

Casuarina Senior College

Annual Performance Report to the School Community

2013



CASUARINA
SENIOR COLLEGE

School Overview

Our School

Casuarina Senior College (CSC) is a co-educational Year 10 to 12 government senior college. The College is one of the larger providers of senior secondary programs in the Northern Territory, offering an extensive range of courses to students in Years 10, 11 and 12. The range of courses available enables young people to access a variety of pathways through the senior phase of education depending on their aspirations and needs. The outcome of all courses is the Northern Territory Certificate of Education and Training (NTCET) and/or VET certification. Casuarina Senior College also provides community further education through CSC Adult Night Classes.

CSC key priorities as identified in the strategic plan are:

- Improve student outcomes through quality teaching and assessment
- Supporting student and staff performance and wellbeing
- Range of courses and provision of pathways to work, training and university for all students
- Provide the strategies and structures to support students to achieve their individual goals
- Effective transition processes from middle schools
- Partnerships with community to enhance learning opportunities for students
- To build leadership capacity at all levels of the College inclusive of teaching and non-teaching staff

Our Staff

Casuarina Senior College has a large number of diverse staff including 1 Principal, 3 Assistant Principals, 8 Senior Teachers, 68 teachers, 22 Administration Officers and 90 Council employees who are employed in either a permanent, permanent part-time, temporary or contract capacity. Of these employees three are Indigenous. Staff attendance is 94%.

All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers.

Our Students

An average of 919 students were enrolled in senior secondary programs at the College in 2013. 2688 students enrolled in Adult Night Classes in 2013. The College draws its students predominantly from the northern suburbs of Darwin and comprises a wide multicultural mix with approximately 18% identified as Indigenous. A high proportion of our learners have a language background other than English. The Index of Community Socio-Educational Advantage (ICSEA) decreased from 989 in 2008 to 945 in 2012 and reflects a change in our student population. The mobility of our population was reflected by a 35% student turnover rate in 2013

Principal's Report

It is with pleasure that I report on the progress of Casuarina Senior College. This report provides a brief outline of the achievements of the students, staff and school community of the College for 2013. This year marks the 40th anniversary of Casuarina Senior College. This event was celebrated with both a student event and a community event.

2013 saw continued emphasis on working towards excellence in all areas and the College again performed strongly in academic and cultural endeavours. The College Stage 2 completion rate of 88% in 2013 was a decline of 3% (91% completion rate 2012).

Students benefited greatly from opportunities provided by the College which included excursions to Tasmania and the Snowy Mountains, participation in local cultural events, extracurricular activities such as Plain English Speaking as well as a variety of national competitions across the curriculum areas. Our Visual and Performing Arts students continued to delight our community with sensational drama and dance performances and the Lord Mayor, Katrina Fong Lim opened our annual Art Exhibition.

Our Adult Night Classes continued to attract enrolments from the local community in a wide variety of hobby courses.

In 2013 we had the second group of students graduate from the Centre for Excellence in Medicine and Health Sciences. I would like to acknowledge the support for the program provided by the Menzies School of Health, Department of Health, NT Institute of Sport and Charles Darwin University.

The College also initiated a Year 10 Work Ready style program for students aiming to gain a school based apprenticeship. Student interest in participating in vocational education and training and school based apprenticeships continued to grow.

During the year, staff participated in a number of professional development opportunities. These included workshops based around the Stage 2 courses and planning and trialling of courses in Health and Physical Education for the new Australian Curriculum at Year 10 level. These opportunities were in addition to curriculum specific activities which may have been undertaken by faculties.

In partnership with Charles Darwin University, we continue to reap the benefits of being a Teaching School for tertiary students undertaking teacher training.

I certify that information in this report is a true and accurate account of the school's achievements, operations and areas for improvement.

Lyn Elphinstone
Principal
December 2013

Teaching and Learning

Year 10

Year 10 was viewed as a transition and foundation for Years 11 and 12. During 2013 all Year 10 students participated in the first stage of the NTCET through the compulsory subject; Personal Learning Plan. The College also initiated a Work Ready style program for students aiming to get an apprenticeship or school based apprenticeship.

Student Achievement in the NTCET

This was the third year of the new Northern Territory Certificate of Education and Training (NTCET). Three students from Casuarina Senior College were among the Top 20 students.

199 CSC students completed the NTCET. The 88% completion rate while pleasing is a slight decline on the 2012 91%. However is an improvement upon the previous years' rates of 84.4% (2011), 83 % (2010) and 78% (2009). A number of students plan to complete their study over an additional year. Overall, 2013 was another successful year.

Two students received a Merit Award (perfect score) for outstanding results in Chemistry and Creative Arts.

Indigenous Students

2013 saw 22 Indigenous students complete the NTCET (11% of the cohort). Of the 14 Year 12 Clontarf students, 8 achieved their NTCET. 4 girls from the GEMS program completed the NTCET.

