



Adelaide Secondary School of English

Annual Report 2015



We Value:

Respect

Responsibility

Resilience



Department for Education and Child Development
T/A South Australian Government Schools.
CRICOS Provider No. 00018A



Government of South Australia
Department for Education and
Child Development

1. Context

School Name: Adelaide Secondary School of English

School Number: 1686

Principal: Julie Presser

Partnership: West Torrens

Adelaide Secondary School of English offers specialist intensive English language programs to prepare secondary aged migrant, refugee and international students newly arrived in Australia, for entry into mainstreams secondary schools or alternative work and study pathways.

In 2015 the school had **703** students enrolled throughout the year. At any one time, there were between **350-470** students from as many as 65 different countries, language and cultural groups. This was the lowest number of annual enrolments since 2006. It is usual that student numbers fluctuate significantly throughout the year because of continuous enrolment and students leaving at the end of each term on completion of their course of study. During 2015, **417** students finished their program and/or left the school. This was a significantly lower number compared to the previous 4 years and reflected the decreased number of overall enrolments. The majority of transitioning students enrolled in mainstream secondary schools (Government, Catholic and Independent) located across the metropolitan area after spending up to two years in the school. A small number sought work or other educational pathways, went interstate or overseas.

The school has an Index of Educational Disadvantage of 2. This reflects the complexity of the school community, including the transitory nature of the families during their first years of settlement in Australia as well as their high levels of unemployment and low socio-economic status.

Total enrolments throughout the year for the period 2006 - 2015

2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
701	818	753	708	715	820	799	835	816	703

Total Transitions throughout the year for the period 2006 - 2015

2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
373	457	414	363	379	424	465	441	483	417

Summary of visa status for 2006 - 2015 (%)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Refugee	56.5	58.8	57.98	49	45.7	44	38	34	36.76	37.7
Refugee Protection Visa	0	0	0.4	3.5	4.5	9.1	18	18	5.64	1.6
Migrant	9	8.6	10.24	14.6	18.3	15.4	14	19	24.63	28.6
Overseas full fee paying students	14	12	9.71	8.6	7.3	8.5	7	9	12.38	11.1
Temporary	19	20.4	21.14	23.7	23.2	21.9	21	19	17.89	18.8
Australian/New Zealand	1	0.1	0.53	0.6	1	1.2	1	1	2.70	2.2

Specific enrolment data which has impacted on the school:

1. Enrolments remained relatively steady throughout the year with a considerable decrease in overall numbers from 2014
2. There has been a significant decrease (13-17%) of students who were on either a Refugee or on a Refugee Protection Visa since the intake of students on Community Detention in 2012.
3. The two largest cultural groups in the school were Afghani (20.20%) and Chinese (13.94%). These were followed by Pakistani (7.11%), Iranian (6.69%) and Vietnamese (5.41%).

Young People in Care-YPiC (Previously: Students under the Guardianship of the Minister- GOM) (Total for The Year)

2010	2011	2012	2013	2014	2015
18	42	31	15	2	0

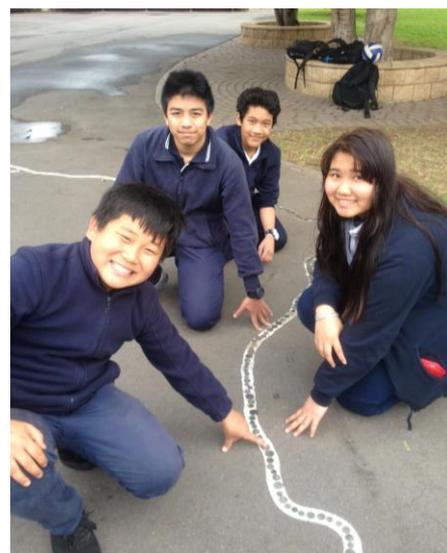
Students in Community Detention (Total for the Year)

2011	2012	2013	2014	2015
14	38	88	39	2

Students with Bridging Visas (BVEs) (Total for the Year)

2013	2014	2015
44	48	22

4. There were no students classified as Young People in Care (YPiC) and only 2 students enrolled in the school who were living in Community Detention either with their own families or in care arrangements. This is a reflection of the Federal Government's recent Immigration and Border Protection Policies
5. The school was only aware of a very small number of students where there was a discrepancy between their official age on their travel documents and their real age, posing no major issue to the school
6. For many of the students entering on a refugee or refugee protection visa and including those classified as CDN and BVE the following factors have been significant in curriculum delivery, student wellbeing and parent/caregiver participation in the school:
 - The amount of time students have spent in a refugee camp or a transit country which has affected the amount and quality of previous education
 - The number of students with significant learning needs
 - The number of students who have mental health and other issues which require absence from school
 - The number of students who are not living with a biological parent
 - The number of students in a single-parent home
 - The number of students who are living with a legal guardian
7. During 2015 the school enrolled a comparatively small number of students on Bridging visas (BVEs). These students often had mental health issues due to the high level of uncertainty in their lives.

**International Full-Fee Students (Total for The Year)**

2010	2011	2012	2013	2014	2015
54	69	50	71	102	86

8. The school has been providing intensive English language programs to International full fee-paying students since 1990. The numbers enrolled vary from year to year depending on the overall intake of students in DECD, the ability for other schools to offer their own Intensive Secondary English Course (ISEC) program as well as the "fit" of students into these programs. In 2015, the total number of international full fee paying students enrolled in the school decreased from 2014 but was still significantly higher than other years.

2. Report from Governing Council

Governing Council meetings were held regularly each term in Week 5. With the continued efforts of the Coordinator: Community Partnerships, membership was maintained at a comparable level to previous years. The initiative to employ the school BSSOs representing 4 of the main language groups in the school (Nepali, Dari, Burundi and Amharic) helped to ensure stability of the Parent/caregiver membership on Governing Council.

The school continued with the work initiated through the 2013 (Parent Initiatives in Education) project to provide a series of community meetings with the Afghani, African and Nepali parent/caregivers to support them in their efforts to understand the education system and legal structures to ensure their children have successful futures. A further

series of workshops were also offered to these communities as a requirement of the LEAP Project whereby students presented workshops to their families and community members on Healthy Lifestyles.

In 2015 the Governing Council approved and supported the work of the school staff as outlined in the Site Improvement Plan. The Curriculum Review and Writing process, a five year project that the school committed to in 2012, continued. Further upgrades of the ICT infrastructure and equipment across the school, along with the necessary training and development opportunities for staff were also supported by Governing Council. Major facilities upgrades including the move of the school's Resource Centre to the vacated Aboriginal, Multicultural and Languages Resource Centre occurred at the beginning of the school year along with the construction of the undercover walk ways and shaded areas between the main central buildings of the school. Approval was also given for the redevelopment of the old Resource Centre to be used as the ICT Hub. This work was successfully completed during the Dec/Jan school holidays for the commencement of the 2016 school year.

The Governing Council appreciates the representation and active involvement of the representatives from both Government and other support agencies. Active participation by the Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS) and Australian Refugee Association (ARA) representatives ensures that the school can have continuity of membership by people who understand and actively work addressing the issues affecting the school and the surrounding community.

3. 2015 Highlights

Following recommendations from the CIS and SSI reviews in 2012 and enabling the school's curriculum to be informed by the Australian Curriculum (AC), a major focus for the past three years has been the whole school Curriculum Review (2014-2017). Building on from the work in 2014, the rewriting of the Pathway C curriculum was completed and implementation commenced in Term 3. The parameters were then set for the review of the Pathway A curriculum in 2016.

The Performance and Development Policy was reviewed again in 2015 in line with DECD policy. There was a continued focus on the establishment of Professional Learning Teams (PLTs) with the purpose of all teaching staff working together to implement and collect data on improved classroom pedagogies. Meeting times were built into the term planner to support this work. As a result, a positive, supportive teaching and learning culture was further enhanced in the school, and teachers willingly shared the results of their work in a Whole School PLT exhibition during Term 4.

Professional development opportunities relating to the AC continued to be provided. The 3 year commitment to work with Professor Martin Westwell, (Flinders University) and supported by Kristin Vonney (Project Officer) focused on the improvement of pedagogies, specifically the teaching of "Executive Functions". In 2015 Kristin supported Step 9 teachers, mentoring and supporting them with opportunities to open their classrooms and to share teaching strategies with colleagues who provided feedback.

Coaches and Support Teachers were allocated time in order to help the school community focus on using data to identify students at risk and to assist in the differentiation of teaching programs. Following training of teachers in assigning reading levels through Running Records and support from the reading support teacher, all student reading levels were assigned on enrolment and reported at the end of each term. 2 Mathematics/Numeracy support teachers were also assigned to investigate, develop and trial a Maths/Numeracy assessment tool on enrolment. This provided Mathematics teachers with information in order to target students requiring specific help. ICT coaches were also provided time to document ICT teaching strategies across the curriculum and to design an ICT skills continuum appropriate to measuring student progress in ICT skills. Additional time was provided to a Special Needs support teacher to give intensive support to students identified as having learning difficulties. She also assisted teachers with Individual Education Plans (IEPs) for these students.

Successful whole school student achievement assemblies were held each term whereby student achievement was celebrated on a day or week of significance. Special guests were invited to speak at these assemblies. Visitors to the school in 2015 included the Senator Penny Wong in Term 1 for Harmony Day, The Hon Zoe Bettison, Minister for Communities, Social Inclusion, Social Housing, Multicultural Affairs, Aging, Youth and Volunteers in Term 2 for Refugee Week. In Term 3 the Minister for Education and Children's Services the Hon. Susan Close attended for the celebration of the International Day of Peace and in Term 4, the South Australian Greens representative in Federal Parliament, Senator Robert Simms for celebrating Diversity and Multiculturalism.



Parent/caregivers were invited to the school on many of occasions including for parent-teacher interview evenings, Governing Council meetings and Graduation assemblies. Many families also attended the community presentations where students presented what they had learnt through their involvement in the LEAP program which had a focus on Healthy Lifestyles.

The Target Work (Construction) Program was made available to more classes. In 2015 the projects continued to be school-based enabling students to contribute to the beautification and improvement of the school grounds. These projects included a new landscaped, shaded seating area outside the Resource Centre, re-turfing the grassed areas and construction of more tree-seats. The Target Work program is integrated into the PLP curriculum ensuring that students receive SACE recognition for their work. Plaques naming students involved in each project recognize this valuable work.



