

Vision



Government of South Australia
Department for Education and
Child Development

To ensure that YEC provides a diverse range of opportunities that prepares young people for successful transition into the community as valuable and responsible citizens.



Chicago School – first school in the later to be named Kilburn

YOUTH EDUCATION CENTRE ANNUAL REPORT 2014

Youth Education Centre is situated across three sites in the northern suburbs. The school is part of the Adelaide Youth Training Centre which was opened at the end of August in 2012, with an outreach centre occupying the former Kilburn Primary School.

Young people detained within the Training Centre are managed holistically through a close working relationship between Department of Community and Social Inclusion personnel, health professionals and education staff. Information sharing through 'therapeutic' and educational case management is crucial to positive outcomes for these young people.

Kilburn Flexicentre opened in August 2012 after the closure of the Magill Training Centre where it was formally located. It provides students an opportunity to re-engage with their education in a supportive, student-centred learning

environment. Utilising other agencies and professionals the overall welfare of young people is a priority.

The school is committed to providing a quality teaching and learning program that is engaging and meets the specific needs of disadvantaged young people involved in the youth justice system or who have become disengaged from education.

Our commonly agreed school values and beliefs about learning shape curriculum and pedagogy across the school. Staff work collaboratively to develop units of work and tasks that are differentiated to meet student's interests and competencies. Learners are supported through shared teaching strategies, application of consistent standards and effective feedback. All students have a negotiated individualised learning plan supported by intensive case management.

ANNUAL REPORT VERIFICATION

This Annual Report provides the community and the Chief Executive of the Department for Education and Child Development through the Education Director with important information on the progress we have made as a school with our improvement targets as articulated in our Site Improvement Plan.

Copies of the report will be made available to:

The Education Director

The school community – AYTC, Youth Justice, parents/caregivers and students

All members of the Governing Council.

The Annual Report is one of the formal mechanisms in which our school meets DECD responsibility 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

Youth Education Centre



Robert Bryson

Chairperson

Governing Council



CONTEXT

School Name:	Youth Education Centre	School Number:	0195
Principal:	Andrew Bowering	Partnership:	Montague

Adelaide Youth Training Centre- Goldsborough Road

There are 5 residential units:

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

Adelaide Youth Training - Jonal Drive

There are 3 units comprising:

- Police custody
- Young males 10-14 years

Kilburn Flexicentre (Outreach)

Provides ongoing educational and vocational learning programs and pathways for young people transitioning from the training centres into the community and others at risk of disengagement from education through their involvement with the juvenile 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
- Short and mobile vocational courses
- Building Links VET course for local metropolitan schools
- Youth Connections Specialised Services across all sites



GOVERNING COUNCIL REPORT

This year the school has moved from the transition phase of 2013 to consolidate its teaching and learning program and provide young people with clearly defined expectations, greater choice, stronger voice and increased outcomes

It was also the year that new leaders and teachers were brought into the school which engendered enthusiasm, broader perspectives and new skills to better meet the needs of our young people.

Engagement in the curriculum improved through a greater diversity of subjects, courses and extra-curricular activities.

Importantly, all workshops were finally approved for operation.

Governance

The Governing Council is responsible for the improvement of student learning outcomes through collaboration with the Principal, leaders and staff, with the cooperative working relationship between these parties being of great importance. The Governing Council is representative of the whole school community in understanding and conveying the wellbeing and education needs of disadvantaged young people. It plays an important role in setting site strategic directions, monitoring and reporting on achievements.

The key initiatives progressed over the past year comprise:

- Reinforcing our values of Respect, Responsibility and Success through the broadening of 'student voice' to include all students across all sites.
- Revision of the Site Improvement Plan focussing on a dynamic professional learning community and developing a vision and core values shared with our partners.
- Supporting the proposed dates for student free days and school closure day.
- Approving Leone Jacka and Principal to attend the final Youth Connections Conference in Melbourne in early April, with the theme 'The Future of Young People'.
- Agreeing to the Deputy Principal and Senior Leader attending the National Learning and Teaching Conference in Brisbane and visit to the Brisbane Youth Training Centre.
- Endorsing the trial of tablet technologies in the Adelaide Youth Training Centre.
- Supporting the introduction of Certificate I Automotive and Certificate II Horticulture at Kilburn Flexicentre.
- Approving the purchase of school jackets and polo shirts at Kilburn Flexicentre.
- Supporting the employment of a Literacy and Numeracy Coach (0.8) and contracting a DECD Speech Pathologist (0.5).
- Endorsing YEC's application to become an ICAN/FLO provider in 2015.

It was decided midway through the year to hold over the Governing Council Annual General Meeting until the first meeting in 2015, thus putting Youth Education Centre in line with other school's governing council election cycles. Therefore, no new office bearers were appointed in 2014.

Staff

The Governing Council appreciates the hard work all staff put in to the school's vision and success in providing diverse opportunities for our young people's successful transition in to the community as valued citizens. It recognises the contribution new leaders and teachers have made in working collaboratively with retained staff towards this success in 2014. All staff are congratulated on their professionalism in managing significant changes to DECD structures and focus on quality teaching and learning.

Council Membership

The Governing Council members continued to work hard in the governance of the school in a very supportive approach.

In 2014, representatives from the Adelaide Youth Training Centre's senior management, Youth Justice and Housing SA formed part of the Council membership. Youth Education Centre was represented by leadership, teaching staff and the Aboriginal Community Education Officer. The inclusion of AYTC and Flexicentre students at many of the meetings continues to be feature of the Council group. Importantly, Rob Bryson endures as the Governing Council Chairperson, and provides consistent guidance in school governance.

The Finance Committee meets prior to every Governing Council meeting and 2014 was another busy year in leading the resourcing of the school. The on-going redevelopment and growth of Kilburn Flexicentre continued to draw on school reserves but the facilities are nearing meeting the requirements of establishment and growth plans. Due to the provision of Flexible Learning Options (FLO) status and a new 'fee for service' model at Kilburn Flexicentre, the 2015 budget will be presented at the Governing Council's AGM in March after student enrolments and registrations are finalised.



SITES AND PROGRAMS REPORTS

ADELAIDE YOUTH TRAINING CENTRE

Working in partnership with DCSI, clear and inclusive communication, sound decision making and a collaborative approach in managing the two sites, Goldsbrough Road and Jonal Drive, are vital for the delivery of effective education, the care of students and the well-being of staff.

During 2014, the collaborative approach between YEC and DCSI staff and management included the formation of committees including:

- ‘Senior Management Team Meetings’ – This committee brings together the senior management teams of both YEC and AYTC and ensures both departments are united in ensuring the Centre offers the best education and training facility for our young people.
- ‘At Risk and Intelligence Group’ – Confers the overall well-being and individual needs of our students, and examination of workshop approval status for students within the school environment.
- ‘YJ/YEC/Health Residents Steering Committee’ – This committee discusses the well-being of the student with a focus of a student’s individual transition pathway, and brings together all of the different services involved in each student to ensure their precise needs are met within AYTC and beyond.
- ‘Phases Committee’ – This enables a collaborative recommendation between YEC and DCSI for an individual students phase review application and progression.
- ‘Youth Advisory Committee’ – This committee gives the nominated students from each unit the opportunity to voice any concerns that the young people within AYTC may have in an open forum.

These committees include a broad representation of service providers, stake holders and YEC representatives in the exchange of vital information about the daily operations, risk management at the Centre, delivery of education, and young people’s well-being. This collaborative approach ensues a strong partnership in everyday operations and future planning.

Student Services and Pathways:

During 2014 these roles were expanded to incorporate the literacy and numeracy assessments of students entering AYTC. This change has allowed the implementation of a “through-care” model of case management following best practice recommendations.

Students are assessed within three days of arriving at the Centre thus allowing individual learning plans to be written and made available prior to the student starting at school. Reading age, comprehension skills, and numeracy skills are determined along with recommendations for instruction.

Following a successful trial of the Goodman’s Strengths and Difficulties Survey this screening test was introduced into the induction process for all students. The information provided by this tool has facilitated closer cooperation between DCSI and YEC with a marked increase in the identification of students who may benefit from involvement with mental health providers. Similarly, a student engagement survey has been added to the induction process to better identify behaviours that may negatively impact on students’ learning.

Increasing cooperation between YEC and home schools/ FLO providers has been a priority throughout the year. This has resulted a broader promulgation of student learning plans, increased consistency in learning programs and more successful transitions for students exiting and entering AYTC.

Visits to Port Lincoln, Port Pirie, Whyalla, Port Augusta and Ceduna were undertaken to support students transitioning from AYTC to regional areas. These visits have been very successful and have resulted in ongoing communication between YEC and providers.

With the support of DECD FLO program managers, pathway coordinators have also provided training to a number of FLO providers with a view to standardizing protocols and resources to increase consistency for highly mobile students.

