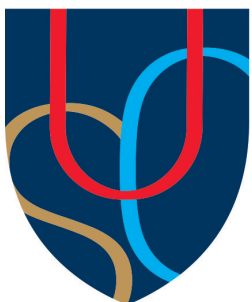


# **2019 ANNUAL REPORT**



**UNIVERSITY  
SENIOR  
COLLEGE**  
ADELAIDE

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# STRATEGIC PLAN

## 2018 - 2022

University Senior College is a senior secondary independent school located in the City of Adelaide on the grounds of the University of Adelaide. The College is dedicated to supporting students to take their place in the world through an academic pathway leading to university.

University Senior College supports every student to flourish. We challenge students and personalise their learning. The College is committed to the development of the USC Graduate Attributes which are embedded in the curriculum, the Mentoring program, student-led activities and student governance.

USC staff are specialists and many are leaders in their fields. Modelling self-efficacy, staff work collaboratively and purposefully to provide the best opportunities and outcomes for students in the senior years.

The involvement of our community is integral to our success. Students are partners in all aspects of life at USC and our parents and Old Scholars' Association support our community. Our partnership with the University of Adelaide is significant and our goal is to strengthen our collaboration with the University to foster dynamic learning environments.

**USC MISSION** - To inspire, empower and nurture lifelong learning

**USC GRADUATE ATTRIBUTES** - USC graduates are:

- Adaptable, resilient and ready to succeed at university
- Effective communicators
- Leaders and collaborators
- Creative, innovative and critical thinkers
- Ethical and interculturally minded

### USC ASPIRATIONS

1. Resilient, creative and intrinsically motivated students who are equipped for university.
2. Inspirational learning opportunities that support creativity, problem solving and collaboration.
3. A genuine partnership with the University of Adelaide, designed to foster a love of learning.
4. Passionate and inspirational staff who are leaders in their fields.
5. A diverse, cohesive and respectful community.
6. Teaching and learning spaces that inspire.
7. Exceptional governance and enabling structures support USC as a high performing organisation.
8. Build the reputation and the brand of USC as the College of choice for pre-tertiary education.

**VALUES** - Integrity, Mutual Respect and Diversity



# SACE RESULTS

## 2018

The Year 12 results from 2018 were once again exceptional and evidence of a very focused and committed student and staff body.

The Dux of the College, Katie Kim scored 99.9 and the Proxima Accessit, Stephanie Park scored 99.85. Sixteen students achieved an ATAR of 99 or above, a further nine students gained an ATAR of 98 – 89. The 2018 mean ATAR was 85.55 and there were 44 Merits achieved across 13 subjects. In all there were 66 A+ grades awarded to USC students.

### Dux of School:

**Sungmin (Katie) Kim**

**ATAR: 99.90**

Merits: Mathematical Methods, Chemistry (2017), Biology (2017)

### Proxima Accessit:

**Seoan (Stephanie) Park**

**ATAR 99.85**

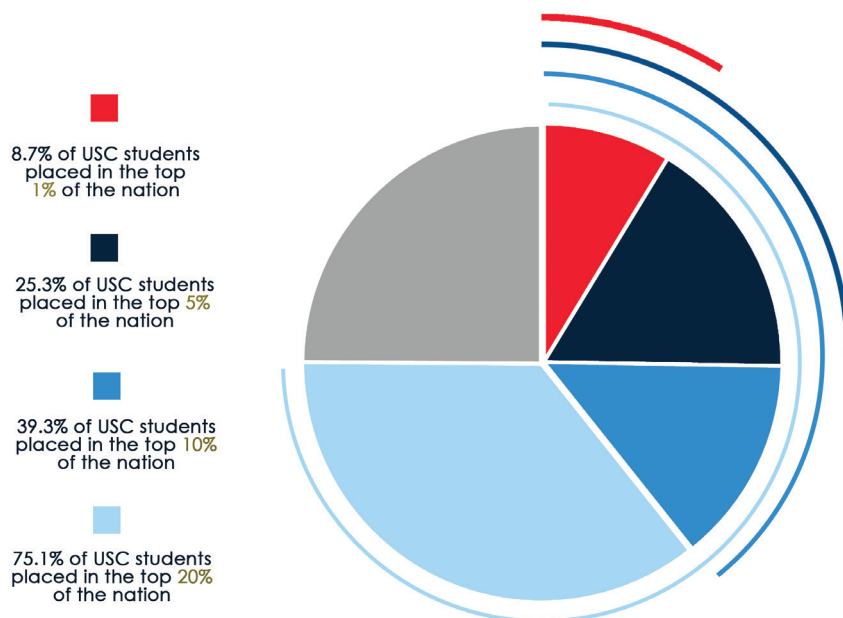
Merits: Mathematical Methods, Specialist Mathematics, Biology

### The following 15 students are in the top 1% of the nation with an ATAR above 99:

Name Withheld	99.90	Tianying (Tina) Hu	99.35
Riley Groome	99.80	Courtney Doyle	99.30
Hanna Nehme	99.80	River Huntington	99.25
Hock Leng (Ian) Ng	99.70	Tyler Groome	99.20
Rajat Sukhija	99.60	Sarah Hogg	99.20
Jason Favretto	99.55	Matthew Douglas	99.15
Clement Chang	99.45	Pia Deluca	99.10
Caleb Lill	99.40		

### The following 9 students secured an ATAR between 98 and 98.9, placing them in the top 2% of the nation:

Alexandra Toubia	98.90	Angela Gyi	98.40
Anthony Vo	98.75	Michael Nunn	98.25
Philopater Tanious	98.65	Zainab Jawad	98.15
Zack Grant	98.60	John Bedi Daniel	98.05
Sophie Capoccia	98.40		





# Exceptional governance and enabling structures support USC as a high performing organisation.

## Brian Cunningham - USC Council Chairperson

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Year 2019 has been a year of consolidation for University Senior College in so many areas, but the groundwork undertaken by Principal Anita Zocchi, her Senior Leadership team and the staff (with Council support) over the past 12 months has given all of us an exciting look at the future as we collectively position USC in the educational landscape within South Australia and enhance our reputation nationally and internationally.

