

**Fairbridge College  
ANNUAL REPORT - 2019**

**FAIRBRIDGE COLLEGE**

**Overview**

Several exciting developments occurred at Fairbridge College over the course of 2019. The art and music programme at Fairbridge College was expanded with the hiring of a specialist teacher. The College also added an apiary and began developing a bee-keeping programme for students. Additionally, nine lower school students and 3 staff spent a week at the Goldfields Camp School participating in a range of activities linked to the HASS programme. Further, the College held its inaugural “Move-Up” day to assist in the transition of rising year 11 students to the VET programme. Finally, a relationship with Peel Health Campus and Murdoch University was developed to provide free health checks for College students and assist in the longitudinal tracking of their physical well-being.

The College consolidated its trauma-informed practice, utilising the Berry Street Education Model as a framework for working with its students. In this regard, positive relationships, self-regulation and a growth-mindset under-pinned programme development and delivery. Anecdotally, this shift in focus has brought with it calmer classrooms and a deeper level of student engagement across the College.

In December, we also successfully transitioned one of our students back to mainstream education. This was done through careful case-management and collaboration with the enrolling public school.

Fairbridge College Kalgoorlie Campus was approved by the Department of Education to open in Feb 2020. The Head of School was hired in October and staff were secured by the end of the year. In December 2019, enrolment interviews were conducted, and the first cohort of students were selected.

**Enrolments**

In the August 2019 Federal Census, the College claimed for 91.4 students, 9 of whom identified as Indigenous. In the 2019 cohort, there were 66.4 males and 25 females. One student was counted as part-time (0.4 FTE) because he was undertaking a part-time traineeship in the Village.

The following is the breakdown of students by year level:

*Full-time Students 2019 by Year Level*

Year Group	Number of Students
Year 7	6
Year 8	13
Year 9	17
Year 10	16
Year 11	23.4
Year 12	14

Year 13 is an option for those students who may not be quite ready to transition out of school and into the workforce. Students in Year 13 are expected to contribute to the community and take on a leadership role whilst completing an agreed vocational course in a set time period. An Individual Education Plan, including a transition plan, is implemented to ensure their readiness to move on to further education, training or employment.

**Attendance**

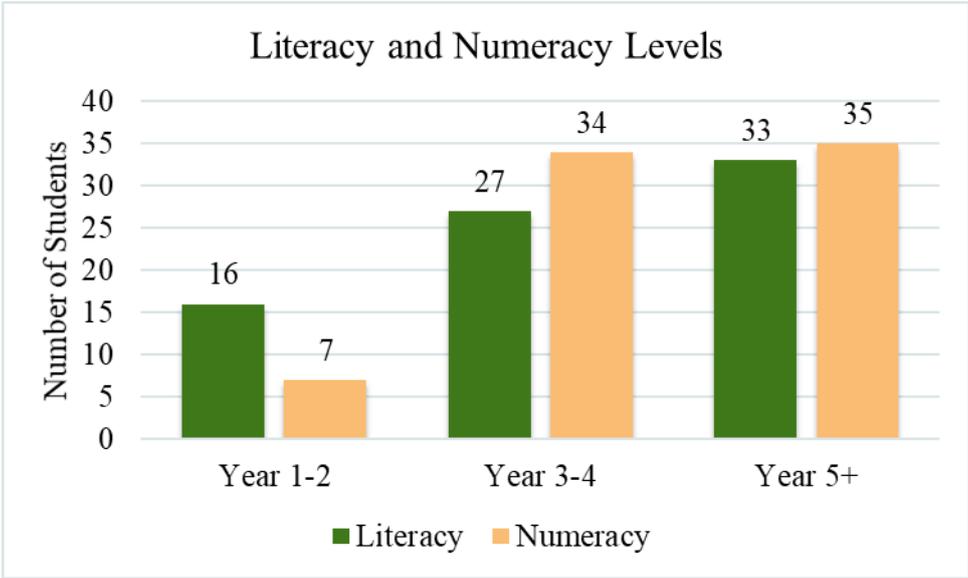
The average attendance for the 2019 school year was 60%. This is a high-level of attendance considering that most of our students had completely disengaged from mainstream school prior to enrolling at Fairbridge College.

The College has a non-attendance management system in place in which non-approved absences are followed up with an SMS each day. If the student continues to be absent, then the parent/carer is contacted by phone.

**Academic Levels and Achievements**

Literacy and Numeracy Levels

An important area of focus at Fairbridge College is the remediation of low literacy and numeracy levels. In order to do this, the College uses the computer-based *COMPASS* test from the Australian Council for Education Research (ACER) to establish a baseline for each student.



*COMPASS* testing is also aligned with the Australian Core Skills Framework (ACSF), a common national reference point for describing performance in literacy and numeracy.

