



YOUTH
Education Centre

Youth Education Centre Annual Report 2013



SACE Stage 2 Digital Art



Government of South Australia

Department for Education and
Child Development

Context

School Name:	Youth Education Centre	School Number:	0195
Principal:	Andrew Bowering	Region:	Eastern Adelaide

Introduction

2013 was a transitional period for both Youth Education Centre (YEC) and Adelaide Youth Training Centre (AYTC). Our partners Department for Communities and Social Inclusion (DCSI) were developing and implementing operational policies and procedures which directed daily management and security. New DCSI personnel were adjusting to their changing roles and the processes for collaboration were still developing. All of this impacted on our timetable and ability to have all workshops fully functioning.

The transition to the new Flexicentre at Kilburn was a more seamless process. The Flexicentre continued to increase its enrolments over the course of the year, expand the range of short courses and services provided. This centre also gave the YEC staff a base to conduct meetings and training.

A significant development this year has been the range of curriculum offerings provided to support student centred learning and educational outcomes. All students now have an opportunity for accredited learning.

The YEC Site Improvement Plan had become more of a focus in 2013 but due to our alignment with DCSI policies we still have work to do early in 2014 on YEC policy development.

Adelaide Youth Training Centre- Goldsborough Road

The Centre comprises:

- 3 units of males 15-18 years
- An additional unit for assessment, testing and behaviour purposes
- 1 unit of females 10-18 years

Cavan- Jonal Drive

There are 3 units comprising:

- Police custody
- Young males 10-14 years
- Older males 15-18 (overflow from Goldsborough Road)

Outreach/Flexicentre

The Flexicentre provides ongoing educational and vocational learning programs and pathways for young people, transitioning from the Adelaide Youth Training Centre into the community. The other group consists of young people at risk of disengagement from education through their involvement with the youth justice system. The cohort is comprised of male and females 15-18 years of age.

Programs offered are:

- A general education program with a focus on accredited learning aligned to the Australian Curriculum, SACE/VET and TAFE accredited courses.
- Short and mobile vocational courses
- Building Links VET course for local and regional schools

- Youth Connections Specialised Services across all sites
- Red Cross – ‘Save a Mate’ (Stage 1 SACE)
- Second Story Health – health service and programs
- ‘On Ya Bike’ – Year 7 Aboriginal Student bike program

Youth Connections Specialised Services

YEC successfully began the implementation and delivery of the Youth Connections Specialised Services (YCSS) 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 student cohort include:

- In the Youth Training Centres, young people are on detention, remand or police custody orders
- Students under the guardianship of the minister
- High percentage of students presenting with social, emotional and educational issues and disadvantages
- Disconnection from mainstream education or chronic non attendance
- High rates of recidivism
- Experience with the juvenile justice system

2013 Highlights

- SACE Digital Art exhibition at AYTC (term 3) attended by invited guests including family members, Director of Youth Justice, AYTC management and YEC staff. A successful showcase of student work demonstrating a high level of skill and technique.
- Collaboration with *Blueprint theatre* (check name) in the production of “Orphans” with student art and poetry featured.
- Student dot painting submitted and accepted for inclusion in the Don Dunstan Foundation’s “Our Mob” exhibition held at the ‘Artspace’ Festival Centre (term 4)
- Second Story fortnightly health clinics and information sessions held at Kilburn Flexicentre
- Successful tyre fitting short course held at Glossop in the Riverland in conjunction with DCSI and Mission Australia as part of the capacity building of the Youth Connections Specialised Services contract
- Learners permit short course held at Mt Gambier in conjunction with HYPAs as part of the capacity building of the Youth Connections Specialised Services contract
- Successful visit to Kilburn Flexicentre by HYPAs Murray Bridge students (term 2)
- Presentation Day at Kilburn Flexicentre (term 2) with all catering and organisation done by students.
- First whole of Centre sports day at both Goldsborough Road and Jonal Drive sites.

- Six students were recipients of the Dorothea Mackellar Poetry Award in the Schools Award Secondary category.
- 100% of teaching staff had provided learning programs by the due date in Term 3.
- ‘Labs n Life’ program a great success young people gaining confidence whilst learning to build relationships at both Goldsborough Road and Jonal Drive sites
- Four students completed the requirements for SACE Stage 2 Digital Art (Creative Arts) subject.
- Completion of the house at Pompoota Road, Modbury as part of the Building Links program.
- Introduction of Cert I Hospitality at both Goldsborough Road and Kilburn Flexicentre.
- Opening of the Vocational Kitchen and Wood workshops at Goldsborough Road with Metal to open in 2014.



Trunk – Wood Workshop

Report from Governing Council

Youth Education Centre has an agreement regarding the membership of its Governing Council to account for the different student population.

