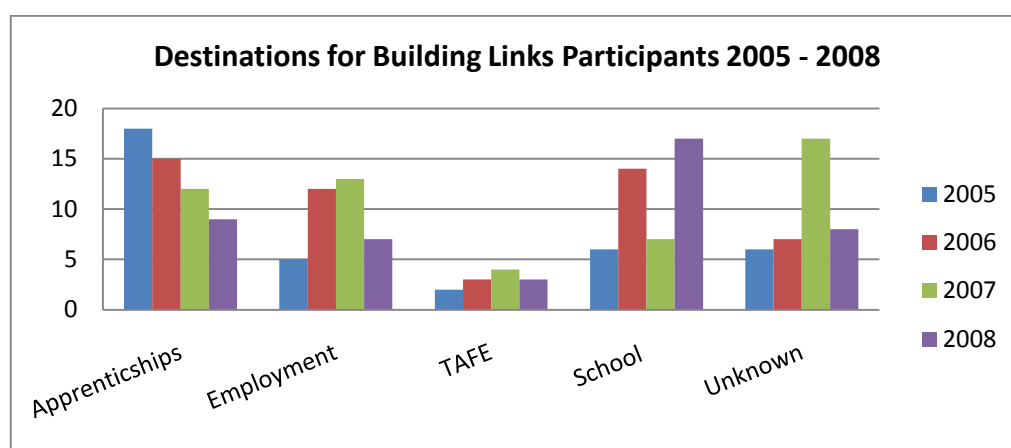
Destination data re 2008 Building Links Students

The graph below tracks the destinations of the Building Links students over the last four years. The number of students gaining employment or apprenticeships has continued to decrease over the last four years, while the number of students continuing with education, either school or TAFE, has increased. These trends can be partially attributed to:

- The increase in age for compulsory schooling
- The Global Financial Crisis.

This programme continues to be one of the most popular VET courses for the Adelaide East Region. Students from the Adelaide North Region also attend, in particular from Golden Grove and Elizabeth City High Schools.

The programme continues to be successful due to the generous partnership with Housing SA who contract TAGARA Builders to work with our students on-site.



Senior Secondary Student Achievement – SACE and TAFE

Cavan – During semester one four students enrolled in SACE approved subjects through Open Access College. One student enrolled in English Foundation Stage 1 (one unit subject). This student decided to transfer to a TAFE accredited course before completing the subject. Another student was enrolled in Business Studies Stage 1 (one unit subject) and two students were enrolled in Business Studies Stage 2 (two unit subject). One of those students was also enrolled in Accounting Stage 1 (one unit subject) and Mathematical Applications Applied Stage 2 (one unit subject). Students enrolled in Business Studies Stage 1 and Business Studies Stage 2 successfully completed the first Semester of work. The student enrolled in Accounting and Mathematical Applications was unable to complete all of the required coursework in Accounting and withdrew from Mathematical Applications.

The Young Indigenous Entrepreneur Programme was delivered to a group of Indigenous students in semester one. The semester programme provides students with an insight into the business world and one unit of work towards SACE Stage 1. In semester two there were three students enrolled in SACE subjects. Two were enrolled in Electronics Stage 1 (one unit subject) and two continued with Business Studies Stage 2. Both students were able to complete Electronics and one was able to complete his Business Studies Stage 2 subject. Unfortunately, the other Business Studies student who had been receiving pass level marks throughout the year was unable to complete the last assignments due to non-attendance in the Learning Centre over the last two months.

As part of the Case Management process, a number of students have identified TAFE studies as an educational and vocational pathway. Through distance learning, students were enrolled in the following courses:

- Certificate 2 in Business Studies.
- Certificate 3 in Business Studies.
- Certificate 2 in Retail Operations.
- Certificate 3 in Retail Supervision.
- Certificate 3 in Real Estate Operations.

During semester one, five students were enrolled, increasing to seven in semester two. A total of ten modules have been accredited.

Magill – During 2009, three students were enrolled in SACE courses through the Open Access College. All three were doing Foundation English at Stage One, and were working extremely well while with us. They were released to the community before the course reached its conclusion, but all were on track to achieve solid passing grades. These three students also worked on their Personal Learning Plans, and one had a formal moderation of her work at Magill after she had left us to return to the community. She achieved a B grade, which was a most creditable result. Students who come to Magill with ongoing SACE commitments through the school they attend in the community are always given strong support to ensure their continuing success.

Outreach – 2009 has seen the continuation of Outreach students enrolling in SACE subjects as part of their education plan. Two students in the Wiltanendi Paeindi programme (West) successfully completed SACE Stage 1 Mathematics in semester one. This is a significant achievement for the two young ladies since neither has attended a high school in the last two years. In semester two at the Flexicentre, two young ladies who have been in secure care have attended on a very regular basis over the last two months and have continued with the SACE studies at a Stage One level that they began in secure care. Each of these students is working on their PLP as well as English. One is also completing Stage One Art in semester two. This can be considered a very successful transition from secure care to active and on-going attendance in studies in a community setting.

Student Achievement in Alternative Pathways

In 2009 Youth Education Centre delivered modules in the Introductory Vocational Education Certificate 1 (IVEC). Numbers of students engaged in VET courses during 2009 were:

- 34 students in Building and Construction, of whom 28 completed the whole certificate
- 107 students completed 365 IVEC modules in General Education
- 5 students in Hospitality
- 95 students completed modules in Certificate I in Automotive (Tyre fitting)
- 29 students completed modules in Certificate III in Civil Construction (Forklift)

Four students completed the IVEC Certificate across Youth Education Centre.

