

Magill Campus

The school is within the Magill Youth Training Centre and provides programs for 49 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 49 weeks of the year.

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

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

Transition Options Through Employer Mentoring

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

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.

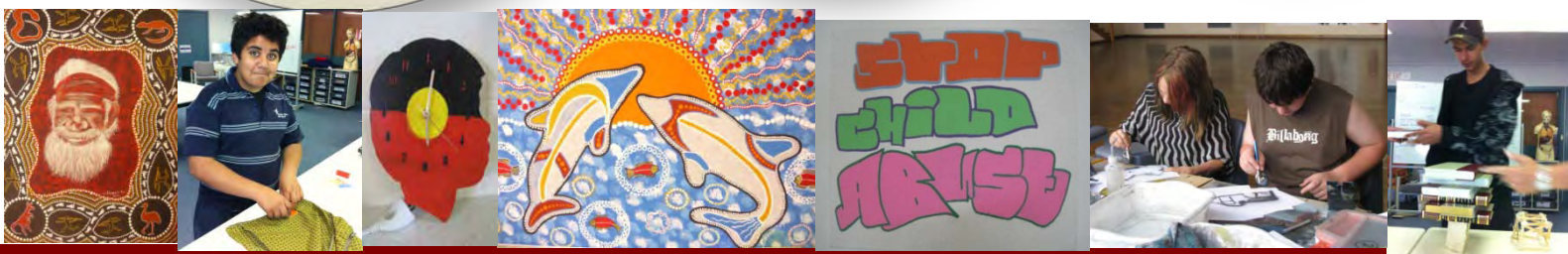
The aim is the re-engagement of school aged Aboriginal youth who are currently disconnected from traditional mainstream schooling.

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



2010

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.

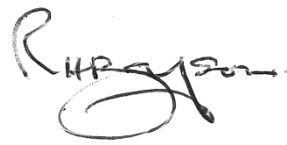
The annual report is one significant way in which our school meets accountability requirements.

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.

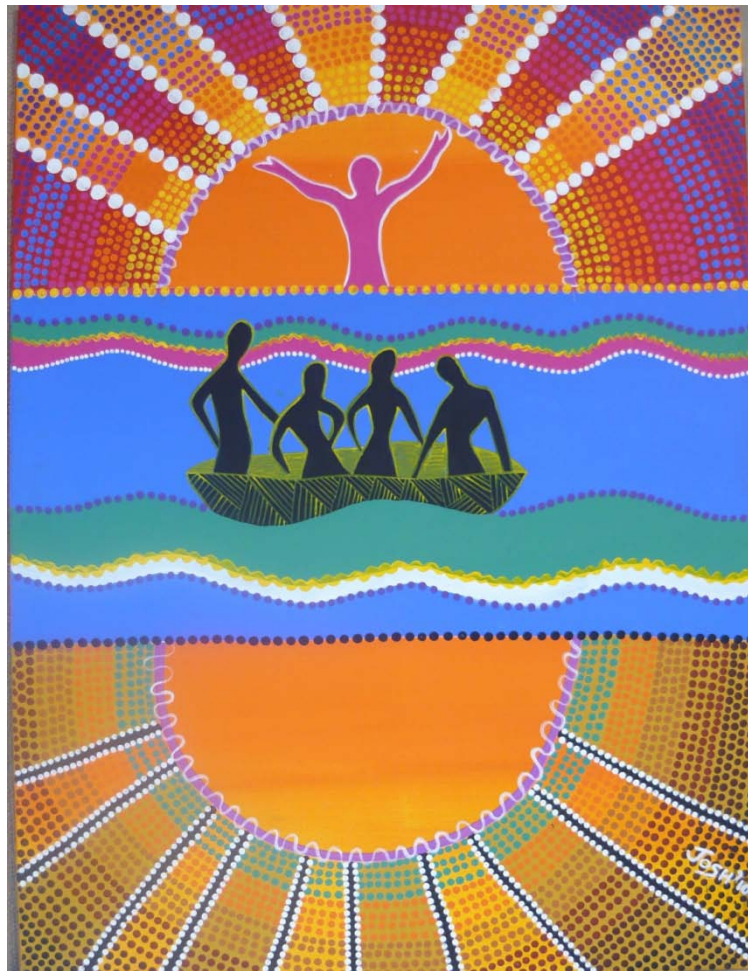


Gerri Walker
Principal

12 May 2011



Rob Bryson
Chairperson Governing Council



Youth Education Centre Context Statement

Youth Education Centre (YEC) is a multi-campus school. These campuses are:

- Magill campus – this campus is within the Magill Youth Training Centre and provides educational 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 – this campus 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 49 weeks of the year.
- Outreach Campus was established to provide educational and vocational programs at a range of sites throughout the metropolitan and also rural and remote areas of South Australia. These programs cater for young people between the ages of 15 – 18 years of age at risk and/or have had experience with the Juvenile Justice system. They are:
 - 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 four days per week.
 - Youth Connections Specialised Services (across all sites).

Youth Connections – Specialised Services

YEC successfully began the implementation and delivery of the Youth Connections Specialised Services across all sites in 2010. This has provided the opportunity to respond to the individual needs of young people with intensive and personalised case management who face complex barriers affecting their ability to engage in education. As the contract extends across SA, the development of partnerships and working relationships with services has been crucial. To this end extensive capacity building with both education and other support services has occurred and will continue to widen across all regions.

Characteristics of the student population include:

- Have had experience with the Juvenile Justice system. In the Youth Training Centres, these young people are on detention, remand or police custody orders.
- Students under the guardianship of the minister
- Ages 10 – 18 years old (some students may be older than 18 years if they are completing a detention order committed as a juvenile)
- High percentage of students with educational, social and emotional disabilities and disadvantages.
- 10 - 15% female at Magill
- A diverse mix of cultural backgrounds including about 40% Aboriginal students
- A considerable number of young people with drug dependency problems and/or high level of substance abuse
- Disconnection from mainstream education or chronic non-attendance with difficulty engaging in future pathways

- A high proportion of young people from dysfunctional family backgrounds which manifest abuse, poverty, neglect, abandonment and incarceration
- High recidivism.

Highlights 2010

During 2010 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:



- Consistency of processes across sites with respect to Orientation and Induction Testing
- Contacting all schools who have students in the Youth Training Centres for more than 6 days to inform them about their students' whereabouts and also to access any relevant information about the student. Schools are also informed when the student leaves our school.
- Informing Aboriginal Inclusion Officers about students in the Youth Training Centres for more than 6 days to seek information and support in case management. These staff are also informed when a student leaves the school.
- Getting accurate information about students home school and disability status from head office on a very regular basis
- Introduction of a Learner Management System
- National Juvenile Justice Art Competition – coordinated through the Cavan Campus art teacher to showcase the outstanding artwork from young offenders in detention across Australia
- National Day of Giving
- Implementation of Youth Connections Specialised Services across all sites
- Teachers working across campuses
- Laptops for all teachers: bridging the abyss.

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

- Child Protection Week, where all activities were student-driven, with high energy and participation, and great results in the form of posters, short movies, multi-media and illustrated stories
- Biggest Morning Tea and Auction which raised over \$700 for the Cancer Council of SA, with each student who participated willingly spending their allotment of \$15 for a good cause – giving for the sake of giving
- Strong development in Induction and Assessment processes and Learning Plans
- All our assemblies, presentations and performances have been high energy
- The positive engagement of our students, even in times of high numbers
- The capacity of staff to adjust to continual change.

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

- Implementation of the new SACE – the significant number of SACE subjects developed and implemented at the local level without the need to rely on other educational facilities
- As part of the Case Management process, a number of students have identified TAFE studies as an educational and vocational pathway.
- Restorative Justice Program – where young offenders have the opportunity to give back to 'Victims of Crime' by manufacturing and selling furniture produced through the woodwork centre and art work.
- 'Mathletics' (web based numeracy program) – the significant number of students accessing and progressing through the levels of this online numeracy program making mathematics an engaging learning activity
- Music Program – producing music that approaches industry standard quality with very limited resources
- TORCH Program – working with the Kiaros group in supporting young offenders through mentors to reassess the values in their lives and provide positive directions for the future
- KOTO (Know One Teach One) – a program for young offenders in building confidence, self esteem and teamwork through cooking.

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

Wiltanendi – Paiendi West

The program at The Parks has enjoyed strong support during the year by developing an innovative partnership with the ICAN program in the Western region. The new program called "WeCAN" program has allowed Aboriginal students who are Flexible Learning Options (FLO) from local high schools to attend the educational program in the afternoons.

All students have enjoyed the opportunity to participate in the Aquatics program at Noarlunga in both terms 1 and 4. Snorkelling and surfing have been favoured activities and highly successful activities for the students.

A highly successful new activity was a visit by students to the Regency Park TAFE to tour the Hospitality area and then enjoy a formal lunch meal prepared by current Hospitality students.

An additional activity which has proven to be very popular has been the inclusion of leather working and this has allowed students to make their own belts incorporating their own designs into the belt. 3 students received awards for entering their Art works in a competition for secondary students which was a great achievement.

The Learners Permit course at the Flexicentre has received strong support from the students. The 'Right Turn' program has been introduced allowing students to have formal driving instruction in a vehicle supplied by WhiteLion to assist them with gaining their Probationary Drivers Licence.

One student was also able to gain his Forklift Licence which was a great achievement.

Wiltanendi – Paiendi North

The introduction of a cold-scroll metalwork program has been an instant success with students in semester 2. Students have gained additional skills in measurement as they have completed projects such as candelabras and scrolled book shelf ends.

A Mechanics program for one day a week over a semester has also been valued by students interested in vehicles.

A sewing program has been introduced where students are able to make their own boxers or track suit pants. This has been very popular and allowed additional skill development and confidence building as well as having quality hand made clothes.

The Learners Permit course has continued to be popular with students who wish to gain their Drivers Licence.

Ten Pin bowling has been a very successful team activity each term to celebrate student successes.

Students have enjoyed developing additional Maths skills by using the Mathletics program which is a new Internet based Mathematics program.

Flexicentre at Magill

- A highly successful trial of a SACE Health unit in conjunction with Red Cross. Students have engaged positively with the facilitators and all students should be resulted by early 2011.
- Successful implementation of SACE Work Education with students gaining knowledge and confidence with workplace procedures and literacy/numeracy embedded into specific employment contexts.
- White Card- 6 students completed the course with several students included from other Outreach sites also gaining accreditation.
- A work experience placement in the horse industry extending for most of the year for a young woman significantly at risk. She is now applying for further studies at TAFE in Certificate 1 Stable hand.
- A young woman completing IVEC by the end of term 2.
- A positive transition for a young APY Lands student from Magill Training Centre to the general program at the Flexicentre. We supported him to maintain strong cultural links with his family during the period he was with us. He also successfully completed white card and first aid. He has subsequently returned to his family.



Outcomes of the Site Learning Plan

STRATEGIC DIRECTION 1

1. YEC USES A HOLISTIC APPROACH TO STUDENT WELLBEING THAT ENSURES MAXIMUM BENEFIT FOR INDIVIDUAL LEARNERS AND THAT ACKNOWLEDGES THE CULTURAL AND EDUCATIONAL NEEDS OF ALL ABORIGINAL LEARNERS.

Priority 1: After any student has been enrolled for four continuous weeks an Individual Learning Plan is developed using current learner achievement data, consistent across YEC sites.

Actions:

Over the year, we have worked towards the consolidation of Learning Plans and a *one plan format* to cover all areas apart from the Negotiated Education Plan and the Individual Education Plan, which would form addenda to our one plan format. We are looking forward to the DECS online Learning Plan process from 2011.

While Assessment and Induction summary information over the year has continued to be put onto our local database, giving us the facility to generate reports, our longer term aim has been to get this information transferred to our Learner Management System "DayMap", which would make accessing information even easier.

Over the year, all teachers were inducted into the Learning Plan process.

Additional teaching time was allocated at one campus to provide teacher release time for the development and updating of Learning Plans.

Outcomes and Analysis

The One Plan Format across YEC has been developed and implemented at all sites. This includes the Initial Assessment, Induction Forms, Student Voice and the Learning Plans. Collated information informs the Case Management process and Personal Learning Plans, as well as providing teachers with the information they need to tailor individual programmes for students.

Teachers across all YEC sites have been inducted into the Learning Plan Process during Terms 3 and 4, with additional training provided during the Staff Well-being Day in Term 4.

Teaching time has been allocated to provide teacher release time for the development and review of Learning Plans at the Magill campus.

In terms of data across the whole of YEC, 56 Learning Plans had been written by the end of term 1; 109 by the end of Semester 1; and a total of 175 by the time of writing of this report, midway through November. These figures clearly show that the process is working really well.

The One Plan Format has been welcomed by staff for its greater simplicity and consistency, and so it has helped in getting staff well versed in the process of writing Learning Plans.

Induction and training for staff has been vital. It has meant that by the end of the year, all staff felt more comfortable with writing a Learning Plan.

Providing teachers with release time for the development and review of Learning Plans has worked most positively. Staff have shown not only gratitude but also a greater willingness to embrace the Learning Plan process positively and effectively.

All schools are now contacted once a student has been with us for 6 days. An email is sent with a request for information regarding the educational status of each young person and for any learning plans currently in place. Schools are also encouraged to make contact with our teachers to share information and strategies on how to better support students. For Aboriginal students, a further email is sent to the Regional Aboriginal Inclusion Officer for their information and to help them better address each student's needs. Once a student exits our centre, another email is sent to the school of enrolment as part of the student's transition back into community education.

Since we started sending the emails to students' home schools in the latter half of July, we have not been getting a lot of responses.

Aboriginal Inclusion Officers are actively involved with both of the Wiltanendi-Paiendi programs. This group of DECS staff provide direct links between the local school, the families of the young people and program staff. This information is vital for the successful induction of new students as well as ongoing support for students in the program. The Aboriginal Inclusion Officers also receive weekly information on attendance as well as participation in the program which is used to update the families as well the local school.

