



Vision

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.



Kilburn Flexicentre

YOUTH EDUCATION CENTRE ANNUAL REPORT 2015

Youth Education Centre is situated across three sites in the northern suburbs. The school is part of the Adelaide Youth Training Centre which opened at the end of August in 2012, with an outreach centre for Flexible Learning Option (FLO) students 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 learning activities that are differentiated to meet students' 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: Youth Education Centre

Number: 0195

Principal: Andrew Bowering

Partnership: Montague

Adelaide Youth Training Centre – 26-56 Goldsborough Road, Cavan, SA, 5094

There are 5 residential units:

- 3 units of males 15-18+ years
- An additional unit for assessment, induction and case management.
- 1 unit of females 10-18+ years (moved to Jonal Drive campus in Term 4).

Adelaide Youth Training Centre- Jonal Drive, Cavan, SA, 5094

There are 2 units comprising:

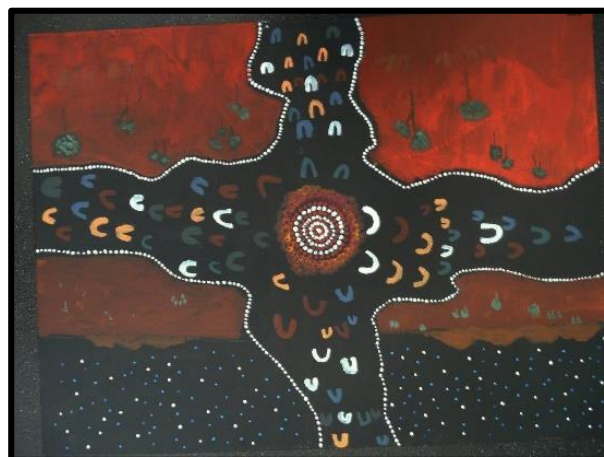
- Police custody – young people held in custody before attending the Adelaide Youth Court
- 1 unit of young males 10-14 years

Kilburn Flexicentre (Outreach) – 24 Montgomery Road, Kilburn, SA, 5084

Provides ongoing educational and vocational learning programs and pathways for young people transitioning from the Training Centre 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 over 3 days with a focus on accredited learning in SACE and VET
- Short and mobile vocational courses
- Building Links VET course for local metropolitan schools
- Therapeutic and life skill programs



Student Art Goldsborough

GOVERNING COUNCIL REPORT

Council Membership

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

In 2015, representatives from the Adelaide Youth Training Centre's senior management, Community Youth Justice and Aboriginal Community Education formed part of the Council membership. Youth Education Centre was represented by leadership, teaching staff and the Aboriginal Community Education Officer. The inclusion of Flexicentre students at a number of the meetings ensured students had a voice in the governance of the school.

Mr Rob Bryson endures as the Governing Council Chairperson, and continues to provide consistent guidance to the Council in school governance matters. This year was Rob's twelfth as Chair and the school considers it very fortunate to have a person who understands the needs of young people in the youth justice system.

The Finance Committee meets prior to every Governing Council meeting and 2015 was another busy year in leading the governance and 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 ICAN Flexible Learning Options (FLO) status and a new 'fee for service' model at Kilburn Flexicentre, the 2016 budget will be presented at the Governing Council's AGM in March after student enrolments and registrations are finalised.

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 well-being and education needs of disadvantaged young people. It plays an important role in setting site strategic directions, monitoring and reporting on achievements.

In 2015, new Site Improvement Plan priorities were developed with the approval of the Council. Through a more targeted approach to literacy and numeracy the school placed greater emphasis on using data and improving teaching practice.

It was also the year that leadership and teacher capacity developed which engendered greater 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.

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.*
- *Setting new priorities in the Site Improvement Plan in line with DECD strategic directions in 'higher standards of learning achievement' and 'improve health and wellbeing'.*
- *Supporting the proposed dates for student free days and school closure day. These days included ShineSA sexual health training and development and Mental Health First Aid delivered by St John.*
- *Approving Danuta Earle and Kristian Sodomka to attend the Australasian Corrections Education Association biannual conference in Hobart, 22-24 November. The two underlying themes being 'The Pen, the Hammer or the Mouse' and 'What works for*

Prisoner Education and Training in the 21st century'

- *Endorsing the purchase of a new double classroom and office for the Kilburn Flexicentre.*
- *Supporting the appointment of a Literacy/Numeracy Coach and Speech Pathologist.*
- *Supporting additional funding to improve the IT facilities and capabilities at the Kilburn Flexicentre.*

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 YEC management and leaders have made in strengthening the collaboration between the school and AYTC management across two distinctly government departments.



Outdoor Recreation Program

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 2015, the collaborative partnership between YEC and DCSI staff and management was effective and inclusive:

- 'Senior Management Team Meetings' – senior management teams of both YEC and AYTC developed operational strategies with a focus of continuous improvement. Both departments are united in ensuring the Centre offers the best education and training facility for our young people.
- 'At Risk and Intelligence Group' – continue to oversee the overall well-being and individual needs of our young people while maintaining a safe environment and minimising risk.
- 'YJ/YEC/Health Residents Steering Committee' – young people are supported in setting individual transition pathways. Service providers and stake holders ensure young peoples' goals and aspirations are supported within AYTC and within the community post release.
- 'Phases Committee' – collaborative recommendations between YEC and DCSI support students through the phase review application and progression.
- 'Youth Advisory Committee' –nominated student representatives from each unit participate in monthly meetings. Concerns and suggestions for change are brought to the meeting in an open form.

- WHS Committee- DCSI and YEC staff representatives work collaboratively addressing potential operational and physical risks to minimise harm.

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:

The role of the Student Services and Pathway coordinators has expanded to include induction, assessment and transition planning for students entering and leaving AYTC, facilitating the execution of "through-care" case management in line with current best practice recommendations.

Comprehensive assessment information is collected within three days of students arriving at AYTC across a variety of domains including: literacy, numeracy, mental health, language/ communication and school engagement. This allows the formulation of individual learning plans to be made available prior to students starting at school.

The marked increase in the identification of students at risk of mental health issues via the Goodman's Strengths and Difficulties mental health screening test has continued to facilitate close cooperation between DCSI and YEC. Statistics collated from the 2014-15 period indicate that between 90% and 95% of young people entering AYTC may benefit from involvement with mental health providers. This is in marked contrast to the general population where 5%-10% of students are deemed at risk.

Likewise, the inclusion of the language and communication screening questionnaire into the induction process to identify students who may benefit from a diagnostic speech pathology assessment, has proven to be successful. Statistics collated from this trial to date, indicate that around 50% of students entering AYTC are at risk of having a

communication disorder. These findings are in line with both international and interstate figures for young offenders. Student Services and Pathways Coordinators work closely with the YEC Speech pathologist to facilitate referrals and support staff to better meet the needs of the young people.

The inclusion of the engagement survey into the induction process is providing some insight into behaviours impacting on educational outcomes for students. The identified behaviours are matched to the "cycle of change", to assess the student's readiness to engage with positive behavioural changes. This information has been successfully used to guide pathways planning both within school and on exit.

Strengthening cooperation between YEC, home schools, FLO and service providers has again been a priority throughout the year while increasingly, education case managers have been included in the developing multidisciplinary approach to case management across AYTC and the community with increasing links developing between agencies providing health, mental health, psychological services, drug and alcohol counselling and life skill.

Regional visits targeting areas with significant numbers of students attending YEC occur annually. This year a two day visit to Mt Gambier has successfully supported local schools and service providers to better engage with the transitions processes for students entering and exiting AYTC / YEC. For the first time, YEC staff were accompanied by a DECD staff member demonstrating the increasingly coordinated approach to case management and service for students. These visits are always well received and result in tangible benefits for students and those working with them. Further visits to support schools on the APY lands are planned for next year.

Once again, pathways coordinators have provided professional development sessions around assessment and learning plans for a number of agencies this year, including: the combined hospital schools, Aboriginal education support workers, FLO program managers and Port Lincoln High School. Positive feedback about these sessions has seen a growing consistency of assessment procedures develop for highly mobile students.

Literacy/Numeracy Coach:

Language, literacy and numeracy (LLN) support has continued with the LLN coach working with teachers to build resources/aids and so on to encourage and support teachers to address LLN skills and knowledge across the curriculum. This support is a good fit for the YEC context given the transient nature of the students and the very fluid make up of a class from a lesson to lesson, day to day week to week perspective.