Members are:

Chair and treasurer: Robert Bryson (Volunteer)

Minutes Secretary: Rae Sinclair

Student Representatives: Howard and Brandon

Department for Communities and Social Inclusion Representatives: Lesley Wanganeen (Principal Adviser, Aboriginal Youth Justice), Chris Birse (Lead Programs Officer, Community Programs), Stephen Green (Accommodation Manager AYTC)

Aboriginal Representative: Steve Simpson, (YEC Aboriginal Community Education Officer)

Principal: Andrew Bowering

During 2013, we held 9 meetings all held at the Adelaide Youth Training Centre

Major events, decisions and achievements:

- Six students were recipients of the Dorothea Mackellar Poetry Award in the Schools Secondary Award category. Two staff members went to Gunnedah in NSW to accept the award on behalf of the students.
- SACE Digital Art exhibition at AYTC (term 3) attended by invited guests including family members, Director of Youth Justice, AYTC management and YEC staff. A successful showcase of student work demonstrating a high level of skill and technique.
- Collaboration with *Blueprint Theatre* in the production of "Orphans" with student art and poetry featured.
- Student dot painting submitted and accepted for inclusion in the Don Dunstan Foundation's "Our Mob" exhibition held at the Artspace Festival Centre (term 4)
- Opening of the Vocational Kitchen, Wood and Metal workshops at Goldsborough Road.
- Introduction of Cert I Hospitality at both Goldsborough Road and Kilburn Flexicentre.
- Students from the Cert I and II Horticulture, now maintain part of the grounds within the Adelaide Youth Training Centre
- Four students completed the requirements for SACE Stage 2 Digital Art (Creative Arts) subject – a number receiving A and B level assessments
- Successful tyre fitting short course held at Glossop in the Riverland in conjunction with DCSI and Mission Australia as part of the capacity building of the Youth Connections Specialised Services contract
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Financial concerns regarding:

- Additional costs incurred at Kilburn Flexicentre including significant electricity expenses and the refurbishment of the Resource Centre.
- Lack of interest being paid on federal grants.
- Feedback regarding the federal contract Youth Connections Specialised Services and its changing focus for 2015.
- Discussions re the funding of the Building Links program for 2015 and beyond.

Site Improvement Planning

Strategic Direction 1- Engaged and Achieving Students

Target 1 - 100% of teachers are able to demonstrate appropriate use of Individual Learning Plans as part of their daily practice in all curriculum areas by the end of Semester 1, 2013

Actions:

YEC teachers have been utilising the assessment data put together by the assessment teacher to develop strategies and learning activities to support students in their areas noted for improvement. Students are allocated to a particular specialty group depending on their abilities, interest and possible future pathway.

Outcomes and Analysis:

Classroom learning is more individualised and focused on the needs and interests of the student, therefore there is increased student engagement and improved learning pathways across YEC.

Next Priority and Targets:

It is important that teachers continue to demonstrate use of Learning Plans as part of their daily practice. 100% of teachers now need to record student progress, behavioural or educational, on DayMap. This information can then be easily accessed for case management, learning plan reviews and reporting.

Provide more opportunities for more students to complete certificates in accredited courses, whether it is SACE/TAFE/ VET etc.

Target 2 - By the end of Semester 2, 100% of staff demonstrate 'triangulated feedback' to inform teaching practices

Actions:

YEC staff have engaged in ongoing training and development around pedagogical development and 'triangulated feedback'. Effective pedagogical strategies have been shared by staff during learning area meetings. All staff have been allocated a trusted colleague and have participated in the initial teacher observation/feedback part of the triangulated feedback process.

Outcomes and Analysis:

The learning area group meetings have strengthened curriculum cohesion with a deeper understanding of subject and course content. The sharing of ideas, strategies and resources has built collegiality amongst teaching staff. Improvements are also noted in teaching programs.

Discussions around the DECD Improvement and Accountability Framework (DIAf) and Teaching for Effective Learning (TfEL) provided opportunities for reflection in the areas of whole school improvement and pedagogy were necessary and useful. However, the next step in using feedback effectively was very limited. There are

two mitigating reasons. Firstly, the feedback tools were too complex, and secondly, a greater level of confidence and trust is required.

Next Priority and Targets:

YEC staff will continue with the performance development process, working with their trusted colleague to demonstrate triangulated feedback to inform learning. All staff must be able to demonstrate their learning and progress as part of their performance development plan.

Target 3 -By the end of Semester 2, 100% staff can identify the ‘Graduate Qualities’ strategies they incorporate into their teaching and learning practices

Actions:

Leadership have been working with Kensington Centre to develop a ‘Graduate Qualities’ strategy, The focus has been on student empowerment and meaningful engagement in the community, leading to the long term success for our students.

All YEC staff have also engaged in initial training and development around ‘Graduate Qualities’ and have explored the qualities which are seen as important for our students.

Outcomes and Analysis:

After some exploration, the Graduate Qualities seen as important to our students are communication, developing self, learning dispositions, adaptive capacity and connectedness all of which are interrelated.

Leadership from the Youth Education Centre and Kensington Centre delivered a presentation to a panel, along with other schools from the Eastern Cluster Group discussing empowerment and community and how these can be imbedded into our curriculum at YEC. This was a highly successful presentation and received positive feedback from the panel.

