



2023 annual report to the Community

Northern Adelaide Senior College

Northern Adelaide Senior College number: 1012

Partnership: Peachey



School principal:

Clair Vue

Date of endorsement:

12/03/2024



Context Statement

Northern Adelaide Senior College caters for students in Years 11 and 12. At the time of this report, the enrolment in 2023 is 509. Northern Adelaide Senior College is classified as Category 1 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 11% Aboriginal students, 13% students with disabilities, 4% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Northern Adelaide Senior College is an inclusive Senior College that draws on enrolments across Metropolitan Adelaide, with most students residing in the North. The College offers individualised learning, in the form of the SACE that supports the development of skills required for a successful transition to further study or employment.

NASC provides opportunities for all students to reengage in learning whether they be returning as an adult, repeating to improve ATAR or transitioning from high schools to a community that offers a Senior School approach to learning.

Case Managers support students in both the mainstream and FLO, providing connections to community in order to meet the needs of students and break down barriers to attending school. Case Managers with a specific focus include SACE completers, Young Mums, Inclusive Education, EALD and Student Voice.

Over 30% of students at NASC are enrolled through the FLO enrolment strategy, identified through significant barriers to engagement and attendance in education. These students are supported by an onsite Case Management team from Mission Australia. NASC also hosts FLO students from across the North and North East who access learning onsite with us.

South Australian Certificate of Education - SACE

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

2020	2021	2022	2023
99%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 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	2020	2021	2022	2023
A+	10%	8%	5%	8.9%
A	7%	7%	11%	8.9%
A-	9%	8%	7%	6.1%
B+	8%	8%	12%	9.3%
B	18%	10%	12%	11.8%
B-	14%	13%	19%	13.9%
C+	13%	15%	10%	18.9%
C	16%	23%	21%	19.6%
C-	4%	7%	3%	2.5%
D+	1%	0%		0%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 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%.

NASC has continued in 2023 to focus on quality teaching and pedagogy in our Site Improvement Plan. The commitment to this has seen staff engaging in Teacher Action Teams that incorporate the site priority of Literacy through a common understanding and further development of how feedback and differentiation support student learning and outcomes. Further to this, staff have focused explicitly on developing student agency through understanding, analysing and creating tasks in targeted genres to build further independence for examinable subjects and externally moderated tasks.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2020	2021	2022	2023
97%	99%	96%	99.1%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 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)

	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training	27.5%	23%	42%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	74.63%	76.92%	76.54%

Data Source: School supplied data

VET and Careers Education is an important and growing area at NASC, complemented by targeted career/pathway counselling and a diverse range of programs. In 2023:

- 63 students engaged in work experience in the community,
- 168 students engaged in VET in SACE courses, including FIPs and stackables,
- 4 NASC students received VET awards for excellence in the industry of their training,
- 15 students were engaged in school-based apprenticeships/traineeships,
- 36 students worked in the Student Enterprise program in NASCafe and the library,
- NASC students attended 38 industry immersion or pathway exploration activities,
- A NASC Electrotechnology student was awarded VET student of the year by NASSSA and PEER.
- 56% of the graduating class used VET to complete their SACE and pursue a post school pathway in the industry of their choice.

School Attendance

Year Level	2021	2022	2023
Total	42.48%	58.40%	62.76%

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.

