SCHOOL CONTEXT STATEMENT

School Number: 0810

School Name: Thebarton Senior College

School Profile:

College motto is ‘Carpe Diem Quam Minimum Credula Postero’ – these words remind us to ‘seize the day and be prepared for what tomorrow brings’

The College achieves its mission of preparing students for their transition into further learning, employment and life as global citizens through quality teaching programs. The core values of the College are Excellence, Respect, Innovation and Sustainability.

Our vision for the College is an engaged, connected and resilient community of learners: students, support staff and teachers.

Recognised as a United Nations Global Peace School in 2007, Thebarton Senior College welcomes students from over 76 different cultures. This diversity provides a rich and unique educational environment. Students are encouraged to participate in the many events and celebrations that take place each term.

Thebarton Senior College offers an extensive SACE curriculum and is also a Registered Training Organisation. The College is the only New Arrivals Program provider for senior secondary students in Adelaide.

The College is open for classes daily, but also until 7pm, three nights a week to provide SACE Stage 2 subjects and Certificate courses to students from all over Adelaide.
1. **General Information**

- School Principal: Eva Kannis-Torry
- Assistant Principals:
  - Kay Astles    New Arrivals Program
  - Phillip Davies  Development
  - Keri Fisher    Curriculum/Timetable
  - Ceri-Jane Price  Student Services
  - Nick Vallance  Information Systems and Infrastructure
- Year of opening: The school was established on the site in 1924. It became a specialist senior secondary site in 1990.
- Postal Address: 40 Ashley Street, Torrensville 5031
- Location Address: 40 Ashley Street, Torrensville 5031
- Partnership: West Torrens
- Geographical Location – Road distance from GPO: 4.5 km
- Telephone Number: 8159 3100
- Fax Number: 8159 3199
- School Website Address: www.tsc.sa.edu.au
- School e-mail Address: info@tsc.sa.edu.au
- Child Parent Centre (CPC) attached: NA
- Out of School Hours Care (OSHC) Service: N/A
### February FTE Student Enrolment:

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<td>365</td>
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<td>237</td>
<td>218</td>
<td>235</td>
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<td>FLO</td>
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<td>148</td>
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<td>110</td>
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<tr>
<td>Year 11</td>
<td>570</td>
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<td>451</td>
<td>428</td>
<td>354</td>
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<td>Year 12</td>
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<td>229</td>
<td>170</td>
<td>174</td>
<td>226</td>
<td>310</td>
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<tr>
<td>Total</td>
<td>1023</td>
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<td>65%</td>
<td>41%</td>
<td>75%</td>
<td>52%</td>
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<td>NESB Enrolment (persons)</td>
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<td>844</td>
<td>889</td>
<td>969</td>
<td>669</td>
<td>619</td>
<td>660</td>
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<tr>
<td>Aboriginal Enrolment (FTE)</td>
<td>3</td>
<td>4.8</td>
<td>4.6</td>
<td>8</td>
<td>6</td>
<td>25</td>
<td>36</td>
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- **Student Enrolment Trends:**
  Enrolments increased from 2003 and reached an optimum level in 2009. There has been a slight decrease in enrolment due to the impact of the Adult Education Policy. An increasing number of young people (16-25 year olds) are enrolling in programs at the College.

- **Staffing Numbers (as at February Census):**
  98 teachers, 32 SSO and BSSO staff the College
• **Public Transport Access:**
  Good bus transport with frequent buses along Ashley Street, South Road, Henley Beach Road and Holbrooks Road – all within an easy 10 minute walk of the College.

• **Special Site Arrangements:**
  The College operates on an extended day with three lessons of 1.75 hours starting at 8.45am and finishing at 3.15pm. Three-hour lessons are offered on three nights per week, 4.00pm-7.00pm. Staff are expected to work flexible hours. Time in lieu is given for teachers taking twilight classes.

• **Registered Training Organisation:**
  The College is a Registered Training Organisation. The title of the RTO is The Minister for Education and Child Development Trading as The Thebarton Senior College (40117). The Principal is the Chief Executive Officer of the RTO.