Next Priority and Targets

The transfer of information to our Learner Management System 'DayMap'

Currently we are still investigating the potential of all collated information to be accessible from our Learner Management System, 'DayMap', and how this information will inform the development of Learning Plans. DECS will have an online system for Learning Plans in 2011 so this will be used by teachers for both the writing and the storage of all Learning Plans

- By the end of Semester 1 2011 all information about students to be stored in DayMap.
- By the end of Semester 1 2011, all teachers are using the DECS online system for writing Learning Plans, if it is available.

Priority 2: All current Learning Plans reviewed once per term



Actions:

Over the year, we have worked towards a situation where the review of Learning Plans not only occurs within the given timeframe, but also includes a teacher-student self-review, which satisfies the requirements for reflection in the PLP. We have also researched an effective process for identifying those students who have returned to YEC and who already have a Learning Plan from their previous visit, so that this plan can be reviewed and updated within the 10 week timeframe.

Outcomes and Analysis

In terms of data across the whole of YEC, 27 reviews of Learning Plans had

been written by the end of Term 1; 97 by the end of Semester 1; and a total of 157 by the time of writing of this report, midway through November. These figures clearly indicate that by the latter part of this year, all current Learning Plans *were* being reviewed once per term.

Work by students towards completion of SACE modules occurs mainly at the Cavan campus, and there students *are* involved in the teacher-student self-review process as they negotiate SACE Accredited Specialty Study and additional curriculum through the elective process.

At present, all Learning Plans are written collaboratively between teachers and students, which allows teachers to guide and support students while making sure the student's voice and aspirations are valued and included in the plan. This process also gives students more control over their learning and the goals that they are working towards. Our next priority is to ensure that all reviews are teacher-student self-reviews.

The difference between working within a training centre and dealing with students in the community means that all students attending the Wiltanendi - Paiendi Outreach programmes have a Learning Plan instigated once a student begins to attend the programme. A review of each plan is conducted twice per term and/or on a needs basis. For example, when a student's circumstances alter and this impacts on their learning, the Learning Plan is adjusted accordingly. Each week an update on the student's progress and participation in the programme is recorded and sent to partner agencies. These include the student's home school if applicable and Wiltanendi case managers.

At the Flexicentre, students have a Learning Plan implemented as soon as possible (if one is not already in existence). This is very much a collaborative process between the student and teacher where issues of learning are identified and supported with appropriate strategies. Updates are conducted every 5 weeks with modification where necessary. These plans are generally not shared with other agencies unless requested. Youth Connections clients receive a case plan which is included as part of the registration process. This forms an integral part of the management of barriers and issues affecting the ability of the young person in achieving educational or employment outcomes.

Next Priority and Target

All reviews of Learning Plans to be teacher-student self-reviews by the end of Semester 1 2011

This is not happening for all reviews at present, mainly because of time constraints. As teachers develop more fluency in writing Learning Plans and reviews, and as we continue to be creative about providing them with more time in which to fulfil these kinds of responsibilities, all reviews will be teacher-student self-reviews.

Priority 3: All teachers are able to demonstrate how they use Individual Learning Plans as part of their daily practice.

Actions:

A large number of teachers have spent a good part of the year coming to grips with the effective writing and reviewing of Learning Plans and using these plans to inform daily practice. This has been most evident in Literacy and Numeracy lessons where individualised programmes have been developed in line with Learning Plans so that students can work towards the achievement of set goals. Our challenge going forward is to ensure that each student's Learning Plan serves to inform practice across *all* curriculum areas. For example, while a low-level literacy student is well supported in English, how does that play out in Technology, Art and other curriculum areas? Lots of strategies have been discussed and considered, and one that has already been trialled is teaming up a specialist literacy teacher with a colleague teacher in the Specialist Areas at Cavan, to ensure that literacy outcomes are met within a specific curricular area.

It has been difficult to get actions into play with this priority, as teachers have spent a good part of the year coming to grips with the effective *writing and reviewing* of Learning Plans, but have not quite yet made the step to *using* them to inform their daily practice. Lots of strategies have been discussed and considered, and one that has already been trialled is teaming up a specialist literacy teacher with a colleague teacher in the Specialist Areas at Cavan, to ensure that literacy outcomes are met within a specific curricular area.

Outcomes and Analysis

As reported above, Learning Plans are being used to inform practice in Literacy and Numeracy lessons across YEC. They have also been an effective tool in informing the Case Management process. Our next step is to ensure that Learning Plans are used to inform the daily practice of teachers across all the areas of our curriculum.

At the Flexicentre campus in the preparation of student learning the data collected from literacy and numeracy testing forms an integral part of planning and identifying strategies for improved educational outcomes.

Next Priority and Target

All teachers are able to demonstrate how they use individual Learning Plans as part of their daily practice in all curriculum areas by the end of Semester 2 2011

STRATEGIC DIRECTION 2: BUILD UPON A “ONE SCHOOL” CULTURE ACROSS YEC TO FOSTER A PHYSICALLY AND EMOTIONALLY HEALTHY WORKPLACE AND LEARNING COMMUNITY.

Priority 1: All staff report an improvement in feedback and recognition received from the leadership team.

Actions:

- Track feedback from staff re this topic as part of the Staff Surveys over the last 3 years
- Staff working with collaborative colleagues (Leadership Team members) as part of the Performance Development process
- Support of staff in the Step 9 process
- Leadership Team sharing the processes that they are using as part of the Leadership Team meetings
- Supporting/encouraging staff to work/observe across campuses as part of the their performance development process and backfilling staff absences
- Shared problem solving/ trouble shooting strategies

Outcomes and Analysis

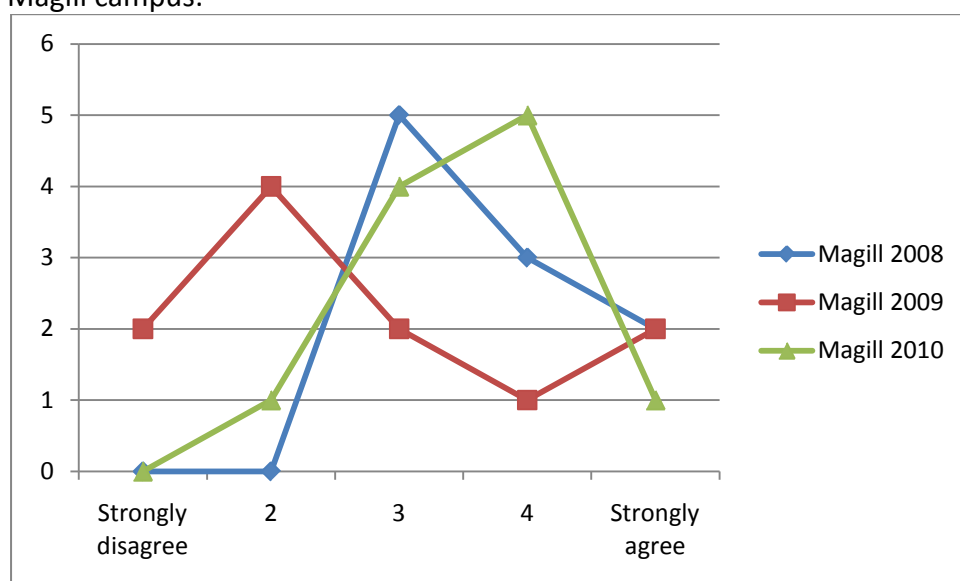
Analysis of the Staff Surveys over the last 3 years with respect to the questions:

In 2008 and 2009, Principal and leadership team at my campus give feedback on performance

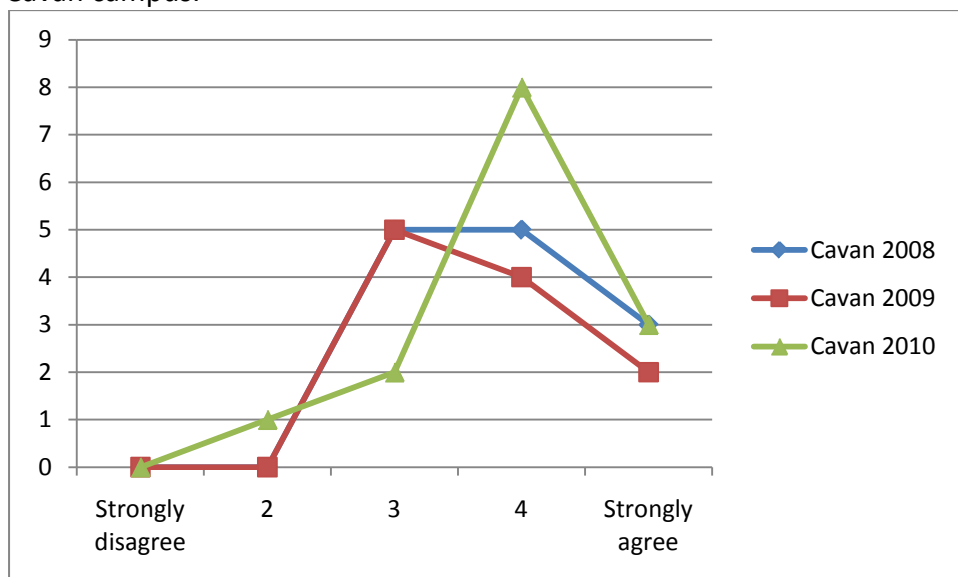
In 2010, I am happy with the quality of feedback I receive on my work performance.

show the following:

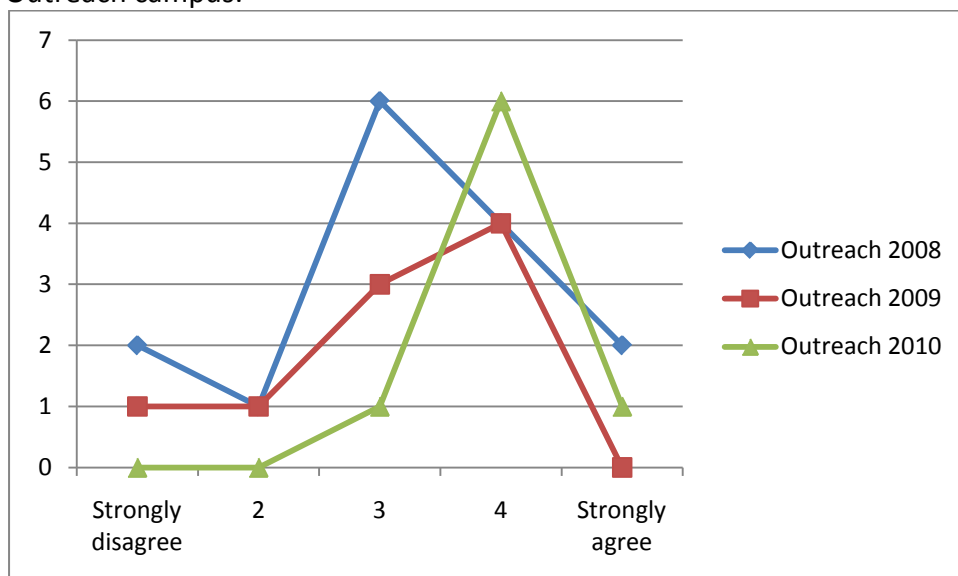
Magill campus:



Cavan campus:



Outreach campus:



All of these graphs demonstrate an improvement in the level of satisfaction about feedback from leadership team in 2010 compared to 2009, the year in which there was overall the least satisfaction.

Staff feedback has also included information about:

- Increased awareness of programs at other sites
- Increased participation in cross campus programs by students
- Consistency in behaviour management strategies and support where appropriate
- Increased resourcing and use of specific staff skills/expertise

Next Priority and Targets

Review the current Performance Development Processes and update in line with a Performance Development Culture, which is more consistent across all sites.

Priority 2: All staff are supported to work across YEC and participate in collaborative projects.

Actions:

- Training and development opportunities for staff to share resources and knowledge from different areas of curriculum.
- Observation of practice across campuses
- Youth Connections designation of case management of specific students to staff
- Throughout the year there has been a focus on SACE in the curriculum area and staff have been supported to work across YEC in learning areas to undertake this work. They have also attended SACE workshops together.
- There was a new Special Education teacher at the Magill campus, so for terms 1 and 2, the Special Education teachers at Magill and Cavan met to share processes, learnings and resources. This process has now been extended so that there is at least one meeting each term of the 'literacy focus' teachers at each campus.
- Work on the YEC Orientation, Induction and Learning Plans has been a cross school focus throughout 2010 to ensure seamless transitions for young people.
- The Cavan Assistant Principal observing at Magill campus as part of the introduction the Learner Management System.
- Some of the Outreach campuses, due to their smaller size, have required staffing support when there have been teacher absentees or Long Service Leave. There has been strong support from the staff within the Magill and Cavan campuses to backfill these teachers.
- Limited teacher delivery of programs across campuses

Outcomes and Analysis

- Shared Curriculum Development in SACE – there have been 9 SACE Assessment Plans approved – these were largely developed through collaborative practices. The focus of this work has been at Cavan, Flexicentre and Wiltanendi Paiendi, but it needs to be a strong focus for 2011 to ensure that all staff have a deeper understanding of the flexibility of SACE.
- Teacher Delivery of Programs Across Campuses has been limited to the Short Course programs and one teacher scheduled across 2 campuses. Again this is an area of need for 2011 as part of the transition to the new centre.
- Staff observation across campuses has increased this year – this has been undertaken by newer staff to the school looking at what happens at other campuses to align their practices and as part of OHSW practices.



- Improved Literacy and Numeracy Testing – YEC now has agreed assessment tools due to collaborative work across campuses – this has been a major achievement in 2010.
- There is a documented orientation, induction and assessment and learning plan process across YEC due to a working group across YEC - this has also been a major achievement in 2010.
- There has been an increase in a willingness of staff to backfill other teachers across campuses in either short or long term capacity during 2010. This has included leadership team and teachers – this continues to be an area of need for 2011 due to the transition to the new centre.

Next Priority and Targets

- **Staff observe/work at another campus for at least 2 days during 2011.**

Priority 3: Induction processes and learner achievement data are consistent across YEC enabling students to transition from one site to another seamlessly.