Interactive math practise tasks have been installed on the computers so that students can work on basic number fact drills independently of the teacher in the hope that automaticity can be achieved. (YEC site improvement plan)

The LLN coach is working with the Speech Pathologist one session a week with the girls and one session a week at Jonal Drive with younger boys, and is teaching a subject (Civics) to the General A, General B / Transition groups at Goldsborough. Sessions are one and half hours.

These sessions have a focus on building LLN skills and knowledge in practical ways that match the special needs of these students.-for example working with young mothers to help them understand why developing basic LLN skills is important, dealing with health issues, coping with conditions such as Foetal Alcohol Syndrome and so on. . Vocabulary development is a major focus as without an appropriate vocabulary a person cannot progress in reading. (Students with a speech/language disorder are over represented in the criminal justice system)

With the young males it is about trying to demonstrate parallels in skills and knowledge that underpin a subject can be applied to situations in everyday life. For example skills like understanding cause and effect, timelines, fact and opinion and so on (SOCE) can lead one to explore events in their own time line. Most of these students are not used to doing this as they live in the here and now and thrive on the adrenalin rush. Research has been done around the importance of students being able to track life events and reflect on them. LLN skills and knowledge are embedded in the content with a strong focus on vocabulary. It is evident that young

people in the justice system often do not have the vocabulary, social skills or relevant life experience to try and explain their stories and to understand their part in what has/is happening to them.

In addition the importance of the narrative cannot be overstated in Indigenous culture and Indigenous youth are over represented in the justice system.

Over the year on an informal and ad-hoc but nevertheless regular basis a group of teachers including the LLN coach have been working together to support each other in the identification and extension of opportunities to integrate work and to build and share resources. This is important because students often move between learning groups due to matters beyond school control for example DCSI staff informing the school that certain students may not mix or the do not have the correct staffing ratio to run all of the classes and so on. When teachers share resources and keep each other informed of what they are doing each week it can help with continuity as student move between classes.

The fact that students are so transient highlights the need for a team approach and less privatization of the classrooms.



Horticulture planting program at Flexicentre

SCHOOL EXTENSION PROGRAM

Throughout the regular school holiday periods, the School Extension Program was developed by the Senior Leader and Student Services Coordinators to provide a variety of educational, engaging and personally rewarding activities for YEC students to participate in whilst in the Adelaide Youth Training Centre. These activities varied from team building to individual competition, from land based programs to water based activities, from skill testing to inspirational and educationally challenging tasks. The activities and providers involved in the Extension Program were selected 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 too. Some examples of the activities and programs undertaken during the 2015 Extension Program include; Animation workshops, Art Installation, Kayaking in the pool, Bubble Soccer, World-cup style Soccer and Basketball Tournament between units, SA Rugby clinic, Disability SA – Wheelchair Basketball, Water Safety and Sports, Drug and Alcohol awareness programmes, Hair and Beauty course and Wildlife Animals educational experience. The Extension Programme activities were well received by the students and DCSI staff as they provided some unique educational experiences that were varied from the normal school curriculum.

HOMEWORK CENTRE

Homework Centre runs **5** days with an average of **7.5** hours contact time per week over **40** weeks of the year.

In 2015, **174** Indigenous students accessed the Homework Centre program.

The Homework Centre provides vital intensive support to students, focussing strongly on Reading, Literacy and Numeracy. Upon entry into Youth Education Centre, all students undergo a series of tests to ascertain their

reading age, spelling, and comprehension as well as numeracy levels. The Specialist Literacy and Numeracy teachers plan an educational programme that addresses each student's needs. These assessments also inform the student's Learning Plan. Level appropriate resources are utilised in working with the students. Students move from beginning readers' stage to being functionally literate and independent readers and learners.

The Literacy, Numeracy and Reading Tutor, ACEO worker and Youth Worker/Mentor all work with students in small groups and on a 1:1 basis. 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 Intensive Literacy and Numeracy curriculum to Australian Curriculum, then into SACE Stage 1 and 2 study, Vocational Educational Training (VET) and employment. Mentoring and support is provided to all students at the Homework Centres assisting students to select the most viable and relevant option for their individual needs and future options.

Working partnerships with relevant training organisations, services and stake holders provide opportunities for YEC Indigenous students to broaden their curriculum options and maintain contact with the community providers. YEC continues to engage with a number of community providers which include; Kurra Yerlo, Nunkinwurrin Yunti, Mara Dreaming, Tandanya, Tauondi College.

During 2015, **106** Aboriginal students were supported in literacy and numeracy. A further **70** students were in contact with the school but were released within 3 days.

Improvements in reading age ranged from zero months (brief stays) to 32 months.

- **7** students made no gains in reading age but all showed improvement their comprehension skills
- **1** student improved his reading age by **1** months
- **3** students improved reading age by **3** months
- **72** students improved reading age by **6** months
- **3** students improved reading age by **9** months
- **15** students improved their reading age by **12** months
- **2** improved their reading age by **18** months
- **1** student improved reading age by **24** months
- **1** improved reading age by **30** months
- **1** improved reading age by **32** months

- **2** students received Champion Medals
- **3** students received Legend Medals

YEC is strongly committed to the provision of individual learning plans developed from thorough assessment processes. HWC students are benefiting from this focus on student need assessment and subsequent intervention. Teachers document student academic strengths and weaknesses, preferred learning styles and recommended teaching strategies. Constant communication through assessment results, learning plan outcomes and reports to the Student Services Coordinators is an essential task in the process.

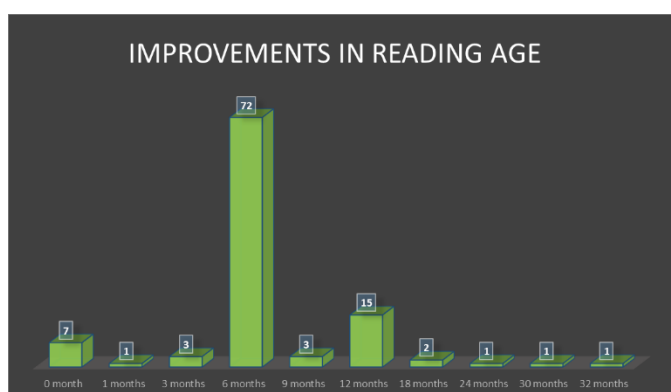
Homework centre activities have included in-class support of numeracy and literacy sessions, Australian Curriculum, SACE, VET studies.

HWC support has facilitated the following student outcomes:

- All ATSI students improve their reading age while in custody.

ATSI students have been able to access individualised assistance towards the completion of SACE Stage 1 and 2 subjects:

- 11 individual ATSI students completed a minimum of one SACE subject
- 3 of these students completed 3 or more SACE subjects
- A total of 103 submissions were made this year, 27 of these were from ATSI students
- ATSI students have been able to participate in Certificate 1, 2 and 3 VET 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.



The Homework Centre funding supports a major part of the YEC strategy for the successful engagement and retention of students. 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 2015 Premiers Reading Challenge:

- **5** students received Certificates of Achievement
- **3** students received Bronze Medals
- **3** students received Gold Medals

FLEXICENTRE

The Flexicentre has experienced an exciting transition throughout 2015. Along with the ongoing educational and vocational learning programs and pathways for young people transitioning from the Adelaide Youth Training Centre, the Flexicentre has also become a Flexible Learning Options (FLO) provider that enables 15 – 17 year old youths who are deemed at-risk or who are disengaged from mainstream schooling. The Flexicentre has continued to support students to remain on a worthwhile learning pathway of education or transition into apprenticeships and the workforce. As a registered DECD FLO provider, Flexicentre now has two full-time FLO case managers who support the student's well-being and assist them in developing pathways for achieving success.

Throughout the year, each student has had an individualised educational program tailored to their needs, and with the guidance and support of teachers, case managers and support staff, there have been a record number of students who have completed their SACE Stage 1 (Year 11). This is a major achievement for all involved, especially the students who have put in a significant amount of hard work throughout the year. In conjunction with Stage 1 SACE work, the Flexicentre has continued to support students in Vocational Education

Training (VET) pathways. This year we have had a large number of students complete a Certificate I or Certificate II in Building Construction through our specialised 'Building Links' program. This program would not have been possible without the support of Housing SA and our registered training program provider, Training Prospects.

Semester 1 saw the introduction of a Certificate I in Automotive and Certificate II in Horticulture, completed onsite at the Flexicentre. In response to the student's needs, a Certificate I in Education and Skills Development (ESD) and a Certificate II in Outdoor Recreation were also introduced for our students during semester two. All of the VET certificates run through the Flexicentre have been well received by the students and staff and we look to build on these in 2016.

