



Youth Education Centre Annual Report 2011



Government of South Australia
Department for Education and
Child Development

School Context

School Name: Youth Education Centre

School Number: 0195

Principal: Ms Gerri Walker

Region: Eastern Adelaide

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 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** – 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 involvement with the Juvenile Justice system. They are:
 - General courses at the Flexicentre (four days per week)
 - Bayer Road Transition Program for semester 1 only – the program was designed to assist Aboriginal students who were previously engaged in the Wiltanendi Paeindi program make a negotiated successful transition to a mainstream school, other educational or training programs or employment.
 - Short and mobile courses to meet the vocational needs of the target group.
 - Building Links Programme which is 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 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. Extensive capacity building with both education and other support services has occurred and will continue to expand 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, many with associated mental health concerns
- 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 rates of recidivism.

2011 Highlights

During 2011 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:

- A glowing DIAF Validation report which acknowledged the passion and commitment of all staff as well as the efficiency of leadership across YEC in driving and effecting a strong change agenda over the last year
- Premiers Reading Challenge- an invitation to a special ceremony in recognition of an increase in participation by 35% from YEC students. This result is based mainly on the involvement of students in the reading program and is near the top of the State.
- The re-appointment of Gerri Walker to the Principal's position.
- Rae Sinclair successfully winning a Churchill Fellowship that will allow her to travel to other Youth Detention Centres in the United States and Canada. She will explore a range of programs to determine best practice in literacy and numeracy.
- The evolution of our Learner Management System DayMap, which has improved communication and data collection across YEC and given us the ability to access individual reporting data from a single location. Staff have met the challenges involved in the implementation and daily use of the system with perseverance and a constructive approach.
- The Bayer Road Transition Program operating successfully in semester one.
- Increased and improved communication and efficiency in the transition of students between campuses.
- Under a National Partnerships Agreement on Remote Service Delivery a tyre fitting' course was conducted on the APY Lands at Mimili Community over three days. Two teachers from YEC trained a group of six secondary boys, an Anangu Education Worker and a CDEP community member.
- Student assemblies at the end of each term are a consistent celebration of the achievement of young people and are led by the student group.
- Two students were successful in winning first prize in the Office of the Guardian for Children and Young People- Christmas Card Competition. Their artwork will be displayed on every Christmas card which is sent out by the Minister for 2012.
- Students participating in Aboriginal Painting lessons have produced painting of a high quality. The paintings were entered into public art exhibitions located at The Parks Community Centre and the Tea Tree Gully Council. Several paintings were purchased by the public; proceeds were donated to Restorative Justice, Victims of Crime. One of the students also won the City of Port Adelaide Enfield-Aboriginal & Torres Strait Awards Program 2011.

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

- The introduction of a new subject, Personal Development, with a focus on hands-on activities in a group setting, has been very effective in addressing the well-being needs of our students and has promoted a growth in their confidence
- Working collaboratively and effectively with our partners Families SA to organise successful events and activities during Reconciliation Week, Youth Week, NAIDOC Week and Child Protection Week

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

- Certificate 1 Building Construction has been introduced and trialled successfully with six students involved and four completing the certificate. Two staff members have been accredited to assess the work.
- The introduction of a Sign Writing course has led to high levels of motivation and engagement by the young people involved. Students have developed entrepreneurial skills in developing products which have a market in the community.
- Horticulture has been revived as a curriculum option and research is underway to provide Certificate level courses in 2012.
- Library refurbishment has been well received and creates a revived learning environment.
- Increased interest in reading and exploring texts since a new library design has been implemented.
- Specialist multi-media programme for Indigenous students commenced in the second half of semester 2. This programme integrates cultural storytelling with music, art and video. With an emphasis on developing literacy skills in a contextual way, it presented as a very powerful programme.

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

Bayer Road Transition Program

- Eleven students returned to the program to receive specialised assistance in Literacy and Numeracy as part of their transition plan.
- The new program was run in conjunction with Drugs and Alcohol Services South Australia.
- Staff from the program met regularly with DECS regional staff, mainstream High schools, FLO program providers and student families over the semester to consider a range of viable student transition options.

At the conclusion of the program:

- 7 of the student cohort engaged with FLO programs back in their local mainstream school.
- 2 of the students made a gradual transition to mainstream classes during term 2.
- 1 of the students successfully made the transition to mainstream classes in his school
- One student who barely engaged during semester 1 did not undertake any of the offerings.
- The program was evaluated by UniSA in conjunction with the Social Inclusion Unit.

Flexicentre at Magill

- All students engaged in a series of PLP seminars focussing on:
 - Team skills
 - Positive interaction
 - Definition of values
 - Two students completed IVEC
- Three students transitioned into further training and employment from the general program

Report from Governing Council

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 – Graeme Swinburne and Rae Sinclair

Student Representative: Tyron

Families SA Representatives: Jo Pritchard (Cavan), Sharyn Marshall (Magill) and Chris Birse (Community Programs)

Aboriginal Representative: Steve Simpson, the YEC Aboriginal Community Education Officer

Principal: Gerri Walker

During 2011, we held 10 meetings. There was one meeting that was cancelled due to a memorial service for an ex-student.

Major decisions and achievements:

- Strong voice of the students – 2 meetings were held at the Magill campus to allow for the inclusion of Magill student voice
- Regular updates re the building of the new Youth Training Centre and the implications for our school
- Ongoing discussions about possible locations for the Outreach programs once the Magill campus closes
- Regular reporting re the Site Improvement Plan which kept members informed and able to look at further opportunities for Youth Education Centre and Youth Justice to work together. The Council has also contributed to the development of the new Site Improvement Plan for 2012.
- Financial concerns re:
 - The current funding model for YEC which will need to be discussed when negotiating the funding model for the new centre
 - Lack of interest being paid on federal grants
- Regular reporting re National Chaplaincy program, including responding to the DEEWR survey. This has resulted in YEC seeking a continuation of the program with a school chaplain.
- Feedback re the federal contract Youth Connections Specialised Services
- Source of information for Families SA (now Youth Justice, Community and Social Inclusion) re what is happening in the school. This has lead to some changes to programs and how we work together.
- Discussions re the funding of the Building Links program for 2012 and beyond.



Site Improvement Planning

STRATEGIC DIRECTION 1 ENGAGED AND ACHIEVING STUDENTS

Target 1: 100% of students enrolled for 10 continuous weeks or more are assessed against literacy and numeracy targets identified in their individual learning plan.

Actions:

Individual Learning Plans are systematically developed for all young people enrolled for more than 20 continuous days. Each learning plan identifies immediate and long term improvement goals for student literacy and numeracy as well as other areas aligned with the student's negotiate curriculum pattern. Following structured professional development activities on an agreed process, all teachers are involved in the learning plan writing process. This includes consultation and collaboration with a range of stakeholders, including the student. To resource this process, all teachers are provided with one lesson per week as part of their teaching load to manage the learning plan process for a cohort of students in their care. The responsibility for ensuring consistency and quality of documentation falls within the role of the Student Pathways Coordinator at each campus. Diagnostic literacy and numeracy data provides the foundation of knowledge on which to build student learning goals and inform teacher programs.

The DayMap Learner Management System has been customised to enable direct recording of diagnostic and progress data for literacy and numeracy which is then immediately available for all educators to access as needed. The added provision of a range of "note categories" allows for comprehensive qualitative information to be recorded by all teachers on a regular basis to share with others the learning journey for individual students.

Outcomes and Analysis

At the end of semester one all student learning plans and reports were uploaded to the DayMap Learner Management System (LMS), providing easy and immediate access to these data sets for all staff across all campuses of Youth Education Centre. This has enabled more accurate reporting of student progress against their learning plan goals, particularly for those in transition across different campuses of YEC. The process for keeping all learning plans and reports within the LMS has become established practice, used by all staff.

Agreed timelines ensure all learning plans are reviewed at ten week intervals and include reporting of progress towards learning goals and redevelopment of current goals when required. Teachers use this current information to effectively report on learning outcomes at the end of each term.

Next Priority and Targets

An identified target for the next steps towards improving the link between learning plans and student reports is to improve the consistency and accuracy of data collection processes in numeracy. It has been identified through staff forums that measures for establishing and monitoring numeracy diagnostic and progress data need to be refined as a priority. This work will align with the Australian Curriculum outcomes to be trialled in 2012.

Whilst we have travelled considerable distance in establishing and acting upon agreed processes, our future work is to establish quality assurance systems that self-review the contents of learning plans and student reports. We must ensure students are engaged in learning programmes relevant to their individual needs, and that reporting is consistent with the goals of their learning plan.

Target 2: 75% of students identify their learning experiences as positive and engaging through the student opinion survey.

Actions:

All teaching staff enjoyed a day of professional learning where the Teaching for Effective Learning (TfEL) framework was explored. The programme focused on element 2.4, Create safe conditions for rigorous learning. This programme raised many questions for educators working within Youth Training Centres with disengaged students which has informed the development of future improvement targets.

All staff attended an informative presentation by the manager of the Special Education Resource Unit that supported our understanding and provided strategies for working with students with disabilities.

Outcomes and Analysis

2011 student opinion data shows that for the domains of “Teaching and Learning” and “Learning Support”, students across Youth Education Centre rated these two areas at 77% and 79.5% respectively. Given the nature of students and the environment we work within, this is a positive response to these two domains. It does however indicate significant room for improvement. The focus on pedagogy and in particular the professional learning centred on the TfEL framework provides renewed challenges to improve teaching and learning programmes. We will review pedagogy through a triangulated process involving self, peers and students.

Next Priority and Targets

A priority for 2012 is to collect and analyse pedagogical data at a baseline level. Initially this will involve self assessment which will support our understanding of the instruments and indicators used to measure pedagogy. By the end of 2012 we anticipate all teachers will have pedagogy data from self-review, peers and students which will inform Professional Development Plans.

STRATEGIC DIRECTION 2: SUSTAINABLE, DIFFERENTIATED AND INCLUSIVE CURRICULUM

Target 1: A 10% increase in the number of SACE units completed successfully, compared to 2010.

Actions:

In 2011 there was a direct focus on new SACE Stage 1 subjects across YEC. All students eligible to be enrolled in SACE with the necessary literacy and numeracy skills were enrolled in SACE subjects unless undertaking TAFE accredited courses. Teachers were supported in the delivery of SACE through the Curriculum Senior Leader and Coordinator. Subject teachers whose Learning and Assessment Plans had expired were given support in rewriting and resubmitting plans through curriculum leadership.

Outcomes and Analysis

Across YEC eight SACE subjects were delivered throughout 2011. Enrolment across all subjects was 52 students. Within that cohort 11 students successfully completed one or more subjects. Overall, there was a decrease in the number of subjects completed successfully compared to 2010. This was due to the increased number of short term students unable to complete the subject; the younger average cohort age; the completion of detention orders by long term students; Families SA programmes conducted during school hours; and the introduction of new TAFE accredited courses.

Next Priority and Targets

A priority for 2012 is to ensure that the YEC curriculum provides quality, inclusivity and consistency to meet the needs of all students. With the impending advent of the Australian National Curriculum, we will ensure that YEC staff develop a curriculum across the Australian Curriculum, SACE and VET. Compared to 2011, we will be expecting a 10% increase in the number of students completing accredited units successfully.

Target 2: A 10% increase in the number of VET units completed compared to 2010.

