

SCHOOL CONTEXT STATEMENT

Updated: June 2023

School number: 1012

School name: Northern Adelaide Senior College

SCHOOL PROFILE

Northern Adelaide Senior College (NASC) is a specialised senior school that generally caters for students in Years 11-12.



NASC is an inclusive, diverse, and supportive community with a focus on the student as a whole. To accommodate the diverse backgrounds of our students we provide specialised classes, and work with trauma informed practices, such as the Berry Street Education Model, and a focus on preparing students for an independent and successful future in whichever pathway they choose to pursue.

Our Motto is “At NASC You Can!”

Our students join us from a variety of backgrounds with a wide range of educational needs, barriers and aspirations. We provide accessible and differentiated learning experiences that connect to students’ interests and make genuine links with post school pathways by creating multiple entry points for SACE achievement. Students who have not had success in a mainstream environment often thrive at NASC, evidenced by a consistent SACE completion rate of 100%.

Students at NASC engage in a mature, flexible learning environment that places the wellbeing of a learner first and foremost to provide safe, comfortable and inclusive classrooms. NASC students generally only engage in SACE and VET accredited courses.

As a Specialised School, NASC does not have a school zone (or local area) and enrolment enquiries are considered from across all metropolitan and regional areas. Prospective students are required to meet our specific enrolment criteria.

One of the key characteristics of the NASC community is our Diversity and Inclusivity. We create a safe place for those who may not have fit into mainstream school while still maintaining a focus on high expectations, attracting students from local mainstream schools seeking a calm community.

The NASC community is extremely diverse and supportive. Over a third of students are enrolled through the FLO strategy; we run a Young Mums program and a free creche; our EALD community now makes up 20% of total enrolment and 11% of students identify as ATSI. We run a comprehensive program to support students with additional learning needs. These targeted wrap around curriculum packages, are often supported by a specialised Case Manager and all students have full access to the range of curriculum and community activities across the college. We also cater for a significant group of Yr 13s usually on a Medical/Health Sciences pathway who enrol at NASC to improve their ATAR scores.

1. General information

- School Principal name: **Anne Sim**
- Deputy Principal's name, if applicable: **Mary Hodson**
- Year of opening: **2015**
- Postal Address: **The Hub, 2 Woodford Rd, Elizabeth 5112**
- Location Address: **The Hub, 2 Woodford Rd, Elizabeth 5112**
- DECD Region: **Northern Metro**
- Geographical location – i.e. road distance from GPO (km): **Elizabeth**
- Telephone number: **7285 1600**
- Fax Number: **7285 1622**
- School website address: **www.northernadelaide.sc.sa.edu.au**
- School e-mail address: **dl.1012.info@schools.sa.edu.au**
- Child Parent Centre (CPC) attached: **N/A**
- Out of School Hours Care (OSHC) service: **N/A**

February FTE student enrolment:

		2020	2021	2022	2023
Secondary	FLO	113	154	157	162
	SACE Yrs 11, 12 & 13	451	335	252	331
TOTAL		564	489	409	493
School Card Approvals (%)		65%	68%	48%	33%
EALD Total (ACTUAL numbers)		62	66	54	149
ATSI FTE Enrolment		46.80	48.3	33.95	46.8

Staffing numbers (as at February census):

Total Teaching Staff: 14.8 FTE (9M + 18F)

Total Ancillary: 21.8 (FTE) 816.25 Hours (4M + 23F)

Total Leaders: 9 (2M + 7F)

Total ATSI funded positions: 0.8 ACETO (M)

Part B

Principal	Anne Sim	
Deputy Principal	Mary Hodson	Curriculum Oversight, SIP, Professional Devt
Assistant Principal	Adam Sherwood	Community Learning Centre & FLO
Assistant Principal	Clair Vue	Student Services, Wellbeing, IESP, ATSI/HPE
	Andrea Williams	VET, Career Pathways, Workplace/Business
	Annisa Carstensen	English, HASS, EALD
	Chrissy Frahn	Visual & Performing Arts
Middle Leadership	Daniela Russo	Student Engagement & SACE Operations
	David Folland	ICT, Timetable, Daily Organisation
	Helen Venetsanos	Wellbeing Leader, Case Management Oversight
	Virginia Holt	Maths, Science, Research Project

Public transport access

Northern Adelaide Senior College is adjacent to the Elizabeth Shopping Centre which is a transit hub for buses, the Elizabeth railway station is within easy walking distance.