4. Site Improvement Planning

The main priorities in the Site Improvement Plan (2015) included:

1. The Implementation of the new Pathway C curriculum
2. The ongoing review and writing of the Pathway A curriculum
3. The further review, implementation and enhancement of the Performance and Development Policy
4. Improving student wellbeing and engagement through the strengthening of partnerships

The first 2 priorities were the key work of the Curriculum team and key outcomes achieved included:

The implementation of the Pathway C curriculum on the completion of the writing. Further evaluation and changes were made accordingly. The parameters were then set for the writing of the Pathway A curriculum in 2016. (see above Highlights)

Training was offered to all teachers to further improve and support the use of Running Records as an assessment and monitoring tool for reading. All students had their reading levels assessed and recorded on enrolment and at the end of each term. The Running Record levels were then recorded on the student report to show the improvements in reading. Approximately 80 students were involved in the Premiers Reading Challenge.

The third priority re: the review, implementation and enhancement of the Performance and Development Policy reflected the changes made to the DECD Policy.

Professional Learning Teams (PLTs) were established across the school: In 2015 the focus was on teachers working together to develop and trial strategies which enhanced student learning. Meeting times were built into the term planner to support this work. As a result, a positive, supportive teaching and learning culture was further enhanced in the school, especially in relation to the sharing of this work in the final session for the year.

With the intention of introducing Peer Observations in the school, Step 9 Teachers were asked to work with Kristin Vonney during Terms 3 and 4. Step 9 Teachers volunteered to open their classrooms to colleagues and showcase their practices. Observing teachers were encouraged to provide feedback.

The fourth priority focused on the improvement of student wellbeing and engagement through the strengthening of partnerships.

In Student Services successful outcomes included:

- All staff were trained in Child Protection Curriculum and strategies written into the curriculum
- Links were maintained with STTARS who were actively involved on the Governing Council and provided a dedicated additional counselling/support service to students
- CAMHS clinical practitioner involvement with the counselling and supporting transition for older students
- A relationship with Flinders University was established in order to provide Student Mentors
- Increased opportunities were provided for Student voice and leadership through the Student Representative Council (SRC) and leadership training opportunities

In ICT successful outcomes included:

- Investigation, planning and budgeting for the establishment of an ICT Hub in the old resource centre
- Google Classroom trialled with the support of the ICT coach
- ICT Continuum which was aligned to the School's curriculum and matching the needs of students was designed

Challenges

The continuous high turnover of students at the school remains a constant challenge. In 2015, the School saw a slow decrease in the number of enrolments throughout the year, to the lowest numbers since 2006. With a consistently high number of students transitioning at the end of each term, the School struggled to maintain enrolments above 400, 100 less than the previous year.

The high percentage of older male students (16-17 years old) in 2013, decreased significantly in 2015. This reflected the decrease of numbers of students living in Community Detention and those on Bridging Visas (BVEs). Despite this, there was still a significant number of students enrolling in the school who were quickly identified as being highly disadvantaged in terms of their previous experiences coming from war situations and refugee camps, and who had very limited positive schooling experiences. Affected by both learning and wellbeing issues, they continued to challenge the nature of the student body and provided the staff with attendance, behaviour, counselling and transition issues. Additional specialist staffing, use of volunteers and a strengthened relationship with STTARS workers were maintained to help address these issues. The School also investigated and trialed the involvement of Flinders University mentors to help support students identified as at risk.

As the enrolment numbers are difficult to predict, the school community must remain flexible and open to a rapidly changing environment. Maintaining a stable school community within this change is essential in order to meet the learning and wellbeing needs of our many, often highly traumatised refugee, Community Detention and BVE students. This continued to be a challenge for the school in 2015 as there was a need to employ a number of short term contract staff throughout the year as new classes formed.

All staff, both admin and teaching staff must be commended for their ongoing patience, understanding, mutual support and focus that they put into maintaining this stable school environment as well as working towards the improvement of both school and personal teaching and learning goals.

Accreditation

The School has been involved in the Council of International Schools (CIS) accreditation processes since 2000. In 2012 the school received its 10th Year re-accreditation having successfully completed a major self-review and accreditation visit in May 2012. As a result of this visit, the school was asked to address 5 Special Issues by May 2013. These issues were written into the Site Improvement Plan to ensure they were successfully achieved. A visit by Ray Davis (Director, CIS Australia) in May 2013 confirmed that the school was well under way to meeting these requirements. In 2014, the school completed the First Report on Progress and Planning which was accepted and commended by CIS. The School's Vision and Values were reviewed in light of the recommendations and new school banners and brochures were produced as a result of these changes.



Key commendations from this visit included:

- The school's high engagement and commitment to on-going school review processes, and the alignment of the SIP to the findings of the recent SSI and CIS reviews.
- The focus on capacity building of teachers through professional learning teams and peer collaboration
- The focus on improved outcomes for students and whole school approaches in the area of writing

Key recommendations which guided the SIP 2015 included:

- The need to identify key targets or milestones for the first, third and fifth years for implementation of Site Priorities, and the alignment of this process with the analysis of data.
- Identification of key strategies for reading improvement and key resources and tools for assessment and to explore how reading might become a whole school focus in a similar way that writing and genre mapping has become.
- The need to refine the processes around peer observation (with a focus on observations on student engagement within the lesson) and mentoring in order to provide meaningful feedback.
- The need to capture the documentation of whole school processes and action plans into an "induction" folder for new staff to ensure consistency and sustainability of site priorities and strategic directions during staff turnover.

The Senior Leadership team took further responsibility for these key recommendations and built them into their own action plans in 2015.

4.1. Junior Primary and Early Years Scheme Funding

Adelaide Secondary School of English has secondary school aged students only.

4.2. Better Schools Funding

In 2015 the school continued to use Better Schools Funding, a total of \$17,612 to work with The Flinders Centre for Science Education in the 21st Century (Science21) in the development of intentional, responsive and effective learning design that engaged and extended all learners. This was to maintain a focus on the development of Quality Teaching and Learning which was one of the priorities and recommendations from the 2012 Supporting School Improvement (SSI) review and the 2012 Council of International Schools (CIS). Central to this recommendation was that students should be provided with challenging, rigorous and differentiated learning that addresses individual student needs and abilities.

Whole school training and development workshops presented by Professor Martin Westwell, and opportunities for teacher mentoring and collaborative planning with the project officer Kristin Vonney were provided. Teachers had opportunities to

- engage in professional conversations and peer observations
- trial teaching strategies to support the development of a learning environment that enables intellectual stretch and challenge for all students.

Approximately 15 teachers worked with the Project Officer as a mentor during the year on the following:

- a) using a range of scaffolded problem solving techniques in classrooms to help break down tasks into manageable 'chunks' to support students to explore a question from a range of perspectives.
- b) using a Community of Inquiry, which is a structured dialogue between students that is designed to promote deep thinking
- c) using questions that enable students to think creatively and critically
- d) using open ended questioning techniques, asking questions that require students to reason, justify and explain their thinking therefore demanding more of student cognition

Project outcomes included:

- Curriculum writers/teachers developing critical thinking activities through questioning and incorporating critical and creative thinking in the new pathway C curriculum documents
- Teachers focusing on intellectual challenge as part of their Professional Learning Team priority
- Step 9 teachers leading peer observations with a focus on improving student's executive function skills, reflecting on their classroom practice and providing feedback to peers
- Teachers strengthening their professional capacity to incorporate authentic higher order learning thinking strategies into their lessons and hence promoting student engagement
- Teachers strengthening their professional capacity as educators through a deepening of their knowledge of learning and pedagogy through professional conversations using TfEL and the 'how' of the Australian Curriculum.

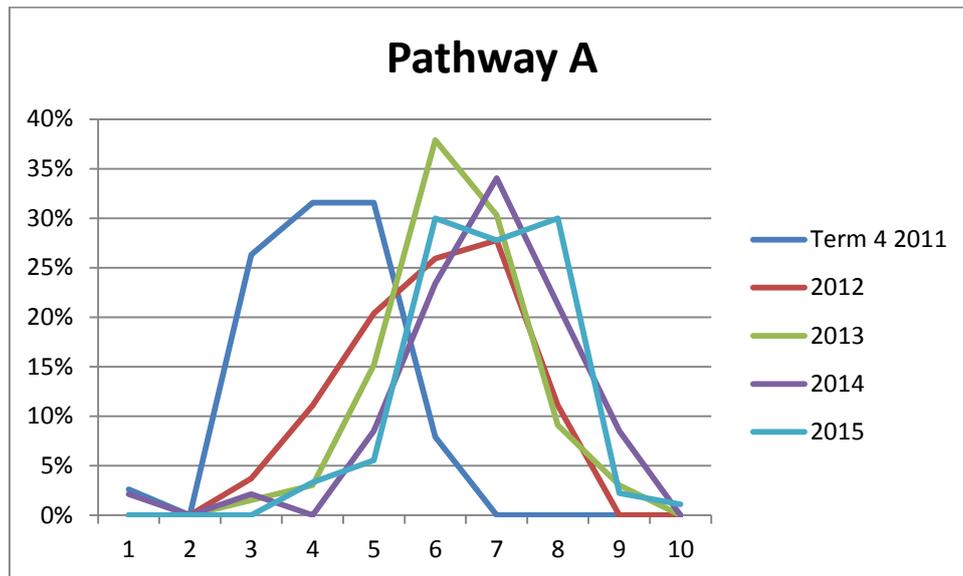
Evidence of these positive outcomes are seen in the continual improvement of the Whole School End of Transition L&L Levels data (See Student Achievement)

5. Student Achievement

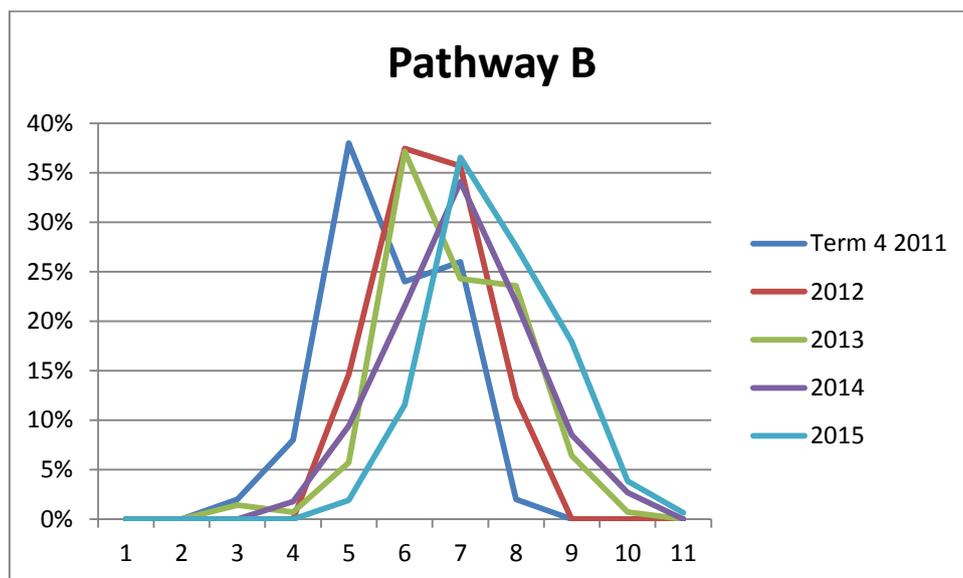
In the school all students are assessed and given an EALD **Language and Literacy Level (L&L Level)** on enrolment. This determines their placement in the most appropriate pathway and level. Students are closely monitored and can be re-assessed using the Levels and transferred to another more suitable pathway and or class if deemed appropriate.