Actions

Students of senior secondary age not undertaking SACE or whose literacy and numeracy skills required remediation were encouraged to complete IVEC modules at the prevocational or certificate level. A specialist TAFE group was established for students to study retail at Certificate 1 level. Hospitality certificate level studies were also offered. Teachers new to IVEC were supported to understand the content and structure as well as the effective delivery of modules by curriculum coordinators. A new TAFE course Building and Construction at Certificate I level was offered to a select group of students at Cavan Campus. This course extended the range of work pathway based curriculum offerings at YEC.

Outcomes and Analysis

In 2010, there were 978 modules completed compared to 780 modules in 2011. This decrease has been due to fewer students being long term within the Youth Training Centres.

Next Priority and Targets

We have decided not to have a specific target around VET for 2012, as this is subsumed under the priority and target above.

Target 3: 90% of students with a reading age below 12.9 years who are enrolled for at least 20 continuous weeks improve their reading age by 20% more than the time enrolled.

Actions:

All students, upon entry to YEC, are inducted into the campus at which they arrive. Induction includes testing in reading age level. This information then informs a student's learning plan, including identified goals and strategies to effect improvement. Specialist teachers implement effective reading strategies based upon the needs identified. Students identified as significantly below their chronological reading age are placed into an intensive literacy and numeracy group. Further, depending upon their deficit level, these students are programmed to be heard reading on a regular basis.

Outcomes and Analysis

Data was kept for students in secure care for a period of 10 weeks or longer. A total of 31 students were recorded with 17 (55%) improving their reading age by 20% or greater than the amount of time spent in custodial care.

Students identified as having a reading deficit were targeted and programmed to receive individual reading support. Accessing students for reading support became an issue at Cavan Campus. The Literacy/Numeracy Committee has made some recommendations to ensure greater rigor and consistency in the delivery of this programme.

Generally, this is a good result and reflects a strong YEC focus on literacy and in particular reading remediation.

Next Priority and Targets

A priority for 2012 will be to ensure that student achievement data is systematically collected, analysed and used to facilitate and demonstrate improvement in teaching and learning outcomes. YEC currently collects literacy and numeracy data for students who are with us for at least 10 consecutive weeks which is shared with the Department of Premier and Cabinet on a semester basis. This will continue, and more student achievement data will be collected. Since one of the primary foci of the Australian National Curriculum is Numeracy, we have chosen a target to reflect that fact. We are aiming for 90% of students in YEC programmes for at least 20 weeks to demonstrate

improvement within the Australian National Curriculum Number and Algebra strand at the diagnosed year level.

Target 4: 90% of ATSI students with a reading age below 12.9 years who are enrolled for at least 20 continuous weeks improve their reading age by 30% more than the time enrolled.

Actions: All ATSI students undergo the same induction and testing process as other students. If identified as having a significant reading age deficit, they enter the intensive literacy and numeracy group for close monitoring and/or are placed on a specialised reading programme.

Outcomes and Analysis

13 ATSI students were identified as requiring reading support through individualized instruction. Within this group 6 (46%) improved their reading age by 30% or more than time spent in custodial care. However, a further 4 improved their reading age by an amount greater than time spent in care. Overall, 10 students (77%) showed improvement in reading attainment.

Within this group a number of ATSI students live in remote South Australia and record significant reading deficits. The problem around accessing students for the Reading Programme at Cavan applies to ATSI students as well. This will be addressed in 2012."

Reading improvement for ATSI students is a high priority at YEC and the data indicates this programme is very successful.

Next Priority and Targets

We have decided not to have a specific target around ATSI students for 2012. We feel that the priorities and targets we *have* set for next year will ensure that this cohort of students is in no way disadvantaged and will have the same sort of opportunities as all other students following a curriculum which provides quality, inclusivity and consistency to meet the needs of all students.

STRATEGIC DIRECTION 3: A SEAMLESS TRANSITION TO WORKING WITHIN THE NEW CENTRE

Target 1: By the end of Semester 1, staff have identified YEC policies and practices that are affected by relocation to the new centres.

Target 2: By the end of Semester 2, staff have reviewed YEC policies and practices that are affected by relocation to the new centres.

Actions:

- As part of the uncertainty associated with the building of the new centre, staff identified the need to undertake the Psychological Health Survey and develop an associated plan.
- Leadership Team has identified the need to review the Holiday Program Policy.
- Youth Justice have written a Behaviour Code for the new Youth Training Centre. YEC staff will need to look at this in comparison with the existing school policy and determine agreed work in this area.
- Access to Internet – acknowledging the role of new technologies in learning.
- Staff Induction Policy – needs to be reviewed before new centre opens – need to talk with Families SA e.g. use of stores.

Outcomes and Analysis

- The Psychological Health Plan identified the following areas for action:
 - Improved information sharing at the Flexicentre for all staff

- Staff wellbeing
- Environmental factors impacting on wellbeing
- Uncertainty in regard to the new Training Centre
- YEC curriculum and timetable
- Decision Making Policy.

There has been some work in these areas, with the Leadership Team having the Psychological Health Action Plan outcomes as part of their ongoing agenda to ensure that we address issues raised.

- Lack of operational procedures from Families SA is impacting on ability to review policies.
- At this stage there is no agreed educational model for the new centre, hence reviewing policies such as the Holiday Programme cannot be undertaken. YEC has 2 representatives nominated for a Youth Justice led Programs Working Party for the new centre, but at this stage this working party has not met. Similarly work on the Behaviour Code and Staff Induction Policy is dependent on Youth Justice involvement.
- Youth Connections Coordinator has been working with the Eastern Adelaide Regional Support Services Attendance Counsellor on the development of an Attendance Policy.
- Within the proposed education model, the role of new technologies in learning has been highlighted as an area for development.

Next Priority and Targets

- Ongoing work with Psychological Health Action Plan.
- Development of new policies for the new centre in collaboration with the partner agency.

Target 3: By the end of Semester 1, 2011 a new Performance Development Culture Process/Policy is developed

Target 4: By the end of Semester 2, 2011 a new Performance Development Culture Process/Policy is implemented

Actions:

Staff approved the Performance Development Culture Process/Policy based on the new DECD policy.

Outcomes and Analysis

New policy will be implemented during 2012.

Next Priority and Targets

Ensure that the policy is effective and addresses the needs of staff at a time of major change.

Target 5: During 2011, all staff observe/work at another campus for at least 2 days

Actions:

- Staff have been encouraged to observe at other campuses, with encouragement through their Performance Development process.
- Some staff were asked to undertake this observation/work to support other campuses when there was a staff shortage.
- Principal has met with nearly all Youth Education Centre staff in order to determine any issues that they would like to raise re the new centre, their perceived role in the new centre and support they need to operate within this new setting.

Outcomes and Analysis

- Of the 35 staff, 27 (77%) have observed/worked at another campus; 2 (6%) negotiated to visit another school as it was more relevant to their professional development and 6 (17%) have not observed/worked at another campus this year. Of these 6 staff, 1 has worked at another campus in the past. These visits have been informative for staff when considering what their work environment and operations may look like in the future.

- Some staff who worked at different campuses found the experience rewarding while others would have preferred to have visited the campus and become more familiar with the operations before engaging in this activity.
- Moving to the new centre means that many staff will be challenged to operate in different ways and work with a larger staff group. These issues were raised as part of the staff discussion and have also been highlighted in the Psychological Health Action Plan.

Next Priority and Targets

- Ongoing exchange of staff across campuses during semester 1, 2012 in preparation for the new Youth Training Centre.



Analysis of Learner Achievement Data

Characteristics of students in secure care for greater than 10 weeks during semester 1, 2011

Age	No.	Gender		Aboriginality	
		Male	Female	Aboriginal	Non-Aboriginal
10	0	-	-	-	-
11	0	-	-	-	-
12	0	-	-	-	-
13	0	-	-	-	-
14	0	-	-	-	-
15	5	5	-	1	4
16	6	6	-	3	3
17	4	3	1	1	3
18	15	15	-	4	11
19	4	4	-	3	1
20	2	2	-	1	1
TOTAL	36	35	1	13	23

During semester 1 2011, 24 students in secure care for ten weeks or more were released, 2 were transferred to the adult system and 10 remain in the school. Sixteen of those released were aged 18 or over and are therefore not included in Learning Plan data below. Destinations for those aged 18 or over include: five transitioned to other education programmes (FLO/TAFE/Flexicentre), five referred to a range of Job Service providers, one returned to family community, three transferred to the adult corrections or mental health systems, five have destinations unknown as they were released unexpectedly from court and one refused all opportunities to receive support.

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.*

Eight students fit this category.

- All entered **without** an ALP in place.
- All left custodial care with an Approved Learning Programme in place,.
- Four are of Aboriginal origin.
- Seven are male, one female

Against this indicator, a 100% outcome has been achieved.

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.*

Five students fall within this age category.

- **Three** entered **with** a current IEP in place – 60%
- **All** left **with** an IEP in place – 100%
- One is of Aboriginal origin.
- All students are male.

Against this indicator, a 100% outcome has been achieved.

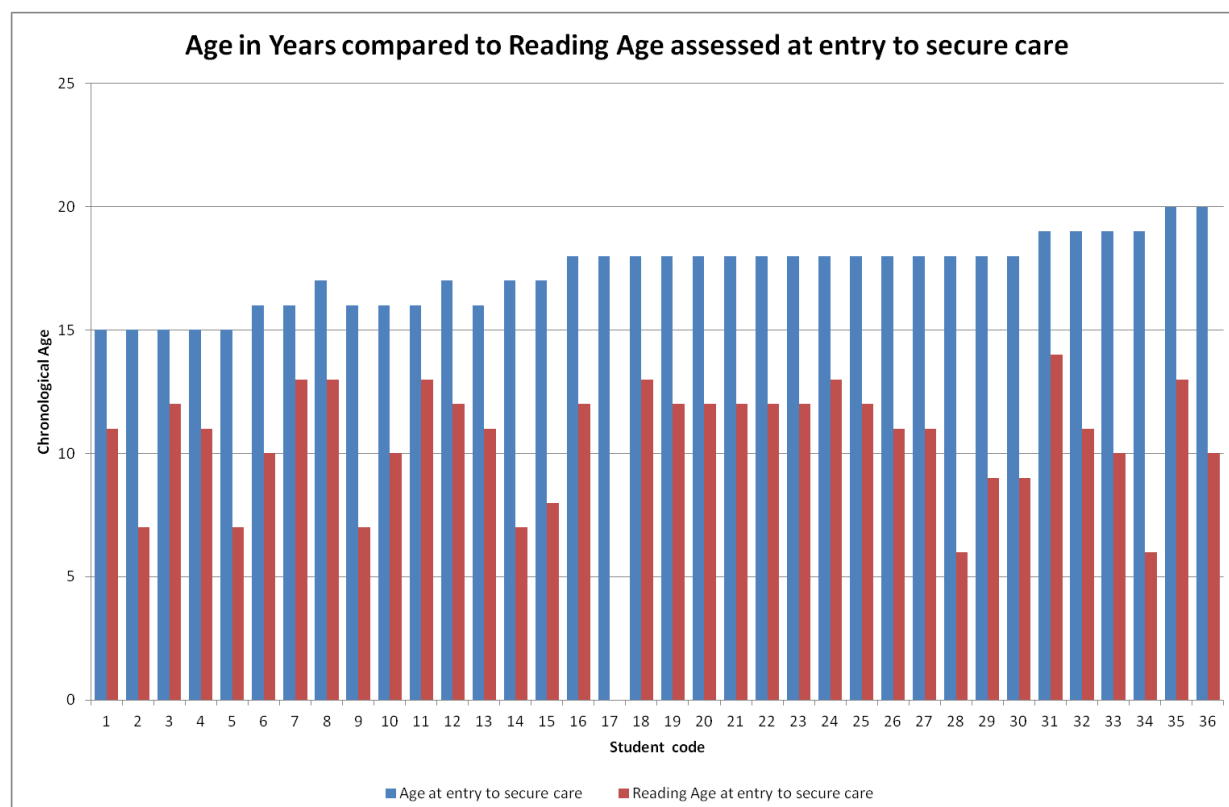
KPI: *pre- and post-testing of literacy & numeracy outcomes of young people in detention for 10 weeks or longer– disaggregated by age, gender and Aboriginality*

Literacy

Profile of young people in secure care (first half of 2011) indicating age in years compared to Reading Age* in Years at entry assessment.

