



Youth Education Centre

2022 annual report to the community

Youth Education Centre Number: 195

Partnership: Inner West

Signature

School principal:

Mr Dan Pearce

Governing council chair:

Rob Bryson

Date of endorsement:

14 March 2023



Government
of South Australia
Department for Education

Context and highlights

Youth Education Centre is a school offering diverse learning opportunities across 3 school sites. YEC provides tailored learning programs for students under the care of the Department of Human Services and the Department for Education. YEC also provides a Flexible Learning Option for students across the greater metropolitan area. Youth Education Centre provides learning program between the ages of 10 to 18 or above.

The three school sites that YEC provides learning are Kurlana Tapa Youth Justice Centre (KTYJC), Kilburn Flexicentre, and Jonal Drive. Kilburn Flexicentre is a FLO school, providing educational opportunities for young people in Years 8 to 12. YEC provides the education program within Kurlana Tapa Youth Justice Centre. Learning approach is designed to the Australian Curriculum and SACE, and also vocational pathways programs. Kilburn offers a 5 day learning program designed to SACE and Australian Curriculum specification. Kilburn also offers vocational learning programs providing certification and experience.

YEC develops and provides curriculum aligned to the Australian Curriculum, SACE and/or Vocational Pathways.

Jonal Drive is in process of decommissioning and no educational program is provided at the facility unless Kurlana Tapa Youth Justice Centre exceeds capacity.

Classroom contexts have low student to teacher ratios which support optimum conditions for student centred approaches to learning, minimise behaviour and support response if required.

All site data including PAT, Attendance, Parent Survey and SACE are locally collated without DfE support due to YEC and sensitive information related to young people enrolled.

In a year of challenge, YEC experienced multiple highlights. These include:

- *All staff trained in Reading Intervention strategy (starting with MacQLit program) and an implemented intervention program operating across both operating sites

- *All staff completing the Berry Street: Trauma Informed Practices professional development, and its gradual implementation at YEC operating sites

- *Improved Learning and Assessment processes (both sites)

- *Record achievement of White card accreditation (both sites)

- *Increased, equally distributed leadership model across sites

- *Increased curriculum choices (electives)

- *Recorded highest enrolment at YEC Kilburn since inception

Governing council report

With the complexity and challenges experienced through the height of the global pandemic and the impact on the Youth Education Centres and its traditional approach to learning and community engagement, it was pleasing to have the Governing Council regularly function and provide governance over school direction and strategy. The Governing Council increased representation in 2022, with increased parental voice and representation from across the two YEC sites. Including advocacy and representation from students and providing voice from both settings. The Governing Council welcomed new leadership to the school and thanks Sam Hele, Deputy Principal/ KTYJC Head of Campus; and Peter Savvas, Head of Campus (Kilburn) for their contributions to the Governing Council. The school also thanks Michelle Povey, former Deputy Principal (whole school) and Head of Campus (Kilburn) for their contributions and wishes them well for the future. The school has seen growth and even representation of leadership across both sites. Community membership on the Governing Council also had greater representation. The Governing Council was able to convene on all but one occasion, due to COVID impacts on the school community. The school was able to negotiate its way through the height of COVID fairly successfully, with the ability to successfully provide a full education program across both sites on all occasions. The school has begun a new School Improvement Plan cycle (2022-2024). YEC has maintained a focus on Reading. Staff professional reflection, coupled with analysis of data indicated that the school needed to develop strategies to support students develop critical reading skills, as a starting point, oral language, phonological awareness, and phonics. All staff engaged in training to provide reading intervention if a student so required. The program selected (MacQLit) now operates across both sites routinely.

The school has also integrated a new area of improvement, the focus being a targeted approach to Maths, which will be pursued with dedicated focus in 2023.

Quality improvement planning

Youth Education Centre implemented a new Site improvement Plan in 2022, after concluding its last cycle of improvement the previous year. Guided by the schools 2021 external review recommendations, the school leadership led considered strategic development of the next phase of improvement strategy. YEC has sourced and implemented recognised student assessments to formulate its 3 year strategy. Historically, YEC has been exempt from widely utilised assessments. In the last two years, select, recognised assessments were implemented to lead informed improvement strategy. Assessments include the Phonics Screen Check, MacQlit Warp assessment, PATR. All students across both sites are expected to pursue the testing.

Annually, YEC engages in a data review process. Staff collectively examine data sets:

PAT R

PAT M

Phonics Screen Check

Maths Mate cohort data

YEC student cohort are exempt from NAPLAN testing.

In 2022, YEC was able to increase the number of students tested in PAT adaptive standardised tests. 43 students completed the PAT reading assessment, while 47 completed the PAT math's assessment. All data accumulated is extracted and analysed internally. Leadership undertakes the process of preparation and provides sorted results to all participating staff. Through analysis, it was determined that the student cohort had shown mild progression from scores the year before. There was greater accuracy in answering two-digit addition based problems, and students were now experiencing greater challenge in responding to multiplication and fraction based problems, with the added complexity of worded questions included.