A prime example of that positioning (at time of writing this report) is that in 2020, USC is poised to offer three Year 10 classes in our newly refurbished Gawler Place campus following Council's decision to support the Senior Leadership recommendation in 2018 for the inclusion of Year 10 as an offering at University Senior College.

Our expectations were that we might have one class in Year 10 initially. However the strong demand in the market to assist Year 10 students in developing as independent, resilient and successful learners in a niche learning environment with inspirational teachers is proving to be very attractive for students and parents. The additional benefit of developing a pool of students taking up our Year 11, 12 and 13 offerings cannot be understated in securing the future of USC.

Anita will provide more detail in her report of this exciting development (along with many others) as we look forward to a rewarding 2020 after many years of consolidating our infrastructure footprint in the University grounds, driving high level teaching and learning programs to suit our students and supporting the professional learning of staff to deliver the best educational outcomes. The highest quality of

teaching and learning is a critical advantage and the further development of the USC Teaching & Learning Framework will be an all of staff initiative and focus in 2020.

In 2020 the Council will also support Anita and her team in several other key focus areas including embedding the new Year 10 Program and driving increased diversity of cultural backgrounds of students in the international program through increased international student enrolment from new markets.

In addition, we are working closely with the University of Adelaide to develop the future iteration of our Partner's Pathway program for entry into the University which will be an important differentiator for USC in the senior education market.

I want to say thank you to Anita, Deputy Principal, Tim Agnew, and their senior team for their outstanding leadership again in 2019. We are fortunate to have such a committed and talented group leading the College. To our skilled and experienced teaching and support staff who provide our students with stimulating learning opportunities, the Council expresses its sincere appreciation.

We also acknowledge the strong support and collaboration we are fortunate to have from our partner, the University of Adelaide. To our School Council I offer my personal thanks for the members' ongoing support and for their time and wisdom. Finally, the Council thanks the Year 12 graduates for enriching our school with their vitality and presence. We wish our departing students all the best as they venture forward in life- hopefully all the better for their time at USC.





## FROM THE PRINCIPAL

### ANITA ZOCCHI

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2019 has been a very productive year for University Senior College, with change and evolution as general themes. Students engaged wholeheartedly in the learning and co-curricular programs and we saw an increase in student led activities. While we focused on the business of the day, there was also work undertaken to ensure our readiness for the future, as significant curriculum writing by staff focused on the introduction of Year 10 in 2020.

Students and staff participated in a number of events during the year, which were dedicated to improving the learning, wellbeing and cultural aspects of the individual and the USC community more broadly. The new activities built upon the work of 2018. The Leadership Team began developing a research question which concentrated on student agency. We have been working with other AISSA schools and UK academic Charles Leadbeater to develop a program that incorporates student voice and agency across all aspects of the College. The area chosen for USC, is building student agency at Year 10 in 2020 and then progress the work over three years, so that student agency is a strong aspect across the College by 2022.

The introduction of Year 10 is in-keeping with University Senior College's mission and reason for being, that is, to not mimic the curriculum of other schools but to offer a program that challenges students, while assisting them to authentically commence the process of taking control of their learning and working in a more adult environment. Significant time was dedicated to the introduction of Year 10 in 2020. The response from the public has been overwhelming and much greater than anticipated, resulting in 51 students for the inaugural class of Year 10 in 2020. We eagerly await the commencement of Year 10 and to support those 51 students to begin their senior school experience with agency, positivity and curiosity.

One milestone for the College was achieved in March when we undertook the move from Charles Street to Gawler Place. Students and staff now enjoy the flexible, open spaces and the views at our Gawler Place location, while being in a learning environment that is peaceful and conducive to learning and teaching. Additional refurbishment, occurring during the summer holidays, will ensure our physical environment is ready to welcome our Year 10 students in 2020.

Once again, individuals and teams of students were recognised for their excellence in a number of co-curricular endeavours. The increased number of students who engaged in co-curricular or extra-curricular activities is further evidence of a bright and hardworking student cohort that seeks to engage in learning in a variety of contexts. In addition to a vibrant student cohort, the staff at USC have again been praised by the community for their passion and expertise for their chosen disciplines along with their dedication to our students.

We have been heartened by the initiatives that our current students have been responsible for and involved with this year, through groups like the Young Catalysts, the choir and Formal committee, as well as those who have participated in co-curricular athletics, basketball, soccer, tai chi and yoga, in addition to a wide range of fundraising activities.

2019 has been a memorable year for University Senior College. The following highlights are a mere snapshot of the activity that has taken place, but nonetheless they provide an overview of the Values, Mission and Aspirations of the College. I invite you to read more about our initiatives and activities for 2019 as they are elaborated upon in detail elsewhere in this Report.

Best wishes

Anita Zocchi



## Resilient, creative and intrinsically motivated students who are equipped for university.

- 20 students participated in the 58th Australian Hamann School Mathematics Competition for the Society of Petroleum Engineers. Chris Park (Equal Seventh Prize), Yirui Zhang (High Distinction) and Cloris Zhou (Distinction) were recognised at a presentation night held at Pembroke School.