Special site arrangements

NASC is co-located with both TAFESA and the City of Playford, is not fenced and lessons are delivered across several buildings or at offsite venues. The site has been designed for independent, senior students who are able to regulate their behaviours and conduct themselves respectfully in our open plan senior school setting.

NASC is a member of the Northern Adelaide State Secondary Schools Alliance (NASSSA) and we host a significant number of VET courses that are open to Regional VET students from across the region. NASC students are also able to enrol in VET courses delivered by other NASSSA schools.

2. Students (and their welfare)

General characteristics

The student cohort at NASC is very diverse with a high level of social complexity. Many students (approx. 50%) have transferred from local high schools due to disengagement, often due to Social and Emotional complexities and concerns impacting on their ability to operate within large settings. The majority of students are on School Card, many are parents or carers and mental health needs are high. The average age of students has stabilised over the last few years, at 20 yrs. Another major shift in recent years has been in the growth of our multicultural community so that EALD students now represent 18% of our total enrolment.

Student well-being programs

Student well-being is a high priority at NASC and as part of our holistic approach to learning and engagement, students who are identified at point of enrolment as needing additional support to manage their Wellbeing can be allocated a Case Manager. Case Managers support mainstream students to manage barriers to education and in our complex and senior school context, this involves managing referrals to community and government agencies. Case managers with a specific focus include SACE completers, Young Mums, Learning Support, Young Men, EALD and Student Voice.

All staff have received trauma informed training with the Berry Street Education Model and engage in regular workshops with Support Services staff (Behaviour Coach, Special Educator and Occupational Therapist).

Student support offered

All students develop Ready to Learn Plans and our teachers are skilled in working alongside and coaching students on an individual basis. Additional support is offered to

support students with their learning or to regulate their emotions and behaviours.

Student management

At NASC we focus on strengths based restorative practices. Due to complexities in the cohort, most students have a case manager to support their resilience in learning, communication skills, social and emotional wellbeing and development through a range of strategies including: co-regulation, advocacy, sensory profiles, career planning and referrals to appropriate community programs/agencies.

Student government

The Student Voice Committee is very strong at NASC. Students represent their peers on Governing Council and within the community. They organise a range of whole school events to raise awareness and funds for specific groups or causes. Diversity and tolerance are highly valued by NASC students, and many students have enrolled with us to benefit from our inclusive and supportive culture.

The student run 'NASCafe' not only gives students the opportunity to earn while gaining work experience but provides a valuable community service for both staff and students.

Special programmes

Young Mums

For young women under the age of 21 who are pregnant or have a child. These students engage in a midwife program (Bubs and Me) that follows their journey from conception to 6 months post birth and the program is delivered onsite by a qualified midwife. The program allows young women to re-engage in learning through a program that targets literacy, wellbeing and numeracy as a foundation for further SACE studies. These subjects have a focus on early childhood development and developing independent living skills.

- Pre SACE – Bubs and Me and Playgroup
- Stage 1 – Essential English, Essential Maths, Art and Wellbeing



Young Mums are also supported by the provision of a free onsite creche where qualified Early Childhood Workers provide structured play activities. The specially fitted 'Young Mums Bus' collects young women and their children to enable them access to programs.

Multicultural Cup

NASC facilitates Multicultural Cup as a SACE program in partnership with the Port Adelaide Football Club. The program aims to support Aboriginal Learners and EALD Learners by providing opportunity to explore, celebrate and share culture in an inclusive

environment.

AGFA

The Academy of Gaming and Film Animation (AGFA) offers innovative Stage 1 & Stage 2 completion packages based around gaming and includes practical experience with a specific focus on 3D Modelling and Animation. Students are involved in running community events and livestreaming school productions.

Flexible Learning Options

FLO students can be enrolled directly through NASC. These students engage in all learning onsite and as such have access to all classes on the timetable. These students are supported by onsite Case Management through Mission Australia. In addition, NASC hosts FLO students from local high schools in a range of learning programs.



Career Pathways

We have a strong Careers Pathways program that includes a range of Industry Immersion programs and expos support our senior students to move onto a productive work or study pathway. The Employability Skills Program is enabling students to be employed onsite while gaining work skills – currently a number of students are working in our student run café and in the resource centre.