Overall, 2015 has been a significant year moving forward for the staff and students of the Flexicentre. The hard work and dedication by all have enabled students to achieve educational results that have previously been out of reach for many of these students. A big congratulations must go to the class of 2015 and we hope to build on these successes next year and beyond.

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.

Literacy Outcomes 2015:

In response to recent research findings, vocabulary development was an additional primary focus of the literacy program in 2016.

The appointment of a designated literacy /numeracy coach and a speech pathologist enabled a local audit of the language skills of students. Results for YEC population were in line with national and international findings and suggested that around 50 percent of students have or are at risk of having language and communication issues.

Due to the relatively short periods of attendance there has been limited opportunities for individual therapies to be implemented; however, identification of and the recording of these issues has resulted in these students being supported more appropriately both in class and within the centre generally.

Within the established reading program students have engaged well with both the resources and support staff with an average of 6 months (range 0-44 months) improvement in reading age for students who stay for 6 weeks (range of 0-10 months at YEC).

Whilst programs offered to students have been well received and generally reflect the areas for development identified in Learning Plans, effectively capturing progress data continues to be a problem. This is due primarily to the difficulties associated with high turnover; however, improving systemic processes and increasing the collaboration with teachers for recoding progress data, should remain a target for 2016.

Statistics:

- 201 individual students (not including multiple admissions) attended school for more than one week.
- The average stay being approximately six weeks (range: 1 to 44 weeks).
- The average reading age improvement over that period was 6 months (range: 0-32 months) with the greatest improvement occurring in students with initial reading ages of 8.0 years -10.5 years

Recommendations for 2016:

- Vocabulary to remain as a focus area
- Speech pathology to continue to focus on identification and social language for social skills development

- Supported reading program to continue to focus on acquisition skills
- Increase collaboration with classroom teachers to individualise literacy programs
- Increase collaboration with classroom teachers to record progress data on a 5 week cycle

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.

201% 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 'Scattegories' 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.

Recommendations for 2016:

- Implementation of a remedial support numeracy program in term 1
- Improved systemic processes to capture progress data
- Increase collaboration with classroom teachers to individualise literacy programs aligned to Learning Plan targets.
- Increase collaboration with classroom teachers to record progress data on a 5 week cycle
- Increase focus on skills consolidation



HIGHLIGHTS OF THE 2015 YEAR

- Use of Youth Education Centre's 'Essential English' Learning and Assessment Plan and Assessment tasks by the SACE Board for state-wide training and development.
- Consistent and flexible timetable created at the Flexicentre to accommodate SACE requirements of students
- Australian Curriculum subjects 'Civics and Citizenship' and 'Business and Economics' introduced at Jonal.
- Crime Prevention Consultant Stephen Cain utilised to motivate and inspire students in Wednesday care-groups at Goldsborough.
- Both FLO case-managers 'on board' at Flexicentre.
- Inclusion of Christopher Walsh as SSO/Youth Worker at both the Flexicentre and Goldsborough Road.
- All staff updated 'Child Protection Responding to Abuse and Neglect' certification
- All students at Goldsborough Road having access to 'Child Protection' curriculum for a minimum of five weeks
- During Term 3, a group of 6 students were chosen to work alongside a professional artist Donovan Christie in the production of paintings for the HYPA Art Exhibition to be held in a pop-up gallery at Commercial and General CBD headquarters. Out of 32 entries, one of our students was awarded the first prize. His painting titled 'The Dog Fence' will now be sent to New York, where it will be shown to an international audience.
- Collaboration between ICAN and YEC across the State continues to grow through regional and metropolitan visits and meetings.
- YEC became a SHINE SA focus school. Training for the delivery of primary and secondary curriculum and appropriate resources were provided to all YEC staff.

- SHINE SA curriculum implemented in Health curriculum and also delivered during unit based Home groups.
- All teaching staff participated in the 'Mental Health First Aid Course'.
- Delivery of 'Child Protection Curriculum' to all YEC students.
- Certificate II in 'Outdoor Recreation' delivered at the Flexicentre.
- Automotive workshop operational at Goldsborough Road site.
- Jonal Drive students participated in the YEC Sports Day located at the Goldsborough Road site.

Flexicentre Highlights 2015

- Flexicentre has become a Preferred FLO provider.
- **21** students completed a range of SACE modules
- **8** Flexicentre students completed their Stage 1 SACE
- The addition of 2 FLO Case Managers who provide holistic support to our students
- Commencement of Garden Links, our Certificate II in Horticulture program
- Commencement of 'Auto Links' our Certificate I in Automotive program – **7** students achieved their full Certificate
- Introduction of Certificate II in Outdoor Recreation – **4** students achieved their full certificate
- Introduction of Certificate I in ESD – **5** students achieved their full certificate
- Grant for \$23000.00 received for installation of air-conditioning in the student 'Hub'.
- Landscaping of the school front garden and reflection pond by staff and students
- Successful partnership with our new Building Links RTO Training Prospects
- Metropolitan Youth Health providing on-site health services for our students
- Implementation of the annual Student of the Year Award as voted by staff.
- Continued success of the 'Rock & Water' program in partnership with Connected Self.

SITE IMPROVEMENT PLAN 2015

Priority 1: Improved literacy comprehension skills for all students

Vocabulary building was identified as a focus area for 2015.

To this end, the literacy and numeracy coach has supported staff across sites to build their capacity to integrate explicit teaching of vocabulary into their teaching units. This has been particularly visible in both the workshop areas and at Jonal drive with the younger boys. Likewise, vocabulary activities have been explicitly included in general education programs with most students now familiar with these activities being part of their normal classroom routine. Whilst improvement in vocabulary is difficult to measure in individual students, the explicit teaching of vocabulary skills to students has increased significantly and is considered successful.

The appointment of a speech pathologist to YEC has significantly added to the assessment processes and the individualisation of learning plans for students. Under guidance from the speech pathologist, student services and pathways coordinators introduced a language screening questionnaire into the assessment process to identify those students who might benefit from a more thorough assessment. Initial results have correlated closely with results from other centres in Australia and the UK, and suggest that up to 50 per cent of students in detention have some form of language disorder. The speech pathologist has had a dual role supporting the students and the supporting/educating staff to better cater for students with language impairments.

Target: 80% of students improve their reading comprehension skills by 6 months after 100 days in school

OUTCOMES

In response to recent research findings, vocabulary development was an additional primary focus of the literacy program in 2016.

The appointment of a designated literacy /numeracy coach and a speech pathologist enabled a local audit of the language skills of students. Results for YEC population were in line with national and international findings and suggested that around 50 percent of students have or are at risk of having language/communication issues.

Due to the relatively short periods of attendance there has been limited opportunities for individual therapies to be implemented; however, identification of and the recording of these issues has resulted in these students being supported more appropriately both in class and within the centre generally.

Within the established reading program students have engaged well with both the resources and support staff with an average of 6 months (range 0-44 months) improvement in reading age for students who stay for 6 weeks (range of 0-10 months at YEC).

Whilst programs offered to students have been well received and generally reflect the areas for development identified in Learning Plans, effectively capturing progress data continues to be a problem. This is due primarily to the difficulties associated with high turnover; however, improving systemic processes and increasing the collaboration with teachers for recoding progress data, should remain a target for 2016.



Student artwork Goldsborough

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RECOMMENDATIONS

- Vocabulary to remain as a focus area
- Speech pathology to continue to focus on identification and social language for social skills development
- Supported reading program to continue to focus on acquisition skills
- Increase collaboration with classroom teachers to individualise literacy programs
- Increase collaboration with classroom teachers to record progress data on a 5 week cycle
- Developed a 10 credit Stage 1 Essential English Learning and Assessment Plan as well as assessment tasks, SACE Board requested access and LWCL Manager took it to the *“English curriculum expertise at the SACE Board”*. Feedback provided was encouraging, *“We are quite excited about the way you have applied the subject outline and looking to use elements of your work for exemplification and website use”*, permission was granted and YEC developed work will now be used for training staff state wide.
- In order to better prepare students for Essential English, faculty purchased Essential English Skills series of books and have developed additional tracking resources to monitor student progress through year 7-10 use of these resources.