In "Reading", student cohort showed mild improvement overall, meeting year 7 achievement according to the Reading scale (year 6 in 2021). Examination of question types helped staff to recognise that almost every question (with high incorrect responses) required students to read and make connection to explicitly stated information. This has become an embedded focus for YEC to attend to in 2023 (in the SIP).

In 2022, YEC has also acted on the direction of the external review recommendations and put significant focus and work into its planning and assessment processes. Staff participation rates in "planning" professional development sessions was high and feedback (and analysis of plans) indicated that this was a space requiring further exploration and improvement. Learning and assessment strategy has been embedded into the schools site improvement plan for 2023.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Intervention & Support

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

YEC implemented early learner reading strategies at both YEC sites to support readers of young adolescence requiring immediate and routine intervention programs to lift their reading capability. 66% of KTYJC enrolment are recognised as ATSI, and due to multiple factors, are well below reading benchmark. YEC collaborated with its departmental partner to institute targeted interventions sessions for students significantly below comparable benchmark of their peers.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Prior to 2021, YEC was exempt and did not undertake diagnostic assessment processes. YEC engaged with ACER and implemented PAT as a standardised test across both operation sites (Kilburn Flexicentre and KTYJC). In the context of KTYJC, comparable data is not assured due to patterns of high transience, and irregular enrolment regarding young people determined by the juvenile justice system. Kilburn has greater potential for consistency in enrolment. Between 2021/2022, Kilburn differentiated its PAT assessments, but it is envisaged that there will comparable data sets available for analysis and measure between years 2022/2023. The school has adopted new reporting processes that support easier analysis of student achievement (E to A). Again, 2023 will provide opportunity for comparable data. Among other assessments, Kilburn has also implemented the Phonics Screen Check as a measure. This is implemented in first term and 4th term. Data indicates students who have engaged in intervention strategy and regular schooling have realised reading growth.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
*	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2022

*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	2019	2020	2021	2022
B	0%	0%	0%	0%
B-	0%	0%	0%	0%
C+	0%	0%	0%	0%
C	0%	0%	0%	0%
C-	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*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

Data Source: SACE Schools Data reports, extracted February 2022

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

	2021	2019	2020	2018
Percentage of year 12 students undertaking vocational training or trade training	2%	1%	1%	0%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	2%	0%	1%	2%

2022
30%
2%

School performance comment

In 2022, across the Youth Education Centre, there were a total of 48 students with at least one stage 1 enrolment, with 102 subject enrolments overall. Of these total enrolments, 38 were male and 10 were female. 96% of these students achieved a C and above in these subjects.

There were 8 students with at least one stage 2 enrolment, with 16 subject enrolments overall. Of these total enrolments, four were male and four were female. From these students, two successfully completed stage 2, four left to pursue full time work and two of these students will be returning in 2023 to complete their studies. 100% of these students achieved a C- or above in the subjects they completed.

As we are a FLO school for many of these students, the results that we achieve at the Youth Education Centre will continue to support the enrolling schools.

We saw an increase in "industry" skill building through relevant Taster and VET accredited learning. This has included The Doorways Program (Certificate 2 in Building Pathways), Certificate 1 in Kitchen Operations, Barista Qualification, Certificate 1 in Automotive and the Building and Construction Taster. The embedding of more trade/hands-on certification sits alongside SACE curriculum in allowing students a choice of pathway. 12 students were trained in White Card and received this accreditation. Furthering the improvement planning, in 2022, will be strengthening the Literacy and Numeracy SIP goals to further identify achievement growth, expand our VET opportunities and provide more students with meaningful pathways. YEC has a high cohort of indigenous students (as high as 80% at Cavan Campus) we found the Aboriginal Learner Action Template and Achievement Matrix a valuable tool in scaffolding planning, data, and learning.

YEC, as a FLO site, provides learning to students who have struggled to build consistent connection (learning, peer and or attendance) with their home school and are enrolled at YEC on a temporary basis by choice (Kilburn Flexicentre), or through the judicial system (KTYJC). YEC historically supports students in year 10 or above.

Students at both sites access the PAT Maths and Reading tests as a standardised test. The data is stored and analysed internally and does not have input from the Departments reporting and analytics team. Analysis indicates that of the 47 students who undertook the test, 16 were at year 10 level or above. 11 students were operating between Year 6 and Year 9 Achievement bands (year 9 the highest aggregate with 6). Year 5 represented the second largest pool of students with 13 representing (below required benchmark).

55% of the student cohort tested are reading between year 8 to 10 capability. Data indicating that a large portion of the student cohort is operating at a Year 5 standard represents the next largest pool of students, with 7 students (of 43).

Approximately 40% of students tested are working at or below year 5 level.

10 students are working at year 4 or below standard for reading. YEC has implemented a reading program designed to support reading intervention strategy.

