



**UNIVERSITY  
SENIOR COLLEGE**  
ADELAIDE

# **ANNUAL REPORT**

## **2020**

I think **creatively**  
I think critically  
We think innovatively  
We are effective communicators

I am resilient  
adaptable  
collaborative

I behave ethically  
We are ready  
to succeed

We become leaders

OUR GRADUATE ATTRIBUTES





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## 2020

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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

- 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 BOARD RESULTS

### 2019 RESULTS

The Year 12 results continue to show that the Mission of the College comes to life within our students and the way in which they work with staff to achieve their personal best. The 2019 Year 12 results were once again very pleasing.

The Dux of 2019 was **Yufei Xu**  
who achieved an ATAR of **99.90**

Proximae Accessit was **Lucinda Lu**  
who achieved an ATAR of **99.85**

A further 13 students achieved an **ATAR of 99** or above:

Nikki Ao	99.85
Alexander Gianninopoulos	99.75
Pansuja Jayasekara	99.70
Betash Goshani	99.65
Seoyun Kim	99.60
Elsih Horsfall	99.50
Haewoon Park	99.50
Jonahtan Adams	99.35
Rishun Sakai	99.15
Naiyah Junejo	99.10
Lucy Klein	99.05
Emily Marshall	99.00
Name Withheld	99.20

A further 11 students secured an **ATAR between 98.00 and 98.90:**

Asinin Walgampola	98.60
Elenor Edwards	98.50
Jessie Wattie	98.50
Mikayla Venning	98.45
Rachel Graham	98.35
Elena Hussey	98.25
Alice Yeardeley	98.25
Marina Giris	98.20
Olivia Christie	98.15
Tony Pham	98.10
Kazimierz Bejnarowicz	98.05

There were a total of **106 A+ grades** achieved by 2019 Year 12 students.

There were **491 A grades** across all subject areas.

The median ATAR was 87.65.

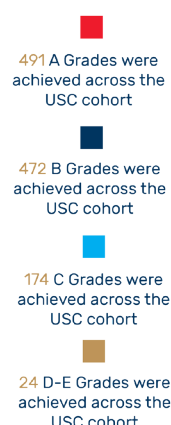
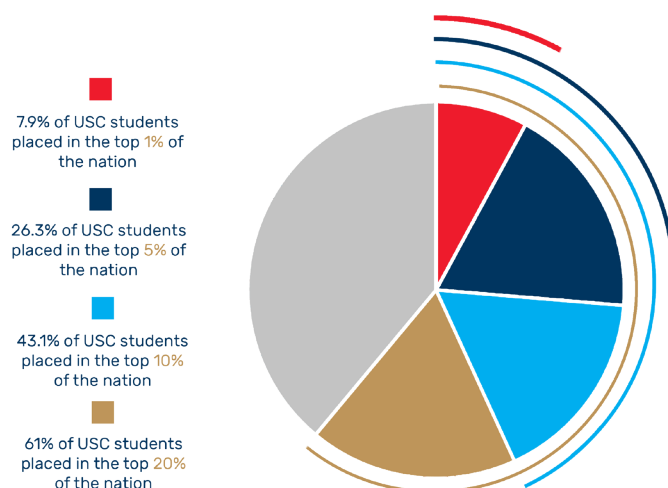
### MERITS

47 Merits were achieved by 2019 Year 12 students across the following subjects:

- Ancient Studies
- Biology
- Chemistry
- English as an Additional Language
- English Literary Studies
- General Mathematics
- Mathematical Methods
- Physics
- Psychology
- Research Project B
- Specialist Mathematics
- Visual Art- Design

Luke Young was recognised with the 2019 Duke of Edinburgh Award.

Art and Design student works by Ellie Gerhardy, Chloe Jenkin and Phoebe Kothe were selected for the SACE Board Art and Design Show.





## FROM THE USC COUNCIL CHAIRPERSON

Who could have thought last year at this time what 2020 would bring with it and how it would change the world impact in so many areas of life for us all? COVID-19 has provided many challenges and not least were those related to continuing to provide as best as we could, a safe, secure, and a caring learning environment for our students and our staff at USC in the face of the pandemic.

From the School Council's perspective we have much admiration for the work that Anita and her senior team and staff who have worked together with our wonderful students to ensure the best possible continuity of learning we could hope for in 2020. This has come about because of our team's ability at every level to stay connected with our USC Community and to personalise every interaction where possible, in order to give our parents and students confidence in the face of the crisis.

During these difficult last 12 months, Anita and our team's focus has been targeted to consistent messaging to stay connected with our USC Community in a timely and relevant way and this has never been as important as it is now during this current pandemic. Our staff have worked exceptionally hard during this time. There were many challenges to overcome to ensure we could provide a challenging learning program online to students and the way staff collaborated with each other, shared software available to assist in the delivery of the learning program remotely was a great testament to them and their focus on ensuring the students were supported.

We all came into this New Year back in January 2020 with high expectations of building on our successful inaugural Year 10 classes, which would help secure our Year 11, 12 and 13 offerings into the future. Pleasingly, at time of writing, those expectations are being met as we look positively forward to 2021 with very healthy expected enrolments at all levels, placing the College in a sound position going forward. This is a great result given the low international numbers of students due to travel restrictions with COVID-19.

We continue now on our pathway of capitalising on our excellent infrastructure footprint on the University grounds and supporting the professional learning of staff to deliver high level teaching and learning programs to suit our students.

I want to once again, say a very sincere thank you to Principal, Anita Zocchi, Deputy Principal, Tim Agnew, and their senior team for their outstanding leadership in the face of extraordinary circumstances in 2020. We are



fortunate to have such a committed and talented group leading the College and to have navigated the changing landscape that was in such a strategic, yet caring way. This says much about their skill and also their dedication to the aspirations of USC. To our skilled and experienced teaching and support staff who provided above and beyond for our students this year, the Council also expresses its sincere appreciation.

We also acknowledge the strong support and collaboration we continue 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 and we wish them all the best as they venture forward in life - hopefully all the better for their time at USC.



