SCHOOL PERFORMANCE INFORMATION 2015

This ‘School Performance Information 2015’ has been produced for the University Senior College community in accordance with Commonwealth Government guidelines. It should be read in conjunction with the ‘Graduation Report 2015’. The Report was distributed at the Graduation Ceremony in Elder Hall in December 2015 and can be downloaded from the school website: www.usc.adelaide.edu

CONTEXT

Founded in 2002, USC is a secular, co-educational, independent senior secondary school located within the North Terrace campus of the University of Adelaide. USC offers a unique learning experience in a university setting and an academic pathway to tertiary studies in which all students are required to pursue the South Australian Certificate of Education.

VISION:  
We believe in the power of students discovering the excitement of learning and unleashing their potential.

MISSION:  
We are committed to giving all students a relevant and unique learning experience to encourage them to build resilience and develop a deep understanding of skills and knowledge essential for university study and lifetime success.

OUR VALUES:  

USC has a set of Guiding Values that dictate how we behave to demonstrate:

- We value learning and take charge of that learning
- We prepare for success at University and beyond
- We value personal integrity, mutual respect and cultural diversity
- We will provide responsive and forward looking facilities and services

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GOVERNANCE

The composition of School Council was confirmed at a General Meeting, June 2015.

COLLEGE COUNCIL (As of June 2015)

Mr Brian Cunningham (Chair)
Mr Dale Hassam (Secretary)  Professor Philippa Levy  Dr Brian Symons
Mr Mick O’Connor  Dr Ben Grindlay  Ms Celia Le

STAFFING

A full list of the academic staff and their formal qualifications is provided in this report. At the time of the August 2015 census there was a total of 38 academic staff (29.5 FTE) and 15 administrative staff (13.2 FTE). There was no change in the composition of the staff at the end of 2015 as no member of staff chose to retire or move to a position elsewhere. The stability of the staff is a unique feature of the school and reflects staff commitment and a high degree of professional satisfaction.

All members of the academic staff at USC hold current Teacher Registration in South Australia and have the experience and relevant academic qualifications to fulfil their professional duties. In addition to their formal qualifications, every member of USC staff is required to hold current certification in Basic First Aid, Fire Training and Responding to Child Abuse and Neglect.

COMPOSITION OF SCHOOL COMMUNITY

<table>
<thead>
<tr>
<th>Year level</th>
<th>Local (FTE)</th>
<th>International</th>
<th>Total (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive English</td>
<td>-</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>165</td>
<td>32</td>
<td>197</td>
</tr>
<tr>
<td>12</td>
<td>171</td>
<td>34</td>
<td>205</td>
</tr>
<tr>
<td>Total</td>
<td>336</td>
<td>86</td>
<td>422</td>
</tr>
</tbody>
</table>

Local students arrived at USC from more than 80 schools across the greater Adelaide metropolitan area and transferred from the following school sectors:

<table>
<thead>
<tr>
<th>Government</th>
<th>Non-Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECD</td>
<td>Catholic</td>
</tr>
<tr>
<td>27%</td>
<td>35%</td>
</tr>
</tbody>
</table>

‘Other’ includes local students who have come from a Home-Schooled, Steiner or Montessori background.
STUDENT ACHIEVEMENTS

In 2015 there were a total of 163 students who successfully completed their SACE studies. USC students distinguished themselves with outstanding results in the 2014 SACE examinations. Dux of school was Lyman LIN who secured four Merits and an ATAR of 99.85.

A total of 14 students secured an ATAR > 99 and 68 students secured an ATAR > 90

A total of 42 A+ were given and 31 Merits were awarded in the following subjects:

Biology (4), Chemistry (3), Classical Studies (1), Drama (1), English Studies (1), English as a Second Language (2), Mathematical Applications (6), Mathematical Studies (3), Modern History (2), Physics (2), Psychology (2) Research Project (2), Specialist Maths (1), Visual Arts – Art (1).

POST SCHOOL DESTINATIONS

90% of the cohort received a first preference offer from the Universities.

