



Youth Education Centre 2017 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:

22/3/18

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.

- Flexicentre continues to support students achieve their SACE qualification as well as gaining trade certificates. Again a graduation ceremony was held to celebrate our students' achievements.
- YEC continues to be a leader in the provision of education for young people at risk. The school has hosted visits from interstate and across South Australia, particularly looking at our intake and case management processes. YEC presented sessions at the Australasian Corrections Education Association Conference as well as to support staff across the state.
- Resilient Futures has been introduced as a joint venture with SAHMRI and this positive psychology program will be accredited as part of SACE.
- YEC's partnership with WorkSkill in "Transition to Work" will support students entering the workplace.

Governing Council Report

Our Governing Council chair for his fourteenth 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 and highly experienced member of YEC's Financial Advisory Committee.

2017 saw Sister Bernadette retire from her volunteering role with YEC. Sister Bernadette has volunteered with YEC for many years, first at the Training Centre and then at Flexicentre. The YEC Governing Council has elected to present a Sister Bernadette prize at the end of each year in honour of her service to the school.

In September 2017 Youth Education Centre for the second time was the Winner of the Schools Award (Secondary) in the 2017 Dorothea Mackellar Poetry Awards.. This is a remarkable achievement and shows the dedication of the staff and students. The award was presented at a ceremony in Gunnedah, NSW. Of special note was the offer by the key note speaker at the presentations, Aboriginal Opera singer Deborah Cheatham AO, to collaborate with one of the students, who also won the Assisted Learning Secondary section to put his words to music.

Youth Education Centre also earned a Certificate of Appreciation after being nominated for the Australian Education Union Arthur Hamilton Award for Outstanding Contribution to Aboriginal and Torres Strait Islander Education. The organisers of this award rang to speak to the school and commend them on their work.

The introduction of the Radio program was another highlight. This gives students a chance to develop self-confidence and provides culturally sensitive/responsive therapy.

Flexicentre held its first Open Night for parents, service providers and local community to come on-site and view our successes. This was well attended and created a good deal of positive interest. The Flexicentre Open Night will become an annual event.

Department for Communities and Social Inclusion continue to be represented on the Youth Education Centre Governing Council as part of the strong relationship between AYTC and YEC

The Governing Council of the Youth Education Centre has continued its support of the staff and students of YEC. This was particularly important while the YEC Principal was on extended sick leave. Governing Council recognises the outstanding work of the Deputy Principal and the site's leadership team in maintaining the smooth running and ongoing improvement of the school during the Principal's absence.

Improvement Planning and Outcomes

Wellbeing (including Positive Behaviour for Learning);

Professional Learning has been held in the theory of PBL and in the implementation of the new Behaviour Support Framework. Signage has been developed to promote the BSF and outline behaviours and consequences. An important part of this is that YEC input now has equivalent weighting to input from Training Centre Staff. The BSF has allowed more students to access higher phases and provided the tools to measure their success and to discuss their behaviour. Students are able to better understand and participate in the phase review process and are encouraged to present their case for advancement. Students who have achieved phase three provide examples to others.

Our next big step in this area is the development and implementation of a whole-school behaviour management policy which can incorporate the BSF as well as the context of the Flexicentre. As part of this we will be developing a common behaviour language across all sites and developing explicit lesson to teach desired behaviours.

Our involvement with SAHMRI, HYPAs and Red Cross will see the Resilient Futures program continue to expand.

Goodman's Strengths and difficulties assessment, administered to all AYTC intake students identifies suggests 82% of our students are at increased or high risk of presenting clinically significant problems compared to 5-10% of the general population. This highlights the need for significant well-being input.

Numeracy

All teachers, leaders and classroom SSOs have engaged in professional learning regarding the 'Big Ideas in Number', "Trusting the Count" and "Place Value" are planning considerations across the curriculum. The exploration of the "Big Ideas in Number" will continue in 2017.

An important function in 2016 was the mapping of the Australian Curriculum Numeracy, Literacy and Personal and Social Capability continua. This has enabled YEC to concentrate on what is achievable within the limitations of our context, and more importantly to map our students' and their progress through these continua.

QuickSmart sessions designed to help students with fluency have demonstrated improvement for all students who have participated. QuickSmart will be expanded for students at both Flexicentre and Goldsborough Road. YEC has been fortunate to have been able to implement this at minimal cost and we have SSOs who are willing and able to deliver this program to students who need to develop their fluency. While the transient nature of our student population makes it difficult to achieve the progress that we would like, the number of students on the lower levels has fallen from 96% to 75%. Extension of the program to our other sites will help maintain the momentum of improvement. Anecdotally, teachers report greater student confidence in mathematics as a result of the QuickSmart program.

Literacy.

While literacy was not specifically part of the YEC Site Improvement Plan some important gains have been made in this area.

Fountas and Pinnell benchmark assessment system has been introduced across Jonal Drive and Goldsborough Road. All current students are assessed and performance tracked using a data wall on each campus. Oral language assessment is used to measure academic language, listening comprehension and receptive language. Again, student progress is tracked on a data wall at each site. This enables teachers to tailor instructions for individual students.

Another major literacy innovation was the introduction of "Book Club" within AYTC. This program is helping young people with their comprehension and oral language.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2017	*	*	*	*	*	*
Year 9 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School Performance Comment

Students were enrolled in 12 SACE subjects. 80 "C" or above grades were awarded in 2017. This equates to 93%, up from 89% in 2016. There were only 7 grades below a "C".