Actions:

- Regular meetings throughout the year of the Pathways Team to consolidate the YEC Induction and Orientation processes.
- Agreement about the Intake Assessment Tools across YEC
- Development of an agreed YEC Learning Plan, including process – this is currently being used, but we have also had conversations with DECS head office about DECS Learning plans going online in 2011.
- At the Magill campus additional staffing in terms 2 and 3 to support the writing of Individual Learning Plans.
- Student Free Day in November with a focus on the writing of meaningful and effective Learning Plans
- Work with the Families SA Guardianship of the Minister team to progress the writing of Individual Education Plans.
- Development and use of a locally developed database to enter and monitor testing data for the literacy/numeracy fields. There has been a text box added to increase information sharing. This information can now be printed as a report.
- Lexia has gone on-line which allows immediate transferability across campuses

Outcomes and Analysis

- One Orientation, Induction and Intake Assessment process across YEC.
- Magill and Outreach staff are using induction processes and developing Learning Plans. Cavan staff are still determining a process so that all staff can become involved in the writing of plans in 2011. For students who are Youth Connections, the process has been extended to include the requirements of the Youth Connections – Specialised Services contract.

Next Priority and Targets

- **Induction, Orientation and Assessment Data is part of the Learner Management System which is accessed by all staff across YEC to inform the development of Learning Plans and monitor student progress**

STRATEGIC DIRECTION 3: INFORMATION COMMUNICATION TECHNOLOGIES (ICT) SUPPORT AND IMPROVE STUDENT ENGAGEMENT, RECORD KEEPING AND INFORMATION MANAGEMENT.

Priority 1: All learner achievement data, learning plans and student reports are generated in, stored by and accessed through the YEC Learner Management System (DayMap™) by the end of 2010.

Actions:

- Infrastructure to support data collection and management installed during Term 1
- All student induction literacy and numeracy data collected for Magill and Cavan campuses using a temporary database - used by Magill and Cavan staff to monitor and update progress records
- Learning plans continue to be refined by the team managing that priority, ensuring readiness for transition to online process with DECS
- DayMap installed and functioning with accurate YEC student and teacher data
- Training and development for DayMap undertaken with the leadership team who then supported the implementation with all staff at each campus
- Each campus of YEC was included in Timetable processes to ensure DayMap data is accurate for each teacher.
- All teachers are using DayMap for attendance and reporting on classroom activities at the start of Term 3
- Many teachers are also using DayMap for reporting on individual students achievement and behaviour during Term 4
- Learning Plan proforma completed and trialled - this incorporated all versions of Learning Plans into one document.
- Reporting format for DayMap discussed with YEC staff, refined under the direction of the Curriculum Committee and leadership team

Outcomes and Analysis

It has taken longer than expected to fully implement DayMap across YEC. There was a general acceptance in the implementation of DayMap by all teachers with only a few operating issues noted. Thorough in-servicing and ongoing support from the Assistant Principal coordinating the program resulted in very few residual problems. At this stage all teachers are marking attendances; most are recording classroom activities on a daily basis; an increasing number are providing specific notes on individual students when required.

The Principal and senior leadership team are working with the DayMap team to customize the data collection and reporting facilities in DayMap for YEC. It is anticipated that the implementation of the collection of data and reporting features will occur in Term 1, 2011.

Next Priority and Targets

All learner achievement data and student reports are generated in, stored by and accessed through the YEC Learner Management System (DayMap™) by the end of 2011.

Priority 2: All students engaged in programs at YEC for ten continuous weeks can use a computer for word processing, making a presentation, managing files and accessing the internet consistent with Information Technology Certificate 1 standard.

Actions:

- Access to computers improved with integration of laptop computers into classrooms during Term 1.
- Evidence of this improvement demonstrated by the work being done in Furniture Construction where ICTs and practical work are fully integrated
- At Cavan and Magill, wireless router point to provide network access to workshops installed
- All student computers across YEC have been updated to run Office 2007 for consistency
- Introduction/diagnostic word processing activity developed for trialling as part of the student induction process
- Core ICT skills indicated in student induction form
- Information Technology Cert 1 is being phased in with selected students
- Induction ICT module has worked very effectively in identifying which students are deficient in basic skills, allowing the opportunity for effective teaching and learning.

Outcomes and Analysis

The value in accessing moveable laptops has given teachers far greater flexibility in where they can deliver lessons across the campus. Evidence of this improvement was demonstrated by the work being done in Furniture Construction where ICT and practical work are fully integrated. There is still some connection and 'drop out' issues at Cavan but these will be resolved when new cabling, routers and switches will be installed at the end of 2010.

All staff was given in-service training in MS Office 2007 at the start of 2010. During Term 1 all laptop and desktop computers were upgraded to MS Office 2007 for both teachers and students. The transition to Office 2007 for students

Information Technology Certificate I was trialled at Cavan with five students in the SACE specialty group. All completed the MS Word component, two the MS Excel component and one the MS Powerpoint component.

All students being inducted at Magill since semester 2 undertake the diagnostic word processing activity. Eighty percent of students who enter Cavan transition from Magill having done this test. Cavan is yet to fully implement the new induction form process incorporating the word processing assessment.

Teachers continue to provide ICT instruction on a 'needs basis' in classrooms. However, the skills taught are splintered and specific to the outcomes required.

The implementation of the New SACE subject 'Design and Publishing' has increased the requirement

for students to have more than a basic working understanding and usage of computers and software.



Next Priority and Targets

All students engaged in programs at YEC for ten continuous weeks can use a computer for word processing, making a presentation, managing files and accessing the internet consistent with Information Technology Certificate 1 standard.

Report on Performance of Students, including the Outcomes of Intervention and Support for Targeted Groups of Learners

Characteristics of students in training centres for greater than 10 weeks during semester 2, 2010

Age	No.	Gender		Aboriginality	
		Male	Female	Aboriginal	Non-Aboriginal
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	6	6	0	2	4
15	4	4	0	0	4
16	8	8	0	4	4
17	17	17	0	8	9
18	11	11	0	6	5
19	6	6	0	3	3
20	2	2	0	1	1
TOTAL	54	54	0	24	30

During semester 2 2010, 8 students in training centres for ten weeks or more were released, the remaining 46 remain in the school. Four of those released were aged 18 or over.

Destinations for those aged 18 or over were one transitioned to Youth Connections Specialised Services, one to an employment program, one to Boystown and another had an Expiry of Order.

Learning Plans

KPI: *percentage of young people aged 16+, in custodial care for 10 weeks or longer, with an Approved Learning Program (ALP) at admission compared to percentage with an ALP when leaving custody.*

There were 43 16+ year olds entering YEC:

- 27 entered **without** an Approved Learning Program.
- 16 entered **with** an Approved Learning Program.

There were 8 students who left YEC during this period. Six of the eight young men left with an Approved Learning Program. The two students who did exit without an Approved Learning Program had Expiry of Order and did not wish to engage in the process.

KPI: *Percentage of young people (10 to 15 years old) in custodial care for greater than 10 weeks with a current individualized education plan at admission to care compared to percentage on leaving.*

There were 11 students aged 10 – 15 years old in custodial care for greater than 10 weeks. Of these:

- One student entered custodial care with an IEP
- Ten entered without an IEP.

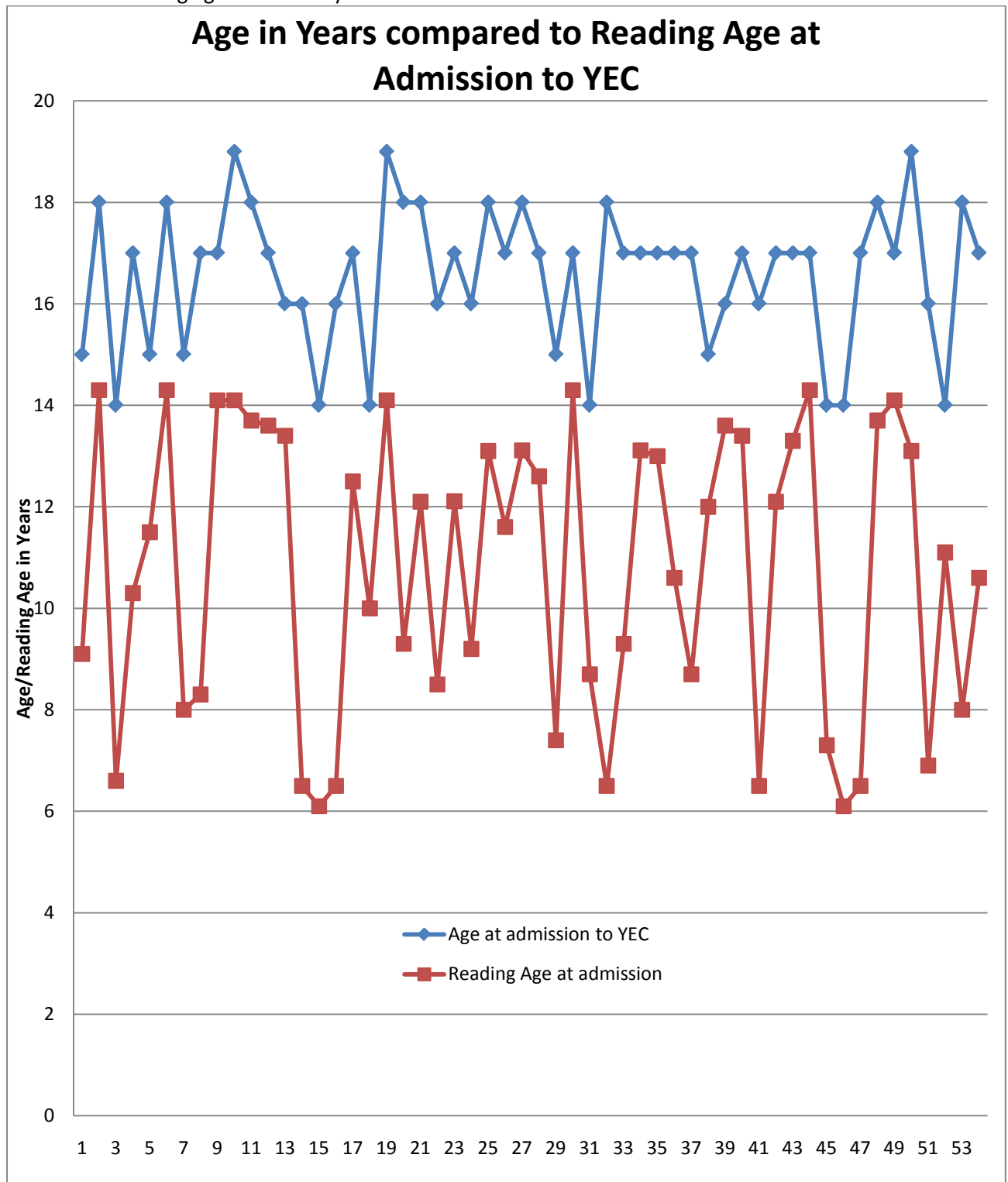
No student in this category has left during this period.

KPI: *pre- and post-testing of literacy & numeracy outcomes of young people in detention for 10 weeks or longer– disaggregated by age, gender and Aboriginality*

Literacy

The graph below shows the age (in years) of young people in training centres (second half of 2010) compared to their Reading Age* in Years at entry assessment.

* maximum reading age score is 14 years



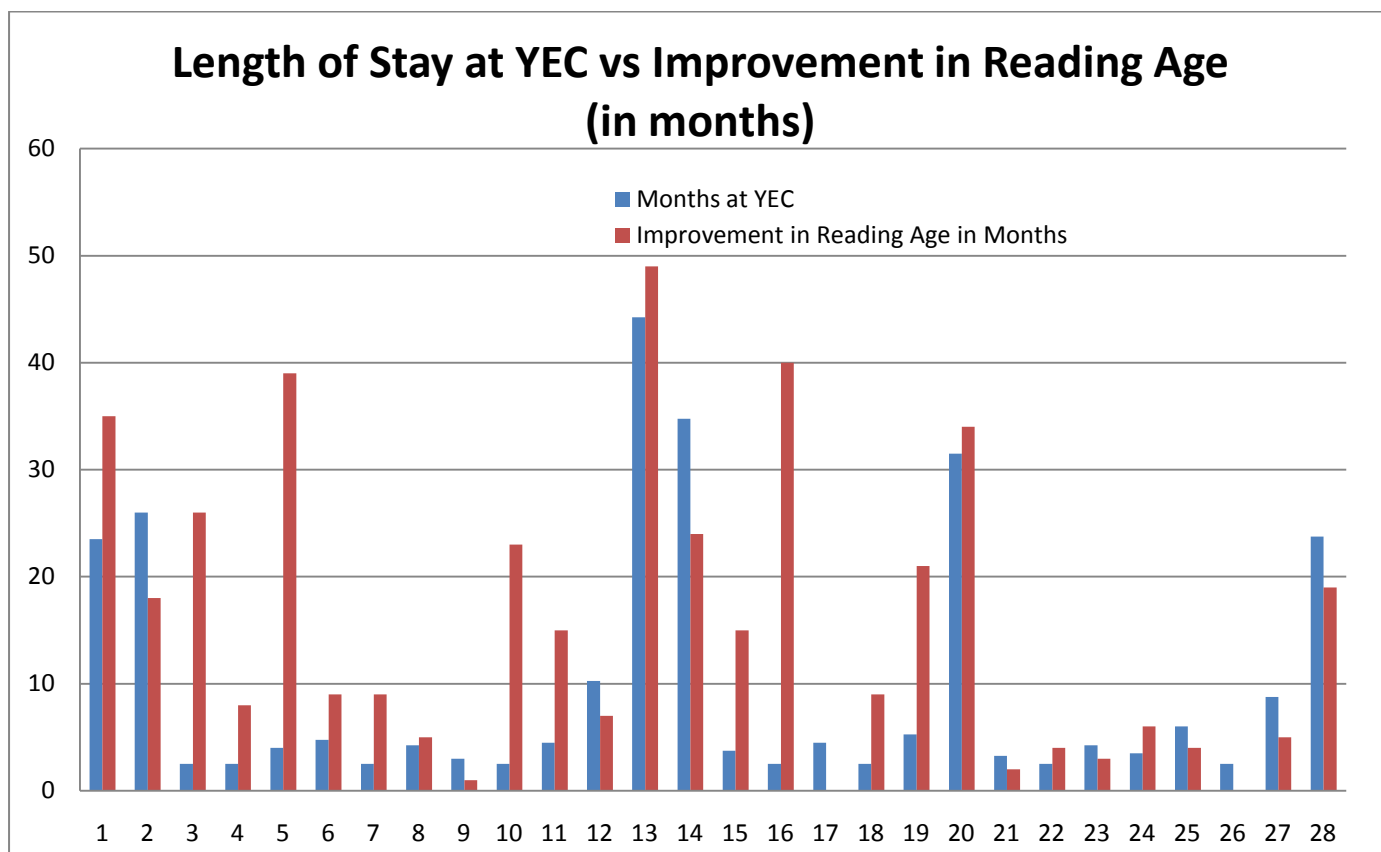
The data above shows:

- 25 of the 54 students had an entry reading age of 12+ years, which makes them Age Appropriate Readers. This indicates that they have good fluency, prosody and comprehension.
- 6 students had an entry reading age of 10.4 – 12 years, making them Independent Readers. This indicates that they have most of the decoding skills; usually have poor fluency and prosody and poor comprehension of texts. These students are seen 1x per week as part of the Reading Program.
- 11 of the students had an entry reading age of 8 – 10.3 years, making them Functional Readers. This indicates that they do not know more complex letter and vowel combinations and rules. These students usually make the most rapid progress. They are seen 3x per week as part of the Reading Program.
- 11 of the students had an entry reading age of < 8 years, indicating they are Non-functional Readers. These students have daily reading support and require intensive support to learn basic decoding skills.