**Brian Cunningham**  
USC Council Chairman

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# PRINCIPAL'S REPORT

This Annual Report details aspects of learning and life at University Senior College in 2020. Despite the disruption of COVID-19, there was much to celebrate this year. The introduction of Year 10 has been extremely positive and a welcomed addition to the offerings at our College.

We could not have asked for a better group of young people to form the inaugural class of Year 10s. They have brought a fresh perspective to USC and a new focus. It has been a delight to watch them grow and thrive over the year. The students themselves identified that they have grown as people and feel their self-confidence has been positively impacted by their move to USC, which is a wonderful endorsement of the program. Naturally, we are eager to see how they continue to flourish into Year 11 and Year 12.

Our location at Gawler Place was completely refurbished in the early part of January in preparation for Year 10, and we are delighted that our facilities offer students a learning location that is modern, flexible and suitable for the adult learning environment for which USC is known. Our partnership with The University of Adelaide continues to be strong and our students experience the best of campus life to enhance their learning.

The year commenced with parent sessions to meet the mentors from each of the three year levels, and a new addition to the USC calendar was the Meet and Greet Welcome Drinks for parents, held on a Friday night in early March. This event was well attended and its focus was to provide our parents with an opportunity to meet each other and staff and to be welcomed into our College community.

The impact of COVID-19, as we know, affected life around the world in 2020, and its impact was felt also at University Senior College. Many activities that normally would have been fixtures in our school calendar did not transpire due to changes in regulations and government restrictions. Some of our International students were unable to join us in 2020, and those who have been with us in Intensive English and Year 11 are remaining in Adelaide over the summer break to ensure they are able to attend school in 2021 from Day 1.

COVID-19 did have a significant impact on our usual way of promoting the College, and in particular the regular Open Days we held in the past. This year we moved in a different direction and upon reflection, I believe the more personal approach we have adopted instead of Open Days has been extremely effective. We moved quickly into the online scene and held regular Virtual Tours which were followed by Virtual Q&A sessions and when the COVID-19 risk lessened, we held regular weekly tours for small groups. These strategies have proven to be highly successful and are now our new normal.

With Our Thinker Tinker Maker Space complete, the official opening was held in February marked by a visit from the Minister for Education, the Honourable John Gardner, and Local Member, the Honourable

Rachel Sanderson. This space was funded by the South Australian government and is an area where students come together at lunchtimes to apply their learning in STEM (science, technology, engineering, and mathematics) related subjects and achieve individual and group goals.

The fear of COVID-19 sent us into remote and online learning at the end of Term 1 and the beginning of Term 2, and for a brief period in Term 4; essentially COVID-19 remained the silent threat throughout the year. New ways of being, such as social distancing requirements, and the inability to provide shared lunches and other activities became part of USC's modus operandi. It was the first time in the history of USC that there was no formal; however, we did implement a new aspect to Graduation, namely an evening function providing all families with the opportunity to share a meal and attend a Graduation celebration at the Adelaide Convention Centre. This evening event, was complemented with a daytime program, held in the Scott Theatre.

Not every aspect of life in 2020 has been recorded in this Annual Report. What is clear, upon reflection is that USC continues to offer a different learning environment and program which suits quite a number of young people in South Australia, and its reputation as a quality school continues to grow, as evidenced by our enrolments. USC's future is bright.

Every year we say good bye to a number of staff. We farewell a number of long term staff and thank them for their dedication and service. These staff include Morris Allen, Louise Small, Damien Coghlan, Geoff Rogers and Andrew Hartigan. Heather Wiseman, also a long time staff member retired at the end of Term 2. Other staff who completed their service at the end of 2020 include Joyce Chen, Kate Toop, Maree Maney and Sherrin Koch.

Finally I wish to acknowledge the work of all staff, teaching and non-teaching and the support and care they show our students on a daily basis. The work of the USC Council must be acknowledged also. The work they undertake behind the scenes is critical to our success. Thanks and appreciation go to Brian Cunningham for his leadership as Chair and all Council members for the genuine way they care about USC.

***“RESILIENT, CREATIVE AND INTRINSICALLY MOTIVATED STUDENTS  
WHO ARE EQUIPPED FOR UNIVERSITY.” - ASPIRATION 1***

***“INSPIRATIONAL LEARNING OPPORTUNITIES THAT SUPPORT CREATIVITY,  
PROBLEM SOLVING AND COLLABORATION.” - ASPIRATION 2***

## INTRODUCTION OF YEAR 10

After much planning and focused activity, the College announced the introduction of Year 10 students at USC. Council deliberated over the decision to introduce Year 10 throughout 2018, making 2019 the year in which our curriculum planning and documentation, refurbishment of facilities the employment of the Dean of Student Experience Year 10, Ann Rayson occurred and of course, the enrolment of 60 students.

Year 10 has brought a new life and tone to the College. The students have been well suited to our learning environment and have engaged positively with our program. Our curriculum offerings and timetable were designed so that students could be accelerated into a Stage 1 subject if appropriate, and all Year 10s were exposed to Stage 1 Philosophy and Creative Arts. Students engaged in short courses, designed to give them a taste of Psychology, Business Innovation, Economics, Civics and Citizenship, along with the obligatory English, Mathematics and Science courses. The end of the Year 10 was celebrated with the Creative Arts performance, Shakespeare's 'A Midsummer Night's Dream'. It was a wonderfully innocent and joyful production which showcased the students and their talents and the expertise of the staff who worked with them. Thanks must go to Lynn Jackson for her leadership, Libby Parker, Michele Blackman, Kate Toop and Lexi Buxton.

Like many things in Australia in 2020, our Year 10 camp did not proceed due to the January bushfires, which wiped out a great deal of Kangaroo Island, our chosen location for the Year 10 camp. As a substitute we planned a week of activities centred in and around Adelaide, which were also unfortunately interrupted due to COVID-19 restrictions in Adelaide in late March.