Australian Tertiary Admissions Rank (ATAR)

147 students achieved an ATAR through their pattern of study in 2013. The highest ATAR was 99.4 out of a possible 99.95. 74% of students gained an ATAR. It should be noted that students gain an ATAR through a pattern of study but not all students are seeking entrance to university.

Targets for 2014

Improvement goals for 2014 include increasing completion rates for the NTCET, improving successful completions across all subjects, in particular the required subjects at Stage 1 of Personal Learning Plan, English and Maths.

Wellbeing

The College continues to place high importance on student wellbeing and welfare. The Student Services team meets regularly to support students identified as potentially at risk, to review strategies and procedures, and to monitor outcomes. A range of strategies and initiatives are in place to support not only students deemed at risk - academically, socially and/or emotionally - but also to support students achieve to the best of their potential. These include:

- The Study Centre
- Student Representative Council
- Flexible pathways – VET, Tracks to Work, Workready, Integrated Studies, Community Studies, Clontarf Academy, GEMS Girls Academy and short courses from external agencies.
- Mental Health Awareness Week
- Health Promotion Programs
- Harmony Day
- Student Engagement and Leadership development
- Indigenous Student Leadership and Mentor Program
- 11th Annual Indigenous Art Competition
- Support staff to monitor student wellbeing
- Students at Risk survey
- Daily notification to parents via SMS on attendance.

Enrolment and Attendance Data

The average rate of attendance for 2013 was 83.4%. This was a 3.6% increase from the previous year. This increase is partly attributable to changes in system policies and procedures. The average rate of attendance for Indigenous students was 73.9% and this was a 6% decrease on the previous year.

The average enrolment at the College stabilised in 2013 with a slight increase in the proportion of indigenous students.

	2008	2009	2010	2011	2012	2013
Average Enrolment	1165	1100	1033	974	923	932
Indigenous Enrolment					169	186
Average Attendance	85.2%	85.4%	84.2%	86.9%	79.8%	83.4%
Indigenous Attendance					68.2%	74.9%

Targets for 2014

Further improving student attendance is a focus for 2014. Note: methods of attendance calculation changed in 2012 and therefore comparison to previous years should not be made prior to 2012.

Participation, Transitions and Pathways

Aboriginal and Torres Strait Islander Education Action Plan

- A range of strategies have been successfully implemented to increase the retention of Aboriginal and Torres Strait Islander students to Year 12, including support for males through the Clontarf Academy and girls through the GEMS program (Girls Engagement and Mentoring Support) and tailored learning opportunities such as the creation of specific courses for Indigenous students. All Indigenous students are monitored by the AIEW and staff. Students have been able to participate in mentoring programs through specific strategies and students at risk are case managed.
- The College has a strong program to support students wanting to undertake a School Based Apprenticeship. This is generally done through the Work Ready program, however a number combine their program with mainstream classes. Clontarf also support their students through an Employment Officer.
- School based apprentices are managed through the Senior Teacher Vocational Pathways, Year Coordinators and other key support staff. Group Training NT, employers and the Australian Apprenticeship Board are key players in this process.
- The College has a Career Advice Centre which supports the student population to access career information for employment or tertiary study purposes. Students are offered individual appointments as well as access to guest speakers, work experience and other employment related opportunities.
- Of the 7 Year 12 Indigenous girls in the GEMS program, three are undertaking traineeships/apprenticeships, two in employment and two looking for employment. From the 15 Year 12 students Clontarf academy, 7 are in employment, 4 looking for employment, 3 in further training and 1 unknown.

Year 10 Transition

A Year 10 Information Evening was held during Semester 1, the purpose of which was to provide students and parents with additional information on the senior phase of schooling and to provide details of the pathways available to students through the NTCET. This evening was well attended and feedback from parents indicated they found this event to be useful.

Our transition program in 2013 was more extensive than ever previously attempted and included multiple visits from each school and the opportunity to participate in enrichment programs (Maths, Performing and Visual Arts) at the College. Enrolment teams visited Dripstone, Sanderson and Nightcliff Middle Schools, completing enrolment processes on site. Transition tours were held at various times throughout the year to provide students with a basic knowledge of the facility and to introduce key people.

Pathways

During 2013 the College offered access to a range of Vocational Education and Training programs and pathways to students. Partnerships with various registered training organisations and with industry were maintained during the year to ensure CSC was well positioned to provide advice and information to students in relation to pathways and employment opportunities.

All Year 10 students undertook the Stage 1 Personal Learning Plan (PLP) subject. It is a subject students are required to successfully complete in order to achieve their NTCET and assists students in clarifying choices around their futures.

Henbury Outreach program

The Henbury Outreach program continued to operate successfully at the College with a number of Henbury students accessing mainstream subjects within the College as well as offering modified SACE Board programs, accessing VET and transition programs.

