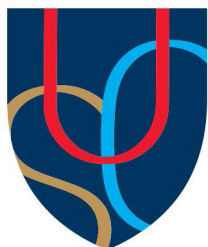




2019 SCHOOL PERFORMANCE REPORT



**UNIVERSITY
SENIOR
COLLEGE**
ADELAIDE

UNIVERSITY SENIOR COLLEGE SCHOOL PERFORMANCE REPORT 2019

This School Performance Report 2019 has been produced by University Senior College in accordance with Commonwealth Government guidelines. It is to be read in conjunction with the 2019 Annual Report, which was distributed at the 2019 Graduation Ceremony and is available on the school website: www.usc.adelaide.edu.au.

CONTEXT

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



GOVERNANCE

The composition of School Council was confirmed at the Annual General Meeting, April 2019.

COLLEGE COUNCIL (AS OF 2 APRIL 2019)

Mr Brian Cunningham (Chair)	Mr Dale Hassam (Secretary)	Dr Ben Grindlay	Dr Brian Simons
Ms Celia Le	Professor Philippa Levy	Mr Graeme Hodge	

TEACHER STANDARDS AND QUALIFICATIONS

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	ICTL Manager	MEd (IT), Dip T (Sec), Grad Cert (ICT Ed)
Meg Worby	English	BA (Hons), MA (Comms), Grad Dip Ed

WORKFORCE COMPOSITION, INCLUDING ABORIGINAL & TORRES STRAIT ISLANDER COMPOSITION

Workforce Composition (FTE's)	2019	2018
Teaching Staff	31	28.4
Non-Teaching Staff	13.6	12.6

The above numbers do not include any Aboriginal or Torres Strait Islanders.

PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL, INCLUDING (IF APPLICABLE) DATA COLLECTED USING THE NATIONAL SCHOOL OPINION SURVEY

All data associated with parent, student and teacher satisfaction is housed within the School and serves as a basis of the USC Business Plan, ongoing improvement across all areas of the school, and professional learning for staff.

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

School Income	2019	2018
Australian Government recurrent funding	\$2,817,804	\$2,701,525
State Government recurrent funding	\$802,809	\$802,096
Fees, charges and parent contributions	\$4,850,157	\$5,153,106
Other private sources	\$279,241	\$238,342
Total Gross Income	\$8,750,010	\$8,895,069

STUDENT ATTENDANCE AT THIS SCHOOL

Year Level	Attendance Rates
11	94%
12	95%

DESCRIPTION OF HOW NON-ATTENDANCE IS MANAGED BY THE SCHOOL

Teachers electronically mark roles at the beginning of each tutorial and lecture and office staff use SMS to inform parents of every lecture or tutorial missed during the day. Mentor teachers closely monitor attendance and progress of students. In addition, cases of continued absence are closely managed by the Deans of Studies and the Counsellor. In exceptional circumstances the Principal becomes involved in the case management.

POST-SCHOOL DESTINATIONS