Priority 2: Improved automaticity of number facts for all students

The focus for 2015 was “number facts to 20”. This area was chosen to coincide with the implementation of the quick start maths program which did not happen. Although this goal caused some controversy, it was based on the understanding that automaticity of number facts allows working memory to focus on problem solving. As problem solving is the central focus of numeracy, it therefore remains a goal for the SIP once an explicit program is decided on and implemented.

Target: 75% of students increase in number facts recall by 3 months after 50 days in school

OUTCOMES

The identified target for 2015 was to improve the recall of basic number facts by all students. This target was set in anticipation of the implementation of a remedial support program “QuickSmart” maths. This program was not introduced for a variety of reasons, one of which seems to have been that its purpose as a remedial support program was confused with it being an in-class alternative to teacher instruction.

As research supports the acquisition of basic number facts as the fundamental skill required for students to become numerate the implementation of this or a similar remedial program remains a high priority.

As with literacy outcomes, the systemic capture of progress data against the identified areas for development in Learning Plans remains an area to review in 2016.

RECOMMENDATIONS

- Implementation of a remedial support numeracy program in term 1
- Improved systemic processes to capture progress data
- Increase collaboration with classroom teachers to individualise literacy programs aligned to
- Learning Plan targets.

- Increase collaboration with classroom teachers to record progress data on a 5 week cycle
- Increase focus on skills consolidation.

Priority 3: Improve health and wellbeing of students

Target: 10% increase in student wellbeing survey scores after 90 days in school

Student resilience and wellbeing are essential for both academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments.

Collaborative approach is vital in building a strategic whole of school approach to health and wellbeing that creates a socially just environment where students can thrive and teachers work in a safe and inclusive environment.

- Continued development of a Wellbeing Committee, to overview student health and welfare needs in cooperation with WHS representative and leadership.
- Improved knowledge of, promotion and access to EAP services.
- Improve staff focus and awareness of student wellbeing principles from explicit training and development.
- Staff complete training with Shine SA and Personal Development program as part of NSSF and Mental Health First Aid.

OUTCOMES

- Review of Wellbeing Policy and targeted training of Wellbeing Committee members.
- Increased promotion of access to support services for staff, sharing of EAP information sheets and programs.
- Creation of reporting systems for staff to provide feedback to WHS rep and leadership when issues arise.
- Staff attended targeted wellbeing and child development conferences and trainings.

- Staff trained to deliver sexual health and wellbeing by Shine SA.
- YEC became a SHINE SA focus school.
- Child Protection Curriculum delivered at all sites.
- All staff trained in Mental Health First Aid.
- Students Representatives from each unit attend the monthly Youth Advisory Committee (YAC). Students raise concerns and suggestions regarding their daily life within Adelaide Youth Training Centre (AYTC) and schooling at Youth Education Centre (YEC).
- Programmes challenging high risk behaviours of students are delivered during Wednesdays' home group sessions include: Hep SA- hepatitis B and C awareness, DASSA- Drug and Alcohol awareness, Clinic 275- sexuality, relationships and STI's, Empathy not Sympathy- high risk behaviours and offending.
- Monthly Sausage Sizzle during recess break, provided by Hospitality students to all students encouraging a positive school culture.
- Highly successful Sports Day in November engaged students in team and individual sporting activities.
- School Ministry Group and the Chaplaincy programme provided continuous spiritual and wellbeing support to students and DECD and DCSI staff.

RECOMMENDATIONS

- Ratification of review policy and distribution of information and approaches gathered from training.
- Prompt completion of processes related to ED155.
- Early identification of EAP related situations and continued promotion of programs on offer.
- Trained staff deliver programs and work with YEC staff to identify focus areas and implementation of programs/ideas/approaches.
- Full implementation of Shine SA and NSSF programs across all sites and the utilization of Mental Health First Aid training.



Landscaping at Flexicentre



Automotive Workshop at Flexicentre

DATA

ENROLMENTS

Adelaide Youth Training Centre

					School Terms		Extension Program		Total Average	
Total Population Weekly Average for Terms 1,2,3 & 4										
Average of 40 weeks = average daily total pop Golds Rd					39.88		38.7		39.29	
Aboriginal Student Girls Average (Terms 1,2,3 & 4)										
Average of 40 weeks = daily average Aboriginal Girls pop Golds Rd					2.90		2.8		2.85	
Aboriginal Student Boys Average (Terms 1,2,3 & 4)										
Average of 40 weeks = daily average Aboriginal Boys pop Golds Rd					19.35		17.8		18.58	
Total Aboriginal Students Average (Terms 1,2,3,4)										
Average of 40 weeks = daily average Aboriginal Students pop Golds Rd					22.25		20.6		21.43	
Total Aboriginal Students Percentage (Terms 1,2,3,4)										
Percentage of 40 weeks = daily percentage Aboriginal Students pop Golds Rd					55.8	%	53.25	%	54.53	%
Total Student Girls Average (Terms 1,2,&4)										
Average of 40 weeks = daily average Girls Students pop Golds Rd					4.67		3.9		4.29	
Total Student Boys Average (Terms 1,2,3 & 4)										
Average of 40 weeks = daily average Boys Students pop Golds Rd					35.47		34.8		35.14	

Total Population Weekly Average for Terms 1,2,3 & 4					
= average daily total pop Jonal Drive	11.07		10.1		10.59
Aboriginal Student Girls Average (Terms 1,2,3 & 4)					
= daily average Aboriginal Girls pop Jonal Drive	0.53		0.3		0.42
Aboriginal Student Boys Average (Terms 1,2,3 & 4)					
= daily average Aboriginal Boys pop Jonal Drive	5.54		5.1		5.32
Total Aboriginal Students Average (Terms 1,2,3,4)					
= daily average Aboriginal Students pop Jonal Drive	6.08		5.3		5.69
Total Aboriginal Students Percentage (Terms 1,2,3,4)					
= daily percentage Aboriginal Students pop Jonal Drive	54.9	%	53	%	53.95 %
Total Student Girls Average (Terms 1,2,3 4)					
= daily average Girls Students pop Jonal Drive	1		0.6		0.80
Total Student Boys Average (Terms 1,2,3 4)					
= daily average Boys Students pop Jonal Drive	10.2		9.5		9.85

Flexicentre

AVERAGE WEEKLY	Girls	Boys	Aboriginal Girls	Aboriginal Boys	TOTAL
Flexi General Program	8	12	1	2	20
Short Courses	4	7	1	3	11
VET	3	36	0	2	39
TOTAL	15	55	2	7	70

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:

SACE Results 2015

2015 has seen a dramatic increase in SACE submissions, subject achievement and Stage 1 completion. Factors contributing to this include:

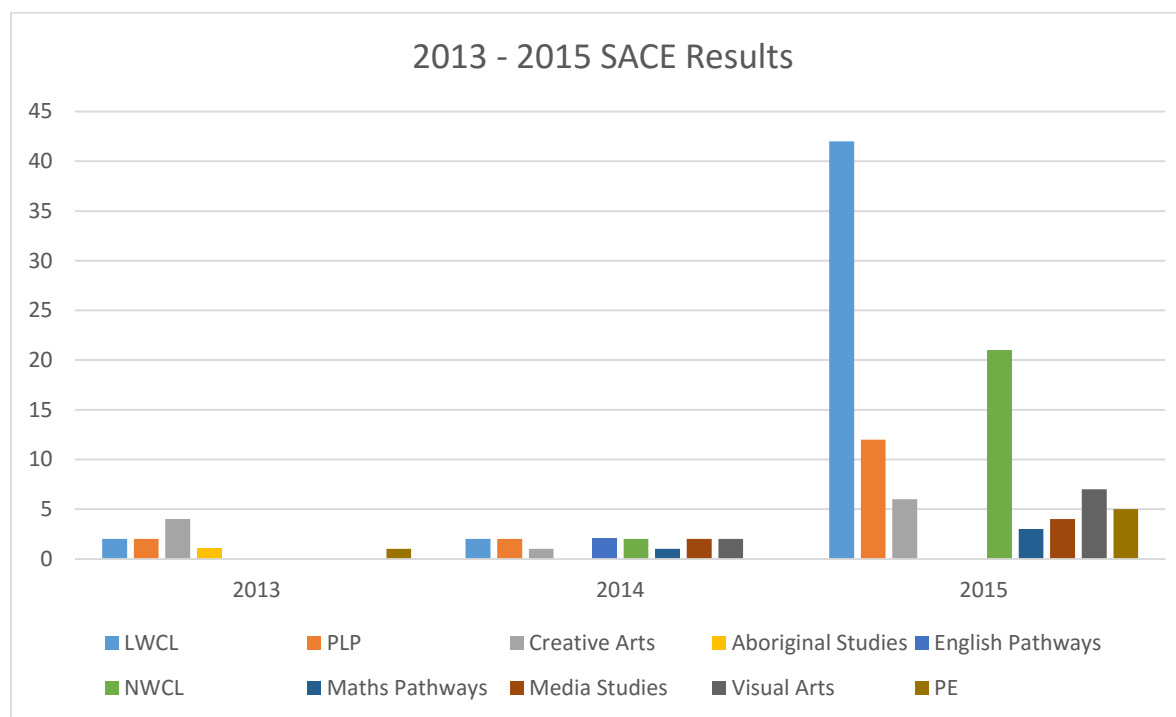
- Curriculum Coordinator spending 0.2 time a week at Flexi supporting staff and individual students
- A strong support of Flexi staff in students completing SACE subjects
- A timetable that has allowed Flexi students time and support in completing subjects
- Consistency of SACE experienced teachers at Goldsborough Road in both English and Maths focused subjects
- A cohort of students and culture amongst both senior campuses, dedicated to achieving SACE results, including a group dedicated to completing their Stage 1 SACE