* maximum reading age score is 14 years

**An updated diagnostic test was applied mid-semester which has a maximum score of 12.9, reflecting that all students with Reading Ages of 12.9 to 14 years in these data sets are considered to be independent readers.



The following two data sets indicate change in reading age during time in secure care (for those young people in secure care for 10 weeks or greater, up to the end of semester one 2011).

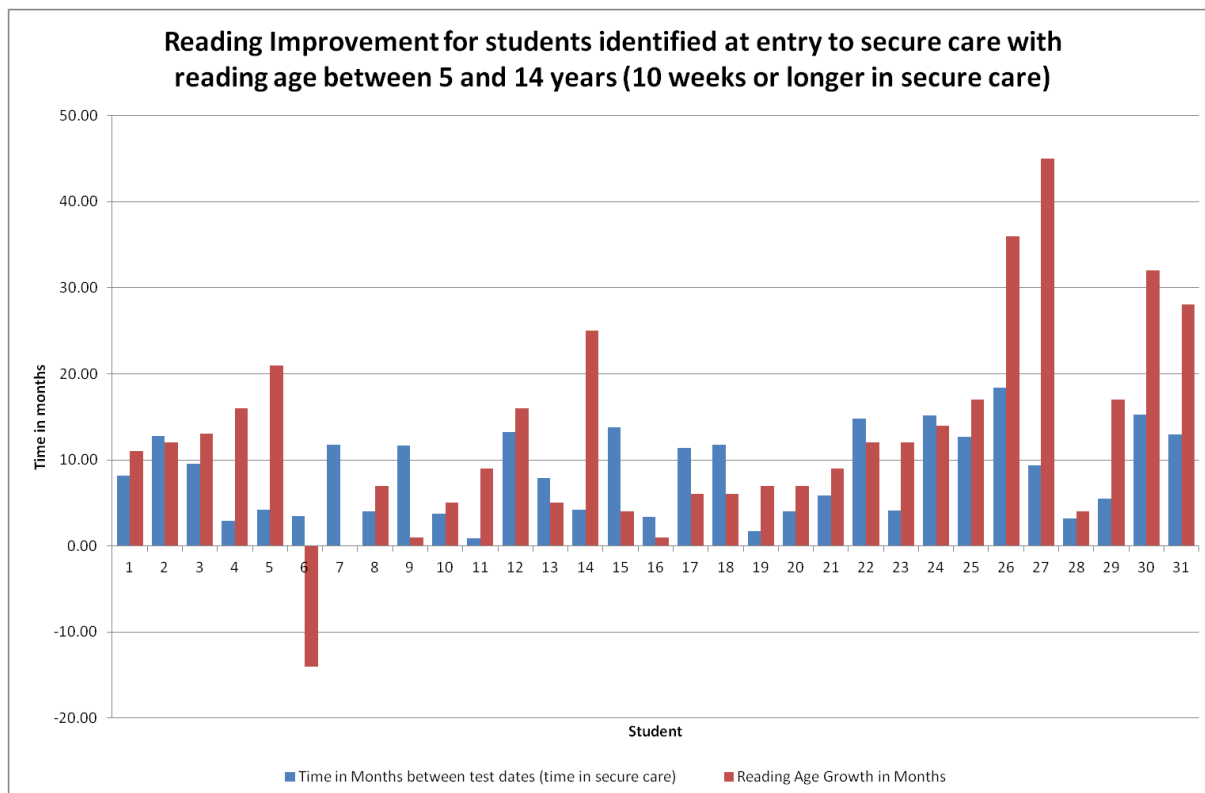
All students assessed with a reading age of greater than 14 (considered to be independent readers) are engaged in SACE or VET studies across a range of focus areas. Four students fit this criterion.

NOTE: a change in test analysis where the age range maximum fell from 14 years to 12 years and nine months to identify an independent reader has resulted in some students measured in each model during the data period. Hence the above graph indicates seven students in the “independent reader” band. Three of these continued to improve following assessments from early in 2011.

YEC uses the BURT Reading Test as an initial screening tool to identify “at risk” readers. Early in 2011 the Curriculum Committee agreed that as this test is not designed to monitor reading improvement, progress monitoring would be better served by adopting PM reading level improvements as the indicator for reading progress. While PM levels themselves are very sensitive to slight improvements, interpolating Reading ages from them is a less accurate measure of progress as these (reading ages) are graduated in 6 monthly intervals. For example, a student who improves

slightly but moves into the next band may appear to have made a 6 month improvement in reading age, when in fact this is not the case and likewise a student who has improved significantly but has not yet advanced into the next band will appear to have made no progress at all. These anomalies may therefore influence the data slightly but are unlikely to change the overall trend of improvement as indicated.

Chart 2 shows **change in reading age** (as interpolated from the change in PM levels) compared to **time between reading assessments** for each student identified in the 5-14 year reading age bracket.



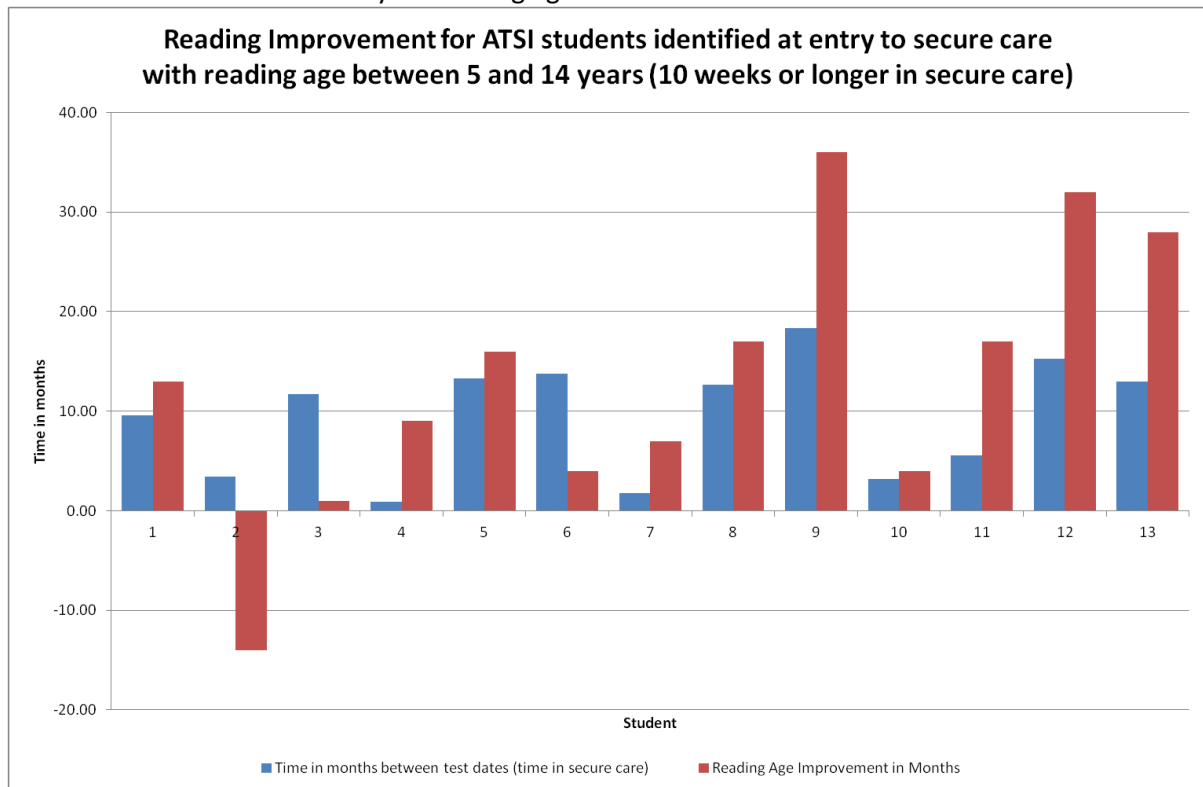
Analysis of these data indicates:

- Of these 31 students, 20 (68%) improved their reading age by an amount greater than the time spent in custodial care.
- 29 students (94%) improved their reading age by a measurable amount.
- One student measured a decline in reading age. This student had a period of time in the community between reading age assessment dates. A range of factors could have contributed to a decline in the second assessment.

Proud Artist!



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



Analysis of these data indicates:

- Of the 13 ATSI students, 10 (77%) improved their reading age by an amount greater than the time spent in custodial care.
- Twelve (92%) improved their reading age by a measurable amount.
- One student measured a decline in reading age. This student had a period of time in the community between reading age assessment dates. A range of factors could have contributed to a decline in the second assessment.

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 secure care. 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 secure care and the level of numeracy/mathematics 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	N	M	Year 5	Year 5	0
Student 2	15	Y	M	Year 5	Year 5	0
Student 3	15	N	M	Year 3	Year 3	0
Student 4	15	N	M	Year 5	Year 5	0
Student 5	16	Y	M	Year 5	Year 9	+
Student 6	16	Y	M	Year 3	Year 5	+
Student 7	16	N	M	Year 5	Year 5	0
Student 8	16	N	M	Year 3	Year 5	0
Student 9	16	Y	M	Year 5	Year 5	0
Student	16	N	M	Year 5	Year 5	0
Student	16	Y	M	Year 5	Year 5	0
Student	17	Y	M	Year 7	Year 7	0
Student	17	N	M	Year 9	Year 9	0
Student	17	N	F	Year 3	Year 3	0
Student	17	N	M	Year 5	Year 9	++
Student	18	Y	M	Year 3	Year 3	+
Student	18	N	M	Year 11	Year 11	+
Student	18	N	M	Year 9	Year 9	+
Student	18	N	M	Year 5	Year 5	0
Student	18	N	M	Year 7	Year 7	0
Student	18	N	M	Year 5	Year 5	0
Student	18	Y	M	Year 5	Year 9	++
Student	18	N	M	Year 5	Year 7	+
Student	18	N	M	Year 3	Year 9	+++
Student	18	N	M	Year 5	Year 5	0
Student	18	N	M	Year 5	Year 5 post	+
Student	18	N	M	Year 5	Year 5	+
Student	18	Y	M	Year 5	Year 9	++
Student	18	N	M	Year 5	Year 5	0
Student	19	Y	M	Year 3	Year 3	0
Student	19	N	M	TAFE	TAFE	+
Student	19	Y	M	Year 5	Year 9	++
Student	19	Y	M	Year 3	Year 5 post	+
Student	19	Y	M	Year 5	Year 9	++
Student	20	N	M	Year 9	Year 9	+
Student	20	Y	M	Year 5	Year 9	++

Summary

Of the 36 students 18 (50%) have reached the next numeracy benchmark level or beyond within their period of time in secure care. All students have maintained their entry level or increased within the age band measured**

** as the testing processes used measure a two year age span, small increments of growth over shorter periods of time are not identified in these data. It is a future target for Youth Education Centre to develop strategies that record valid incremental growth in numeracy at finer levels.