<table>
<thead>
<tr>
<th></th>
<th>Uni Adelaide</th>
<th>Uni SA</th>
<th>Flinders Uni</th>
<th>SAIBT/TAFE</th>
<th>Other</th>
<th>Gap Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments</td>
<td>95</td>
<td>32</td>
<td>24</td>
<td>0</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Percent</td>
<td>61.3</td>
<td>20.6</td>
<td>15.5</td>
<td>0</td>
<td>2.6</td>
<td>n/a</td>
</tr>
</tbody>
</table>

‘Other’ destinations: University of Melbourne, James Cook University and Australian National University.

The table below shows the tertiary pathways commenced by USC graduates in February 2016:

Health Science (50); Engineering (24); Science (18); Commerce & Economics (18); Arts (14);
Law (10); International Studies (8); Medicine (7); Architectural Design (5);
Psychology (4); Media (3); Teaching (3); Music (1)
STAFF PROFESSIONAL DEVELOPMENT

Throughout 2015 staff continued with a professional learning focussed on Positive Psychology and Well-being, derived from the Martin Seligman/University of Pennsylvania program. Five staff have completed leadership training and this has been followed through staff engagement in Positive Education Schools of Australia (PESA) conferences and workshops delivered by SAHMRI. Our focus has been on the development of strategies to build student grit and resilience.

USC maintains an ongoing collaboration with the University of Adelaide School of Education through the delivery of a number of courses for pre-service teachers linked to Senior Methodology courses. We continue to explore ways in which we can develop a professional and productive clinical teaching program to support pre-service teachers.

Staff members continue to engage in conferences and workshops to enhance the use of blended learning in our school community. As our curriculum delivery is designed to provide a transition to university all staff are encouraged to explore the possibilities of a flipped classroom (TED Ed), learning analytics, peer-peer instruction and other initiatives to enhance student learning and understanding.

FACILITIES

In September 2015 a $2.5M upgrade of administration and learning facilities commenced in the Jordan building on university campus. USC has negotiated a long term lease arrangement with the University of Adelaide and the six storey building located at Gate 12, Kintore Avenue, will be fully renovated to become the home base of the school. To date USC has completed the refurbishment of four levels of this building and provided contemporary laboratories and a wide variety of learning spaces (see below) for students seeking an authentic transition to university study.

All computer hardware purchased with Federal Government support through the Digital Education Revolution (launched in late 2008) is outdated and totally redundant. A program to replace old equipment has been in place since 2013 and all replacement units have now been transferred into a three year lease program. As students come to USC from 80 separate feeder schools we operate as a BYOD school.
STUDENT, PARENT & TEACHER SATISFACTION

Approximately 70% of the school community responded to our ‘Annual Satisfaction Survey’ and gave their perceptions about the quality of teaching, community relationships, communications, leadership and the learning environment. Mentors survey all students during their exit interviews in November. Student data was also collected through an online ‘Teacher Evaluation Survey’ conducted as a component of our teacher performance evaluation program.

The data indicates a high level of satisfaction with the academic program and learning environment. Satisfaction levels of 87% or more were recorded in all categories surveyed. In the areas of staff/student relationships, the quality of teaching and access to learning facilities, the satisfaction levels were all over 90%.

Of those surveys completed 90% of parents and 95% of students continue to be extremely satisfied with their decision to transfer to USC to complete their senior secondary schooling. Of the staff surveyed, 96% of expressed a strong commitment to the academic pathway and transition education program delivered by USC.

An online satisfaction survey is made available to all members of the school community in September each year.

Student feedback surveys are administered by staff throughout the year.