L&L Levels have been recorded on EDSAS for all students for the past 5-6 years and teachers are encouraged to consider individual levels to provide targeted support within their classes. In December 2011 steps were taken to gather end of Transition L&L Levels data. This process continued throughout 2012 -2015 to provide whole school improvement data which is shown in the graphs below.

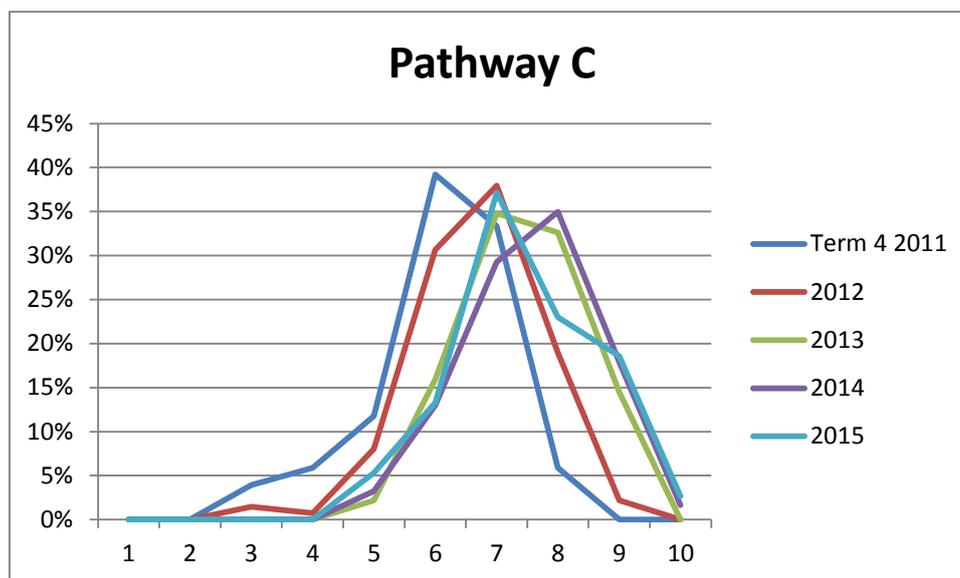
The following graphs indicate the final L&L Level that students have achieved on their Transition from the school over the past 4 years.



Pathway A: Students who have had limited or no schooling in their home country or transit countries are placed in Pathway A and spend up to 8 terms at the school. These students generally have minimal or no literacy in their first language and so there is a strong emphasis on the development of literacy, numeracy and study skills across all subject areas. **The expected L&L Level for Transition Pathway A students is expected to be between 6-8.**



Pathway B: Students who have had disrupted schooling, an education involving large classes with an emphasis on rote learning or are experiencing difficulties with learning English for a number of reasons are placed in Pathway B and follow the course for up to 6 terms. **The expected L&L Level for Transition Pathway B is expected to be between 7-9.**



Pathway C: Students who have had continuous schooling in their home country that is equivalent to schooling in Australia are placed in Pathway C and follow the intensive English course for up to 4 terms. **The expected L&L Level for Transition Pathway C is expected to be between 7-9.**

Comments:

- During 2015 there continued to be a progressive shift in the final L&L Level that students achieved in their Transition classes. This positive shift was evident in Pathways A & B but NOT in Pathway C.
- In Pathway A classes, the majority of students completed transition with an L&L Level 4-5 in Term 4, 2011 compared to an EALD level 8-9 in 2015.
- The same trend could be seen in Pathway B classes with most students achieving an L&L Level of 4-5 in Term 4, 2011. This was considerably low compared to the achievements in 2015 where the majority of students achieved an L&L Level of 8, and some achieving 10 or 11.
- Improvements made in Pathway C classes from 2011-2014 declined in 2015. Most students transitioned with L&L Levels between 7 and 8 in 2015, compared to higher L&L Levels (8-9) in 2014. This could be a result of the challenges imposed on teachers to implement the newly revised Pathway C curriculum in Term 4.
- Variations in achievements each year could be due to the quality of teachers working in the transition classes and the focus that they place on written genres.
- The cohorts (cultural backgrounds, previous education experience, learning and wellbeing issues etc) of students can influence class and individual progress.
- The improvement in overall L&L Levels in Pathways A and B could reflect the greater focus the school has placed on the use of rubrics by both teachers and students to support genre writing, assessing and moderation.
- Improved Performance and Development processes with a focus on peer sharing, peer observations, peer collaboration has helped to improve pedagogy and the sharing of resources
- The Curriculum Review process has encouraged teacher dialogue focused on curriculum design, content, pedagogy and improved outcomes.
- Whole School PD sessions offered on Language and Literacy Levels, Grammar features, Teaching and Learning Cycle and Differentiation support teachers' work.
- There were also increased opportunities for team teaching
- Teachers were encouraged to share resources on the intranet
- The whole school moderation processes were reviewed providing greater consistency
- The increased number of International Full Fee Paying students who lacked motivation and determination to improve, may have also affected the overall results.



Monitoring Student Achievement through Running Records

Teachers were allocated time as coaches and support teachers in order to help the school community focus on using data to identify students at risk and to assist in the differentiation of teaching programs. Following training of teachers in assigning Reading Levels through Running Records and support from the Reading Support teacher, all students' reading levels were assigned on enrolment and reported at the end of each term. It is planned that the Running Records Data will also assist the school demonstrate Whole School improvement through a focus on Reading in future years.

Initial data collection of Running Records

Exit reading data – second half of 2015

Term 3 2015 (* pathway C data is one class only ** unclear whether both teachers actually did RR, or whether one estimated)

Pathway	A	B **	C *
number of classes exiting	2	2	1
number of students reaching level 24	9/22 41%	100%	6/14 43%
number of students not reaching level 24	13/22 59%	0%	8/14 57%

Term 4 2015

Pathway	A	B	C
number of classes exiting	4	2	2
number of students reaching level 24	16/41 39%	21/33 64% reaching	33/36 92%
number of students not reaching level 24	25/41 61%	12/33 36%	3/36 8%

- Since RR level 24+ is the level expected for students in mainstream year 2, 39% of the Pathway A term 4 exit (no schooling) cohort had made approximately 3 years progress in reading over on average 2 years at the school
- Teacher skill and consistency with using RR has been and will continue to be a focus for the next year.
- RR data is now being used to more effectively identify and target reading support to the students with the greatest needs.
- The number of students receiving specific reading support has risen from 8 (intensive support) in term 3 and 4 2015 to 16 students identified to receive intensive support and 19 students to work with reading mentors in term 1 2016. 35 students in total will be receiving targeted reading support in Term 1 2016. The majority of students needing reading support are from Pathway A, in line with the data.
- A strong focus for 2016 will be supporting teachers to effectively use RR data to plan and target their classroom teaching appropriately. This will happen through regular T+D, and also through a project with Kristin Vonney in term 2.

Outcomes and effectiveness of intervention and support programs for targeted students

In 2015 the school was again proactive in identifying students requiring additional support. This was done through an improved enrolment process and improved initial assessment procedures as well as the introduction of assessment and monitoring progress in reading through the use of Running Records, numeracy and ICT development. There was also close monitoring of the students' progress and behaviour in classes. Identified students are referred to the

New Arrivals Program Psychologist to be formally tested. Identified students received one to one assistance and their teachers received support in writing their Negotiated Education Plans (NEPs). Students identified as being at risk are supported to have an Individualised Educational Plan (IEP). Learning, behavioural, psychological and counselling support is provided through intervention by:

- 2 dedicated school counsellors
- 2 dedicated part time teachers with a special needs focus
- Bilingual School Service Officer (BSSO) support
- Survivors of Torture, Trauma and Rehabilitation Services (STTARS) counsellors
- CAMHS social worker

Positive improvements in whole school achievement data (see above) could be seen as evidence that interventions are making a difference to Student Learning outcomes.

5.1. NAPLAN

All students attending the Adelaide Secondary School of English have low or developing English language skills. Hence, they are exempt from NAPLAN.

5.2. Senior Secondary

STUDENT ACHIEVEMENT: SACE (SECONDARY) 2015

The Personal Learning Plan (PLP) was the only SACE subject offered to senior students across the three learning pathways in 2015. The PLP is an integral component of study at the school and helps students to plan for their future and make informed decisions about their personal development, education, and training. A new version of the PLP was introduced in Term 3.

Student Achievement SACE Stage 1

The number of students enrolled in the SACE PLP in 2015 can be seen in the following table:

Subject	A	B	C	D	E	P	W/drawn	Total
Personal Learning Plan – Semester 1	5	29	66	0	1	0	0	101
Personal Learning Plan – Semester 2	5	31	56	0	1	1	1	95
Total	10	60	122	0	2	1	1	196

SACE credits for Intensive English across the Curriculum.

Senior students were also able to gain up to 40 SACE credits for the successful completion of a minimum of 20 weeks studies in Intensive English across the Curriculum. Most students gained these additional SACE credits in 2015.

Student Achievement SACE Stage 2 - Not applicable

Student Achievement in Alternative Pathways – VET

Due to a change in funding arrangements, and the need for students to pay upfront fees of between \$90 - \$180 for short courses through the Youth Education Centre Flexi-Centre, no students were involved in short courses or certificates in 2015.

The Target Work program continued over 4 terms in 2015. 91 students were involved, working on site for half a day per week for 10 weeks.

All senior students in Terms 1 and 2 were given the opportunity to be involved in the Tertiary Studies and Career Expo and/or the Careers and Employment Expo.

6. Student Data

6.1. Attendance

Attendance by Year Level	% Attendance						
	2009	2010	2011	2012	2013	2014	2015
Total All Year Levels	93.4	92.3	94.8 92.5	93.8 91.5	92.3 91.1	91.3	92.7

In 2011 the school commenced using Daymap to record student attendance. This has been a more accurate method of keeping student attendance records especially for lesson-by-lesson attendance checks and the follow-up of absences.

In 2011, 2012 and 2013 the incorrect Attendance Data was included in the report - see the correct, amended data for these years.

