



2023 annual report to the Community

Adelaide Secondary School of English

Adelaide Secondary School of English number: 1686

Partnership: West Torrens



School principal:

Antonella Macri

Signature

Date of endorsement:

27/03/2024



Government of South Australia
Department for Education

Context Statement

Adelaide Secondary School of English (ASSoE) is a South Australian government school that offers specialist intensive English language programs to prepare secondary aged migrant, refugee and international students, newly arrived in Australia, for entry into mainstream high schools or study pathways or work. ASSoE is classified as Category 2 on the Department for Education Index of Educational Disadvantage. This reflects the complexity of the school community, including the transitory nature of many of the families during their first years of settlement in Australia, as well as their high levels of unemployment and low socio-economic status. Further information about the school is available on the school's website (including its context statement).

Governing Council Report

In 2023, the Governing Council had community representatives from the Australian Refugee Association, Adult Migrant Education Services and Australian Migrant Resource Centre, as well as parents, students and staff, who attended meetings throughout the year, giving their perspectives on school issues. Students highlighted successes, events and activities they were involved in, as well as often mentioning concerns around bus behaviour and overcrowding on buses.

Student numbers and staffing were often discussed at meetings, as was the lack of classroom space and the need to use common areas as classrooms as student numbers increased. Having the school canteen re-open on site, serving a range of food both at recess and lunch was another positive due to student numbers increasing post-covid.

The proposal to continue with both face-to-face and telephone parent-teacher interviews, was supported due to the 94% success rate in 2022. The Governing Council also supported the school continuing to work with mobile dental services Australia, as a way of further assisting students and families.

The school's new mobile phone policy and procedures were discussed and endorsed at a term 2 meeting, as were site funded upgrades to school facilities, including the east student toilets, a fence around the perimeter of the school and the installation of new security cameras.

Overall, it was a productive year, with the focus very much on school improvement.

Performance

Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

Students at Adelaide Secondary School of English are exempt from the NAPLAN participation as they are *"non-English speaking background and have arrived in Australia from overseas and have been in school for less than a year before NAPLAN test period"*

School Attendance

Year Level	2021	2022	2023
Year 06	48.0%		
Year 07			88.7%
Year 08	95.8%	96.7%	94.2%
Year 09	93.9%	92.1%	88.8%
Year 10	89.3%	85.8%	91.4%
Year 11	91.4%		91.1%
Secondary Other	92.1%	91.7%	90.8%
Total	91.8%	91.6%	90.8%

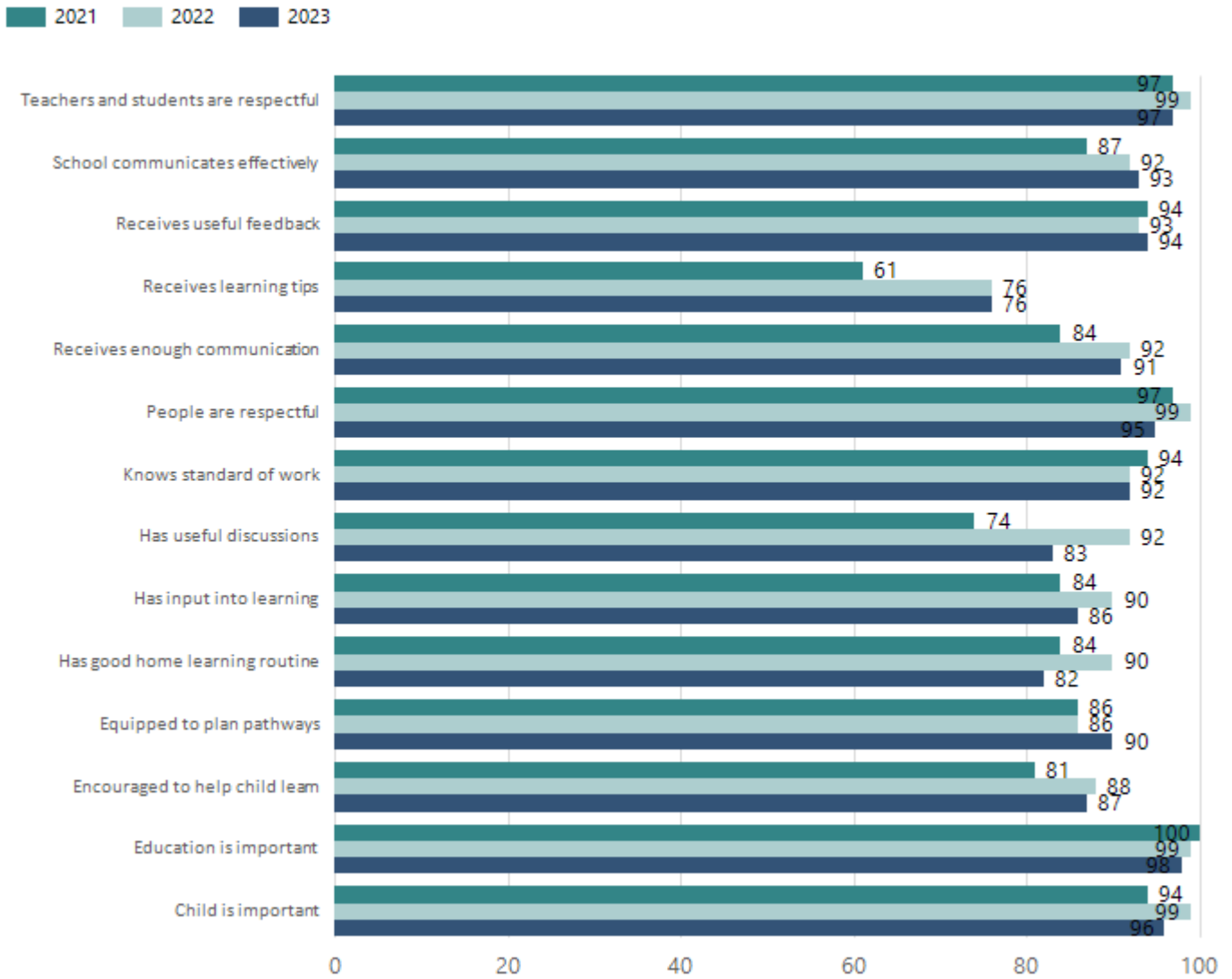
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	23	15.0%
NS - LEFT SA FOR NSW	7	4.0%
OV - LEFT SA FOR OVERSEAS	8	5.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	111	70.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	34
Postgraduate Qualifications	40

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	62.0	0.0	17.7
Persons	0.0	74.0	0.0	27.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$ 10,001,475
Grants: Commonwealth	\$ 25,075
Parent Contributions	\$872,687
Fund Raising	--
Other	\$ 215,526

Data Source: School supplied data.