Next Priority and Targets:

Our focus for 2014 is to re-establish TOTEM (Transition Options Through Employment Mentoring) for our students and to continue to develop VET opportunities within the centre in order to empower young people, leading to greater success in accessing further training and employment options in the community.

Strategic Direction 2 – Sustainable, Differentiated and Inclusive Curriculum

Target 1 - 100% of staff teaching middle school students in English, Maths, History and Science plan, program and assess against the Australian National Curriculum

Actions:

The Curriculum of YEC has continued to undergo many changes in 2013, with the Continued appointment of the Curriculum Coordinators but the loss of a curriculum Senior Leader from Semester Two.

All teaching staff have continued to participate in training and development sessions provided by the curriculum leaders related to the ongoing implementation of the Australian Curriculum. The focus of this training was in supporting staff to include Australian Curriculum language within students reports and in teacher programming.

Outcomes and Analysis:

The following percentages of English and Maths programs were provided to leadership, and were written utilising the Australian Curriculum:

Term 1: 23%

Term 2: 18%

Term 3: 54%

In term 4 programs were not requested by the Curriculum Coordinator.

Next Priority and Targets:

On-going training and support in the Australian Curriculum at staff meeting and training days.

Staff teaching middle school students in English, Maths, History, Geography and Science plan and program to the Australian Curriculum and include Australian Curriculum Standards in their report comments.

Target 2 - During Semester 1, 2013 staff apply the identified minimum achievement standards from the Australian National Curriculum for English, Maths, History and Science

Actions:

During the year teachers continued regularly working in Learning Area Teams to develop, critique and share faculty resources, goals and professional learning. To be able to track student progress, it was decided that each faculty should agree upon a minimum level at which we want students to be able to demonstrate within their time at YEC.

Outcomes and Analysis:

The English Learning Area Team identified and utilise in daily planning, minimum achievement standards within all classes. This data follows the students as they move between different English classes.

The Maths Learning Area Team began developing minimum achievement standards but were unable to complete due to cancellation of meetings.

History and Science teachers have begun the process but due to lack of teachers within these two areas, progress has been slow.

Next Priority and Targets:

All learning areas will continue to develop these documents in 2014.

2014 priority change to: Maths and English teachers track and report to individual student progress through the use of Australian Curriculum Progress Charts.

Strategic Direction 3 – A collaborative and sustainable culture is advanced across a ‘one school’ YEC

Target 1 - By the end of Semester 2, leadership and staff have rewritten YEC policies and practices that align to relevant AYTC and Outreach policies

Actions:

The focus in 2013 has been on developing and updating policies across YEC. This promotes alignment in understanding and practice with YEC and DCSI staff and management and will continue in 2014 with nominated staff to lead and implement accordingly.

The following policy and operational documents are under revision or completed:

- School Context Statement – completed
- Flexicentre Behaviour Code – completed
- Flexicentre Transport Form – completed
- Flexicentre Permission Contract – completed
- Flexicentre Student Details – completed
- YEC Induction Booklet and Checklist – revised ready for staff consultation and approval
- YEC Anti-bullying Policy – under revision

The following policy documents are yet to be revised:

- Performance Development Policy
- Behaviour Management Policy

Outcomes and Analysis:

Consistent practice is crucial to the ongoing development of a one school culture across YEC. In order for innovation and cultural change to continue, policies that address specific learning outcomes with clear strategies have been prioritised.

A number of YEC policy documents need to align with AYTC policies. Management personnel at the Adelaide Youth Training Centre undertook an extensive review of draft policy and operational documents for consistency in language. This process has delayed the approval, dissemination and implementation of these documents.

Next Priority and Targets:

Progress has been made in the identification of relevant policies that direct and inform the practice of YEC staff. Work has begun in ensuring synchronicity and clarity for all staff and will continue in 2014.

Target 2 - By the end of Semester 2, staff have reviewed YEC policies and practices that relate to the AYTC and Outreach

Actions:

The following policies and documents have been reviewed or nearing the review process

- School Context Statement - reviewed
- YEC Induction Booklet and Checklist – reviewed
- Flexicentre Behaviour Code – reviewed
- Flexicentre Transport Permission Contract - reviewed
- Flexicentre Student Details Form – to be reviewed

Outcomes and Analysis:

The revision of the School Context Statement became a priority as the school required an update of its website. Both the Context Statement and website referenced the former Magill Training Centre site for both the Magill Campus and Flexicentre. The new website was redesigned and uploaded in Term 4.

The YEC Induction Booklet and Checklist contained information that was outdated. With new leaders and staff joining YEC in 2014 these documents also became a priority.

Next Priority Targets:

The anti-bullying policy has been identified as requiring updating. Leadership has undertaken this process and will then ensure it is uploaded to the YEC website. This is a requirement of DECD as well as providing a reference point for staff to address these behaviours.

A Wellbeing/Psychological Health policy for YEC that maximises staff and student wellbeing is imperative. Work has begun on writing this and will continue to be developed in 2014.

