



Youth Education Centre 2019 annual report to the school community



**Government
of South Australia**
Department for Education

Youth Education Centre Number: 195

Partnership: Montague

Name of school principal:

Greg Wirth

Name of governing council chairperson:

Rob Bryson

Date of endorsement:

March 5th 2020

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 has an Individual Learning Plan. Young people opportunities to re-engage with education in supportive, student-centred learning environments where their education and welfare is paramount. AYTC residents are supported through close working relationships with DHS personnel, health professionals and education staff. Information sharing through 'therapeutic' and educational case management is crucial to positive outcomes.

AYTC – Goldsbrough 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

At the end of 2019, AYTC moved to a Dynamic Accommodation Model. When numbers are low students will be moved from Jonal Drive to Goldsbrough Road. At the time of writing, the only students in Jonal Drive are those in Police Custody. This has meant some adjustment to operations within YEC. It is a tribute to YEC staff that this change has been adopted smoothly and with minimal loss of learning time.

Kilburn Flexicentre – Montgomery Road, Kilburn - students 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 with a focus on accredited SACE and VET learning, VET courses include Certificate I and II Construction, Certificate II Automotive, Certificate II Horticulture and Certificate II Food Processing. Short courses include White Card, Barista, Learner's Permit Course and a three day Bridgestone Accredited Tyre Fitting Course.

Highlights include;

Building better links with home schools to improve YEC/School transitions

Much improved AYTC - Flexi Transition

White card accreditation during extension program

Reconciliation Week art displayed at number 31

Access to One Plan

Improvements in SACE completion and grades

Development of on-line bulletin and induction for staff

Flexicentre numbers up by over 100%



Governing council report

Mr Rob Bryson, YEC's Governing Council Chair, continues his diligent, unflagging support of YEC entering his 17th year with us. His extensive experience in business and with public schooling make him an important asset.

Some initiatives and successes from 2019 include;

Flexicentre redevelopment is almost complete. New shedding has provided space for secure archive storage and for safe storage of horticulture and automotive materials.

New leaders have settled into their roles and continue to drive learning improvement and enhance school culture.

The transition to the Dynamic Accommodation Model has been accomplished with minimal learning disruption - teaching spaces are still something of an issue and YEC and AYTC will continue to work towards a solution.

In 2019 more students successfully completed SACE units than ever before.

Building Links, Horticulture and Automotive programs have continued to grow. There is now a waiting list for places in these courses and for the Flexicentre general course.

YEC's first dedicated Aboriginal Education Teacher begins in 2020.

New ICT infrastructure will better link the YEC sites and enable simplified computer operations and greater security.

Governing Council would like to commend all YEC staff on their efforts.



Improvement planning - review and evaluate

The YEC SIP has been refined to include only two goals;

All students develop as balanced readers; they will progress in; decoding, reading with fluency and phrasing and in comprehension.

All students engage with SACE as soon as appropriate. Quality and depth of student work improves, measured against the performance standards, A – E

A numeracy goal has been shelved until 2022 to better fit in with Montague Partnership planning and to enable YEC to go "narrow and deep" with literacy and SACE improvement.

All classroom staff are developing skills in teaching of reading through the work with the Montague partnership and Stephen Graham. By mid-2020, all classroom staff will be able to conduct a Running Record assessment of student reading. With support from our SACE Achievement and Project Officer, YEC staff are now engaging more fully with NESPN SACE PLCs. The quality of LAPs has improved. The average Stage 2 result (from a small number of students) was a B and completed SACE units, across stages 1 and 2 totaled 134, nearly 150% up on 2016.

Directions from the 2018 External Site Review were;

1. Review current assessment practices and establish common assessment protocols so that whole-school improvement data over time can be used to inform cycles of site improvement.
2. Ensure, through whole-school, evidence-based site improvement planning, that all teaching is increasingly purposeful and effective for more students more of the time.
3. Strengthen evidence-based goal-setting and review with all students to harness their agency in learning.
4. Work actively to build collaboration between campuses and to harness whole-school teamwork in the interests of improving the efficacy of teaching practice, conducive to improved student learning outcomes.

Against directions from the External Review;

1. Intake assessments have been revised and continue to be improved to provide an accurate picture of students entering YEC. A particular focus is the focus on Reading and, particularly, on the use of Running Records to inform teaching and learning. This will continue in 2020 supported by the Montague Partnership Reading Coach and school/partnership work with Stephen Graham. YEC has developed its own version of One Plan, which will gradually meld into the on-line version as protocols and procedures are developed in conjunction with the One Plan team.
2. The work of YEC's Director of Learning has focused on evidence informed pedagogical improvement. YEC has developed a pedagogical agreement around the 4Cs; Consistency, Chunking, Core Skills and Curriculum. Agreements have also been developed for Literacy (Reading emphasis) and SACE. All Learning and assessment plans are now on common templates and subject to stringent quality assurance processes from the Heads of Campus and Director of Learning.
3. As above, students are now being consistently provided with learning expectations. As One Plan rolls out, the Student Review Team process will develop SMARTA goals for each student and through SRT meeting, monitor achievement against those goals.
4. YEC has developed agreed Staff Norms, reaffirmed its values of Respect, Responsibility and Success and developed a new vision and mission statement. PLCs have been established to work on improvements in Literacy and SACE. YEC now has an on-line bulletin which is distributed each week. All policies, meeting minutes, handouts from professional learning are available and accessible on-line. The same platform also hosts the new YEC on-line staff induction site.