It is entirely appropriate to recognise the efforts of the staff teaching within the Year 10 program, who worked diligently to ensure their subjects provided challenge and interest, while at the same time they prepared our students for Year 11 USC style. Many thanks to Ann Rayson, Simon Sypek, Dan Winter, Peta Paroissien, Michael Salter, Phil Moore, David Place, Ryan Jackson, Angela Joy, Magda Van Aardt, Michele Blackman, Kate Toop, Lynn Jackson, Damien Coghlan, Nadia Lovett, Maree Maney, Libby Parker, Dave Garwood, Phil Wilson, Janine Campbell and Lexi Buxton.

## HEAD START PROGRAM

This year, 9 students in Year 12 were enrolled in The University of Adelaide's Headstart program. They are as follows:

STUDENT NAME	SEMESTER 1, 2020	SEMESTER 2, 2020
Emily Chambers	Biology 1: Molecules, Genes and Cells	Biology 1: Organisms
Emily Dollar	Foundations of Law	International Law
Nicholas Giannakopoulos	Argument and Critical Thinking	Managing Organisations and People
Adnan Hasnat	Mathematics 1A	Mathematics 1B
Le Jiang	Human Anatomy and Physiology 1A	Human Anatomy and Physiology 1B
Kate Muller	Argument and Critical Thinking	Introduction to Forensic Science
Sarthak Mehta	Human Anatomy and Physiology 1A	Human Anatomy and Physiology 1B
Savannah-Leigh Stevenson	Human Anatomy and Physiology 1A	Principles of Human Health and Disease
Emily Toogood	Introduction to Art History and Visual Culture	Understanding Criminology





## ONLINE LEARNING

Staff at USC are accustomed to using ICT to enhance learning programs, including the provision of support materials on the learner management system, MyUni. COVID-19 added another dimension to this work and to student learning online. It is to be acknowledged that the staff worked swiftly and collaboratively to ensure the normal learning program was adapted appropriately for remote and online learning. This online learning mode lasted for three weeks, and we were all delighted when students returned to the school, and face-to-face learning resumed. Even so, our students are to be congratulated for their online learning efforts, as they demonstrated resilience and continued to engage in their learning, despite the isolation. For some, this was not an easy time, but they persevered and then re-engaged with their learning, once back in the school environment.

## STUDENT AGENCY

As an adult learning environment, our aim is to assist students to take control of their learning. Student Agency has had a presence at USC since its inception, with the annual development of the Student Charter, a document created by the students for the students. Since 2019 however, USC has been a part of an AISSA project focusing on student agency, and in particular student agency in learning. Year 10s were the targeted year level for the commencement of the project, given that 2020 saw the inaugural Year 10 cohort. Student agency was specifically implemented in the Year 10 curriculum through the Stage 1 Creative Arts program, where students worked to their strengths within the Arts to collaborate and perform 'A Midsummer Night's Dream'. It was also a focus of the Shark Tank program. Our aim is to ensure student agency is embedded across all areas of USC, from co-curricular activities to real choice and control in learning.

## DR TOM NEHMY: CLINICAL PSYCHOLOGIST

Working with and supporting our students to maximise positive wellbeing while dealing with the stresses of senior secondary schooling, and COVID-19, made us even more vigilant. As a result, we engaged Dr Tom Nehmy to deliver a series of wellbeing sessions for our Year 12 students. In addition, he conducted a parent seminar via Zoom. Tom quickly adapted to COVID-19's impost of learning online and recorded 10 minute videos for our Year 12s on a range of topics. The outcome was a set of customised clips which taught the students about the wellbeing wheel, how they can assess their wellbeing, whether they have balance in their lives and what they can do to minimise their response to stress. He also taught students to understand that everyone experiences anxiety at some time in their lives, thus normalising the concept. Tom provided real strategies to adopt when faced with anxiety. Feedback from the Year 12s indicated that they would have valued Tom's input in Year 11, and so Anna Bassani is planning to introduce the Year 11s in 2021 to Tom Nemhy during the 2021 Year 11 Mentoring sessions.



## CIVICS AND CITIZENSHIP

Marielle Smith, a former USC student and now state politician, was invited to present to the Year 10 students during their Civics and Citizenship program. Her presentation to the students was well received. Not only did Marielle educate the current Year 10s on matters of citizenship, she also provided our students with a real example of how USC Old Scholars have gone on to work productively and positively for the wider community.

## PHYSICS

Physics students were fortunate to have opportunities to listen to Associate Professor Afshar on the topic of Laser and Optics; Associate Professor Arjomandi on the topic of Aerospace; Professor Veitch and Professor Bezak on Nuclear and Medical Physics and Professor Abbott on the topics of Electronics.

## SCOFFED COOKING SCHOOL

As part of the Year 10 activities week that replaced the camp, students were able to visit Scoffed Cooking School and take part in a mock master chef activity. Feedback from the students and staff who took part indicated that the master chef activity was fun and a great way to learn a new skill.

## MOCK TRIALS IN COURTS

Late in Term 3, our Year 11 Legal Studies students visited the Courts to take part in a Mock trial, giving the student firsthand experience in Court and a deeper understanding of the legal system.

## MATHEMATICS

Mathematics competitions proved to be popular activities for many USC students in 2020. 17 students sat the Australian Mathematics Competition and obtained wonderful results, which saw 1 High Distinction, 9 Distinctions and 4 Credits. 10 students took part in the 59th South Australian Hamann School Mathematics Competition for Society of Petroleum Engineers where one student received a High Distinction and another a Credit.

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## THINKER TINKER MAKER SPACE

The major project for TTM group this year was the design and construction of a cube sat, a 10x10x10cm microsatellite which can measure desired physical properties. Students coded Arduino microcontrollers to interface with sensors for temperature, magnetic field, acceleration, rotation and position constructing electronic circuits and successfully transmitted information wirelessly across the Gawler Place campus. They designed the housing for components and printed the final design in 3D to complete their first generation cube sats.

TTMS ran a 'come and try' program and students tried a number of smaller projects over the first 7 weeks of the year. They learnt to solder using electronic hourglasses, used CAD to design stationary holders and flexible dinosaurs and laser cut self-constructed boxes with unique designs. Students had the opportunity to learn to fly a microdrone and there was a CAD design challenge to make a floppy disk to fit into a disk drive.