The following two data sets indicate change in reading age during time in training centres (for those young people in secure care for 10 weeks or greater, up to the end of semester two 2010).

All students assessed with a reading age of greater than 12 who are considered to be independent readers are not included in these data sets.

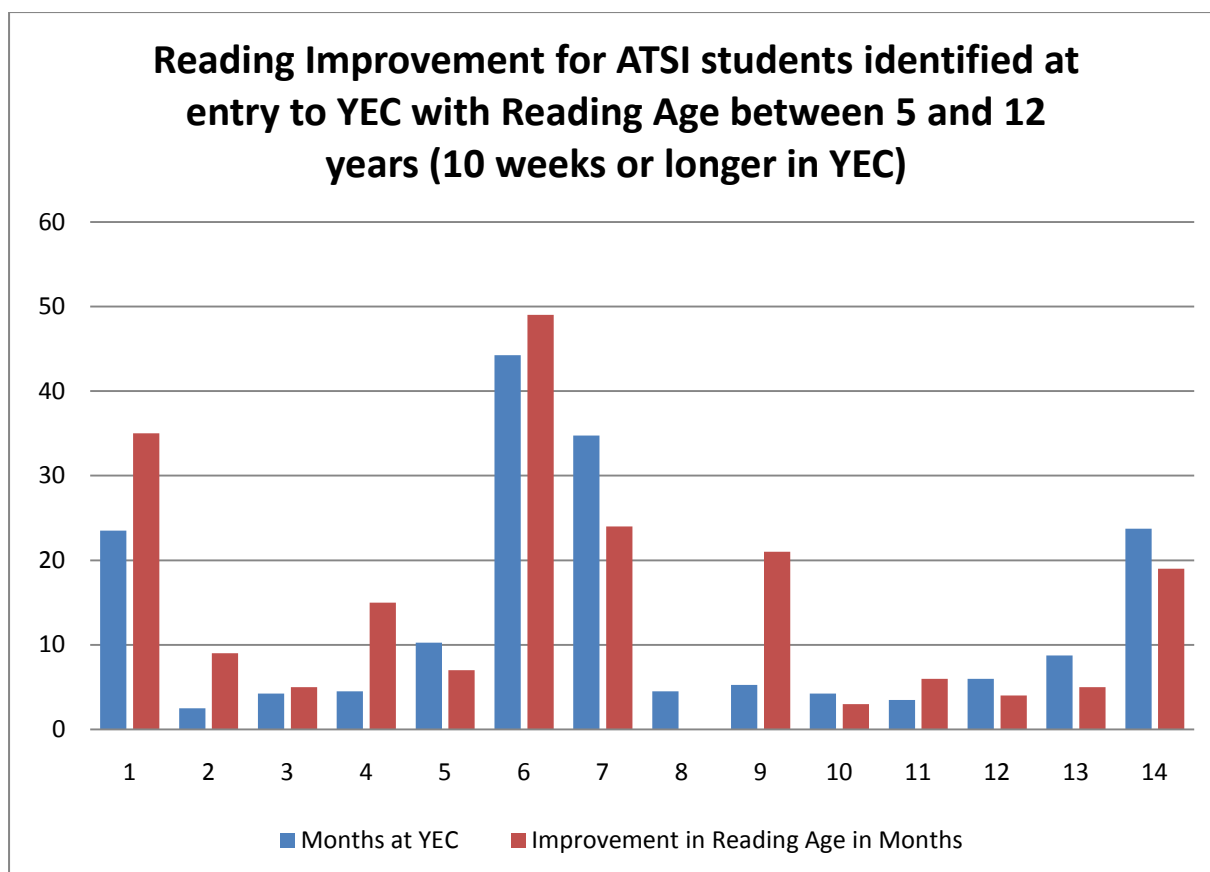
The chart below shows the **change in reading age**, (measured by BURT reading age assessment) compared to **time between reading assessments** for each student with an entry reading age of <12 years.



Analysis of this data indicates:

1. Of these 28 students, 25 (89%) improved their reading age by between two and 49 months.
2. Of the 2 students who did not improve, one had a Reading Age of 11 years 10 months and was only at the school for 10 weeks; the other student is a young Aboriginal man who is a Non-functional Reader. The student who only improved by 1 month was only at the centre for 12 weeks.

The chart below shows change in reading level (measured by BURT reading age assessment) for **ATSI students** identified in the 5-12 year reading age bracket.



Analysis of this data indicates:

1. Of the 14 ATSI students, 13 (93%) improved their reading age by between two and 49 months.
2. One (7%) did not improve their reading age. AS noted above this student is a Non-functional Reader and has a focussed program on developing his decoding skills.

Summary

Students in secure care for greater than 10 weeks are demonstrating significant improvement in reading ability.

Numeracy

All students are assessed using the ACER Even Start pre-tuition tests at point of entry to training centres.

In general terms, the tests align to Year 3, 5, 7 and 9 national benchmark levels:
The following table indicates the level students were identified at upon entry to training centres and the level of numeracy they are working at currently, or were at time of release.

Student Code	Age	ATSI	Gender	Numeracy entry level	Numeracy/Mathematics current/exit level	Change +/-
Student 1	15	Y	M	5	9	+
Student 2	18	N	M	10	12	+
Student 3	14	N	M	1	4	+
Student 4	17	N	M	5	7	+
Student 5	15	N	M	3	3	0
Student 6	18	N	M	9	9	0
Student 7	15	N	M	5	5	0
Student 8	17	N	M	7	7	0
Student 9	17	N	M	9	9	0
Student 10	19	N	M	12	12	0
Student 11	18	Y	M	9	9	0
Student 12	17	N	M	5	7	+
Student 13	16	N	M	5	5	+0
Student 14	16	Y	M	3	3	0
Student 15	14	Y	M	3	3	0
Student 16	16	N	M	3	3	0
Student 17	17	N	M	5	7	+
Student 18	14	N	M	3	3	0
Student 19	19	N	M	10	10	0
Student 20	18	Y	M	7	7	0
Student 21	18	Y	M	9	9	0
Student 22	16	Y	M	3	3	0
Student 23	17	Y	M	5	7	+
Student 24	16	Y	M	7	9	+
Student 25	18	N	M	9	9	0
Student 26	17	Y	M	9	9	0
Student 27	18	Y	M	7	9	+
Student 28	17	N	M	5	5	0
Student 29	15	N	M	3	5	+
Student 30	17	Y	M	10	10	0
Student 31	14	N	M	3	3	0
Student 32	18	Y	M	2	3	+
Student 33	17	N	M	3	3	0
Student 34	17	N	M	5	5	0
Student 35	17	Y	M	7	7	0
Student 36	17	Y	M	7	9	+
Student 37	17	N	M	5	9	+
Student 38	15	N	M	5	5	0
Student 39	16	Y	M	9	9	0
Student 40	17	N	M	3	7	+
Student 41	16	N	M	3	3	0
Student 42	17	Y	M	3	5	+
Student 43	17	Y	M	7	10	+
Student 44	17	N	M	7	11	+
Student 45	14	N	M	3	3	0
Student 46	14	Y	M	3	3	0
Student 47	17	Y	M	3	3	0
Student 48	18	N	M	12	12	0
Student 49	17	Y	M	7	7	0

Student 50	19	N	M	7	7	0
Student 51	16	Y	M	3	5	+
Student 52	14	N	M	5	5	0
Student 53	18	Y	M	3	5	+
Student 54	17	Y	M	9	9	0

Summary

Of the 54 students, 19 have reached the next numeracy benchmark level or beyond within their period of time in custodial care. Given that the next benchmark was a 2 year improvement, this demonstrates significant improvement as only 4 of the 54 students were in custody for at least 2 years.

YEC continues to look at ways of getting 'finer data' regarding improvement in numeracy – we are able to provide individual information about how students have improved, but it is difficult to provide this in a statistical representation.



Relevant Outcomes of DECS Aboriginal Education and Employment Strategy

ABORIGINAL EDUCATION

Key focus area 2: Participation, Retention and Attendance

7. Increase the numbers of Aboriginal students in senior secondary programs by 2010 from 7% to 16% in Year 12 and from 17% to 21% in Year 11.

8. Increase the retention rate of young Aboriginal people to Year 12 or its equivalent from 36.4% in 2004 to the State equivalent of 70% by 2010.

9. Increase the number of Year 12 Aboriginal students completing SACE or the equivalent to the State level of 70% by 2010.

12. Improve completion rates of Aboriginal Students by increasing access to a wide range of VET courses and learning plans leading to job opportunities.

The Wiltanendi Paiendi programs have resulted in improved attendance for all 47 students who are currently engaged. The majority of these students have previously not attended school for extended periods of time.

All Aboriginal students who have been in the Youth Training Centres for a period of time that allows case management are provided with supported programs in the community. To achieve this we work in collaboration with the Community Youth Justice Teams, Families SA Liaison Teams within the Youth Training Centres, DECS Regional personnel, Youth Connections Specialist Services, ICAN and other non-government agencies.

Across YEC, there have been 2 students who have completed the new SACE subject, Literacy for Community and Work. Both of these students are Aboriginal.

We also had 64 Aboriginal young people complete short courses through our Outreach services during 2010.



Key focus area 3: Literacy and Numeracy

15. Increase Aboriginal learners' successful participation in rigorous, relevant and challenging literacy and numeracy programs.

16. Develop and trial programs that best support improved literacy and numeracy outcomes for Aboriginal learners.

Refer to the information provided above re Performance of Students who are at the Magill and Cavan campuses for at least 10 continuous weeks.

Another one of the YEC programs that has had a focus on this aspect of the DECS Aboriginal Education and Employment Strategy are the Wiltanendi Paiendi programs.

It is difficult to collate the improved literacy and numeracy outcomes of these students, but two examples are:

13 year old male student who has attended the program for 6 months. At point of entry he was able to recognise 50% of the alphabet only, had a limited ability to discern between upper and lower case sounds, recognised a few 3 letter words and 1 syllable words, including 7 of the top 100 used words. He is now at a pre primary school level, working on letter and sound recognition; one syllable, 3-4 letter words and 10% of sight words can be read. At point of entry his numeracy skills were that he was able to recognise 1 and 2 digit numbers. He can now recognise number pattern and simple addition up to 2 columns and 2 rows; can count in 10's, and can count on from numbers other than 1.

15 year old male student who has been in the program for 2 ½ years. This student refused to be tested in literacy and numeracy for the first 18 months, but was operating about a Reception level. In literacy, he is now operating at an early primary level but refuses to write. He has good narrative skills. He now has a reading age of 6.8 years. With respect to numeracy, he is now working at a basic year 3 level with skills based around number. He has made huge changes in his attitude to school, social development and willingness to learn. His physical presentation has also improved.

All students have made some progress in their literacy and numeracy – those who have made limited progress is largely due to their 'phobia' about working in either literacy or numeracy.

Key focus area 4: Culturally Appropriate Curriculum and Teaching

19. Ongoing development and promotion of curriculum materials that support Aboriginal studies, Reconciliation and cultural respect.

20. All sites to include Aboriginal studies, Reconciliation and Cultural Respect programs in the curriculum.

YEC has a strong commitment to the provision of cultural programs for our high Aboriginal population. Many of these programs are provided in collaboration with Families SA within the Youth Training Centres during dedicated weeks such as NAIDOC and Reconciliation weeks. Families SA and CAMHS have also run 'Our Journey to Respect' for a number of Aboriginal students.

In addition, YEC has used some of its Homework Centre funds to provide innovative cultural education within secure care to complement the existing curriculum and assist in the re-connection process for Aboriginal youth at risk. At Cavan this has involved working with an Aboriginal provider to run Digital Storytelling and Aboriginal Dance.

ABORIGINAL EMPLOYMENT

Key focus area 2: Retention

7. All Aboriginal employees to receive appropriate induction and performance management.

This year we have employed 2 Aboriginal Community Education Officers. These staff have been inducted and supported in their transition to our school community. This has also included ensuring that they are aware of working with our partner agency, Families SA and aware of the requirements of working within a Youth Training Centre and with students at risk.

Site Self Review

During 2009, Youth Education Centre staff decided to develop a key statement under which we would undertake our Self Review Process. The agreed statement is:

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

During 2009, we focused on 3 of the DECS Improvement and Accountability Framework (DIAf) principles. These were:

Focus on Learning

How successful have we been in achieving quality learning and wellbeing standards for all learners - staff and parents?

