



Adelaide Secondary School of English

2022 annual report to the community

Adelaide Secondary School of English Number: 1686

Partnership: West Torrens

Signature

School principal:

Ms Antonella Macri

Governing council chair:

Dilky Wijeyekoon

Date of endorsement:

15 March 2023



Government
of South Australia
Department for Education

Context and highlights

School Context

Adelaide Secondary School of English (ASSoE) offers specialist intensive English language programs to prepare secondary aged migrant, refugee and international students, newly arrived in Australia, for entry into mainstream secondary schools or study pathways. The school has an Index of Educational Disadvantage of 2.

In 2022, after having a significant decline in student numbers due to COVID-19 border closures, student enrolments started to increase once again. 423 students attended throughout the year from as many as 46 different countries, language and cultural groups. Student numbers generally fluctuate significantly throughout the year because of continuous enrolment and students leaving on completion of their course of study. During 2022, 194 students finished their program and/or left the school. The majority of transitioning students enrolled in mainstream secondary schools across the metropolitan area after spending up to two years in the school.

Highlights

Despite all the challenges of COVID-19, the school hosted a highly successful Council of International Schools (CIS) preparatory visit. The visit resulted in the school being granted candidate status for CIS Re-accreditation to conduct a Pathway 2 Deep Dive Self-study in learning and teaching. The school community found the process to be valuable as it provided an opportunity to reflect on and celebrate a lot of hard work that has been invested in learning and teaching since the previous CIS visit in 2018.

The CIS team comments recognised that the school is well led and managed with robust, capable leadership and effective governance. They also acknowledged the dedicated, caring, adaptable and resilient staff who model the school values and are passionate about supporting students through their commitment to supporting student learning and well-being. The team noted that the culture of care at ASSoE is strong and that there is a concerted focus on student learning and preparing students for the next stage of their schooling and life, aligned with the school's commitment to providing a world class education.

Throughout 2022, ASSoE maintained numerous connections with external organisations to help provide additional support to students and families. Students had opportunities to engage in a range of wellbeing programs and community engagement activities throughout the year, including leadership programs and community events such as Oz Asia Festival workshops, Tree Day, Walk a Mile in My Boots, Nexus Music performances, dance workshops and Wear It Purple Day.

The re-opening of international borders saw student numbers increase throughout the year, with over 200 new students enrolling. Latino, Ukrainian and Chinese cultural Information sessions for staff were held at various times throughout the year. For the first time in 2 years, pathway C classes recommenced in semester 2 and together with the ongoing focus on oral language and the teaching of phonics, this prompted a consultation process as part of a curriculum renewal initiative. As part of this project, the Australian Curriculum was revisited and implications for the ASSoE curriculum established, from which recommendations for a review of the current ASSoE curriculum and lesson allocation were made.

The Trauma Informed Practice (TIP) steering committee continued to direct the implementation of TIP across the school and the Student Wellbeing leaders shared our journey at the Trauma Aware schooling conference in Brisbane with the support of the Department for Education.

Learning Walks by members of the senior leadership team continued, and formal lesson observations by line managers were introduced.

Governing council report

The Governing Council met each term with the support of Bilingual School Support Officers (BSSO), interpreters and representatives from different cultural groups and support agencies, including Adult Multicultural Education Services (AMES Australia), Australian Migrant Resource Centre (AMRC) and a representative from the City of Charles Sturt. Dilky Wijeyekoon from the AMRC Australia, continued in the role of Governing Council chairperson for her second tenure and with the continued efforts of enrolment officers, membership was maintained and promoted.

A Student Representative Council (SRC) and staff report were presented at each meeting informing the Governing Council of the range of activities, including fundraising and projects that students and staff participated in. Throughout the year, Governing Council was also kept informed of staffing, curriculum, facilities and finance matters.

The Site Improvement Plan was approved early in the year, as were student free days.

In term 3, Governing Council representatives met with CIS team members to reflect and report on the strengths of the school and areas for improvement.

In term 4, the Governing Council were involved in a consultation around facilities and identified priority areas for improvement.

Quality improvement planning

The whole school priorities identified in the 2022 Site Improvement Plan (SIP) were to improve student achievement in both writing and reading. These priorities were aligned with the Teaching and Engagement for Learning and Life focus within the school's 5 year strategic directions. While the other two foci from the 5 year strategic directions, namely Wellbeing for Learning and Life and Partnerships for Learning and Life, were not expressed in the SIP, they remained important areas of ongoing improvement, specifically, the school's implementation of Trauma Informed Practice (TIP).