Target 3 -By the end of Semester 2, a new Performance Development Policy and Wellbeing Policy is written

Actions:

A draft of the Health and Wellbeing Policy was completed by two of the leadership team in Term 4, which was forwarded to all leaders. A review of the draft policy was not undertaken before the end of the year.

The leadership team reviewed the Performance Development Policy from 2010 but no revision of the document was undertaken before the end of the year.

Outcomes and Analysis:

The new Health and Wellbeing Policy draft reflects the DECD staff wellbeing commitment and focus in its own policy documents. The YEC policy requires refinement to account for the identified and agreed staff values at its sites.

The Performance Development Policy requires the Collaborative Colleague processes to be further clarified and strengthening in the pedagogical processes and

Next Priorities and Targets:

By the end of term one both the Health and Wellbeing Policy and the Performance Development Policy needs to be finalized and agreed to by YEC staff.

Literacy and Numeracy

Literacy

Literacy is developed through listening, speaking, reading and writing. YEC provides an intensive, explicit reading instruction program based on methods that are supported by current research, and continues to be remarkably successful in assisting students to improve their reading. Research shows that student achievement (in reading remediation) is primarily determined by the amount of instruction (time) and the content of that instruction. The dedication and expertise of our support staff is evidenced by some students making gains of 12 months or more (in reading age), within 10 weeks.

On arrival, all students undergo a diagnostic assessment process that collects information on reading age, accuracy, fluency, expression and comprehension skills (literal, inferential, evaluation, re-organisation, vocabulary). This information is then used to formulate individual learning plans, which allows instruction to be individualised to the needs of the student. Students are supported both individually and within their lessons to provide them with opportunities to consolidate skills. Ongoing formative assessment following 5 weeks of instruction is then used to direct further interventions.

In 2013, YEC students again participated in the Premier's Reading Challenge with many receiving bronze, silver and gold medals with several students earning their "Legend" and "Champion" medals. Additionally, YEC was recognised for its ongoing participation, receiving a certificate from the S.A. Premier, Jay Wetherill.

Literacy remains a major focus of the school and we can be justifiably proud of the way in which YEC continues to provide our very special students with opportunities to improve their literacy.

Numeracy

The on-going aim to further develop Individual Learning Plans which more effectively meet the particular needs of YEC students is enhanced with the introduction of a new assessment tool known as the Maths Indicator Test.

This test is standardised and norm-referenced and assesses students over a cross-section of progressively difficult levels. A strong feature of the test is the ability of the assessor to provide the student's intended teacher with detailed and specific data regarding the level of knowledge and competence the student has in mathematics upon entry to YEC. Teachers are provided with a clear overview of the mathematical concepts a student has either achieved mastery in or needs further instruction or remedial support in. Recommendations for instruction are provided on both the specific area to be addressed and the age level at which entry work should commence on individual concepts.

The specificity of this assessment test, its inclusion into the development of a student's Learning Plan and the focus it provides in subsequent on-going assessment and reporting processes is expected to raise the level of achievement in mathematics learning for YEC students.

The introduction of the test is recent and a store of data is being recorded on Daymap. This data will be useful both for teachers accepting returning students back into their classrooms and as source of information for the school when evaluating the success of the mathematics teaching and learning program.

Secondary Student Achievement

SENIOR SECONDARY

For many of our students VET studies and TAFE accreditation is a viable option towards further study and work readiness. YEC provides on-site VET courses in Building and Construction, Horticulture and Hospitality and a number of certificate courses through external studies.

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 & 3 in Business Administrations.
- Certificate 2 in Retail Studies.
- Certificate 3 in Retail Operations.
- Certificate 3 in Community Studies.
- Certificate 4 in Youth Work
- Certificate 4 in Justice Studies

VET courses delivered on site include:

- Certificate 1 in Hospitality Kitchen Operations
- Certificate 1 & 2 in Horticulture
- Certificate 1 and 2 in Building Construction

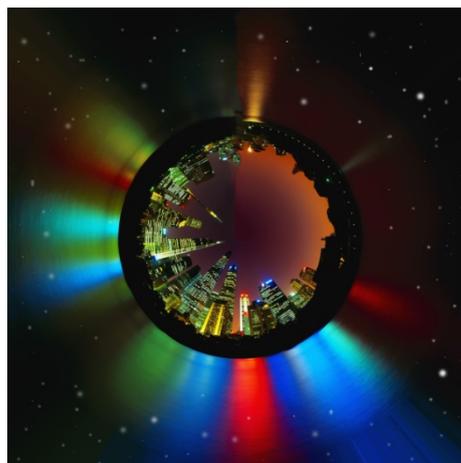
A number of students have successfully completed all elements of their study and achieved certificates:

- 20 Students completed Certificate 1 in Building and Construction (via Building Links)
- 3 Students completed Certificate 2 in Building and Construction (via Building Links)
- 1 student completed Certificate 2 in Retail Studies
- 2 students completed Certificate 3 in Community Studies