- 22 students participated in the 2019 Australian Mathematics Competition. Of these, Chris Park, Rachel Graham, Nick Wang, Josh Loxton, Emily Chybinski, Bohan Jiang, Kevin Su and Zijun Lin gained Distinctions. Students who received credits include Shaun Gunawardane, Cloris Zhou, Roman Tunno, Charlize Silvestrino, Ria Agarwal, Anastasia Andryushkina, Callum Cooper, Victoria Alexandru, Liam Jacobsen and Minh Le.
- Year 12 student, Malaika Mburu was privileged to attend Empower Peace's International Women's Leadership Conference in Boston, Massachusetts. The purpose of the conference was to explore issues facing women all over the world and to develop leadership skills to implement community-based solutions. 140 women from thirty-four different countries were in attendance. Malaika was the first ever participant to represent Australia. Believing that the biggest issue facing women in Australia is the disproportionate representation of females in the workplace and in parliament, Malaika hopes to eventually pass on the skills she learnt at the conference to help other women feel empowered to challenge the gender gap.



- Year 12 Modern History student, Tahlia Grammatopoulos, was not only announced as the 2019 National and SA winner of the Indigenous history section of this year's National History Challenge, as well as the State winner in the Year 11 & 12 category, she also managed a unique 'three-peat' in this competition. In 2017 Tahlia won the SA Year 10 and Indigenous history categories in this annual competition and also the title of SA Young

Historian. While last year as a Year 11 student she was remarkably the Indigenous and Year 11 and 12 category winner at both the National and State levels. The National History Challenge is a research-based competition for students. It gives students a chance to be an historian, researching world history, examining Australia's past, investigating their community or exploring their own roots. It emphasises and rewards quality research, the use of community resources and effective presentation. The theme of this year's challenge was People and Power. Tahlia utilised the research that she had undertaken for the Historical Study, a major assessment task in Modern History to not only investigate her chosen topic: *The Power of Perception: An Investigation into the Black Armband Lens and its Influence on Perceptions of Australian History*, but also to produce a very high standard written response for the competition. A highlight for Tahlia was the interview that she was able to conduct with Professor Henry Reynolds, from the University of Tasmania, who has long been one of Australia's most eminent historians and writer's on Australia's indigenous peoples.

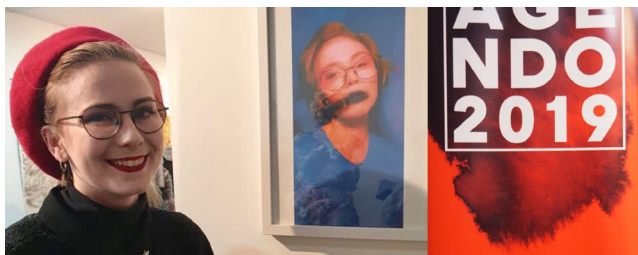


- University Senior College students once again produced some outstanding results in the Research Project. This year 25 students received an A+ for this subject. Research areas included the impact of air pollution on honey bees; the use of dental pulp and dental DNA to identify deceased persons; the impact of aerobic exercise on cognitive function in healthy adults over the age of 45; the relationship between caffeine consumption and Coronary Artery Disease; oncological applications of gold nano-particles; and Counter measures to minimise the impact of dental anxiety on oral health. Two students received a perfect score for the Research Project- Tim Rodrigues and Gabrielle Pearce. Tim's research question was: *How effective could the introduction of an Australian sugar sweetened beverage tax be in addressing Australia's obesity and diabetes epidemic?* Gabrielle's research

question was: *How could prophylactic mastectomies, used in the prevention of breast cancer, impact on the psychological health of female carriers of the BRCA 1 and/or BRCA2 gene mutations?*



- Student led co-curricular activities increased in number and in student engagement also. At the beginning of the year we embarked on a three-year Student Agency project facilitated by AISSA and led by English academic, Charles Leadbeater. During the course, Leadership Team members leading the project have participated in three Labs and two clinics. The hypothesis which we have identified and will explore over the course of the next two years is: *We say at USC, students take charge of their learning, but does it happen (in what ways) and how is it measured?* There is no doubt that Student Agency is complementary to the USC Mission – *To inspire, empower and nurture lifelong learning* and so our project utilises the opportunity afforded by the introduction of our inaugural Year 10 cohort in 2020, to test our hypothesis. As part of our first year in the project, staff and students were surveyed, an audit of student agency initiatives was conducted, background research undertaken and the process and methodology were identified. The project will commence at beginning of the 2020 school year.
- Staff continue to review and refine the wellbeing aspects to the Mentoring program, with the understanding that positive wellbeing goes hand in hand with thriving academically. Activities focused on drawing student attention to metacognition and how to learn, to understand the concept of cognitive load, and how to work with personal strengths and engage in mindfulness activities.
- Year 12 student, Emma Normington, was a 2019 finalist for the Agendo Art Prize. The Agendo Exhibition aims to support artists under the age of 35 from Australia and New Zealand. Emma's striking digital portrait Bereft was displayed in Melbourne as part of the exhibition of finalist art.



- In March this year, the SACE ART Show opening was attended by all Year 11 Art and Design students. Past students, Minni Lee, Lola Pulsford and Irene Lau had their 2018 work selected for display at the show.
- The Year 11 PERMA+ day was a moment during the year for students to refocus on their goals after the mid-year examinations. It also provided an opportunity to look outwardly into the community and to demonstrate their citizenship for a particular group or organisation.



- Year 11 student Jenny Arens, travelled to London to take part in the Royal Ballet School's summer intensive program. The trip provided an excellent opportunity for Jenny to advance her dance skills at one of the world's most prestigious ballet schools. Although Jenny admits the program was initially daunting, she was excited to meet new people and has now made friends from all over the world.
- Year 11 Literature students enriched their learning by attending a performance of the Australian play, "Jasper Jones", at the Dunstan Playhouse.
- Amber Washington, Year 12 student, was highly successful once again, in the Oliphant Science Awards. She not only won First prize for Photography, she also won First prize for Posters, and her game won a sponsorship prize for best design. Amber was the overall Young scientist of the Year.
- Once again, USC students took part in the Fringe Festival performing a one-off Cabaret. The acts performed were wide and varying, but at the same time, showcased the immense talent in music, singing and theatre. This is a wonderful opportunity for students to take part in a whole community festival.