As such the 2012, 2013 and 2014 attendance was around 91%. The increased/improved attendance of 92.7% for 2015 is very encouraging and may be in part due to the SMS texting service alerting parents/caregivers of student absence and encouraging appointments to be made out of school hours where possible.

The number of chronic non-attenders at the school is very low. Strategies which the school uses for all absences include the use of stickers in the school diary to communicate with parents/caregivers, contact with the family using a bilingual school service officer (BSSO), meeting with families at school and reporting of chronic non-attenders to the Regional Attendance Officer.

6.2. Destination

Post school destination is not applicable given the nature of the school, as most students transition to mainstream secondary schools to continue their secondary studies. However, the school does maintain its own data of the schools to which students' transition at the end of their course of study.

In 2015, a total of 417 students exited from our school. One of the challenges facing the transition process was related to many high schools not accepting students if they were over the age of compulsion (17 years of age.) This was especially so if the students were transitioning mid semester (April end of term 1 or October end of term 3). Older students 17-18 years old are encouraged to consider enrolment in Adult Centres where students can complete their SACE and where they are generally provided with greater VET opportunities.

The number of students that exit to other destinations has reduced due to the reduced number of CDN/BVE students in our enrolments.

Destination	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
High Schools – Government	229	302	347	334	313	289	344	335	315	323	287
High Schools – Non Government	50	48	86	56	46	54	40	67	59	95	82
% of HS students in Government HS	82.1	86.3	80.1	85.6	87.2	84.3	89.6	83.3	84.2	77.3	77.8
% of HS students in Non-Government HS	17.9	13.7	19.9	14.4	12.8	15.7	10.4	16.7	15.8	22.7	22.2
Total Students (Ex. other Destinations)	279	350	433	390	359	343	384	402	374	418	369
Other Destinations	22	23	24	24	4	36	40	63	67	65	48

7. Client Opinion

- **Transition student survey results**

In general, student survey results indicate that in 2015 students satisfaction with most areas of the school community improved from 2014.

In 2015 we reviewed the school's vision and values and although there were lots of discussions with classes & the SRC, results indicate that students were not sure of the school's vision and values. However, satisfaction with the school's treatment of their family and the school environment improved from 2014. Students also strongly felt that the school helped them to understand and respect cultural differences and appreciate diversity as well as providing them with opportunities to share aspects of their own culture.

Survey results indicate that in general students felt they could access counselling and advice at school and were highly satisfied with teacher skills and methodologies. Although students felt confident using the school computers there was still some dissatisfaction and a general feeling that the computers didn't always work well.

Areas of improvement indicated in the data include the orientation and enrolment processes and teaching of research skills.

SCHOOL COMMUNITY		% of Students Agreed & Strongly Agreed				
		2011	2012	2013	2014	2015
1	I know what the school's vision and values are.	88.00%	91.00%	95.00%	89.80%	84.76%
2	I believe that the school treats my family and me fairly.	86.00%	95.00%	97.00%	88.16%	93.33%
3	My school is a welcoming and friendly place.	92.00%	98.00%	98.67%	92.76%	95.24%
4	The school's non-teaching support staff are friendly and helpful.	79.00%	91.00%	92.18%	82.24%	84.76%
5	The school provides opportunities for me to participate in community service activities.	84.00%	96.00%	96.97%	90.13%	90.79%

STUDENT WELL BEING		% of Students Agreed & Strongly Agreed				
		2011	2012	2013	2014	2015
1	General advice, guidance, and counselling have been available to me at school.	83.00%	93.00%	94.21%	86.18%	88.89%
2	I know what to do if there is an emergency at the school.	81.00%	94.00%	91.84%	89.47%	90.79%
3	I feel safe going on school excursions.	89.00%	98.00%	98.30%	96.71%	96.19%
4	I get information about school and community activities and events.	85.00%	97.00%	96.97%	90.79%	89.84%
5	The school provides opportunities for students to learn leadership skills.	82.00%	95.00%	96.97%	80.92%	84.76%



TEACHING & LEARNING		% of Students Agreed & Strongly Agreed				
		2011	2012	2013	2014	2015
1	The school's enrolment procedures including orientation have prepared me for the first few weeks at the school.	89.00%	97.00%	96.34%	88.82%	84.44%
2	The school's transition process has helped prepare me for my new school.	92.00%	98.00%	98.66%	93.09%	93.33%
3	I have learnt to gather, organise, present and apply ideas and information.	87.00%	96.00%	98.65%	91.78%	90.16%
4	Most of my teachers have used different methods to teach a given subject.	88.00%	97.00%	95.61%	90.13%	94.92%
5	Teachers have used information technology to assist me in my learning and to help me understand new topics.	90.00%	97.00%	95.94%	93.75%	93.65%
6	I believe that my teachers know their subjects.	90.00%	95.00%	95.95%	89.47%	93.65%
7	I believe that most of my teachers have good teaching skills.	88.00%	98.00%	97.63%	92.43%	93.65%
8	I know how to use the computers at my school.	87.00%	97.00%	97.64%	94.74%	96.19%
9	Most of the time the computers work well.	76.00%	85.00%	73.31%	58.55%	71.11%
10	The library staff are helpful to students.	86.00%	98.00%	97.60%	88.49%	91.75%
11	I know what my teachers expect of me in my studies.	89.00%	99.00%	97.29%	93.09%	94.29%
12	My school report card shows me where and how I need to improve.	89.00%	95.00%	97.96%	92.11%	93.02%
13	I know where to go for help for my learning when I need it.	87.00%	93.00%	95.58%	90.46%	92.38%
14	The school has helped me with my English if I needed it through BSSOs, interpreters and volunteers.	83.00%	90.00%	93.20%	86.51%	90.79%

INTERCULTURALISM		% of Students Agreed & Strongly Agreed				
		2011	2012	2013	2014	2015
1	I have learnt about other cultures and have had the opportunity to share aspects of my culture.	84.00%	96.00%	92.90%	85.20%	90.79%
2	The school helps me to understand and respect differences and appreciate diversity.	90.00%	98.00%	98.99%	93.42%	94.92%

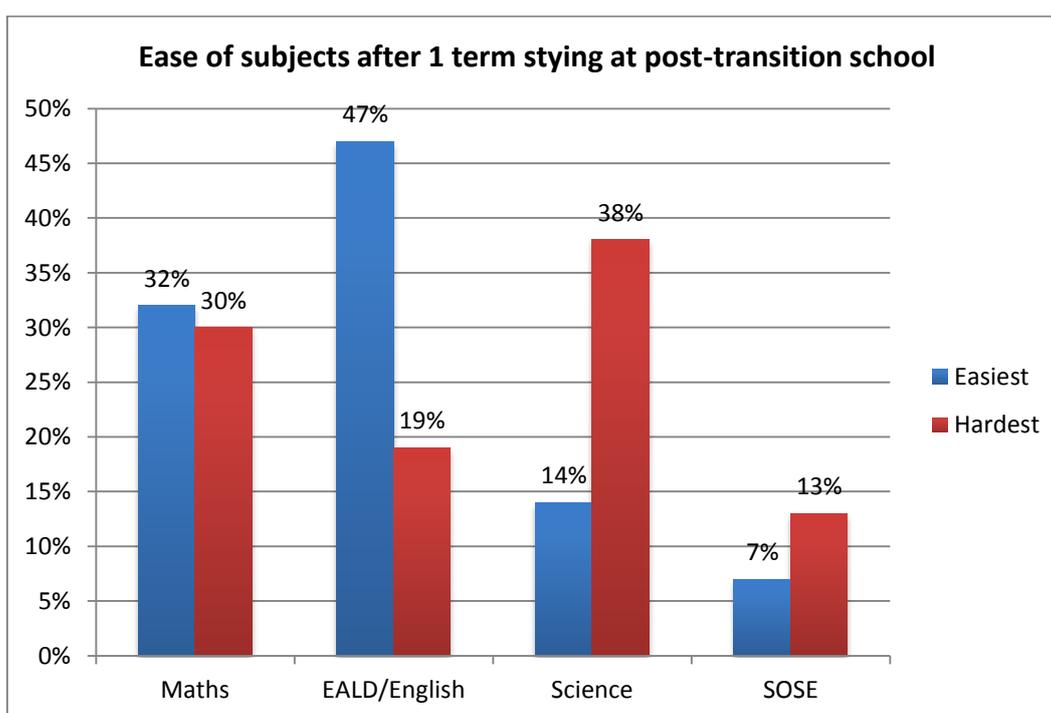
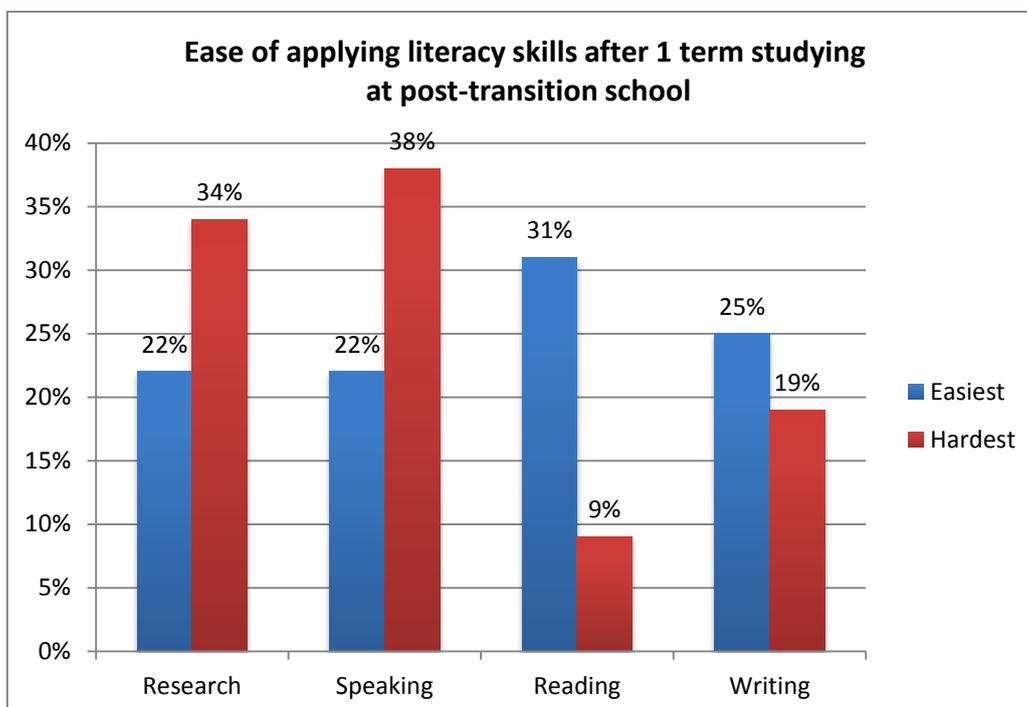
• Graduate Students Survey

Background

This data is collected via a survey of ex-students taken one term after they graduate from ASSOE. The survey gauges students' difficulty or ease in different subject areas and with the application of different literacy skills in their new mainstream school environment. In 2015 there were some changes to the way the graduate survey was managed and consequently in 2015 there were 104 respondents (over 300% increase from 2014). The 2015 data is presented by pathway to reveal distinct differences between the experiences of students from these cohorts.