On average, Fairbridge College students have a reading age of between 8-9 (Year 3-4), which is similar to their numeracy levels. The results of these tests, in conjunction with teacher observation and professional judgement, serve as an evidentiary basis for all student Individualised Education Plans (IEPs). By using evidence to track progress and data to drive decision-making, Fairbridge College strives to close the educational gap for these students.

### NAPLAN/OLNA

NAPLAN is offered in Years 7 & 9; however, most of the students were formally withdrawn by their parent/carer. Only one Year 9 student participated in NAPLAN in 2019 and no students in Years 10-12 participated in the OLNA.

### VET Programme

In 2019, 13 students completed work experience placements across the Peel Region. This provided an excellent opportunity for these young people to develop and refine their employability skills as well as investigate their suitability for particular areas of employment.

One student completed a Certificate II in General Education for Adults (CGEA) under the previous auspice arrangement with Port School. In the second half of 2019, we undertook a new auspice arrangement with Communicare RTO for their Certificate II CGEA.

The table below shows the VET results from the courses delivered in partnership with Fairbridge Western Australia, Inc. RTO.

#### 2019 VET Results

<b>Qualification Title</b>	<b>Enrolled</b>	<b>Completed</b>
Certificate II in Construction	13	9 (69%)
Certificate II in Conservation & Land Management	11	8 (73%)
Certificate II in Hospitality	7	5 (71%)

In Semester 2 2019, students who completed a Certificate II level qualification and demonstrated the requisite literacy and numeracy were enrolled into a Certificate III in Hospitality or Conservation & Land Management. These courses will be spread over 12-18 months with expected completion in the second half of 2020.

### **Student Engagement Survey**

Each semester, students complete the Student Engagement Instrument<sup>1</sup> that measures their affective (psychological) engagement and cognitive engagement. This gives us an indication of how students perceive their experiences at Fairbridge College and informs the development and review of our programmes and procedures.

The following are key findings from our 2019 surveys:

#### Student relationships with staff

Most students feel that teachers are there for them (88%), treat them fairly (82%), enjoy talking to teachers (91%), believe teachers care about them (93%), are honest with them (82%) and are interested in them as a person (73%).

#### Attitude to education

More than half of students now check their work to see that it is correct (55%) and check they understand the work (80%). Most students plan to do further education (79%) and believe what they are learning in classes is important for their future (75%). They believe that education is important in their future opportunities (76%), and school is important for achieving future goals (86%). Most students believe they do well when they work hard (86%). In comparison

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<sup>1</sup> Appleton, J.J., Christenson, S.L., Kim, D., & Reschly, A. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology*, 44, 427-445.

with previous survey data, students report both intrinsic motivation and a willingness to learn with reward from home (86%) and school (81%).

### Fairness

Most students feel safe at school (78%) and feel like they have a say about what happens to them at school (72%), although many do not believe the school rules are fair (38%). It is interesting to note that the view about fair rules is one that predominates amongst students regularly implicated as bullies. Despite this, the students report that overall adults at the school treat them fairly (82%).

### Family/guardian assistance

Most students say their family/guardians are there for them (82%), that they want to know what when something good is happening at school (70%), and that they will help them with problems at school (75%), especially when the going gets tough (93%).

### Peer relationships

While most students report they have some friends at school (82%), many students think other students do not respect what they say (55%) or do not think other students care about them (53%). Only half (50%) of students think that other students are there when they need them, although most students enjoy talking with other students (71%). Social skills are generally poorly developed in our student cohort and we continue to model and strive to improve intra-student relationships.