# Inspirational learning opportunities that support creativity, problem solving and collaboration.

- Rachel Graham, Grace Beck, Sascha Williams and Charlize Silvestrino attended the 2019 Women in Mathematics Workshop at the University of Adelaide, where they had the opportunity to use computer programs to create their own fractals. The students also heard from graduate students about the numerous opportunities available through the study of Mathematics.
- Another group of students participated in the Maths Quiz Night, held at Blackfriars Priory School. Those students included Chris Park, Luke Young, Ria Agarwal, Shaun Gunawardane, Adam Faisal, Alex Giannopoulos, Kaz Bejnarowicz and Joaquin Poskey-Miles.



- Dr Daniel Mangos, USC Old Scholar (2006), returned to the College to speak with interested students about his research into the 3D printing of nanoscale polymers. During his presentation, Dr Mangos answered questions posed by the students about nanoparticles in sunscreen and nanotechnology's role in drug delivery to cancer patients. Two Year 11 Research Project students were fortunate also to interview Dr Mangos for their Projects.
- The introduction of Business Innovation has been a positive and successful inclusion to the USC curriculum offerings. The course was offered at Year 11 as a one semester only choice, and this has resulted in the subject being included in Year 12 in 2020 with many students selecting this subject.
- Three University Senior College teams competed in the National Finals of the Royal Australian Chemical Institute (RACI) Titration Competition after performing extremely well in the State Finals. In the State Finals five USC teams competed against schools from across South Australia to determine the concentration of unknown chemicals within less than 2% error. For the National Final, the USC teams achieved eight individual gold medals and one individual silver medal. Two teams were also awarded excellence for their combined results when compared across the country.



- The Year 11 Drama class performed Shakespeare's *Much Ado About Nothing* in the University's Little Theatre. The play required the actors to find the comedic exaggerations which were necessary in the theatres of Shakespeare's time, where actors appeared before an audience that ate, drank, heckled and socialised while the play was performed.



- The USC Year 12 Drama class performed two different plays. 'The Shape of the Grave' and 'Property Rites' allowed the ensemble to study and perform different styles that have influenced modern theatre. The first of the one-act plays, 'The Shape of the Grave' explored the experiences of two Northern Irish sisters in the 1990's and their family's involvement with the Irish Republican Army. Somewhat contrastingly, the second play, 'Property Rites' took place in the future, and followed the plight of a man attempting to sell an art installation of humanoid robots, that begin to become sentient. While the two plays seem to be diametrically opposed in terms of content, both stories held a common thread of questioning the attitudes that humans hold towards the value of life.





- 100 USC students, staff, family and friends gathered at the Scots Church on North Terrace to enjoy USC's Annual Music Concert. The audience was taken on a musical journey through a wide variety of styles and genres which reflected the musical inspirations and interests of the students. Stage 1 and 2 Music students performed a range of solo and ensemble numbers, including several pieces which had been composed, arranged and adapted or extended by the students themselves. In addition to these performances, a group of students and staff from the College have formed the USC Choir. The inaugural performance by the USC Choir, was a great conclusion to the evening.



- Week 1 of Term 4 saw a focus on Mental Health. To draw attention to this important issue, several activities took place. There was a BBQ lunch for staff and students, along with various activities to encourage relaxation, which included art and crafts, Tai Chi and yoga. Prior to the week, staff and students were invited to contribute to an exhibition which had gender as its theme. There were many thoughtful and thought provoking pieces, accompanied by a written explanation, highlighting the contributors' thoughts on their gender and what influenced the perspectives chosen for the artwork. The week ended with the inaugural staff versus students cricket match on the Friday afternoon, which saw the students victorious in a closely fought game, played in great spirits.



- Year 11 and Year 12 science students visited the Institute for Photonics and Advanced Sensing (IPAS). Located on the University of Adelaide campus, IPAS researchers are currently studying how the power of light can make the world a healthier and wealthier place. Students witnessed the precision and accuracy of the measurements being made and deepened their understanding of the application of physics to real life.
- Reserve Bank of Australia representative, Matt Carter presented to Year 12 Economics students on current monetary policies and conditions, bringing real life examples into the classroom.
- 24 Year 11 students participated in the Biology, Chemistry and Physics Olympiads, where USC achieved 3 High Distinctions, 3 Distinctions and 6 Credits. In addition, three Year 12 Physics students and two teachers from USC attended the Asian Physics Olympiad Opening Ceremony at the Adelaide Convention Centre.
- The Science faculty also hosted 27 Physics student delegates and their guides from Sri Lanka, Taiwan and Turkey who were in Adelaide to attend the Asian Physics Olympiad Exams. The College organised a special Year 12 Physics lecture for our international guests and a social and cultural event for the students to meet with USC students.

## A genuine partnership with the University of Adelaide, designed to foster a love of learning.

- Glen Arthur worked with Dr Brendan Bentley at the School of Education and together they delivered presentations to staff, students and parents on Cognitive Load Theory and shared the research on how much new information the human brain can take in at any given time. Interested staff then formed a group who undertook action research with Dr Bentley on the impact of Cognitive Load Theory in their teaching programs.
- Elly Pfitzner undertook an internship with USC through the Faculty of Education. Elly worked with Ryan Jackson, Tammy Di Giusto, Lynn Jackson and Tim Agnew. Both Elly and the College gained from her extended learning opportunity this year.
- The Head of the School of Mathematics at the University of Adelaide, Dr Gary Glonek, spoke to our Year 12 Mathematical Methods students about degrees in Mathematics and the career opportunities that are available with the study of Mathematics. USC students also heard from two post graduate students currently engaged in research. The PhD students spoke about their personal experiences in choosing to pursue degrees in Mathematics and shared tips for first year University study. This opportunity highlighted to our students the unlimited potential careers available to Mathematics graduates.