Highlights:

- 6 students successfully achieved their Stage 1 SACE, utilizing subjects offered by YEC teachers, VET courses and other accredited learning opportunities – have to double check double at start of 2016 when finalized data is available
- SACE Board utilizing YEC developed Essential English Learning and Assessment Plan and assessment tasks in workshops created to introduce all teachers to the new subject and expectations

2016 Plans:

- To improve quality of moderation, moderation will no longer occur in learning area groups, but rather in small groups with teachers of the same subject, or with the Curriculum Coordinator if no other teachers are involved in the subject. This will lead to a more consistent approach with teachers experienced in the SACE focusing on the work samples rather than teachers who have no or limited experience with SACE operations.
- To continue to offer as much variety as possible at both Flexi and Goldsborough, offering subjects that are relevant to the current student cohort
- Curriculum Coordinator to work with interested teacher in developing a Arts based media Learning and Assessment Plan rather than Media Studies which has failed to be as successful as some others subjects in successful SACE results



2015 YEC SACE RESULTS							
	A	B	C	D	E	P	Total
LWCL	1	6	34			1	42
NWCL	2	13	6				21
Maths Pathways		2	1				3
Creative Arts		1	4	1			6
Media Studies			4				4
Physical Education			4	1			5
PLP		1	11				12
Visual Arts			4	1	2		7
Total Submissions							103

SACE

In 2015, 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 1 Physical Education (10 credits)
- Stage 1 Media Studies (10 credits)
- Stage 1 Visual Arts (10 credits)
- Stage 1 Self-Directed Community Learning (10 credits)

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

- **42** students completed Stage 1 Literacy for Work and Community Life
- **0** students completed Stage 1 English Pathways
- **21** students completed Stage 1 Numeracy for Work & Community Life
- **3** students completed Stage 1 Mathematics Pathways
- **12** students completed Personal Learning Plan
- **6** student completed Stage 2 Creative Arts
- **4** students completed Stage 1 Media Studies
- **4** students completed Stage 1 Physical Education
- **8** SACE subjects received enrolments
- **94** students received a C or above
- **1** students enrolled in SACE Stage 1 LWCL, is still 'pending'

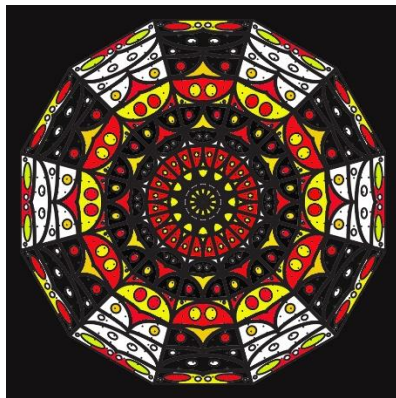
PAT Rc and PAT M Results

In 2015, all schools were mandated to undertake reading comprehension and mathematics testing for their students. Test occurred in Weeks 7–10 in Term 3.

Youth Education Centre negotiated a modified testing process due to the number of students with disabilities and transient nature of its cohort.

The PAT test is a standardized **formative** test that is designed to inform teachers of the gaps in the student cohort skills and knowledge. Teachers can then examine the test results and look for any commonalities. Once these have been identified then the classroom teacher can set about setting up some learning tasks designed to help students overcome these gaps. A comprehensive results sheet is available for each student.

At the time of testing 7 students matched the criteria that dictated they must be tested. All were at the Jonal Drive campus.



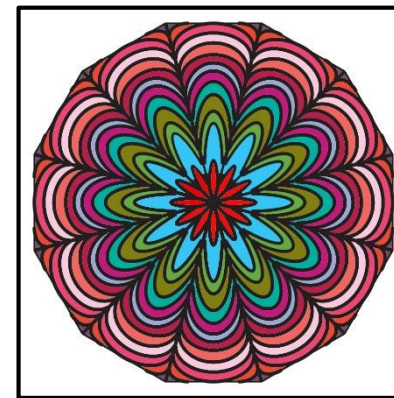
Student Artwork Goldsborough

Mathematics: there were five boys who completed the year 3 level test .Their results revealed that for 2 students the test was too easy as their percentile was 70 % and 88 % respectively, for another student the level was fine with a score of 59% and for another two students with score of 31% and 5%, the test was too hard.

For the remaining three students two did the year five test with scores of 42% and 14 % which means that the test was too hard and one other student did the year two level test and score 78% which means the test was too easy.

Reading Comprehension: four students were tested at year 4 level with one student scoring 70% which suggests the level was too easy for the other three students this level was too hard with scores of 14%, 6% and 13 % respectively.

Of the remaining three students one was tested at year 8 level and scores 31% which indicates this level was too hard, another was tested at year six and scored 50 % which indicates that the level may have been ok and the other at level four with a score of 96% which means this level was too easy.



Student Artwork Goldsborough

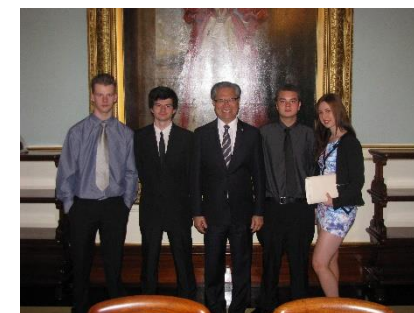
PAT Rm/Pc TEST RESULTS 24/9/15 to 29/9/2015

Math and Comprehension- (Note Scores around 55% to 60% indicate the level is about right for that student - math is in yellow, comprehension in turquoise.)

Student	Age	Year level	Test Score	Scale Score	Stanine	Percentile
Student 1	14	5	21	127.3	5	41 too hard
C		4	29	146.8	8	96 too easy
Student 2	14	3	29	125.5	6	70 too easy
C		6	24	128.8	5	50 ok
Student 3	14	5	12	115.6	3	14 too hard
C		4	16	109.5	3	22 too hard
Student 4	14	3	32	134.3	7	88 too easy
C		5	13	109.9	3	11 too hard
Student 5		3	27	121.4	5	59 ok
C		5	20	119.9	4	32 too hard
Student 6		3	21	111.8	4	31 too hard
C		4	10	98.9	2	6 too hard
Student 7		3	21	111.8	2	5 too hard
C		8	10	117.8	4	31 too hard
Student 8	14	2	19	111.8	7	78 too easy
C		4	13	104.3	3	13 too hard



"Ice Factor" visit to Government House



ACHIEVEMENT IN ALTERNATIVE PROGRAMS

Numbers of students engaged in VET courses during **2015** were:

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

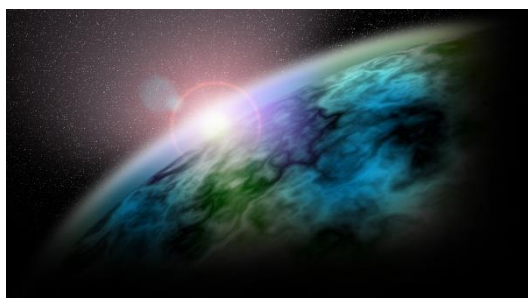
The figures in the table below are for discrete short courses throughout the year in the community.