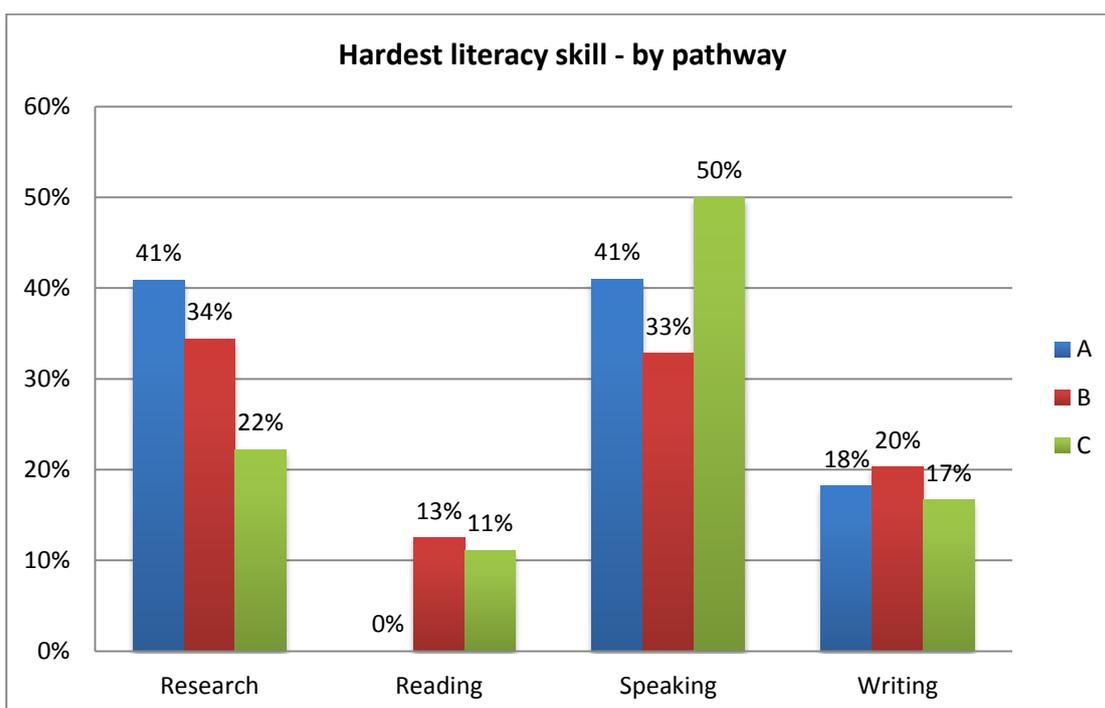
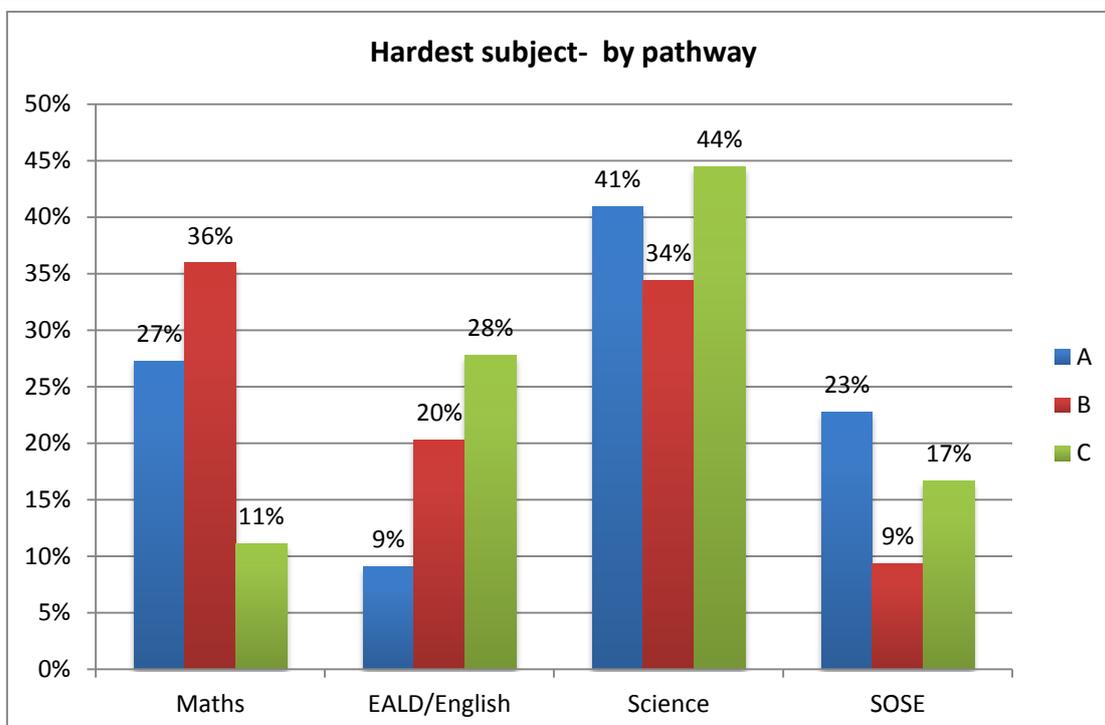
Results





Almost half of all respondents (47%) reported that EALD/English is their easiest subject in mainstream school, and relatively few report writing (19%) or reading (9%) as the most difficult literacy tasks. This could indicate that most students feel confident to tackle core English subjects and engagement with written texts in their new school context.

All pathways struggle with Science studies in mainstream schools. This may reflect the complex literacy demands of Science and our students' knowledge gap.



A significantly higher number find English Speaking (38%) and Research (34%) skills the most difficult to apply in mainstream school context. This is consistent with previous survey results.

Pathway C students struggle most with English speaking skills (50%) and all pathways struggle with this to a lesser degree (B - 33%, A - 41%).

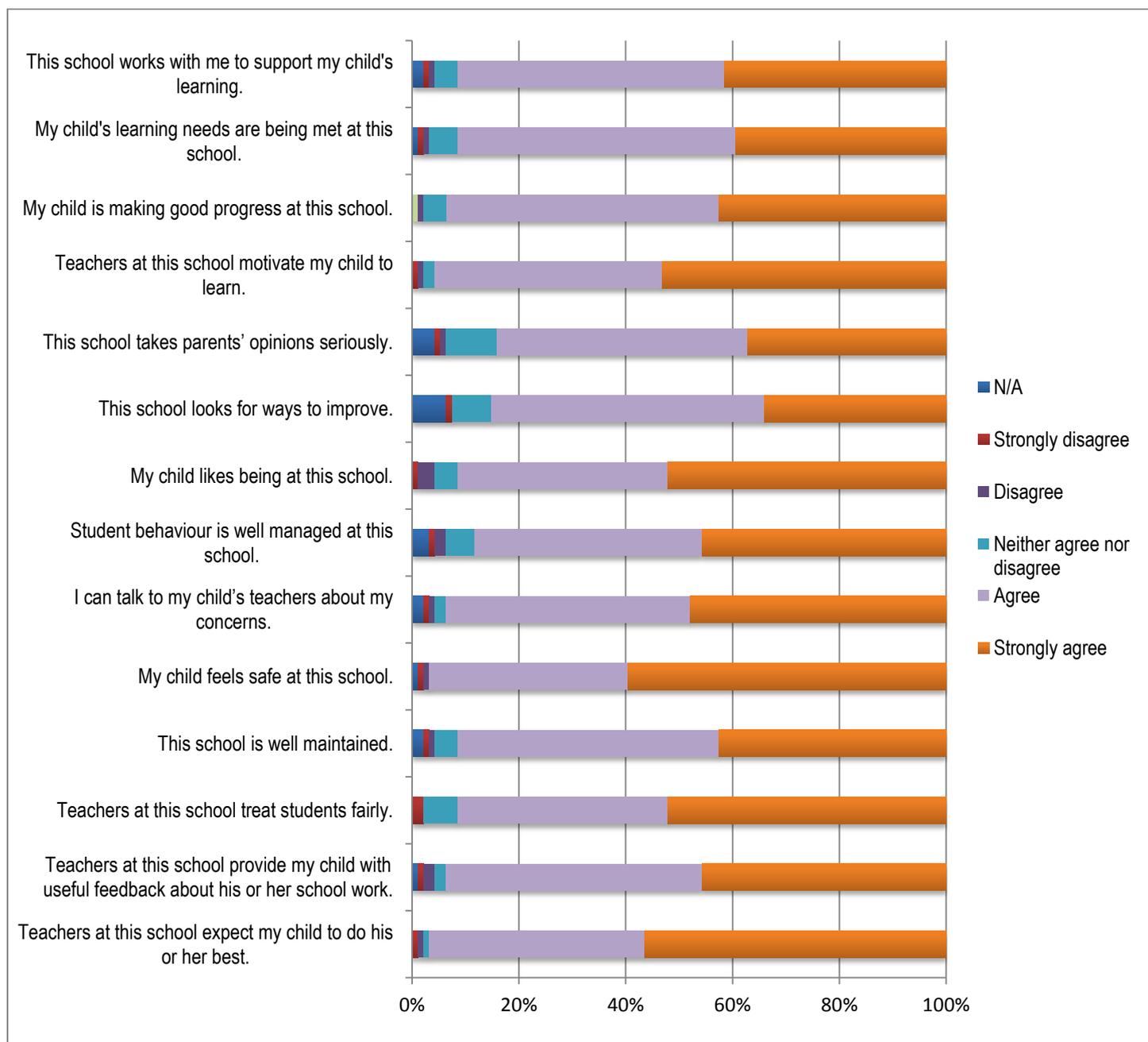
Pathway A students find Research skills harder (41%) than average (34%), and pathway B students (34%) also find this the most difficult literacy skill to apply.

These findings could indicate a need for more opportunities to develop oral presentation/conversation skills (especially with Pathway A) and conduct text and ICT-based research for assignments or other tasks (especially with Pathway A and B).

• Parent Survey

As most of our parent/caregivers are newly arrived in Australia and many have limited English language and computer skills, asking them to do online surveys without language support has not been appropriate. Hence previous surveys have been conducted using the CIS survey format and with a fairly limited number of participants.