FLEXICENTRE

Flexicentre has undergone significant change in 2014, with campus wide changes to staffing, curriculum, facilities and students.

Over the course of 2014, enrolments have increased from 6 to 22 students as at the end of Term 4, with 16 students advising of a desire to return in 2015. This increase in maximum student enrolments from a cap of 16 to 24 has resulted in the creation of a third teaching line, or third classroom, giving students greater access to a range of subjects including: SACE Literacy, Numeracy, PLP, Health and others. This has also provided Flexicentre staff with the flexibility to to develop more customised timetabling options for students who have nominated specific pathways into employment. An increase in student attendance and participation has also seen the formation of several student and school led initiatives, including the creation of the 'Hub', a multi-purpose student recreational area. Additionally, with funding supplied through the 2014 ICAN Community Partnerships grant, construction of the Flexicentre Bike Track by Track and Trail Building Services, enabled the Get Stoked Bike Program to be run for the first time in Term 4, 2014.

With an increase numbers, a Student Representative Council consisting of male and female Captains and Vice-Captains, as well as two Student Representative Council (SRC) appointees. These students have taken on leadership roles with in the school in areas such as school barbeques, grounds and classroom preparation and other forms of teacher support.

Other changes have included the introduction of school uniform jackets, requested and designed by the SRC, which are now proudly worn by Flexicentre students. Jackets were awarded to students who demonstrated engagement and participation in Flexicentre programs.

Term 4 saw the running of the inaugural Flexicentre Youth Expo in cooperation with Port Adelaide Enfield Council. There were 19 support services and non-government agencies attending as stallholders to provide information to students on their services, youth issues and supports.

Staffing at Flexicentre has undergone some changes with a new teaching team working with the students each term, giving students access to a wide range of subjects and courses. The Youth Connections Coordinator role was filled for Terms 2 & 3 by Jane Fuller, with her experience and knowledge a great asset for Flexicentre while in the role. With Jane's return to AYTC at the beginning of Term 4 a new therapeutic case manager position was created. This role was designed to support teaching staff through classroom support, as well as provide students with onsite counselling support, and referral to agencies including Centrelink, HYPA, Housing SA and many others.

Congratulations to all staff and students involved in bringing Flexicentre to the next level.

YOUTH CONNECTIONS

Youth Education Centre has successfully delivered the Youth Connections – Specialised Services program since 2010 but due to Federal budget cuts the program finished at the end of 2014. The most important factor in successfully delivering our program was the YEC Consortium model which provided a continuity of staff that presented ongoing support of participants' education and case management needs. This model enabled Youth Education Centre to provide ongoing support of our young peoples' education with HYPA providing case management services. The Youth Connections – Specialised Services team incorporated staff from both organisations who worked closely to provide a seamless service by utilising processes and systems that have been developed over the last 5 years.

Our ability to offer a significant variety of education and case management engagements that were tailored to each young person's needs was our major strength. Our Consortium provided a holistic level of service as an effective response to an individual's risk factors and ensured the most efficient return to education and training with articulated, individualised, intensively supported and coordinated case management. The continued success of the program was due to the specialist knowledge that both YEC and HYPA have about youth offending. The through-care case management model adopted for YCSS allowed for continuity of service for young people entering and leaving custody. YEC was able to provide educational opportunities for young people leaving custody at the Flexicentre, which allowed for a continuity of learning and fostering positive relationships with teachers.

The other main focus of the program was to assist education providers and other organisations across South Australia to strengthen their services to young people involved in juvenile justice through state wide capacity building. An example of our success was through the facilitation of Youth Justice Forums throughout regional S.A. bringing together regional schools and agencies to share how Youth Justice and DECD work in country areas. We continued this work throughout the program and a highlight was in 2012 when recommendations resulting from the Forums were presented to the DECD Executive Leadership Team and Director of Youth Justice DCSI.

SCHOOL EXTENSION PROGRAM

Throughout the regular school holiday periods, the School Extension programme was developed by the Senior Leader to provide a variety of educational, exciting and engaging activities for the YEC students. The activities varied from team building to individual competition, from land based programmes to water based activities, from skill testing to inspirational and educationally challenging tasks. The activities and providers involved in the Extension Programme were hand-picked to provide lessons that were educationally rewarding and enabled the students to experience a multitude of challenges and opportunities that they may not have otherwise been privileged to. Some examples of the activities and programmes undertaken during the 2014 Extension Programmes include: kayaking in the pool, 'Zorb' ball ten-pin bowling, world-cup style soccer tournament between units, SA Rugby clinic, SA Water Polo clinic, roller skating workshop, Disability SA – wheelchair basketball, Labs'n'Life – Labrador dogs, First Aid certificates, Water safety and sports, Drug and Alcohol awareness programmes, Magician workshop, Circus Elements workshop, Hair and Beauty course and Wildlife Animals educational experience. The Extension Programme activities were well received by the students as they provided some unique educational experiences that were varied from the normal school curriculum.

HOMework CENTRE

The Homework Centre provides vital intensive support to students, focussing strongly on Reading, Literacy and Numeracy.

Students are provided with assistance in developing skills and knowledge across the school's curriculum. They are encouraged and supported to further their educational, training and employment options. This allows students to progress from the Australian Curriculum and into SACE Stage 1 and 2 study, Vocational Educational Training, TAFE studies and employment.

The Homework Centre funding supports a major part of the Youth Education Centre strategy for the successful engagement and retention of students.

The HWC has been effective in supporting students to improve their literacy and numeracy skills. It provides access to 1:1 support for students who struggle with both their skills and self-confidence. Students frequently ask to access assistance and see the program as a valuable step in gaining skills that accelerate their learning.

The experience and understanding of our staff in working with Indigenous students in a range of roles and settings is significant. The highly experienced staff are familiar with, and utilize ATSI learning styles in their teaching.

Students are carefully monitored to ensure they are operating in the instructional zone for their learning. This provides significant ongoing data which indicates that some students receiving literacy interventions are making average gains of 20 months in reading age over a term. For comparison, a student who learns normally and is reading at their chronological age would be expected to improve by 2-3 months over that same period.

- The reading program targets students with reading ages between 7 and 12. The experience for students becomes increasingly empowering as they hear themselves improving in fluency and expression as they read aloud on a regular basis. It is rare for a student to remove him/herself from this program.
- Students who have longer court orders attempt longer term, more developed programs, and work more consistently on developing individualised learning. Students are timetabled according to their educational attainment and future transition pathways.

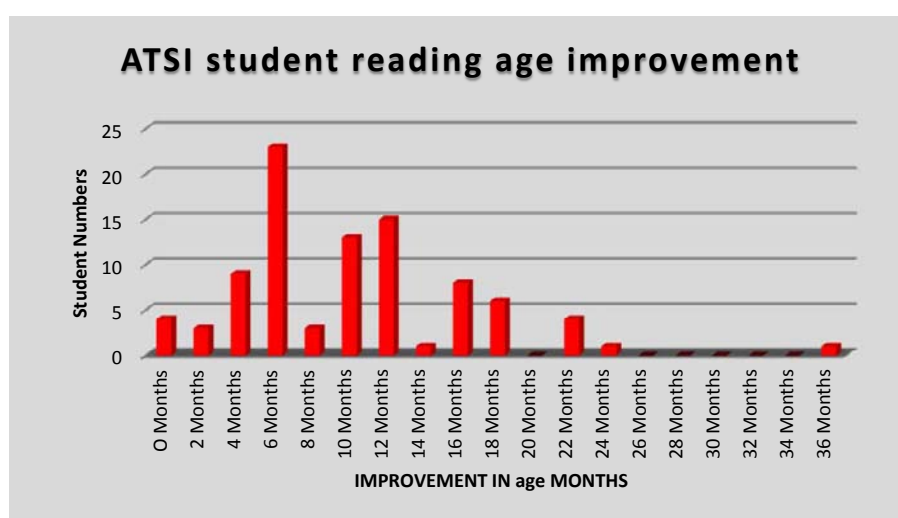
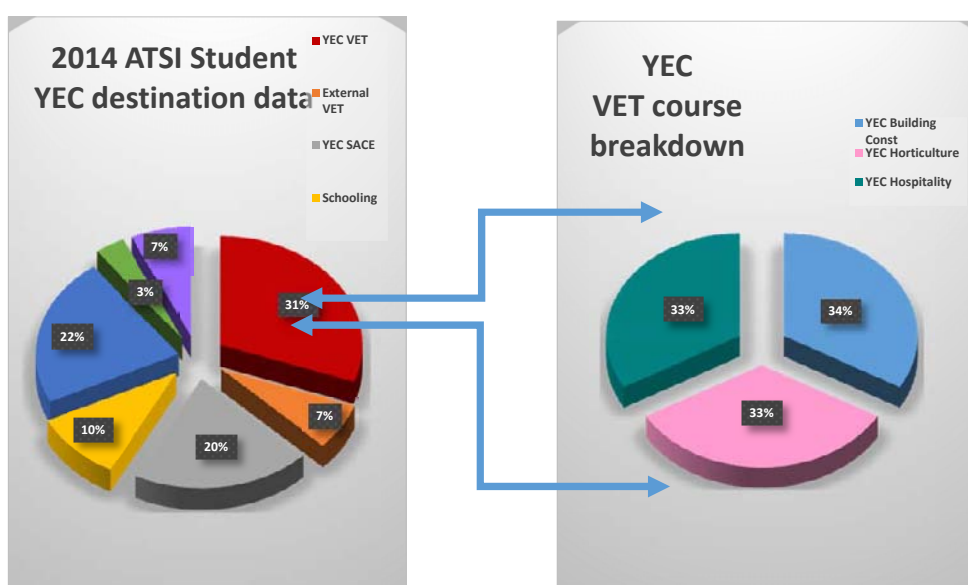
The results for the students have been outstanding in both the measurable reading ability as well as their personal confidence in their ability to read and understand a variety of texts. Reading for many of our students has become an enjoyable pass time which resulted in high achievements in the 2014 Premiers Reading Challenge:

- 6 students received Certificates of Achievement
- 2 students received Bronze Medals
- 3 students received Silver Medals
- 2 students received Gold Medals
- 4 students received Champion Medals
- 4 students received Legend Medals
- 2 students received Hall of Fame Award
- 1 student received Reader for Life award

YEC is strongly committed to the provision of individual learning plans developed from thorough assessment processes. Learning Plans document student academic strengths and weaknesses, preferred learning styles and recommended teaching strategies. HWC staff support school learning and the use of individual learning plans incorporate targeted strategies for each student.

The outcomes are:

- All ATSI students improve their reading age while in custody.
- In the reading program 3 students improved by 2 months, 9 students improved by 4 months, 23 students by 6 months, 3 students by 8 months, 13 students by 10 months, 15 students by 12 months, 1 student by 14 months, 8 students by 16 months, 6 students by 18 months, 4 students by 22 months, 1 students by 24 months and 1 student by 36 months..
- ATSI students have been able to access individualised assistance towards the completion of SACE Stage 1 and 2 subjects.
- ATSI students have been able to participate in Certificate 1, 2 and 3 TAFE accredited studies delivered on site and through distance learning.
- Students have increased confidence in re-engaging back into mainstream education upon the completion of court orders and leaving secure care.
- ATSI students are more work ready and confidently engage in work experience, employment opportunities, further training and study.



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.

All students are assessed on entry to determine literacy levels. Measures include: reading age, fluency (words correct per minute) prosody and comprehension. A comprehensive learning plan is developed to outline the appropriate interventions and starting levels for all students with specialist assistance allocated according to the extent of support required. Students requiring additional support are provided with 1:1 assistance with specialist staff. Students identified through a communication screening assessment, are referred to a speech therapist for further assessment and support. Students' progress is monitored to ensure they remain working at an instructional level to maximize learning.

	Start 2014	Finish 2014	Gain in months
1	11.5	12.5	12
2	10.4	10.5	1
3	8.4	9.0	8
4	12.0	12.5	6
5	12.9	13.0	3
6	12.6	13.0	6
7	14.5	15.0	6
8	11.0	11.5	6
9	7.0	7.5	6
10	7.5	8.5	12
11	12.5	14	18
12	12.0	12.5	6
13	9.0	9.5	6
14	7.5	8.5	12
15	10.0	10.5	6
16	9.0	9.5	6
17	8.5	9.5	12
18	14.0	14.5	6
19	14.0	14.5	6
20	7.5	8.5	12
21	10.0	10.5	6
22	13.0	13.5	6
23	14.0	14.0	0
24	13.5	14.0	6
25	14.5	15.0	12
26	8.0	8.5	6
27	13.5	14.5	12
28	13.0	14.0	12

29	15.0	15.0	0
30	14.5	15.0	6
31	12.5	13.0	6
32	13.0	13.5	6
33	15.0	15.0	0 (limit)
34	10.0	11.0	12
35	12.5	13.0	6
36	12.0	12.5	6
37	12.9	13.5	9
38	10.0	10.0	0
39	10.5	11.5	12
40	11.0	12.5	18
41	15.0	15.5	6
42	8.0	8.5	6
43	14.0	14.0	0
44	12.0	12.5	6
45	10.0	10.5	6
46	12.5	13.5	12
47	15.5	15.5	0 (limit)
48	11.5	12.5	12
49	14.0	14.5	6
50	5.0	5.5	6
51	11.5	12.5	12
52	12.0	12.5	6
53	9.5	10.0	6
54	12.5	13.0	6
55	9.5	10.0	6
56	15.5	15.5	0 (limit)
57	6.0	6.5	6
58	5.0	5.5	6

59	10.0	10.5	6
60	9.0	9.5	6
61	12.5	13.5	12
62	10.0	10.5	6
63	13.0	13.5	6
64	10.5	11.5	12
65	8.0	8.5	6
66	13.5	14.0	6
67	10.5	11.5	12
68	10.0	10.5	6
69	10.5	11.0	6
70	8.0	8.5	6
71	7.5	8.0	6
72	15.5	15.5	0 (limit)
73	9.0	9.5	6
74	13.5	14.0	6
75	15.0	15.5	6
77	5.5	6.0	0
78	15.5	15.5	0 (limit)
79	15.5	15.5	0 (limit)
80	10.0	10.5	6
81	15.5	15.5	0 (limit)
82	12.0	12.5	6
83	13.5	14.0	6
84	8.0	8.5	6
85	11.5	12.0	6
86	10.0	10.5	6
87	12.6	13.0	6
88	10.5	11	6
89	14.5	15.0	6
90	9.0	10.0	12
91	15.5	15.5	0 (limit)
	start	finish	gain
92	13.0	13.5	6
93	11.0	11.5	6
94	12.0	12.5	6
95	13.0	13.5	6
96	8.5	9.5	12
97	8.0	8.5	6
98	12.0	12.6	6
99	9.0	10.0	12
100	13.0	13.5	6
101	13.0	13.0	0
102	14.0	15.0	12
103	14.0	14.5	6
104	11.5	12.0	6
105	11.0	12.0	12
106	7.0	8.0	12

Green: non- independent reader

Blue: near independent but requires support

107	9.5	10.5	12
108	12.0	12.5	6
109	14.0	15.5	18
110	8.5	8.5	0
111	10.5	11.0	6
112	11.0	11.5	6
113	11.5	12.0	6
114	11.0	12.5	18
115	15.0	15.5	6
116	10.0	10.5	6
117	8.0	8.5	6
118	8.5	8.5	0
119	12.0	12.5	6
120	15.0	15.5	6
121	6.5	7.0	6
122	8.0	8.5	6
123	11.0	11.5	6
124	9.5	10.5	12
125	10.0	10.5	6
126	10.0	10.5	6
127	13.0	13.6	6
128	10.5	11.0	6
129	11.0	11.5	6
130	7.5	8.0	6
131	5.0	5.5	6
132	5.5	6.0	6
133	6.5	7.0	6
134	7.5	8.0	6
135	10.5	11.0	6
136	8.5	9.0	6
137	11.0	11.5	6
138	11.0	11.5	6
139	11.0	12.0	12
140	12.0	12.5	6
141	7.0	7.5	6
142	14.0	15.0	12
143	13.0	14.0	12
144	12.6	13.0	6
145	13.0	13.6	6
146	15.0	15.6	6
147	12.0	13.6	18
148	7.5	8.5	12
149	6.5	7.5	12
150	8.5	9.0	6

Orange: independent reader

Yellow: moved one category

Summary:

On entry:

56% of students were independent readers

- **13%** of students were independent but significantly below their chronological peers
- **42%** of students were independent readers but behind their chronological peers
- **3%** were independent readers on par with chronological peers
- **43%** of students were not considered independent readers

On exit:

- **61%** of students were considered independent readers with only 1% considered significantly below their chronological peers a decrease of 12%
- **39%** of students were not considered independent readers

150 students' data collated

- **100** students (67%) increased their reading age by **6 months**
- **29** (20%) students increased their reading age by **12 months**
- **5** (0.4%) students increased reading age by **18 months**
- **16** (11%) students made no measurable gains in reading age. This includes 8 who were at the limit of the testing sensitivity.