3. Key School Policies

Site Improvement Plan and other key statements or policies

The main focus of our SIP has been on High Impact Teaching Strategies. Teacher Action Teams are working to explore and share good practice in using Differentiation and Feedback.

Recent key outcomes

We have shown continued improvement in Stage 1 Literacy & Numeracy and Student results in Research Project have been consistent with 100% success rate each year since 2020.

Overall, we had 61 students complete their SACE in 2022 and of these 48% (29) gained an ATAR - 90% of the students who submitted SATAC applications were successful in gaining offers into tertiary study.

11 Students gained ATAR scores above 90 - 8 of these were over 99 – our dux achieved an ATAR score of 99.65.

A+ Merits were awarded across Ancient Studies, Biology, Chemistry, Health & WB, &

Research Project.

26 students were successful in gaining entrance to university, of these, 7 are studying Medicine or Surgery, 2 Dentistry; and 7 others gained places into Allied Health courses including Physiotherapy, Radiology & nursing.

Other students gained places in Education, Law, Veterinary Studies, ICT & Foundation Studies.

6 NASC students, 2 of whom were FLO enrolled, were nominated for NASSSA VET industry awards, one winning the overall NASSSA trainee of the year award. Altogether 7 students engaged in school-based apprenticeships or traineeships during 2022.

4. Curriculum

Subject offerings

A broad range of Stage 1 & Stage 2 SACE programs are delivered. Some pre-SACE 'Engage' programs are offered for those students who need some additional support before enrolling in accredited SACE courses.

Open Access/Distance Education provision: Our teaching staff are skilled at delivering remote learning when special circumstances are required. When subjects cannot be offered due to lack of specialist teachers or class numbers, we can enrol students through Open Access. Some of our more disengaged FLO students may access Open Access until they have developed resilience to attend classes onsite.

Special needs

NASC offers a variety of targeted programs for students that have the most complex learning needs, including Learning Support for students who are identified as having additional needs based on the Categories of Disability as outlined in the NCCD and DfE IESP funding model.

These students engage in a program that offers the compulsories of SACE in a supported environment with additional staffing and small class sizes. Additional subjects allow students to build their resilience for learning, as well as develop life skills relevant to further study or the workforce.

- Stage 1 – Essential English, Essential Maths and Art
- Stage 2 – Research Project, Workplace Practices and Community Studies

Current site-based data (does not include FLO students from other sites) indicates that:

- 8% of students have approved IESP funding

- 10% of mainstream students access IESP grant funding
- 20% of student with IESP level funding have an Autism Spectrum diagnosis
- 13% of students with IESP level funding have an Intellectual disability
- 41% of students experience complex mental health with one or more diagnoses
- 45% of students receive regular 1:1 support with learning

EALD Support

For students who identify as having English as an Additional Language. These students engage in SACE through targeted classes that support literacy development.

Stage 1 – Essential English, Essential Maths, Art and Research Practices

Stage 2 – Research Project and Essential English (EALD focus)

A former student, who speaks several languages now works as an SSO to provide valuable additional in-class and cultural support.

Aboriginal Education

For students who identify as Aboriginal or Torres Strait Islander. These students are able to access additional tutoring, literacy and numeracy development and cultural support through a dedicated Aboriginal Education team and Nunga Room.

Special curriculum features

As a Senior College we have a very strong focus on developing appropriate Career and further study pathways.

Our students have access to a range of VET courses through our work with the Northern Adelaide State Secondary School Alliance. 14 of these courses are hosted by NASC.



Teaching methodology

At NASC all resources, learning intentions, and assessment tasks are accessible and managed via Daymap. Students receive valid feedback through both formative assessment and against SACE Performance Standards that are explicitly unpacked, and all tasks are differentiated to meet the diverse needs of our students, providing multiple entry points.

Subject specific literacy requirements, including the modelling of appropriate text types & language are explicitly taught. Teachers develop assessment tasks that connect to students' interests to develop genuine links with relevant post school pathways. Safe learning environments are developed through trauma informed practices, including the Berry Street Model. All teachers have completed training in Learning English: Achievement and Proficiency (LEAP)

Student assessment procedures and reporting

Students Literacy and Numeracy levels are assessed using the Basic Knowledge Skills Builder (BKSB) and levels are visible to teachers via Daymap.

