

Mary Ward Centre  
Equality and Diversity Report  
Session 2017-18



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## **Self-assessment**

Based on the data provided below Equality and Diversity at the Mary Ward Centre, and the student support provided by the Equality and Diversity section have been assessed as very good overall for the session 2017-18

### **Equality and Diversity is very good because:**

- Outcomes for students receiving additional learning support are outstanding and has been high for a number of years
- There are very effective systems in place to provide support for those who need it
- Safeguarding is effective
- Staff promote inclusion, equality and learning opportunities for all very well. They are very effective in eliminating or reducing barriers to learning
- Success, retention and satisfaction rates are high overall
- Our student profile is diverse and broadly in line with that of London's population

### **Equality and Diversity will build on strengths:**

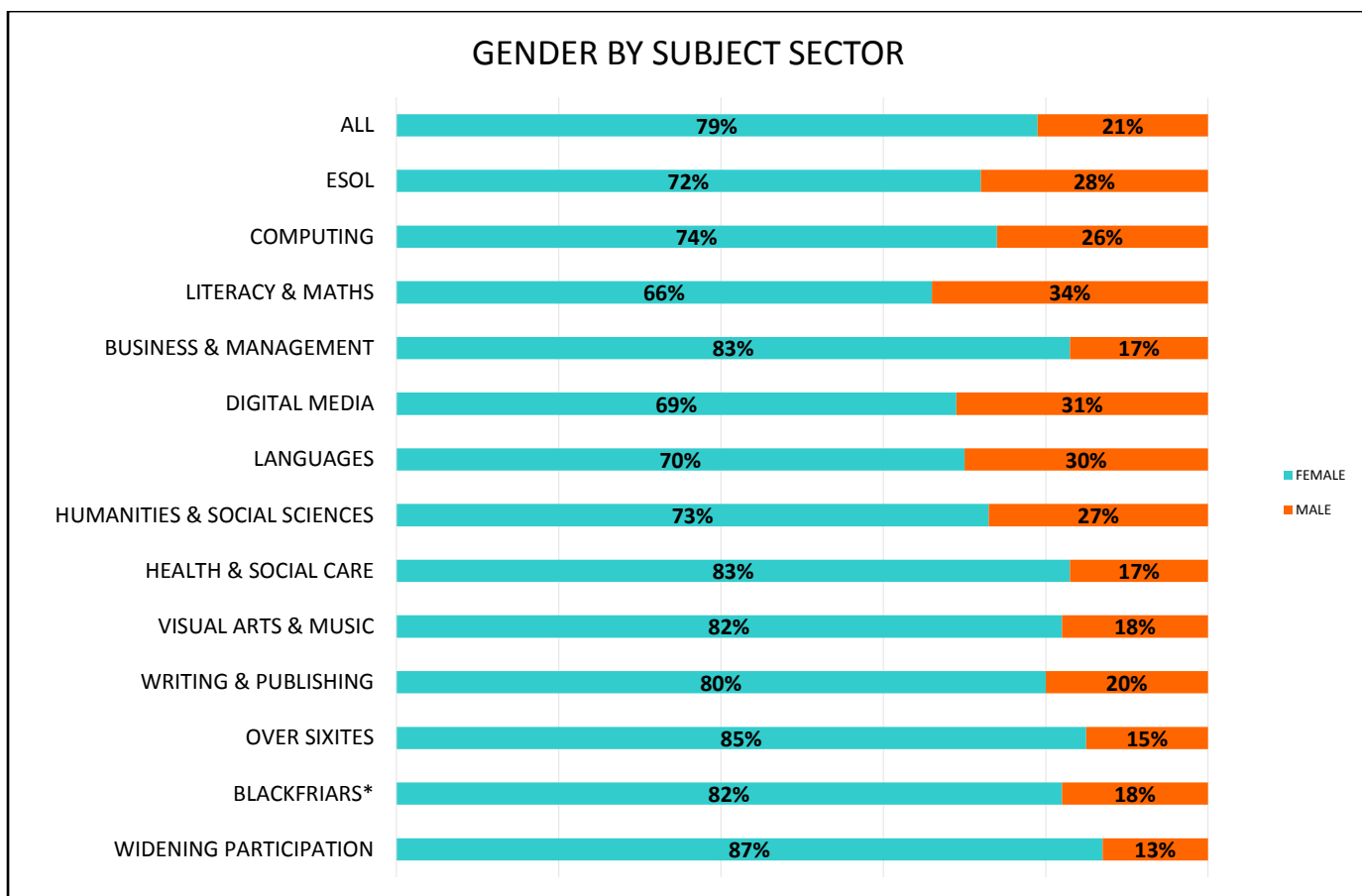
- Continue to review and update our 'Inclusion In Action' annually and continue to raise the profile of equality and diversity across the college with all users and employees
- Review and update our Equality and Diversity policy
- Update our community outreach programme identifying key target groups for the next 5 years
- Continue to encourage more students to disclose information, and in particular, reducing the number of students who opt for "rather not say" in relation to the additional protected characteristics of the Equality Act 2010
- Inclusion of ALS coordinator onto the TLA Group