Average gain in reading age in months: 6.8 months

Range from 0-18 months

Mode: 6

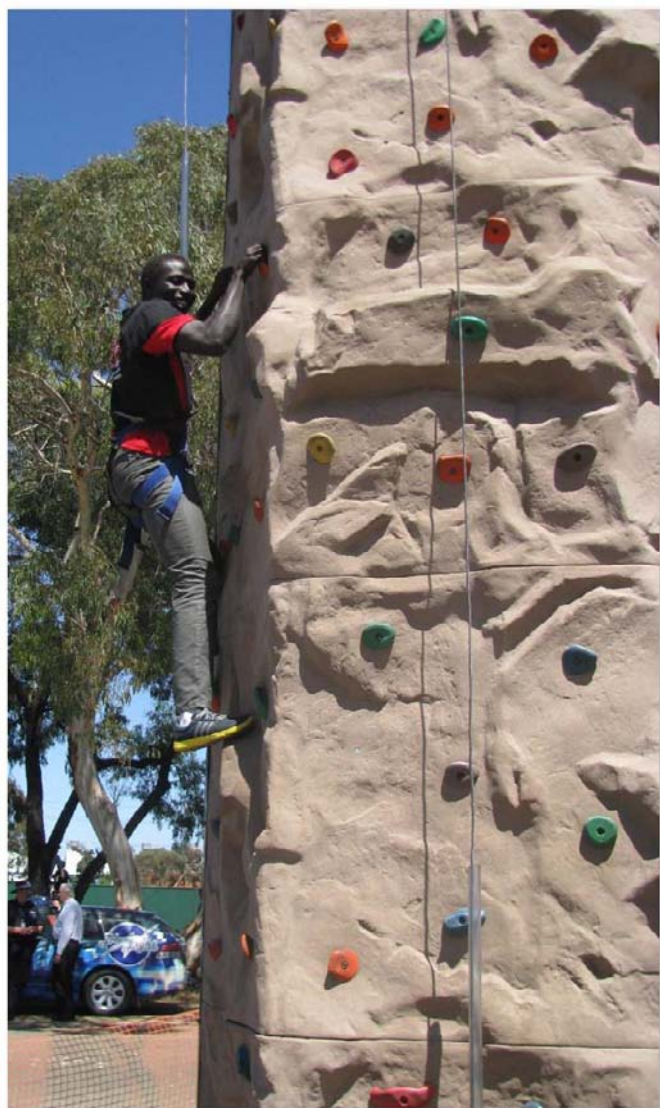
NUMERACY

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 criterion 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.

2014 was the first year YEC has participated in the National Literacy and Numeracy Week celebrations, with activities across all three campuses. We encouraged Literacy through: unit versus unit 'Scategories' and 'Spelling Bee', poetry writing and participation in the simultaneous Read for Australia activity. Numeracy was supported through: daily math challenges, 'Guess the Jellybeans' competition and a whole of centre maths quiz. Feedback throughout the week was encouraging, with staff, students and workers enjoying the extra focus on basic skills and having fun with literacy and numeracy.



HIGHLIGHTS OF THE 2014 YEAR

- ECD Partnerships established to replace education districts. Youth Education Centre joins the Montague Partnership
- Professional Learning Communities (PLCs) are formed into inquiry groups within the Montague Partnership. Youth Education Centre teams with Valley View High School and Ingle Farm East Primary School to investigate pedagogy, learning design and digital tools.
- DCSI provide a modified Hostage Training to YEC staff, ensuring understanding, consistency and compliance in procedures in the event of a hostage taking situation at the Adelaide Youth Training Centre.
- MABO Training delivered to all YEC teaching and support staff.
- All teaching staff received a new laptop as part of the IT upgrade program. Student laptops are being upgraded on an 'as needs' basis.
- Collaboration between ICAN and YEC across the State has significantly improved through regional and metropolitan visits.
- Exodus multi-media presentation was a great success on the evening of June 3.
- First celebration and participation of all campuses in National Literacy and Numeracy week.
- Creation of the Pastoral Care type Lesson 5 on Wednesdays, allowing special visits from HEP C and Doctor Laine.
- At Flexi – Save A Mate has been written into a Stage 1 Health Learning and Assessment Plan, with six students participating to a SACE level this year.
- Media Studies and Visual Arts being submitted as SACE Learning and Assessment Plans.
- Training of all staff in SMART Framework.
- Implementation of Child Protection Curriculum.
- Alignment of student report comments to the Australian National Curriculum to the elements in the general capabilities.

Flexicentre Highlights 2014

- Increase in general program students from 6 to 23 at end of 2014
- 2 students successfully supported into school based apprenticeships
- 7 students supported into part time employment
- 17 students completed Certificate I in Construction through the Building Links program
- 4 students completed Certificate II in Construction through the Building Links Program
- Successful placement of 4th year Social Work student to complete her studies (now employed by DCSI)
- Introduction of Therapeutic case manager role
- Development of student 'Hub'
- Construction of the Flexi Bike Track
- Introduction of Flexicentre school uniform jackets
- Redevelopment of Auto shed for Certificate I Automotive, and implementation of Certificate I Automotive program
- Construction of new shed for Certificate II Horticulture, and implementation of Certificate II Horticulture program
- Construction of Reflection Pond by students
- Improvement in general program attendance to over 90% as at the end of Term 4
- Creation of school Gym

- Development of Flexicentre music program
- Successful Flexicentre Youth Expo

SITE IMPROVEMENT PLAN 2014

Direction 1: Engaged and Achieving Students

Priority 1: All students have an individualised learning plan which is informed by current data, shared by relevant agencies and reported against by staff

Target: 100% of teachers use Individual Learning Plans to individualise learning and provide consistent feedback to students, caregivers and relevant Youth Justice agencies by the end of Semester 1, 2014.

FOCUS

- Analysis of student intake data by Student Services leaders, who then provide strategies and learning activities to support students with their improvement needs.
- Student Services leaders develop Learning Plans in conjunction with students.
- Learning plans are shared with teachers, caregivers and Youth Justice agencies.
- Student Services leaders review Learning Plans with students and teachers after every 10 weeks.
- T&D in reading using Learning Plans will occur in Term 1.

OUTCOMES

- All new students have a learning plan developed as part of their induction to the school.
- Learning plans are shared with Youth Education Centre teachers.
- Significant increase in the sharing of learning plans with schools and other agencies.

Priority 2: All teachers are effectively utilising and evaluating appropriate pedagogy for 'at risk' students

Target: 100% of teachers reflect on collaborative colleague feedback to inform and improve teaching practice by the end of Semester 1.

FOCUS

- T&D for teaching staff in the use of the TfEL Teachers' Companion.
- Teachers are observed demonstrating a particular aspect of their teaching practice by their collaborative colleague.
- TfEL Teachers' Companion is the basis for professional discussions around pedagogy and referenced in the Performance Development Plan

OUTCOMES

- Term 1 – four – six staff regularly attended informal discussions utilising the TfEL Companion and reflecting on their teaching practice.

Direction 2: Sustainable, inclusive and differentiated curriculum

Priority 1: YEC curriculum provides quality, inclusivity and consistency to meet the needs of all students

Target 1: 100% of middle school teachers of English, Maths, History, Geography and Science plan, program and assess against the Australian Curriculum minimum standards by the end of Term 1.

Target 2: 100% of senior school teachers provide an accredited subject or course in their area of speciality by the end of Semester 1.

FOCUS

- Two Student Free Days are allocated to T&D in the Australian Curriculum.
- Learning Area group meetings are scheduled every fortnight to support teachers in the implementation of the Australian Curriculum standards.
- Curriculum leader will provide T&D at staff meetings every term.
- Curriculum leader will review all teaching programs for consistency and accuracy against the Australian Curriculum standards.
- Senior school teachers are encouraged to attend training or workshops in their teaching area.
- YEC Curriculum leader oversees the development and implementation of SACE Learning/Assessment Plans.
- YEC Deputy Principal negotiates certificate level courses in consultation with TAFE and RTOs that meets the changing needs of students.
- YEC Deputy Principal oversees the implementation of courses and modules.
- All teachers take observation days at another school within the Partnership.

OUTCOMES

- Two Australian Curriculum training days held, various discussions and activities based on the class descriptors for program writing and aligning report comments to the Australian Curriculum and SACE standards.
- Two new SACE subject Learning and Assessment Plans submitted and approved by the SACE Board – Stage 1 Media Studies and Stage 1 Visual Arts. Four students completed these subjects by the end of 2014.
- 14 out of 19 senior teachers taught a SACE/VET accredited subject

Priority 2: Student data is systematically collected and recorded in DayMap against which teaching notes are detailed on student progress on a regular basis

Target 1: 100% of teachers refer to DayMap assessment data to individualise learning for every student by the end of Term 1.

Target 2: 100% of teachers' record notes in DayMap on student achievement, engagement and behaviour by the end of Term 1

FOCUS

- Student Services leaders undertake initial literacy and numeracy assessment of students in the Assessment phase.
- Student Services leaders update assessment data after the scheduled periods
- Curriculum leader monitors student record keeping notes in DayMap and supports teachers in their record keeping.

OUTCOMES

- Full year - Overall staff average of 55 entries per term (Term 1 average was 20 comments)

Direction 3: A collaborative culture across YEC improves teaching practice and student outcomes

Priority 1: A dynamic professional learning community is fostered

Target: 100% of staff engage with their professional learning community and can articulate their areas for teaching improvement.