Self Review Outcomes

Excerpts from our successful DIAf Report:

Self Review Processes:

Self review processes are comprehensive, have evolved over a period of time and meet DIAf standards 1-6. Centre self review has been inquiry based and collaborative engaging a range of stakeholders across campuses. Multiple measures data is collected and intersections of those data sets are analysed to inform improvement

The principal, leadership team and key members of staff have managed the self review process effectively. Centre improvement has been tracked over a number of years with hard copy data, data bases, flow-charts and covers process, performance and perception data.

The DIAf principles of improvement have informed centre self review and framed documentation provided to panel members. A level 2 scan has been undertaken and staff familiarity with the framework is being developed. Self review findings have been actioned and have informed improvement planning and inquiry about next steps. Reports from priority groups provided evidence in relation to outcomes and improved processes.

Improvement Cycle:

The Centre provided evidence that over a number of years plans have become more focussed , data driven, collaboratively developed and outcomes focussed. Key directions and objectives are clearly identified in the 2011-2013 Strategic Plan and the 2011 Site Improvement Plan provides detail about targets, strategies and monitoring. The annual report is developed collaboratively by staff: teams take responsibility for reporting on various aspects of centre performance and progress The 2010 Annual Report tracks progress against priorities and sets next targets. Priorities have clearly been resourced in a range of ways to support their success.

In particular over a number of years self review findings have informed improvements in collection and management of achievement data, curriculum development and improved Centre processes and policies. Aggregation of achievement data has enabled staff to pose questions regarding next steps in terms of how to use the data and what other data would be useful to inform teaching and learning.

In relation to a number of priorities the leadership team has persevered over a number of years to progress improvement agendas that have been highly complex, involved other agencies and sometimes required policy innovation by others to support change. The panel met with a range of staff who clearly understood and were committed to the Centre's improvement agenda.

Evidence of Outcomes:

Data provided to the panel on the day, and also data in the 2010 Annual Report indicates improvements in learner achievement in literacy for a range of individuals and targeted groups. This data is used to track growth and inform intervention. Improved processes and structures (eg information available on admission, testing following admission, curriculum and timetable

development) support improved outcomes for all young people with qualitative data indicating the improvements already made.

Demographic, process and perception data has also been used to plan for improvement. Consistency of processes across sites in relation to orientation and induction testing has been achieved. Learner and teacher perception data trends have been tracked and indicated some improvements and areas for further focus. Video presentations and classroom conversations with young people added further information and learner voice regarding learning outcomes.

Commendations:

- A focus on the learning of all young people in the centre has been central to planning for improvement. Over time strategic planning for improvement has become more focussed on learning outcomes.
- The staff that the panel met were committed to and passionate about their work with young people
- The leadership team has an understanding of change and change processes that support the achievement of strategic outcomes
- The ongoing development of a range of effective strategies to support aboriginal young people at the centre and connect them with their communities.
- Learner voice has been used to inform planning ,curriculum and accreditation
- Ongoing and comprehensive review has occurred with other agencies both locally and nationally to inform decision making and improvement planning.
- The collection of a range of data, their analysis and resulting information - learning data is informing teaching and learning and tracking the progress of young people. A range of data is also informing planning for the new centre
- There is collaborative development of comprehensive curriculum connected to local and national frameworks and accreditation.
- Strategic resourcing has supported the achievement of outcomes (eg day map, accreditation of staff, laptops for all teachers)

The development of a whole centre culture has progressed with a sense of cohesion and connection being developed across campuses

Recommendations

- Further development in 'quality teaching' could occur through use of the TfEL framework and connections to performance management processes.
- The centre could explore ways to further develop transition/orientation of young people returning to schools
- Strategies such as i-Lit should support the development of consistency of approach by staff in the teaching of literacy and numeracy
- The panel supports the centre's identified priority to further explore numeracy data and practice aligned to Australian Curriculum
- The current DIAF scan could be used to identify areas for improvement and next steps could be focussed through the use of level 4 rubrics
- Smart targets could focus further on learning outcomes and expected levels of growth/achievement for a range of young people across the centre.
- An investigation regarding additional data sets (quantitative/qualitative) would inform improvement and may answer the centre's question, "How do we know we are making a difference?"

Student Achievement

Senior Secondary

SACE Results at Youth Education Centre in 2011

A total of 52 students were enrolled in 6 different Stage 1 SACE subjects in 2011. There were no students enrolled in Stage 2 subjects during the year.

All Stage 1 subjects were delivered by YEC teaching staff. In Semester 1, 2011, 12 students enrolled in 3 subjects through SACE. Of these, 2 were resulted with the following grades:

A=0	B=1	C=1	D=0	E=0
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In Semester 2, 2011, 40 students enrolled in 6 subjects through SACE. Of these, 9 were resulted with the following grades:

A=0	B=3	C=5	D=1	E=0
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There was an increase in the number of enrolments compared to 2010. However, the successful completion of rate was lower for this year. Factors contributing to 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

This year, 8 SACE subjects written in 2010 remained current and continued to be delivered. Stage 1 'Information Processing and Publishing' was revised in Semester 2 with a focus on 'Sign Writing'.

SACE subject completion was down on 2010. A number of factors have been identified which pertain to Cavan Campus as possible reasons for this: the average length of court orders was shorter, which meant that many students were released before subject completion; the number of students changing lessons due to Families SA special programmes; and students who commenced subjects but then changed from SACE to TAFE accredited courses.

As part of the Case Management process, a number of students have identified TAFE studies as an educational and vocational pathway. As a consequence, there was an increased focus on IVEC to support students' transitions to vocational pathways.

Importantly, Certificate I in 'Building and Construction' commenced in Semester 2. Specialist teachers were trained and accredited to deliver this course, which offers direct vocational pathways upon release from Cavan Training Centre.

In terms of VET courses:

- 4 students completed the newly introduced Building and Construction Certificate 1 and 2 students partially completed this certificate
- 6 modules of Certificated 1 in Hospitality were completed
- 3 students completed Certificate 2 in Retail Operations
- 1 student completed 2 modules of Certificate 3 Community Studies
- 3 students completed one module each in Certificate 2 Sport and Recreation

Magill – During 2011, there were no students enrolled in SACE at the Magill Campus, as there was no-one of an appropriate age who stayed long enough within our environment to warrant their

enrolment. Most students who pass through Magill engage in IVEC modules. Three students completed Certificate 1 in IVEC while they were at Magill, and several more are well on the way to completion. 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 year of consolidation with the focus on offering accredited learning to all students. They have been particularly extended through their active and positive engagement in the PLP seminar series which was conducted over several weeks.
- The SRC provides an effective forum for student voice where concerns and issues can be shared resulting in the utilisation and development of problem solving skills.
- Intensive collaboration with referral agencies and the families of young people has significantly strengthened the enrolment process and ongoing support of our students. The program continues to develop and implement individualised learning for students who are at significant risk of disengagement from education and learning.

Student Achievement in Alternative Pathways

In 2011 Youth Education Centre delivered modules in the Introductory Vocational Education Certificate 1 (IVEC). Numbers of students engaged in VET courses during 2011 were:

- 29 students in Building and Construction, of whom 24 completed the whole certificate
- 68 students completed 289 IVEC modules in General Education
- 38 students completed modules in Certificate I in Automotive (Tyre fitting)
- 20 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	38	10
Motor Vehicle Learner's Permit	286	41
Forklift Licence	20	4
First Aid	33	3
White Card	73	11
TOTALS	450	69



Student Data

Attendance

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 is provided by Families SA (FSA), now Youth Justice, Department of Community and Social Inclusion and refers to the financial year July 2010 – June 2011 and hence does not align with DECS calendar data.

2011 Enrolments

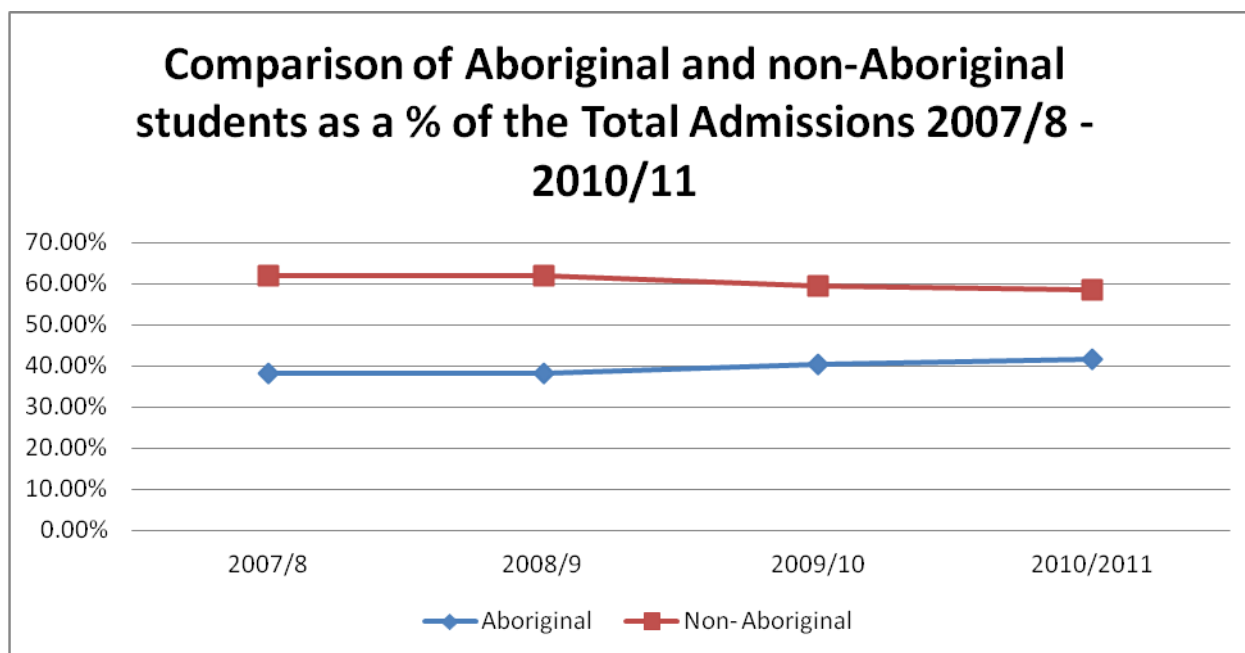
Families SA data re the Youth Training Centres (Financial Year 2010/11)

During the financial year 2010/11 there were 1005 admissions to the Youth Training Centres. This is an average daily admission of approximately three residents/day (1005 admissions/365 days). The number of admissions to the Youth Training Centres has decreased from 1013 to 1005 during the last financial year.