INCOME SOURCE

Additional financial details are available on the MySchool website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/)
SCHOOL PERFORMANCE INFORMATION FOR 2015 – SUMMARY

The following information provides performance information required by the Australian Government. Students and parents are welcome to contact the school and arrange an appointment with the Principal to discuss the content of this data in more detail.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff attendance</td>
<td>Average attendance rate: 93.7%</td>
</tr>
<tr>
<td>2. Staff retention</td>
<td>Staff retention 2013 - 2015 was 97%</td>
</tr>
<tr>
<td>3. Staff qualifications</td>
<td>Details are listed on the final page of this report.</td>
</tr>
<tr>
<td>4. Staff professional development</td>
<td>Refer to ‘Senior College-Sub Cruce’ (SC)², the USC Staff Professional Development Journal for details of PD activities and expenditure.</td>
</tr>
<tr>
<td>5. Student attendance</td>
<td>Average attendance rate: 93%</td>
</tr>
<tr>
<td>6. Years 3, 5, 7 &amp; 9 benchmarks</td>
<td>Not applicable to senior secondary college</td>
</tr>
<tr>
<td>7. Changes in Q6 benchmarks</td>
<td>Not applicable to senior secondary college</td>
</tr>
<tr>
<td>8. Value added</td>
<td>Refer to the USC Newsletters, our current Marketing Brochure, School Diary and the 2015 Yearbook.</td>
</tr>
<tr>
<td>9. Median scores of Year 9 and 10 students</td>
<td>Not applicable to senior secondary college</td>
</tr>
<tr>
<td>10. Senior Secondary Outcomes</td>
<td>Refer to this Report and details on the school website <a href="http://www.usc.adelaide.edu.au/">http://www.usc.adelaide.edu.au/</a></td>
</tr>
<tr>
<td>11. Retention of Year 9 students</td>
<td>Not applicable. Intakes at Year 11 and 12 only</td>
</tr>
<tr>
<td>12. Post school destinations</td>
<td>Refer to this Report for a summary.</td>
</tr>
<tr>
<td>13. Community satisfaction:</td>
<td>Summarised in this Report. Details are available to current members of the school community from the Principal’s Assistant upon request.</td>
</tr>
</tbody>
</table>
# University Senior College
## ACADEMIC STAFF 2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Subject</th>
<th>Academic Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Holloway</td>
<td>Principal</td>
<td>B Sc (Hons), Dip Ed, Dip T (Sec), M En St, MACE.</td>
</tr>
<tr>
<td>Murray Thompson</td>
<td>Deputy Principal</td>
<td>B Sc (Hons), Dip Ed, M Ed, Ed D, MACE, AAIP</td>
</tr>
</tbody>
</table>

### LEADERSHIP TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Subject</th>
<th>Academic Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nadia Lovett</td>
<td>Student Counsellor</td>
<td>M Soc Sc, D Couns, Grad Dip (Read &amp; Lang), Dip T (Prim)</td>
</tr>
<tr>
<td>Kate Cutts</td>
<td>Director Teaching &amp; Learning</td>
<td>B Sc, Grad Dip Ed</td>
</tr>
<tr>
<td>Lisa Temple</td>
<td>Year 12 Dean of Studies</td>
<td>B A, Dip Ed</td>
</tr>
<tr>
<td>Simon Sypek</td>
<td>Year 11 Dean of Studies</td>
<td>B Ed (Sec Sc)</td>
</tr>
<tr>
<td>Michael Jacobsen</td>
<td>International Dean</td>
<td>B Ed, MBA, M Ed</td>
</tr>
</tbody>
</table>