FOCUS

- Learning area groups reference the TfEL Teachers' Companion and Professional Standards for Teachers to direct improvement strategies.
- Collaborative colleagues share their teaching practices within learning area and at staff meetings.

OUTCOMES

- Collaborative Colleagues provided with classroom observation feedback based on the AITSL Professional Standards for Teachers
- All staff trained during staff meeting timeslot on The Childhood Foundation's SMART practices, as part of the National Safer Schools Framework
- Child Protection Curriculum delivered to the Girls Unit over term four, with positive response of students and unit staff

Priority 2: Leadership strengthens YEC capacity by developing a vision and core values in line with DECD and DCSI policies that supports student improvement

Target: 100% of staff can articulate their role in promoting the school's vision and values by the end of Semester 2.

FOCUS

- Relevant draft policies are rewritten by leadership and disseminated to staff for review, revision and approval.
- All staff are provided with the relevant DECD health and wellbeing documents.
- Training in the National Safer Schools Framework and Child Protection Curriculum are provided to staff and school community
- Staff are involved in the construction of a shared vision and core values at staff meeting.
- Building the capacity of leadership to initiate change.
- Greater participation of staff in the decision making process.

OUTCOMES

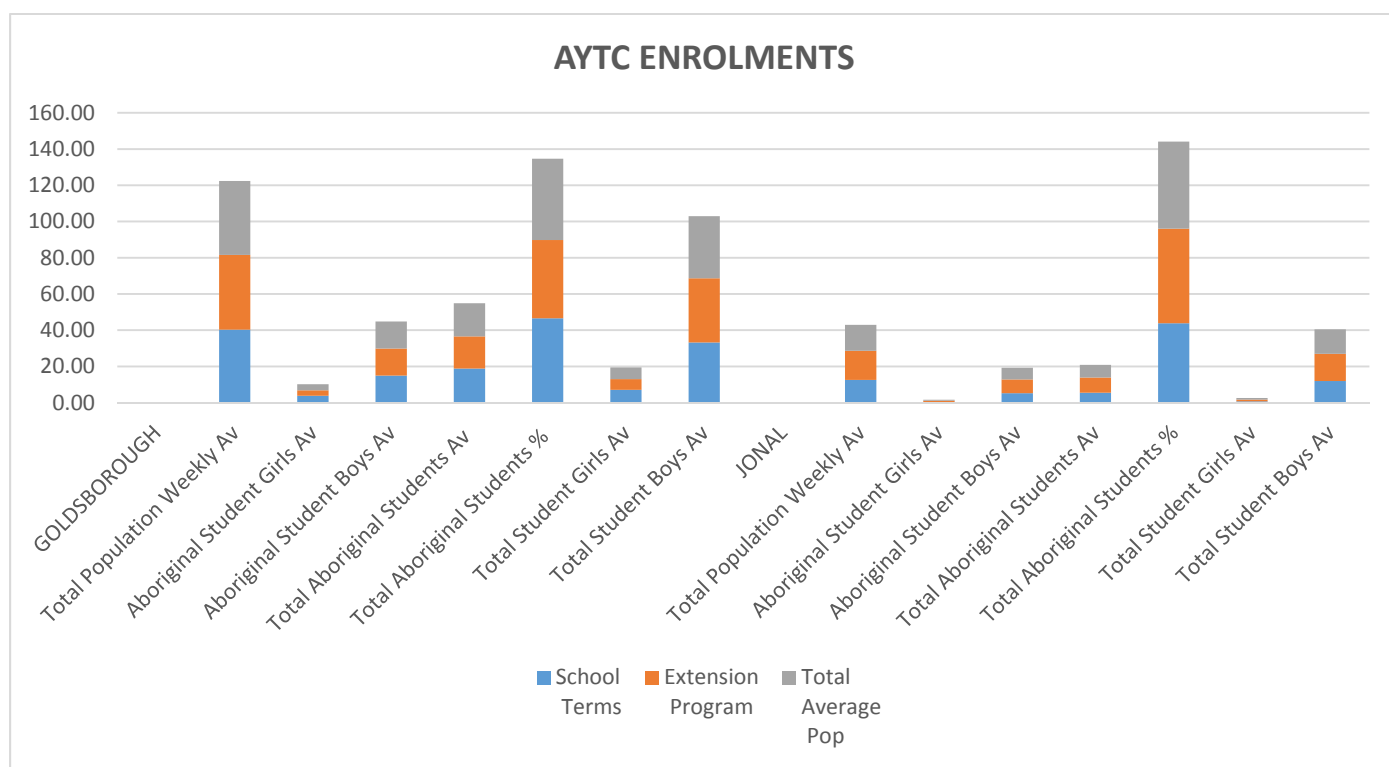
- Staff consulted and then developed the school's values and vision

ENROLMENTS

Adelaide Youth Training Centre (Goldsborough Road and Jonal Drive)

	School Terms	Extension Program	Total Av. Pop
GOLDSBOROUGH ROAD			
Total Population Weekly Average for Terms 1,2,3 & 4			
Average of 40 weeks = average daily total pop Goldsborough Rd	40.31	41.27	40.79
Aboriginal Student Girls Average (Terms 1,2,3 & 4)			
Average of 40 weeks = daily average Aboriginal Girls pop Goldsborough Rd	3.83	2.93	3.38
Aboriginal Student Boys Average (Terms 1,2,3 & 4)			
Average of 40 weeks = daily average Aboriginal Boys pop Goldsborough Rd	14.94	14.9	14.92
Total Aboriginal Students Average (Terms 1,2,3,4)			
Average of 40 weeks = daily average Aboriginal Students pop Goldsborough Rd	18.77	17.83	18.30
Total Aboriginal Students Percentage (Terms 1,2,3,4)			
Percentage of 40 weeks = daily percentage Aboriginal Students pop Goldsborough Rd	46.56	43.2	44.88
Total Student Girls Average (Terms 1,2,3 & 4)			
Average of 40 weeks = daily average Girls Students pop Goldsborough Rd	7.06	5.9	6.48
Total Student Boys Average (Terms 1,2,3 & 4)			
Average of 40 weeks = daily average Boys Students pop Goldsborough Rd	33.25	35.37	34.31
JONAL DRIVE			
Total Population Weekly Average for Terms 1,2,3 & 4			
= average daily total pop Jonal Drive	12.54	16.1	14.32
Aboriginal Student Girls Average (Terms 1,2,3 & 4)			
= daily average Aboriginal Girls pop Jonal Drive	0.3	0.77	0.54
Aboriginal Student Boys Average (Terms 1,2,3 & 4)			
= daily average Aboriginal Boys pop Jonal Drive	5.19	7.64	6.42
Total Aboriginal Students Average (Terms 1,2,3,4)			
= daily average Aboriginal Students pop Jonal Drive	5.49	8.41	6.95

Total Aboriginal Students Percentage (Terms 1,2,3,4)			
= daily percentage Aboriginal Students pop Jonal Drive	43.81	52.25	48.03
Total Student Girls Average (Terms 1,2,3 & 4)			
= daily average Girls Students pop Jonal Drive	0.66	1.05	0.86
Total Student Boys Average (Terms 1,2,3 & 4)			
= daily average Boys Students pop Jonal Drive	11.9	15.05	13.48



STUDENT ACHIEVEMENT

SACE/VET

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 3 in Transport and Warehousing Logistics

VET courses delivered on site include:

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

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

- 17 Students completed Certificate 1 in Building and Construction (via Building Links)
- 4 Students completed Certificate 2 in Building and Construction (via Building Links)