SHORT COURSE	YOUNG PEOPLE	ABORIGINAL
Tyre Fitting	34	5
Learner's Permit	282	23
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:

- **483** disconnected young people engaged in education, training, and employment programs across the Outreach Programs. Of these students, **46** are Indigenous and **16** are youth involved with Juvenile Justice matters.
- There has been an average of **38** students regularly engaged in alternative education programs.
- **10** students per week engaged in short vocational courses



Digital Art Goldsbrough

Building Links

The Building Links program moved to a new location in 2015, with Housing SA providing another property on Prospect Road in Kilburn. The close proximity to

Kilburn Flexicentre was very convenient in being able to move equipment and undertake site visits.

As the restoration of the Prospect Road dwelling is nearly complete we are in discussion with Housing SA around another property in the Kilburn area.

This year we formed an alliance with Training Prospect as our registered training organisation. We were very pleased with the support offered by Training Prospects and delighted that Brett Littledike was able to continue as the Building Links instructor.

- **21** students completed Certificate 1 in Building and Construction
- **2** students completed Certificate 2 in Building and Construction

2016 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 Goldsbrough 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

The table below collates the responses from across campuses in highest and lowest responses. Scaling is from Strongly Disagree (1) to Strongly Agree (5). Responses are averaged to provide a Scale Score. Commonality in responses informs focus areas for 2017.

	STUDENTS	STAFF	PARENTS/CAREGIVERS
QUALITY TEACHING AND LEARNING	<p><i>High responses:</i></p> <ul style="list-style-type: none"> My teachers clearly explain or show me what I am to learn. Teachers explain how I am doing and how I can improve. <p><i>Low responses:</i></p> <ul style="list-style-type: none"> My class lessons and activities are interesting and help me to learn. My teachers make learning interesting. 	<p><i>High responses:</i></p> <ul style="list-style-type: none"> Learning programs at this school are responsive to student needs. The school uses student assessment information to evaluate, develop and refine teaching programs. <p><i>Low response:</i></p> <ul style="list-style-type: none"> Teachers at this school use a variety of teaching and learning strategies. 	<p><i>High responses:</i></p> <ul style="list-style-type: none"> I can talk to teachers about concerns. <p><i>Low response:</i></p> <ul style="list-style-type: none"> The school provides clear information about student achievement through reporting processes.
SUPPORT FOR LEARNING	<p><i>High responses:</i></p> <ul style="list-style-type: none"> I am encouraged to learn at my school. Teachers keep me safe from physical and emotional threats when at school. <p><i>Low responses:</i></p> <ul style="list-style-type: none"> Student behaviour is well managed by teachers at school. 	<p><i>High responses:</i></p> <ul style="list-style-type: none"> Staff are supported by the school in the management of students' behaviour. Teachers at this school care about how their students are going. <p><i>Low responses:</i></p> <ul style="list-style-type: none"> Our school's programs provide for the needs of students. Teachers at this school use strategies which enable students to be life-long learners. 	<p><i>High response:</i></p> <ul style="list-style-type: none"> Students receive support from other people to assist learning. <p><i>Low response:</i></p> <ul style="list-style-type: none"> Teachers provide students with useful feedback.

	<ul style="list-style-type: none"> Students at this school are encouraged to achieve to the best of their ability. 	<ul style="list-style-type: none"> This school has high educational expectations of the students. 	
RELATIONSHIPS AND COMMUNICATION	<p><i>High responses:</i></p> <ul style="list-style-type: none"> My school reports are discussed with me. I feel good about going to school. <p><i>Low responses:</i></p> <ul style="list-style-type: none"> Students are encouraged to participate in school events. I feel accepted by other students in my classes. 	<p><i>High response:</i></p> <ul style="list-style-type: none"> Staff at this school care about each other I feel I belong in this school. <p><i>Low response:</i></p> <ul style="list-style-type: none"> Staff at the school respond appropriately to students' concerns or suggestions. I am encouraged to discuss and share teaching methods and strategies with other teachers. 	<p><i>High response:</i></p> <ul style="list-style-type: none"> The school cares about the students and behaviour management is fair. <p><i>Low responses:</i></p> <ul style="list-style-type: none"> I am aware of the school's Site Improvement Plan with its priorities and targets.
LEADERSHIP, DECISION MAKING AND PLANNING	<p><i>High response:</i></p> <ul style="list-style-type: none"> I have an opportunity to be involved in decision making. <p><i>Low response:</i></p> <ul style="list-style-type: none"> This school is well organised and teachers are well prepared. 	<p><i>High response:</i></p> <ul style="list-style-type: none"> There is supportive leadership in this school. <p><i>Low response:</i></p> <ul style="list-style-type: none"> I have appropriate opportunities to be involved in decision making. 	<p><i>High responses:</i></p> <ul style="list-style-type: none"> The school makes minor changes to its programs to improve what it does. <p><i>Low responses:</i></p> <ul style="list-style-type: none"> The school's planning processes are clear to me.

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, low responses scoring over ‘class lessons being more interesting’ are historically familiar responses. The view that ‘this school is well organised and teachers are well prepared’ reflects an issue with communication, inconsistency and interruptions to the timetable due to student management complications. It is noted that there is a recognition ‘teachers clearly explain or show me what I am to learn’ and ‘how I can improve’ which appears as higher responses that in previous years. The other new high response received from all campuses relates to school reports being discussed with students. This is due instigating planned report sessions each term with all students.

Survey responses from students at Kilburn Flexicentre, differed somewhat from those in the AYTC. Across the 4 general areas of teaching and learning, support for learning, relationships and decision making the majority of responses were in the ‘agree’ or ‘strongly agree’ areas. This is viewed positively given two terms without a consistent site leader.

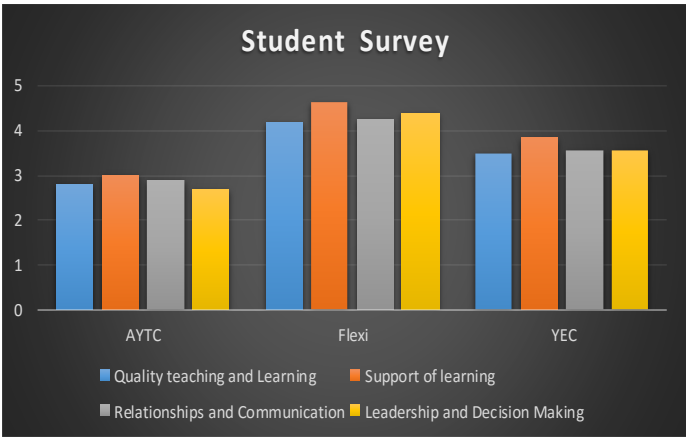
While many of the high responses reflected those of the AYTC, of difference were relationships with teachers (I know the teachers I can talk to if I have problems) and the use of learning materials (teachers provide a variety of interesting resources and materials). The development of the Horticulture program and implementation of Automotive would in part account for the second. Unlike many of the AYTC cohort, Flexicentre students responded very highly to ‘like trying new things’. Teachers’ encouragement, flexibility within learning activities and support of students may explain this positiveness.

In 2015, the opportunity for AYTC students to meet consultatively and feedback concerns and recommendations through a ‘student voice’ process to YEC staff, continued to be problematic. To this end, it was decided to attend the Youth Advisory Committee (YAC) meetings organised by AYTC management. While these

meetings primarily provided an opportunity to discuss AYTC residential issues, concerns over school operations, timetabling, classes and learning program could be discussed. At the Flexicentre, SRC meetings did not take place regularly while there was no consistent site leader. However, the two FLO co-ordinators called meeting as on an ‘as-needs’ basis. Regular meeting were initiated again in Term 4.

The Results for the 46 questions (max rating of 5)

	AYTC	Flexi	YEC
Quality teaching and Learning	2.79	4.20	3.50
Support of learning	3.00	4.65	3.83
Relationships and Communication	2.88	4.25	3.57
Leadership and Decision Making	2.70	4.40	3.55



STAFF SATISFACTION

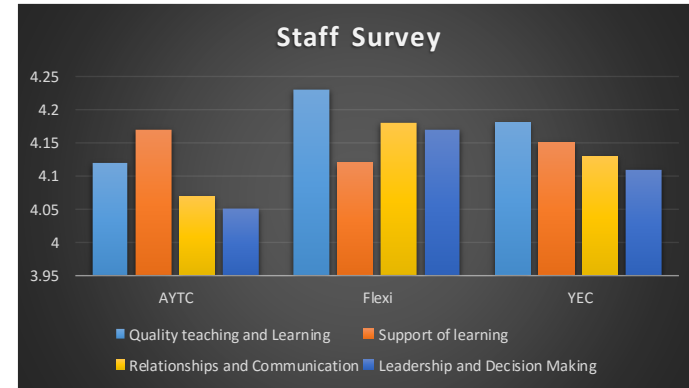
In 2015, teachers' responses across the campuses show greater variance than in 2014. Across the groups, teachers believed they felt 'supported by the school in the management of students' behaviour', 'there is supportive leadership in this school', 'staff at this school care about each other' and 'learning programs ... are responsive to student needs'. A developing feature in the responses was to assessment processes used. This has a direct connection to the intensive work done during training and development sessions on assessment and the focus on SACE/VET and PAT testing.