The figures in the table below are for discrete short courses throughout the year in the community.

SHORT COURSE	YOUNG PEOPLE	ABORIGINAL
Tyre Fitting	95	25
Motor Vehicle Learner's Permit	159	15
KFC	28	1
Café Skills	23	1
Hair & Beauty	42	3
Forklift Licence	29	5
First Aid	46	4
TOTALS	422	54

Opinion Surveys



Parents

As a school, we have limited/no contact with parents while the students are in secure care and hence we do not survey these parents. These parents are provided with regular reports from the school. In previous years we attempted to survey the parents of our students in the community, but we were unsuccessful in gaining enough responses to gain information. This year, we have chosen not to undertake this survey.

Students

The survey given to students contained 28 questions with rating scale of one (Strongly Disagree) to five (Strongly Agree) and two text responses on the best things about our school and any other comments.

Factors impacting on outcomes:

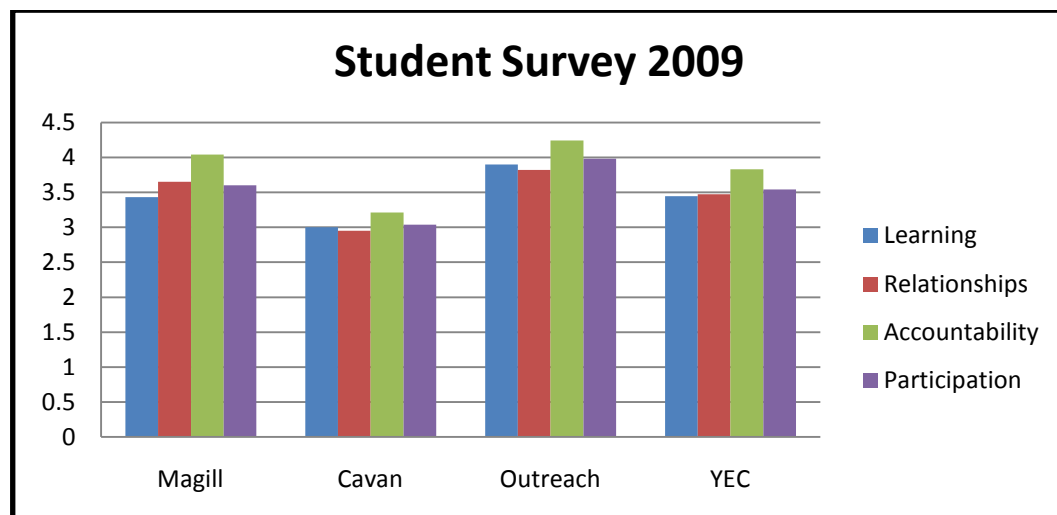
- Student sample size - Magill – 28 students who had been at the school for at least two days; Cavan – 36 students and Outreach – 23 students.
- Environment – Magill and Cavan being Training Centres; Outreach campus being voluntary attendance (except for those on orders). Outreach includes students from the Flexicentre and Wiltanendi Paeindi

The results of the 28 questions, which related to Learning, Relationships, Accountability and Participation, were (maximum rating of 5):

	Magill		Cavan		Outreach		YEC	
	2009	2008	2009	2008	2009	2008	2009	2008
Learning	3.43	3.54	3.00	3.06	3.90	3.86		3.49
Relationships	3.65	3.13	2.95	2.73	3.80	3.95		3.27
Accountability	4.04	3.78	3.21	3.05	4.24	3.90		3.58
Participation	3.60	3.51	3.04	2.91	3.98	3.89		3.44

At the Magill and Cavan campuses most scores increased from 2008. At the Outreach campus, the scores remained quite static, except for the “accountability” criteria which increased slightly.

Accountability remains the highest scored area for all campuses. This has been an ongoing trend over the last five years. It is in response to questions such as “My teachers expect me to work to the best of my ability” and “There are consequences for bad behaviour”. This is very positive feedback from the students given that many of them have had negative school experiences.



At the Cavan campus, the *highly* ranked questions were:

2009 with their score	2008
<ul style="list-style-type: none"> • There are consequences for bad behaviour (3.79) • I feel physically safe in my classroom (3.57) • School is helping me to learn what I need to know for the future (3.57) 	<ul style="list-style-type: none"> • There are consequences for bad behaviour • I feel physically safe in my classroom. • The teachers explain things clearly

At the Magill campus the *highly* ranked questions were:

2009 with their score	2008
<ul style="list-style-type: none"> • There are consequences for bad behaviour (4.64) • I generally get along well with my teachers (4.25) 	<ul style="list-style-type: none"> • There are consequences for bad behaviour • I feel physically safe in my classroom • My teachers expect to me to work to the best of my ability

At the Outreach campus the *highly* ranked questions were:

2009 with their score	2008
<ul style="list-style-type: none"> • The teachers explain things clearly (4.57) • The school is a good school (4.53) 	<ul style="list-style-type: none"> • I feel physically safe in my classroom • The school is a good school. • The teachers explain things clearly. • I think it is important we have a school without graffiti

At the Cavan campus the lower ranked questions were

2009 with their score	2008
<ul style="list-style-type: none"> • My work is often put on display (2.49) • School is helping me to solve problems I have with others (2.59) 	<ul style="list-style-type: none"> • Most students at this school show respect for school equipment • Students at this school respect the rights of others • There are appropriate consequences for good behaviour

In their Action Plan in response to this survey, the Cavan staff have included the following actions:

- increase opportunities for students to demonstrate what they have done at assemblies
- display more photographs of students work around the Centre
- publish literacy work via a newsletter.