Through 'Skills for All' funding, YEC is currently negotiating the delivery of Certificate 2 Hospitality and Certificate 2 Hairdressing



SACE Stage 1 & 2 Digital Art



SACE

Along with VET studies a number of students are currently enrolled in SACE Stage 1 and 2 subjects offered on site and externally. YEC currently offers the following subjects:

- Stage 1 Literacy for Work and Community Life (10 credits)
- Stage 1 English Pathways (10 credits)
- Stage 1 Numeracy for Work and Community Life (10 credits)
- Stage 1 Personal Learning Plan (10 credits)
- Stage 2 Research Project (10 credits)
- Stage 1 Physical Education (10 credits)
- Stage 1 Creative Arts (10 credits)
- Stage 2 Creative Arts (20 credits)

Through Open Access College students may also access:

- Stage 1 and 2 Aboriginal Studies

A number of students have successfully completed all elements of their study and completed the following subjects:

- 2 students completed Stage 1 Literacy for Work and Community Life
- 2 students completed Personal Learning Plan
- 4 students completed Stage 2 Creative Arts
- 1 student completed Stage 2 Aboriginal Studies

Student Achievement in Alternative Pathways

Numbers of students engaged in VET courses during **2013** were:

- **31** students in Building and Construction
- **55** students completed modules in Certificate I in Automotive (Tyre fitting)

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	4
Motor Vehicle Learner's Permit	204	30
Basic Trade Maths	14	6
First Aid	30	1
White Card	45	2
TOTALS	348	43

Outreach Services

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

- **394** disconnected young people engaged in education, training, and employment programs across the Outreach Programs. Of these students, **59** are Indigenous and **22** are youth involved with Juvenile Justice matters.
- There has been an average of **13** students regularly engaged in alternative education programs
- **9** students per week engaged in short vocational courses

Building Links

- **20** students completed Certificate I in Building and Construction
- **3** students completed Certificate 2 in Building and Construction

Flexicentre SACE

- **5** students enrolled in Health
- **4** students enrolled in PLP
- **5** students enrolled in Digital Art

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 **2013**, **40** students exited the Outreach Programs. Information about these students' destinations is:

Reasons for Leaving	
Full-time, Part-time work, Traineeship.	8
Left to attend another program (i.e. DECS or FSA), Mainstream school, Adult Re-entry School or TAFE	15
Returned to Youth Training Centre	4
Destination Unknown/No Program	13

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 Building Links Students

The Building Links program 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 program continues to be successful due to the generous partnership with Housing SA. During **2013**, **30** students participated in the Building Links program and information about these students' destinations is:

- **5** students continuing on and participating in Cert 2 in Building and Construction in **2014**
- **2** student obtained full time employment
- **23** students attending school based education



Flexicentre students on a History excursion to the Klemzig War Memorial

Homework Centre:

Total \$143,000

Distribution and Outcomes:

- The funding provides for a 1.0 teacher salary across YEC. Specialist teachers are employed to work with Indigenous youth addressing the 'gaps' in meeting positive educational outcomes.
- An hourly paid music teacher works 1:1 with students in instrumental music and Certificate 2 Music Theory through distance learning at TAFE SA (Tea Tree Gully campus).
- SSO hours provide additional intensive support for Indigenous students within classroom settings and after school hours, extension work within literacy, numeracy, reading and comprehension as well as Learners' Permit.
- An opportunity for Nigel (School Christian Pastoral Support Worker) to attend 'Grief Counselling' training. This training allows Nigel to support students and staff experiencing grief and loss.
- Increased Chaplaincy hours to support Indigenous Youth due to high level of deaths and the transition to the new centre.
- Cultural Awareness Days, Reconciliation, 'Grannies Group' are also funded. This support is vital to the Indigenous students, cultural awareness and their personal well-being.

Client Opinion

Parents

As a school, we have limited/no contact with parents while the students are in the Youth Training Centre 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 centre, 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 fourth year that we have chosen to use the survey provided by 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 40 questions. At the end of the survey there was also a text response available for any other comments the students would like to make.