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 collected data in these three areas as a lead in to the review process across all of the 9 DIAf principles.

During 2010, each of the Leadership Team members was responsible for collecting evidence for one of the DIAf principles. We set up our Site Improvement Plan so that it addressed the agreed YED statement through each of the 9 principles. It also reflected our DECS e-strategy framework. Refer to diagram on next page.

We have been sharing this work with our regional leadership colleagues as part of the eastern Adelaide Professional Development Group. The Leadership Team continue to discuss this work at each meeting. Staff contribute to the review on a continual basis through their Performance Development Process and in reporting to the Governing Council each term about our Site Improvement Plan. This reporting is undertaken by the staff as an activity at an end of term staff meeting or at a campus meeting.

We are preparing for our validation process in term 3, 2011 using the data that we continue to gather re our key statement.

1.YEC uses a holistic approach to student wellbeing that ensures maximum benefit for individual learners & that acknowledges the cultural & educational needs of all aboriginal learners

2.Build upon a 'one school' culture across YEC to foster a physically & emotionally healthy workplaces learning community.

1.1 Individual Learning Plans using current learner achievement data, consistent across YEC sites.

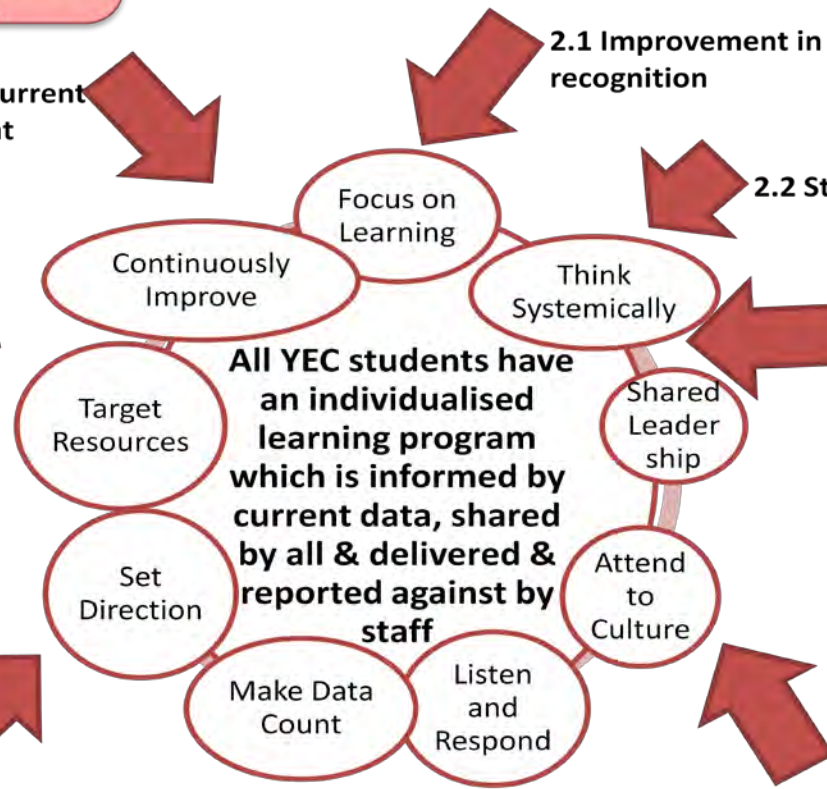
1.2 Learning Plans reviewed each term

1.3 Teachers demonstrate using ILPs as part of daily practice.

2.1 Improvement in staff feedback and recognition

2.2 Staff work across YEC

2.3 Consistent induction processes and learner achievement data across YEC



3.1 Using YEC Learner Management System (DayMap™) by end of 2010.

3.2 Student ICT skills consistent with IT Certificate 1 standard.

3. Information communication Technologies support & improve student engagement, record keeping & information management

**DECS e-
Strategy
Framework**

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.

2010 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 2010:

- 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 49 Aboriginal students/day enrolled for 2010. This over-representation of Aboriginal juveniles continues to be of concern.

Families SA data re the Magill Campus (Financial Year 2009/10)

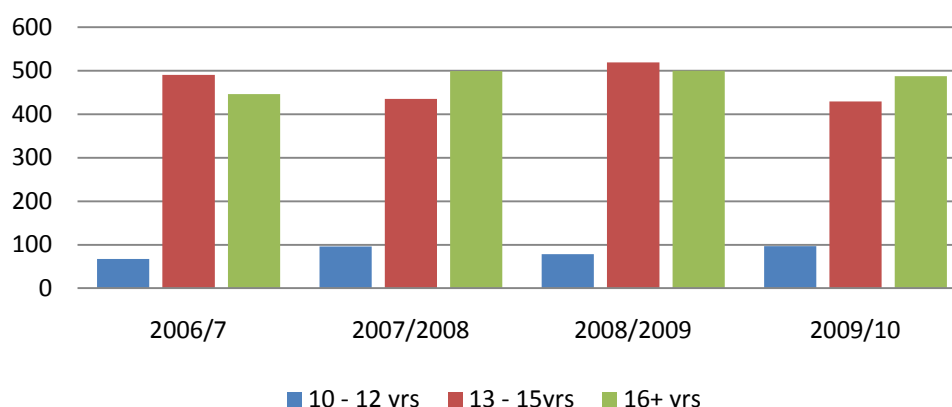
During the financial year 2009/10 there were 1013 admissions to Magill Training Centre. This is an average daily admission to Magill campus of three residents/day (1013 admissions/365 days). The age breakdown of admissions to Magill during this period shows that the majority of the admissions were in the 13 – 17 years age group. The number of admissions to Magill has decreased from 1097 to 1013 during the last financial year.

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

Age	Number of admissions		% of Admissions	
	2008/9	2009/10	2008/9	2009/10
10 –12 years	78	97	7.1%	9.6%
13 - 15 years	519	429	47.3%	42.3%
16 – 17 years	442	420	40.3%	41.4%
18+ years	58	67	5.3%	6.7%
Total	1097	1013	100%	100%

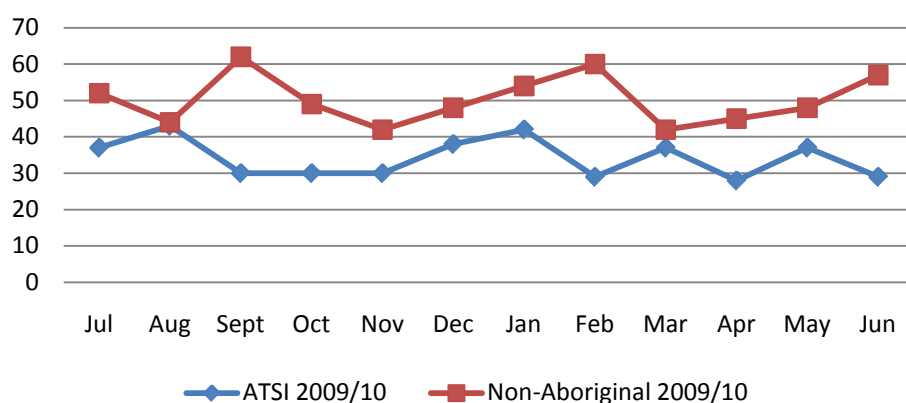
The concentration of admissions in the 13 – 17+ years of age group is consistent over the last nine financial years. The comparative data below shows that the number of 10 – 12 year old juveniles has increased slightly over the last financial year and the 16+ year olds have become a larger group than the 13-15 year old cohort. Looking at the graph over the last 4 financial year periods, the comparison between the 13-15 year old admissions and the 16+ year olds has alternated each year. These changes have implications for the curriculum offered and require the school to be flexible in terms of middle school and senior school offerings.

Admissions to Youth Training Centres by Age 2006/7 - 2009/10



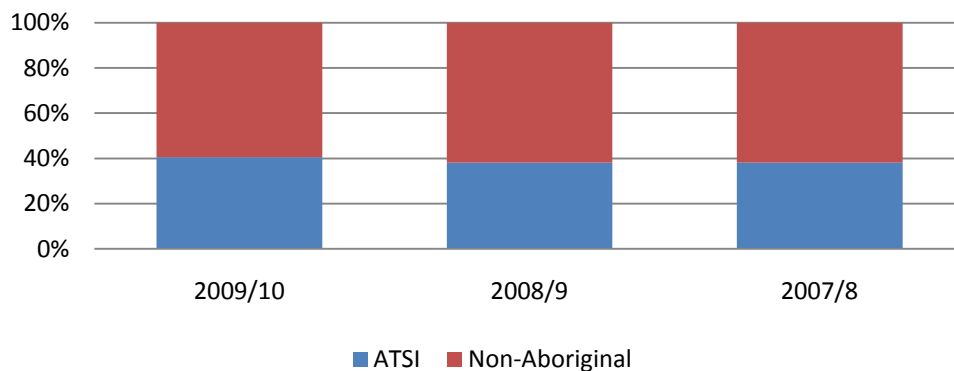
With respect to cultural groups, the graph below shows that the number of Aboriginal and Torres Strait Islander (ATSI) students continues to be an over-representation within the Youth Training Centres.

Admissions to Youth Training Centre by Cultural Groups 2009/10



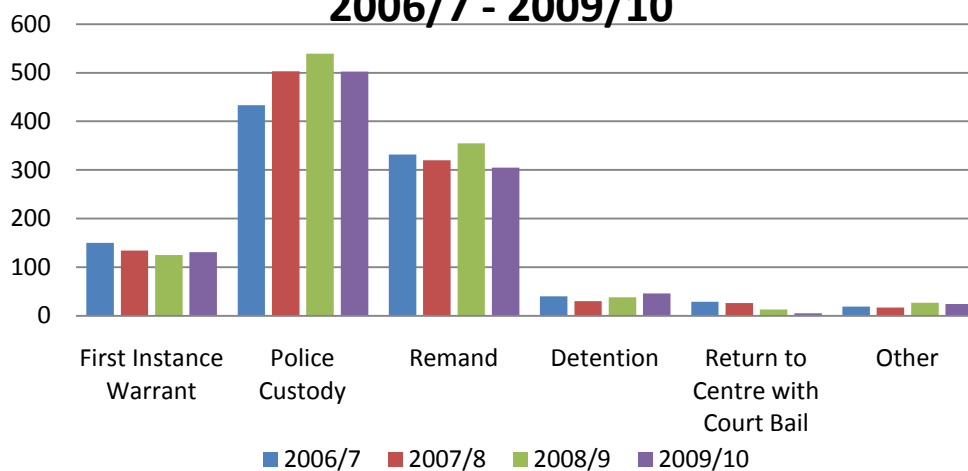
Further analysis and comparison of admissions by cultural group over the last 3 financial years shows a slight increase in the percentage of the total population admissions being ATSI – it has increased from 38.1% to 40.5%. During 2009/10, there was a decrease of 8 ATSI students from the previous financial year (from 418 to 410) and 76 non-Aboriginal students (from 679 to 603). In August 2009 and March 2010 there were similar numbers of ATSI and non-Aboriginal students admitted to Magill. 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.

Comparison of ATSI and non-Aboriginal students as a Percentage of the Total Admissions



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 male 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.

Admissions to Magill by Authority Type 2006/7 - 2009/10



Outreach Services

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

- 411 disconnected young people engaged in education, training, and employment programmes across the Outreach Programmes. Of these students, 140 are Indigenous and 101 are youth in Juvenile Justice.
- There has been an average of 32 students regularly engaged in alternative education programmes
- 9 students per week engaged in short vocational courses
- 5 young people have been engaged in work experience within the Outreach Programmes and 29 in the Building Links Programme. A total of 25 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 2010, 40 students exited the Outreach Programmes. Information about these students' destinations is:

Reasons for Leaving	
Full-time, Part-time work, Traineeship.	5
Left to attend another programme (i.e. DECS or FSA), Mainstream school, Adult Re-entry School or TAFE	9
Returned to Youth Training Centre	5
Destination Unknown/No Programme	21

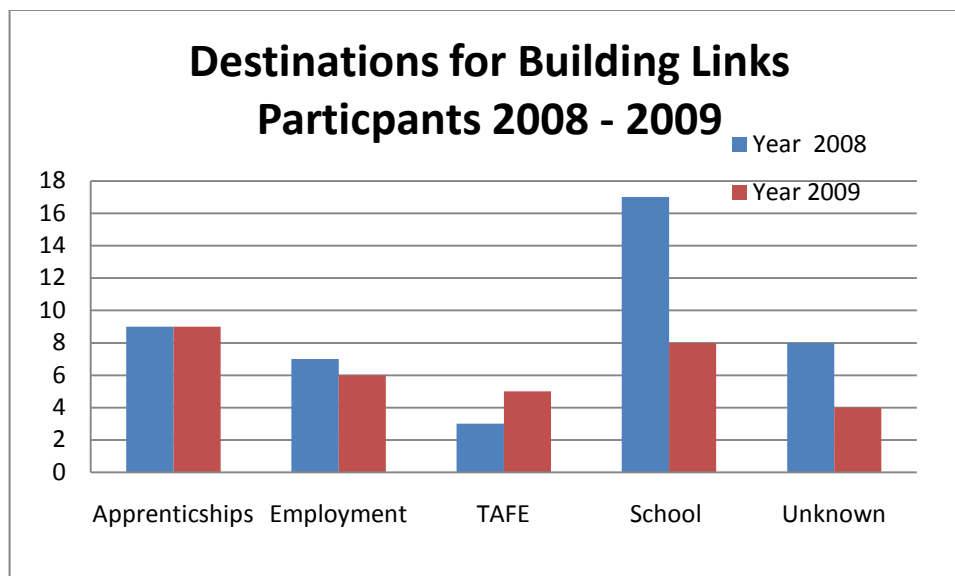
This information reflects the transient nature of the young people with whom we work – the high number of destination unknown is the current data, but many of these students will re-appear or re-contact us to resume education or to get certificates or records for them to continue on the next part of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

Destination data re 2009 Building Links Students

The graph below tracks the destinations of the Building Links students over the last two years. 2008 saw a bigger turnover of students leaving the course early to go to employment and they were replaced by other students entering the course. In 2009 we didn't have this early turnover so overall numbers were down slightly, but the percentages of successful

pathways remain high. The numbers of students gaining apprenticeships or other employment has remained steady. Higher numbers have moved onto TAFE instead of returning to school, and one student has gone on to University.