- Professor Eva Bezak, a Nuclear and Medical Physics lecturer and Director of the Centre for Translational Cancer Research, was guest lecturer for students of Physics. She spoke about medical radiations, including nuclear medicine, and their application for both the diagnosis and treatment of cancer. 50 USC students actively and enthusiastically participated in the event.
- The Thinker Tinker Maker (TTM) group's first project for 2019 supported students to develop skills in soldering through the assembly of laser radios developed by IPAS at The University of Adelaide. Developers, Dr Ben Sparkes and Dr Chris Perrella from the University of Adelaide joined in on a number of Thursday lunch time sessions to assist students in assembling their Laser Radios and troubleshooting issues with electronic components. This activity provided students with the opportunity to network with researchers from IPAS also. Within the TTM group, there has been significant interest in programming this year, with Lego Robots providing the perfect platform to assemble custom robots and program their functionality. Kelly Keeling led the robotics and coding opportunities through connections with the University of Adelaide. Through a partnership with VAF Research, Glen Arthur established a collaboration with one of Australia's leading speaker and electronics manufacturers. In a joint project, members of the TTM group and the Year 11 Design class researched, developed and built a speaker using 3D-printing technologies. One of VAF's award winning speaker designs has been adapted with the full support of their chief designer and acoustic and electronics engineers. Students took part in industry visits and worked in collaboration with VAF and members of the University of Adelaide to CAD design, 3D-print, build crossover circuits and test their creations to industry standards. This project provided a real-world opportunity to explore many future pathways in engineering, mathematics and the sciences, while providing skill development and exposure to industrial design. This is a school- industry first in South Australia with VAF Research.
- 30 students and six teaching staff visited the Mechanical/Aerospace Engineering Department at the University of Adelaide to view the flight simulator and wind tunnel labs. The group listened to a presentation from Associate Professor Maz Arjomandi whose topic explored the aerodynamics of flight and the application of wind tunnels. The students and staff were impressed with the information they learnt about the labs and the pathways available to them in Engineering during this excursion.



## Passionate and inspirational staff who are leaders in their fields.

- Once again, a number of staff have been recognised beyond the College for their expertise and contribution to their fields. Staff have been involved in SACE Board activity, including setting and marking papers, moderating and assessing. Those members of staff include Anna Bassani, Lisa Lanchester, Maree Maney, Morris Allen, Kate Toop, Glen Arthur, Kelly Keeling, Joyce Chen, Hayley Cundy, Lynn Jackson and Louise Small.
- Glen Arthur was awarded the National Excellence in Teaching Award for Leadership and the teaching of Chemistry in March this year. This highly regarded accolade in the field was presented to Glen, for his willingness to share his expertise both within and outside the College. Later in the year, his contribution to the teaching of Chemistry was recognised by the Royal Association of Chemists' Institute also.
- Michael Jacobsen has been recognised as a leader in the development of the new SACE Business Innovation course at Year 11. His work in this area has been sought after by the SACE Board as well as teacher professional organisations and these requests highlight Michael Jacobsen's willingness to work collaboratively with others and share his expertise.
- Staff from USC contributed to the Positive Education Annual Conference, held at the College early in the year. Glen Arthur's presentation focused on Mastery Versus Performance – Utilising Goal Orientation in Support Of Positive Education. Nadia Lovett and Hayley Cundy also presented on the topic 'It's More Than Happiness: Blending Theories with Practice.'
- Kate Toop's experience and expertise in Art was recognised through her invitation to open the Bittondi Printmakers' SALA 10 Year Anniversary Exhibition at the Noarlunga Arts Centre. She was also invited to take part in the SACE Art Show curatorial panel and Hanging Team.
- Philip Moore participated in the marking of the 58th Australian Hamann School Mathematics Competition for the Society of Petroleum Engineers (SPE), a competition in which our students participated.



## A diverse, cohesive and respectful community.

- Meet the Mentor evenings were held early in Term 1 where parents attended a brief information session and then enjoyed some time chatting to each other and the Mentor teacher of their student. These evenings were well attended and plans for 2020 also include an invitation to a beginning of the year function for all parents across all year levels.
- A new initiative this year, was a series of Parent Seminars. Held in the evenings, there was significant parent interest at all sessions, which included a seminar on Cognitive Load Theory and Learning, led by Glen Arthur and Dr Brendan Bentley from the Faculty of Education at the University of Adelaide; a session on mental health and wellbeing, led by Nadia Lovett, and the third highlighted the various undergraduate programs within the University of Adelaide and how the SATAC process works. Attendance was high and the feedback from parents was positive. As a result, plans are underway for another Seminar series in 2020.
- Each year, the Formal for USC is well attended. This year saw the Hollywood themed Formal moved to the Adelaide Convention Centre, a move that was well received by students and staff. The evening was delightful, with students able to gather and mingle with their friends, have fun and dance, while the staff also enjoyed the interaction with the students.



- A few brave USC staff and students coloured or shaved their hair as part of the Leukaemia Foundation's 'World's Greatest Shave'. Fourteen staff members and students took part in the event. Seven team members shaved their heads while the other half cut their long hair or coloured it. Our team, *The USC dyeables haveables*, raised over \$10,000, surpassing the original goal of \$5000. Staff and students attended the lunchtime shave and students raised additional money by holding a Bake Sale. Visitors from the Leukaemia Foundation joined the event and a group of student musicians provided extra entertainment. The College was particularly humbled by the attendance of Michael Doukas' family, a 2008 USC Graduate, who passed away from Leukaemia in 2011.