### **What the Centre needs to do to improve Equality and Diversity further:**

- Investigation success rates for BAME students
- Update and extend our knowledge of changes to diversity agendas including LGBTQ and provide awareness training for staff
- Provide refresher training for our staff on safeguarding
- Review and update our equality objectives
- Gather more data on the impact of our provision on those from specific groups
- Extend our ability to report on success and retention by specific characteristics

## Gender

The percentages of female and male students attending classes has remained much the same as last year, at 79% female to 21% male. This is similar to the data for adult education participation nationally. The gender split of our students has remained fairly consistent for over 8 years. So what should our response be to this high number of female students? Rather than a knee jerk desire to simply attract more men to our provision, we should respond by celebrating and building upon our ability to address such key issues as the glass ceiling or sticky floor women experience in the work place by providing access to courses structured to fit around busy lives that include work and caring responsibilities. We are also well placed to contribute to talking about loneliness and social isolation, as adult education classes remain an acceptable social activity where it is expected that you attend alone and where you are safe to do so.



In the Visual Arts and Music programmes, there has traditionally been a much higher proportion of female to male students, due to a large part of the curriculum offering crafts, fashion and textiles, jewellery and glass art courses, which has historically attracted female students. That trend continues in 17/18, with 82% female students to 18% male. Health & Social Care and Writing & Publishing both follow a similar trend with a small increase in the percentage of females. In Health and Social Care 83% of students are female students, an increase of 2% and In Creative Writing 80% of students are female, an increase of 1%. It should be noted that there has been a 2% swing in a decrease in male students in Health & Social Care. The possible factors behind this rise could be related to the courses offered.

There has been a decrease in the male participation rate within Humanities & Social Sciences from 36% to 27%. Although there was a slight increase in male participation from 15/16 to 16/17 it has been declining since 13/14 when 43% of students were male. This can be explained by a decrease in the number of training courses that we provided for the Metropolitan Police Service (no courses were provided in 17/18) whose cohorts are predominantly male.

Overall, rates remain the same although there are a few subject sections that experienced some changes in the male to female ratio, such as a 5% increase in male students for the Widening Participation programme. The over 60s and Languages saw a 2% and 5% rise in female students, respectively. Digital Media has remained the same.

The female / male split in the Business & Management has changed significantly since 16/17 from 70% (f) and 30% (m) split to 83% (F) and 17%(m) split in 17/18. This may be explained by a greater demand for women returning to the work and taking opportunities to upskill and gain transferrable skills to use in a variety of settings.

In and Languages programmes remain broadly constant over the last few years – with roughly a 70% (f) to 30% (m) split.

