



2024 Annual Report to the Community

Thebarton Senior College

Thebarton Senior College number: 810



Partnership: West Torrens

School principal:

Eva Kannis-Torry

Date of endorsement:

05/03/2025



Context Statement

Thebarton Senior College caters for students undertaking the South Australian Certificate of Education (SACE). Students enrol at the college in SACE Stage 1 and 2 to complete their secondary education and gain entry to TAFE SA, university or other training providers. The college is also the site for the Department for Education senior secondary New Arrivals Program (NAP). Students in this program complete an intensive English as an Additional Language (EAL) course full-time for twelve to eighteen months or more before moving into Stage 1 and 2 SACE courses or vocational certificate courses. The college is also a Registered Training Organisation (RTO Code 40117), and in 2024 offered vocational qualifications in Information Technology, Workplace Skills, Construction, Screen and Media, Community Services and Further Study Skills. In addition, the college offered courses auspiced or delivered by other RTOs in Engineering Pathways, Early Childhood Education and Care, Electrotechnology and Individual Support. The college RTO is an approved Skills SA provider for trainees, and trains metropolitan and regional students who have School-based Traineeships.

The College draws its students from all parts of the greater metropolitan area, and from across the three schooling sectors. Students come from diverse backgrounds and from over 75 countries. A number of students have come to Australia under the United Nations humanitarian refugee program.

The enrolment in 2024 was 1165. Thebarton Senior College is classified as Category 3 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1% Aboriginal students, 2% students with disabilities and 67.5% students with English as an additional language or dialect (EALD) background.

Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

23 students = 1.3% Aboriginal students

19 students = 1.6% students with disabilities,

943 students = 67.5% students with English as an additional language or dialect (EALD) funded background.

Governing Council Report

As Chair and on behalf of the Governing Council, I am pleased to report that 2024 has seen Thebarton Senior College continue to achieve remarkable results. The College's reputation within and beyond Australia continues to attract great interest and acknowledgment as a model for achieving excellence in public education.

In terms of the broad curriculum scope and opportunities, continued innovation, and the commitment of the College's capable and dedicated staff, together with ongoing financial stability and facilities improvements, the College has provided an environment that has seen growth and commendable academic results.

Notwithstanding the numerous external challenges of recent years, the initiatives undertaken by Principal Eva Kannis-Torry and her team during that period and throughout 2024, with a passion and commitment to the College's diverse student cohort, has seen excellent results across SACE and VET, with many of our students choosing to pursue further tertiary education and employment opportunities in their preferred areas of interest. This year there has been a strong focus on staff and leadership development and student support through various programs, to ensure that our students achieve the best possible outcomes as they progress through their chosen academic pathways.

The New Arrivals Program has continued to experience rapid growth in 2024 with almost 500 NAP students enrolled, and through sound staffing and resources management and enhancement the College is well placed to guide this cohort through their journey with Thebarton College and beyond.

Of the numerous new course options available to students it has been pleasing to see our Pathway to Policing program succeed as it has, and SA Police have committed to continue their support of this program into the future.

Our centenary celebration in May was a great success and feedback has been very positive.

The College was shortlisted in the SA Training awards for Innovative pathways to VET and also received the silver award in the National Training Awards for School Pathways to VET Award.

Strong relationships with those entities and companies keen to assist and have access to students whose study outcomes would meet their future needs continues to be a focus.

Sound financial management and stability has allowed the College to expand and provide the best possible facilities, technology and equipment, and a substantial building program is intended to proceed near term, to accommodate medium and longer term requirements.

The college has been a strong supporter of community building days, Harmony Day, World Environment Day, White Ribbon Day, and International Day of Peace. The breakfast club, which commenced in 2008, providing breakfast on Wednesday mornings for up to 200 students each week and a positive environment for students to interact, has been an ongoing success.

College's reputation as a place where respect, passion, commitment, humanity, excellence and support are key to the College's success is a testimony to the leadership and staff.

All our stakeholders are cognizant of retaining what Thebarton College represents and delivers to education and peoples' lives that is truly unique and remarkable.

I thank the members of the Governing Council for their support and Eva and her staff for their outstanding contribution.

Daryl Jarret

Chairperson

Thebarton Senior College Governing Council



South Australian Certificate of Education - SACE

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

2021	2022	2023	2024
93%	97%	97%	96.1%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2021	2022	2023	2024
A+	2%	3%	4%	5%
A	8%	9%	9%	12%
A-	9%	9%	14%	17%
B+	12%	15%	18%	15%
B	17%	17%	16%	14%
B-	14%	13%	16%	13%
C+	16%	14%	10%	11%
C	11%	11%	8%	8%
C-	4%	6%	2%	2%
D+	3%	1%	1%	1%
D	1%	1%	1%	1%
D-	1%	0%	0%	1%
E+	0%	0%	0%	0%
E	0%	0%	—	0%
E-	0%	—	0%	0%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2021	2022	2023	2024
93%	97%	99%	96%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	61%	60%	43%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	74%	56%	96%

Data Source: School supplied data



Australian Government

AUSTRALIAN TRAINING AWARDS

CELEBRATING 30 YEARS OF TRAINING EXCELLENCE

INNOVATION IN VET AWARD

FINALIST

#ATA2024



Australian Government

AUSTRALIAN TRAINING AWARDS

CELEBRATING 30 YEARS OF TRAINING EXCELLENCE

SCHOOL PATHWAYS TO VET AWARD

SILVER RECIPIENT

#ATA2024

School Attendance

Year Level	2022	2023	2024
Year 11	68%	88%	88%
Year 12	86%	85%	82 %
NAP	98%	97%	97%
Total	84%	90%	89%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we 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.