- Wednesday lunchtimes became a popular time for staff and students to engage in some uplifting activity. Joyce Chen offered staff and students the opportunity to engage in a mindfulness activity by teaching the group Tai Chi. At the same time, Dave Garwood called for student and staff interest to form the inaugural USC Choir. This group performed at the Music Performance Evening and at the International Student Graduation.
- Kelly Keeling, Adrian Di Nino and Bryant Pan supported student requests to participate in Knockout Basketball and Soccer. Both teams returned to USC jubilant and reflected on those activities with me, describing the pride they felt representing USC in this manner. In another response to student demand, and for a second time, USC students had a presence at the Interschool Athletics Carnival, and this group was supported by Maree Maney and Simon Sypek.



- In 2019 the inaugural Young Catalyst Student Leadership Program was launched in response to student requests to take part in formal leadership training. This training was led by Cheree Taylor from the Young Catalyst organisation. The purpose of student agency in this area was to provide student volunteers with the mentoring and guidance to be positive contributors in meeting and exceeding the College's strategic goals and decreasing the reliance from students on teachers to drive their activities.



- Students and staff celebrated 'Wear it Purple Day' late in Term 3. The Wear it Purple organisation strives to foster supportive, safe, empowering and inclusive environments for rainbow young people. Donning their best purple ensembles, staff and students gathered on the Jordan Lawns for a BBQ lunch in a show of support for those LGBTQIA+ people from the College community and beyond. Wear it Purple was founded in 2010 in response to young people experiencing bullying and harassment as a result of their sexuality or gender identity. Wear it Purple was established to show young people

across the globe that there is hope, that there are people who support and accept them, and that they have the right to feel safe.



- This year, Year 12 students were invited to meet with the Principal and provide feedback on the College. Most of the cohort made time in small groups or individually to take advantage of this offer.

Every student or group of students were respectful, mature and insightful, and the positive feedback was overwhelming. Stand out comments include the fact that students find their teachers inspiring, encouraging and supportive, that the College environment is welcoming, and that they did not regret their decision to change schools in their final years. Suggestions for improvement from the students have been discussed and considered by the staff, with some new processes to be implemented in 2020, to further improve the College. The contribution of the class of 2019 has been significant and they have played a vital role in the future of the College.

## Exceptional governance and enabling structures support USC as a high performing organisation.

- The USC Council, led by Mr Brian Cunningham, has worked assiduously over a long period of time, developing and approving policy to guide the College in its work, as well as focussing on the accommodation issues of the College, and of course, engaging in robust conversation in its deliberation on the introduction of Year 10 for USC in 2020. The Council has served the College in many strategic ways, and has provided

great guidance over the years. I thank each of the Council members, Mr Brian Cunningham, Mr Dale Hassam, Professor Philippa Levy, Dr Ben Grindlay, Ms Celia Lee, Mr Brian Simons, and Mr Graeme Hodge and in particular Brian Cunningham as Chair, for the support they provide to the College and the work they undertake, which largely goes unnoticed.

## Build the reputation and the brand of USC as the College of choice for pre-tertiary education.

- The 2018 SACE results are evidence of the College continuing its mission to develop young adults to be responsible and successful learners. Details of the 2018 results are found elsewhere in this report. Of note is the increasing number of excellent results for the Research Project. In 2018 there were 21 A+ grades with 10 Merits awarded and this year there were 25 A+ grades. We are now awaiting the SACE results for 2019.
- Our continued presence at the University of Adelaide Open Day has provided further exposure for the College. There has been an increase in the number students enrolled whose parent is a staff member from the University of Adelaide. In addition, there has been general interest in enrolment from the wider public into the College, since we have been part of the University of Adelaide Open Day.
- The Annual Careers and Employment Expo for secondary students has also afforded the College an opportunity to inform students at Year 10 across the state about USC and our presence at this event has had a positive impact on enrolment numbers.
- Increased promotion of the College has shown that interest in the College comes from various forms of advertising. This year we began using bus stop shelters, billboards along large traffic corridors and advertising in various shopping centres around Adelaide.
- Finally, I would like to offer that I believe we continue to build on the positive reputation of University Senior College due to a number of reasons. The passionate and outstanding staff who support students in many different ways is recognised within the College and wider community. In addition, the students who choose to attend USC are inspirational. They breathe life into our programs and add to our strong and positive reputation. The work of the Council continues to challenge the College to be the best it is capable of and our ongoing and authentic association with the University of Adelaide supports us to offer a program like no other.