### 2. Students (and their Welfare)

• **General Characteristics:**
  Our students are over 16 years of age and are working to complete their South Australian Certificate of Education (SACE), undertaking Foundation Skills or vocational programs or learning English in the New Arrivals Program. Many are part-time and over 1200 students may access courses in each academic year. The College draws its students from all parts of the greater metropolitan area but particularly from the central and north western regions.

  The students come from diverse backgrounds and a range of cultural groups. Countries of birth include Australia, Afghanistan, Albania, Armenia, Bangladesh, Bhutan, Bosnia-Herzegovina, Brazil, Brunei, Bulgaria, Burundi, Cambodia, Canada, Chile, China, Congo, Colombia, Cote d’Ivoire, Former Yugoslavia, Egypt, El Salvador, England, Eritrea, Ethiopia, Ghana, Guinea, Greece, India, Indonesia, Iran, Iraq, Ireland, Isle of Man, Italy, Japan, Jordan, Kazakhstan, Kenya, Kosovo, Laos, Lebanon, Liberia, Malaysia, Morocco, Myanmar, Nepal, New Zealand, Pakistan, Philippines, Romania, Russia, Rwanda, Scotland, Serbia, Sierra Leone, Somalia, South Korea, Spain, South Sudan, Sudan, Syria, Tanzania, Togo, Uganda, United States of America, Thailand, Timor, Ukraine, Vietnam, Zaire, Zambia and Zimbabwe.
A number of students have come to Australia under the humanitarian/refugee program. Thebarton Senior College is the site of the DECD Senior Secondary New Arrivals Program. These students complete an intensive English course full-time for twelve to eighteen months or more before moving into foundation skills, Stage 1 and 2 SACE courses or vocational certificate courses.

Students also enter at both Stage 1 and 2 SACE level to complete their secondary education and gain entry to TAFE or university or widen their employment options through industry accredited vocational training packages.

Thebarton is a Registered Training Organisation (RTO), accredited to deliver nationally recognised training in the areas of Business, Business Administration, Community Services, Early Childhood Education and Care, Information Technology, English Proficiency and Foundation Skills. Other nationally recognised training in Construction, Engineering, Metal Trades and Plumbing are accredited by the Master Builders Association and TafeSA respectively.

Thebarton Senior College has a large number of students receiving some financial support from Centrelink.

- Student Well-being Programs:
  Breakfast Club, Lunchtime Interest Clubs, Ice Factor, Operation Flinders, Pride Club, special celebration days and Rotaract for Global Peace.

- Student Support Offered:
  Counselling services recognise the complexity of student needs. Some of these services include student enrolment, personal counselling, interagency liaison, career and training information and interpreting services (bilingual SSOs).

  Maternity, health, psychological, and housing support services are provided by external agencies that come to the College site.

Learning support programs are provided through teacher support in the Library, ESL and targeted tutorial/mentoring support in classes and literacy support for both NESB and English speaking background students. The College has a Volunteer program which also supports students in their learning. There are a significant number of students on Negotiated Curriculum Plans.
All teaching staff are encouraged to complete a DECD Language and Literacy course. This is because ESL and Literacy teaching are fundamental to our work.

- **Student Management:**
  
  Students are encouraged to take responsibility for their own actions as adults and are expected to show respect to other students and staff at all times. Fair and consistent application of a minimum of explicit rules and regulations are applied to students. Restorative justice practices guide interactions between all members of the College community.

- **Student Government:**
  
  A balanced representation of students is encouraged and welcomed on the Governing Council. The College also hosts a Rotaract Club which provides another avenue for student voice.

- **Special Programmes:**
  
  The College is the only Senior Secondary New Arrivals Program (NAP) provider in South Australia. The New Arrivals Program is an intensive English language acquisition course for newly arrived senior secondary migrant and refugee students. While the focus of the program is to provide non English speaking students with the level of language proficiency needed to undertake future SACE studies, mathematics, science and computing are integral to the curriculum and also have a language emphasis. Students also experience physical education, technology, home economics and art courses in NAP.