Points of difference between campuses include: 'teachers feel appreciated for the work they do' and 'teachers clearly explain to students what they are learning' with AYTC staff rating both of these more highly.

Within the low responses it is significant that teachers continue to respond to the perception that the variety of teaching and learning strategies implemented are limited and they are not enabling students to become life-long learners.

The Results for the 47 questions (max rating of 5)

	AYTC	Flexi	YEC
Quality teaching and Learning	4.12	4.23	4.18
Support of learning	4.17	4.12	4.15
Relationships and Communication	4.07	4.18	4.13
Leadership and Decision Making	4.05	4.17	4.11



PARENTS/CAREGIVERS SATISFACTION

This is the second 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 in 2014. This is disappointing given the level of promotion to AYTC staff during the survey period.

The overall responses from parents/caregivers again were lower than those for both staff and students. Of significance, albeit from the small survey group, AYTC staff feel strongly they 'can talk to teachers about concerns' indicating a comfortable relationship between teachers and operational staff.

However, responses to an understanding of assessment, achievement and report processes along with school planning and documents ranked lowly. As reported in 2014, the school must more effectively communicate the structure and purpose of the YEC curriculum, how student achievement is reported, the ways in which students are supported and our formal planning and reporting documents

2016 RECOMMENDATIONS

- *Implement a common language to be used by all staff focussing on 'respect, responsibility and success' to improve student learning dispositions.*
- *All teachers be supported through release time to visit and collaborate with other schools as part of measures to improve teaching practice.*
- *The Literacy and Numeracy Coach role is continued with a greater emphasis on the share development of pedagogical practice.*
- *The continued funding of a Speech Pathologist role with an increased focus on staff training for student identification and referral of speech, language and communication difficulties.*
- *Line management (collaborative colleague) processes are clearly formulated, conveyed to all staff and consistent in their implementation.*
- *The DECD Performance and Development Review Plan is used by all collaborative colleagues in professional discussions on a term by term basis.*
- *Ensure students reports are shared with residential staff at student meetings.*
- *Ensure the YEC Site Improvement Plan is presented and discussed with residential staff and made available on the AYTC internal network.*
- *Schedule a number of information sessions for AYTC residential staff on*

Cooking program at Flexicentre



the YEC curriculum, assessment and reporting process as relevant to DECD and the school.

Cooking program at Flexicentre



Small machinery operations in Horticulture program

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
Leadership	7
Teaching Staff	17
Graduate Degrees/Diplomas	24
Post Graduate Qualifications	5

WORKFORCE COMPOSITION

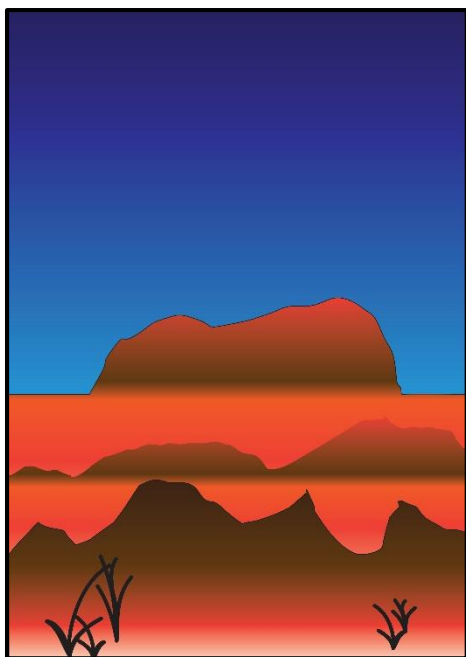
Workforce Composition	Teaching Staff inc. Leaders		Non-teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-time Equivalent	0	21	0.8	12.2
Staff	0	24	1	12

FINANCIAL REPORT

Better Schools Funding

Better Schools Funding (BSF) program provides additional funding to improve the educational achievement of our least advantaged students.

You were provided with an indicative BSF amount based on your 2014 enrolments with the proviso that the second 50% payment would be updated to reflect your 2015 enrolment data. The second and final payment to Youth Education Centre, under the Better Schools Agreement for 2015, is \$22438 and was paid in June 2015. The total funding received was \$53.330.98.



Digital artwork Goldsborough

The BSF funding allocated recognises the educational needs of those students from an educationally disadvantaged or Aboriginal or Torres Strait Islander background and that their needs should be given priority in your school planning processes.

Youth Education Centre's teaching and learning program is focussed on ensuring all students improve in literacy and numeracy over the specified term of their enrolment at the school. This is referenced in the Site Improvement Plan priorities. Nearly all students come from backgrounds of significant disadvantage with lower levels of school achievement and therefore opportunities to complete their education and undertake post-secondary courses or gain meaningful employment.

This year BSF program funded a 0.6 salary for a curriculum school services officer to work one-on-one with students identified as significantly below chronological age in literacy and numeracy. Recognized students across all campuses were provided with intensive support through BSF. Within this group more than 50% of students identify as ATSI.

Measurable outcomes for this group of students are included in the data section of the Annual Report.

YOUTH EDUCATION CENTRE
General Ledger Profit and Loss for Prior Year, Period 13

	Account	Description	PTD Posting	YTD Posting
REVENUE				
	R-COV-6890	VET IN SCHOOLS	0	11,970.00
Total for REVENUE			0	11,970.00
EXPENSES				
	E-CEL-7335	LIT - SPEECH PATHOLOGIST 0.5	0	28,618.65
	E-COV-7172	WS VET	0	20,111.99
	E-CPJ-7121	EXP - FLO CASE MANAGEMENT	218.18	3,020.12
	E-CPJ-7335	EXP - FLO CASE MANAGEMENT	0	103,846.37
	E-ZZK-7335	EXPENSES - BETTER SCHOOLS 2015	0	29,581.19
Total for EXPENSES			218.18	185,178.32
GRANTS : DETE				
	R-CCG-6195	GRANTS CURRICULUM - REVENUE	0	60,615.62
	R-ZDS-6170	STAFF - SALARY CONVERSION	0	49,593.92
	R-ZZG-6142	GRANTS - RECURRENT FUNDING	0	3,436,154.46
Total for GRANTS : DETE			0	3,546,364.00

GLOBAL BUDGET REVENUE

	R-ZDS-65118	GB-TEACHER SUPPLEMENTATION	0	106,703.16
	R-ZZF-65121	GB-ELECTRICAL TESTING	0	50
	R-ZZG-61471	GB-RECONCILIATION	0	58,359.84
	R-ZZH-61334	GB-FLU VACINATIONS	0	480
	R-ZZK-61124	BETTER SCHOOLS AGREEMENT FUNDING	0	44,985.52
			-----	-----
Total for GLOBAL BUDGET REVENUE			0	210,578.52

GRANTS : COMMONWEALTH

	R-CPJ-6325	REV - FLO CASE MANAGEMENT	0	170,862.16
			-----	-----
Total for GRANTS : COMMONWEALTH			0	170,862.16

OTHER OPERATING REVENUE

	R-SGR-6820	SRC - FUNDRAISING REVENUE	0	166
	R-ZOA-6890	ASSPA - OTHER REVENUE	0	170,000.00
	R-ZZZ-6850	WS - INTEREST REVENUE	0	130.91
	R-ZZZ-6852	WS - INTEREST SASIF PAUL ALTSCHWAGE	26.35	339.54
	R-ZZZ-6890	OTHER OPERATING REVENUE	0	42,466.43
			-----	-----
Total for OTHER OPERATING REVENUE			26.35	213,102.88

CAPITAL REVENUE

	R-ZZZ-6760	WS - PROFIT ON DISPOSAL OF ASSET	0	602
Total for CAPITAL REVENUE			0	602

NON-OPERATING REVENUE

	R-CPN-7335	REVENUE- MENTORING NATHAN P	0	14,599.15
	R-ZUU-6900	REV - STAFF UNIFORMS	0	878.25
Total for NON-OPERATING REVENUE			0	15,477.40