### **Staffing**

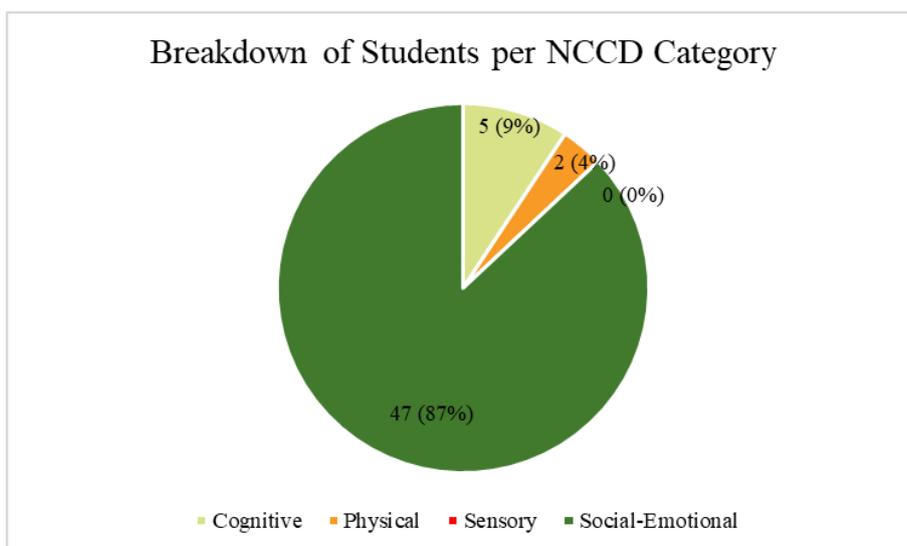
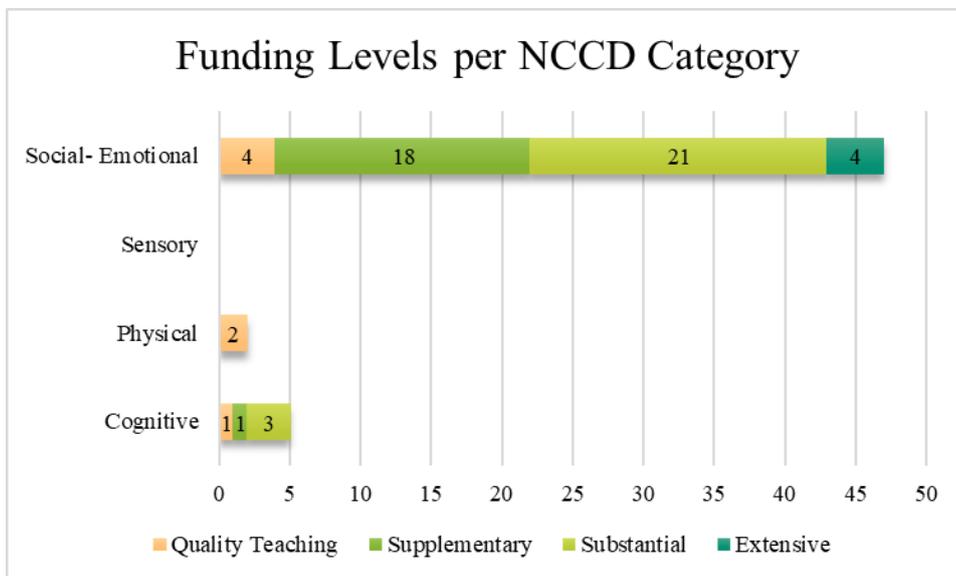
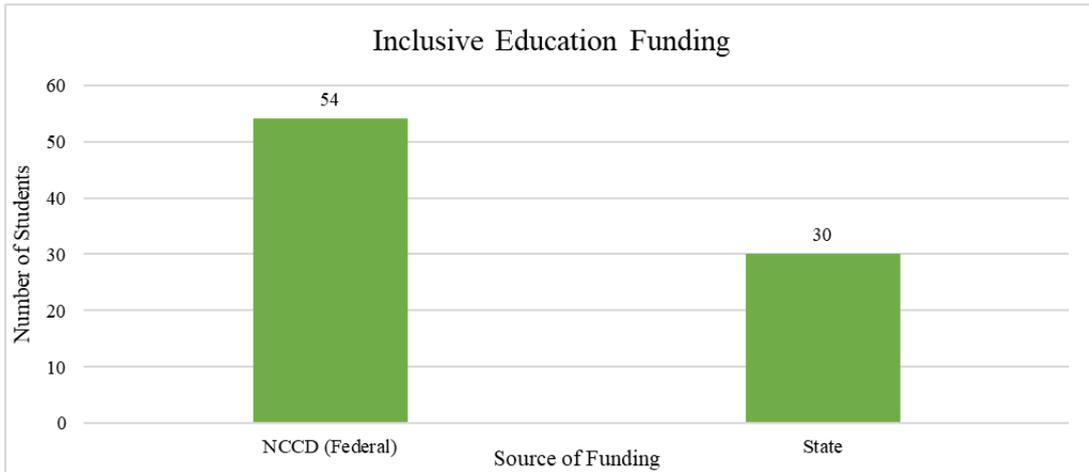
During the 2019 school year, the College employed 14.3 FTE. This figure does not include a variety of volunteers and practicum students that worked with us through the year to offer additional avenues of support to students. All teaching staff hold at least a Bachelor's in Education and are registered with the Teacher Registration Board of Western Australia.

#### Workforce Composition

<b>Role</b>	<b>Number</b>	<b>FTE</b>
Executive Principal	1	1.0
Head of School	1	1.0
Teacher	6	5.4
Trainer	2	2.0
Psychologist	1	0.8
Youth Worker	3	2.5
Education Assistant	1	0.6
Admin	2	1.0
<b>TOTAL</b>	<b>17</b>	<b>14.3</b>

### **Inclusive Education**

Students with mental health challenges (social-emotional category) make up most of our Inclusive Education funding at both the state and federal (NCCD) level. Additionally, the College is also focused on providing support to those students who may have learning disorders (cognitive category) that make it difficult for them to access mainstream education.



## Sources of Income

The following chart shows the sources of income for the College. In 2019, we received Grant funding from the Commonwealth to support a Chaplaincy programme as well as programmes for students in Years 11 & 12.

