



Youth Education Centre 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Youth Education Centre Number: 195

Partnership: Montague

Name of School Principal:

Greg Wirth

Name of Governing Council Chair:

Rob Bryson

Date of Endorsement:

School Context and Highlights

The Youth Education Centre is situated across three sites in Adelaide's inner northern suburbs. Two campuses are situated in the Adelaide Youth Training Centre (AYTC) for young people in secure care. The Flexicentre for Flexible Learning Option (FLO) students occupies the former Kilburn Primary School.

All YEC students receive intensive case management and every student has an Individual Learning Plan. YEC provides young people an opportunity to re-engage with their education in a supportive, student-centred learning environment where the overall welfare of young people is paramount. AYTC residents are supported through close working relationships with DCSI personnel, health professionals and education staff. Information sharing through 'therapeutic' and educational case management is crucial to positive outcomes for all YEC students.

AYTC – Goldsborough Road, Cavan - 5 residential units for males 15-18+ years including assessment, induction and case management.

AYTC - Jonal Drive, Cavan - females 10-18+ years, young males 10-14 years and Police custody – young people held in custody before attending the Adelaide Youth Court

Kilburn Flexicentre – Montgomery Road, Kilburn - males and females 15-18 years of age - providing a quality, engaging teaching and learning program to meet individual needs of disadvantaged young people involved in the youth justice system or disengaged from education. Programs include: general education program over 4 days with a focus on accredited SACE and VET learning, Therapeutic and Life Skill, Building Links, Automotive, Horticulture and other short courses some of which are provided to other sites on a fee-for-service basis.

A major highlight of 2016 was the first YEC Flexicentre Graduation and Formal which celebrated the achievements of staff and students whose efforts led to the first Flexicentre SACE graduates.

The continuing Speech Therapy trial and the installation of sound-field systems (part funded by the Minister's Specialist Sound Technology Grant 2016) have raised awareness of the impact of hearing difficulties in Youth Justice and the benefits of working to address this.

Upgrading of the "Hub" at the Flexicentre has enhanced its functions as a centre for students case management and wellbeing as well as a flexible space for meetings and training. The recent installation of a small library has seen a pleasing upsurge in students reading for pleasure

Governing Council Report

The Governing Council of the Youth Education Centre has continued its diligent support of the staff and students of YEC. Our Governing Council chair for his thirteenth year was Mr Rob Bryson. Rob's extensive experience in business, school governance and with YEC makes him an invaluable asset.

Rob is also an active member of YEC's finance committee. There has been some draw-down on YEC reserves in 2016 to continue the development of the Flexicentre delivery model. Some readjustment of our fee-for-service model should stabilise this as will be shown in the 2017 budget which will be presented at the YEC Annual General Meeting in early March.

The establishment of new classrooms and offices has been postponed until a functional business model can be developed and case presented to DECD for inclusion as DECD funded capital works.

Key initiatives progressed over the past year comprise:

- Fundraising for the Flexicentre combined Formal and Graduation Ceremony. This was the first such event held by YEC and celebrated the first students to complete their SACE through the Flexicentre program. (Students in secure care have completed SACE in previous years.)
- The endorsement of a successful application for the Minister's Specialist Sound Technology Grants 2016 and for supplementary funding. This has enabled YEC to install Soundfield systems in classrooms at Jonal Drive and Goldsborough Road which will improve learning outcomes for all students, but especially those with hearing and auditory processing difficulties.
- Supporting the redevelopment of the Flexicentre "Hub" to enhance its functionality as a centre for student case management and wellbeing. The "Hub" is now a warm and welcoming building where students have access to case managers and other services in a confidential and secure environment.

Governing Council acknowledges the dedication and effort of the staff of the Youth Education Centre in fostering the school values; Respect, Responsibility and Success and their continued efforts to enable diverse opportunities for successful transition in to the community of our young people. Governing Council also recognises the work of the staff of the Youth Education Centre in forging strong working relationships between YEC and AYTC.

Improvement Planning and Outcomes

Priority 1 Improved Numeracy and Literacy outcomes across the school

The Speech Pathologist trial continued in 2016 with mixed success. It was often difficult for sufficient AYTC staff to be made available to conduct assessments in the most timely manner. The information from these assessments was nevertheless extremely useful and its incorporation into Individual Learning Plans has facilitated greater personalisation of learning. Our Speech Pathologist concluded her appointment at the end of 2016. A new position has been advertised, but not yet filled.