	Aboriginal			Non Aboriginal			Total	%
	Male	Female	Unknown	Male	Female	Unknown		
First instance warrant	0.12	0.08	0.00	0.17	0.05	0.00	0.41	0.77%
Police Custody	0.51	0.17	0.00	0.80	0.20	0.01	1.69	3.16%
Remand	10.29	1.65	0.00	16.28	1.96	0.02	30.20	56.52%
Detention	9.21	0.25	0.00	10.90	0.43	0.00	20.78	38.90%
Review Board Warrant	0.03	0.00	0.00	0.04	0.00	0.00	0.07	0.13%
Return to Centre	0.03	0.00	0.00	0.05	0.03	0.00	0.11	0.20%
Order type not recorded	0.08	0.02	0.00	0.07	0.00	0.00	0.17	0.31%
Average Daily Pop. (Year)	20.26	2.16	0.00	28.30	2.67	0.03	53.43	100.00%

The table above shows the daily population in the Youth Training Centres by cultural group and gender. In summary this shows that on an average day:

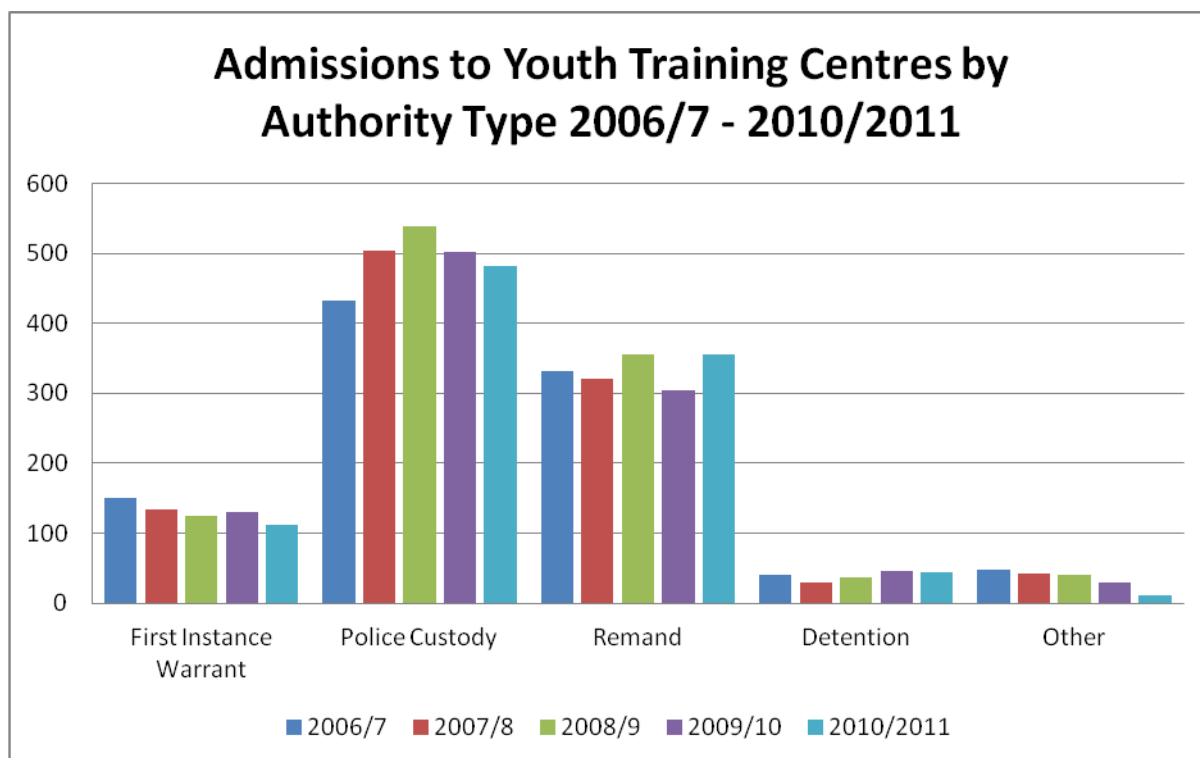
- 22.42 students (42%) of the population are Aboriginal compared to 31 non-Aboriginal students (58%). This over-representation continues to be a trend both in South Australia and nationally. Youth Education Centre uses this data to inform curriculum content and planning.
- 4.83 students (9%) of the population are female and 48.56 (91%) are male. This is also an ongoing trend in South Australia and nationally. Again this data is used to inform curriculum.



The graph above tracks the percentage of the Aboriginal population compared to the non-Aboriginal population over the last 4 financial years. This shows a slight increase in the percentage of the total population admissions being Aboriginal – it has increased from 38.1% to 41.5%. During 2010/11, there was an increase of 7 Aboriginal students from the previous financial year (from 410 to 417) and a decrease of 15 non-Aboriginal students (from 603 to 588). Given the ratio of Aboriginal 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. We also continue to look for additional opportunities to work with the Aboriginal community in innovative ways.

The graph below compares the admissions to the Youth Training Centres by authority type over the last 5 financial years. It highlights the increase in the remand population and the continued high number of Police Custody orders. These types of admissions have implications for our curriculum offerings and demand that we provide a curriculum that can cater for the highly transient population while also providing appropriate and relevant curriculum offerings for the longer term students. Students can be on remand for extended periods of time and hence this is also a contributing factor when determining curriculum and timetabling operations.





Outreach Services

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

- 511 disconnected young people engaged in education, training, and employment programmes across the Outreach Programmes. Of these students, 75 are Indigenous and 41 are youth involved with Juvenile Justice matters.
- There has been an average of 15 students regularly engaged in alternative education programmes
- 9 students per week engaged in short vocational courses

Destination

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 do not return to the centre.

During 2011, 24 students exited the Outreach Programmes. Information about these students' destinations is:

Reasons for Leaving	
Full-time, Part-time work, Traineeship.	3

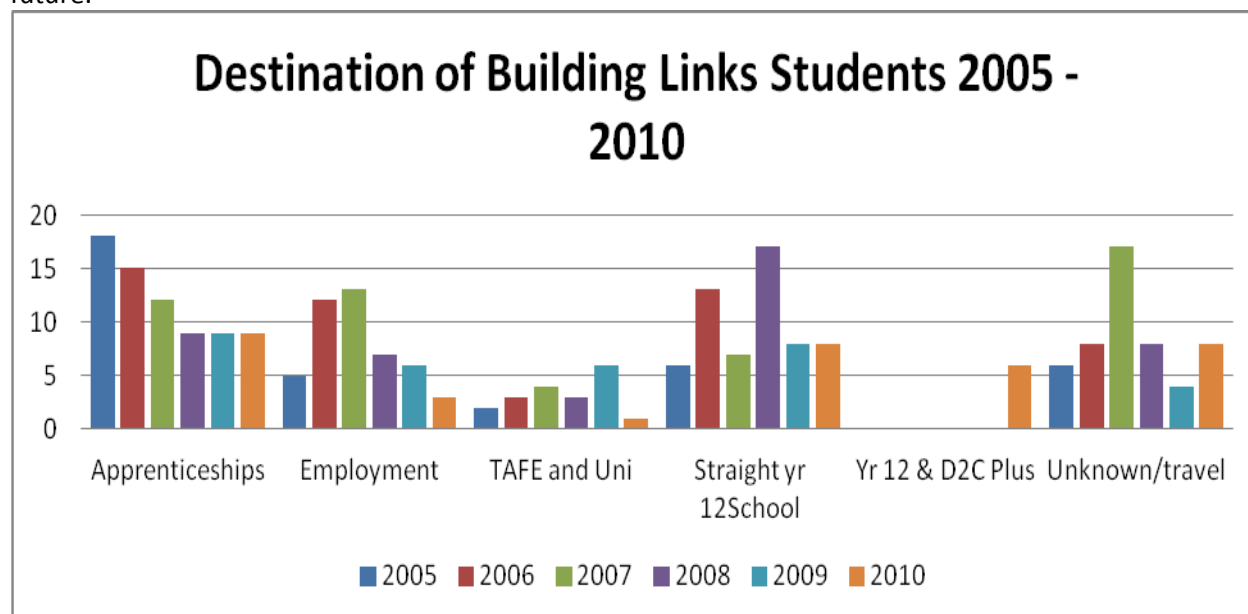
Left to attend another programme (i.e. DECS or FSA), Mainstream school, Adult Re-entry School or TAFE	5
Returned to Youth Training Centre	7
Destination Unknown/No Programme	9

This information reflects the highly 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 do 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 2010 Building Links Students

The graph below tracks the destinations of the Building Links students over the last six years. Even though there has been a downturn in employment opportunities in this vocational area, the number of apprenticeships for the students in 2010 remained the same as for the last 3 years. During 2010, the school leaving age increased to 17 years hence there was an associated decrease in the TAFE and Uni destinations but an increase in the Year 12 and Year 12 Doorways to Construction. Three students from 2011 have already been offered genuine apprenticeships for 2012. The students opted to complete the course before commencing apprenticeships which the employers were happy to support.

The Building Links programme continues to be one of the most popular VET courses for the Eastern Adelaide Region. Students from the Northern Adelaide Region also attend, in particular from Golden Grove High School. The programme continues to be successful due to the generous partnership with Housing SA. We are currently exploring opportunities to make this programme sustainable in the future.



Client Opinion

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. Parents are provided with regular reports from the school. In previous years we have 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 is the second year that we have chosen to use the survey provided by DECS (now DECD) with some modifications due to our unique location. The survey given to students was broken in to 4 sections:

- Quality Teaching and Learning
- Support of Learning
- Relationships and Communication
- 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 available for any other comments the students would like to make.

Factors impacting on outcomes:

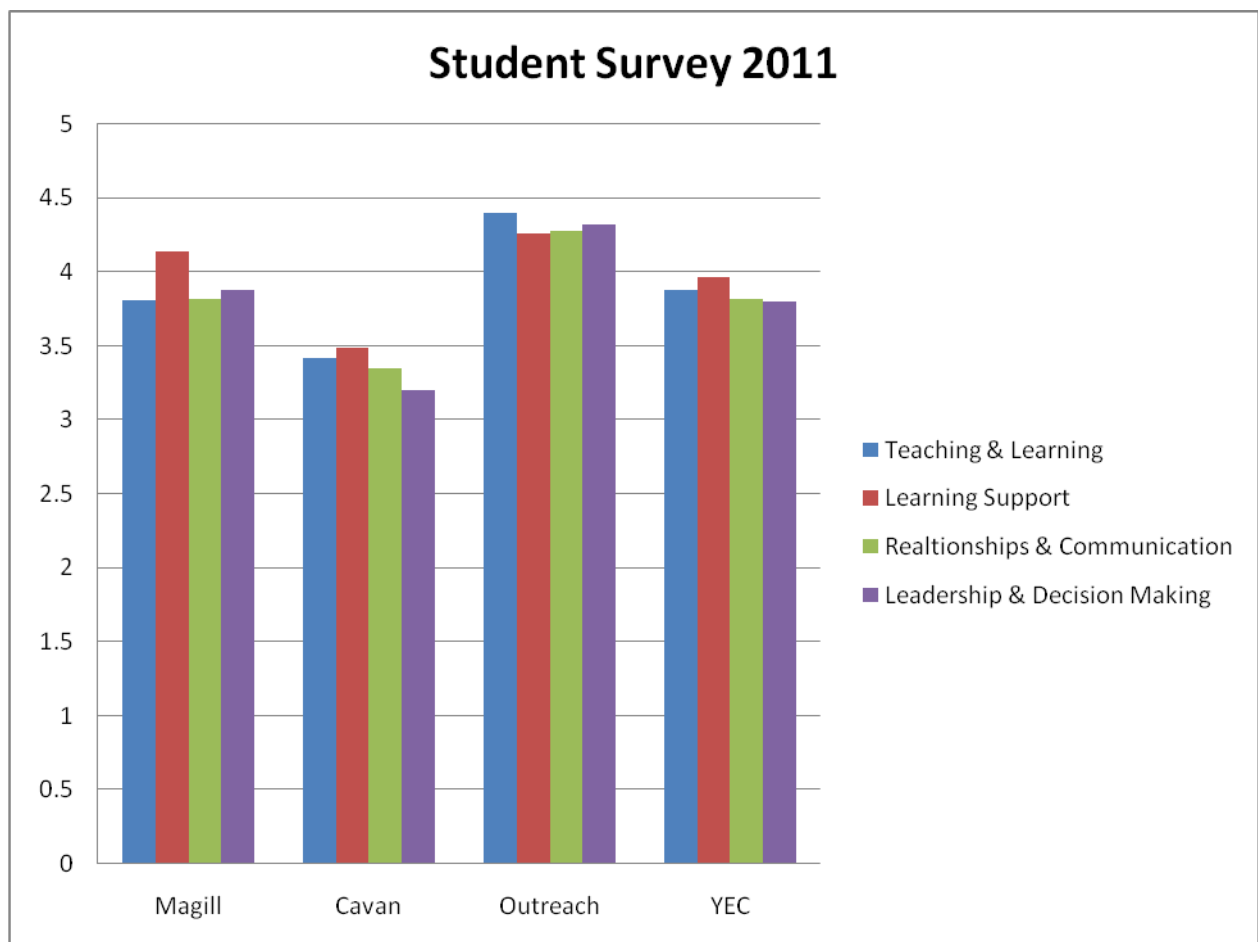
Student sample size - Magill – 24 students who had been at the school for at least two days; Cavan – 33 students and Outreach – 8 students.