The members who worked toward completing the cube sat included Daniel Ewers, Oliver Luscombe, Georgia Nathan, Georgia McLeod and Jessica Iankov.

Other students who worked on small projects included Liana Evangelista, Chetan Khanna, Le Jiang, Emily Tattersall, Jackson Lockyer, Adnan Hasnat, Sarthak Mehta, Niraj Nekar and Nathaniel Chang.

Students who used the TTMS for cross-disciplinary work included Chuyao (Talia) Liu, Zac Wijesinha, Georgia Nathan and Sheida Afshar.

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## CHEMISTRY

This year's Chemistry students took part in the annual RACI National Titration Competition and the Chemistry Olympiad. Three teams made it through to the national finals for the titration Competition and Adnan Hasnat achieved a High Distinction in the Olympiad.



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## DRAMA

Year 10 Drama students attended "The Lighthouse", an immersive light/theatre installation, as part of the Adelaide Festival.

Year 11 Drama students attended "Cassie and the Lights" as part of the Adelaide Fringe.

Year 12 Drama students attended "The Nights" as part of the Adelaide Fringe.

The Year 11 production for 2020 for Semester 1 was affected by COVID-19 and as a result students devised filmed performances and worked with design using Jean Anouilh's *Antigone*. In second semester however, we were fortunate to have a live performance at the Lion Centre and students presented a vignette play inspired by the poetry and stories of American writer Edgar Allen Poe. The performance showcased the great talent in the College and Drama at Year 12 in 2021 is set to be exciting.

Year 11 students also worked with Slingsby Theatre Company in a virtual format, viewing their production of "Emil and the Detectives" and participating in a Zoom Q&A with Slingsby's Artistic Director Andy Packer, and the lead actor in the production, Elizabeth Hay.

The Year 12 Drama performance was a creative interpretation of scenes from Miller's *The Crucible*, and in September the class presented three short plays, *Trifles* by Susan Glaspell, *The Experiment* by Brent Holland and *After Midnight, Before Dawn* by David Campton. The performances were inspiring and allowed the students to contrast different styles, techniques and talents.

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## RESEARCH PROJECT

28 students excelled in the Research Project this year each receiving A+. Savannah-Leigh Stevenson, Noor Sajjad, Hannah Tang and Emily Kazla received perfect scores in their Research Project and Savannah-Leigh was invited to present to The University of Adelaide Health Simulation Department as part of their professional development. Savannah-Leigh's research focused on how the integration of simulation-based education in undergraduate healthcare education could support patient safety and quality of care. Research topics included areas such as the accuracy of Parkinson's disease diagnosis, the impact of the dramatic arts on people with disabilities, euthanasia, forging a medieval sword and how to create a backyard bee keeping business.

## POLITICS

Our location always provides wonderful opportunities for our students, and this year's Politics students were fortunate to undertake a number of excursions to various locations including Parliament House, where they were able to undertake role plays, to the Centre of Democracy and the Migration Museum as well as taking a stroll along the J150 Commemorative Walk.

## SHARK TANK

Our Year 10 students participated in the Shark Tank program with The University of Adelaide, working collaboratively and independently to explore a range of problems and choose one solution to develop. They conducted surveys, and brainstormed often; they generated prototypes and sought feedback to refine their solutions, and then presented their findings. This work was demanding and required the students to think critically and creatively, work collaboratively and develop their independence. This task was challenging and extended our students in many ways.



*"A GENUINE PARTNERSHIP WITH THE UNIVERSITY OF ADELAIDE,  
DESIGNED TO FOSTER A LOVE OF LEARNING." - ASPIRATION 3*

## NEW PARTNER'S PATHWAY

During the latter part of 2019 and the first part of 2020, discussions and negotiations took place with the Pro Vice Chancellor, Prof. Jennie Shaw of The University of Adelaide to develop a new Partner's Pathway for USC and The University. The result of these discussions is a new Partner's Pathway which has already begun for our Year 11 students. Essentially, our previous Partner's Pathway is similar to the conditional offers which The University of Adelaide has offered all students who seek entry into The University of Adelaide using Year 11 grades. Our new Pathway takes into account students' results from Year 11, the Research Project and Year 12 results by the midway point of Year 12. If a student's school grades are in the A / B bands and they have received an A for the Research Project, they are eligible to receive an unconditional offer in most degrees from The University of Adelaide by the end of Term 3 Year 12. This new Partner's Pathway offers students a strong sense of security and the USC experience in its entirety may count towards university entrance into The University of Adelaide.

## JESS PERRY, THE OFFICE FOR FUTURE STUDENTS

The office for Future Students at The University of Adelaide has been well represented at USC and our students have been very fortunate to have had extensive access to Jess Perry Recruitment Officer at The University of Adelaide. Jess not only delivered whole mentoring sessions for students, she brought a team together for a Parent Information Session. In addition Jess had a significant number of individual appointments with our Year 12s as they navigated their way towards course selections for 2021. Her work has been invaluable to our students and we appreciate the support The University provides our students, as they navigate the maze of courses offered at the tertiary level.



## *“PASSIONATE AND INSPIRATIONAL STAFF WHO ARE LEADERS IN THEIR FIELDS.” - ASPIRATION 4*

### **SACE BOARD ACTIVITY**

Once again, USC staff have been at the forefront of course development and assessment with the SACE Board. A number of staff have been involved in the development of new courses, the setting, vetting and assessment of examinations and taking part in the moderation processes across a range of subjects.

Teachers involved in SACE Board activity include Morris Allen, Maree Maney, Louise Small, Dan Winter, Lisa Lanchester, Kelly Keeling, Janine Campbell, Andrew Hartigan, Kate Toop, Lynn Jackson and Joyce Chen.