All data and analysis of student responses has guided the school in reconfiguring its site improvement plan to better attend to student learning needs.

Attendance

Year level	2019	2020	2021	2022
Year 5	N/A	N/A	N/A	N/A
Year 6	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	N/A
Year 8	N/A	N/A	N/A	N/A
Year 9	N/A	N/A	N/A	N/A
Year 10	N/A	N/A	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Secondary Other	N/A	N/A	N/A	N/A
Total	NaN	NaN	NaN	NaN

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

It is an expectation that all young people engage with the education program at KTYJC when in that environment. Attendance figures reflect near 100% for students in that environment. In any instance that students do not attend school, it is on the determination of other departments that they were unfit for school.

Kilburn flexicentre offers a 5 day a week program. Being a flexible learning centre, student attendance and program is designed to specific need and to realise best success. Each student has an individualised plan negotiated between school, case manager, family and the student. 2022 attendance reflected a 66% engagement to onsite program.

Behaviour support comment

As a whole school from 1/1/2022-30/12/2022 there have been a total of 260 isolated incidents. 'Distracting others – Uncooperative' and 'Distracting Others – Anti-Social Behaviour' making up 61.15% of all behaviour reports. Due to the demographic of our students, it is pleasing to see that violent related incidents only make up 8.06% of all reports. These incidents are categorised within three parts. 'Threatened Violence Verbal or Written Threats' making up 4.6%, Threatening Violence – Threatening Gestures making up 2.69% and 'Actual Violence' is 0.77%. In 2022, YEC established a Better Behaviours Coordinator position to support Senior Leadership in its management of site and student needs. The role aims to support students in making prosocial behaviours and safer behaviours for self and others, with increased student agency in designing "new approaches". The Co-ordinator has also been pivotal in designing local policy and procedures, including the schools effective behaviour management strategy. In The KTYJC context, behavioural response is determined through the negotiation and determination of DHS and DfEd staff.

Parent opinion survey summary

As a site with unique guideline and privacy considerations, Youth Education Centre has not been provided a survey for the parental community to provide feedback on operation. YEC will design its own parent feedback process and provide to parents at Kilburn flexicentre in 2023.

Intended destination

Leave Reason	Number	%
SM - SEEKING EMPLOYMENT IN SA	1	0.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	47	18.2%
U - UNKNOWN	209	81.0%
WA - LEFT SA FOR WA	1	0.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

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 KTYJC. 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 be 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 children at YEC, staff must meet current Department for Education screening requirements. All staff are inducted to KTYJC and Kilburn Flexicentre to ensure optimum welfare and safety conditions.

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	31
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	20.7	2.8	7.1
Persons	0	22	3	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$4,491,230
Parent Contributions	\$0
Fund Raising	\$0
Other	\$312,176

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

2022 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 2022 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	Students enrolled at YEC are of a temporary classification. Entry Assessments highlight that all students operate under recognised benchmarks of their year level. YEC has dedicated funding to early reader intervention programs and staffing to support the development of student reading needs.	Student classroom numbers are capped, with student's supported with case managers. YEC does not attract wellbeing leader funding. YEC is in the midst of self funding Occupational Therapist and Speech therapist support into its settings.
	Improved outcomes for students with an additional language or dialect	Not applicable to YEC	Not applicable to YEC.
	Inclusive Education Support Program	YEC does not attract IESP funding	YEC does not attract IESP funding
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Teaching and Student Support Staff were employed to assist student's Aboriginal cultural understanding while incorporating numeracy and literacy skills. The YEC funded Aboriginal Education Teacher role was continued in 2022 and increased to a full time position. They were responsible for the design and delivery of Aboriginal Cultural programs, Literacy and Numeracy Strategies, as well as Student "in-class" support. Increased support in class context has supported students to achieve work (trade) required credentials that support trade based certifications and apprenticeships.	Staff organised incursions, excursions and a yarnning circle. This included Aboriginal culture that was shared with other students, wanting to participate. This was a popular subject amongst our students.
Program funding for all students	Australian Curriculum	YEC does not receive same fundings as other sites. However, school strategy and Pupil Free Days have been specifically dedicated to the improved approach to better understanding the Australian Curriculum and staff refign their learning and assessment processes for optimised teaching and learning outcomes.	Improved planning and implementation of the AC across YEC, leading to authentic learning intentions and formative assessment strategies.
Other discretionary funding	Aboriginal languages programs Initiatives	We employed a Student Support Officer to teach the students the native language of our region.	Imlemented a local south australian dialect within KTYJC. Unfortunately it did not sustain the year. YEC will resume its efforts to implement language at YEC.
	Better schools funding	Our site used funding to introduce Macq Lit at all sites of YEC to improve student's foundation reading skills.	After implementing the Macq Lit program, we have seen improvement in participating student's reading levels.
	Specialist school reporting (as required)	Not Applicable to YEC	Not Applicable to YEC

	Improved outcomes for gifted students	Not Applicable to YEC	Not applicable to YEC
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