Environment – Magill and Cavan being Youth Training Centres; Outreach campus being voluntary attendance (except for those on orders). Outreach includes students from the Flexicentre.

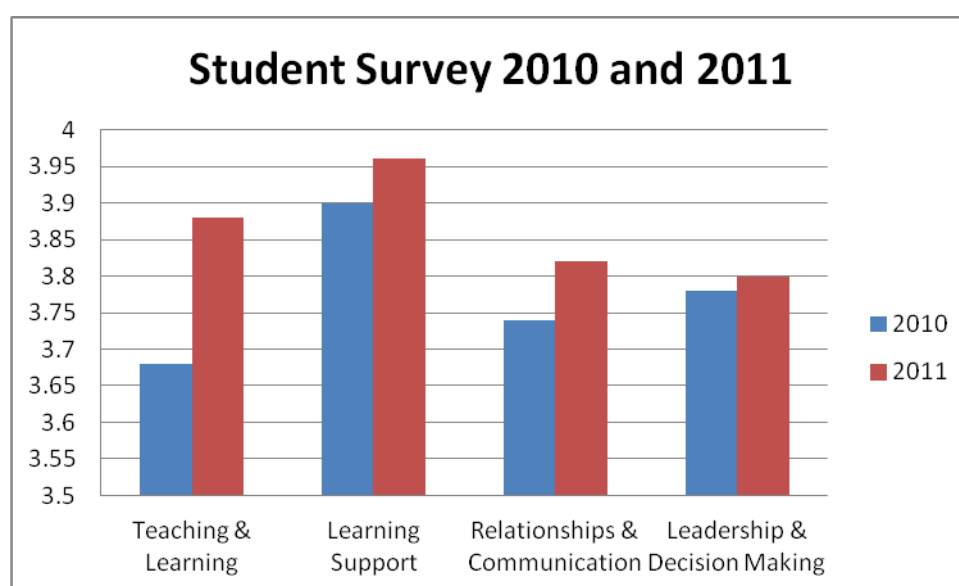
The results of the 41 questions were (maximum rating of 5):

	Magill	Cavan	Outreach	YEC
Quality Teaching and Learning	3.81	3.42	4.4	3.88
Support of Learning	4.14	3.49	4.26	3.96
Relationships and Communication	3.82	3.35	4.28	3.82
Leadership and Decision Making	3.88	3.2	4.32	3.8

At the two Youth Training Centres campuses, Support of Learning was the highest ranked section. This may be due to the curriculum being at an appropriate and engaging level and personalised learning informed by diagnostic data. 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.



The graph below demonstrates that YEC has increased in all areas of the survey, which is a very positive outcome. During this year we have had a focus on 'Making Data Count' and we believe that moving towards more personalised learning for each student has contributed to these positive outcomes.



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

2010 with their score	2011 with their score
<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"> • My teachers expect me to do as well as I can (4.8) • If I am having difficulty learning something, my teachers always help (4.5) • My teachers are easy to understand (4.37) • My school is clean (4.34)

At the Magill campus, the lower ranked questions were:

2010 with their score	2011 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"> • Students at this school are well behaved (2.88) • In my school, we learn about different cultures (3.09) • I am learning a lot at this school (3.3) • I am happy to be at this school (3.34)

In analysing this data, Magill staff were both pleased and affirmed with the highly ranked items. For the second year running, “My teachers expect me to do as well as I can” scored highest, vindicating the relentless focus on teaching that we foster here, and reflecting the consistently high standards and expectations we have. The next two items, “If I have difficulty learning something, my teachers always help”, and “My teachers are easy to understand”, were very welcome newcomers to the list, showing that teachers are doing their job effectively and in a way that is amenable to our students. “My school is clean” came as a surprise to staff, but it *was* nice that our efforts to improve our housekeeping were noticed and appreciated! In terms of the items which were ranked at the lower end of the scale:

- Students at this school are well-behaved

This is the second year running that this item has had the lowest score, and once again our analysis tended towards suggesting that respondents are assessing what *other* students’ behaviour is like, and making a personal judgment. In this light, we would *expect* the item to score lowly. We continue to feel that the low score reflects our students’ general inability to accept responsibility for their own behaviour, and we will continue to emphasise the importance of learning how to do this.

- In my school, we learn about different cultures

Once again, this item featured in last year’s lower scores. Then, we wondered whether it had been understood, as we felt we *did* present a lot of material around different cultures. This year we acknowledged that analysis had to go deeper. We began by accepting that a significant number of our students feel that Indigenous Aboriginal culture is the only one attended to. Since we live in Australia, and given the over-representation of Aboriginal youth in the Juvenile Justice System, this is hardly surprising, but discussions have focussed on how we might change the perception of our students. While our student cohort does not fully appreciate the concept of different cultures – and in many cases is actively antagonistic towards cultures different from their own, we accepted that we *could* be doing more here. We only teach three lessons per day, which does not afford much opportunity for theme work, but we thought the idea was worth exploring. The suggestion was made that, given the present circumstances in our world “Global Village”, perhaps we should be giving more time to teaching our students about Muslim culture. Generally, staff became enthused about grabbing opportunities as they arise – we will look for those “teachable moments” to increase our students’ awareness of other cultures.

- I am learning a lot at this school

This was the only new item in this year’s lower ranked scores, and came as a bit of a shock, as we like to think our students *are* learning a lot here. It was suggested that for a lot of our students, their

stay with us is a relatively short one, and the amount they consider to have learnt might be commensurately small. We talked about feeding back more information to students about what they have learnt, acknowledging that this feedback would need to be specific and of high quality. The question was asked, “Are the surveys taken seriously by our kids?” Generally, we felt that the response to this item was a matter of student perception, and that in fact, we have a great deal of evidence to show that they *are* learning a lot.

- I am happy to be at this school

This is the third item out of the four which also scored lowly last year. We again asked the question, “Should students be happy to be at this school? Within a Training Centre??” Are they confusing the whole idea of being here with their time just in the school setting, where every indication is that they *are* happy?

Even though these items were the lower-ranked ones, it has to be noted that the scores were still relatively quite high in the given scale.

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

- Teachers to stress the importance of learning how to accept responsibility for one’s own behaviour and actions.
- Promote adherence to the school rules established by our SRC.
- Explore the concept of “theme” work to promote an understanding of different cultures.
- Explore mechanisms for effectively feeding back to students what they have learnt in particular lessons.
- Continue to foster very positive relationships with students.

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

2010 with their score	2011 with their score
<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"> • Students at this school are encouraged to achieve to the best of their ability (3.91) • My teachers expect me to do as well as I can (3.85) • If I am having difficulty with something, my teachers always help (3.85)

At the Cavan campus the lower ranked questions were

2010 with their score	2011 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"> • I am happy to be at this school (2.04) • Students at this school are well behaved (2.73) • I get excited about the work I do (2.94)

Staff analysis of this data noted that each of the statements identified as higher ranking from the surveys focus on learning, and in particular the concept of personalised learning. This response is pleasing to see as this has been a key focus of the school’s Site Improvement Plan. Opinion data indicates students believe their teachers have an intimate knowledge of each student’s current learning/achievement levels and work with individuals to build upon this within their own abilities. There is also a sense of expectation for students to continuously improve. Students also value the immediate availability of learning support.

It was noted that the statement “I am happy to be at this school” will always reflect a lower ranking and perhaps this is a factor we may have little impact on.

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

- Conduct a review of the Behaviour Management Policy in collaboration with Training Centre staff and ensure consistency in behaviour expectations and responses.
- Collaboration with Youth Workers to develop a positive learning environment that is focused on learning.
- Review the current curriculum pattern to reflect the changing cohort of the Cavan student population.
- Improve and increase options for curriculum accreditation/future pathways as evidence indicates these act as “carrots” for young people to engage in learning.
- Showcase the work of students more continuously throughout the year, within the centre and across YEC.
- Establish a Curriculum Promotions brief that could become a part of an SSO role.

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

2010 with their score	2011 with their score
<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"> • My teachers know what I can do and how to help me (4.75) • Students know how they are expected to behave at school (4.75) • If I am having difficulty learning something, my teachers always help (4.75) • I get on well with others at my school (4.75)

At the Outreach campus, the lower ranked questions were:

2010 with their score	2011 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"> • Students at this school are well behaved (3.25) • I get excited about the work I do (3.5) • In my school, we learn about different cultures (3.63) • My school is clean (3.63) • Everyone takes good care of the school (3.63)

Outreach staff

Analysis of data:

There were 2 questions that appeared in both 2010 and 2011 lower ranked questions:

“I get excited about the work I do”

“Students at this school are well behaved”

Again the variation between responses was minor and it is difficult to know the exact interpretation of what was implied. 8 students completed the survey in 2011.

‘I get excited about the work I do’

- Options for practical activities such as a cooking program have been implemented.
- PLP seminars that involved all students were particularly successful. These encouraged whole group engagement and participation within a clear structure.
- Discussion has occurred around changing some IVEC modules (Social skills) and activities that engage students more effectively and practically.
- Student engagement in practical/hands on activities. This is open for further exploration.

‘Students at this school are well behaved’

- Most students enrolled in the Flexicentre general program have a prior history of poor engagement in learning. Following engagement and participation in the program, there is evidence of improvement in this area.
- The enrolment process involves a clear focus on students understanding and agreeing to a behaviour code encompassing:
 - Expectations of appropriate behaviour on site.
 - Safe and appropriate conduct on all transport.
- Within the context of the YEC Behaviour Management Policy, individual circumstances of students are considered in the negotiation of behaviour and consequences.
- Regular SRC meetings providing a forum for students and staff to discuss issues and concerns.
- One on one meetings with students that monitor participation and engagement.
- Review meetings as required.

Staff

As per the student survey, this year is also the second year using the DECS (now DECD) survey with some modifications due to our unique location. The survey given to staff was also broken in to 4 sections:

- Quality Teaching and Learning
- Support of Learning
- Relationships and Communication
- 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 – 13 staff; Cavan – 11 staff and Outreach – 8 staff.