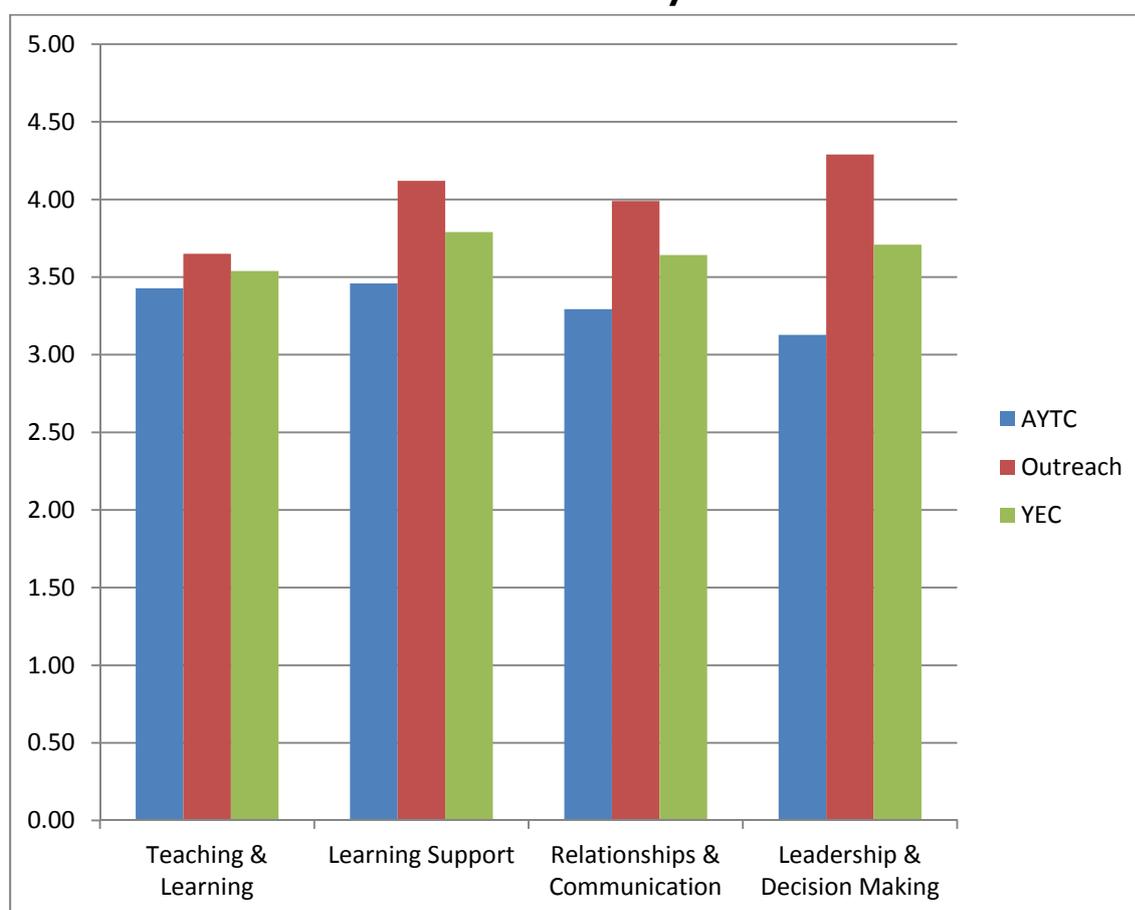
Factors impacting on outcomes:

Environment – Goldsbrough Road and Jonal Drive being the Adelaide Youth Training Centre; Outreach campus being voluntary attendance (except for those on orders). Outreach includes students from the Flexicentre.

The results of the 40 questions were (maximum rating of 5):

	AYTC	Outreach	YEC
Quality Teaching and Learning	3.23	3.65	3.44
Support of Learning	3.26	4.12	3.69
Relationships and Communication	3.08	3.99	3.54
Leadership and Decision Making	3.02	4.29	3.67

Student Survey 2013



In 2013, YEC combined the survey responses of the Goldsborough Road and Jonal Drive sites to reflect the 'one school' philosophy approach since the opening of the Adelaide Youth Training Centre in 2012. Outreach at the Kilburn Flexicentre remains separated to reflect the different cohort of students. There were 39 respondents from AYTC and 7 from Outreach.

There is no discernible difference in the responses between the four categories at AYTC. 'Learning Support' was slightly ahead of 'Teaching and Learning'. Both categories are linked as supporting learning is a pedagogical factor in quality teaching. This may be due to the curriculum being at an appropriate and engaging level with personalised learning informed by diagnostic data collection. Across YEC class sizes are small and individualised literacy and numeracy support is available to those requiring assistance. An Individual Learning Plan (ILP) is developed for all students and includes intake assessment data which provides target information for students and teachers.

At Outreach, 'Leadership and Decision Making' attracted the most favourable response while 'Teaching and Learning' received the least. This would indicate that leadership; relationships and learning support are valued at the Flexicentre more strongly than content and learning. One explanation may be the lack of choice and diversity in the curriculum as it is a very small school.

Across the four categories there were significant differences in responses in three category areas between AYTC and Outreach. 'Teaching and Learning' the only category recording very similar results for the two groups. Across YEC the highest ranked response was 'Support of Learning' and only slightly above 'Leadership and Decision Making'. The leadership category recorded the greatest disparity between AYTC and Outreach with higher 'strong agreement' as a featured response. With a small cohort of student at Outreach it is hard to draw any clear analysis in this difference. However, at Outreach there is greater visibility of leaders, teachers and ancillary staff within the school and this may indicate a stronger connectedness between all parties. At this site, leadership and decision making is shared so students identify a number of significant leaders at the school. Similarly, 'Relationships and Communication' featured more highly at Outreach than AYTC, again supporting the view that students and all staff work in a closer relationship.