3 students completed their SACE. Stage 2 completion rate was lower than originally expected, due to: 2 students not completing VET Certificate courses and therefore not meeting the 200 credits requirement, 1 student deciding to attend University through alternative pathways, and 2 students withdrawing due to personal circumstances.

25% of Learners Permit students took the Self-Directed Community Learning package offered, meaning up to 67 students obtained 10 -20 credits for their learning in the course.

SACE Credits were awarded to young women in custody for the first time in several years.

Every Youth Education Centre student has an up-to-date Individual Learning Plan. The information on this plans is accessed by teachers to plan the individual programs for each student.

Students for whom longitudinal data in oral language development is available show students have achieved as much as a year's improvement in six weeks.

At this time a small number of students only access Progressive Attainment Testing, to provide information for home schools, which has to be paper based. (Internet access has still not been made available for AYTC students.) YEC students are exempt from NAPLAN testing.

2017 YEC VET completion results are:
Building Links Cert I in Construction – 29
Building Links Cert II in Construction – 5
Cert II in Horticulture – 6
Cert I In Automotive – 10

2017 External VET courses:
1 student completed Cert III in Carpentry
1 student completed Cert II in Automotive
1 student completed Cert III in Community Services

Attendance Comment

Flexicentre students' attendance is reported to home schools in accordance with FLO management processes. AYTC students attendance is monitored through day sheets and DayMap.

Behaviour Management Comment

Recorded behaviour incidents were 204 in 2015, 390 in 2016 and 118 in 2017.

One student was suspended in 2017.

This shows a significant reduction. This can be attributed to the implementation of the new Positive Behaviour based Behaviour Support Framework in AYTC and to a Positive Behaviour approach at Flexicentre.

"Persistent and Willful Inattention" or "Threatened Good Order" are still the highest categories making up 75% of all reports.

As expected the highest numbers of negative behaviours occur around transition times, highlighting the need for transitions to be smooth, orderly and timely. Changes in the way students are brought to school and returned to units have sometimes resulted in delays and some unsettling of students.

Client Opinion Summary

No formal student opinion data was collected for 2017. There is, however, strong evidence of student satisfaction and appreciation in the comments they have supplied for their school reports;

"This term I have enjoyed Art, Maths and English. I think I have done well at using pastels in art and designing a skateboard. I have done well at working on my SACE tasks in English and Maths. I would like to improve in Home Ec. and PE. In the future I would like to finish my SACE." - Jonal

"I have enjoyed maths, in particular addition with trading. I think I have done well with my spelling in English and completing my resume in PLP. I would like to improve my handwriting, spelling and money skills. In the future I would like to get a job." - Jonal

"This term I really enjoyed maths because before I didn't know how to tell the time or times tables but now I have learnt how to tell the time and some of my times tables. Maths is easier now that I know these things. I enjoy learning new things like measuring angles with protractors.

I would like to improve my behavior in the future, in particular listening to staff and following instructions. I would also like to change my behavior when I go home so that I don't come back because I will be going to Goldsborough Road if I come back. I would like to be a carpenter because I have learnt a lot of skills at school like woodwork and measuring angles which will help me train to be a carpenter. A youth worker told me about carpenter apprenticeships and explained that I can get paid to while I learn. I would like this because I would like to get my own money and be independent so I can help look after my sister." - Goldsborough

"This term, I have done well in Maths because previously I did not have much understanding but now I know how to divide, multiply and subtract. I have enjoyed learning more in every subject and being given the opportunity to increase my knowledge. I would like to improve further in Maths and also Spelling. In the future, I am interested in completing a TAFE course in Construction." - Goldsborough

"This term I enjoyed fitting into the environment at Flexicentre, meeting new people and making some new friends. I think I did well in Maths because I enjoy it and find it a skill which I can pick up easily. I hope to improve on my attendance in the future and also hopefully work hard in my studies and enroll in University to study criminal law." - Flexi

Intended Destination

Leave Reason	School	
	Number	%
Employment	12	4%
Interstate/Overseas	0	0%
Other	12	4%
Seeking Employment	0	0%
Tertiary/TAFE/Training	6	2%
Transfer to Non-Govt School	0	0%
Transfer to SA Govt School	277	90%
Unknown	0	0%
Unknown (TG - Not Found)	0	0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

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

Governing Council Members and volunteers are also required to have a Relevant Screen.

Staff needing a separate Relevant History Screening are advised to apply early to avoid problems with clearances expiring before new clearances are issued.

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	39
Post Graduate Qualifications	19

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	1.0	21.6	0.9	11.6
Persons	1	25	1	15

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$3,840,745.57
Grants: Commonwealth	
Parent Contributions	\$101,540.00
Fund Raising	
Other	\$360,400.00

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

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Additional salaries for SSO support in classrooms - particularly literacy and numeracy support.	Individual Learning plans. - support in reaching individual goals -
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Homework Centre Funding • Development of Oral Language and Reading Intervention • Teacher training and consultation language disorder and explicit vocabulary instruction. • Continuation of PLC with teachers and SSO staff. • Purchase approved oral language screening tool. • Developing a culturally sensitive service and working towards advocacy for students within AYTC and Juvenile Justice including the Courts. • Increased capacity for AYTC staff • The Radio Program was introduced at Goldsbrough Road site.	improved social, numeracy, reading and oral language skills.
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Salaries for SSO support in classrooms - literacy and numeracy intervention 55 HPW. Expansion of oral language support and support for fluency in number skills.	See above re Literacy and Numeracy improvements for all students.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		