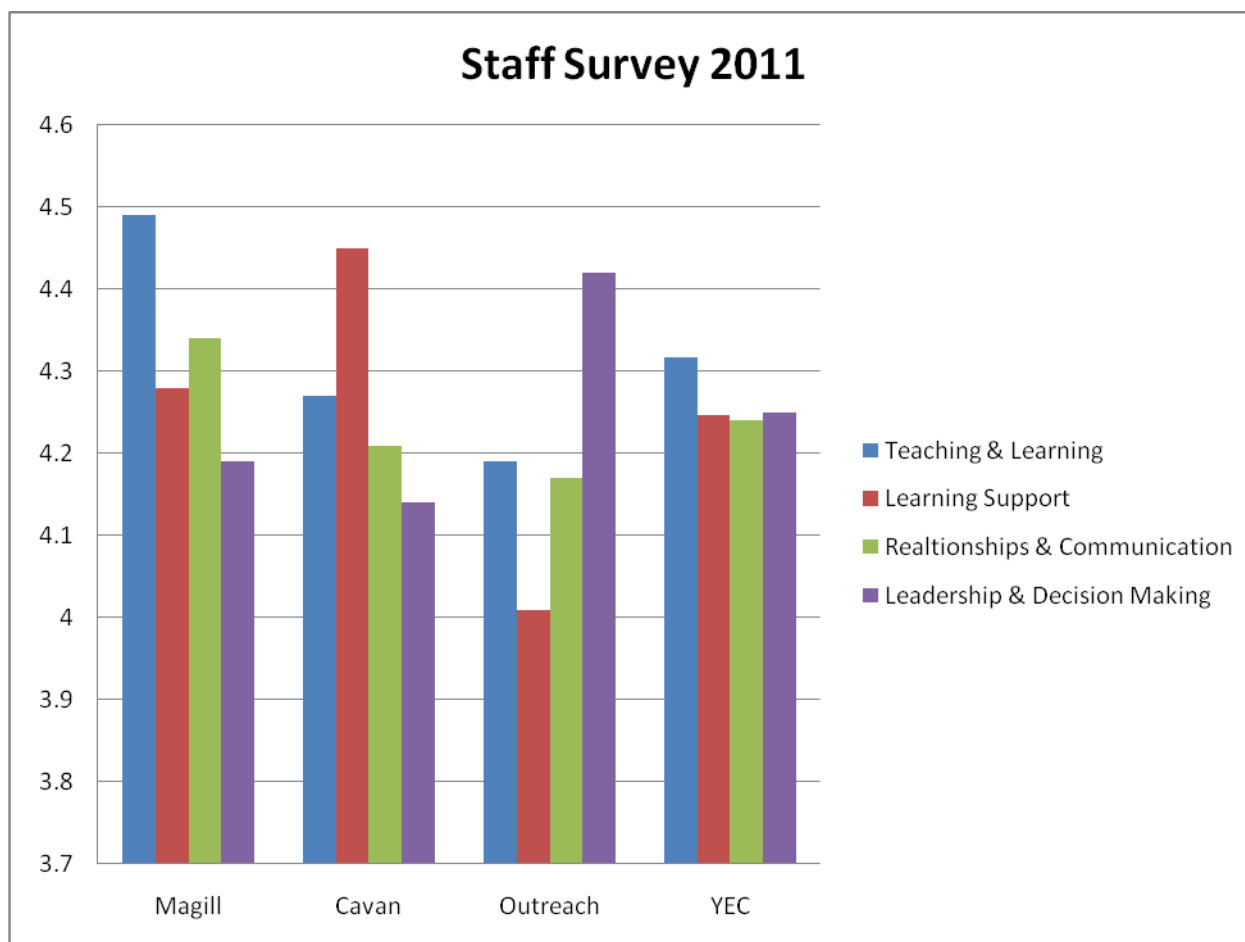
Environment – Magill and Cavan being Youth Training Centres; Outreach campus being voluntary student attendance (except for those on orders). Outreach comprises of students from the Flexicentre.

During 2011, the leadership team had only one change – the Student Services and Pathways Coordinator position at Magill was filled internally for term 1 and then a new appointment was made from term 2.

Performance development processes have continued with all staff.

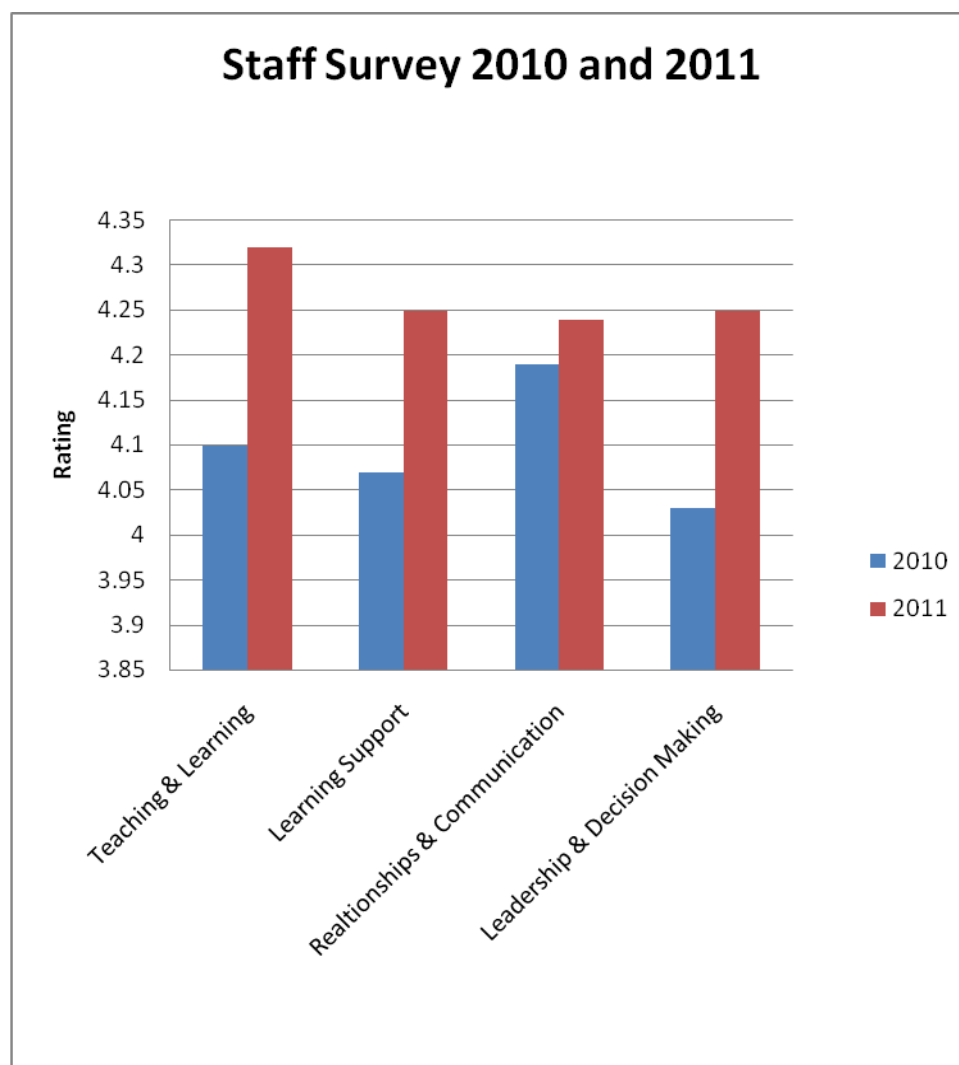
We have continued to analyse the results of the survey as three separate campuses and as a whole school so that we can identify issues at particular campuses. Overall the results of the Staff Survey were very positive. The maximum rating is 5.0. These results are summarised in the graph below.





Overall, the graphs reflect a very healthy school environment. The averages for the lowest areas were all 4.01 and above, which is high considering there is a maximum of 5.0. 2011 has continued to be a year of change for staff. This has included:

- The ongoing work around 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 ongoing developments of the Learner Management System, DayMap. Staff have continued to embrace this system exceptionally well, with this year seeing the introduction of DayMap for the writing of Student Reports, the storage of Learning Plans and the recording of Induction and Assessment Data for students.
- The ongoing development of a curriculum for the longer term students with a changing population – at some stages we have students who are able to engage with SACE and at other times there is a large cohort who prefer VET accreditation. While both offerings are complementary, it requires us to have a curriculum that is responsive to the changing needs of the changing student cohort.



The above graph further highlights the ongoing improvement in each of the surveyed areas over the last years. Below there has been a detailed analysis at each campus about this staff survey.

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

2010 h their score	2011 with their score
<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"> • Students from all backgrounds and cultures are treated fairly at this school (4.85) • Teachers at this school care about how their students are going (4.77) • There are positive relationships between teachers and students at this school (4.7)

At the Magill campus, the lower ranked questions were:

2010 with their score	2011 with their score
<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">• Teachers feel appreciated for the work that they do in this school (3.64)• I am happy with the opportunities I have to discuss and receive feedback on my work performance (3.85)• Our school's programs provide for the needs of every student (3.85)

Analysis of this data by the campus staff showed that we were *very* pleased with the highly ranked items. For the second year running, “Teachers at this school care about how their students are going” came in the top three, together with “There are positive relationships between teachers and students at this school.” This is a strong vindication of the emphasis we place on the importance of positive relationships, and of our belief that they lead to improved student outcomes. “Students from all backgrounds and cultures are treated fairly at this school” was a most welcome top spot in the highly ranked items. It reflects all teachers’ efforts towards inclusivity, and highlights one of the ways we have tried to address a low-scoring item in the student surveys of 2010 and 2011: “In my school we learn about different cultures.” In terms of the lower ranked items, analysis showed clearly that

- Teachers feel appreciated for the work that they do in this school

This was answered in relation to getting feedback from the *Principal*. Further discussion clarified that, in fact, since the Principal’s review earlier this year, more effort *has* been made to acknowledge teachers’ efforts, and that there has been a noticeable improvement here. Staff also felt that the emotional stress of dealing with young people who have committed serious crimes is under-appreciated.

- I am happy with the opportunities I have to discuss and receive feedback on my work performance

Discussion here raised the suggestion that perhaps teachers felt they couldn’t give a high score because they are not getting feedback formally – though it was pointed out that this is *not* the same as *asking* for someone to give them feedback formally. Further analysis showed that our team-teaching approach at Magill fosters reflection on teaching and feedback from our teaching partners; that the incidental conversations we have around teaching are very informative; in short, that we *do* debrief and give feedback – but should we move towards formalising a process? It was felt that collaborative colleague Performance Development meetings would be vital in expediting this.

- Our school’s programmes provide for the needs of every student

Primary analysis focussed on the proposition that it would be very hard to do this completely, that we cannot provide for the needs of *every* student, but at least some; but discussion soon uncovered an appreciation that there are many areas where we could improve the situation considerably. It was conceded, for instance, that the older boys and girls need more resources that are appropriate to their age group as well as their ability. In addition, we could build up a bank of Stage 1 resources, while providing more opportunities for our students to access SACE. At the other end of the scale,

special education resources, too, need to be added to continually: it was reported that these *are* being acquired on an ongoing basis.

Even though these were the lower-ranked items, the scores were still quite high in the given scale.

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

- In terms of being appreciated for the work that they do in *this* school, Magill staff feel that comparisons with mainstream are unconstructive and counter-productive, and should be avoided.
- Leadership Team and staff to explore ways to address the emotional stress of dealing with young people who have committed serious crimes.
- Leadership to continue its proactive stance in giving positive feedback to teachers for their creative contributions to student learning.
- Leadership Team and staff to explore the collaborative colleague performance development process as a means of giving feedback on work performance.
- Magill staff to build resources around SACE work for older and more capable students.

