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 7.00 pm three nights per week to provide SACE Stage 2 subjects and VET certificate courses to students from all over Adelaide.
1. General Information

- School Principal: Eva Kannis-Torry
- Deputy Principal (Curriculum and Learning Improvement): Rodney Mangos
- Assistant Principals:
  - Toni Andrew: Development
  - Phillip Davies: New Arrivals Program/EALD Programs
  - 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, SA, 5031
- Location Address: 40 Ashley Street, Torrensville, SA, 5031
- Department for Education 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 Email Address: info@tsc.sa.edu.au
- Child Parent Centre (CPC) attached: NA
- Out of School Hours Care (OSHC) Service: NA
- February FTE Student Enrolment:

<table>
<thead>
<tr>
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<td>310</td>
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<td>1176</td>
<td>913</td>
<td>918</td>
<td>939</td>
<td>954</td>
<td>897.6</td>
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<td>65%</td>
<td>41%</td>
<td>75%</td>
<td>52%</td>
<td>67%</td>
<td>65%</td>
<td>53%</td>
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<tr>
<td>NESB Enrolment (persons)</td>
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<td>889</td>
<td>969</td>
<td>669</td>
<td>619</td>
<td>660</td>
<td>716</td>
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<td>735</td>
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<tr>
<td>Aboriginal Enrolment (FTE)</td>
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<td>4.6</td>
<td>8</td>
<td>6</td>
<td>25</td>
<td>24</td>
<td>21</td>
<td>17.8</td>
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</tbody>
</table>

- Student Enrolment Trends:

Enrolments have been stable since 2014, with approximately 1100 FTEs each year. An increasing number of young people (16-25 year olds) are enrolling in programs at the College.

- Staffing Numbers (as at February Census):

  Teachers (FTE): 105  
  Counsellors (FTE): 4.6  
  School Services Officers (FTE): 30.55  
  Bilingual School Services Officers (FTE): 4.35  
  Youth Worker (FTE): 1.0  
  Government Service Employees (FTE): 1.4

- Public Transport Access:

  Good bus transport is available, with frequent buses along Ashley Street, South Road, Henley Beach Road and Holbrooks Road – all within an easy walk of the College.

- Special Site Arrangements:

  The College operates on an extended day with 100 minute lessons starting at 8.50 am and finishing at 3.05 pm. Three-hour ‘twilight’ lessons are offered on three nights per week, 4.00-7.00 pm.

  Staff are expected to work flexible hours. Time in lieu is provided 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 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 generally 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 1000 students 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, 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 Department for Education 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 Senior College is a Registered Training Organisation (RTO), accredited to deliver nationally recognised training in the areas of Business Administration, Community Services, Dance, Early Childhood Education and Care, Information Technology, English Proficiency, Foundation Skills, Micro Business Operations, Screen and Media and Sports Coaching. Other nationally recognised training in Construction and Engineering and Plumbing are accredited by other RTOs.

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

- **Student Wellbeing Programs:**

  Student wellbeing programs include a Breakfast Club, over 20 Student Interest Clubs, Ice Factor, Operation Flinders, 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, Homework Club, EALD 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.

In addition to the Counsellors, students are supported by a Youth Worker. The youth worker works collaboratively with the counsellors to support students in developing effective solutions to issues and assist with the referral process to various community agencies. Strong community links exist with a range of agencies who provide services at the college including STTARS, ARA, Headspace, HYPA and Centrelink.

The college has a mentoring program that supports the engagement of students. The mentor is a significant point of contact between the student and the college. The mentoring of students is an integral part of the teaching role, and one that enhances student engagement through developing relationships with students. The mentor develops a teacher – student relationship with each student in their mentor group which enables them to monitor the student’s engagement with the school, especially in the areas of attendance, academic progress, health and student wellbeing.

All teaching staff are encouraged to complete a Department for Education Language and Literacy course. This is because English as an Additional Language and Literacy teaching are fundamental to our work.

- **Student Management:**

  Students are encouraged to take responsibility for their own actions 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 Programs:**

  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, art, drama and STEM courses in NAP.