  Graduates from the New Arrivals Program are encouraged to continue their College enrolment in subsequent programs in vocational certificates or Stage 1 or Stage 2 SACE studies.

  Certificates in English Language Proficiency were introduced in 2008 and a large number of students are now enrolled at either Certificate 1, 2 or 3 levels.
3. Key School Policies

- Site Improvement Plan:
  
  In all its actions, the College continues to strive for its four values of excellence, innovation, respect and sustainability.

Over the next two years, the four strategic directions of the College, which align with the Department of Education and Child Development, are:

1. Quality teaching and learning
2. Connecting with others
3. Health and wellbeing
4. Building an enduring system
• **Recent Key Outcomes:**

In 2007, the College was recognised as a United Nations Global Peace School. Annual events like Harmony Day, International Day of Peace, World Refugee Day and World Environment Day are great successes and an integral part of the ethos of the College. Embedded in the curriculum are studies based around peace and human rights.

In 2008, the College won the SA Training Awards for VET in SACE Excellence for the programs offered under The Skills Centre (RTO) courses. These programs were also runners-up in the Australian Training Awards VET in SACE Excellence category.

In 2015 the College was identified as a Leading SACE Improvement site due to continual improvement in SACE Completion rates. The college also won an award through the Port Adelaide Enfield Council for its ‘Deadly Identities’ Program.

To meet the needs of the increasing numbers of young people in the College, physical education programs have been expanded. In addition, extra-curricular activities for students in sports such as volleyball, ice hockey, basketball and soccer have been introduced.

Student well-being is enhanced by a range of services provided on the campus by external agencies such as midwifery, psychological, community health nurse and health counselling.

The College has actively engaged in Flexible Learning Options (FLO) and has employed 2 youth workers to support younger students who might be at risk of withdrawing from education.
4. Curriculum

- Subject Offerings:

The College offers a wide range of SACE Stage 1 and 2 subjects as well as Certificate courses in Business, Business Administration, Community Services, Metal Trades, Engineering, Information Technology, Building and Construction, Early Childhood Education and Care, Foundation Skills and English Language Proficiency

Stage 1- Arts, Humanities, Social and Cultural

Stage 1 – Mathematics, Science and Technology

Stage 1 Integrated Program
Games for SACE

Stage 2 – Arts, Humanities, Social and Cultural
Stage 2 – Mathematics, Science and Technology

Stage 2 Integrated Programs
SACE Completion Program, ATAR Program, Adult SACE Completion Package, Film School

- Open Access/Distance Education Provision:
  N/A

- Special Needs:
  There are a number of students in the College who have Negotiated Education Plans which have been developed with the assistance of District Guidance Staff. SSO support is provided for identified students.

- Special Curriculum Features:
  Intensive support is provided for recent arrivals and students learning English. Learning support is provided at all levels and preparatory programs are in place in all curriculum areas to facilitate students’ transitions into further study, the workplace or general community life.

- Teaching Methodology:
  The guiding principle that all teachers are teachers of literacy underpins teaching methodologies at Thebarton Senior College. Assessment for Learning and visible learning principles also form the basis of teaching and learning programs. There is a focus on assessment task design and developing a broad range of curriculum offerings. Subjects are offered at various levels to cater for the widest range of learning needs. Integrated programs are developed in which teachers work cooperatively to support specific cohorts of students and specialist teachers and BSSOs provide additional support to student learning.
Information Communication Technologies are widely used to support student learning. Interactive whiteboards are also extensively used.

All subjects are supported by a College Moodle which provides students the opportunity to access materials at all times but also provides the opportunity for online support, feedback and interaction in a range of ways.

- **Student Assessment Procedures and Reporting**
  
  Ongoing informal feedback during lessons is provided throughout the year with formal feedback provided in all courses each term.

- **Joint programmes:**
  
  Close liaison with external industry bodies and employer groups ensures the vocational certificates continue to meet industry needs and standards.