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 Fremont/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

SACE Results at Youth Education Centre in 2010

During 2010, 22 students enrolled in 31 subjects through SACE. Of these, 16 were resulted with the following grades:

A=2 B=4 C=6 D=2 E=2

This is the first year that we have had this number of students enrolled in SACE subjects delivered by our staff, so we cannot compare past results. The A's were gained in Visual Arts and Aboriginal Studies. Subjects in which B's and C's were gained were Literacy for Work and Community Life; Cross Disciplinary Studies; Information Processing and Publishing; Health and Visual Arts.

15 students registered a W, which is withdrawn. This may mean that the student left the school before the subject was resulted or the student did not complete the subject and will be re-enrolled in 2011. Factors affecting the non-completion of subjects include; 'end of order' or 'conditional release'; involvement in special programs delivered by Families SA or outside providers as part of a student's order during school lesson periods and non-engagement in the subject.

Cavan – Cavan Campus made the decision to move away from the reliance on Open Access College to deliver SACE in 2010. Teachers at Cavan were supported in developing their own subject specific learning and assessment plans. This year, 8 new SACE subjects were written and approved by the SACE Board of SA. There is still one subject pending approval which will occur in 2011.

In Semester 1, only 2 students were enrolled in subjects through OAC. One of these students achieved the A standard in Aboriginal Studies. There were no new enrolments through OAC in Semester 2.

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 continue to be 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.
- Certificate 3 Domestic Electrical.

During semester one, six students were enrolled, increasing to nine in semester two. A total of 56 modules have been accredited. One student successfully completed all modules and gained Certificate 2 in Retail Operations accreditation.

Magill – During 2010 there were no students enrolled in SACE at the Magill Campus, as there was no-one with the appropriate ability who stayed long enough in our environment to warrant their enrolment. Two students completed Certificate 1 in IVEC while they were at Magill, and several more are well on the way to completion. Most students who pass through Magill engage in work on modules in IVEC. 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 –

The Flexicentre campus has had a highly successful year with students participating in SACE courses. One positive initiative has been the implementation of a SACE Health unit in conjunction with Red Cross. This has involved 7 students who will be resulted in 2011. Another positive outcome for students at the Flexicentre campus has been the establishment of a Work in the Community SACE group. This involved the use of appropriate work terminology and work based practice and procedure maximising and increasing opportunities for students to participate successfully in employment in the future.

Four students have completed IVEC in 2010.

We have also supported a student to return to a mainstream educational setting with excellent results.

One student is pursuing TAFE studies in 2011 (Certificate 1 Stablehand).

At Wiltanendi- Paiendi, students on both sites are gradually becoming more actively involved in SACE offerings. One student has completed both Stage I Numeracy as well as Literacy for Community Life and Work. This is a great achievement for the young lady and she is able to role model success in SACE subjects to other students in the program and encourages their participation.

7 models in Certificate 1 IVEC have been completed by students over the course of the year.

One student began the Building Links program where he also started to work on modules of the TAFE subject Certificate 1 in Building Construction. He will continue with this program in 2011 and he is very likely to find work in the building industry as a direct result.



Student Achievement in Alternative Pathways

In 2010 Youth Education Centre delivered modules in the Introductory Vocational Education Certificate 1 (IVEC). Numbers of students engaged in VET courses during 2010 were:

- 33 students in Building and Construction, of whom 27 completed the whole certificate
- 88 students completed 335 IVEC modules in General Education
- 1 student in Hospitality
- 55 students completed modules in Certificate I in Automotive (Tyre fitting)
- 30 students completed modules in Certificate III in Civil Construction (Forklift)

4 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	55	19
Motor Vehicle Learner's Permit	163	35
Forklift Licence	30	7
First Aid	68	3
TOTALS	316	64

Opinion Surveys

Parents

As a school, we have limited/no contact with parents while the students are in the Youth Training Centres 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. During detention planning within the training centres, parents are involved in the mapping of pathways with their child. At the Flexicentre, several parent groups are actively involved in the enrolment, monitoring and evaluation of their children's learning as well as the planning of pathways and transitions into other training or employment.

Students

This year we have chosen to use the survey provided by DECS with some modifications due to our unique location. Although this will impact on our longitudinal data, we have decided to use this survey as we believe it will provide us with better information over the next few years. The survey given to students was broken in to 4 sections:

1. Quality Teaching and Learning
2. Support of Learning
3. Relationships and Communication
4. Leadership and Decision Making.

Each section contained a series of questions with a rating scale of one (lowest ranking) to five (highest ranking) and a text response. The rating scale also had visual cues of sad and smiley faces to support the students completing the survey. In total there were 41 questions. At the end of the survey there was also a text response for any other comments the students would like to make.

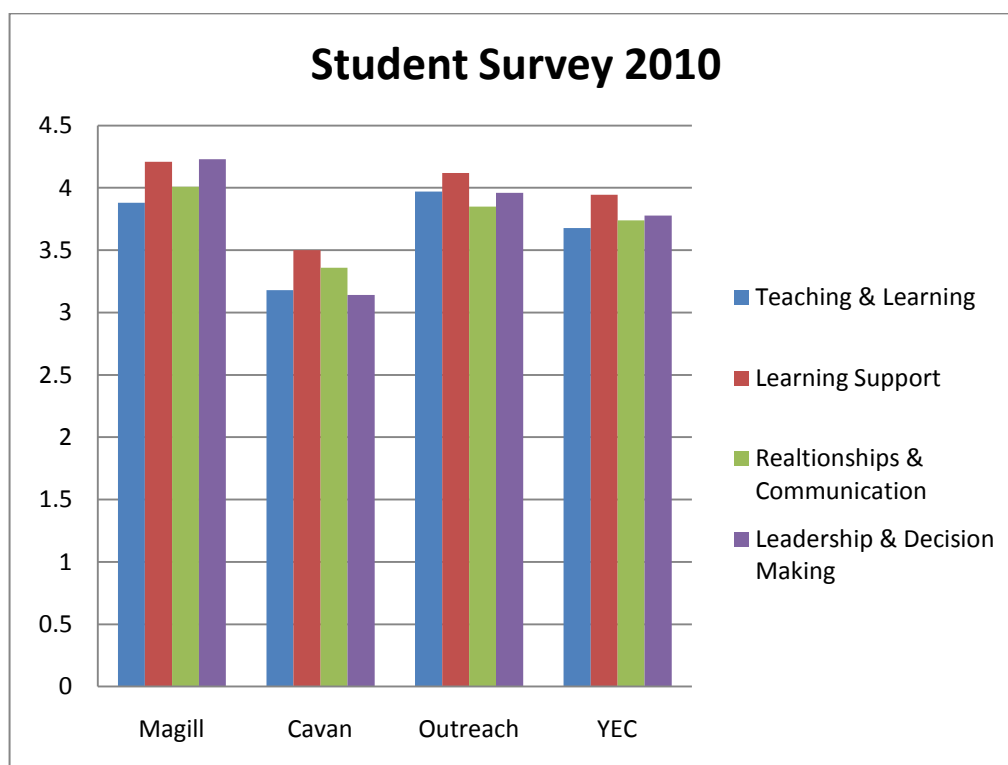
Factors impacting on outcomes:

- Student sample size - Magill – 27 students who had been at the school for at least two days; Cavan – 30 students and Outreach – 21 students.
- Environment – Magill and Cavan being Youth Training Centres; Outreach campus being voluntary attendance (except for those on orders). Outreach includes students from the Flexicentre and Wiltanendi Paiendi.

The results of the 41 questions were (maximum rating of 5):

	Magill	Cavan	Outreach	YEC
Quality Teaching and Learning	3.88	3.18	3.97	3.68
Support of Learning	4.21	3.5	4.12	3.94
Relationships and Communication	4.01	3.36	3.85	3.74
Leadership and Decision Making	4.23	3.14	3.96	3.78

At all of the campuses, Support of Learning was the highest or highly ranked section. This may be due to the previous educational experiences of the student cohort. Many of our students have not been at school for a period of time – at YEC they are able to access small classes and individualised literacy and numeracy support which is part of an Individual Learning Plan informed by intake assessments. This support is evident throughout all Learning Areas.



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

2010 with their score	2009 with their score (Note different survey from 2010)
<ul style="list-style-type: none"> • My teachers expect me to do as well as I can. (4.75) • There is someone at school that I can talk to if I have problems. (4.66) • This school encourages students to have a sense of pride in their achievements. (4.56) • This school is well organised (4.45) 	<ul style="list-style-type: none"> • There are consequences for bad behaviour (4.64) • I generally get along well with my teachers (4.25)

At the Magill campus, the lower ranked questions were:

2010 with their score	2009 with their score	
<ul style="list-style-type: none"> • Students at this school are well behaved (3.12) • I am happy at this school (3.52) • In my school we learn about different cultures (3.54) • Teachers clearly explain what students are learning (3.63) 	<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"> •

In analysing this data, staff were very happy about which items scored highly: we *do* have high standards and expectations, we *do* provide a strong pastoral care approach, we *do* encourage students to develop pride in what they can do, and we *do* work hard to ensure good organisation. As a school within a remand centre with a high turnover of students, our teachers can be nothing but organised and flexible. In terms of the items which scored lower:

- **Students at this school are well behaved** This item has the respondent assessing what *other* students are like in terms of their behaviour, and when a student assesses or perceives *other* students, the tendency is to say they're *not behaving*. We see this as an *expected* response, and certainly not a reflection of the teacher's practice in any way. Rather it is a reflection of our students' general inability to accept responsibility for their *own* behaviour, and we will continue to emphasise the importance of this with all our students.
- **I am happy at this school** *Should* students be happy at this school? Within a Training Centre? A lower scoring response is what one might expect, given that generally they don't want to be here. And even though this is one of the

lower scoring responses, 3.5 on a scale out of 5 is still a high score. As a staff, we observe that most of our students *are* happy – they feel safe and settled in our environment. Perhaps on the day of the survey the newcomers to the centre and school might have dragged the score down.

- **In my school we learn about different cultures** We wondered whether students fully understood the item, as a low scoring response runs counter to expectations in an environment where we *do* present lots of material around different cultures. It has to be said that as a result of our high turnover of students, not all of them are present for the cultural events and programmes that are presented on a regular basis. On the day of the survey, it is highly likely that only a few of the students present had experienced a wide range of events such as NAIDOC Week, Reconciliation Week, Youth Week, celebrating the Commonwealth Games (with work on India and the Indian culture) and so on.
- **Teachers clearly explain what students are learning** To some extent it was frustrating for staff to see this item as one of the lower scoring ones, even though the score, at 3.63 on a scale out of 5, was quite high anyway. Teachers *do* tell students what they will be learning, *and* why – examples here are Art lessons which have a theme which is carefully explained before any work is started, and teachers' repeated answers to questions like, "Why do we do maths?" Perhaps our high turnover precludes understanding to some extent; and it is possible that some students do not understand certain concepts sometimes, even though we do explain them carefully.

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

- Continue to highlight and promote the school rules established by our S.R.C. and published in all learning areas
- Show consistency in our behaviour management processes by revisiting our policy and discussing possible strategies
- Maintain a consistent approach, provide exciting and engaging activities and support student voice
- Continue our approach of keeping very positive relationships with students and other staff
- Look at ways of introducing a variety of different cultures in our lesson presentation
- Identify to students explicitly that they are learning about other cultures when, for example, there is an Asian theme in cooking lessons
- In group lessons, begin learning by explicitly saying, or writing down, what it is that students are going to be learning
- Return to the concept of "chunking" so that students are helped in understanding what it is that they are learning.

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

2010 with their score	2009 with their score (Note different survey from 2010)
<ul style="list-style-type: none"> • I get on well with others at my school (3.94) • Students know how they are expected to behave at school (3.9) • My teachers expect me to do as well as I can. (3.87) • I feel safe at this school (3.6) 	<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)

At the Cavan campus the lower ranked questions were

2010 with their score	2009 with their score
<ul style="list-style-type: none"> • I am happy to be at this school (2.56) • This school is well organised (2.83) • I am learning a lot at this school. (2.87) • My teachers regularly discuss my progress with me (2.94) 	<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)

Staff analysis of this data noted that in the highly ranked questions are a reflection on the general overall wellbeing and sense of place is presented positively. Rating the 'I feel safe at this school' and 'I get on with others' together with

behavioural expectations reflect this ranking. These responses can be interpreted as positives from the school's focus on values education which was not reflected in previous years.

The lower ranked questions allude to problems with communication and student expectations about learning and achievement. The low ranking about how happy they are to be at this school would be self evident. These responses may highlight some of the issues relating to the increased number of outside programs that impact upon the regular school curriculum; the needs of the students beyond the age of compulsion; lessons starting late or cancelled; continuity of teaching staff and lack of communication between teacher and student.

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

- Limiting Families SA and other service providers programs to only the designated elective sessions
- An analysis of staff utilization ie. SSO support, outside expertise to support teachers
- Reviewing TAFE accredited courses and SACE subjects with a VET focus which better meet the needs of students
- Ensuring the SACE 'Personal Learning Plan' is implemented effectively in 2011
- Regular discussions between teachers and students on their progress in courses and subjects
- Teachers discussing each individual student's reports at the time of reporting
- Building a bank of relief teachers with more specific skills and to place higher expectations upon them.

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

2010 with their score	2009 with their score(Note different survey from 2010)
<ul style="list-style-type: none"> • If I am having difficulty learning something, my teachers always help. (4.55) • I feel safe at this school (4.48) • I can easily talk to my teachers or other adults at this school (4.45) • My teachers know what I can do and how to help me (4.43) 	<ul style="list-style-type: none"> • The teachers explain things clearly (4.57) • The school is a good school (4.53)

At the Outreach campus, the lower ranked questions were:

2010 with their score	2009 with their score
<ul style="list-style-type: none"> • I get excited about the work I do (2.8) • I like to help others (3.05) • Students at this school are well behaved (3.24) • I use a variety of interesting learning materials (3.34) 	<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)

Outreach staff on all sites are committed to maintaining a focus on the development of positive relationships between staff and students. These relationships are critical to successful working with youth at risk and form the basis for effective pedagogy.