Staff

Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor 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	9.1	8.9
Persons	0	29	1	10

Financial Statement

General Ledger Balance Sheet for Current Year, period 13

Assets

1 : YOUTH EDUCATION CENTRE

General Ledger **Profit and Loss** for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
REVENUE			
R-ZZF-6865	FACILITIES - REV RECOUP & RECOVERY	0	2,160.20
Total for REVENUE		0	2,160.20
GRANTS : DETE			
R-CCG-6195	GRANTS CURRICULUM - REVENUE	0	75,734.55
R-ZDS-6170	STAFF - SALARY CONVERSION	0	173,484.18
R-ZZF-6195	GRANT - OTHER	0	11,036.00
R-ZZG-6142	GRANTS - RECURRENT FUNDING	0	3,224,829.15
Total for GRANTS : DETE		0	3,485,083.88
GLOBAL BUDGET REVENUE			
R-ZZH-61334	GB-FLU VACINATIONS	0	336
R-ZZI-63161	DIGITAL EDUCATION REVOLUTION	0	30,125.00
Total for GLOBAL BUDGET REVENUE		0	30,461.00
OTHER OPERATING REVENUE			
R-ZDO-6895	COMMUNICATIONS - REVENUE	0	90.9
R-ZOA-6890	ASSPA - OTHER REVENUE	0	143,000.00
R-ZZZ-6850	WS - INTEREST REVENUE	-0.01	322.39
R-ZZZ-6852	WS - INTEREST SASIF PAUL ALTSCHWAGE	30.9	376.3
R-ZZZ-6890	OTHER OPERATING REVENUE	0	47,053.67
Total for OTHER OPERATING REVENUE		30.89	190,843.26

CAPITAL REVENUE

R-ZZZ-6760	WS - PROFIT ON DISPOSAL OF ASSET	0	4,586.82
Total for CAPITAL REVENUE		0	4,586.82
Total Revenue		30.89	3,713,135.16

SUPPLIES AND SERVICES

E-CAA-7121	ART - CONSUMABLES	0	6,096.20
E-CAM-7121	MUSIC CONSUMABLES	0	199.51
E-CCG-7121	GC - CONSUMABLES	124.64	29,856.23
E-CCG-7148	GC - MINOR EQUIPMENT	973.45	124,858.41
E-CCL-7121	CLASSROOM - CONSUMABLES	32.36	9,468.98
E-CCP-7121	CHAPLAINCY EXPENSES	0	16,857.24
E-CCR-7199	RESOURCE CENTRE - TEXTS	0	5,376.69
E-CEL-7121	LITERACY - CONSUMABLES	0	462.14
E-CEL-7172	LITERACY - RESOURCES	0	1,762.36
E-CHD-7172	HEALTH & PERSONAL DEVELOPMENT	0	298.99
E-CHE-7121	HOME EC - CONSUMABLES	47.72	13,259.53
E-CHH-7121	HEALTH - CONSUMABLES	0	551.51
E-CHP-7172	PHYSICAL ED - RESOURCES	0	2,562.32
E-CMM-7172	MATHS - RESOURCES	0	515.17
E-CSG-7121	SCIENCE - CONSUMABLES	0	530.66
E-CTT-7121	TECH - METAL WORK CONSUMABLES	0	5,963.79
E-CTT-7148	TECH - METALWORK MINOR EQUIPMENT	0	177.68
E-CVS-7172	S & E - RESOURCES	0	537.86
E-ROH-7148	HORTICULTURE	0	3,303.52
E-ZDM-7181	MANAGEMENT - ADMINISTRATION	5,356.59	153,176.15
E-ZOA-7172	ASSPA - ABORIGINAL EDUCATION	0	156,199.01
E-ZZF-7121	FACILITIES - MAINTENANCE CONSUMABLE	0	2,090.86
E-ZZF-7169	FACIL - REPAIRS/REPLACEMENTS	0	12,685.88
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	0	6,269.01
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	0	2,522.22
E-ZZI-7144	INFO SYSTEMS - HARDWARE & MINOR EQU	0	8,083.95
E-ZZI-7151	INFO SYSTEM - SA.EDU	0	7,370.00
E-ZZI-7199	INFO SYSTEM - SUPPORT	0	47,426.71
E-ZZP-7121	PRINT - CONSUMABLES	0	1,496.63
E-ZZP-7169	PRINT - MAINTENANCE	0	7,408.28