All students have extensive assessment to identify learning needs in numeracy and literacy. As these needs are met, this information is updated. Student achievement is tracked anecdotally in teacher comments and review/term reports. The Student Pathways Coordinators and Senior Leader are examining other data sets and modifications to DayMap to allow teachers and classroom SSOs to better capture short stay gains in student learning. There are very few opportunities for exit assessment and many of our students are with us for only a short time. YEC is in the process of developing systems where this progress may be more accurately captured and tracked via DayMap along with anecdotal comments. (DayMap issues in relation to capturing lesson-by-lesson attendance have been addressed and will provide more reliable and accessible data in this area going forward.

Priority 2 Increased SACE/VET achievement and completion

Please see below. All students enrolled in SACE had their SACE progress mapped on a "SACE Pie Chart". Intensive support was provided for those at risk of non-completion. This process will continue in 2017 with an emphasis on enrolling students in SACE early to maximise opportunities for success.

Student Services and Pathways Coordinators developed a joint initiative between the Youth Education Center and Workskills to better meet the needs of older students wanting employment pathways. The 2016 introduction of the national Transition to Work Program was seen as a viable option for this cohort of students but presented some access difficulties for our students. Partnership between Workskills and YEC has enabled this service to be brought into the centre on a weekly basis. Students have additional teaching staff support while developing both their relationships with service providers and their personal portfolios. The program was identified as meeting the needs of both the students and target groups identified in the National Inquiries into Children in State Care. The joint program has since been given National Pilot Study status and will be the model for a national roll out in coming months following a review of the data.

Priority 3 Improved staff capacity and wellbeing

A Wellbeing Committee has been established and has conducted a staff wellbeing survey. This provided clear directions re leadership communication and cohesion. Staff have also received extended training in the neuroscience of trauma. In terms of raising the standard of Professional Conversations YEC has abandoned the "Collaborative Colleagues" model in favour of a more conventional line management model. All staff have termly meeting with line managers using DECD performance development templates. The survey also indicated a need to improve community involvement and student voice.

In the collaborative development of the 2017 Site Improvement Plan, staff have identified Cohesion, Opportunity and Engagement as key priorities for YEC. Whole staff discussions have identified the need for the additional training in intensive numeracy and literacy support, development of whole-school numeracy, literacy and behaviour agreements and improved communication with parents, AYTC and other stakeholders.

School Performance Comment

Youth Education Centre SACE Results 2016;

- Four students completed their required 200 credits at Flexicentre (and two more in early 2017) - these are the Flexicentre's first SACE graduates.

- Three students at Goldsbrough Road completed 120 credits to achieve SACE Stage 1

The moderation process has become more streamlined with the Curriculum Coordinator moderating with teachers experienced in each subject, providing intense and valuable professional conversations to take place and ensure student work is assessed at the appropriate level. Student " SACE Pie Charts' and the "SACE RACE" made individual progress visible.

Students enrolled in 10 SACE subjects. 9 students enrolled in Stage 2 subjects

57 students received a C or above (3 As and 3 Bs at Stage 1 - 2 As and 4 Bs at Stage 2)

4 students completed their SACE with 200 credits at stage 1 and 2

One AYTC student achieved his Stage 2 Research Project with "Is it Possible to Achieve SACE in Lock-up?"

VET COMPLETION 2016;

Certificate II Engineering - 1 student; Certificate II Outdoor Education - 2; Certificate I in Automotive - 6; Certificate II in Hairdressing - 1; Certificate I in Building Construction - 40; Certificate II in Building Construction - 6; Certificate 1 in Agrifoods – 1 plus 5 completed 4/6 modules; Certificate II in Horticulture - 7; Certificate II in Kitchen Operations - 14 completed 7/12 modules, 2 completed 2/12 modules; Certificate I in Employment Skills Development - 10

Literacy and Numeracy Achievement 2016;

Improvements in reading age ranged from zero months (brief stays) to 36 months. The average reading age gain was 7 months over an average stay of 3 months.

