



Youth Education Centre

2020 annual report to the community

Youth Education Centre Number: 195

Partnership: Montague

Signature

School principal:

Mr Dan Pearce

Governing council chair:

Rob Bryson

Date of endorsement:

9 March 2021



Government
of South Australia
Department for Education

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 Youth Education Centre students receive intensive case management support and have Individual Learning Plans. Young people are provided extensive opportunities to re-engage with education within a supportive, student-centered learning environment where their education and welfare is considered paramount.

During 2020 the Adelaide Youth Training Centre underwent a change of name and is now known as the Kulana Tapa Youth Justice Centre. DHS personnel, health professionals and education staff work closely together to support the residents of the Kulana Tapa Youth Justice Centre. Information sharing through 'therapeutic' and educational case management is crucial to achieving positive outcomes for all students.

The Dynamic Accommodation Model introduced as a trial in 2019 has been implemented on an on-going basis in 2020, meaning that the Jonal Drive campus now remains closed whilst numbers remain low. At the time of writing, Jonal Drive is only opened to residents in Police Custody. Education was not provided at the Jonal Drive campus at anytime during 2020.

Programs offered by YEC include general education programs 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 Barista and Learner's Permit Course.

2020 highlights include:

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

The newly established Aboriginal Education Team working to support improved Aboriginal literacy

Staff engaging in Stephen Graham professional development in the teaching of Reading

Implementation of daily reading instruction for all students across both campuses

The establishment of classroom libraries in each learning space at KTYJC

Improved transition between Kurlana Tapa Youth Justice Centre and the Flexicentre

Continued improvements in SACE completion and grades

Introduction of online learning at both the Flexicentre and Goldsborough Road campuses

The continued increase in the number of students attending the Flexicentre

Governing council report

Mr Rob Bryson, YEC's Governing Council Chairperson, continues his diligent, unflagging support of YEC as he enters his 18th year with the Youth Education Centre. Rob's extensive experience in business and with public schooling make him an important asset.

Some important initiatives and successes of 2020 include:

The introduction of online learning for students at Kurlana Tapa Youth Justice Centre, a first for any such facility in Australia.

An Aboriginal Education Teacher was appointed at Kurlana Tapa Youth Justice Centre for the very first time, This role supports the engagement of Aboriginal students across all 3 campuses.

The Dynamic Accommodation Model introduced as a trial in 2019 has been implemented, allowing the consolidation of resources and personnel at Goldsborough Road Campus.

The Adelaide Youth Training Centre being renamed Kurlana Tapa Youth Justice Centre.

The appointment of our new Principal (Dan Pearce) at the end of 2020 provides enormous opportunities for further improvement in the teaching and learning at the Youth Education Centre.

The entire YEC community would like to thank Greg Wirth for his dedication and relentless commitment to improving the learning outcomes of our students. Greg worked incredibly hard to support both students and staff at YEC and we wish him all the very best for the future.

Quality improvement planning

The YEC Site Improvement Plan continued its focus on two goals;

1. All students develop as balanced readers; they will progress in; decoding, reading with fluency and phrasing and in comprehension.
2. All students engage with SACE as soon as appropriate. Quality and depth of student work improves, measured against the performance standards, A – E.

All classroom staff have continued the development of skills in the teaching of reading through YEC's continued work with the Montague partnership and Stephen Graham. All classroom teaching staff participated in Running Record training during 2020 to strengthen their understanding of, and ability to conduct a Running Record assessment of student's reading.

An enormous amount of work has been undertaken during 2020. As a result, the quality of LAPs continues to improve.

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 focus will intensify in 2021 supported by the Local Education Team.

2. The work of YEC's Director of Learning has focused on evidence informed pedagogical improvement. YECs pedagogical agreements (around the 4Cs; Consistency, Chunking, Core Skills and Curriculum) will be reviewed and refined as the focus on reading improvement continues. 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. Student Review Team processes developed and implemented during 2020 continue to evolve in 2021. These Student Review Teams enable the development of SMARTA goals for each student and support the ongoing monitoring of student achievement against these personalised learning goals.

4. YEC has implemented an online learning platform (VERSO Learning) to support both student learning and their transition between campuses. The VERSO platform enables staff to upload curriculum content to a secure 'closed app'. This enables students at both Goldsborough Road and the Flexicentre to access learning content from either location. This also enables students to commence learning whilst at Goldsborough Road and to continue their learning at the Flexicentre upon their release from KTYJC.

Improvement: Aboriginal learners

Staff consultation processes during 2019 identified the two key elements of the Aboriginal Learner Achievement Plan. These being:

1. Data Informed Planning
2. Tracking and Monitoring Growth and Achievement

Progress in both of these elements of the action plan has been achieved in 2020.

These elements have informed, and have been included in, the 2021 SACE Improvement Action Plan.

South Australian Certificate of Education - SACE

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

2017	2018	2019	2020
100%	100%	*	100%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2020
A+	*	*	0%
A	*	*	0%
A-	*	*	0%
B+	*	*	0%
B	*	*	0%
B-	*	*	0%
C+	*	*	0%
C	*	*	0%
C-	*	*	0%
D+	*	*	0%
D	*	*	0%
D-	*	*	0%
E+	*	*	0%
E	*	*	0%
E-	*	*	0%
N	*	*	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2020
*	*	#Error

Data Source: SACE Schools Data reports, extracted February 2020

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

School performance comment

SACE and Literacy Professional Learning Communities have continued to refine agreements around SACE and Reading. This focus on reading improvement is set to continue in 2021.