Each of the SIP goals had a challenge of practise as follows:

- If we set LEAP learning goals for each student by using moderated evidence to direct differentiated practice, we will see an increase in student achievement in the creation of texts at all levels.
- If we explicitly teach phonics and comprehension skills by using evidence based strategies, then we will increase student reading levels at end of Advanced.

A process was developed for teachers to record Learning English Achievement and Proficiency (LEAP) goals for each student as part of the moderation process on the school's data platform, enabling all teachers to then access this information to inform teaching. "Bump It Up" walls were also introduced as a resource for teachers to use with students to help set achievable writing goals in line with LEAP levels and the genre being taught. Teachers engaged in professional development as part of professional learning teams and collaboratively created Bump It Up walls examples.

Although a range of Professional Development opportunities were provided, possibly the most significant was a 40 hour personalised learning course delivered by the Special Education Resource Unit (SERU) in semester 1 which was completed by the majority of teaching staff. This resulted in a further refinement of the school's Differentiated Teaching and Learning plans and the expectation that all teachers complete and submit a plan clearly identifying differentiated practice for individuals and groups of students.

Formal LEAP assessment of oral language was trialled in Foundation EALD for pathway A & B classes as part of the school's ongoing focus on improving oral language skills. Teachers across all learning areas also worked collaboratively to design oral language assessment tasks and activities were collated and shared. A bank of summative assessment tasks is now available for implementation in 2023.

After investing heavily in the development of our Phonics program in 2021, in 2022 the focus moved from pathway A to pathway B with resources for the teaching of phonics at the intermediate level also created. The Intermediate Systematic Synthetic Phonics (SSP) working party mapped a scope and sequence of lessons and set assessment tasks. The new course was trialled in term 3 and rolled out with Intermediate 1 pathway A & B classes in term 4. The school continued to offer SSP mentoring through release time for teachers teaching phonics for the first time at ASSoE.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

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

N/A

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

N/A

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.

School performance comment

Pathway C students undertake on average 1 year of study at the school, Pathway B students undertake 18 months, while Pathway A students mostly receive 2 years of tuition. There are students who transition to high schools before completion of the program, and it is clear that these students are not always well prepared in terms of their writing ability and reading proficiency. Reasons for early exit can include:

- special needs students moving to more suitable settings
- interstate or international move
- moving to private schools
- no extended eligibility
- transition to Thebarton Senior College due to age.

LEAP levels

ASSoE uses the LEAP levels of progression to assess student's development of Standard Australian English. Students are assessed at the end of each level. A key indicator of success is the percentage of students who leave the school above the minimum LEAP target.

Overall, the percentage of students who transition at or above expectation remains high. A small number of students exited before completing the program with a LEAP level below expectation.

In 2022, 100% of Pathway A students, who completed their program at ASSoE, transitioned at or above the expected target LEAP levels, however, a small number of students exited ASSoE prior to completing their English language course and as such were below the levels that transition students are expected to achieve.

Only 63.89% of students in Pathway B transitioned from ASSoE at or above the expected target LEAP levels. The lower level of students exiting at expectation in pathway B during 2022 is attributed to school's inability to place students correctly as a result of increasing enrolment post COVID-19. A large number of students were placed in composite pathway B classes when in ordinary circumstances they would have been placed in pathway A classes.

100% of Pathway C students transitioned from ASSoE within the expected target LEAP level range.

Reading Data

In 2022 we continued to achieve significant success in helping students to meet expected targets in reading. Each term students at risk in reading are flagged and interventions put in place to target these students for special intervention. Interventions include differentiated practice within the classroom, in which classroom teachers modify their teaching to specifically support those students identified as being at risk, additional reading support, including use of Bilingual School Services Officers (BSSOs) to provide explanation and support in first language, specialist SSOs with skills in addressing disability, volunteer support to provide students with additional 1:1 reading practice, and lately the reintroduction of small group withdrawal from class for specialised reading instruction with trained tutors.

Whilst we are seeing an increase in students experiencing difficulties, reasons for growth in identified students are the rapid growth in student numbers, changing immigration trends to include more students enrolling with minimal to no prior schooling in their own country, and an increase in the numbers of students identified as having disability or specific learning needs.

The result has been that no students were identified at risk in 2 consecutive terms. Students identified in any term of 2022 were back on track in the following term.