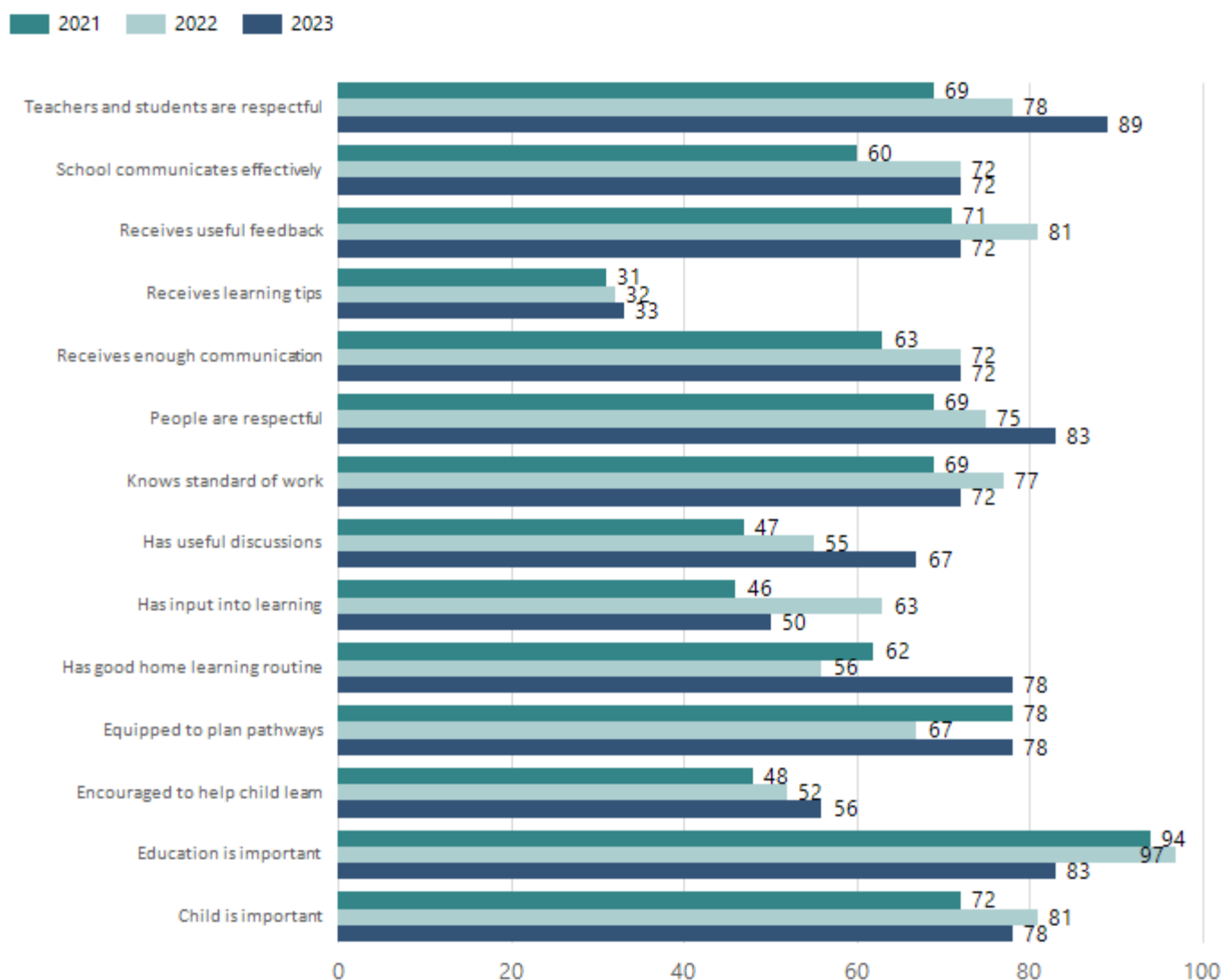
Attendance Comment

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.

As a Senior College, NASC has a majority of students who are over the age of compulsion and choosing to engage in education. Attendance is impacted by external factors that provide barriers to learning in general. NASC seeks to support students through multiple systems such as: trauma informed practices, case managers to assist with referrals to community, connections to community agencies who have capacity to provide financial and grocery assistance, referrals to mental and physical health services and employability programs. In 2023 NASC also trialled an attendance program that focused on rebuilding relationships with students who were non attenders by providing a single point of contact.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



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

As a Senior College where the average age of a student in 2023 was 19 and most students were either adults or independent of their parents, NASC had limited responses to the DfE Parent Opinion Survey.