Continuing on from 2013 and 2014, we conduct a survey each term targeting the parent/caregivers who attend the Transition meeting where information is provided to families regarding the secondary school options available to their children when they leave the Adelaide Secondary School of English. Families are asked to complete a hard copy of the ACARA Parent survey, with the help of interpreters if required. This is then entered online by admin staff and collated in Term 4. In 2015, the survey was conducted across 4 terms with 96 responses.



There was a Strongly Agree/Agree response of over 90% for 11 of the 14 questions. The highest responses were

- *Teachers at this school expect my child to do his or her best*
- *Teachers at this school motivate my child to learn*
- *My child feels safe at this school*

The greatest concern was "*This school takes parent's opinion seriously*" - it was the lowest in Strongly Agree/Agree at 82% and had a 9% Neither Agree nor Disagree. (This may be because of the parents' difficulty to communicate due to limited English skills - we are constantly trying to improve parental involvement and communication).

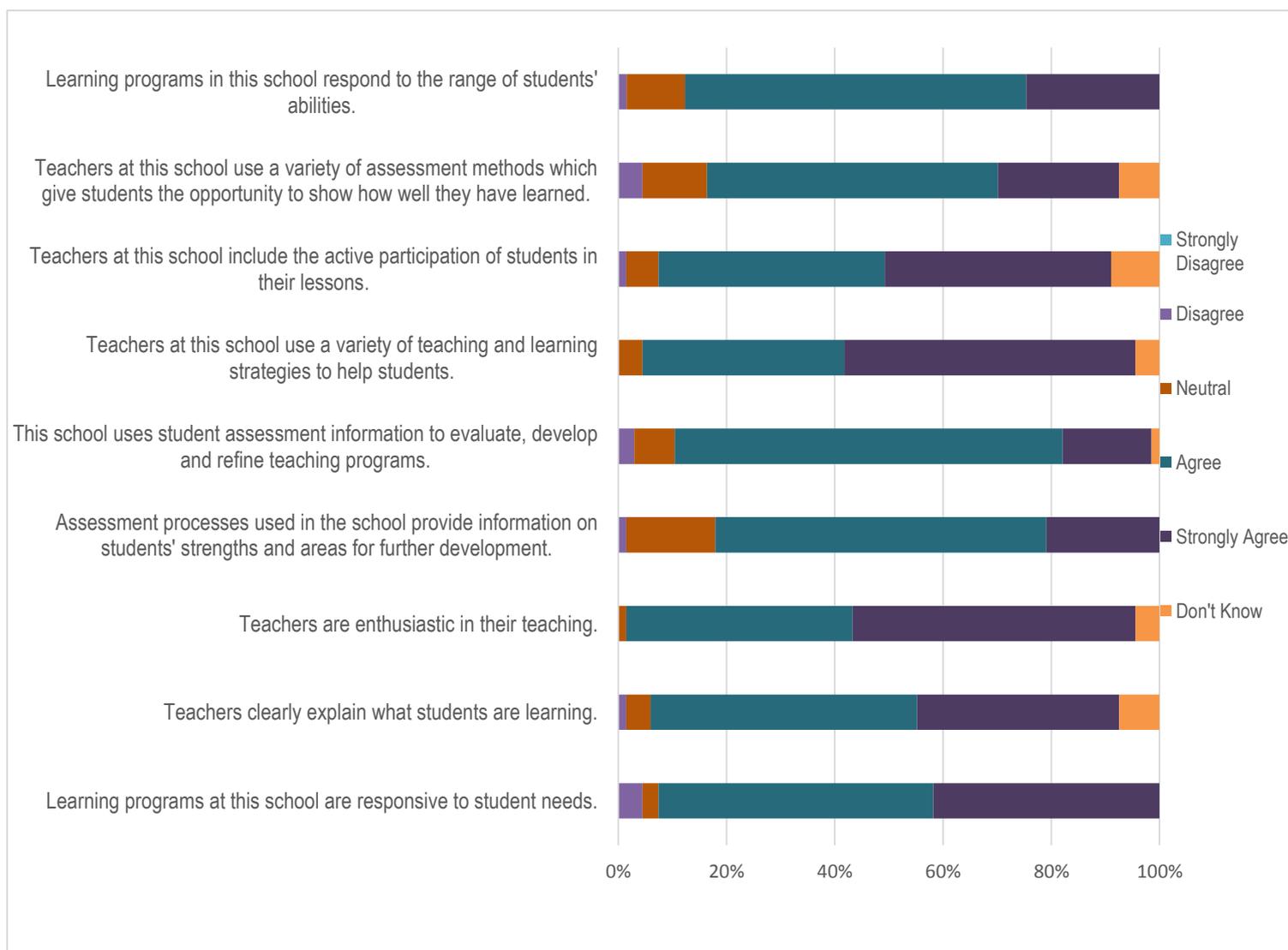
• Teacher Satisfaction Survey

The first teacher satisfaction survey was conducted in 2011 during the CIS Self Study. This survey was consistent with CIS requirements. From 2013-2015 the school surveyed teachers using the ACARA and DECD Teacher Satisfaction Survey in order for results to be consistent with other schools.

In 2014 and 2015 this survey was completed by teaching staff only (ie: excluded admin staff), hence, the lower number of "Neutral" or "Don't know" responses. The "Don't Know" responses in the 2014 and 2015 survey were possibly from a small number of contract staff who had just started at the school a week prior to the survey but were still encouraged to complete the survey.

The survey is consistently conducted electronically in week 2 of Term 4. In 2015, approximately 67 teachers responded compared to a total of 73 in 2014, a reflection of the lower number of teachers employed in the school. Responses were generally very positive in all categories. Feedback was collated under 4 main headings under which the following observations have been made:

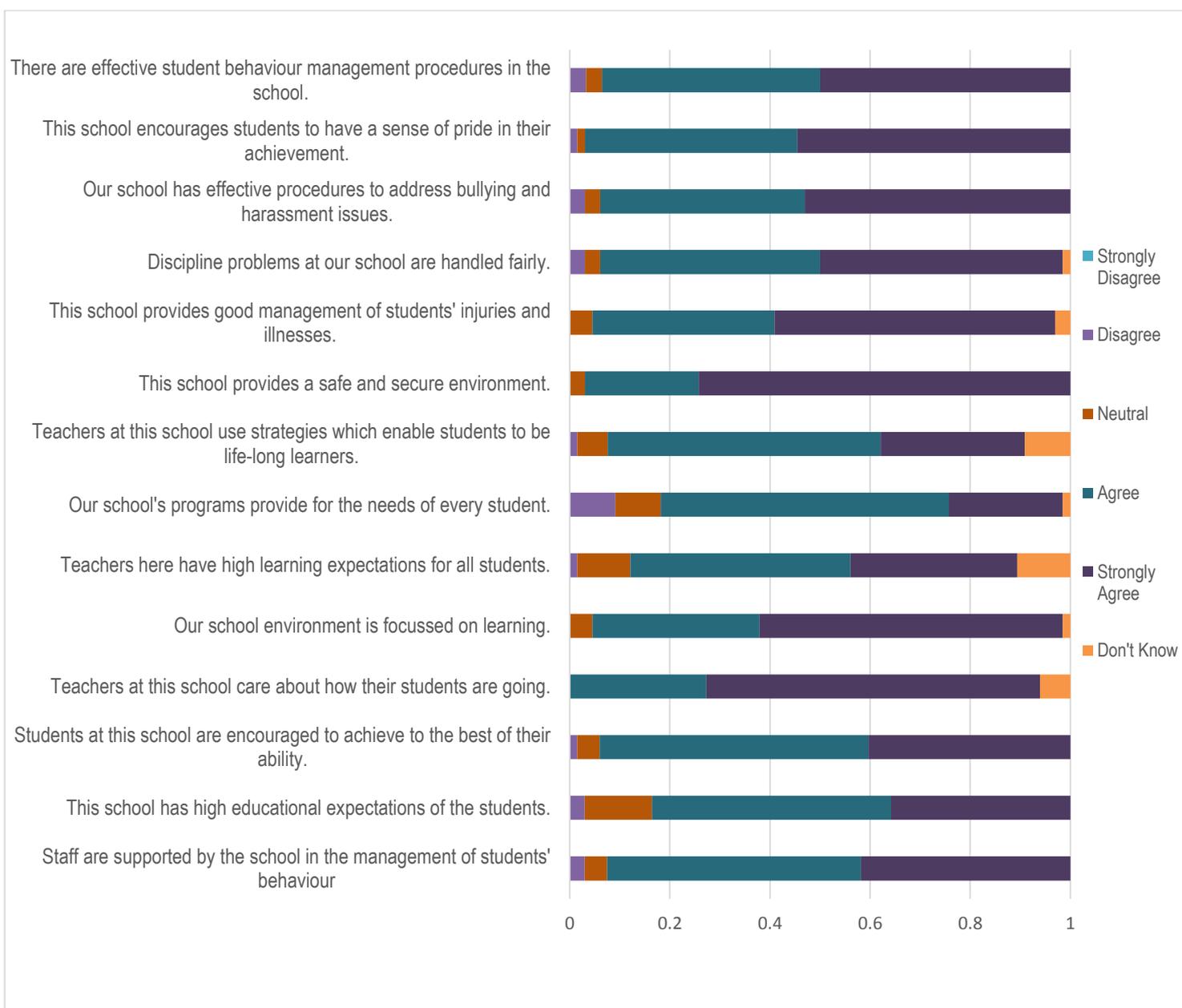
Quality of Teaching and Learning:



In 2015 responses again were generally more positive than in previous years with significantly more agreement that:

- Teachers clearly explain what students are learning
- The School uses student data/ information to evaluate, develop and refine teaching programs
- Teachers are using a variety of Teaching and learning strategies