5. **Sporting Activities:**

Students are involved in sporting teams and athletics in several non-College based competitions and there are occasional carnivals against other senior secondary schools. There is a college Soccer team and Ice Hockey team.

Thebarton Senior College Football Club provides opportunities for young men to play in an organised soccer league (The Collegiate Soccer League). Staff provide the players with significant support outside of normal training times and there is a focus on the development of the lifelong skills of respect, responsibility, communication and commitment.
6. Other Co-Curricular Activities

- **General:**
  
The College celebrates a number of significant days during the year including Harmony Day, International Women’s Day, World Environment Day and International Day of Peace. These activities are embedded in the culture of the College as a United Nations Global Peace School.

- **Special:**
  
  A student Orientation Day is held at the beginning of the year and a formal celebration of student success is held at the conclusion of the year.

  Students are also able to access activities such as the Fringe Festival Opening Parade, AVCON, STEM, Pythagorean Club, Table Top Gaming Club, and Singing and Dancing through our lunchtime clubs.
7. Staff (and their welfare)

- Staff Profile:

Staff turnover is extremely low. The number of teaching staff and SSO/BSSO hours has increased with enrolments.

There is a blend of graduate and early career teachers and experienced Step 9 teachers.

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<th>Male</th>
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<td>Coordinator</td>
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<td>4</td>
<td>Assistant Principal</td>
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<td>2</td>
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<td>Principal</td>
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<table>
<thead>
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<th>Levels</th>
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<th>Male</th>
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<tr>
<td>2</td>
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<td>SSO</td>
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<td>2</td>
<td>GSE</td>
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## Leadership Structure

### Thebarton Senior College Leadership Structure 2015

Staff numbers in the table below are individuals, not FTEs

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Education Director</td>
<td>Debra Graham</td>
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<tr>
<td>Principal</td>
<td>Eva Kannis-Torry</td>
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<tr>
<td>SL 4 Assistant Principal NAP/ESL</td>
<td>Kay Astles</td>
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<tr>
<td>SL 4 Assistant Principal Data/ICT/Infrastructure</td>
<td>Nick Vallance</td>
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<tr>
<td>SL 4 Assistant Principal Student Services Wellbeing</td>
<td>Ceri-Jane Price</td>
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<tr>
<td>SL 4 Assistant Principal Curriculum/ Timetable</td>
<td>Keri Fisher</td>
</tr>
<tr>
<td>SL 4 Assistant Principal Development</td>
<td>Phillip Davies</td>
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<tr>
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<td>SL 2 Science/Numeracy</td>
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<td>SL 1 SACE</td>
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<td>SL 1 NAP ESL Curriculum And Reporting</td>
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<td>SL 1 NAP Experiential Learning</td>
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<tr>
<td>SL 1 Counsellor Careers/Tertiary Liaison</td>
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<td>SL 1 New Learning Technologies</td>
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<td>SL 1 SACE ESL</td>
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<td>SL 1 Design and Tech</td>
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<tr>
<td>SL 1 ICT</td>
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<tr>
<td>SL 1 Humanities</td>
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</table>
• **Staff Support Systems:**
  
  A comprehensive induction program is conducted.
  All staff are supported in completing a DECD Language and Literacy course.
The College provides a generous budget for staff to undertake professional development programs.

**Personnel Advisory Committee**

Staff well-being is a high priority

• **Performance Management:**
  
  Performance Management involves all staff working together in a culture of continuous improvement and feedback. It has the following outcomes:
  - a shared understanding of each person’s individual and collective responsibility towards the College’s strategic directions
  - the delivery of high quality teaching and learning, and improved learning outcomes based on analysis of data and student feedback

  Each member of staff has a line manager and meets at least once a term individually to develop professional goals documented in performance and development plans (PDPs) and to provide evidence of progress against goals.

  Formal written feedback is provided twice a year by the line manager.

• **Staff Utilisation Policies:**
  
  This is managed by PAC in their advisory role to the Principal.