At the Magill campus, the lower ranked questions were:

2009 with their score	2008
<ul style="list-style-type: none"> • Most students at this school show respect for school equipment (2.89) • School is helping me to improve my speaking skills (3.0) • School is helping me to improve my writing skills (3.08) 	<ul style="list-style-type: none"> • There is an adult in the school with whom I feel confident to discuss problems • School is helping me to solve problems I have with others • My work is often put on display

In their Action Plan in response to this survey, the Magill staff have included the following actions:

- Clearer explanation about the questions in the survey in 2010
- Focus on the need for and logic of respect for property
- Re-accessing spoken language resources and explicitly including these types of activities in their lessons
- Explicitly teaching handwriting skills.

At the Outreach campus, the lower ranked questions were:

2009 with their score	2008
<ul style="list-style-type: none"> • School is helping me to improve my speaking skills (3.4) • School is helping me to improve my listening skills (3.4) 	<ul style="list-style-type: none"> • School is helping me to solve problems that I have with others • Our school uses the wider community to improve student learning • Most students at this school show respect for school equipment

In their Action Plan in response to this survey, the Outreach staff have included the following actions:

- Use code switching to reinforce the need to use suitable/appropriate language in all settings not just in formal or paid work ones; use the language of meetings in SRC meetings and have formalised shared conversations. This may be supported via the introduction of a weekly oral speaking lesson for students to reinforce positive speaking practices.
- Set a contract goal around the use of appropriate language in the education setting.
- Staff reinforce with students each day the need for all students to hear what is being said. When a question is asked or instructions given then this needs to be heard by all members of the group.

Responses to the question re the five best things about school and any other comments included:

At Cavan, the responses were positive about the range of practical programmes that are offered. A quote from a student about what he liked was:

"Variety of classes. Teachers. Environment. What we learn."

At Magill, the responses were also overwhelmingly about the practical subjects, with some students also commenting on learning to read and do maths and on the supportive teachers. A comment from one student was:

"The teachers at the school are bubbly and fun. My literacy and numeracy skills are improving every day. My verbal communication skills are improving every day. Teachers are helpful. My fitness is improving."

In terms of other suggested improvements there were many requests for airbrushing, additional lessons in areas of interest and also some requests for more library books.

The responses from the Outreach campus were about flexibility, teachers' understanding, variety of offerings, food and transport provided and respect shown. Some comments from students about what they like about the Outreach campus were:

- *"I get treated like others – no racism"*
- *Working independently.*
- *You get a break here and there.*
- *Make your own lunch.*
- *Good working environment.*
- *Teachers are easy to get along with.*
- *Lots of different work.*
- *Casual uniform."*

In the 'any other comments' section, a statement made by one student summarised the sentiment of many of the students:

"The teachers here at YEC are quite understanding when it comes to helping students work because sometimes it cannot be the easiest job."



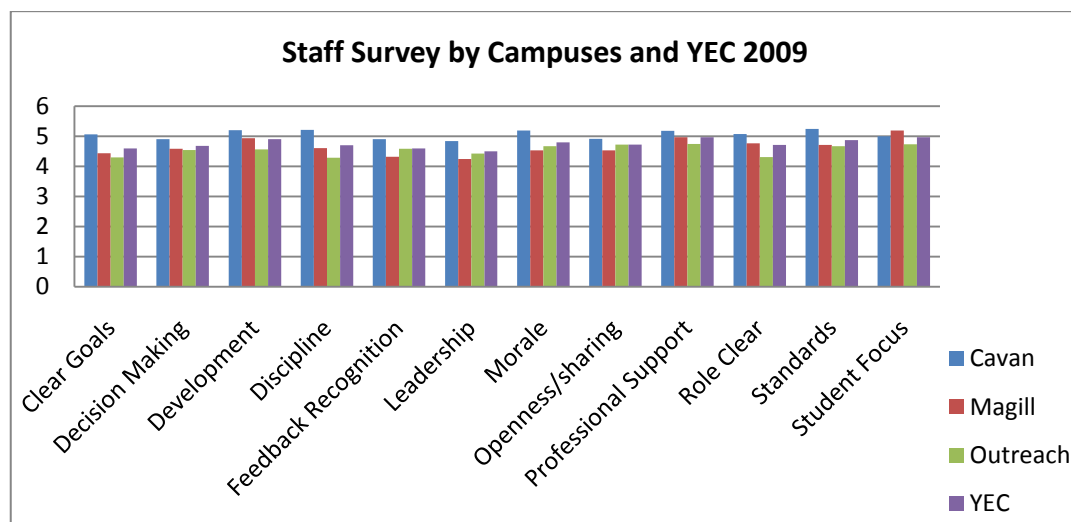
Staff

The leadership team has had one new Assistant Principal across Youth Education Centre as part of the re-location process. Performance management processes have continued with all staff.

All staff were requested to complete the Staff Survey. We have looked at the results of the staff survey as three separate campuses and as a whole school so that we can identify issues at particular campuses.

Overall the results of the Staff Survey were very positive.

The maximum rating is 6.0. These results are summarised in the graph below.