### **NEW STAFF TO USC IN 2020**

A number of new staff joined USC in 2020, including:

Valerie Bradshaw	Biology
Lexi Buxton	Music
Janine Campbell	Legal Studies, History
Angela Joy	Biology, Chemistry
Alison McLean	Research Project, History, English
Libby Parker	Creative Arts
Peta Paroissien	Philosophy, English
Elly Pfitzner	Ancient Studies
Ann Rayson	Dean of Student Experience, Year 10, Business Innovation
Penny Shen	ICT Services
Shannen Thede	Psychology
Daniela Wells	Psychology
Phil Wilson	Dean, International Program
Dan Winter	Mathematics

### **PROFESSIONAL LEARNING OPPORTUNITIES**

#### **ICT in the Teaching and Learning Program**

A current theory of learning, speaks about ‘just in time learning’, which essentially is an expression to describe the learning that takes place when there is a need to change or improve. Many of our staff are well versed in the use of technology to enhance learning programs, but with the onset of COVID-19 during Term 1, and the fact that many students did not attend school. During the last weeks of Term 1, staff quickly adapted their teaching and learning programs to ensure that the USC remote and online learning programs engaged and supported students while they undertook their learning at home. Feedback from students and parents was that on the whole, we managed the online remote learning very well, although I can categorically say that parents, students and staff were all relieved when we returned to face-to-face learning at the beginning of Term 2.

Our Professional Learning Day in early June focused on ICT. It was wonderful that this was led by our own staff who proposed and ran workshop sessions for their colleagues, with many staff learning new skills and programs that subsequently benefited student learning.

#### **GENERAL PROFESSIONAL LEARNING**

Many professional learning opportunities in 2020 were delivered online instead of face-to-face due to COVID-19. These include SACE Board learning sessions, fire warden training, wellbeing conferences, crisis care and various learning program associated with ICT. The work undertaken by staff to produce quality learning via Zoom when we found ourselves in remote and online learning is not to be understated; all staff would attest to the learning that took place at those times.



## *"A DIVERSE, COHESIVE AND RESPECTFUL COMMUNITY."- ASPIRATION 5*

### **CO-CURRICULAR ACTIVITIES**

As part of the USC experience, many students volunteer for and participate in a number of community events. Once again students took part in the 'World's Greatest Shave' in support of the Leukemia Foundation; others in 'Wear it Purple' Day to raise awareness of gender diversity; 'Daffodil Day' to raise funds for the Cancer Council, and 'R U OK? Day' which led into Mental Health Week, just to name a few.

### **PUSH THE PEDAL**

Once again, Zahra Pirvali inspired a group of students, parents and staff to take part in Sunday walks during Term 1. The group walked in two locations in 2020 namely Morialta Conservation Park and a walk along the beach from West Beach to Grange Jetty and back. COVID-19 saw the end to our walks; however, we look forward to it beginning again in 2021.

### **SERVICE LEARNING**

Lynne Moten joined the Year 10 students, to conduct a day program on service learning and will return in 2021 to work more closely with our Year 10 and Year 11 students to instil into our community the importance of service learning.

### **EXCURSIONS**

Despite restrictions in place, students were able to undertake learning outside the classroom, and visit a number of sites in and around Adelaide. Learning took place in the Art Gallery of South Australia, South Australian Museum, Adelaide Botanic Gardens, within The University of Adelaide, and the Adelaide Fringe Festival.

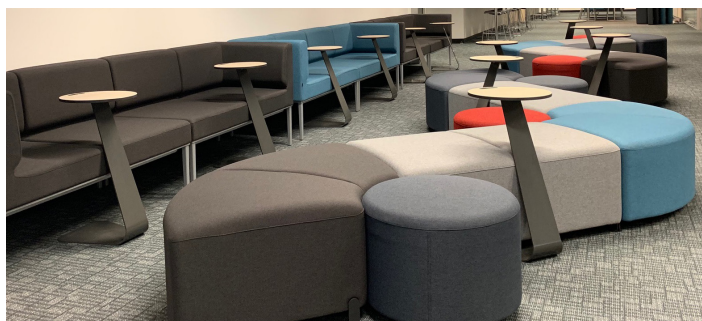
### **DONORS 2020**

Thank you to our generous Donors for their continuing support in 2020: Prof P Levy, USCOSA and two anonymous donors.

## *"TEACHING AND LEARNING SPACES THAT INSPIRE." - ASPIRATION 6*

### **REFURBISHMENT COMPLETED AT OUR GAWLER PLACE LOCATION**

At the commencement of the 2020 academic year, we were pleased to welcome our Year 10 cohort into the fully refurbished spaces at our Gawler Place location. Areas included general classrooms, office spaces, meeting rooms, a Tinker Maker Space and break-out areas.



## *"BUILD THE REPUTATION AND BRAND OF USC AS THE COLLEGE OF CHOICE FOR PRE-TERTIARY EDUCATION." - ASPIRATION 8*

### **OLD SCHOLARS' ASSOCIATION**

The USC Old Scholars' Association has been alive and well in 2020 and is growing from strength to strength. They trialled a Student Mentor Program with interested Year 11 students, where they designed a program that would assist the Year 11s to transition successfully to Year 12 and into tertiary study. The Year 11s found it useful to talk with an old scholar about their experiences and sought guidance as a result.

Old Scholars have also been involved in our regular School Tours, adding another authentic dimension to the personal tours that have taken place every week except for the times South Australia was placed into lockdown.

### **PARENT EVENINGS**

2020 began with a new initiative to welcome parents into the USC community. As usual, we held the Meet the Mentor sessions for all year levels in the first weeks of Term 1, but we also held a Parent Meet and Greet Welcome Drinks, providing parents with an opportunity to meet and chat with each other and the staff. In addition to these events, 2020 saw the introduction of a series of Parent Seminars on specific topics and included a presentation by Dr Tom Nemhy on mental health of teenagers, understanding the SACE, SATAC processes and University courses.



# TO THE GRADUATES OF 2020



Mathematical Methods directed investigation. What did you learn from that task? Did you learn that the loops in the roller coaster can be different in size and angle? Did that task produce uncertainty in you as you tried to apply your learning, but in the end, were you reassured that all the twists and turns would level out? Is this what has happened for us at USC this year? Perhaps, when we look back, we will understand that each person in this room has been challenged in some way; that there have been some unexpected loop, twists and turns both personally and professionally, and maybe as consequence, your Year 12 has been the ride of your life thus far.