Consistent Student Referral Team processes have been established across both campuses in 2020. These processes will be reviewed and will continue to be refined in 2021.

A Learner Achievement Database has been established and trialed at Goldsbrough Road in 2020. This supports the tracking and monitoring of key sets of learner achievement data at the individual student level. This trial is set to be reviewed in 2021 and may result in the trial being expanded to include students from the Flexicentre.

A common Australian Curriculum Learning and Assessment Plan template was implemented across both Goldsbrough Road and Flexicentre resulting in greater consistency of learning design across the campuses.

The timetable restructure trialed in 2020 to support a morning literacy block has been very successful. This has ensured every student across YEC has engaged in a minimum of 20 minutes of shared reading each day. This will be reviewed, with the intention of establishing a 45 minute literacy block each morning where students access oral language, phonics, phonological awareness and shared/guided reading.

100% of students have an attendance over 80%.

YEC teachers continued to engage with North Eastern Secondary Principals' Network (NESP) PLCs and working with our SACE Improvement Officer.

Teachers have also engaged rigorously with SACE moderation processes. This has seen a continued increase in the numbers of SACE units completed.

Destination data continues to prove problematic. Students often leave YEC with little or no notice and may not always have a home school to which they return. The results below do not represent an accurate reflection of student destinations, but highlight a number of procedural difficulties which require addressing.

Attendance comment

Attendance at KTYJC Campuses is almost 100% with 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.

Behaviour support comment

Recorded behaviour incidents rose very slightly from 408 in 2019 to 412 in 2020. This is a pleasing result considering the significant increase in the number of student enrolments at the Flexicentre in 2020. This suggests that the student behaviour processes are being applied and recorded with consistency.

Whilst 'Threat Order' and 'Persistent and Willful Inattention' continue to make up over 80% of all behaviour reports, it is pleasing to see that the percentage of behaviour incidents involving 'Threatened or Perpetuated Violence' continues to decline. Incidents involving violence has declined from 8.2% in 2018 down to 3.6% in 2019 and 2.6% in 2020.

Client opinion summary

YEC students completed the DfE Wellbeing and Engagement Collection survey for the first time in 2019. Unfortunately, due to COVID-19 restriction implemented at KTYJC, YEC students were unable to complete the survey in 2020. YEC hopes to re-engage with the survey again in 2021.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	10	18.2%
Seeking Employment	1	1.8%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	9.1%
Transfer to SA Govt School	24	43.6%
Unknown	15	27.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Kurlana Tapa Youth Justice Centre operating procedures require all staff and volunteers (including Youth Education Centre staff and volunteers) to present a current WWCC before they can access the centres at both Goldsborough Road or Jonal Drive campuses.

In addition to this, Psychological Suitability Assessments of classroom based SSOs who work in the Kurlana Tapa Youth Justice Centre was also introduced in 2020.

Without these requirements being met approval to work at KTYJC will not permitted.

All staff and volunteers who attend the Kurlana Tapa Youth Justice Centre campuses or Flexicentre have a copy of the relevant documentation on file and details recorded on EDSAS.

Before employees and visitors can be on site or work with our children, we check the person (s) has a current screening

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	39
Post Graduate Qualifications	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	21.5	1.0	10.8
Persons	0	23	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,512,179
Grants: Commonwealth	\$294,773
Parent Contributions	\$102,836
Fund Raising	\$60
Other	\$3,378

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

2020 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 2020 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 wellbeing and engagement	Teaching and learning programmes continued to support disengaged students to connect with school and engage in daily reading support. A range of high interest reading resources have been provided in each learning space.	90% of students have engaged in daily modelled reading instruction resulting.
	Improved outcomes for students with an additional language or dialect	Literacy intervention and support programs were implemented to provide additional and targeted support for identified students. This included additional teacher support in classrooms as well as SSO support.	Increased student participation.
	Inclusive Education Support Program	Identified students provided to individual and small group support in literacy, numeracy and wellbeing.	Inclusive strategies have enabled students to make progress towards personalise
Targeted funding for groups of students	<ul style="list-style-type: none"> Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support 	<p>Online learning has been implemented with the implementation of the VERSO online learning platform. This has enabled curriculum content to be available to all students across all three Youth Education Centre campuses. Students are now able to access the learning content while they are at YEC, but are also able to access and continue their studies when they transition back to their 'home-school'.</p> <p>Homework Centre Funding continues to support ongoing oral language and reading intervention work and the implementation of the oral language screening tool.</p>	<p>Greater student participation in daily modelled reading with several non-literate students now reading with greater independence/confidence.</p>
Program funding for all students	Australian Curriculum	Funding has been utilised to provide opportunities for teachers to collaboratively design learning and assessment tasks using the Australian Curriculum. Teachers have also collaboratively moderated assessment tasks.	Identified students progressing towards personalised learning/reading goals.
	Aboriginal languages programs Initiatives	Aboriginal Education Teacher appointed to support our Aboriginal students and their families as well as strengthening cultural awareness in collaboration with DHS support personnel.	Greater Aboriginal student participation in literacy intervention.
	Better schools funding	Salaries for classroom based SSO support focused on intensive literacy and numeracy intervention. Continuation of oral language support as well as support for fluency in number through implementation of Quicksmart.	Identified students progressing towards personalised learning/reading goals.
Other discretionary funding	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