Overall, the graphs reflect a very healthy school environment. Looking at the highest and lowest ranked areas for each campus, the following is noted:

Campus	Year	Highest ranked	Lowest ranked (with rankings)
Cavan	2009	Standards (5.25) Development (5.2)	Leadership (4.84) Decision Making (4.9) Feedback and Recognition (4.9)
	2008	Professional Support (5.19) Role Clear (5.18)	Feedback and Recognition (4.79)
Magill	2009	Student Focus (5.19), Professional Support (4.97) Development (4.94)	Leadership (4.24) Feedback and Recognition (4.32)
	2008	Student Focus (5.32) Development (5.16)	Feedback Recognition (4.59) Discipline (4.55)
Outreach	2009	Professional Support (4.75) Student Focus (4.73) Openness/Sharing (4.72)	Discipline (4.29) Clear Goals (4.3) Role Clear (4.31)
	2008	Role Clear (5.17) Professional Support (5.14)	Discipline (4.53) Feedback and Recognition (4.62) Standards (4.63)

The averages for the lowest areas were all four and above, which is still high considering there is a maximum of six.

The lowest ranked questions (and their rating) at each campus were:

Cavan: 2009

- **Youth Education Centre makes information easy to get. (4.42)**
- **I feel students' needs come first (4.42)**

Cavan: 2008

- Leadership staff address staff under achievement (4.29)

Magill: 2009

- **Leadership staff give feedback on performance (3.73)**
- **My colleagues display trust in administration (3.82)**
- **Leadership staff communicate effectively (3.82)**

Magill: 2008

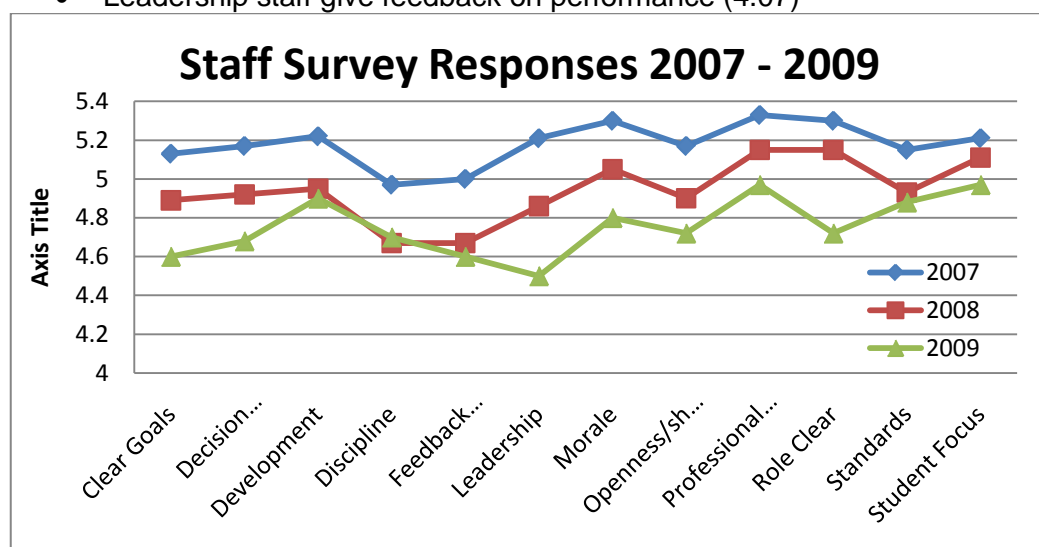
- Leadership staff address staff under achievement (3.8)
- My colleagues display trust in administration (4.19)
- Leadership staff handle conflict well (4.28)
- Our school maintains discipline in a consistent way (4.28)

Outreach Services: 2009

- **Our school performs at its peak (3.8)**
- **I have all the information I need (3.8)**
- **Leadership staff review our performance professionally (3.9)**
- **Leadership staff plan and execute changes expertly (3.9)**

Outreach Services: 2008

- I feel in-service sessions are received positively (3.94)
- Leadership staff address staff under achievement (4.07)
- Leadership staff give feedback on performance (4.07)



The Staff Survey results have trended down marginally over the last three years. Some of this can be attributed to the change agenda that is currently happening and the 'on-off-on' building of a new centre with the associated negative media campaign.

During 2010, the leadership teams at each campus will work with staff on areas that have been identified with the highest needs. Proposed actions have been developed by the staff at each campus:

At **Cavan** this includes

- Implementing a Learner Management System
- Purchasing a computer for each staff member
- Better use of staff whiteboard with colour coding.
- TRTs to be briefed on daily programme with explicit notes and resources.
- Weekly discussion and documentation of all students' learning, behaviour and case management.

At **Magill** this includes:

- Working with the Principal re the change agenda, including requesting more positive and constructive feedback from
- Requesting more information about the 'bigger picture'
- Openness and total honesty with collaborative colleagues.

At the **Outreach campus**, this includes

- Staff acknowledging that when working in partnerships there are different perspectives on student behaviour as well as different expectations of student performance.
- The practice of continual enrolment should not be altered – even though this may allow a culture of more consistent behaviour to develop. Students' contracts will be considered once a student has actively engaged in an Outreach programme.
- There could be a review of goals for students across all three sites. The length of time that a student has attended a programme MAY determine the nature of goals set.
- Staff from the partner agencies meet to set clear goals and roles for all staff involved with the programmes – this has been done but should be re-visited regularly or when new staff are inducted to the programmes. An induction check list for staff to be developed.
- Goals may need to be determined in conjunction with the student once they have fully engaged in the programme.
- Develop role statements for all our Outreach programmes and the partners involved.
- Clarity of roles for all staff may assist with a greater range of student outcomes.
- Improved communication between the range of partners may also be something that could assist both staff and students.