And so, what have you learnt?

Did you perhaps learn that you can sit at home quietly getting on with things, or did you learn you need your friends and peers around you every day? Were you comfortable staying home, staying put, or are you one of those people who enjoys being outdoors each day? Did lockdown teach patience? Did you learn the meaning of reliance or self-sufficiency, or did you get stuck, needing more reassurance than usual? Apart from these rhetorical questions, how would you respond to the next three questions?

*What do I do now?*

*What good did my studies bring?*

*What is the purpose of education?*



2020 has been a year of great change. Of course, COVID-19 is the great disruptor and with it came a range of firsts; around the globe online learning was potent for various periods of time, depending on where you live. In Australia, artist Vincent Namatjira, (great grandson of Albert Namatjira and famous indigenous artist) won the Archibald Art prize. Vincent is the first indigenous artist to win the Archibald in the 99 years of its existence. Think about that for a moment. The prize winning piece was a portrait of Adam Goodes and himself, symbolising the strength and struggles of life as an indigenous person; and of course there is Kamela Harris, the first female to take the role of Vice President Elect in the USA.

If there is a collective sentiment for 2020 that we held as a species, is it hope? Perhaps the US elections have given the world hope; the fact that several vaccines for COVID-19 will be available in 2021 gives us hope. Borders within Australia are coming down, bringing hope for families to reunite or for us all to be able to travel once more; and back at USC, I'm certain I can speak on behalf of the adults in the room, that we hope that we have supported you well in this strange and extraordinary year, so that you will step confidently out into your future.

No matter what pathway you chose for 2020 and which undergraduate degree you are destined for, life will be different. So back to the first question; *What do I do now?* How will you influence the world? Will it be in a field that is yet to be discovered? This year we have lived through unsettling times; we have seen the best and worst of humanity; we have witnessed humanity at its most fragile, fractious, greedy, yet empathetic and reflective. How will you apply your discipline, be it in the Arts, Politics, Humanities, Mathematics, Sciences or Health Sciences?

What we do know from this year, is that you will need to be ready to change tactics at short notice, to pursue opportunities that are not in front of you, but those that may flicker brilliantly in the corner of your eye.

Now to the second question; *What good did my studies bring?* Well apart from the obvious, which is strong content knowledge in your various subjects, it is quite reasonable to conclude that your studies took you out of your comfort zone, made you persevere, deliberate and apply your strengths. They will have taught you about yourself, your likes and dislikes, perhaps where your future lies; nonetheless, they also taught you about the importance of learning and how you may use this learning in the future.

Which then leads to the third question; *What is purpose of education?* I suggest that education is for everyone. Education helps us make sense of our world and helps us ponder on the possibilities. Education makes us question, debate and think of things differently. Francis Piccabia, French artist and poet stated quite

simply *Our heads are round so that our thoughts can change direction*, and if 2020 taught us anything, it is that humanity needs to change direction. This is our collective challenge and the purpose of education.

Education is central to everything in life. To be educated in your chosen discipline is important; however I would argue that to be truly educated requires much more than this. To be truly educated is to know oneself and to understand what it means to be human, so that you understand others. Respect, empathy, conviction, resilience, determination and many other human attributes contribute to your education.

Your schooling years are over, and as I said yesterday, they are not defined solely by the events of 2020 and all that happened during these past 32 weeks. Remember that you are much more than this, and it is up to you to make the most out of your one life. To quote Luciano Zocchi, *"You have nothing without an education"*, who left school at 10 to become an apprentice. Anyone who knew him would have called him an educated man, as he also loved music, art, history, sport, politics, languages and travel. Our hope is that you strive to be knowledgeable, well-rounded and 'essential' people, to use a 2020 concept.

So to finish, be nimble and ready to see a better way forward; be humble yet joyful and grateful to be alive; hold yourself to account; know there is always more to do and be prepared to do your part, and lastly, be tender. Kindness is always welcome and is a remedy for so many ills.

Dear graduates, on behalf of the staff and Council of USC, I wish you every success. I hope you thrive and contribute to the greater good, even if it's sometimes seems like one big roller coaster.

To the parents of our Year 12s, thank you for trusting us and enrolling your children at USC to finish their final years of schooling. We have enjoyed the privilege in working with these young adults and I hope that we have met your expectations.

To the USC Council, thank you for your ongoing support and the work you undertake on behalf of USC, and in particular the leadership of Brian Cunningham. The Council's work often goes unnoticed, as it happens behind the scenes, as it were; nonetheless it is critical to the functioning of the College and is part of the reason USC continues to thrive and be relevant in today's world. Thank you Brian and all members of Council.

Best wishes,



**Anita Zocchi**  
Principal

# STAFF FAREWELLS

## MORRIS ALLEN



Morris arrived at USC in 2006 with strong experience and credentials to teach Politics, Geography and Australian Studies. Unsurprisingly Morris' ability experience and interpersonal skills were already known at USC and he continued

to be known as a very knowledgeable, supportive, astute, kind and compassionate colleague and teacher. His love of cats and Port Power are legendary, so too is the way he works with others and supports students to achieve their best. Morris is genuinely a nice person and is unfailingly respectful in all his interactions. We will miss his political commentary and his astute mind; he did spot Donald Trump becoming President of the USA. On behalf of all staff and students over many years, thank you Morris for your positive and immense contribution to USC, and to the community in general. With your teaching of Politics, Geography and Australian Studies, there are many young people who are able to ponder and consider information critically, something that is sorely needed now and in the future. We wish you all the very best for the next phase in your life.

## JOYCE CHEN



Joyce has been a wonderful addition to the staff at USC. Always smiling and bright, Joyce has been a positive and strong advocate and support for USC international students. Joyce arrived at USC as a teacher of Background

Chinese primarily to our international students, and then progressed to become a support person for international students and the USC Homestay Officer, liaising with USC homestay families and with the Australian Homestay Network. Joyce returns to the Department of Education at the end of 2020 and we wish her the very best in her future, which will be bright, no matter where she is and what she undertakes. Thank you Joyce for the work you have undertaken for USC over the last three years.