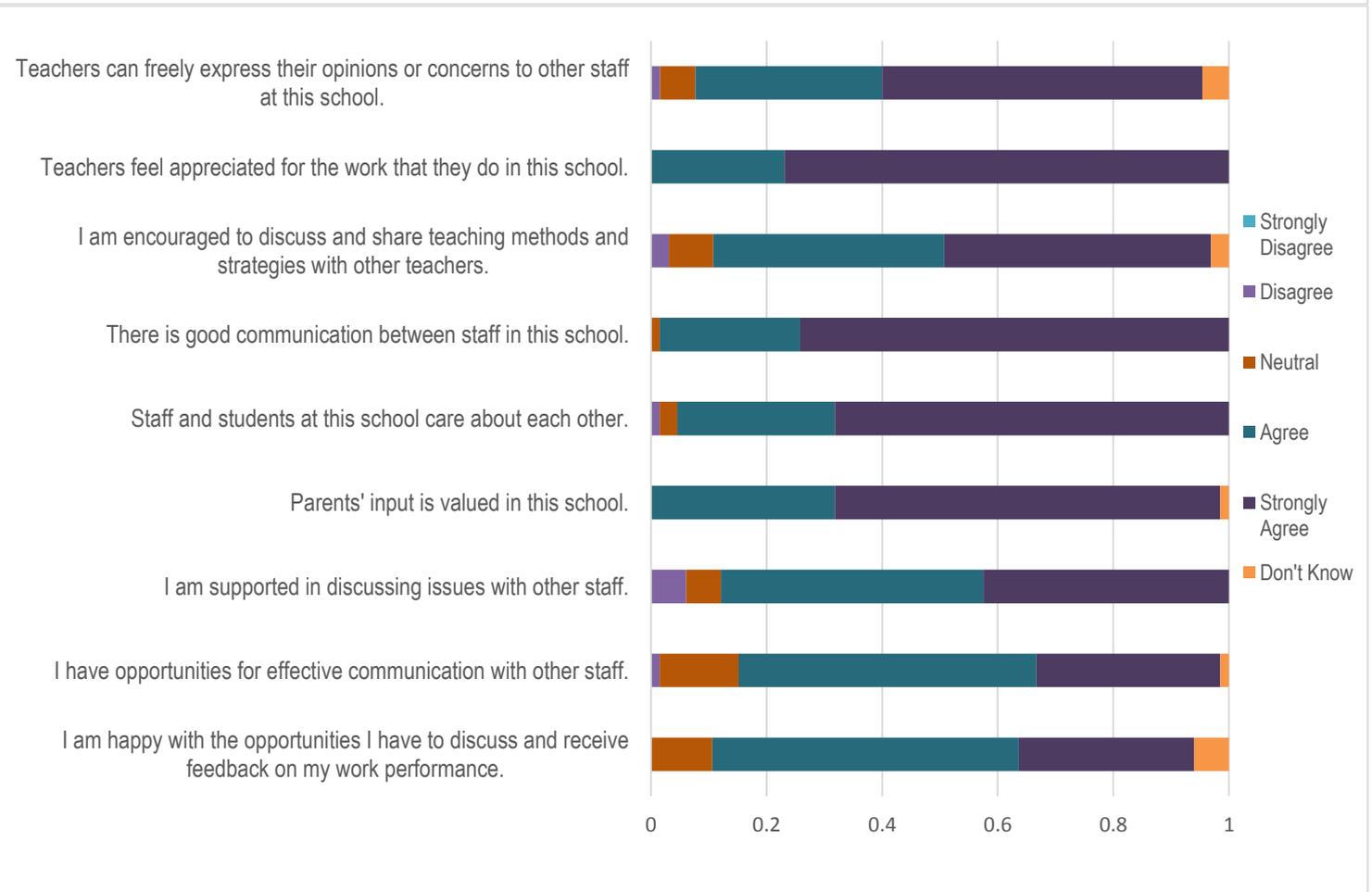
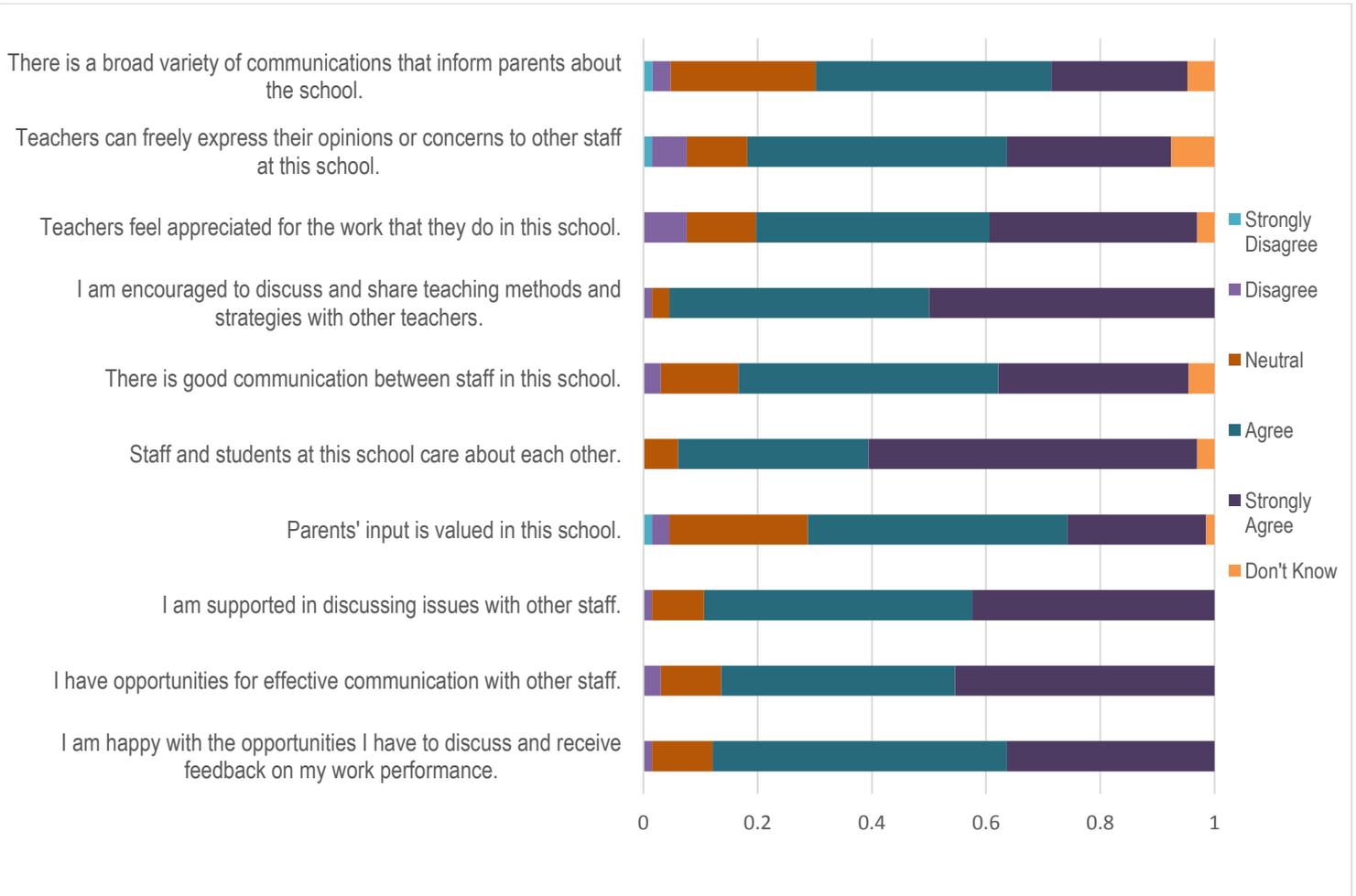
Support of Learning



The 2015 survey data generally remained much the same as previous years with a slight increase in agreement in some of the categories

- Although there was a reduction in the belief that the school environment focussed on learning, there was a significant increase in the belief that teachers have high expectations of students
- There was also a strong belief that teachers use a variety of strategies to enable students to be life-long learners

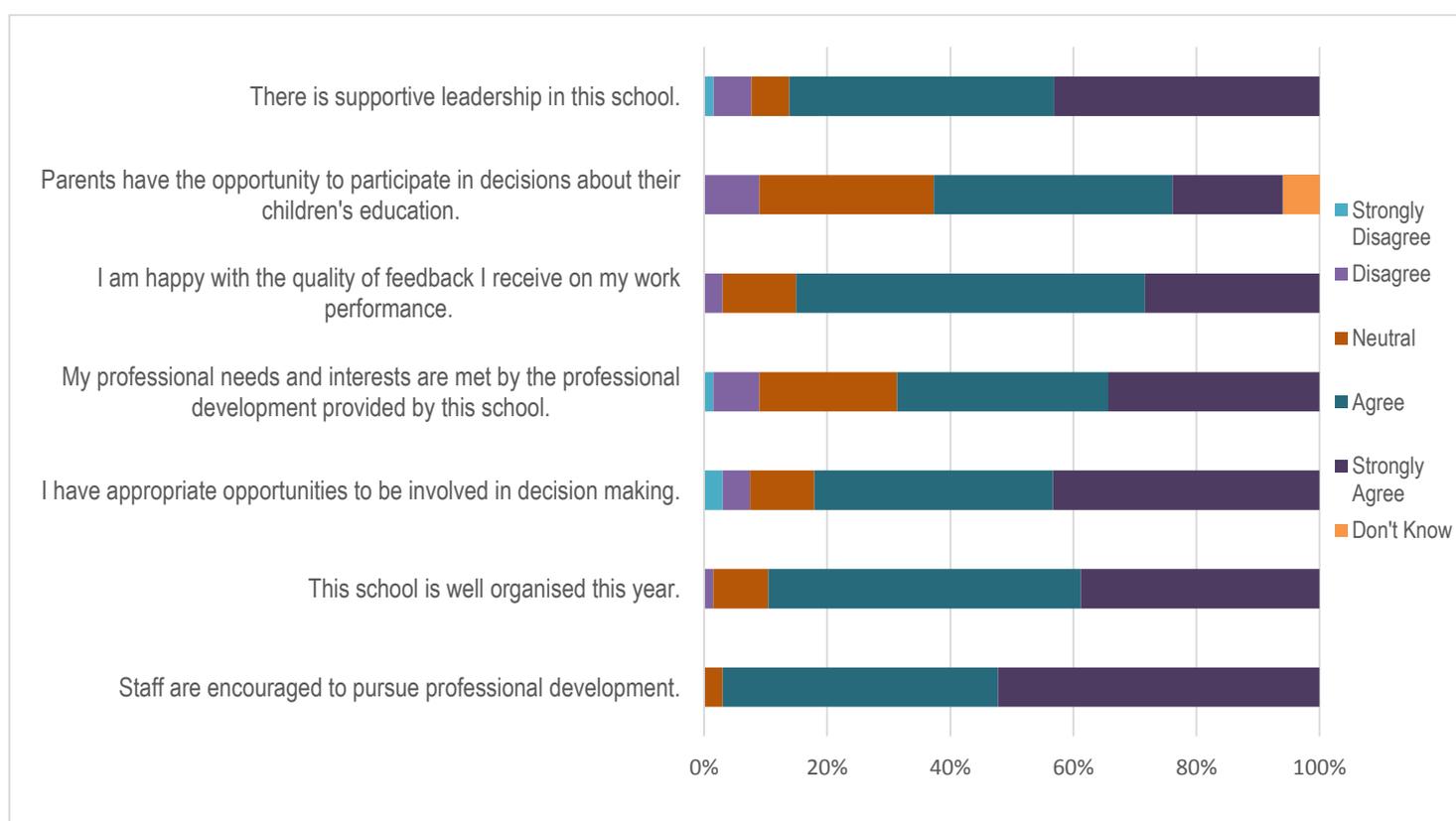
Relationships and Communication in the working environment



The 2015 survey data also reflected the 2013 and 2014 data in respect to relationships and communication in the work environment. There continues to be:

- an overwhelming agreement that teachers are happy in the school
- that staff and students care about each other
- that staff have opportunities to effectively communicate with each other and are supported with expressing opinions and issues which they can freely discuss
- that staff are encouraged to discuss and share teaching methods and strategies with their peers and that they are appreciated in their work
- There was nearly 100% agreement that staff respect and care about each other
- the main concern expressed continues to be related to the difficulty that the school has with communicating with parent/caregivers and having them involved in school matters.