Teaching Staff



TEACHING STAFF ATTENDANCE

The percentage of working days taken as paid sick leave for 2009 was 2.36%. During 2008, the rate was 2.1.2% and 2007 it was 3.55%. The rates have therefore been consistent over the last 3 years, although 2007 was slightly higher due to Work Cover claims.

TEACHING STAFF RETENTION

During 2009, Youth Education Centre had 21 permanent and 18 temporary staff. Of these, 20 of the permanent staff and 13 of the temporary staff were employed with YEC during 2008. This is a staff retention level of 95% for permanent employees and 72% for temporary employees.

TEACHER QUALIFICATIONS

All teachers hold qualifications required for teaching registration in South Australia. Of our teaching staff, 85% hold graduate tertiary qualifications and 15% have post-graduate qualifications.

EXPENDITURE AND STAFF PARTICIPATION IN PROFESSIONAL LEARNING

All teaching and non-teaching staff have participated in professional learning throughout the year. Professional development included:

- three staff completing the Certificate IV in Training and Assessment
- an SSO completing the Certificate IV in Information Management
- SMART and Maths Training for all staff
- *future SACE* where we were a pilot school for a locally developed subject, Health, and the Research Project
- many staff attended *future SACE* training
- two staff participated in Oral Language training
- three staff participated in Restorative Justice training, including the school chaplain
- two staff undertook additional ICT training
- All staff participated in Values in Education training
- three staff attended the national Values in Education conference
- Some staff participated in ATSI Cultural Competencies professional development
- Some staff participated in Aboriginal Perspectives professional development

The school has a commitment to collaborative learning and staff always share new learnings with their colleagues after attending professional learning sessions. At staff meetings, there is always a guest speaker, learning facilitated by a staff member or shared learning activities such as curriculum development.

During 2009, we have spent \$4860 on professional development, which is approximately \$186 per staff member.

We have been successful in leading the Australian Juvenile Detention Schools Cluster as part of the Values In Education DEEWR initiative. This has allowed us to continue to share our work at a national level and gain much from our peer schools across Australia.

Financial Reports

YOUTH EDUCATION CENTRE

General Ledger Balance Sheet for 2009

Assets

CASH (CURRENT)		
A-ZZZ-1110	CASH AT BANK - SCHOOL	99,602.77
A-ZZZ-1150	CASH FLOAT- FLEXICENTRE & FORKLIFT	1,000.00
Total for CASH (CURRENT)		100,602.77
INVESTMENTS (CURRENT)		
A-ZZZ-1210	SASIF INVESTMENT - SCHOOL	870,892.54
A-ZZZ-1260	NATIONAL SCHOOL PRIDE	37,657.59
Total for INVESTMENTS (CURRENT)		908,550.13
RECEIVABLES (CURRENT)		
A-ZZZ-1310	ACCOUNTS RECEIVABLE	41,063.74
Total for RECEIVABLES (CURRENT)		41,063.74
GLOBAL BUDGET ASSETS		
A-ZZG-15118	P21 ACCRUED	-48,249.64
Total for GLOBAL BUDGET ASSETS		-48,249.64
FURNITURE AND EQUIPMENT		
A-ZZP-2650	PRINT - EQUIPMENT - PHOTOCOPIER	64,779.00
A-ZZP-2651	PRINT - ACCUM DEPREC EQUIPMENT	-47,660.97
Total for FURNITURE AND EQUIPMENT		17,118.03
COMPUTING AND COMMUNICATIONS		
A-ZZF-2770	FACILITIES - FILE SERVER	9,605.00
A-ZZF-2771	FACILITIES - DEPREC FILE SERVER	-9,605.00
A-ZZI-2710	INFO SYSTEM - COMPUTERS	12,389.79
A-ZZI-2711	INFO SYSTEM - ACCUM DEPREC COMPUTIN	-3,728.90
Total for COMPUTING AND COMMUNICATIONS		8,660.89
BUSES AND MOTOR VEHICLES		
A-ZZF-2810	FACILITIES - ASSET VEHICLES	83,091.64
A-ZZF-2811	FACILITIES - DEPREC VEHICLES	-31,970.41
Total for BUSES AND MOTOR VEHICLES		51,121.23
Total Assets		<u>1,078,867.15</u>

Liabilities

LIABILITIES		
L-ZZZ-3555-0001	WS - BANKING HOLDING ACCOUNT	14.72
Total for LIABILITIES		14.72
PAYABLES (CURRENT)		
L-ZZZ-3210	WS - ACCOUNTS PAYABLE	-3
Total for PAYABLES (CURRENT)		-3
OTHER LIABILITIES (CURRENT)		
L-ZZS-3555-0001	PC - PAUL ALTSCHWAGER MEMORIAL FUND	8,441.25
L-ZZZ-3515	WS - GST HOLDING ACCOUNT	-14,086.61
L-ZZZ-3590	WS - TRANSIT	328.32
Total for OTHER LIABILITIES (CURRENT)		-5,317.04
SCHOOL EQUITY		
F-ZZF-5200-0001	FACIL - RESERVES CAVAN	85,323.32
F-ZZF-5200-0002	FACIL - RESERVES MAGILL	140,657.55
F-ZZZ-5100	ACCUMULATED SURPLUS	826,276.83
F-ZZZ-5110	NET INCOME YEAR TO DATE	-17,492.09
	SURPLUS/(DEFICIT) CURRENT PERIOD	49,406.86
Total for SCHOOL EQUITY		1,084,172.47
Total Liabilities and Equity		<u>1,078,867.15</u>