The student centred Wellbeing and Engagement Collection is conducted each year and provides a snapshot of how students are engaging with their schooling community and learning. In 2023 the WEC data indicated that student wellbeing had increased in the following areas: resilience, wellbeing literacy, important adult at school, connectedness to school, school climate, friendships, perseverance and cognitive engagement. Of particular note, 64% of students recorded a higher level of learner readiness, 48% of students recorded a higher level of understanding expectations for success and 82% of students recorded a higher level of emotional engagement with teachers. These student results relate directly to the Parent Opinion survey questions that record 89% of families feeling Teachers and students are respectful and 83% of families recording that People are respectful.

Intended Destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	9	4.0%
IL - ILLNESS	10	5.0%
PA - PARENTING/CARER	19	9.0%
PE - PAID EMPLOYMENT IN SA	40	19.0%
SM - SEEKING EMPLOYMENT IN SA	94	45.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	4.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	7	3.0%

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	16
Postgraduate Qualifications	14

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 Equivalent	0.0	25.4	2.0	24.7
Persons	0.0	30.0	2.0	32.0

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	\$5,060,242.00
Grants: Commonwealth	\$40,075.54
Parent Contributions	\$146,592.30
Fund Raising	\$556.10
Other	\$168,535.81

Data Source: School supplied data.

Governing Council Chairperson Report

2024 Annual General Meeting

Let me start by introducing myself, my name is Jacob Cooney-Day and for the past two years, I have served as the Chairperson of the Northern Adelaide Senior College Governing Council. As Chair my responsibility to officiate each meeting of the Governing Council and ensure our meetings are civil and productive.

As an important part of ensuring NASC can function on a day-to-day basis, we hold regular meetings of our Governing Council. In governing council, we discuss various matters relating to NASC policy and finance; anything important to how NASC runs needs to be approved by Governing Council, in a way we act as the final stamp of Approval. At NASC the Governing Council is made up of Students, Staff, and Community members, who all come together to give a wide array of opinions and perspectives.

As said before I've served as Chairperson for two years now, and it's been an eye-opening experience. Prior to my nomination, I had never held any role of similar capacity and importance, it took me while to get used to the motions of it all, but my time as Chair has not only given me great insight into the machinery behind NASC but also granted me opportunities to meet individuals I might never have crossed paths with otherwise.

Over the past year as chairperson, I have seen firsthand how many different topics are brought to the governing council for discussion and approval, of which I find three to be of particular importance.

First was the drafting and approval of NASCs new mobile phone policy. For as long as I've been at NASC it has had a mobile phone policy; however, in 2023 the Department of Education made strides to make school policy on mobile phones more standardised statewide. In a vast majority of schools in South Australia, the use of mobile phones is not permitted on campus. In governing council we decided to opt for a balance between the expectations of the Department of Education and the special circumstances and needs of our students — that is to say — at NASC you are not expected to forfeit your access to your phone, but you are expected to use it responsibly and only when appropriate, for instance never during class hours unless under special circumstances with permission from your teacher.

Second was the opening for the position of Business Manager. When I first joined the Governing Council NASC was in a tricky situation financially, and it was only with time and perseverance that we weathered through the storm and made it to clearer skies. Among many of the decisions made by the Governing Council was the decision to open the position of business manager; from this decision we found ourselves joined by a new team member, Stacey Gardner. For the short time Stacey has been with us so far, she, along with our Finance Officer Juna Neville, has already made great strides towards helping stabilise NASCs financial position and ensure we are prepared for the future.

Finally in 2023 we approved NASCs current enrolment policy. NASC is a specialised school, providing education for students mostly 16 and above with a focus on SACE programmes. In 2023 it was felt necessary by the governing council for a new enrolment policy to be formalised, considering the growing number of younger students (18 and below) at NASC. Our enrolment policy makes clear the criteria's needed for adult students to join, for instance they must complete a working with children check; and outlines our policy towards enrolments from other schools, among other important criteria.

To close off, I'd like to give a massive thank you to our outgoing members who have dutifully served on this council and give an additional thanks for giving me the ability to serve as the chairperson for these past two years, they have been an amazing opportunity that I don't regret a bit.