Partnerships

Organisational Health and Learning

Approximately 104 people were DoE employees on staff in 2013. Staff retention from 2012 to 2013 was 80.6%. Staff retention within the year was 83%. The highest turnover was in administration staff, trainees and teachers. This turnover can be attributed to a number of factors including declining student numbers, retirements, use of long service leave, special leave without pay, completion of apprenticeships and staff winning promotional positions within work units. The average attendance of staff was 90.1% during 2013.

18 teacher probation panels were conducted in 2013. 8 student teachers completed practical placements in the College. 7 teachers fulfilled promotional positions on Higher Duties in 2013 and 15 teaching staff took various forms of extended leave.

Advisory Groups

Advisory Groups were established with specific purposes in the following areas: Timetabling and Student Wellbeing. The College had the following Standing Committees in operation: ICT Management Committee, Work Health & Safety, Staff Wellbeing and Staff Social Club. These groups provided recommendations for consideration to staff as well as to the principal and executive staff.

Partnerships

The College developed links with the following organisations as part of the Centre for Excellence in Medicine and Health Sciences program: Department of Health, Menzies School of Health Research and NT Institute of Sport. DoE developed a formal partnership with Charles Darwin University for this program.

Smith Family continued to provide support to Indigenous girls in the form of support to run an Indigenous Girls Basketball tournament, which attracted teams from urban and remote schools in the Top End. A number of students were successful in gaining Smith Family scholarships in 2013.

College Council, facilities and community events

College Council continued to play a key role in community interaction and liaison within the College. The College held two parent /teacher nights in 2013 and provided four reports home to parents regarding student progress. In addition the College hosted events such as the annual Art Exhibition, Award ceremonies for Years 10 and 11 and a Graduation evening for Year 12 students and parents. Students participated and performed in a wide range of community events.

A range of community groups accessed the college facilities utilising predominantly the sporting facilities of the College. In addition a number of inter and intrastate Clontarf groups stayed in the College. Adult Night Classes continued to have strong support from the community.

Leadership

Strategic Plan

The College implemented its 2012 -15 strategic plan. This plan closely aligns with the DoE strategic plan and priorities.

The College and College Council will introduce compulsory polo shirts as part of the Dress Code for 2014.

Leadership

A temporary Assistant Principal appointment was made for Assistant Principal Student Services to cover an Assistant Principal on extended leave. The Principal and Assistant Principals Human Resources and Curriculum remained unchanged.

The number of Senior Teacher positions remained the same for 2013. A number of temporary higher duties positions were available at the Senior Teacher level due to promotions and leave arrangements. The number of people in higher duties positions had an impact on the stability and expertise of the leadership team.

There were 10 probation panels conducted in 2013.

Staff Professional Learning

Professional development throughout the year included building leadership capability, curriculum implementation workshops, curriculum clarifying workshops, effective teaching and learning practices and moderation of student assessment materials, all of which support CSC teachers to improve their teaching and assessment practices. 274 hours of staff attendance were recorded for a range of professional learning programs throughout the year that were aligned to strategic directions and improvement goals.

Expenditure

Funding was spent in line with strategic directions. Equity funding was utilised to help achieve priorities developed in the Annual Operational Plan.

The College at the end of the year had a surplus, see attached audited statements. The Resource Hire Scheme continued to operate to provide parents a cost effective means of accessing textbooks and resources for senior secondary students.

ATTACHMENT A

Audited Financial Statements

ATTACHMENT B

Student Enrolment, Attendance and Learning

Year Level	2012				2013			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
10	81	67.3%	330	79.0%	90	70.6%	345	80.7%
11	60	69.4%	350	79.0%	64	78.1%	325	84.4%
12	28	69.4%	243	83.4%	31	83.7%	262	86.4%
ALL	169	68.2%	923	79.8%	186	74.9%	932	83.4%

Learning and Engagement Plans		
	All	Indigenous
Number of students in first year of schooling to Year 10 with a Learning and Engagement Plan in place	23	6
Proportion of students in first year of schooling to year 10 with a Learning and Engagement Plan	65%	45%
Proportion of students in first year of schooling to year 10 whose parent/carer have worked with the teacher to develop a Learning and Engagement Plan	5%	5%

Note: Learning and Engagement Plans are plans that address the learning and engagement needs of students, including attendance, behaviour, flexible learning and NTCET Personalised Learning Plans.

Senior Secondary Outcomes	
Students in Year 12 undertaking vocational or trade training	35%
Students in Year 12 attaining an NTCET certificate or equivalent VET qualification	23%

Age Grade Census data 2001 – 2013

Collection Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Enrolment	1045	1073	906	805	793	848	1147	1169	1114	1019	996	933
FTE	1045.0	950.6	842.9	768.1	753.9	830.0	1138.4	1163.0	1077.9	1014.2	987.6	924.3

Collection Year	2013
Enrolment	932
FTE	922.1%