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

2010 with their score	2011 with their score
<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"> • Staff are supported by the school in the management of students' behaviour (4.91) • There are effective student behaviour management procedures in the school (4.91) • Students from all backgrounds and cultures are treated fairly at this school (4.82)

At the Cavan campus the lower ranked questions were

2010 with their score	2011 with their score
<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"> • Our school's programs provide for the needs of every student (3.55) • Teachers can freely express their opinions or concerns to other staff at this school (3.64) • I am encouraged to discuss and share teaching methods and strategies with other teachers (3.8) • Teachers feel appreciated for the work that they do in this school (3.82)

Analysis of this data by the campus staff identified an overall improvement when compared to 2010 aggregated responses. The highly ranked measures highlighted the opinion that student wellbeing is a focus of our work and effective systems are in place to ensure participation and engagement are

maximised through effective behaviour management principles. The areas identified as having room to improve centre on issues of performance development and building a culture of sharing our work to build an improved level of respect for the diversity of learning programmes and learning styles students and engaged with.

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

- Increase the amount of sharing curriculum and pedagogy at staff meetings to improve the awareness all staff have of what happens in areas they do not work in, e.g. curriculum outcomes, teaching and learning strategies
- Show explicit appreciation for the range of valuable work being done across the school by all staff.
- Recognise and value the core work of teachers and monitor the amount of extra duties and responsibilities.
- Begin to consider the controls and security issues within the training centre as a foundation on which to build creative programme responses to, rather than a ceiling which restricts creativity.

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

2010 with their score	2011 with their score
<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"> • My professional needs and interests are met by the professional development provided by this school (4.63) • I have appropriate opportunities to be involved in decision making (4.5) • Staff are encouraged to pursue professional development (4.5) • I am happy to be at this school (4.5) • I am supported in discussing issues with other staff (4.5)

At the Outreach campus, the lower ranked questions were:

2010 with their score	2011 with their score
<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"> • Teachers feel appreciated for the work that they do in this school (3.38) • This school has high educational expectations of the students (3.63) • Teachers at this school use strategies which enable students to be life long learners (3.63)

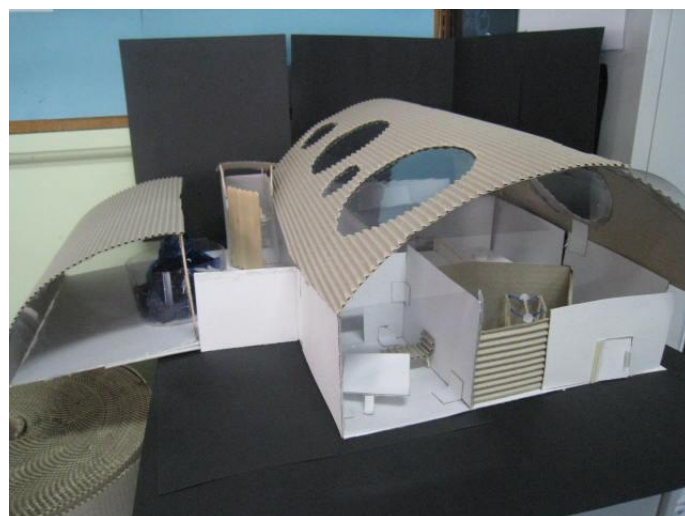
Analysis of Data:

Flexicentre staff continue to promote and prioritise the development of positive relationships between staff and students.

Staff formulated the following response/actions:

- Access to appropriate professional development and support. Opportunities exist externally and also within YEC staff who have the appropriate expertise to provide this.

- Is it possible for staff to consider PD options and submit these requests at a later date? In the completion of the PD requirements for the year, staff felt that they did not have enough time to explore appropriate offerings and possibilities.
- A concern for all staff at the Flexicentre continues to be around students with significant mental health issues and the students “fitness for work” particularly when there is an ongoing perceived threat of danger for staff and students. Staff did not feel it is appropriate for these students to be recurrently part of the program without psychological intervention and approval of fitness by a medical practitioner.
- Most staff expressed issue with the survey around the overall awkwardness of completing it and the interpretation of results. Any slight variation within the results appears to have effect on the end statistic for each particular question.



Accountability

Staff

Teacher Qualifications

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

Qualification Level	Number of Qualifications
Graduate Degrees or Diplomas	55
Post Graduate Qualifications	10

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

Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	25.48	0.85	8.9
Persons	0	29	1	10



Financial Statement

YOUTH EDUCATION CENTRE

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
REVENUE			
R-ZZZ-6852	WS - INTEREST SASIF PAUL ALTSCHWAGE	51.25	313.65
Total for REVENUE		51.25	313.65
EXPENSES			
E-COV-7184	WS VET GENERAL EXPENSES	0	425
E-ZOA-7335	ASSPA - AB STUDENT TUTORING	2,751.00	11,460.34
Total for EXPENSES		2,751.00	11,885.34
GRANTS : DETE			
R-CCE-6295	SACE REVENUE	0	3,604.70
R-CCG-6195	GRANTS CURRICULUM - REVENUE	0	79,000.17
R-ZDS-6170	STAFF - SALARY CONVERSION	0	167,587.55
R-ZZG-6142	GRANTS - RECURRENT FUNDING	0	3,080,388.48
Total for GRANTS : DETE		0	3,330,580.90
GLOBAL BUDGET REVENUE			
R-ZDS-65118	GB-TCH SUPPLEMENTATION & VEHICLES	0	140,076.43
R-ZZG-61471	GB-RECONCILIATION	0	22,352.00
Total for GLOBAL BUDGET REVENUE		0	162,428.43
GRANTS : COMMONWEALTH			
R-ZZB-6395	BUILDING EDUCATION REVOLUTION	0	250,000.00
Total for GRANTS : COMMONWEALTH		0	250,000.00
PARENT CONTRIBUTION REVENUE			
R-CTT-6495	TECH STUDY - METALWORK INCOME CAVAN	0	40.91
R-CTT-6890	TECH STUDY - WOODWORK INCOME CAVAN	0	574.54
Total for PARENT CONTRIBUTION REVENUE		0	615.45
OTHER OPERATING REVENUE			
R-SGR-6820	SRC - FUNDRAISING REVENUE	0	204.55
R-ZOA-6890	ASSPA - OTHER REVENUE	0	220,274.36
R-ZZP-6860	PRINT - PHOTOCOPY SALES	0	39.91
R-ZZZ-6850	WS - INTEREST REVENUE	0	1,830.82
R-ZZZ-6890	OTHER OPERATING REVENUE	0	45,165.92
Total for OTHER OPERATING REVENUE		0	267,515.56
Total Revenue		0	4,011,140.34

SUPPLIES AND SERVICES

E-CAA-7121	ART - CONSUMABLES	0	6,852.20
E-CAM-7121	MUSIC CONSUMABLES	0	204.34
E-CCG-7121	GC - CONSUMABLES	0	32,254.66
E-CCG-7148	GC - MINOR EQUIPMENT	914.33	85,206.42
E-CCL-7121	CLASSROOM - CONSUMABLES	0	11,885.53
E-CCP-7121	CHAPLAIN EXPENSES	0	317.28
E-CCR-7121	RES CENTRE - CONSUMABLES	0	3,135.00
E-CCR-7199	RESOURCE CENTRE - TEXTS	0	4,066.57
E-CCZ-7172	DRIVER EDUCATION RESOURCES	0	244.54
E-CEL-7121	LITERACY - CONSUMABLES	0	474.55
E-CEL-7172	LITERACY - RESOURCES	0	1,543.89
E-CHE-7121	HOME EC - CONSUMABLES	0	11,487.39
E-CHH-7172	HEALTH - RESOURCES	0	424.91
E-CHP-7172	PHYSICAL ED - RESOURCES	0	2,017.03
E-CLA-7121	ABORIGINAL - CONSUMABLES	0	236.47
E-CMM-7172	MATHS - RESOURCES	0	600.75
E-CSG-7121	SCIENCE - CONSUMABLES	0	18.8
E-CTE-7172	TECHNOLOGY- RESOURCES	0	395.55
E-CTT-7121	TECH - METAL WORK CONSUMABLES	0	10,837.80
E-CVS-7172	S & E - RESOURCES	0	554.5
E-SGR-7139	SRC - FUNDRAISING EXPENSES	0	695.35
E-ZDM-7181	MANAGEMENT - ADMINISTRATION	3,167.67	54,316.17
E-ZOA-7172	ASSPA - ABORIGINAL EDUCATION	1,390.91	196,582.01
E-ZOX-7121	STATE - CONSUMABLES	0	856.02
E-ZZF-7121	FACILITIES - MAINTENANCE CONSUMABLE	0	1,767.77
E-ZZF-7169	FACIL - REPAIRS/REPLACEMENTS	0	1,272.60
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	46.37	7,012.04
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	0	925.37
E-ZZI-7144	INFO SYSTEMS - HARDWARE & MINOR EQU	0	30,616.43
E-ZZI-7151	INFO SYSTEM - SA.EDU	820	11,946.09
E-ZZI-7199	INFO SYSTEM - SUPPORT	0	63,555.61
E-ZZP-7121	PRINT - CONSUMABLES	0	878.2
E-ZZP-7169	PRINT - MAINTENANCE CONTRACT	583.36	6,600.88
E-ZZT-7121	T & D CONSUMABLES	0	5,045.75
E-ZZZ-7199	WS - OTHER EXPENSES	0	1,508.43
Total for SUPPLIES AND SERVICES		6,922.64	556,336.90

GLOBAL BUDGET EXPENSES

E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0	2,736.05
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0	1,392.57
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0	67.99
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0	3,156.48
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0	2,419,855.70
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0	458,882.63
E-ZDS-71114	GB-SAL/WAGES-TRT	0	32,111.00
E-ZOB-73512	GB-SITE FUNDED WORKS	0	1,375.00
E-ZZF-73287	GB-CLEANING EXPENSES	0	12,646.42
E-ZZF-73288	GB-WASTE DISPOSAL	0	2,241.10
E-ZZF-73511	GB-REPAIRS & MAINTENANCE	0	-1,382.91
E-ZZZ-71281	GB-FRINGE BENEFITS TAX	0	10,745.52
Total for GLOBAL BUDGET EXPENSES		0	2,943,827.55

FACILITIES AND UTILITIES EXPENSES

E-ZZB-7206	BUILDING EDUCATION REVOLUTION	0	248,337.85
E-ZZF-7260	FACIL - GAS COSTS SCHOOL	65.98	972.27
Total for FACILITIES AND UTILITIES EXPENSES		65.98	249,310.12

EMPLOYEE EXPENSES

E-CCE-7335	SACE EXPENSES	0	3,743.00
E-CCG-7335	GC - SALARIES & WAGES	0	1,970.00
E-COA-7310	SALARIES - POEMS	0	106,731.79
E-COA-7320	SALARIES - POEMS	0	75,249.09
Total for EMPLOYEE EXPENSES		0	187,693.88

PARENT CONTRIBUTION EXPENSES

E-CPI-7980	PERFORMANCES - IN SCHOOL	-1,075.00	73,865.16
Total for PARENT CONTRIBUTION EXPENSES		-1,075.00	73,865.16

DEPRECIATION AND AMORTISATION

E-ZZF-7548	FACILITIES - DEPRECIATION FILE SERV	3,619.80	3,619.80
E-ZZF-7570	FACIL - DEPREC VEHICLES	9,787.97	9,787.97
E-ZZI-7540	INFO SYSTEM - DEPREC COMPUTING	558.9	558.9
E-ZZP-7530	PRINT - DEPREC EQUIPMENT	3,036.13	3,036.13
Total for DEPRECIATION AND AMORTISATION		17,002.80	17,002.80

Total Expenses

22,916.42 4,028,036.41

Surplus or (Deficit) funds

-25,616.17 -28,467.76