South Australian Certificate of Education - SACE

SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

2016	2017	2018	2019
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019
A+	*	*	*
A	*	*	*
A-	*	*	*
B+	*	*	*
B	*	*	*
B-	*	*	*
C+	*	*	*
C	*	*	*
C-	*	*	*
D+	*	*	*
D	*	*	*
D-	*	*	*
E+	*	*	*
E	*	*	*
E-	*	*	*
N	*	*	*

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2017	2018	2019
*	*	*

Data Source: SACE Schools Data reports, extracted February 2019.

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

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	*	*	*	*
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	*	*	*	*

School performance comment

SACE and Literacy Professional Learning Communities have developed agreements around SACE and reading which will continue to be developed and shape YEC's work in these two main areas.

Consistent Student Referral Team process is developed and will be running across sites in 2020.

School-wide data base ready for implementation across sites in 2020

Common Australian Curriculum Learning and Assessment Plan template across sites.

New timetable is in place to support a morning literacy (and later) numeracy block.

100% of students have an attendance over 80%.

YEC teachers are engaging with North Eastern Secondary Principals' Network (NESP) PLCs and our SACE Improvement Officer. Teachers are also engaging more rigorously with SACE moderation. This has seen an increase in the numbers of SACE units completed.

Students were enrolled in a total of 20 SACE subjects.

134 "C" or higher grades were awarded in 2019 – 41 more than the previous year.

YEC students are exempt from NAPLAN testing.

2019 YEC VET/Short Course completion results are;

Building Links Certificate I in Construction – 12

Building Links Certificate II in Construction – 18

Certificate II in Horticulture – 10

Certificate I In Automotive – 6

20 students completed Certificate II in Food Preparation

281 students passed their learner driver test.

29 students were awarded a parchment for Tyre Fitting

57 students earned a White card enabling them to work on construction sites.

All of these courses attract SACE credits.

Two Flexicentre students completed SACE

Destination data is continuing to prove problematic. Students often leave YEC with little notice and may not always have a home school to which they will return. The results below are not an accurate reflection of student destinations, but reflect a number of procedural difficulties which are being remedied. YEC is closely examining EDSAS procedures to identify and correct long term structural inconsistencies and anomalies.

Attendance

Year level
Total

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance at AYTC Campuses is almost 100% and there are no unexplained absences.

Within the Flexicentre Campus many of the students are independent and/or from complex backgrounds. The attendance rates reflect those factors. Every effort is made to contact students and/or their carers when students are absent. Youth Workers regularly visit homes to help students attend school and we support students with transport, food and clothing as well as providing assistance through partnerships with Metro Health, CAMHS etc..

Across sites 100% of students show 80% or better attendance.

Behaviour support comment

Reported bullying rates; weekly:monthly:rarely for YEC vs all public schools in 2019 were 25:28:47 vs 16:43:40. This reflects the higher level of supervision at YEC and the small class sizes.

Recorded behaviour incidents were 390 in 2016, 118 in 2017, 260 in 2018 and 265 in 2019. This suggests that the behaviour processes are now being applied more consistently. Three students were responsible for about 17% of reports. These three students were in AYTC and were students with considerable issues around self regulation. All had behaviour support plans in place.

"Persistent and Willful Inattention" or "Threatened Good Order" were the highest categories making up over 80% of all reports.

Client opinion summary

For the first time, YEC students completed the DfE Wellbeing and Engagement Collection survey. As might be expected YEC students scored somewhat lower on measures of high wellbeing than students across all public schools. They scored slightly higher than all public schools students on lower and medium wellbeing. The difference was quite small in most cases. The overall health scores for Overall Health in high, medium and low wellbeing for YEC and all schools respectively were 28:48:23 and 31:47:22.

The largest variations were in the Engagement With School category. The percentages for School Belonging were 33:25:42 compared to 45:34:21. For Identifying an Important Adult at School YEC students answered "Yes" 39% compared with all schools at 55%. These figures are not surprising considering that YEC students have, generally, had poor relationships with home schools and are, on average, at YEC for relatively short periods. It is hoped that a new Student Review Team process with closer monitoring of student learning engagement will help boost these results.

After school activities for the majority of YEC students are problematic. This section was generally left incomplete, but, interestingly, 5 students reported being "too busy"!

Students consistently report that they enjoy coming to school and would like school to be more like a mainstream school and finish at 3:30.

Intended destination

Leave Reason	School	
	Number	%
Employment	1	2.0%
Interstate/Overseas	1	2.0%
Other	1	2.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	6	12.2%
Unknown	40	81.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

YEC has to conform to a higher standard than most sites. AYTC operating procedures require all staff and volunteers (including YEC staff and volunteers) to present a current WWCC before they can access the centres at Goldsborough Road or Jonal Drive. Without a copy of this filed at Goldsborough Road they will not be admitted. All staff and volunteers who attend the AYTC sites or Flexicentre have a copy of the relevant documentation on file and details recorded on EDSAS.

Qualifications held by the teaching workforce 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	38
Post Graduate Qualifications	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	22.9	1.0	13.0
Persons	0	25	1	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$4020393.22
Grants: Commonwealth	\$154494.46
Parent Contributions	\$136714.00
Fund Raising	\$3802.85
Other	\$1045.94

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made 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
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Homework Centre Funding <ul style="list-style-type: none"> Ongoing Oral Language and Reading Intervention Teacher training and consultation language disorder and explicit vocabulary instruction. Continuation of PLC with teachers and SSO staff. Implementation of oral language screening tool. Increased capacity for AYTC staff Occupational Therapy program 	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. Continuation 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)		