# ACADEMIC STAFF

Anita Zocchi	Principal	MEd, BA, Dip Ed, Grad Cert Curriculum
Tim Agnew	Deputy Principal/Modern History	BA (Hons), Grad Dip Ed (Sec), M Ed St, MACEL
Nadia Lovett	Student Counsellor	MSocSc, D Couns, Grad Dip (Read & Lang), Dip T (Prim)
Anna Bassani	Year 12 Dean/General Maths	BEd, Grad Dip Ed (Rel Ed & Ed Comp), Grad Cert (Maths Ed)
Corey Barrett	Year 11 Dean/Biology	BSc (Hons), Grad Dip Ed
Michael Jacobsen	International Dean/General Maths/ Intensive English	BEd, MBA, MEd (TESOL), Grad Cert Ed (Studies of Asia)
Morris Allen	Politics/Geography	BA, Dip T (Sec), Grad Dip Ed
Glen Arthur	Chemistry/ Dean-Innovation & Partnerships	BEd (Maths & Science)
Di Averis	Economics	BEd, Dip T (Sec), Grad Cert (Prof Practice)
Andrew Bee	Maths Methods/Specialist Maths	BSc, Grad Dip Ed, Grad Cert (Maths Ed)
Michele Blackman	Visual Arts - Design	BA (Design), Grad Dip Ed
Joyce Chen	Chinese	BPsych, Grad Dip Ed, MEd (International Education)
Damien Coghlan	Intensive English/PLP/Research Project/Careers	BA, Dip Ed, Grad Dip TESL, Grad Dip Ed Couns, DHum ServRes
Hayley Cundy	Psychology/Research Project	BPsych, Grad Dip Ed
Tammy Di-Giusto	Ancient Studies/Modern History	BA (Hons), MPhil, Grad Dip Ed, Grad Cert Ed
Adrian Di-Nino	Legal Studies, Research Project, English	LLB, BEd
David Garwood	Music	BMusic (Hons) AKC, MA Music Ed, Grad Dip Ed, LRAM, ARCM, LTCL
Lynn Jackson	English/Drama	BEd
Ryan Jackson	English	BA, MA Ed Sec
Wendy Jacobs	Economics/Research Project	BEcon, Dip T
Kelly Keeling	Biology	BSc (Ecochemistry), BSc (Hons), Grad Dip Ed
Zoya Kitik	Psychology	B Psych, B A (Hons) Sociology, Dip T
Lisa Lanchester	Maths Methods	BEd (Sec Sc), Dip T (Sec)
Maree Maney	Research Project	BEd, Dip T
Judith Mohan	Intensive English/English	BA (Hons) English, MA Linguistics (ELT), Grad Dip Ed
Philip Moore	Maths Methods/Specialist Maths	BEd (Maths and Science)
Bryant Pan	Maths Methods/Specialist Maths	BEng, BMech Eng (Hons), Grad Dip Ed
Zahra Pirvali	Physics	BSc, Grad Dip Ed (Physics and Maths)
David Place	English as an Additional Language/English	B Ed (English and History), DELTA
Geoff Rogers	Music	BA, Dip T (Sec)
Michael Salter	Maths Methods/General Maths	B Sc (Hons), Grad Dip Ed
Louise Small	Accounting/Intensive English	BEd, Dip T (Sec), CELTA, Grad Cert (Ed Studies)
Simon Sypek	SACE Coordinator/Chemistry	B Ed (Sec Sc), Grad Cert (Ed Prof Learning)
Kate Toop	Visual Arts - Art	BEd (Visual Art), Dip T
Lisa Temple	English Literary Studies	BA, Grad Dip Ed
Magda Van Aardt	Chemistry/Physics/Intensive English	BSc Ed
Laura Whalan	Biology/Psychology	B Psych, Grad Dip Ed
Yvette Winter	Legal Studies	BEd (Sec), BBus (Mktg), A Dip Bus (Hlth Adm), LLB, MCCJ, FCHSM
Heather Wiseman	ICLT Manager	MEd (IT), Dip T (Sec), Grad Cert (ICT Ed)
Meg Worby	English	BA (Hons), MA (Comms), Grad Dip Ed

# ADMIN & SUPPORT STAFF

Wayne Adams	Maintenance	Cert III Business Administration
Brenda Adcock	ESO	BEco, CA, Cert Gov (Prac), Grad Dip (App Finance)
Karen Boyd	Finance Manager	Cert III Business Administration
Michelle Giavis	Enrolment Officer	Dip T, B Ed, B Bus, M Arts (Communication)
Vanessa Grave	Marketing and Community Relations	BA Media, Dip Film Production
Sherrin Koch	ESO (ICT)	BMedia Arts, Grad Dip Comm (PR)
Lisa Maiorano	ESO (ICT)	Bookkeeping Cert
Lee Paschburg	Finance Officer	Cert IV Workplace Assessor, Dip Int Ed Serv
Natasha Pressley	International Registrar/PA to Principal	BCom
Guanye Qu	International Marketing Manager	Cert IV Frontline Management
Laurene Trus	ESO	BA, BEd, Grad Dip Ed
Zora Wenham	International Student Services	Science Tech Cert, Cert IV Business
Carolyn Woods	Laboratory Manager	



# STAFF ACKNOWLEDGEMENT

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Each year it is fitting to recognize and show gratitude to all of the staff at USC, both teaching and support. Without our team, the College would not be what it is today. Staff work assiduously in order to challenge students in their thinking and learning, supporting them academically, socially and emotionally. On behalf of the entire USC community, I thank the staff of 2019 for their professionalism, and the support and guidance they provide our students.

## **Michael Jacobsen**

Michael Jacobsen has been the Dean of the international Program for the last ten years. During this time, Michael has always shown our international students care and supported them in a range of ways. Michael has chosen to concentrate on his teaching as a result of his great achievements in the introduction of Business Innovation as a subject offering in our curriculum. Thank you Michael, for your leadership in the area of our International Program and for the support you have provided to many students over the years.

- Anita Zocchi



# STAFF FAREWELLS

## Di Averis

Di Averis has been one of the foremothers of University Senior College, having been a significant member of staff since the College's inception.

Always friendly, cheerful and open, Di has nurtured numerous students over her time at USC, and has been a guiding light for many staff members and future teachers. Di is the epitome of a lifelong learner, continuously looking for ways to increase her understanding of world events and how these impact on the economy and life in general. In recent times she has taken on the role of mentor to younger and less experienced teachers, listening to them, assisting them in their pedagogical knowledge and approach, always in a self-deprecating yet supportive and humble manner. Students too thrive with Di's positive support and professionalism and have always spoken highly of her.

Not only have students benefited from Di's expertise they have also appreciated the co-curricular opportunities she has provided them over a number of years. Always patient and understanding, Di has supported students from varied linguistic and cultural backgrounds, assisting them to excel and nurturing their learning of their subject and of life in general. Di has a strong sense of justice and is an example of listening to others' and approaching problems with positivity.

In both her professional interactions with students and with staff, Di has enriched people's lives by sharing her vast knowledge and intercultural understanding that she



**Di, centre, with USC colleagues, Morris Allen and Adrian Di-Nino, at the 2019 Formal.**

has developed through her extensive travels abroad. Di is a positive example of making the most of life and being willing to seek out new experiences. She can be described as a citizen of the world.