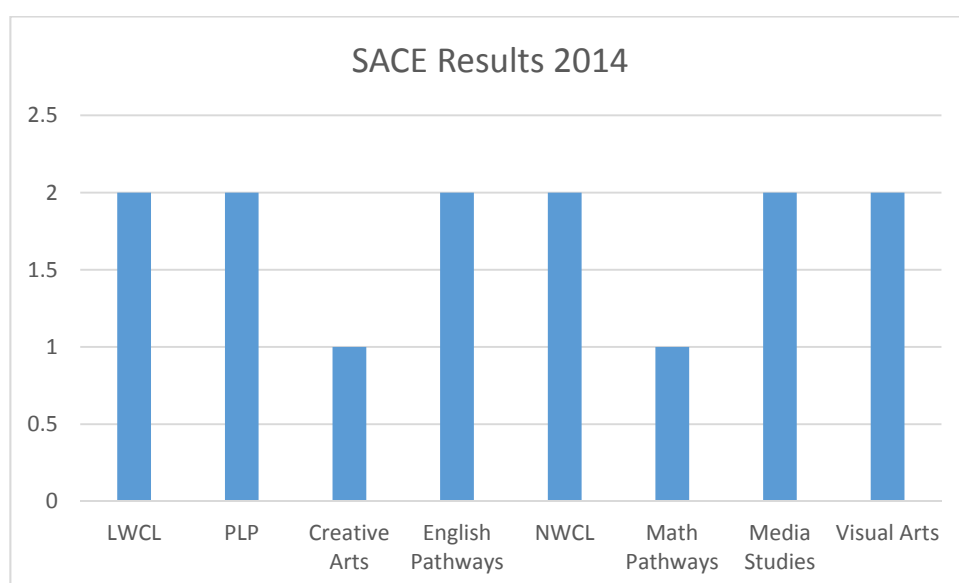
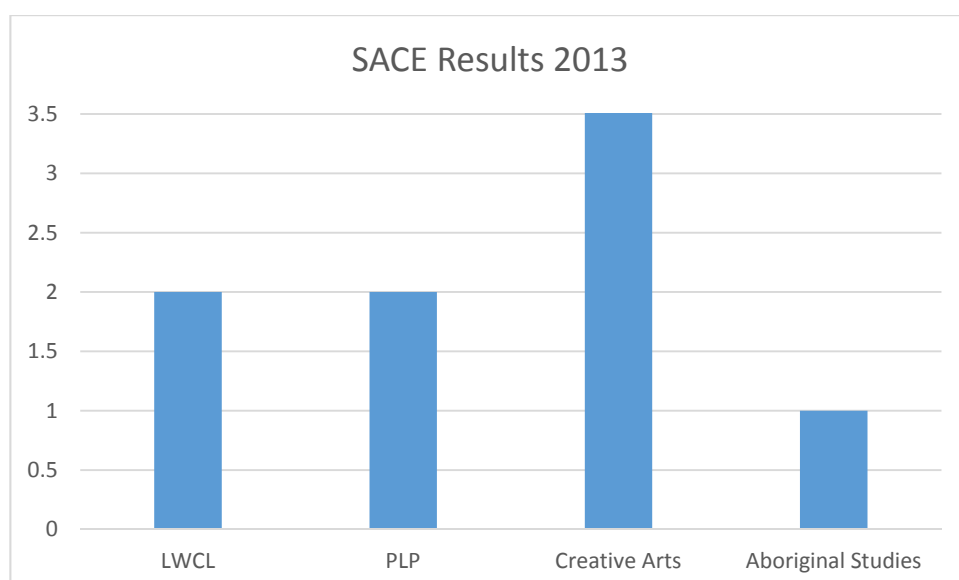
SACE

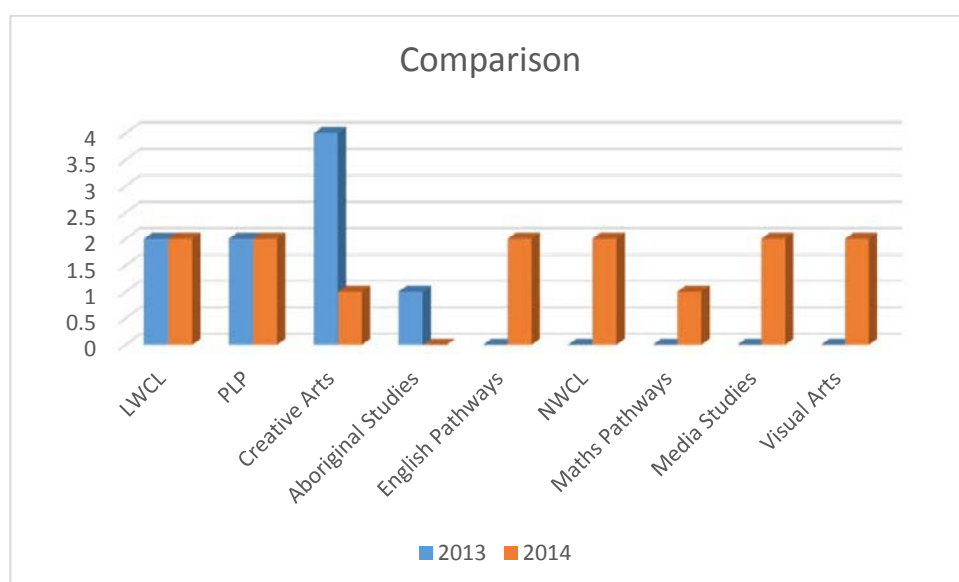
2014 has seen an increase in teacher knowledge and familiarity in proving SACE subjects to students. In 2014, YEC has had students enrolled in the following subjects:

- 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 Mathematics Pathways (10 credits)
- Stage 1 Personal Learning Plan (10 credits)
- Stage 1 Creative Arts (10 credits)
- Stage 2 Creative Arts (20 credits)
- Stage 1 Health (10 credits)
- Stage 1 Media Studies (10 credits)
- Stage 1 Visual Arts (10 credits)

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 Stage 1 English Pathways
 - 2 students completed Stage 1 Numeracy for Work and Community Life
 - 2 students completed Stage 1 Mathematics Pathways
 - 3 students completed Personal Learning Plan
 - 1 student completed Stage 2 Creative Arts
 - 2 students completed Stage 1 Media Studies
 - 2 students completed Stage 1 Visual Arts
-
- 18 SACE subjects received enrolments
 - 12 students received a C or above
 - 26 students enrolled in SACE, 2 subjects are still 'pending'





ACHIEVEMENT IN ALTERNATIVE PROGRAMS

Numbers of students engaged in VET courses during **2014** were:

- **28** students in Building and Construction
- **34** 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	INDIGENOUS
Tyre Fitting	34	5
Motor Vehicle Learner's Permit	282	23
Basic Trade Maths	3	0
First Aid	35	1
White Card	65	7
TOTALS	419	36

Outreach Services

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

- **467** disconnected young people engaged in education, training, and employment programs across the Outreach Programs. Of these students, **48** are Indigenous and **21** are youth involved with Juvenile Justice matters.
- There has been an average of **16** students regularly engaged in alternative education programs.
- **12** students per week engaged in short vocational courses

Building Links

- **23** students completed Certificate 1 in Building and Construction
- **5** students completed Certificate 2 in Building and Construction

Flexicentre SACE Enrolments

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

2015 RECOMMENDATIONS

- Introduce greater flexibility in to the SACE by sharing teacher knowledge, experience and expertise.
- Investigate ways to provide a more consistent and flexible timetable to accommodate SACE/VET.
- Lower 'Pending' results across YEC – delays students' success unnecessarily.
- Trial - Integrated Learning Community Developed Program – at Goldsborough with Fitness course.
- Continue to increase Literacy and Numeracy subject completion rate across YEC.
- Prepare for new Australian Curriculum based Learning and Assessment Plans creation early 2016
- Encourage and support teachers to expand on their knowledge and understanding of SACE through professional learning and training.



CLIENT SATISFACTION

In 2014, it was decided to seek client satisfaction from Adelaide Youth Training Centre youth workers as caregivers for the young people. The survey was conducted over a two week period with 21 respondents. The table below collates the responses from all 3 groups.

	STAFF	STUDENTS	PARENTS/CAREGIVERS	THEMES
QUALITY TEACHING AND LEARNING	<p>High responses: <i>Learning programs are responsive to students' needs.</i> <i>Teachers use a variety of teaching and learning strategies.</i></p> <p>Low responses: <i>Explaining what students are learning.</i> <i>Assessment processes inc. evaluation and programming</i></p>	<p>High responses: <i>Teachers clearly explain what I am to learn.</i> <i>Teachers know what I can do and help me improve.</i></p> <p>Low responses: <i>Teachers make learning interesting.</i> <i>Teachers make learning relevant.</i></p>	<p>High response: I can talk to teachers about concerns</p> <p>Low responses: <i>Learning activities are interesting.</i> <i>Students can tell teachers about what they are learning.</i> <i>Teachers manage the classrooms well.</i> <i>Teachers know what students can do and what they need to learn.</i> <i>Parents know about how students are assessed.</i> <i>School provides clear information about student achievement.</i></p>	<p><i>Making the learning engaging.</i> <i>Assessment processes and communication</i></p>
SUPPORT FOR LEARNING	<p>High responses: <i>Good management of student's health.</i> <i>There are effective behaviour management procedures.</i></p> <p>Low responses:</p>	<p>High responses: <i>Teachers clearly explain expected behaviours.</i> <i>Teachers always help me if I am having difficulty learning.</i></p> <p>Low responses:</p>	<p>High response: <i>Students have access to good equipment.</i> <i>Student work is displayed and discussed.</i></p> <p>Low responses:</p>	<p><i>Higher expectations of students.</i> <i>Making the learning environment interesting.</i></p>