- Sites within Outreach operate with an individual focus dependant on student needs and curriculum offerings.
- One on one support is crucial- personalised, individualised
- Questions from survey require explanation by teaching staff to ensure maximum understanding of what is asked.
- The issue of safety: students feel safe on site. They have a sense of belonging within culture and community.
- Issue of practical resources: no workshop facilities/construction opportunities (Flexicentre).

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

- **"Wish List"**: cooking program; craft supplies; visits to worksites; games'; turntables for deejaying.
- Focus on pen and paper learning
- Placement and access of resources should encourage student use and engagement
- Exploration of learning through play, enjoyment and fun are focus points.

There were very few text responses across the whole 3 campuses. A couple of responses that reflected the general comments were:

"Teachers are very supportive if you're having problems (GOOD listeners)."

"I like the workshop stuff more of this should be provided."

A couple of campus specific responses were:

"Should be allowed to be in the classes you select as the ones you want or the area you want to learn or improve in." (Magill)

"I think some students need to support and respect the school a lot more." (Outreach)

"Some students don't get along but they have been doing well lately at holding back any unnecessary action." (Outreach).

Staff

This year we have also chosen to use the survey provided by DECS with some modifications due to our unique location. As per the student survey, we acknowledge that this will impact on our longitudinal data, but have decided to use this survey as we believe it will provide us with better information over the next few years. The survey given to staff was also broken in to 4 sections:

1. Quality Teaching and Learning
2. Support of Learning
3. Relationships and Communication
4. Leadership and Decision Making.

Each section contained a series of questions with a rating scale of one (lowest ranking) to five (highest ranking) and a text response. In total there were 47 questions. At the end of the survey there was also a text response for any other comments the staff would like to make.

Factors impacting on outcomes:

- Staff sample size - Magill – 11 staff; Cavan – 14 staff and Outreach – 8 staff.
- Environment – Magill and Cavan being Youth Training Centres; Outreach campus being voluntary attendance (except for those on orders). Outreach includes students from the Flexicentre and Wiltanendi Paiendi.

During 2010, the leadership team has had the following leadership changes:

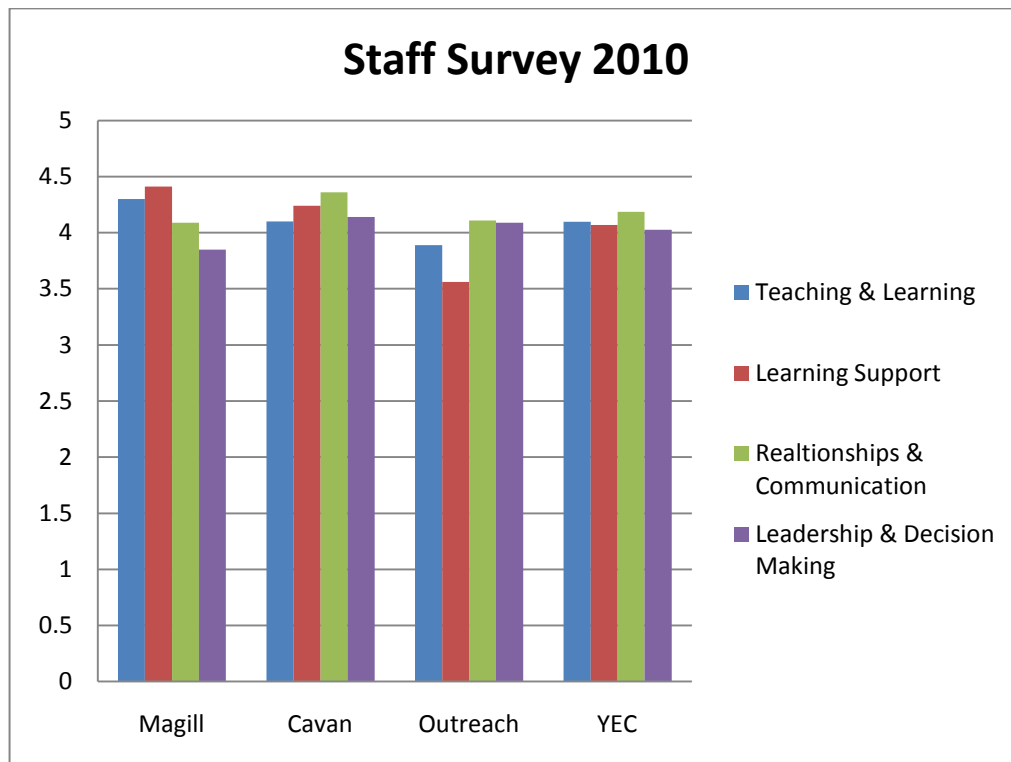
- The Assistant Principal who had been working across Youth Education Centre as part of the re-location process took up his position at Cavan
- During term 4, the Assistant Principal at Cavan won an acting Principal position in Whyalla and so he was replaced by an acting Assistant Principal from that campus.
- A newly appointed teacher from NSW has undertaken the Acting Curriculum and Daily Management Coordinator position at Cavan after working for 3 terms at Magill.

Performance development processes have continued with all staff.

We have continued to analyse the results of the survey as three separate campuses and as a whole school so that we can identify issues at particular campuses.

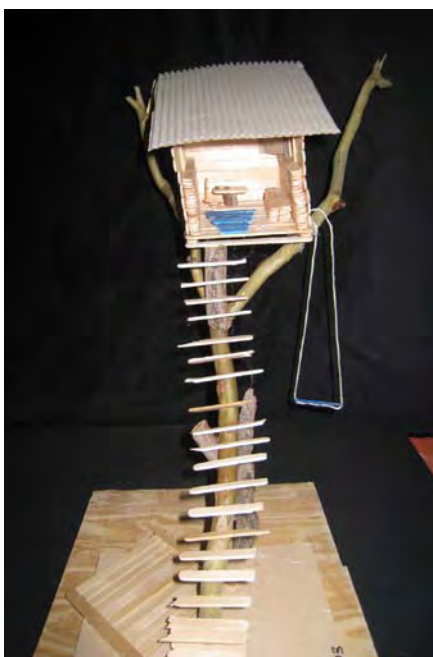
Overall the results of the Staff Survey were very positive. The maximum rating is 5.0. These results are summarised in the graph below.





Overall, the graphs reflect a very healthy school environment. The averages for the lowest areas were all 3.56 and above, which is still high considering there is a maximum of 5.0. 2010 has continued to be a year of change for staff. This has included:

- The building of the new Youth Training Centre which continues to have much uncertainty for our staff due to our limited involvement in the process
- The associated need to re-locate the Outreach programs with the pending closure of the Magill campus of YEC. At this stage we still do not have a new location for this program and again this contributes to uncertainty amongst staff.
- The uncertainty throughout the year and for 2011 with respect to the Wiltanendi Paiendi program – any pilot program provides lack of uncertainty and with the current evaluation of Wiltanendi, the Wiltanendi Paiendi program has continued to provide stability for the students. In the middle of November we were informed that the Wiltanendi program will not continue to run. We are currently in conversations about continuing the education program in 2011.
- The introduction of a new Learner Management System, DayMap. Staff have embraced this system exceptionally well and it is proving to be a positive addition to our data management processes.



- The first full year of the new Cavan curriculum which is based on student choice of specialist areas that are accredited via SACE, VET accreditation or SACSA. This has been challenging in terms of a 'different educational philosophy' underpinning this new curriculum.
- The introduction of an Orientation and Induction process across YEC with associated testing to inform individualised literacy and numeracy programs for each student.

During 2011, 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 as noted below.

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

2010 with their score	2009 with their score out of 6 (Note different survey from 2010)
<ul style="list-style-type: none"> • This school provides a safe and secure environment. (4.82) • Teachers at this school care about how their students are going. (4.73) • Teachers are enthusiastic in their teaching. (4.73) • Discipline problems at our school are handled fairly. (4.73) 	<ul style="list-style-type: none"> • My colleagues welcome new staff (5.46) • My colleagues are supportive (5.37) • My colleagues encourage student responsibility (5.3)

At the Magill campus, the lower ranked questions were:

2010 with their score	2009 with their score out of 6
<ul style="list-style-type: none"> • Teachers feel appreciated for the work that they do in this school (3.3) • Teachers can freely express their opinions or concerns to other staff at this school. (3.42) • I am happy with the quality of feedback I receive on my work (3.55) 	<ul style="list-style-type: none"> • Leadership staff give feedback on performance (3.73) • My colleagues display trust in administration (3.82) • Leadership staff communicate effectively (3.82)

Analysis of this data by the campus staff is that teachers were very happy about the highly ranked items. They reflect the great emphasis that we all place on positive relationships and working consistently towards improved student outcomes. In terms of the lower ranked items, there was a feeling that perhaps some of the difficulties staff have experienced through the change process this year may have led to a downward skew in these particular items. We all certainly appreciate that teachers generally do not get as much praise as they deserve here. Again, the unrelenting change agenda has left us very little time for reflection and action in this area. Very importantly, even though these were the lower ranked items, the scores were still actually quite high in the given scale.

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

- Leadership Team to be more proactive in giving praise to teachers for their excellent, creative and dedicated contribution on a regular basis
- Teachers generally to acknowledge the good work of their colleagues on an ongoing basis
- Acknowledging that we are *not* very proficient, as a staff, in giving or receiving constructive criticism, we will try to address this next year through discussion and professional development
- The final item, we feel, has a close connection to the first one. We all acknowledge that we could be more proactive about giving constructive feedback about other teachers' work, and will strive towards doing more of this in 2011.

Analysis of the text responses:

Quality of teaching and learning: "Too many DVD's being shown in some learning areas – not enough hands-on/interactive stuff."

As a staff, we all realise that children learn in a variety of ways, and that the use of DVD's is one way that has good learning potential. When DVD's are used, they should be part of a lesson plan which includes an introduction, the facility for discussion and for debrief, and often some kind of written work. We feel that perhaps the comment made is a subjective one: using DVD's *can* be interactive, and there is a wealth of general knowledge and information that can be put easily and effectively to our student cohort through the use of DVD's.

Action: Teachers as individuals to be selective and sensitive about the effective use of DVD's as a learning tool.

Other comments: *"Generally teachers and their everyday teaching duties are simply not recognised enough..."*

We feel that this comment has effectively been analysed already under the lower ranked items above.

Action: Exactly as the four dot points above in our Action Plan.

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

2010 with their score	2009 with their score out of 6 (Note different survey from 2010)
<ul style="list-style-type: none">• There is supportive leadership in this school (4.5)• I am supported in discussing issues with other staff (4.38)• Staff at this school care about each other. (4.38)• I feel I belong in this school (4.38)• I am happy to be in this school (4.38)	<ul style="list-style-type: none">• My colleagues are supportive (5.55)• My campus has a positive ethos (5.42)• I feel I am helping students to achieve(5.42)

At the Cavan campus the lower ranked questions were

2010 with their score	2009 with their score out of 6
<ul style="list-style-type: none">• This school has high expectations of the students (3)• Our school's programs provide for the needs of every student. (3)• Teachers at this school use strategies which enable students to be life-long learners (3.13)	<ul style="list-style-type: none">• I feel students' needs come first (4.25)• Youth Education Centre makes information easy to get (4.42)

Analysis of this data by the campus staff is that in the highly ranked questions teachers feel valued and value other teaching colleagues. They also feel that YEC leadership is accessible and issues can be discussed. The small class sizes ensure firm relationships can be built with students. Teachers at this campus have a real concern for student learning and outcomes. The processes of briefings before the commencement of the school day and debriefings at the conclusion of school means teachers are afforded opportunities to discuss issues and share in complexities of working with students with extreme behaviours. All of the above highlights a professional teaching environment with stability in morale.

In the lower ranked questions teachers have concerns about the curriculum meeting the needs of students as highlighted in the first two points. Teachers note that over half of the Cavan cohort is beyond the age of compulsion and 'work readiness' rather than a focus on the New SACE. The limitation of a structured timetable also restricts the provision of programs that "are responsive to student needs". The school operates under a number of limitations including the staffing levels, physical size and security issues that restrict the provision of programs. In addition, the YEC timetable is impinged upon by the increasing number of Families SA programs delivered during the designated school day.

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

- Review the flexibility within the SACE to deliver more work focussed subjects particularly under the VET in SACE banner
- Encourage and provide for further professional development in SACE at the Stage 1 level
- Review TAFE accredited courses that can be delivered at the campus by YEC staff
- Increase the focus on IVEC for non-SACE enrolled students
- All teachers can initiate and develop learning plans with their students to adequately cater for their specific learning and pathway needs
- Student reports to be discussed with the student at the time of reporting

- All students receive a copy of their reports and a folio of evidence of learning upon exiting the Centre
- Investigate the timetable flexibilities within DayMap
- Refine and implement the reporting functionality of DayMap as the basis for programming and assessing student's learning
- Negotiate alternative times for the delivery of Families SA programs outside the school day.

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

2010 with their score	2009 with their score out of 6 (Note different survey from 2010)
<ul style="list-style-type: none"> • Teachers at this school care about how their students are going (4.72) • Students from all backgrounds and cultures are treated fairly at this school. (4.72) • Staff at this school care about each other (4.65) • There are positive relationships between teachers and students at this school (4.62) 	<ul style="list-style-type: none"> • I can control the quality of my work (5.4) • My colleagues welcome new staff (5.3) • I feel my role is important in my campus (5.2)

At the Outreach campus, the lower ranked questions were:

2010 with their score	2009 with their score (out of 6)
<ul style="list-style-type: none"> • Learning programs at this school are responsive to student needs.(3.58) • Our school's programs provide for the needs of every student. (3.62) • This school uses student assessment information to evaluate, develop and refine teaching programs (3.67) • Teachers here have high learning expectations for all students. (3.79) 	<ul style="list-style-type: none"> • 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)

Analysis of this data by the Outreach campus staff is that

- The context of mainstream vs alternative learning where performance indicators are managed differently. This relates to the educational expectations of students that staff hold at the Flexicentre.
- The notion of students being lifelong learners can be explored in more depth within the context of values and society expectations and roles.