## DAMIEN COGHLAN



Damien commenced at USC in 2008 and during his time at the College has been responsible for a variety of roles. A versatile and flexible teacher, Damien taught within the International Program, teaching the students in Intensive

English subjects such as IT, the PLP, Research Project, Australian Studies and supported other students within the College who had not undertaken the PLP prior to their enrolment. Damien has held the role of Careers Advisor also, guiding students to research their future pathways beyond USC. His calm and

considered manner has ensured that students under his tutelage have felt capable of working within our adult learning environment. Always ready to support others, Damien would seek out opportunities to commend and encourage students. He has worked to support his colleagues and willingly took on leadership roles within the Staff Association in the past also. On behalf of the USC community, I wish Damien the very best in the next phase of his life and hope that he is able to undertake one of his passions, that of travelling overseas, very soon. Thank you Damien for your service to many cohorts of students at USC.

## ANDREW HARTIGAN



Andrew Hartigan has been a staff member at USC since 2009. During this time he has been a teacher of English as an Additional Language (EAL) and has assisted many students whose first language is not English to excel in their

studies and succeed. His expertise has been recognised by other organisations and groups, and in particular The University of Adelaide and the SACE Board. Andrew has assisted many student teachers to develop their skills and expertise in the teaching of EAL through the Curriculum and Methodology course at The University of Adelaide and has been involved in SACE Board activity undertaking the role of assessor, moderator and setter of examinations, as well as working with teachers overseas to introduce and teach the SACE International. In addition, Andrew also led the development of pre-SACE materials for schools in China on behalf of USC in 2017 and 2018. We will miss Andrew's expertise but wish him well all the same as he ventures into the world of eco-tourism and other things entrepreneurial. Thank you Andrew for your service to USC.

## SHERRIN KOCH



Sherrin joined the USC staff team in 2018, more specifically to be a member of the IT team. It was clear from the outset that Sherrin was a fast learner and understood the culture of the College and her role within it with ease.

She readily accepted the challenge of being part of IT support at USC and with her interpersonal skills, was able to connect with the people she worked with easily. Nothing was too much of a challenge and Sherrin rose to every occasion. During 2020, Sherrin's original passion of creativity took hold, and she decided to leave the school in order to establish her own design business. Thank you Sherrin for your work during your time at USC and we wish you the very best in your future endeavours.

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## MAREE MANEY



Maree Maney is a giant on whose shoulders many students stood to reach their potential in the Research Project. Maree commenced at USC in 2017 and since that time she has worked assiduously to support staff and students when taking on the Research Project. As a result, many USC students have achieved exceptionally well. Her attention to detail, meticulous processes and her in-depth understanding of the requirements of the Research Project are second to none. Maree is passionate about many things in life and is continually challenging herself. These challenges include training and completing marathons around the world, along with many other professional goals. Maree has achieved all she set out to do at USC, and is indeed looking for a new challenge. On behalf of the College and the countless students Maree has supported, thank you Maree, and we wish you well as you embark on your new challenges.

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## GEOFF ROGERS



Geoff Rogers has been the backbone of music at USC for many years, beginning at USC in 2002. Talented yet understated, Geoff spotted student talent with an eye for skill, effort and potential. Many students have learned to perform extraordinarily well under Geoff's

guidance and the Music program of University Senior College has flourished. His reputation spans many years and staff and past students have benefited from his expertise. Always a team player, Geoff worked well with Dave Garwood, and together they brought credibility and excellence to our Music program. We wish Geoff all the very best and thank him for many years of service to USC.

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## LOUISE SMALL



Louise has been part of the USC staff since 2007. During her time at USC, Louise worked with the international students, particularly those in Intensive English, teaching The Language of Commerce, she taught Years 11 and 12 Accounting also and for a period was

the Careers Advisor. As a particularly skilled teacher in the area of commerce, her expertise was shared across the College community and in the SACE Board. Always the professional and with an eye to detail, Louise assisted the College to grow over time. One of Louise's traits is her passion for students in her care to achieve excellence. Louise has witnessed various moves of USC, and most recently the relocation from Charles Street to Gawler Place, and then in her final year to the Jordan building. Having never taken long service leave, Louise has now decided it is time for her to do what she wishes and travelling outside school holidays. I know that the staff and students of USC wish Louise well and hope that her days are filled with activities that inspire and please her. Thank you Louise for many years of service.

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## KATE TOOP



Kate Toop arrived at USC in 2018, as the Visual Arts – Art teacher. Upon meeting her, both staff and students knew that we were fortunate to have an experienced and highly regarded Art teacher. Kate set to work immediately, looking at ways to revamp our approach to Art and the way students could interact with the subject in different and interesting ways using a variety of mediums. Kate's experience and her highly regarded expertise with her work at the SACE Board did not go to waste! Every challenge Kate faced was taken on creatively; she thought deeply about her students and how to encourage them to meet the challenges they set themselves and express their creativity in unique ways. Kate's friendly and caring manner with staff and students, flowed easily due to her authentic and genuine manner. Always one to have some fun and find the positive side of everything, Kate has been a welcomed and valued member of the USC staff. Kate has decided it is time to put the school paints away, and retire from her professional career. On behalf of the staff and students at USC, we wish her the very best in the next stage of her life, including being a grandparent.

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## HEATHER WISEMAN



Heather Wiseman was one of the stalwarts of USC, initially arriving at the College to teach Biology; however her expertise was soon recognised and she became the ICT Manager. Holding a complex role, Heather led the school in all areas of information technology. As someone involved in many machinations of the school, Heather's influence spanned many areas. She was involved in facilities upgrades, proof reading reports and other school documents to the installation of programs such as Synergetic, MyUni, Accelerus and Calendly. Heather was the go to person if you needed to know something about anything, such was the span of her knowledge of the College. At the end of Term 1 Heather decided it was time to live life beyond USC, and retired at the end of Term 2 this year. We wish her the very best in the next stage of her life and thank Heather for her immense contribution to USC over many years.