54 students improved their reading age by 1 -6 months; 2 by 12 months; 3 by 18 months; 1 by 24 months; 2 by 30 months; 3 by 36 months

In Summary;

- 5% reduction of students in the very low reading age group (less than 8 years)
- 1% increase in number of students in the 8.0-10.6 reading age group
- 4% increase in students moving into the independent reader bracket (10.6-15years) . The greatest gains occurred in this bracket with 61% (29) of students in this group reading at or beyond 12 years reading age following instruction.
- No change in number of age appropriate readers

All students were assessed for basic numeracy,

- 95% were operating at below grade 4 level and nearly half of those were below grade 2 level.
- 5 % of student were operating at or above grade 4 with none at their age appropriate level.

Behaviour Management Comment

Recorded behaviour incidents rose from 204 in 2015 to 390 in 2016. This can be attributed to a number of factors.

The 204 incidents recorded in 2015 were attributable to 71 students, an average of 2.87 per student reported. The 390 incidents in 2016 were from 121 students at an average of 3.22 per students reported.

Staff have been encouraged to report all incidents of unacceptable behaviour.

317 of the incidents recorded in 2016 were "Persistent and Willful Inattention" or "Threatened Good Order" - more than 81% of the reports. In 2015 these two categories made up 84% of reports.

As YEC moves to implement Positive Behaviour for Learning these will be key focus areas.

Client Opinion Summary

Student Survey: In response to the question; "What barriers exist for young people in lock up and prevent them from reaching achievable outcomes?" Students identified the following factors - Lack of respect, peer pressure and intimidation, disruptions and a lack of internet access.

Other responses included;

School in AYTC is helping me plan for the future? - 75% agreed or strongly agreed

Do you think the teachers are putting in 100% to help you achieve? - 63% agreed or strongly agreed.

The subjects here are helping me learn important lessons? - 50% agreed or strongly agreed.

Staff Survey: Asked "What barriers exist for young people in lock up and prevent them from reaching achievable outcomes?"

Teachers pointed to the short time that many young people are in custody which makes it difficult to establish relationships and achieve learning goals. They also noted the issue of disruptions from a variety of causes such as staffing levels and student conflict.

73% agreed or strongly agreed that YEC develops professional cultures in which staff collaborate across and within sites to build consistent and coherent approaches to teaching and the delivery and monitoring of learning.

89% agreed or strongly agreed that YEC uses quality management practices to develop inclusive strategic planning and change processes, align resources to achieve priorities and ensure sustainable site operations. 15% disagreed or strongly disagreed.

There was evidence also that staff felt community engagement and consultation, including student voice, was an area for development. "Providing opportunities for families and young people to shape policies and practices that affect them." at 3.73, had the lowest weighted average of all responses.

Stakeholder Survey: AYTC staff were asked "What encouragement and motivational strategies do you think we should use to encourage students here to achieve their SACE/VET results?"

Responses included;

- "Extra workshops/Lessons"
- "I think daily encouragement and recognition is essential to motivate the young people".
- "Access to attend outside programmes".

Intended Destination

Leave Reason	School	
	Number	%
Employment	13	5.1%
Interstate/Overseas	1	0.4%
Other	9	3.6
Seeking Employment	0	0%
Tertiary/TAFE/Training	12	5.9
Transfer to Non-Govt School	0	0%
Transfer to SA Govt School	215	85%
Unknown	3	1.2%
Unknown (TG - Not Found)	0	0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All non-teaching staff and volunteers at Youth Education Centre are required to present an up-to-date DCSI Relevant History Certificate with the expiry date recorded in EDSAS and on the HRS system withing the Education Portal.

In a single case in 2016, an employee, whose work was core to WHS, had their RHS expire. In this case an Non-Compliance form was lodged and, subject to the approval of the Director of Workforce Management and the Executive Director of People and Culture, the staff member was able to continue employment under direct supervision while the RHS was completed.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	43
Post Graduate Qualifications	16

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	23.5	1.9	10.5
Persons	0	26	2	13

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$3,637,492.58
Grants: Commonwealth	\$192,000.00
Parent Contributions	\$101,718.61 ⁺
Fund Raising	\$2,910.85
Other	\$15,000.00

Data Source: Data Source: Education Department School Administration System (EDSAS).