**YOUTH EDUCATION CENTRE General Ledger Profit & Loss
2009**

Account	Description	PTD Posting	YTD Posting
REVENUE			
R-ZOX-6195-4000	GRANTS STATE – AB'L LANGUAGES	0	2,000.00
Total for REVENUE		0	2,000.00
EXPENSES			
E-COV-7184	WS VET GENERAL EXPENSES	0	1,765.43
E-ZOA-7335-3000	ASSPA - WILTANENDI STAFFING ICC	0	1,000.00
E-ZOA-7335-5000	ASSPA - FLO STAFFING	0	2,958.72
E-ZOZ-7121-2000	COM GRANT - VALUES EDUCATION	156.37	56,101.13
Total for EXPENSES		156.37	61,825.28
GRANTS : DETE			
R-CCE-6295-0002	SACE REVENUE - FUTURE SACE 2009	0	8,308.58
R-CCE-6295-0003	SACE REVENUE - RESEARCH PROJ	0	2,319.00
R-CCE-6295-0004	SACE LEARNING AREAS	0	6,000.00
R-CCG-6195-1000	GRANTS ACTIVE 8 MAGILL	0	4,500.00
R-CCG-6195-2000	GRANTS - ACTIVE 8 CAVAN	0	13,500.00
R-CCG-6195-6000	GRANTS - ACTIVE 8 FLEXICENTRE	0	7,200.00
R-CCG-6195-7000	REVENUE -FLEXICENTRE	0	5,184.07
R-ZZG-6142	GRANTS - P21 GLOBAL BUDGET	242,462.66	3,152,014.58
Total for GRANTS : DETE		242,462.66	3,199,026.23
GLOBAL BUDGET REVENUE			
R-ZDS-65118	GB-TCH SUPP & VEHICLES	0	6,373.23
R-ZDS-65119	GB-SSO SUPPLEMENTATION	0	568.8
Total for GLOBAL BUDGET REVENUE		0	6,942.03
GRANTS : COMMONWEALTH			
R-ZOA-6890-1000	ASSPA – H/WORK CENTRE WILT	0	34,400.00
R-ZOA-6890-2000	ASSPA – H/WORK CENTRE CAV & MAG	0	138,000.00
R-ZOZ-6395-1006	COM GRANTS - VALUES EDUCATION	10,800.00	54,000.00
R-ZZB-6395-0001	NATIONAL SCHOOL PRIDE	0	37,500.00
Total for GRANTS : COMMONWEALTH		10,800.00	263,900.00
PARENT CONTRIBUTION REVENUE			
R-CCG-6195-9000	GRANTS - REV - BUILDING LINKS	0	43,263.64
R-CTT-6495	TECH STUDY – M/WORK INCOME CAV	129.09	372.9
R-CTT-6890	TECH STUDY – W/WORK INCOME CAV	45.45	804.9
Total for PARENT CONTRIBUTION REVENUE		174.54	44,441.44
OTHER OPERATING REVENUE			
R-CCG-6195-9020	GRANTS - REV TYRE FITTING	0	2,854.54
R-CHE-6890	SEWING - REVENUE CAVAN	0	1,187.80
R-ZOA-6890-1001	ASSPA – H/WK CENTRE SECURE CARE	0	16,700.00
R-ZOA-6890-2001	ASSPA - INDIGENOUS ENTREP PROG	0	4,271.59
R-ZOA-6890-3000	ASSPA -WILTANENDI REVENUE	0	156
R-ZOA-6890-4000	ASSPA - FLO FUNDING	0	37.27
R-ZZP-6860	PRINT - PHOTOCOPY SALES	0	98.55
R-ZZZ-6850	WS - INTEREST REVENUE	0	892.11
R-ZZZ-6890-1001	WS - GENERAL	80	43,878.35
Total for OTHER OPERATING REVENUE		80	70,076.21
NON-OPERATING REVENUE			
R-ZDS-6170-1005	STAFF - POEMS REIMBURSEMENT	147,772.04	219,654.21
Total for NON-OPERATING REVENUE		147,772.04	219,654.21
Total Revenue		401,289.24	3,804,040.12
SUPPLIES AND SERVICES			
E-CAA-7121-1000	ART CONSUMABLES - MAGILL	0	4,182.77
E-CAA-7121-2000	ART CONSUMABLES - CAVAN	0	2,915.94
E-CAA-7121-2001	ART - CRAFT CAVAN	0	471.88