- The SRC has developed a list of "rules" which relate to behaviour and conduct within the centre. These are interpreted and applied with a degree of flexibility where individual circumstances are considered.

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

- Explore the possibility for practical, construction activities and programs. However this is dependant on access to facilities.
- Include a specific session 2x term around 'values' and 'roles in our

society' allowing for discussion and exploration of norms and protocols

- Monitor and evaluate 'rules' and behaviour management processes with staff and through the SRC forum.

Teaching Staff

TEACHING STAFF ATTENDANCE

The percentage of working days taken as paid sick leave for 2010 was 4.68%. During 2009, the rate was 2.36%; 2008 the rate was 1.2% and 2007 it was 3.55%. The rates have therefore been relatively consistent over the last 4 years, although 2010 was slightly higher. This is a very low rate of sick leave for a school.

TEACHING STAFF RETENTION

During 2010, Youth Education Centre had 23 permanent and 14 temporary staff. Of these, 22 of the permanent staff and 10 of the temporary staff were employed with YEC during 2009. This is a staff retention level of 96% for permanent employees and 71% for temporary employees, which is very similar to the previous year.

TEACHER QUALIFICATIONS

All teachers hold qualifications required for teaching registration in South Australia. Of our teaching staff, 100% 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:

- All staff having a full day with Stephen Graham about literacy
- All staff undertaking a full day workshop on Writing Effective Learning Plans and Staff Wellbeing
- One staff member completing the Certificate IV in Training and Assessment
- Two staff members undertaking the Eastern Adelaide Region Middle Years i-Lit project
- Two SSOs completing courses at SPELD
- Mathematicss and Lexia Training for all staff
- Staff attending SACE learning area and leaders workshops throughout the year
- One staff member attending the ICAN conference
- Two staff members attending the national Dare To Lead conference
- Four staff participated in the national Australian in Educators Conference jointly facilitated by one staff member
- Fifteen staff undertook Meeting Procedures training
- One staff member undertook Mind Matters training
- All staff undertook ICT training at the beginning of the year when they received their laptops. This training has continued throughout the year at a campus level.

The school has a commitment to collaborative learning and staff always share new learnings with their colleagues after attending professional learning sessions. Staff are encouraged to present to their colleagues at staff meetings.

During 2010, we have spent \$9624 on professional development, which is approximately \$247 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.



Governing Council Report

Youth Education Centre has an agreement re the membership of its Governing Council to account for the different student population. Members are:

Chair and treasurer: Robert Bryson (Volunteer)

Minutes Secretary: Rotated position by teacher representatives – Alan Shepley and Rae Sinclair (Roger Parsons was representative until his retirement at the end of term 2, 2010)

Student Representative: Ziggy

Families SA Representatives: Tony Maglica (Cavan), Ronda Pearce (Magill) and Bruce Haskard who was replaced by Chris Birse (Community Programs)

Aboriginal Representative: Steve Simpson (since August when he was appointed as YEC Aboriginal Community Education Officer)

Principal: Gerri Walker

During 2010, we held 10 meetings. There was one meeting where there was not a quorum – this was the June meeting.

Major decisions and achievements

- Strong voice of the students
- Regular reporting re the Site Improvement Plan which keeps members informed
- Financial concerns re:
 - Continual need to reconstruct the Resource Entitlement Statement after every census
 - Lack of interest being paid on federal grants
- Regular reporting re National Chaplaincy program – this has resulted in some changes to the delivery of the program due to feedback by the students
- Ongoing discussions about possible locations for the Outreach programs once Magill campus closes
- Feedback re the federal contract Youth Connections Specialised Services
- Source of information for Families SA re what is happening in the school
- National initiatives by the students and staff of YEC



1:YOUTH EDUCATION CENTRE

2010

Assets

CASH (CURRENT)		
A-ZZZ-1110	CASH AT BANK - SCHOOL	151,519.45
A-ZZZ-1150	CASH FLOAT- FLEXICENTRE & FORKLIFT	1,000.00
Total for CASH (CURRENT)		152,519.45
INVESTMENTS (CURRENT)		
A-ZZZ-1210	SASIF INVESTMENT - SCHOOL	984,308.60
Total for INVESTMENTS (CURRENT)		984,308.60
RECEIVABLES (CURRENT)		
A-ZZZ-1310	ACCOUNTS RECEIVABLE	1,810.00
Total for RECEIVABLES (CURRENT)		1,810.00
GLOBAL BUDGET ASSETS		

Total for GLOBAL BUDGET ASSETS		-25,131.83
FURNITURE AND EQUIPMENT		
A-ZZP-2650	PRINT - EQUIPMENT - PHOTOCOPIER	64,779.00
A-ZZP-2651	PRINT - ACCUM DEPREC EQUIPMENT	-53,762.17
Total for FURNITURE AND EQUIPMENT		11,016.83
COMPUTING AND COMMUNICATIONS		
A-ZZF-2770	FACILITIES - FILE SERVER	16,685.55
A-ZZF-2771	FACILITIES - DEPREC FILE SERVER	-10,785.09
A-ZZI-2710	INFO SYSTEM - COMPUTERS	12,389.79
	INFO SYSTEM - ACCUM DEPREC	
A-ZZI-2711	COMPUTIN	-7,858.83
Total for COMPUTING AND COMMUNICATIONS		10,431.42
BUSES AND MOTOR VEHICLES		
A-ZZF-2810	FACILITIES - ASSET VEHICLES	83,091.64
A-ZZF-2811	FACILITIES - DEPREC VEHICLES	-41,479.81
Total for BUSES AND MOTOR VEHICLES		41,611.83
Total Assets		1,176,566.30

Liabilities

LIABILITIES		
L-ZZZ-3555	WS - BANKING HOLDING ACCOUNT	14.72
L-ZZZ-3591	WS - BALANCE 2007-2009 POEM CONTRAC	12,567.28
L-ZZZ-3592	WS - EDUCATORS IN JJ CONFERENCE 201	505.38
Total for LIABILITIES		13,087.38
PAYABLES (CURRENT)		
L-ZZZ-3210	WS - ACCOUNTS PAYABLE	-3
Total for PAYABLES (CURRENT)		-3
OTHER LIABILITIES (CURRENT)		
L-ZZS-3555	PC HOLDING ACCOUNTS - DONATIONS	13,391.25
L-ZZZ-3515	WS - GST HOLDING ACCOUNT	-5,087.05
L-ZZZ-3560	WS - ACCRUED EXPENSES	5,612.19
L-ZZZ-3590	WS - TRANSIT	-1,260.93
Total for OTHER LIABILITIES (CURRENT)		12,655.46
SCHOOL EQUITY		
F-ZZF-5200	FACILITIES - CAPITAL PROJECT RESERV	199,771.67
F-ZZZ-5100	ACCUMULATED SURPLUS	870,049.24
F-ZZZ-5110	NET INCOME YEAR TO DATE	84,848.74
	SURPLUS/(DEFICIT) CURRENT PERIOD	-3,843.19
Total for SCHOOL EQUITY		1,150,826.46

YOUTH EDUCATION CENTRE

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
EXPENSES			
E-ZOA-7335	ASSPA - AB STUDENT TUTORING	0	2,539.83
Total for EXPENSES		0	2,539.83
GRANTS : DETE			
R-CCE-6295	SACE REVENUE	0	7,018.08
R-CCG-6195	GRANTS CURRICULUM - REVENUE	0	67,139.80
R-ZDS-6170	STAFF - SALARY CONVERSION	0	157,183.26
R-ZZG-6142	GRANTS - P21 GLOBAL BUDGET	0	3,040,976.38
Total for GRANTS : DETE		0	3,272,317.52
GLOBAL BUDGET REVENUE			
R-ZDS-65118	GB-TCH SUPPLEMENTATION & VEHICLES	1,769.00	274,243.00
R-ZDS-65122	GB-MISC SUPPLEMENTATION	0	-5,100.00
R-ZZG-61471	GB-RECONCILIATION	0	5,879.80
Total for GLOBAL BUDGET REVENUE		1,769.00	275,022.80
GRANTS : COMMONWEALTH			
R-ZZB-6395	BUILDING EDUCATION REVOLUTION	0	37,500.00
Total for GRANTS : COMMONWEALTH		0	37,500.00
PARENT CONTRIBUTION REVENUE			
R-CTT-6495	TECH STUDY - METALWORK INCOME CAVAN	0	76.32
R-CTT-6890	TECH STUDY - WOODWORK INCOME CAVAN	0	713.62
Total for PARENT CONTRIBUTION REVENUE		0	789.94
OTHER OPERATING REVENUE			
R-SGR-6820	SRC - FUNDRAISING REVENUE	0	450
R-ZDO-6895	COMMUNICATIONS - REVENUE	0	136.36
R-ZOA-6890	ASSPA - OTHER REVENUE	0	211,101.09
R-ZZP-6860	PRINT - PHOTOCOPY SALES	0	17.73
R-ZZZ-6850	WS - INTEREST REVENUE	0	1,044.57
R-ZZZ-6890	OTHER OPERATING REVENUE	0	47,878.34
Total for OTHER OPERATING REVENUE		0	260,628.09
Total Revenue		1,769.00	3,846,258.35
SUPPLIES AND SERVICES			
E-CAA-7121	ART - CONSUMABLES	0	7,164.05
E-CAM-7121	MUSIC CONSUMABLES	0	592.88
E-CCG-7121	GC - CONSUMABLES	276.05	43,315.07
E-CCG-7148	GC - MINOR EQUIPMENT	919.17	85,670.18
E-CCL-7121	CLASSROOM - CONSUMABLES	243.38	14,333.25
E-CCL-7184	CLASS - GENERAL EXPENSES	0	166.95
E-CCR-7121	RES CENTRE - CONSUMABLES	0	3,638.29
E-CCR-7199	RESOURCE CENTRE - TEXTS	0	4,458.91
E-CCZ-7172	DRIVER EDUCATION RESOURCES	0	76.36

E-CEL-7121	LITERACY - CONSUMABLES	0	500
E-CEL-7172	LITERACY - RESOURCES	0	2,282.65
E-CHE-7121	HOME EC - CONSUMABLES	0	13,884.12
E-CHH-7172	HEALTH - RESOURCES	0	533.72
E-CHP-7172	PHYSICAL ED - RESOURCES	0	2,184.65
E-CLA-7121	ABORIGINAL - CONSUMABLES	0	154.98
E-CMM-7121	MATHS - CONSUMABLES	0	293.7
E-CMM-7172	MATHS - RESOURCES	0	819.57
E-CSG-7121	SCIENCE - CONSUMABLES	0	357.33
E-CTT-7121	TECH - METAL WORK CONSUMABLES	0	11,011.94
E-CVS-7172	S & E - RESOURCES	0	1,227.90
E-SGR-7139	SRC - FUNDRAISING EXPENSES	48.64	999.27
E-ZDM-7181	MANAGEMENT - ADMINISTRATION	3,099.25	51,936.50
E-ZOA-7172	ASSPA - ABORIGINAL EDUCATION	117.64	209,080.83
E-ZOX-7121	STATE - CONSUMABLES	0	1,390.35
E-ZZF-7121	FACILITIES - MAINTENANCE CONSUMABLE	0	930.47
E-ZZF-7169	FACIL - REPAIRS/REPLACEMENTS	165.41	2,805.72
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	26	5,252.09
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	0	2,491.12
E-ZZI-7144	INFO SYSTEMS - HARDWARE	0	18,288.20
E-ZZI-7151	INFO SYSTEM - SA.EDU	410	2,859.95
E-ZZI-7199	INFO SYSTEM - SUPPORT	0	28,791.78
E-ZZP-7121	PRINT - CONSUMABLES	0	2,490.60
E-ZZP-7169	PRINT - MAINTENANCE CONTRACT	190.18	5,848.31
E-ZZT-7121	T & D CONSUMABLES	0	8,622.41
E-ZZZ-7199	WS - OTHER EXPENSES	0	14,369.95
Total for SUPPLIES AND SERVICES		5,495.72	548,824.05

GLOBAL BUDGET EXPENSES

E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0	2,989.45
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0	1,743.43
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0	70.68
	GB-TELEPHONE CHARGES-MOBILE		
E-ZDO-73136	PHONES	0	1,786.26
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0	2,449,414.29
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0	425,594.68
E-ZDS-71114	GB-SAL/WAGES-TRT	0	42,468.55
E-ZZF-73287	GB-CLEANING EXPENSES	0	12,936.49
E-ZZF-73288	GB-WASTE DISPOSAL	0	1,716.00
E-ZZF-73511	GB-REPAIRS & MAINTENANCE	0	5,003.52
E-ZZZ-71281	GB-FRINGE BENEFITS TAX	0	2,549.18
Total for GLOBAL BUDGET EXPENSES		0	2,946,272.53

FACILITIES AND UTILITIES EXPENSES

E-ZZB-7206	BUILDING EDUCATION REVOLUTION	0	36,184.12
E-ZZF-7260	FACIL - GAS COSTS SCHOOL	116.47	1,322.40
Total for FACILITIES AND UTILITIES EXPENSES		116.47	37,506.52

EMPLOYEE EXPENSES

E-CCE-7335	SACE EXPENSES	0	7,744.00
E-COA-7310	SALARIES - POEMS	0	92,045.37
E-COA-7320	SALARIES - POEMS	0	61,437.37
Total for EMPLOYEE EXPENSES		0	161,226.74

PARENT CONTRIBUTION EXPENSES

E-CPI-7980	PERFORMANCES - IN SCHOOL	0	68,883.13
Total for PARENT CONTRIBUTION EXPENSES		0	68,883.13

Total		
Expenses	5,612.19	3,762,712.97
Surplus or (Deficit) funds	-3,843.19	81,005.55