  Students with Disabilities work within classes with support provided by School Service Officers and support teachers. Students from CALD backgrounds are supported by all staff through the whole school approach to developing literacy through the use of scaffolds.
8. **Incentives, support and award conditions for Staff**

- Complexity placement points
  : N/A
- Isolation placement points
  : N/A
- Shorter terms
  : N/A
- Travelling time
  : N/A
- Housing assistance
  : N/A
- Cash in lieu of removal allowance
  : N/A
- Additional increment allowance
  : N/A
- Designated schools benefits
  : N/A
- Aboriginal/Anangu schools
  : N/A
- Medical and dental treatment expenses
  : N/A
- Locality allowances
  : N/A
- Relocation assistance
  : N/A
- Principal’s telephone costs
  : N/A
9. School Facilities

• Buildings and Grounds:
  The College has excellent grounds and facilities. There is a gymnasium, cafeteria, well-equipped recently opened library and up-to-date technology for use by staff and students. The College also has a commonwealth funded Language Centre and Trade Training Centre.
  The College is also a lead school in the Inner South Metro Trade School for the Future

• Heating and Cooling:
  All areas are air conditioned

• Specialist Facilities and Equipment:
  The Library provides students and staff with an up to date learning facility with tutorial rooms, flexible learning spaces and Wi-Fi throughout the space including outdoors
  The Trade Training Centre provides state of the art Building, Welding and Machining facilities.

• Student Facilities:
  Students have a cafeteria and student lounge/kitchen with microwave ovens, chilled drinking water and tea/coffee making facilities.

• Staff Facilities:
  The staff room is well equipped with microwave ovens, coffee machine, filtered water, refrigerators and Wifi.

• Access for Students and Staff with Disabilities:
  An elevator services the upper floors of the multi-storey building and ramps have been provided at other entrances for easy access.

• Access to Bus Transport:
  Bus transport is available at the front of the College and there is a service every 10-15 minutes into the city.
10. School Operations

- Decision Making Structures:
  The Curriculum Leadership Team (CLT) and Governing Council are the key decision making groups in the College.

- Regular Publications:
  The College student newsletter, “In Touch”, is produced once a semester.

- Other Communication:
  A daily bulletin is published electronically on the Intranet for quick communication to all members of the College community. Email and SMS is used extensively. There is a College Facebook site which both informs and celebrates success. The College Website provides up to date information about the courses offered at the College. Other communication includes a staff and student portal on the Intranet system and the Day Map program which provides staff with a mechanism for communication and dissemination of information.

- School Financial Position:
  Excellent financial management has ensured that the school has a sound asset replacement fund, as well as funds to cover contingencies.

- Special Funding:
  The New Arrivals Program receives additional resourcing.
  The College has a category 2 index of disadvantage.
11. Local Community

- General Characteristics:
  The local community is generally an older population and there is interest in the College as a community facility. Areas of the College are hired for various community activities out of hours.

- Parent and Community Involvement:
  Parents, students and local members of the community are encouraged to join the College Council.

- Feeder or Destination Schools
  Thebarton Senior College attracts students from all over the wider Adelaide metropolitan area.

- Other Local Care and Educational Facilities:

- Commercial/Industrial and Shopping Facilities:
  The College is located within an historic residential area. It is close to extensive retail facilities on Henley Beach Road as well as the newly opened Brickworks shopping facility. There are some light industrial/commercial activities in adjacent suburbs.

- Other Local Facilities:
  Thebarton Aquatics Centre

- Availability of Staff Housing: (n/a)

- Accessibility:
  The College is located 4.5 kms from the city and is on bus routes along Ashley Street (286/287/288), Henley Beach Road, South Road and Holbrooks Road.

- Local Government Body:
  West Torrens City Council
12. Further Comments

The College has outstanding facilities for teaching and learning. The unique Senior Secondary environment allows for innovative curriculum development that is tailored to individual student learning needs.

As a United Nations Global Peace School we are proud to work and learn in a peaceful learning environment that celebrates diversity and promotes human rights.