E-CAM-7121-1000	MUSIC CONSUMABLES - MAGILL	0	424.7
E-CAM-7121-2000	MUSIC CONSUMABLES - CAVAN	0	444.91
E-CCG-7121-1001	GC - OPEN ACCESS	397.5	4,024.24
E-CCG-7121-1003	GC - POEMS CONSUMABLES	0	454.34
E-CCG-7121-1004	GC -ACTIVE 8 MAGILL	950.7	4,121.05
E-CCG-7121-2004	GC - ACTIVE 8 CAVAN	0	13,171.36
E-CCG-7121-3000	GC - HAIR & BEAUTY	1,300.00	5,653.00
E-CCG-7121-3001	GC - ACTIVE 8 FLEXICENTRE	3,556.18	7,524.18
E-CCG-7121-5000	GC - CAFE SKILLS	0	2,400.00
E-CCG-7121-7000	GC - LEARNERS PERMITS (FLEXI)	599.09	4,048.18
E-CCG-7121-8000	GC - FORKLIFT PILOT	926.6	11,205.94
E-CCG-7148-1002	GC - TYRE FITTING	0	5,781.50
E-CCG-7148-9000	GC - BUILDING LINKS	3,430.98	19,393.07
E-CCG-7148-9001	GC - BUILDING LINKS HPI DON	48,337.19	104,714.68
E-CCL-7121-1000	CLASS - ENTERPRISE EDUC MAGILL	0	893.59
E-CCL-7121-1001	CLASS - UNIT 2 PANEL SHOP	0	3,859.86
E-CCL-7121-1003	CLASS - UNIT 4 INTEGRATED PROG	0	689.68
E-CCL-7121-5000	CLASS - WILTANENDI WEST	198	8,449.54
E-CCL-7121-6000	CLASS - FLEXI STUDENT FOOD	351.5	5,203.80
E-CCL-7121-6001	CLASS - FLEXI STUDENT TRAVEL	474.18	4,048.57
E-CCL-7184-6001	CLASS - FLEXI PHYS ED	156.82	626.05
E-CCL-7184-6002	CLASS - FLEXI ART	93.55	863.71
E-CCL-7184-6003	CLASS - FLEXI LIFE SKILLS	36.32	1,163.60
E-CCL-7184-6004	CLASS - FLEXI LIT/NUM (INCL ROSIE)	0	712.91
E-CCL-7184-6006	CLASS - FLEXI TECH STUDIES	0	12
E-CCL-7184-6007	CLASS - FLEXI SCIENCE & IT	0	1,459.94
E-CCL-7184-6008	CLASS - FLEXI FRIDAY PROG	0	664.22
E-CCP-7121	CHAPLAIN EXPENSES	0	125
E-CCR-7121-1000	RESOURCE CENTRE - MAGILL	0	197.87
E-CCR-7172-1000	RES CENTRE AUDIO/VIDEO - MAGILL	0	95.04
E-CCR-7184-2000	RES CENTRE-SUBSCRIPTION	0	88.64
E-CCR-7199-1000	RESOURCE CENTRE - TEXTS MAGILL	40	3,740.56
E-CCR-7199-2000	RESOURCE CENTRE - TEXTS CAVAN	0	4,176.49
E-CEL-7121-1000	LITERACY CONSUMABLES - MAGILL	0	462.41
E-CEL-7172-1000	LITERACY RESOURCES - MAGILL	0	1,225.43
E-CEL-7172-2000	LITERACY RESOURCES - CAVAN	0	972.9
E-CHE-7121-1000	HOME EC - MAGILL	275.75	4,138.05
E-CHE-7121-2000	SEWING - CAVAN	0	3,572.10
E-CHE-7121-2001	COOKING - CAVAN	511.27	5,278.28
E-CHH-7121-2000	HEALTH CONSUMABLES - CAVAN	0	233.03
E-CHH-7172-1000	HEALTH RESOURCES - MAGILL	0	973.79
E-CHP-7148-2000	PHYSICAL ED MINOR EQUIPT - CAVAN	35	1,292.90
E-CHP-7172-1000	PHYSICAL ED RESOURCES - MAGILL	0	728.8
E-CLA-7121-1000	ABORIGINAL EDUCATION - MAGILL	0	375.37
E-CLA-7121-2000	ABORIGINAL EDUCATION - CAVAN	0	183.48
E-CMM-7121-1000	MATHS CONSUMABLES - MAGILL	0	449.86
E-CMM-7172-2000	MATHS RESOURCES - CAVAN	0	307.68
E-CSG-7121-1000	SCIENCE - CONSUMABLES MAGILL	0	804.54
E-CTT-7121-1000	TECH STUDIES CONSUMABLE - MAG	0	887.32
E-CTT-7121-2000	METAL WORK CONSUMABLES - CAVAN	80.9	3,640.49
E-CTT-7121-2001	TECH - WOODWORK CAVAN	0	5,636.78
E-CVS-7172-1000	S & E RESOURCES - MAGILL	0	179.8
E-CVS-7172-2000	S & E RESOURCES - CAVAN	0	857.22
E-SGR-7139-1001	SRC - MAGILL	-14.46	226.09
E-ZDM-7181-1000	MANAGEMENT ADMINISTRATION - MA	0	988.95
E-ZDM-7181-2000	MANAGEMENT ADMINISTRATION - CAV	17.42	3,435.81
E-ZDM-7181-3000	MANAGEMENT - PRINCIPAL ADMIN	1,021.77	6,208.33
E-ZDM-7181-4000	MANAGEMENT - YEC ADMINISTRATION	873.09	6,756.58
E-ZDM-7181-6000	MANAGEMENT - CAR/HIACE/TARAGO	15,462.02	42,742.15