Total Revenue**26.35****4,156,986.96****SUPPLIES AND SERVICES**

E-CAA-7121	ART - CONSUMABLES	0	6,108.20
E-CAM-7121	MUSIC CONSUMABLES	0	408.27
E-CCG-7121	GC - CONSUMABLES	1,512.82	20,049.99
E-CCG-7148	GC - MINOR EQUIPMENT	0	78,220.63
E-CCL-7121	CLASSROOM - CONSUMABLES	348.02	23,419.17
E-CCP-7121	CHAPLAINCY EXPENSES	54.82	20,676.91
E-CCR-7199	RESOURCE CENTRE - TEXTS	0	5,233.11
E-CEL-7172	LITERACY - RESOURCES	0	1,557.39
E-CHD-7172	HEALTH & PERSONAL DEVELOPMENT	0	181.25

E-CHE-7121	HOME EC - CONSUMABLES	142.16	10,014.40
E-CHP-7172	PHYSICAL ED - RESOURCES	0	2,872.12
E-CMM-7172	MATHS - RESOURCES	0	752.6
E-CSG-7121	SCIENCE - CONSUMABLES	0	438.49
	TECH - METAL WORK		
E-CTT-7121	CONSUMABLES	0	2,109.02
	TECH STUDY - WOODWORK		
E-CTT-7172	EQUIPMENT	0	2,916.28
E-CVS-7172	S & E - RESOURCES	0	531.64
E-ROH-7148	HORTICULTURE	0	1,417.00
E-SGR-7139	SRC - FUNDRAISING EXPENSES	0	24.94
E-ZDM-7181	MANAGEMENT - ADMINISTRATION	6,399.22	61,031.41
E-ZOA-7172	ASSPA - ABORIGINAL EDUCATION	0	169,176.49
	FACILITIES - MAINTENANCE		
E-ZZF-7121	CONSUMABLE	0	2,379.01
E-ZZF-7169	FACIL - REPAIRS/REPLACEMENTS	0	3,513.16
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	12	6,535.17
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	8.18	1,268.12
	INFO SYSTEMS - HARDWARE &		
E-ZZI-7144	MINOR EQU	-8.18	37,819.98
E-ZZI-7151	INFO SYSTEM - SA.EDU	620	8,570.00
E-ZZI-7199	INFO SYSTEM - SUPPORT	0	97,753.71
E-ZZP-7121	PRINT - CONSUMABLES	0	1,640.57
E-ZZP-7169	PRINT - MAINTENANCE CONTRACT	0	9,464.95
E-ZZT-7121	T & D CONSUMABLES	0	24,364.44
E-ZZZ-7199	WS - OTHER EXPENSES	130	11,552.31
		-----	-----
Total for SUPPLIES AND SERVICES		9,219.04	612,000.73

GLOBAL BUDGET EXPENSES

E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0	1,717.91	
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0	1,177.55	
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0	5.51	
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0	1,472.62	
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0	2,465,284.50	
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0	453,785.79	
E-ZDS-71113	GB-SAL/WAGES-PSM	0	2,015.40	
E-ZDS-71114	GB-SAL/WAGES-TRT	0	81,900.00	
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0	10,002.11	
E-ZZF-73145	GB-RATES-WATER	0	-626.94	
E-ZZF-73146	GB-RATES-WATER USAGE	0	159.36	
E-ZZF-73147	GB-RATES-SEWER	0	626.94	
E-ZZF-73287	GB-CLEANING EXPENSES	1,821.31	18,609.41	
E-ZZF-73288	GB-WASTE DISPOSAL	0	740.58	
E-ZZF-73511	GB-REPAIRS & MAINTENANCE	0	4,914.04	
E-ZZZ-71281	GB-FRinge BENEFITS TAX	0	1,925.55	
		-----	-----	
Total for GLOBAL BUDGET EXPENSES		1,821.31	3,043,710.33	

EMPLOYEE EXPENSES

E-ZOA-7335	ASSPA - AB STUDENT TUTORING	0	1,540.00	
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Total for EMPLOYEE EXPENSES		0	1,540.00	

PARENT CONTRIBUTION EXPENSES

	E-CPI-7980	PERFORMANCES - IN SCHOOL	0	70,597.86
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Total for PARENT CONTRIBUTION EXPENSES			0	70,597.86

NON-OPERATING EXPENSES

	E-CPN-7335	EXPENSES - MENTORING NATHAN P	0	15,243.79
	E-ZUU-7700	EXP - STAFF UNIFORMS	0	876.45
			-----	-----
Total for NON-OPERATING EXPENSES			0	16,120.24

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Total Expenses			11,040.35	3,743,969.16
			=====	=====

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Surplus or (Deficit) funds			-11,232.18	239,809.48
			=====	=====

YOUTH EDUCATION CENTRE
General Ledger Balance Sheet for Prior Year, Period 13

==== Assets ===
CASH (CURRENT)

A- ZZZ- 1110	CASH AT BANK - SCHOOL	36,893.62
A- ZZZ- 1120	PETTY CASH - FLO STUDENTS	2,300.00
A- ZZZ- 1150	CASH FLOAT- FLEXICENTRE & FORKLIFT	1,000.00

Total for CASH (CURRENT)		40,193.62
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INVESTMENTS (CURRENT)

A- ZZZ- 1210	SASIF INVESTMENT - SCHOOL	1,308,443.59
A- ZZZ- 1220	SASIF - PAUL ALTSCHWAGER ACCOUNT	14,938.95

Total for INVESTMENTS (CURRENT)		1,323,382.54
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RECEIVABLES (CURRENT)

A- ZZZ- 1310	ACCOUNTS RECEIVABLE	10,312.77
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Total for RECEIVABLES (CURRENT)			10,312.77
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GLOBAL BUDGET ASSETS

A- ZZG- 15118	ACCRUED RECURRENT FUNDING	99,865.59
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Total for GLOBAL BUDGET ASSETS		99,865.59
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FURNITURE AND EQUIPMENT

A- ZZP- 2650	PRINT - EQUIPMENT - PHOTOCOPIER	85,358.47
A- ZZP- 2651	PRINT - ACCUM DEPREC EQUIPMENT	-70,981.84

Total for FURNITURE AND EQUIPMENT		14,376.63
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COMPUTING AND COMMUNICATIONS

A- ZZF- 2770	FACILITIES - FILE SERVER	50,573.72
A- ZZF- 2771	FACILITIES - DEPREC FILE SERVER	-26,291.65
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**

24,282.07

BUSES AND MOTOR VEHICLES

A-
ZZF-
2810

FACILITIES - ASSET VEHICLES

70,903.46

A-
ZZF-
2811

FACILITIES - DEPREC VEHICLES

-66,217.66

Total for BUSES AND MOTOR VEHICLES

4,685.80

Total Assets

1,517,099.02

==== Liabilities ====

LIABILITIES

L-ZZZ-
3555
L-ZZZ-
3591
L-ZZZ-
3593

WS - BANKING HOLDING ACCOUNT

180

WS - BALANCE 2007-2009 POEM

CONTRAC

12,567.28

WS - BALANCE 2010-14

CONNECTIONS

13,921.93

Total for LIABILITIES

26,669.21

PAYABLES (CURRENT)

L-ZZZ-
3210

WS - ACCOUNTS PAYABLE

119.12

Total for PAYABLES (CURRENT)

119.12

OTHER LIABILITIES (CURRENT)

L-ZZS- 3555	PC HOLDING ACCOUNTS - DONATIONS	-736.13
L-ZZZ- 3515	WS - GST HOLDING ACCOUNT	-2,766.93
L-ZZZ- 3560	WS - ACCRUED EXPENSES	11,267.80
L-ZZZ- 3590	WS - TRANSIT	-7,456.38

Total for OTHER LIABILITIES (CURRENT)

308.36

SCHOOL EQUITY

F-ZZF- 5200	FACILITIES - CAPITAL PROJECT RESERV	221,752.38
F-ZZZ- 5100	ACCUMULATED SURPLUS	1,028,440.47
F-ZZZ- 5110	NET INCOME YEAR TO DATE SURPLUS/(DEFICIT) CURRENT PERIOD	251,041.66 -11,232.18

Total for SCHOOL EQUITY

1,490,002.33

Total Liabilities and Equity

1,517,099.02
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