Leadership and Decision Making



In response to Leadership and Decision Making in 2015 there was significant improvement in the number of positive responses including:

- very strong agreement that staff are encouraged to pursue professional development and are supported by leadership
- strong agreement that staff have opportunities to be involved in decision making and there is a supportive leadership in the school
- greater number of staff feel that PD provided by the school meets individual needs
- The greatest concerns are around the quality of feedback that teachers receive on their professional work and the lack of opportunity for parent/caregivers to be able to participate in decisions about their children's education.

8. Accountability

8.1. Behaviour Management

Because of its culturally diverse student population, Adelaide Secondary School of English has always had a very clear focus on maintaining a safe and secure environment, free from harassment and bullying. The school's

comprehensive policies and procedures are regularly reviewed and updated and together with the reviewed school values of Respect, Responsibility and Resilience which are incorporated in all aspects of work throughout the school, ensure that a positive, supportive culture exists between all groups in the school. This is evident in both the regular surveys conducted and through CIS and DIAF commendations.

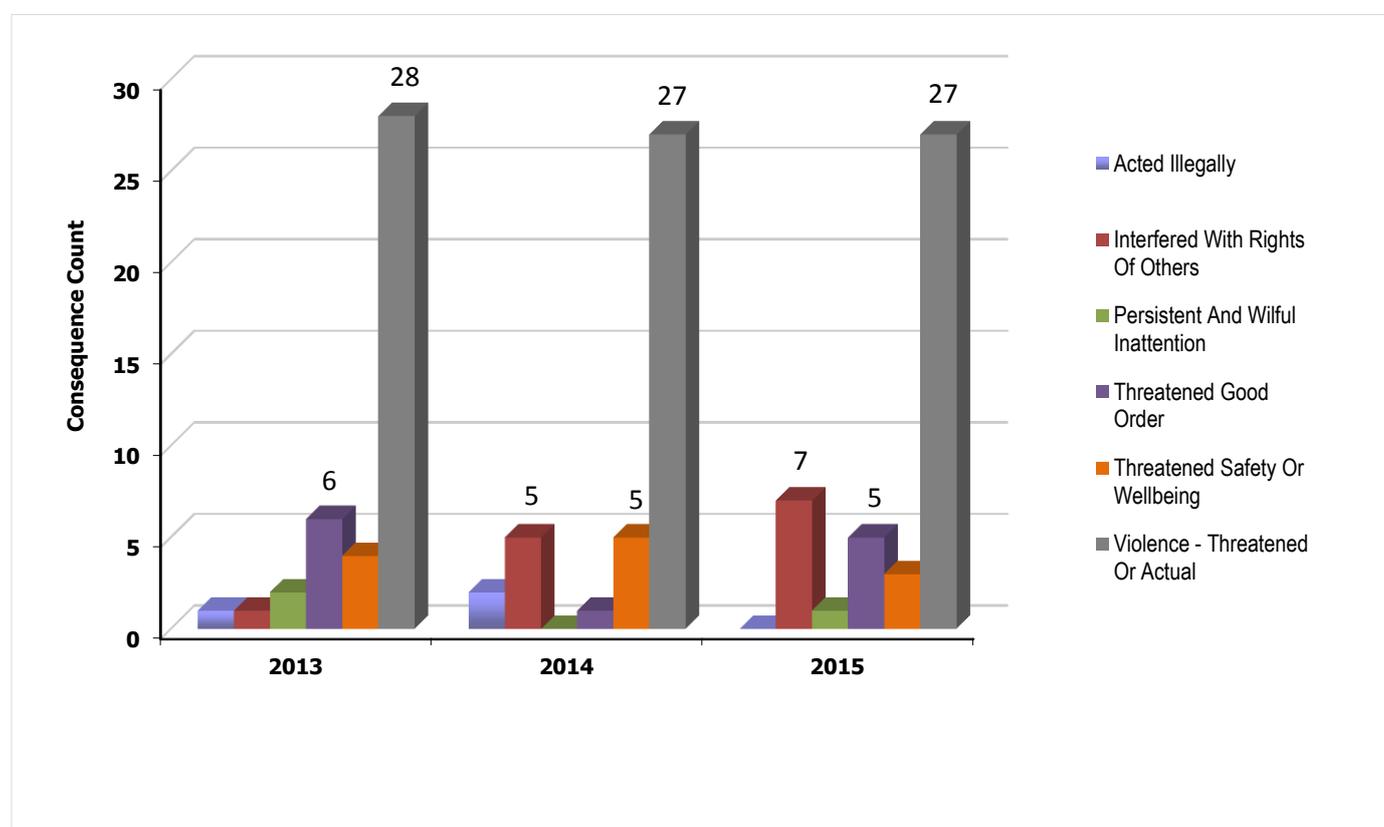
The school's Bullying and Harassment policy and procedures were reviewed and aligned with DECD guidelines in 2013 and are included on the school's website. The accompanying Bullying and Harassment brochure and Classroom posters were updated accordingly in 2014.

Occasionally, issues with bullying, harassment and violent behaviour occur. These are dealt with promptly and fairly, using interpreters when the students and their parent/caregivers have limited understanding of the English language. Violence in any form is not tolerated and after comprehensive follow-up and information collection, students are immediately suspended if they are involved in physical fights. Despite a very culturally diverse student population, many of whom have very complex psychological and wellbeing needs, the school generally maintains a calm and secure environment where students and teachers feel safe and appreciated.

Most "fights" occur between students who are new to the school, have limited English and are not fully aware of the schools "no tolerance" policy to fighting. Following re-entry meetings with the student and parent/caregivers, a reconciliation/conflict resolution meeting occurs between the students and ongoing counselling and monitoring by school counsellors and teachers is provided. Hence, the incidence of re-offending is minimal. Most students are only suspended once as their behaviour is modified from the experience.

Total suspensions 2015 - All behaviour

Reason	Acted illegally	Interfered with the rights of others	Persistent and wilful in attention	Threatened good order	Threatened safety of wellbeing	Violence-threatened or actual	All behaviour
Student Count	0	7	1	5	3	27	43



Suspensions 2013-2015

Of the 43 suspensions in 2015 all except 3 were one offs for the students involved. There have been ongoing issues with students travelling to and from school which have resulted in a large number of the suspensions for fighting

during the year. In particular there was a large fight between students from a number of schools at the Ovingham Railway station afterschool in September which resulted in 9 students being suspended.

All of the students suspended in 2015 were male.

Parent Complaints

In 2013 the school reviewed the Parent Complaint policy in line with the Department policy. Procedures were put in place to ensure full and immediate attention is given to complaints which are documented thoroughly and stored appropriately. A link with the revised policy was also included on the school's website.

In 2015 there were only 2 Parent/Caregiver complaints documented throughout the year. These issues related to concerns about student placement in relevant classes, student behaviour issues and misunderstandings between teachers and students. All issues were addressed promptly, discreetly and fairly.

At times, members of the public contact the school about student behaviour outside of school, especially on public transport. These complaints are taken seriously and are a reminder for staff to constantly teach their classes about the behaviour expectations of our Australian society. On the other hand, at various times during the year, positive commendations from community members were received, praising students for their excellent, respectful manners and bus behaviour.

8.2. Relevant History Screening (formerly Criminal History Screening) - Department for Communities and Social Inclusion (DCSI)

Due to the multilingual needs of the student body, the school employs a large number of part time Bilingual School Service Officers. Volunteers also work in the school providing much appreciated support to teachers and students.

The school shares the site with other users (School of Languages, Ethnic Schools and Multicultural Youth SA (MYSA). This requires some shared use of facilities. The school also hires out facilities after hours and on weekends to community users.

Hence, the school is vigilant in ensuring that DECD processes for Relevant History Screening through DCSI compliance are followed. The school was audited for Safety compliance in March 2015 and met all the requirements.

8.3. Human Resources – Workforce Data

With fluctuating and increasing student enrolments throughout the year, the school was again required to employ a large number of contract staff employed.

In 2015 there were on average:

- 16 members of the leadership team including the Principal, Deputy Principal, 2 Senior Leaders and 12 coordinators
- 32 permanent teachers (28 full time equivalents (FTE))
- 10 teachers on 1 year contract (8 FTE)
- 12 teachers on 1-2 term contracts (10 FTE)

The school tried to maintain a balance between the older experienced teachers and those who are younger and recently graduated.

There were also 15 teachers on staff in 2015 who were either born in a country other than Australia or identified with another culture.

8.3.1. Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	140
Post Graduate Qualifications	88

Please note: Staff that 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.

8.3.2. Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents		69.3		15.6
Persons		75		25

9. Financial Statement

Below is a summary of the school's **income** for 2015

INCOME SOURCE	AMOUNT
Grants: State (1)	\$8,855,050
Grants: Commonwealth (2)	\$73,500
Parent Contributions	\$183,916
International fees	\$455,905
Other (3)	\$361,240

NB: (1) includes staff salaries

(2) includes CDN funding

(3) includes uniform, hire of facilities, fundraising, bus ticket refunds

Below is summary of the school's **expenditure** to meet objectives for 2015

EXPENSE	AMOUNT
Staff Salaries	\$8,609,621
Curriculum	\$138,099
Professional Learning	\$37,021
Student Wellbeing	\$42,617
ICT Across Curriculum	\$246,923
International Education (4)	\$455,905
School Environment (5)	\$399,425

NB: (4) includes Teacher Salaries

(5) includes grounds, building maintenance, cleaning, utilities etc.

For more details refer to **Appendix A** Balance Sheet and **Appendix B** for Profit & Loss Statement, December 2015.

Craig Auricht

Chair, Governing Council of Adelaide Secondary School of English

Julie Presser

Principal, Adelaide Secondary School of English

17th March 2016