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

  Certificates in English Language Proficiency were introduced in 2008. Students can enrol at either Certificate 1, 2 or 3 levels.
3. **Key School Policies**

- **Strategic Plan:**

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

  The current four strategic directions of the College are:

  1. Quality teaching and learning
  2. Connection and engagement
  3. Entrepreneurship and partnerships
  4. Better futures

- **School Improvement Plan:**

  The School Improvement Plan provides specific and budgeted strategies for quality teaching and learning in the college, to support our students to develop as confident, self-directed and capable lifelong learners. The plan includes goals, targets and strategies for literacy, numeracy and teaching practices (Shifts of Practice).

  The literacy strategy includes a school-wide literacy audit and allocation of eight faculty-specific literacy coaches to support teachers in their faculty with tools and strategies for explicit literacy teaching.

  The numeracy strategy has trialled a diagnostic tool for Stage 1 students in Maths classes, providing information about foundational numeracy skills, with planning for targeted interventions now beginning.

  The Shifts of Practice strategy has provided release time for eight ‘teacher-leaders’ who are researching an aspect of teaching practice for world’s best practice, for presentation to staff. The learning and resources produced by the teacher-leaders will comprise the lead-in towards a teaching and learning statement/policy for the College, to be commenced late 2019.

- **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 it’s ‘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 and soccer are available.
4. **Curriculum**

- **Subject Offerings:**

  The College offers a wide range of SACE Stage 1 and 2 subjects as well as VET certificate courses in Business, Business Administration, Construction, Community Services, Dance, Early Childhood Education and Care, Engineering, Information Technology, Foundation Skills, English Language Proficiency, Micro Business Operations, Screen and Media and Sports Coaching.

  SACE Stage 1 subjects offered are as follows:

  Aboriginal Studies A & B  
  Accounting A & B  
  Ancient Studies  
  Art (Creative Arts) A & B  
  Art Essentials (Creative Arts) A & B  
  Australian Curriculum Maths Preparation  
  Biology A & B  
  Business Innovation  
  Car Care  
  Catering Concepts  
  Chemistry A & B  
  Child Studies A & B  
  Chinese (background Speakers)  
  Computing - Introduction to Coding  
  Computing Essentials  
  Design (Creative Arts) A & B  
  Design and Technology for Women  
  Digital Art A & B  
  Digital Technologies A & B  
  Drama (Creative Arts) A & B  
  Earth and Environmental Science A & B  
  English A & B  
  English as an Additional Language A & B  
  English as an Additional Language Foundation A & B  
  English Literary Studies A & B  
  Essential English A & B  
  Essential Mathematics A & B  
  Essential Science A & B  
  Essential Society and Culture A & B  
  Fashion and Costume Design A & B  
  Fitness for Women A  
  Fitness for Women B  
  Food and Hospitality  
  General Mathematics A & B  
  Health  
  Health Science A & B  
  Information Processing and Publishing - Business  
  Information Processing and Publishing - Personal  
  Innovative Technologies A & B  
  Intercultural Cup  
  Introduction to Trades A & B  
  Jewellery Making  
  Mathematical Methods A, B & C  
  Metal Machining  
  Modern History  
  Outdoor Education A & B  
  Peace Studies  
  Personal Learning Plan  
  Photography  
  Physics A & B  
  Psychology A & B  
  SACE Start-Up  
  Society and Culture A & B  
  Specialist Mathematics  
  Sport & Fitness  
  Sustainability Studies A & B  
  Video Production  
  Volleyball  
  Welding  
  Women's Studies A & B  
  Woodwork A & B  
  Workplace Practices A & B
SACE Stage 2 subjects offered are as follows:

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<tr>
<th>Accounting</th>
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<tbody>
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<td>Ancient Studies</td>
<td>Geography - Integrated-Learning</td>
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<tr>
<td>Art (Creative Arts)</td>
<td>Health</td>
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<tr>
<td>Art and the Community</td>
<td>Information Processing and Publishing</td>
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<tr>
<td>Automotive Technologies</td>
<td>Legal Studies*</td>
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<tr>
<td>Biology</td>
<td>Mathematical Methods</td>
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<tr>
<td>Business and Enterprise</td>
<td>Media Studies</td>
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<tr>
<td>Catering Concepts</td>
<td>Metal Technologies</td>
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<tr>
<td>Chemistry*</td>
<td>Modern History</td>
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<tr>
<td>Child Studies*</td>
<td>Nutrition*</td>
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<tr>
<td>Chinese (Background Speakers)</td>
<td>Outdoor Education</td>
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<tr>
<td>Community Studies</td>
<td>Photography*</td>
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<tr>
<td>Creative Arts - Stage, Screen and Drama*</td>
<td>Peace Studies</td>
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<tr>
<td>Design (Creative Arts)</td>
<td>Physical Education</td>
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<tr>
<td>Earth and Environmental Science</td>
<td>Physics</td>
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<tr>
<td>Eco and Sustainable Tourism</td>
<td>Pop Culture Studies</td>
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<tr>
<td>English</td>
<td>Psychology*</td>
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<tr>
<td>English as an Additional Language</td>
<td>Research Project*</td>
</tr>
<tr>
<td>English Literary Studies*</td>
<td>Scientific Studies / Health Science</td>
</tr>
<tr>
<td>Essential English</td>
<td>Society and Culture</td>
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<tr>
<td>English as an Additional Language</td>
<td>Specialist Mathematics*</td>
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<td>Essential Mathematics</td>
<td>STEM Research Project</td>
</tr>
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<td>Food and Hospitality*</td>
<td>Video Production*</td>
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<td>Furniture Construction</td>
<td>Women's Studies</td>
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<td>Gender Studies*</td>
<td>Workplace Practices</td>
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<tr>
<td>General Mathematics</td>
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*Subjects offered in the twilight timeslot of 4pm - 7pm

- **Open Access/Distance Education Provision:** NA
- **Special Needs:**
  
  There are a number of students in the College who have Individual Learning Plans. 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 is a key driver shaping teaching methodologies at Thebarton Senior College to support all learners. There is a focus on assessment task design, empowering learners, wellbeing for learning and a broad range of curriculum offerings. Subject delivery, content and support structures are designed flexibly to enable all learners to achieve the SACE to their fullest potential. 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. Specialist teachers and BSSOs provide additional support in-class and out-of-class, available to all students. The college has in-depth tracking and follow-up strategies to assist students to succeed.
Information Communication Technologies are widely used to support student learning. Interactive whiteboards are also extensively used.

All subjects are supported by a College Moodle and online learning resources, which provides students with the opportunity to access materials at all times and 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 and subjects each term.

- **Joint Programs:**

  Close liaison with external industry bodies and employer groups ensures the vocational certificates continue to meet industry needs and standards. Many industry partnerships exist which enhance our curriculum and provide opportunities for our students to participate in industry visits and other curriculum opportunities. Examples of these are Beach Energy (Earth and Environmental Science), RM Williams (Textiles and Fashion Design), CDW Studios (Screen and Media).
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. Students can also participate in our informal sporting clubs which include badminton, basketball, futsal, soccer and volleyball. The college gym is open at lunchtime and after school each day, including women’s only times. There is also a college ice hockey team which participates in the Ice Factor program.

6. **Other Co-Curricular Activities**

- General:
  The College celebrates a number of significant days during the year including Harmony Day, World Environment Day, World Refugee 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 formal celebrations of student success are held at the conclusion of the year. This includes a VET Graduation Ceremony, Year 11 Achievement Ceremony, and a Graduation and Awards Ceremony. Students are also able to access student interest clubs, lunchtime presentations and STEM workshops.

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. See profile below:

<table>
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<tr>
<th>Band</th>
<th>Teaching Staff</th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>-</td>
<td>Teacher</td>
<td>61</td>
<td>30</td>
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<tr>
<td>1</td>
<td>Coordinator</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Senior Leader</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
<td>Assistant Principal</td>
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<td>6</td>
<td>Deputy Principal</td>
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<td>9</td>
<td>Principal</td>
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<td>3</td>
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Leadership Structure:

Education Director: Sue George-Duif
Principal (Band A-9): Eva Kannis-Torry
Deputy Principal (Curriculum and Learning Improvement) (Band B-6): Rodney Mangos

Assistant Principals (Band B-4):