# STAFF LIST 2020

## ACADEMIC STAFF

Tim Agnew	Deputy Principal/Modern History	B A (Hons), Grad Dip Ed (Sec), M Ed St, MACEL
Morris Allen	Politics/Geography	B A, Dip Teach (Sec), Grad Dip Ed
Corey Barrett	Dean of Student Experience Year 11/Biology	B Sc (Hons), Grad Dip Ed
Anna Bassani	Dean of Student Experience Year 12/General Mathematics	B Ed, Grad Dip Ed (Rel Ed & Ed Comp), Grad Cert (Maths Ed)
Andrew Bee	Mathematical Methods/Specialist Mathematics	B Sc, Grad Dip Ed, Grad Cert (Maths Ed)
Michele Blackman	Visual Arts Studies (Design)	B A (Design), Grad Dip Ed
Valerie Bradshaw	Biology	B S (Bio), M Sc (Teach, Lead & Learn)
Lexi Buxton	Music	B Mus Ed, B A (English), Grad Dip Couns and Psych
Janine Campbell	History/Legal Studies	B A (Hons), Grad Dip Ed
Joyce Chen	Chinese	B Psych, Grad Dip Ed, M Ed (International Education)
Damien Coghlan	Intensive English/PLP/Research Project	B A, Dip Ed, Grad Dip TESL, Grad Dip Ed Couns, DHum ServRes
David Garwood	Music	B Music (Hons), MA Music Ed, Grad Dip Ed, LRAM, ARCM, LTCL, AKC
Andrew Hartigan	English as an Additional Language	B A (Hons), Grad Dip Ed
Lynn Jackson	Drama	B Ed
Ryan Jackson	English	B A, M A Ed Sec
Wendy Jacobs	Economics/Research Project	B Econ, Dip Teach
Michael Jacobsen	Business Innovation/Economics	B Ed, MBA, M Ed (TESOL), Grad Cert Ed
Angela Joy	Biology	B Sc, B T
Kelly Keeling	Biology	B Sc (Ecochemistry), B Sc (Hons), Grad Dip Ed
Lisa Lanchester	Mathematical Methods/General Mathematics	B Ed Sec Sc, Dip Teach Sec
Nadia Lovett	Student Counsellor and Wellbeing Coordinator	M Soc Sc, D Couns, Grad Dip (Read & Lang), Dip Teach (Prim)
Maree Maney	Research Project	B Ed, Dip Teach
Alison McLean	Research Project/English/Modern History	BA(Hons), PGCE, MEd, CertEd(Pos Ed), MAPP (Master of Applied Positive Psychology)
Judith Mohan	Intensive English/English	B A (Hons) English, MA Linguistics (ELT), Dip Ed (TESL)
Phil Moore	Mathematical Methods/Specialist Mathematics	B Ed (Maths and Science)
Bryant Pan	Mathematical Methods/Physics	B Eng, B E (Hons) Mech and Aero, Dip Teach
Libby Parker	Creative Arts	B Ed, G Dip (Journalism)
Peta Paroissien	Philosophy and English	B A (Hons), Dip Ed Sec
Elly Pfitzner	Ancient Studies	B A, B Teach
Zahra Pirvali	Physics	B Sc, Grad Dip Ed (Physics and Maths)
David Place	English	B Ed (English and History), DELTA
Ann Rayson	Dean of Student Experience Year 10/ Business Innovation/Business and Economics	B Mgt, B Sec Bus T
Michael Salter	Mathematical Methods/General Mathematics	B Sc (Hons), Grad Dip Ed
Louise Small	Accounting	B Ed, Dip Teach (Sec), CELTA, Grad Cert (Ed Studies)
Simon Sypek	Dean of Accreditation/Chemistry/Science	B Ed (Sec Sc), Grad Cert (Ed Prof Learning)
Lisa Temple	English Literary Studies	B A, Grad Dip Ed
Shannen Thede	Psychology	B Arts, B Teach
Kate Toop	Visual Arts - Art	B Ed, Dip Teach (Sec)
Magda Van Aardt	Chemistry/Intensive English	B Sc Ed
Daniela Wells	Psychology	B Sc, Grad Dip Ed Psych, B Teach (Hons)
Phil Wilson	International Dean/History	B A (Hons), Dip Ed, Grad Cert Lang Ed, MEd, Cambridge Eng Cert
Dan Winter	Mathematical Methods/Specialist Mathematics	B Ma & Comp Sc, Grad Dip Ed
Meg Worby	English/English Literary Studies	B A (Hons), MA (Comms), Grad Dip Ed
Anita Zocchi	Principal	B A, Dip Ed, Grad Cert Curriculum, M Ed

## ADMINISTRATION & SUPPORT STAFF

Wayne Adams	Maintenance	Cert III Business (Office Administration)
Brenda Adcock	ESO	B Eco, CA, Cert Gov (Prac), Grad Dip (App Finance)
Karen Boyd	Finance Manager	Cert III Business (Office Administration)
Michelle Giavis	Enrolment Officer	Dip Teach, B Ed, B Bus, M Arts (Communication)
Vanessa Grave	Director of Marketing and Community Relations	B A Media, Dip Film Production
Sherrin Koch	ESO (ICT)	B Media Arts, Grad Dip Comm (PR)
Lisa Maiorano	ESO (ICT)	Cert Bookkeeping
Lee Paschburg	Finance Officer	Cert IV Workplace Assessor, Dip Int Ed Serv
Natasha Pressley	International Registrar/PA to Principal	B Com
Guanye Qu	International Marketing Manager	PhD Sc, Dip Proj Mgt
Pranay Sharma	Laboratory Assistant	B Comp Sc and Applications
Penny Shen	ESO (ICT)	Cert IV Business (Frontline Management)
Laurene Trus	ESO	M Ed (IT), Dip Teach (Sec), Grad Cert (ICT Ed)
Heather Wiseman	ICLT Manager	Science Tech Cert, Cert IV Business, DipFamHist
Carolyn Woods	Laboratory Manager	





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