Students Progress is reported on mid term and grades are allocated at the end of each term. The introduction of a weekly lesson (Buzz) enables teachers to support students to access and analyse their own reporting data. Students are encouraged to reflect on their progress and/or grades and to take responsibility for their improvement planning.

All reporting is managed via Daymap and as the majority of students are adults or have independent status, these are not produced in any other format. Parents of non-independent students have access to these via the Parent Portal.

7. Staff (and their welfare)

Staff profile

There is a low staff turn over at NASC. As a Senior College, our teachers are highly skilled and experienced in delivering and adapting SACE curriculum. Students at NASC have experienced poor attendance and engagement in their previous schools, resulting in significant gaps in their learning and development, and our teachers work hard to supporting students who bring a range of life and learning experiences. Recent staff Perspective Surveys show a high level of connection and engagement with the school.

Leadership structure

The Principal is supported by a collaborative Admin Team made up of a Deputy Principal (Curriculum) an Assistant Principal (Student Services & Wellbeing) and an Assistant Principal (FLO). In a small school, Curriculum leaders are flexible to work across different areas to support the needs of the school.

Staff support systems

Staff are very collegiate and generally work in areas conducive to teamwork.

Performance Management

PDP planning is generally managed by the leader most related to the curriculum area or work needs of the staff member. In some cases staff have nominated specific PDP leaders. Classroom observation in negotiation with teachers and leaders is becoming more common practice.

9. School Facilities

Buildings and grounds

We are co-located with both TAFESA and the City of Playford, and all facilities were developed to our specific requirements in 2015 - 2016. We have limited outside areas and regularly access off site facilities using a school bus.

Our site is very 'open plan' and has been designed specifically for independent, senior students who are able to regulate their behaviours and conduct themselves respectfully in our open adult setting.

Students are only expected to attend when they have scheduled lessons and are permitted to leave the college during breaks and non-scheduled class times. Outside of lesson times, students may engage in self-directed learning and study in any number of designated study areas.



Heating and cooling

All areas fully air conditioned.

Specialist facilities and equipment

We have a semi-commercial teaching kitchen, a chemistry laboratory, music suite and visual arts and photography classrooms.

Student facilities

Students use open areas as study and or lounge areas. A student run café operates daily and vending machines and microwaves are available for student use. Lap tops are available for daily and long term loan via the library or classrooms.

Staff facilities

Staff work in co-located areas depending on their function and curriculum area. All staff are provided with laptops and mobile phones.

Access for students and staff with disabilities

All buildings are fully accessible and lifts are available in both the Hub and the Mezz.

Access to bus transport

NASC, being in central Elizabeth, is well served by public transport. School owned buses are used when needed for excursions.

10. School Operations

Decision making structures

Governing Council and Site Improvement Teams include student representation.

Regular publications

All curriculum information is published via our website. Social media is used to publicise school community activities and is update regularly.

School financial position

Covid related school closures, absences and its impact on general community WB did negatively impact our enrolment numbers over 2021-2022. In response to these changes, we worked with our community to negotiate timetable changes, the intention of reducing staffing costs for 2023.

Over 2022 & 2023 we have been working with Site Financial Services to reconcile our budget and is now sound.

Special funding

Better Schools Funding, Complexity funding and Small Schools grant.

11. Local Community

General characteristics

NASC is based in central Elizabeth and the community does experience high levels of unemployment and social disadvantage. Significant housing developments are attracting a range of new families into the area including many from multicultural backgrounds.

Parent and community involvement

As a senior college, parents are not actively involved in decision making processes. Students represent the community on Governing School Council. To support students' access to community support and post school pathways, NASC actively develops effective networks with community agencies.

Feeder or destination schools

As a non-zoned school, NASC does not have specific feeder schools and students transfer to us from a range of DfE Independent and Catholic schools.

Other local care and educational facilities**Commercial/industrial and shopping facilities**

Elizabeth Shopping Centre is adjacent to our site.

Other local facilities

Elizabeth Centre and Sporting Precinct nearby as well as range of medical facilities.

Availability of staff housing

NA

Accessibility

NA

Local Government body

City of Playford

12. Further Comments