	CONTRACT		
E-ZZT-7121	T & D CONSUMABLES	0	4,768.99
E-ZZZ-7199	WS - OTHER EXPENSES	0	10,679.13
Total for SUPPLIES AND SERVICES		6,534.76	642,815.6
			1
GLOBAL BUDGET EXPENSES			
E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0	2,767.85
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0	1,226.84
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0	767.48
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0	1,233.11
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0	2,103,735. 56
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0	407,124.2 5
E-ZDS-71114	GB-SAL/WAGES-TRT	0	98,770.00
E-ZOB-73512	GB-SITE FUNDED WORKS	0	61,490.00
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0	10,618.97
E-ZZF-73287	GB-CLEANING EXPENSES	0	9,906.90
E-ZZF-73288	GB-WASTE DISPOSAL	0	995.25
E-ZZF-73511	GB-REPAIRS & MAINTENANCE	0	14,915.43
E-ZZI-75177	GB-MICROSOFT LICENCE RECHARGE	0	217.8
E-ZZZ-71281	GB-FRINGE BENEFITS TAX	0	2,515.96
Total for GLOBAL BUDGET EXPENSES		0	2,716,285.
			40
EMPLOYEE EXPENSES			
E-COA-7310	SALARIES - POEMS	0	114,342.2 2
E-COA-7320	SALARIES - POEMS	0	80,272.34
Total for EMPLOYEE EXPENSES		0	194,614.5
			6
PARENT CONTRIBUTION EXPENSES			
E-CPI-7980	PERFORMANCES - IN SCHOOL	3.14	57,688.45
Total for PARENT CONTRIBUTION EXPENSES		3.14	57,688.45
DEPRECIATION AND AMORTISATION			
E-ZZF-7570	FACIL - DEPREC VEHICLES	0	1,554.10
Total for DEPRECIATION AND AMORTISATION		0	1,554.10

Total Expenses	6,537.90	3,612,958.12
Surplus or (Deficit) funds	-6,507.01	100,177.04

1 : YOUTH EDUCATION CENTRE
General Ledger Balance Sheet for Prior Year, period 13

==== Assets ====

CASH (CURRENT)

A-ZZZ-1110	CASH AT BANK - SCHOOL	26,088.60
A-ZZZ-1150	CASH FLOAT- FLEXICENTRE & FORKLIFT	1,000.00

Total for CASH (CURRENT) **27,088.60**

INVESTMENTS (CURRENT)

A-ZZZ-1210	SASIF INVESTMENT - SCHOOL	1,091,246.34
A-ZZZ-1220	SASIF - PAUL ALTSCHWAGER ACCOUNT	14,218.03

Total for INVESTMENTS (CURRENT) **1,105,464.37**

RECEIVABLES (CURRENT)

A-ZZZ-1310	ACCOUNTS RECEIVABLE	8,324.21
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Total for RECEIVABLES (CURRENT) **8,324.21**

GLOBAL BUDGET ASSETS

A-ZZG-15118	ACCRUED RECURRENT FUNDING	42,545.06
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Total for GLOBAL BUDGET ASSETS **42,545.06**

FURNITURE AND EQUIPMENT

A-ZZP-2650	PRINT - EQUIPMENT - PHOTOCOPIER	70,795.31
A-ZZP-2651	PRINT - ACCUM DEPREC EQUIPMENT	-64,403.10

Total for FURNITURE AND EQUIPMENT **6,392.21**

COMPUTING AND COMMUNICATIONS

A-ZZF-2770	FACILITIES - FILE SERVER	24,084.19
A-ZZF-2771	FACILITIES - DEPREC FILE SERVER	-21,644.49
A-ZZI-2710	INFO SYSTEM - COMPUTERS	12,389.79
A-ZZI-2711	INFO SYSTEM - ACCUM DEPREC COMPUTIN	-12,389.79

Total for COMPUTING AND COMMUNICATIONS **2,439.70**

BUSES AND MOTOR VEHICLES

A-ZZF-2810	FACILITIES - ASSET VEHICLES	83,091.64
A-ZZF-2811	FACILITIES - DEPREC VEHICLES	-70,562.11
Total for BUSES AND MOTOR VEHICLES		12,529.53

Total Assets**1,204,783.68****==== Liabilities ====****LIABILITIES**

L-ZZZ-3555	WS - BANKING HOLDING ACCOUNT	2,093.00
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		15,165.66

PAYABLES (CURRENT)

L-ZZZ-3210	WS - ACCOUNTS PAYABLE	2,668.62
Total for PAYABLES (CURRENT)		2,668.62

OTHER LIABILITIES (CURRENT)

L-ZZZ-3555	PC HOLDING ACCOUNTS - DONATIONS	456.15
L-ZZZ-3515	WS - GST HOLDING ACCOUNT	-10,929.49
L-ZZZ-3560	WS - ACCRUED EXPENSES	6,537.90
L-ZZZ-3590	WS - TRANSIT	-3,506.79
Total for OTHER LIABILITIES (CURRENT)		-7,442.23

SCHOOL EQUITY

F-ZZF-5200	FACILITIES - CAPITAL PROJECT RESERV	221,752.38
F-ZZZ-5100	ACCUMULATED SURPLUS	872,462.21
F-ZZZ-5110	NET INCOME YEAR TO DATE	106,684.05
	SURPLUS/(DEFICIT) CURRENT PERIOD	-6,507.01
Total for SCHOOL EQUITY		1,194,391.63

Total Liabilities and Equity**1,204,783.68**

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.

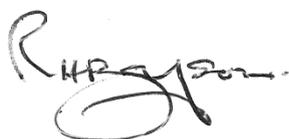
The annual report is one significant way in which our school meets accountability requirements.

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.



Andrew Bowering

Principal



Rob Bryson

Chairperson Governing Council