E-ZDM-7181-7000	MANAGEMENT - RELOCATION EXPEND	0	2,979.13
E-ZDM-7181-8000	MANAGEMENT - T & D/FORUMS/MEET	25.45	975.62
E-ZDO-7190-1003	COMMUNICAT -YEC STAFF PRIVATE	-41.23	-41.23
E-ZOA-7172-1000	ASSPA - HWK CENTRE WILTANENDI	0	32,468.36
E-ZOA-7172-1001	ASSPA - HWK CENTRE SECURE CARE	0	16,749.92
E-ZOA-7172-2000	ASSPA - INDIGENOUS ENTREP PROG	0	2,101.46
E-ZOA-7172-3000	ASSPA - HWK CENTRE CAV & MAG	18,840.35	143,271.76
E-ZOA-7172-5000	ASSPA - WILTANENDI RESOURCES	263.45	3,026.25
E-ZOT-7172	INVESTING IN OUR SCHOOLS	0	650
E-ZOX-7121-1003	GST -FLEXI ADMIN CONSUMABLES	0	2,075.04
E-ZOZ-7121-1000	COM GRANT - CONNECTIONS N/WORK	0	3,418.36
E-ZZF-7121-1004	FACIL - GROUNDS MAINTENANCE	0	733.7
E-ZZF-7169-1000	FACIL - REPAIRS & MAINTENANCE	230	8,535.92
E-ZZF-7169-2000	FACIL - FURNITURE	0	545.45
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	618.4	9,804.95
E-ZZI-7121-1000	INFO SYSTEM CONSUMABLES - MAG	0	1,704.03
E-ZZI-7121-2000	INFO SYSTEM CONSUMABLES - CAV	0	474.62
E-ZZI-7144	INFO SYSTEMS - HARDWARE	18,012.51	38,863.51
E-ZZI-7148-1000	INFO SYSTEM MINOR EQUIPT - MAGILL	0	1,906.00
E-ZZI-7151-1000	INFO SYSTEM - SA.EDU 3 SITES	580	2,630.00
E-ZZI-7176-1000	INFO SYSTEM SOFTWARE - MAGILL	0	950
E-ZZI-7199-1000	INFO SYSTEMS - TECH SUPPORT	2,305.86	36,031.63
E-ZZP-7121-2001	PRINT - PHOTOCOPY PAPER YEC	0	2,239.83
E-ZZP-7169-1001	PRINT - COPY PLAN COSTS MAGILL	394.24	1,935.58
E-ZZP-7169-2001	PRINT - COPY PLAN COSTS CAVAN	233.41	1,412.84
E-ZZP-7169-3001	PRINT - COPY PLAN COSTS FLEX	237.55	1,640.63
E-ZZT-7121-1000	T & D - TRAINING & DEVELOPMENT	-40	4,640.39
E-ZZZ-7199-1003	WS - STATIONERY MAGILL	0	3,488.23
E-ZZZ-7199-1004	WS - LAMINATING MAGILL	0	480.11
E-ZZZ-7199-1006	RESERVE EXPENSES - MAGILL	16,356.30	17,746.30
E-ZZZ-7199-2003	WS - STATIONERY CAVAN	0	1,897.44
E-ZZZ-7199-2006	RESERVE EXPENSES - CAVAN	16,965.60	22,055.05
E-ZZZ-7199-3006	RESERVE EXPENSES - YEC	7,192.10	15,272.65
Total for SUPPLIES AND SERVICES		161,285.36	703,224.48
GLOBAL BUDGET EXPENSES			
E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	271.42	2,075.90
E-ZDO-73134	GB-PHONE CHARGES-LOCAL CALLS	167.82	1,306.67
E-ZDO-73135	GB-PHONE CHARGES-STD CHARGES	8.69	66.85
E-ZDO-73136	GB-PHONE CHARGES-MOBILE PHONE	221.33	2,484.44
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	64,988.11	2,308,685.60
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	31,021.75	314,911.07
E-ZDS-71114	GB-SAL/WAGES-TRT	1,360.00	22,270.00
E-ZOB-73512	GB-SITE FUNDED WORKS	0	1,085.00
E-ZZF-73287	GB-CLEANING EXPENSES	1,407.26	12,268.77
E-ZZF-73288	GB-WASTE DISPOSAL	171.6	1,855.50
E-ZZZ-71281	GB-FRINGE BENEFITS TAX	0	2,679.60
Total for GLOBAL BUDGET EXPENSES		99,617.98	2,669,689.40
FACILITIES AND UTILITIES EXPENSES			
E-ZZB-7206-0001	NATIONAL SCHOOL PRIDE	2,140.00	39,769.91
E-ZZF-7260-1000	FACIL - GAS COSTS MAGILL	243.25	1,318.29
Total for FACILITIES AND UTILITIES EXPENSES		2,383.25	41,088.20
EMPLOYEE EXPENSES			
E-CCE-7335-0001	FUTURE SACE	0	13,222.65
E-CCE-7335-0002	FUTURE SACE LEARNING AREAS 2009	0	7,808.72
E-CCE-7335-1003	FUTURE SACE RESEARCH PROJ 09	0	2,380.00
E-COA-7310-1000	TEACHER SALARIES - POEMS	0	112,137.18
E-COA-7310-1001	TEACHER POEM J ARMITAGE	82,851.60	82,851.60
E-COA-7320-1000	SSO SALARIES - POEMS	0	26,237.71

Total for EMPLOYEE EXPENSES	82,851.60	244,637.86
PARENT CONTRIBUTION EXPENSES		
E-CPI-7980-1001 HOLIDAY PROGRAMS MAGILL	1,020.00	25,361.26
E-CPI-7980-1003 SPECIAL PROGRAMS MAGILL	426.36	4,407.16
E-CPI-7980-2001 SPECIAL & HOLIDAY PROGS - CAVAN	4,141.46	23,891.71
Total for PARENT CONTRIBUTION EXPENSES	5,587.82	53,660.13
Total Expenses	351,726.01	3,712,300.07
Surplus or (Deficit) funds	49,406.86	31,914.77