	<i>High expectations of students. Meeting students' needs. Life-long strategies for learning.</i>	<i>Students look after classrooms. Teachers keep me safe.</i>	<i>Students' classrooms are interesting places to learn. Teachers have high expectations of students. Students take pride in their learning. Balance between independent and group learning.</i>	
RELATIONSHIPS AND COMMUNICATION	<p>High responses: <i>Students from all backgrounds are treated fairly. There are positive relationships between teachers and students.</i></p> <p>Low responses: <i>Staff and students care for each other. Staff communication. Sharing teaching methods. Teacher appreciation. Free to express opinions. Respect for each other. Staff care for each other.</i></p>	<p>High responses: <i>Students from all backgrounds are treated fairly. I like trying new things.</i></p> <p>Low responses: <i>School reports are discussed with me. School is exciting and I want to be here.</i></p>	<p>High response: <i>None to record.</i></p> <p>Low responses: <i>Statement of school purpose. School reflects the needs of students. School activities match school purpose. Annual Report is available. Site Improvement Plan is available. School's planning processes are clear. School involves me in equipment purchase.</i></p>	<i>Communication between the school and its community. Communication between staff and students.</i>
LEADERSHIP, DECISION MAKING AND PLANNING	<p>High responses: <i>Staff are encouraged to pursue professional development. The principal works with staff to build a professional learning community.</i></p> <p>Low responses:</p>	<p>High responses: <i>None to record.</i></p> <p>Lowest responses: <i>The school is well organised. Opportunities to be involved in decision making.</i></p>	<p>High responses: <i>The school cares about students and behaviour management. Teachers undertake additional training.</i></p> <p>Low responses: <i>School looks towards ways to</i></p>	<i>Organisation of the school. Decision making processes. Higher teacher accountability.</i>

	<i>The principal holds all staff accountable for their performance.</i> <i>Quality of feedback given on my work performance.</i>		<i>improve.</i> <i>School measures the success of programs.</i> <i>Education needs of students are met.</i> <i>School is well organised.</i> <i>School communicates effectively.</i>	
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PARENTS/CAREGIVERS SATISFACTION

This year parents and caregivers were given the opportunity to respond to a satisfaction survey. The survey was conducted over three weeks to allow enough time for responses, particularly from the Adelaide Youth Training Centre where youth workers act in *loco parentis* for young people in custody. Survey responses were lower in number than anticipated.

The overall responses from parents/caregivers were lower than those for both staff and students. Responses concerning engaging learning activities, expectations of students and communication between the school and caregivers received lower rankings. There is a clear need for the school to more effectively communicate the nature and structure of the curriculum, planning processes, reporting on student achievement and the ways in which students are supported.

TEACHER SATISFACTION

As a consensus, teachers believe they are responsive to the learning needs of all students regardless of social, religious or cultural background. This occurs in an environment where the necessary teaching and learning resources do not always meet the security requirements of the Training Centre. Increasingly, students are disadvantaged by access to the movement towards to on-line learning and course materials.

Staff feel consultative processes need to improve. This may be explained by the proportional size of leadership comparative to staff numbers and line management communication. Professional development opportunities was noted as an improvement over previous survey years. This was highlighted in the principal's response statements which was a new addition to the survey in 2014.

STUDENT SATISFACTION

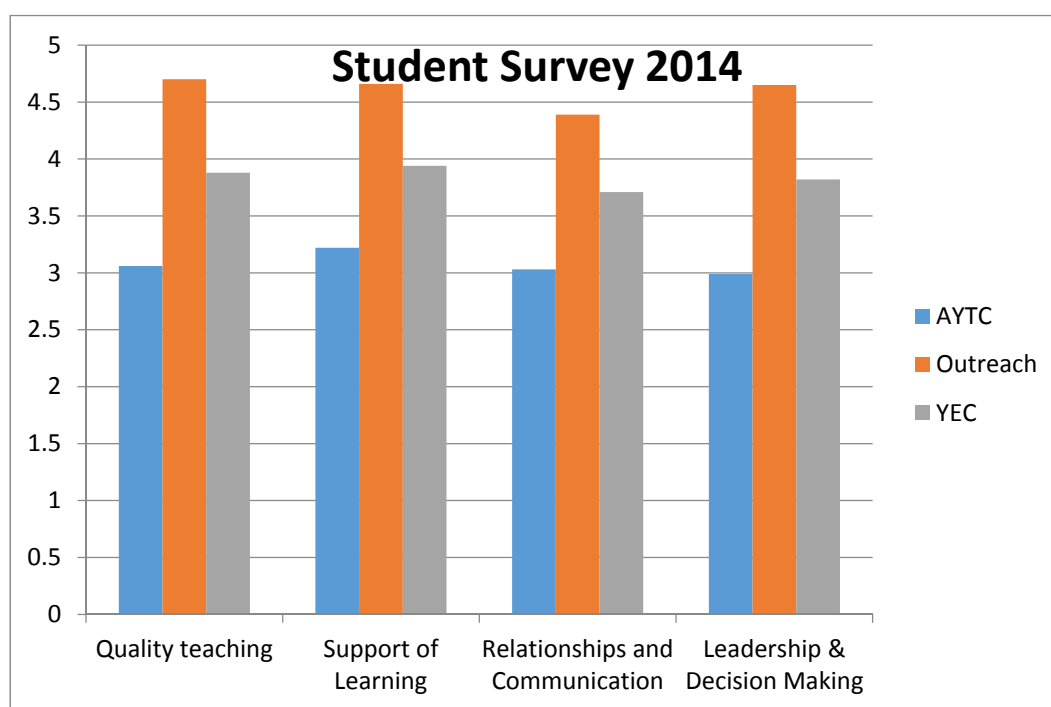
Typically, students' responses at the AYTC are influenced by their circumstance, previous educational experiences and the educational restrictions imposed in a custodial environment. Therefore, concerns over safety and learning should be more interesting are familiar responses. However, it was acknowledged that teacher instruction is clear and they know how to help me improve.

In 2014, the opportunity for AYTC students to meet consultatively and feedback concerns and recommendations through a 'student voice' process, were restricted due to youth worker staffing restrictions. While fortnightly meetings within residential units was initiated there were difficulties in maintaining a student focus due to youth worker management and duty responsibilities.

Survey responses from students at Kilburn Flexicentre, differed significantly from those in the custodial environment. Across the 4 general areas of teaching and learning, support for learning, relationships and decision making nearly all responses were in agreement or strong agreement. Under new leadership there has been a significant operational, educational and therapeutic change which was student centred and empowering. The result was a cultural shift toward Flexicentre students assuming responsibility, engaging in respectful relationships and enjoying success.

The Results of the 41 questions were (maximum rating of 5)

	AYTC	OUTREACH	YEC
Quality teaching and Learning	3.06	4.70	3.88
Support of learning	3.22	4.66	3.94
Relationships and Communication	3.03	4.39	3.71
Leadership and Decision Making	2.99	4.65	3.82



2015 RECOMMENDATIONS

- *The new Site Improvement Plan priorities focus on reading comprehension, numeracy atomicity and student wellbeing.*
- *Additional time for teachers to meet in professional groups is provided on Wednesday afternoons – staff meeting time is shortened to accommodate.*
- *A Literacy and Numeracy Coach is employed to support teachers across the school in improved outcomes for all students.*
- *A Speech Pathologist is employed 0.5 time to enable students to better access their education program through assessment, intervention, consultation and staff training.*
- *Line management (collaborative colleague) processes are made clearer and better structured.*
- *Performance and Development Review Plan is used by all collaborative colleagues in professional discussions*
- *Reduce the movement across sites and improve the consistency of teaching staff at Flexicentre.*
- *Improve reporting processes to students and residential care staff.*
- *Provide relevant AYTC personnel with YEC policies and procedural documents.*
- *Schedule information sessions for AYTC residential staff.*



STAFF INFORMATION

TEACHER QUALIFICATIONS

All teachers at Youth Education Centre possess qualifications and experiences relevant to placement within the school and registered with the SA Teachers Registration Board.