On behalf of the USC community I sincerely thank Di for all that she has achieved over the last 17 years. Her service has been wonderful and we will miss her optimistic views, her ability to connect with others and her professionalism. We wish her well in this next stage of life and look forward to hearing from her and about the new adventures she embarks upon in the future.

## Yvette Winter

As one of the initial staff members of USC, Yvette Winter has contributed to shape the College as it is today. A lifelong learner, who models continuous education, Yvette brought a range of professional and personal learning experiences to USC and many students have benefited over the years. Her leadership in all matters pertaining to the SACE over thirteen years has been exemplary. Yvette navigated the pathways to support students and staff in this role, and excelled due to her wisdom and her immense personal and professional knowledge and expertise. Any issue that appeared during the course of the year or during the Year 12 examination period, was dealt with appropriately and without difficulty.

A calm and considered person, Yvette is always able to observe and consider different perspectives and bring wise counsel and consideration to the table. A person with strong ethics and high standards, Yvette challenges and supports students in her care to achieve their personal best. Always the professional, Yvette has mentored young teachers at USC and in her role as a member of the Legal Studies Teachers Association of South Australia also. Highly respected, she has given a great deal to the wider teaching fraternity by mentoring younger staff at University Senior College, and to the wider community more generally, through her involvement with various Boards, including the Board of the South Australian Cranial Facial Association.



**Yvette, left, with colleague, Nadia Lovett at the 2019 Orientation Expo.**

On behalf of the USC community I genuinely thank Yvette for her years of service, her support and guidance of students and staff and we wish her the very best in the next phase of her life. With her optimistic yet pragmatic outlook, Yvette is sure to make her future a successful, genuine and giving one. We will miss her smile and sparkling eyes and her willingness to support USC to become better at every turn.

# TO THE GRADUATING CLASS OF 2019

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This evening marks a significant moment in your lives. No matter how many Graduations I attend, I find each ceremony a moving occasion and one that makes me feel a sense of satisfaction intertwined with melancholy. As a teacher and principal, I look back over the events of the year, and it feels as though we have suddenly arrived at the end, your immediate final destination. I don't know about you, but I'm still stuck in March! As a staff we witness successive groups of students enter the College, set their goals and then work in order to prepare themselves for the next phase of their lives. Then before we realise it, we are sitting in Elder Hall, witnessing you graduating from USC. This fact alone is evidence, if we ever needed it, that time and tide wait for no one.

Now before you say, 'Okay Boomer', and dismiss me, I would like your attention for a little longer.

Most of you were born in the year 2001, at the beginning of this century, a special moment in time. You are now leaving school at another significant point in history, more specifically, the end of the second decade of this 21st century.

How has life changed in these last 18 years I hear you ask? The world did indeed change in 2001. Late one night in September we watched our television sets in horror as planes flew into the Twin Towers in New York. I remember watching that scene and simultaneously recalled how it felt to stand on top of one of those Towers, as I had done some years earlier. It was a defining moment for the world, and everyone remembers what they were doing at that time. However, despite the enormity of that event, and the profound change that resulted as a consequence, that event still didn't affect some things. Life continued.

2001 was the birth of Wikipedia, and I bet Wiki has helped you complete an assignment or two. Apple was again in the headlines as it released the first iPod and the Mars Odyssey was launched. Technology was indeed having an increasingly greater impact on everyday life. At the same time, and perhaps more locally, environmental scientist Professor Tim Flannery was named our Australian of the Year due to his passion and work in relation to climate change. When you pause for a moment, I think you would agree that just these few things have influenced life as we know it today in some way, and life is in fact, full of contradictions.

USC's mission is to assist you to be the best version of you; to support you to be independent and confident. If these attributes could be measured, I suspect they would be on a continuum and you would find yourself along that line, but more importantly, you would have a presence. Our hope is that you find your path and that you are equipped with the personal and professional attributes that will stand you in good stead and allow your presence to grow and influence.

At your final assembly, I posed a question, and that was, how were you going to finish this decade? I could ask you the same question now; however I think the more pressing question is really, how will you embark on your next decade?

You are an amazing group of inspirational and intelligent young people, who are destined to achieve good and perhaps great things. I hope that you have worked out that it is not just the end point, but how you play the game and even more importantly what you learn about yourself and others along the way. The values you hold dear will support you in challenging times. So too, will be the people who love you. Make certain you tell them that you love them also, when you have the opportunity. However, it is you who will support you the most. Trust yourselves to make good decisions for yourselves; back yourselves. If we believe anything we read about you millennials, you are less likely to constrain people and place them in restrictive boxes; you are more concerned about injustice and inequity and you care deeply about the future of this planet. You are also comfortable putting yourselves in the public space virtually or in reality and you stand up for your beliefs. I hope the issues you grapple with are what light your fire and guide you. We have great faith in what you will do collectively as young people.

I wish you every success, and I hope that you spring back from any challenge you may face, and there most certainly will be challenges along the way. We know that you are adaptable, resilient and creative, critical thinkers who will bring to life the USC Graduate Attributes. Nonetheless, remember that the world needs people like you.

On behalf of the staff at USC I wish you the very best of luck; luck that is supported along the way with knowledge, effort and determination and I thank you sincerely for choosing to complete your final years of schooling at University Senior College. Go and make a difference to our world.

Best wishes to you all.

## To the USC Community

To the parents and carers of our students, thank you for trusting us with the people you treasure. I hope that the aspirations you held for your sons and daughters have been supported or even surpassed by our work at USC. Please know that we have relished the opportunities afforded us to help shape the lives of the young people in front of us. Each and every one of them has left their mark on the USC community.

- Anita Zocchi  
Principal





UNIVERSITY SENIOR COLLEGE

Farewell 2019  
Year 12s

MINOR 10  
STANDING