2024 WEC Data

Our Agreed upon Wellbeing Measures:

1. Connectedness to an important adult at school

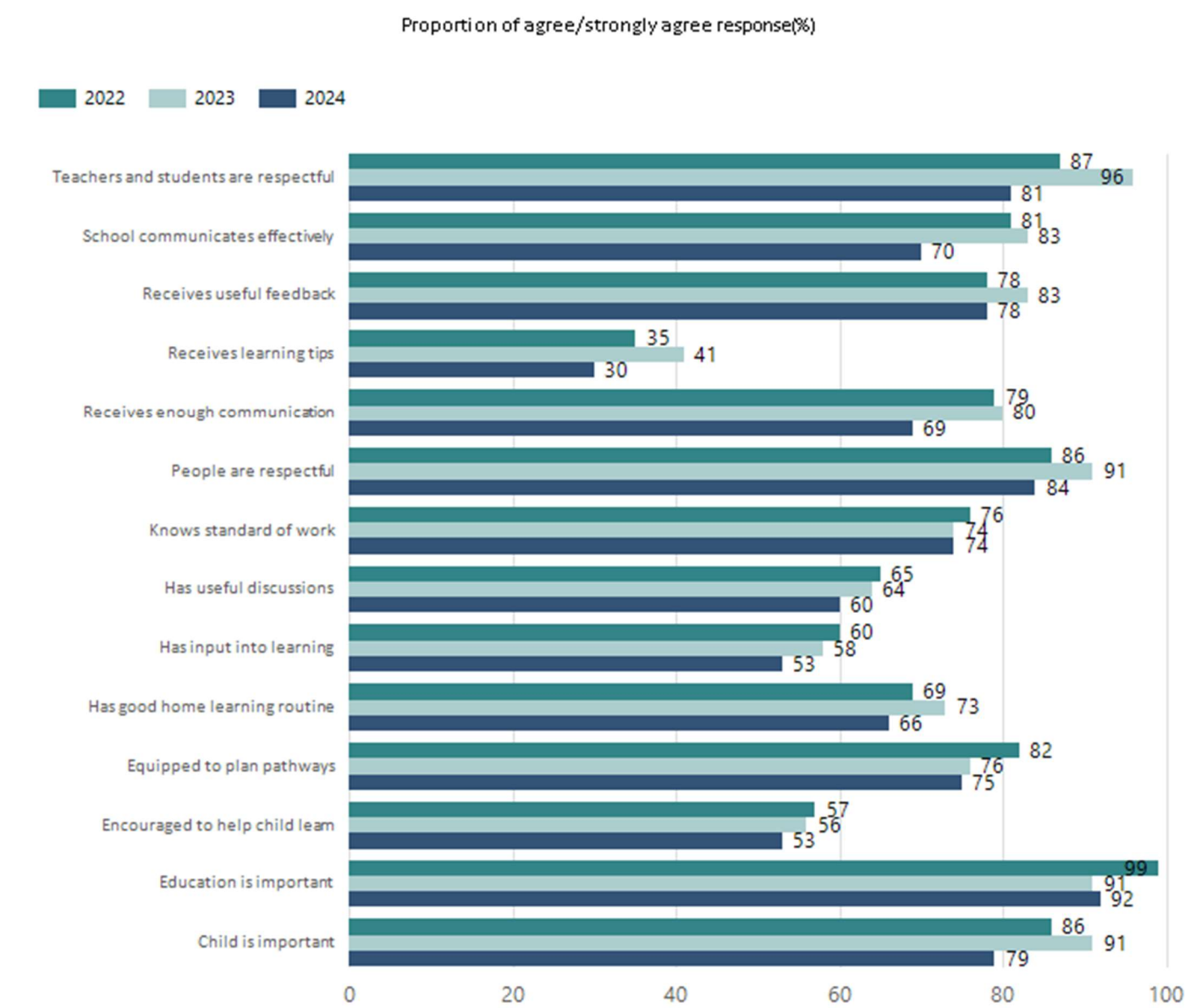
- 51% in 2023 to 54% in 2024 of students reported high levels of wellbeing

2. Connectedness to school

- 65% in 2023 to 62% in 2024 of students reported high levels of wellbeing

*77% of student report **Emotional Engagement with teachers**, with a further 22% reporting medium levels of wellbeing for this category. This continues to be one of our strengths and the biggest difference compared with the SA average. As our college grows and the demographic changes, it is important for us to lean into these strengths to maintain positive college culture.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	12	6.0%
PA - PARENTING/CARER	13	6.0%
PE - PAID EMPLOYMENT IN SA	25	12.0%
SM - SEEKING EMPLOYMENT IN SA	11	5.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	29	13.0%
U - UNKNOWN	78	36.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	18	8.0%
VI - LEFT SA FOR VIC	7	3.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. 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	45
Postgraduate Qualifications	79

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. 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

	Non-Teaching Staff		Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	27.9	0.8	109.1
Persons	0.0	33.0	1.0	124.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

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	\$ 15,968,540.50
Grants: Commonwealth	0
Parent Contributions	\$ 1,026,541.17
Fund Raising	0
Other	\$ 703,555.78

Data Source: School supplied data.