### ACADEMIC STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Subject</th>
<th>Academic Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morris Allen</td>
<td>Politics / Geography</td>
<td>B A, Dip Ed, Dip T (Sec)</td>
</tr>
<tr>
<td>Mishka Ammann</td>
<td>Art</td>
<td>B Ed</td>
</tr>
<tr>
<td>Glen Arthur</td>
<td>Chemistry</td>
<td>B Ed (Sec Maths Sc)</td>
</tr>
<tr>
<td>Di Averis</td>
<td>Economics</td>
<td>Grad Cert (Prof Practice), B Ed, Dip T (Sec)</td>
</tr>
<tr>
<td>Corey Barrett</td>
<td>Biology</td>
<td>B Sc (Hons), Grad Dip Ed</td>
</tr>
<tr>
<td>Anna Bassani</td>
<td>Maths Applications</td>
<td>B Ed Grad Dip Ed Rel Ed, Grad Dip Ed Ma Ed, Grad Dip Ed Ed Comp</td>
</tr>
<tr>
<td>Andrew Bee</td>
<td>Maths</td>
<td>B Sc, Dip Ed, Grad Cert (Maths Ed)</td>
</tr>
<tr>
<td>Michele Blackman</td>
<td>Design</td>
<td>B A (Design) Dip Ed</td>
</tr>
<tr>
<td>Trevor Bland</td>
<td>Maths</td>
<td>B Sc, Dip T, Grad Cert (Maths Ed)</td>
</tr>
<tr>
<td>Toni Chen</td>
<td>Chinese</td>
<td>Grad Dip Ed, Grad Cert (Lang Ed)</td>
</tr>
<tr>
<td>Damien Coghlan</td>
<td>ELICOS/PLP</td>
<td>B A, Dip Ed (Sec) Grad Dip T (TESL) Grad Dip S Sc Ed C</td>
</tr>
<tr>
<td>Hayley Cundy</td>
<td>Psychology</td>
<td>B Psyc, Grad Dip Ed</td>
</tr>
<tr>
<td>Tammy Di-Giusto</td>
<td>Ancient Studies/History</td>
<td>B A (Hons), Grad Dip Ed</td>
</tr>
<tr>
<td>David Garwood</td>
<td>Music</td>
<td>B Mus, Grad Dip Ed (Sec), M A (Mus Ed), TESOL</td>
</tr>
<tr>
<td>Martin Gray</td>
<td>Drama/English</td>
<td>B Ed (Drama)</td>
</tr>
<tr>
<td>Andrew Hartigan</td>
<td>ESL</td>
<td>B A (Hons), Grad Dip Ed</td>
</tr>
<tr>
<td>Robert Horne</td>
<td>Classical Studies</td>
<td>B A, Grad Dip Ed</td>
</tr>
<tr>
<td>Lynn Jackson</td>
<td>English</td>
<td>B Ed, Grad Dip Ed</td>
</tr>
<tr>
<td>Ryan Jackson</td>
<td>English</td>
<td>B A, M A Ed Sec</td>
</tr>
<tr>
<td>Lisa Lanchester</td>
<td>Maths</td>
<td>B Ed (Sec), Dip T (Sec)</td>
</tr>
<tr>
<td>Judith Mohan</td>
<td>ELICOS / ESL</td>
<td>B A (Hons) Dip Ed</td>
</tr>
<tr>
<td>Graham Payze</td>
<td>Mathematics</td>
<td>B Sc, Dip T (Sec)</td>
</tr>
<tr>
<td>Zahra Pirvali</td>
<td>Physics</td>
<td>B Sc, Grad Dip Ed</td>
</tr>
<tr>
<td>Igor Plisko</td>
<td>History / Politics</td>
<td>B A, Dip Ed M Ed</td>
</tr>
<tr>
<td>Geoff Rogers</td>
<td>Music</td>
<td>B A, Dip T (Sec)</td>
</tr>
<tr>
<td>Louise Small</td>
<td>Accounting</td>
<td>Dip T (Sec) B Ed</td>
</tr>
<tr>
<td>Magda Van Aardt</td>
<td>Chemistry/Physics</td>
<td>B Sc Ed</td>
</tr>
<tr>
<td>Maurice Wetherall</td>
<td>Biology</td>
<td>B Sc (Hons), Dip Ed</td>
</tr>
<tr>
<td>Yvette Winter</td>
<td>Legal Studies</td>
<td>FCHSE, A Dip Bus (Hlth Ad), B Bus (Mktg), B Ed (Sec)</td>
</tr>
<tr>
<td>Heather Wiseman</td>
<td>IT Manager</td>
<td>Dip T (Sec), Grad Cert (ICT Ed) M Ed (Information Technologies)</td>
</tr>
<tr>
<td>Meg Worby</td>
<td>English</td>
<td>B A (Hons), M A (Comms), Dip Ed</td>
</tr>
</tbody>
</table>

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R.B. Holloway (Principal)
UNIVERSITY SENIOR COLLEGE, SCHOOL PERFORMANCE INFORMATION 2015