Qualification Level	Qualification Numbers
Teaching Staff	31
Graduate Degrees/Diplomas	31
Post Graduate Qualifications	5

WORKFORCE COMPOSITION

Workforce Composition	Teaching Staff		Non-teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-time Equivalent	0	14.9	0.8	8.8
Staff	0	31	1	10



FINANCIAL REPORT

1:YOUTH EDUCATION CENTRE

General Ledger Balance Sheet for Prior Year, Period 13

==== Assets =====

CASH (CURRENT)

A-ZZZ-1110	CASH AT BANK - SCHOOL	9,803.80
A-ZZZ-1150	CASH FLOAT- FLEXICENTRE & FORKLIFT	1,000.00

Total for CASH (CURRENT)		10,803.80
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INVESTMENTS (CURRENT)

A-ZZZ-1210	SASIF INVESTMENT - SCHOOL	1,120,357.30
A-ZZZ-1220	SASIF - PAUL ALTSCHWAGER ACCOUNT	14,599.41

Total for INVESTMENTS (CURRENT)		1,134,956.71
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RECEIVABLES (CURRENT)

A-ZZZ-1310	ACCOUNTS RECEIVABLE	597.49
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Total for RECEIVABLES (CURRENT)		597.49
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GLOBAL BUDGET ASSETS

A-ZZG-15118	ACCRUED RECURRENT FUNDING	-25,695.42
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Total for GLOBAL BUDGET ASSETS		(25,695.42)
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FURNITURE AND EQUIPMENT

A-ZZP-2650	PRINT - EQUIPMENT - PHOTOCOPIER	76,107.86
A-ZZP-2651	PRINT - ACCUM DEPREC EQUIPMENT	-64,779.00

Total for FURNITURE AND EQUIPMENT		11,328.86
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COMPUTING AND COMMUNICATIONS

A-ZZF-2770	FACILITIES - FILE SERVER	24,084.19
A-ZZF-2771	FACILITIES - DEPREC FILE SERVER	-24,084.19
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		0.00
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BUSES AND MOTOR VEHICLES

A-ZZF-2810	FACILITIES - ASSET VEHICLES	83,091.64
A-ZZF-2811	FACILITIES - DEPREC VEHICLES	-73,083.21

Total for BUSES AND MOTOR VEHICLES	10,008.43
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Total Assets	1,141,999.87
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==== Liabilities =====

LIABILITIES

L-ZZZ-3555	WS - BANKING HOLDING ACCOUNT	-100,000.00
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	(86,927.34)
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PAYABLES (CURRENT)

L-ZZZ-3210	WS - ACCOUNTS PAYABLE	4,693.62
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Total for PAYABLES (CURRENT)	4,693.62
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OTHER LIABILITIES (CURRENT)

L-ZZZ-3555	PC HOLDING ACCOUNTS - DONATIONS	337.6
L-ZZZ-3515	WS - GST HOLDING ACCOUNT	-2,321.50
L-ZZZ-3590	WS - TRANSIT	-1,968.15

Total for OTHER LIABILITIES (CURRENT)	(3,952.05)
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SCHOOL EQUITY

F-ZZF-5200	FACILITIES - CAPITAL PROJECT RESERV	221,752.38
F-ZZZ-5100	ACCUMULATED SURPLUS	969,339.25
F-ZZZ-5110	NET INCOME YEAR TO DATE	37,034.08
	SURPLUS/(DEFICIT) CURRENT PERIOD	59.93

Total for SCHOOL EQUITY	1,228,185.64
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Total Liabilities and Equity	1,141,999.87
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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	44,028.80
	R-ZDS-6170	STAFF - SALARY CONVERSION	0	235,556.12
	R-ZZF-6195	GRANT - OTHER	0	11,036.00
	R-ZZG-6142	GRANTS - RECURRENT FUNDING	0	3,265,548.13
			-----	-----
Total for GRANTS : DETE			0	3,556,169.05
GLOBAL BUDGET REVENUE				

	R-CTD-63156	DESIGN TECHN MENTOR PKG	0	2,989.00
		GB-TCH		
	R-ZDS-65118	SUPPLEMENTATION & VEHICLES	0	10,421.40
	R-ZZF-65121	GB-ELECTRICAL TESTING	0	190
	R-ZZG-61471	GB-RECONCILIATION	0	42,330.00
		BETTER SCHOOLS		
	R-ZZK-61124	AGREEMENT FUNDING	0	30,782.98
			-----	-----
Total for GLOBAL BUDGET REVENUE			0	86,713.38
OTHER OPERATING REVENUE				

	R-ZOA-6890	ASSPA - OTHER REVENUE	0	163,000.00
	R-ZZZ-6850	WS - INTEREST REVENUE	0	169.29
		WS - INTEREST SASIF PAUL		
	R-ZZZ-6852	ALTSCHWAGE	31.73	348.81
		OTHER OPERATING		
	R-ZZZ-6890	REVENUE	28.2	42,019.40
			-----	-----
Total for OTHER OPERATING REVENUE			59.93	205,537.50

Total Revenue

59.93

3,846,259.73

SUPPLIES AND SERVICES

E-CAA-7121	ART - CONSUMABLES	0	6,246.98
E-CAM-7121	MUSIC CONSUMABLES	0	258.73
E-CAS-7148	MEDIA STUDY - MINOR EQUIPMENT	0	5,339.87
E-CCG-7121	GC - CONSUMABLES	0	953.17
E-CCG-7148	GC - MINOR EQUIPMENT	0	111,588.99
E-CCL-7121	CLASSROOM - CONSUMABLES	0	9,330.83
E-CCP-7121	CHAPLAINCY EXPENSES	0	19,022.19
E-CCR-7199	RESOURCE CENTRE - TEXTS	0	5,015.54
E-CEL-7121	LITERACY - CONSUMABLES	0	108.82
E-CEL-7172	LITERACY - RESOURCES	0	1,176.30
E-CHD-7172	HEALTH & PERSONAL DEVELOPMENT	0	160.55
E-CHE-7121	HOME EC - CONSUMABLES	0	14,305.32
E-CHH-7121	HEALTH - CONSUMABLES	0	199.18
E-CHP-7172	PHYSICAL ED - RESOURCES	0	2,601.53
E-CMM-7172	MATHS - RESOURCES	0	595.2
E-CSG-7121	SCIENCE - CONSUMABLES	0	1,157.69
E-CTT-7121	TECH - METAL WORK CONSUMABLES	0	4,735.20
E-CVS-7172	S & E - RESOURCES	0	304.31
E-ROH-7148	HORTICULTURE	0	3,200.49
E-SGR-7139	SRC - FUNDRAISING EXPENSES	0	16.9
E-ZDM-7181	MANAGEMENT - ADMINISTRATION	0	88,049.86
E-ZOA-7172	ASSPA - ABORIGINAL EDUCATION	0	167,002.76
E-ZZF-7121	FACILITIES - MAINTENANCE CONSUMABLE	0	799.55
E-ZZF-7169	FACIL - REPAIRS/REPLACEMENTS	0	9,638.43
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	0	3,912.08
E-ZZH-7172	O.H.S. & W. - RESOURCES	0	12
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	0	1,822.93

		INFO SYSTEMS - HARDWARE & MINOR		
	E-ZZI-7144	EQU	0	100,050.44
	E-ZZI-7151	INFO SYSTEM - SA.EDU	0	9,560.00
	E-ZZI-7199	INFO SYSTEM - SUPPORT	0	72,632.11
	E-ZZP-7121	PRINT - CONSUMABLES	0	2,350.88
		PRINT - MAINTENANCE		
	E-ZZP-7169	CONTRACT	0	6,315.71
	E-ZZT-7121	T & D CONSUMABLES	0	11,089.02
	E-ZZZ-7199	WS - OTHER EXPENSES	0	4,135.86
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Total for SUPPLIES AND SERVICES			0	663,689.42
GLOBAL BUDGET EXPENSES				

	E-ZDO-73133	GB-TELEPHONE CHARGES- RENTAL	0	1,763.90
	E-ZDO-73134	GB-TELEPHONE CHARGES- LOCAL CALLS	0	1,040.18
	E-ZDO-73135	GB-TELEPHONE CHARGES- STD CHARGES	0	360.59
	E-ZDO-73136	GB-TELEPHONE CHARGES- MOBILE PHONES	0	1,002.71
	E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0	2,312,564.35
		GB-SAL/WAGES-		
	E-ZDS-71112	ANCILLARY	0	378,763.99
	E-ZDS-71114	GB-SAL/WAGES-TRT	0	125,751.50
	E-ZZF-73142	GB-ELECTRICITY EXPENSES	0	8,113.81
	E-ZZF-73287	GB-CLEANING EXPENSES	0	13,281.25
	E-ZZF-73288	GB-WASTE DISPOSAL	0	575.96
		GB-REPAIRS &		
	E-ZZF-73511	MAINTENANCE	0	2,586.11
		GB-MICROSOFT LICENCE		
	E-ZZI-75177	RECHARGE	0	54.99
	E-ZZZ-71281	GB-FRINGE BENEFITS TAX	0	2,426.73
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Total for GLOBAL BUDGET EXPENSES			0	2,848,286.07
EMPLOYEE EXPENSES				

	E-COA-7310	SALARIES - POEMS	0	127,533.54
	E-COA-7320	SALARIES - POEMS	0	91,097.12
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Total for EMPLOYEE EXPENSES			0	218,630.66
PARENT CONTRIBUTION EXPENSES				

	E-CPI-7980	PERFORMANCES - IN SCHOOL	0	73,222.87
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Total for PARENT CONTRIBUTION EXPENSES			0	73,222.87
DEPRECIATION AND AMORTISATION				

	E-ZZF-7548	FACILITIES - DEPRECIATION FILE SERV	0	2,439.70
	E-ZZF-7570	FACIL - DEPREC VEHICLES	0	2,521.10
	E-ZZP-7530	PRINT - DEPREC EQUIPMENT	0	375.9
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Total for DEPRECIATION AND AMORTISATION			0	5,336.70
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Total Expenses			0	3,809,165.72
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Surplus or (Deficit) funds			59.93	37,094.01
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