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Toni Andrew</td>
<td>Development</td>
</tr>
<tr>
<td>Phillip Davies</td>
<td>New Arrivals Program and EALD Programs</td>
</tr>
<tr>
<td>Keri Fisher</td>
<td>Curriculum/Timetable</td>
</tr>
<tr>
<td>Ceri-Jane Price</td>
<td>Student Services</td>
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<tr>
<td>Nick Vallance</td>
<td>Information Systems and Infrastructure</td>
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Senior Leaders (Band B-2):

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<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Mike Jones</td>
<td>Maths/Science</td>
</tr>
<tr>
<td>Frank Keukenmeester</td>
<td>SACE Improvement</td>
</tr>
<tr>
<td>Terry Neville</td>
<td>Technologies</td>
</tr>
<tr>
<td>Mechele Potter</td>
<td>VET/RTO</td>
</tr>
<tr>
<td>Lyn Sparkes</td>
<td>SACE EALD</td>
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Coordinators (Band B-1):

<table>
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<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Libby Branford</td>
<td>Wellbeing/Year 11 Student Engagement and FLO</td>
</tr>
<tr>
<td>Alex Fry</td>
<td>Health, Personal Development and Community Services</td>
</tr>
<tr>
<td>Linda Guthrie</td>
<td>Library</td>
</tr>
<tr>
<td>Emma Hebenstreit</td>
<td>Year 11 SACE and Integrated Programs</td>
</tr>
<tr>
<td>Michelle Hepworth</td>
<td>New Arrivals Program Enrichment Curriculum</td>
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<tr>
<td>Andrew Herraman</td>
<td>Daily Operations/WHS</td>
</tr>
<tr>
<td>Tarvinder Kaur</td>
<td>New Arrivals Program AMEP</td>
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<tr>
<td>Jess Mosca</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>Evan Sierros</td>
<td>Counsellor/Year 12 Student Engagement</td>
</tr>
<tr>
<td>Jerelle Steer</td>
<td>Counsellor/Year 11 Student Engagement</td>
</tr>
<tr>
<td>Matt Stevens</td>
<td>New Arrivals Program STEM</td>
</tr>
<tr>
<td>Chris Tester</td>
<td>Pathways/Workplace Learning/TGSS</td>
</tr>
<tr>
<td>Emma Wegner</td>
<td>English/Research Project</td>
</tr>
</tbody>
</table>

Staff Support Systems:

A comprehensive induction program is conducted for new staff and staff wellbeing is a high priority.

The College provides a generous budget for staff to undertake professional development programs.

Staff work and are supported in various working teams. These include faculty, mentor, SACE, NAP and RTO. Meeting times are included in our meeting schedule, including whole staff meetings twice per term. All teaching staff are also provided with curriculum development time to work with colleagues to plan learning programs for students.

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 performance and development manager who they meet with at
least three times per year to develop professional goals documented in performance and development plans (PDPs) and to discuss progress against goals.

- **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 SSOs and support teachers. Students from CALD backgrounds are supported by all staff through the whole school approach to developing literacy.

8. **Incentives, support and award conditions for Staff**

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

- **Buildings and Grounds:**
  
The College has excellent grounds and facilities. There is a gymnasium, cafeteria, well-equipped 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.

- **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 wifi 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 facilities.

- **Staff Facilities:**
  
  The staff room has been recently renovated and is well equipped with microwave ovens, chilled drinking water, tea/coffee facilities, and refrigerators.

- **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 has an online magazine that is regularly updated. Curriculum documentation and publications are updated and produced annually.

- **Other Communication:**
  
  A bulletin is published electronically on the college intranet for quick communication to all members of the College community. Email and SMS is used extensively. There is also a College Facebook site. 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. The college has recently introduced a communication app, School Stream. This is used to push notifications to students and staff.

- **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 available for hire out of hours for community activities.

- **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 is an unzoned school and attracts students from all over the wider Adelaide metropolitan area.

- **Other Local Care and Educational Facilities:** NA

- **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 Brickworks Marketplace shopping centre.
There are some light industrial/commercial activities in adjacent suburbs.

- **Other Local Facilities:**
  
Thebarton Aquatics Centre, King’s Reserve, Thebarton Oval.

- **Availability of Staff Housing:** NA

- **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:** City of West Torrens.

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.