SACE

In 2022, most senior students were enrolled in Stage 1 Personal Learning Plan (PLP) and Stage 1 Community Studies. Of these, the majority received satisfactory grades or better.

A consistent improvement in the percentage of students achieving 'B' and 'C' grades in both PLP and Work Studies was noticed compared to 2021, with a few students achieving an 'A' grade.

The improvement in SACE results could be attributed to regular professional collaboration among the teachers, as well as the SACE Coordinator providing additional support to struggling students and monitoring their progress continuously.

Attendance

Year level	2019	2020	2021	2022
Secondary Other	88.8%	87.3%	91.7%	91.3%
Total	88.8%	87.3%	91.7%	91.3%

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

Attendance comment

In 2022, the proportion of chronic non-attendance increased slightly to 10% of students. The number of habitual non-attendance decreased to 21%. Data shows 50% of students absent, were absent for family/social/cultural reasons, 21% of absences were unexplained and 20% of absences for illness.

School processes for following up include students at risk of extended absenteeism being followed up after 3 days of unexplained absence by contacting families. With continued absence, contact is made by Student Wellbeing Leaders in order to support families to overcome attendance issues, and families may also be referred to Community Liaison Officers (CLOs) for follow up.

Behaviour support comment

In 2022 there were 22 suspensions as a result of serious behaviour issues. This is a reduction from 36 suspensions and 1 exclusion enacted in 2021, 64 suspensions in 2020 and 90 in 2019. The majority of suspensions resulted from students engaging in physical fighting, a normal practice in some home cultures. We believe the continual decrease was in part due to a lower student numbers, as well as the result of restorative behaviour techniques across the school.

There were a total of 28 incidences of bullying recorded in 2022, a slight increase from 2021. Many inappropriate behaviours are regarded as normal within some societies and as such teaching anti-bullying and about other behaviours is an integral part of school curriculum.

Parent opinion survey summary

At the time of the parent engagement survey, there were 143 students enrolled in the school and 116 parents responses were received. Feedback from parents showed a high level of satisfaction with the school. Many positive comments were received highlighting a positive school climate.

More than 90% of parents indicated that they felt people at the school respected each other, that their child was important to the school and that the school communicates effectively with them. The most popular communication mechanisms were email, phone calls and text messages, followed by just over 50% of parents preferring parent/teacher interviews.

Although parents generally felt that they had useful discussions with the school about their child's learning, more than 50% indicated that they would like more help with their child's learning.

Overall, survey results were pleasing with parents showing a very high level of satisfaction with the school.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	18.3%
OV - LEFT SA FOR OVERSEAS	4	5.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	51	71.8%
U - UNKNOWN	2	2.8%
VI - LEFT SA FOR VIC	1	1.4%

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

Volunteers are supported to obtain their Working With Children Check (WWCC) clearances before commencing at the school.

As some site facilities are shared with other users (School of Languages, Ethnic Schools and Multicultural Youth SA) and weekend community users, hire agreements demand that Relevant History Screening (RHS) compliance is followed.

Department processes for WWCC are followed, particularly when working with external organisations and/or with hourly paid instructors. Copies of all WWCC clearances are kept on file.

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	59
Post Graduate Qualifications	44

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	29.2	0.0	10.1
Persons	0	34	0	14

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

Financial statement

Funding Source	Amount
Grants: State	\$7,734,824
Grants: Commonwealth	\$200
Parent Contributions	\$254,578
Fund Raising	\$1,060
Other	\$134,353

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	N/A	N/A
	Improved outcomes for students with an additional language or dialect	We are funded as a special program and funding is provided per term in response to continual enrolments as per an agreed teacher/student ratio 1:10. Funding was spent on staffing including bilingual support staff.	LEAP levels and Running Records showed improvement.
	Inclusive Education Support Program	The majority of funding for students with disabilities went to staffing, ie. SSOs working one on one with identified students or in groups (social skills, living skills and class support).	One Plan processes refined. Intensive support provided to identified students.
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 Students taking alternative pathways IESP support</p>	Reading Support programs were staffed. A teacher was released for 4 lessons per week to support initial assessment of new students, which included LEAP levelling and Running Records reading assessments. Funding was allocated to coordinate a Maths intervention program (M4LI) and for SSO hours.	All students identified as being “at risk” of not achieving reading targets received reading intervention support and showed significant improvement.
Program funding for all students	Australian Curriculum	N/A	N/A
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Resources were developed by a team of teachers to implement our Phonics program and additional SSO reading support provided.	Phonics program scope and sequence mapped.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A