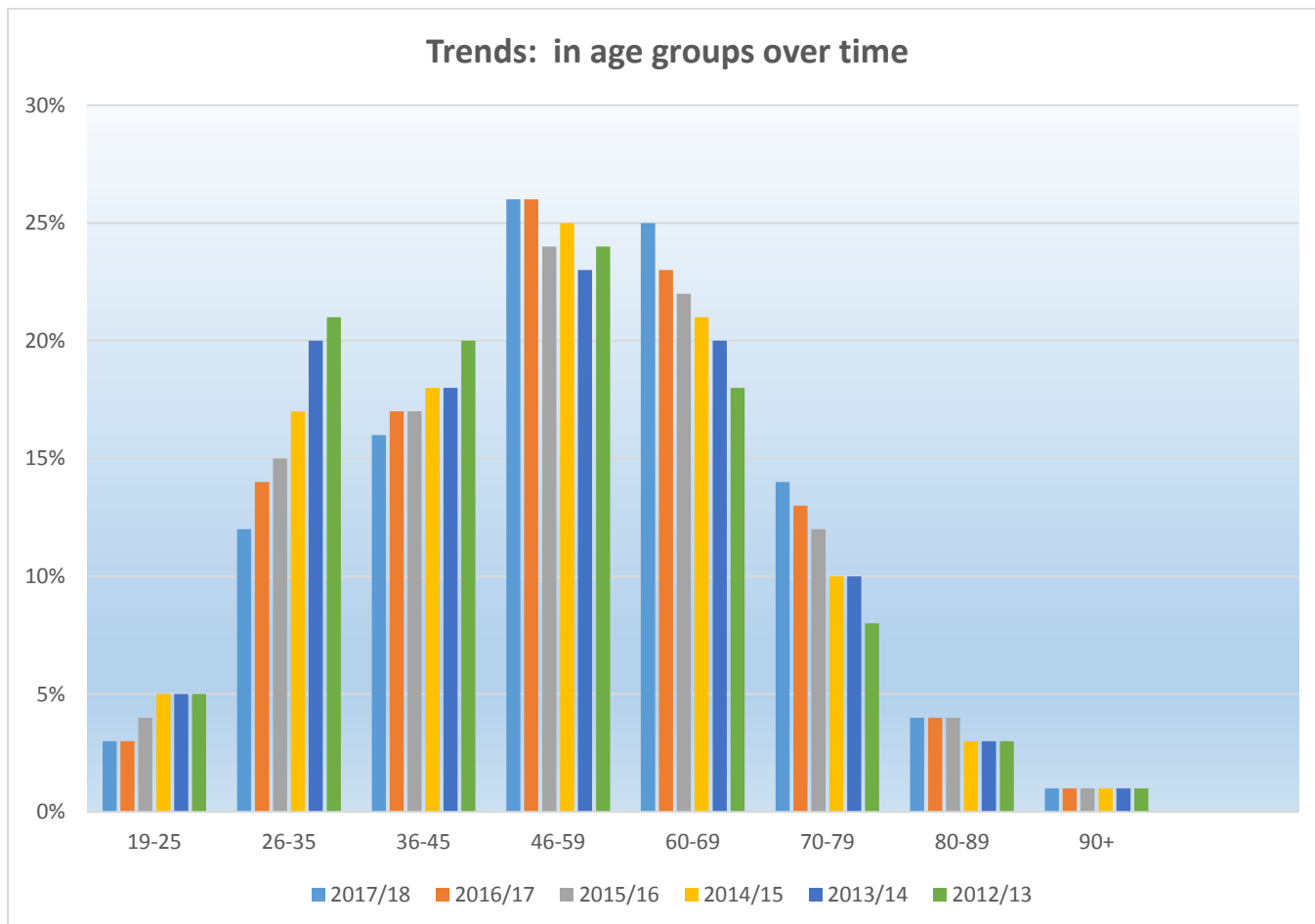
The Over Sixties programme continues to see an increase of 2% in female participation (85%) to males (15%). This split is broadly consistent over the last few years and also reflects the population trend of women living longer than men generally.

The Widening Participation female to male split has seen a slight decrease in the number of male participation; 17/18 saw 14% male participation – a decrease of 4% since 16/17, a slight decrease from 15% in 15-16 and up from 11% in 14-15. The number of females continues to be high in Widening Participation due to the focus of the partner organisations that the Centre works with. In recent years we have focused on work with women for the local Bengali population and the high representation of women perpetuated by our current digital inclusion project run in partnership with Age UK and focusing on older learners and digital technology. There is no significant difference in success rates between genders.



## Age groups

The student profile continues to gently age, in line with the general population. Students aged 60+, 70+ and 80+ continues to rise year on year. We have decided to make meeting the needs of the ageing population a key focus as part of our strategic plan for the next five years. As mentioned in the section on gender we already play a role in addressing social isolation and loneliness and alongside this our provision supports people in having healthier and richer lives. Over the next few years we will also consider our role in supporting an older workforce.



31% (a decrease of 3% since 16/17, of our students are under 45, 26% are aged between 46-59 years of age an increase of 1% since 16/17, and the remaining 44% are over 60, an increase of 5% since 16/17.

ESOL programmes have a younger age profile with 92% of students aged under 60, similar to the previous year. 67% are under 45. At Blackfriars the percentage of younger people attending courses is even higher with 97% under 60 and 70% under 45 years old.

As one might expect, programmes to assist career progression or employability generally showing a younger bias, for example, 57% of students in Business & Management programmes are aged 19-45, an increase of 2% since 16/17 but still down 4% from 15-16, and 91% are under 60.

There is a fairly equal split between the ages of students in Health & Social Care, reflecting that these programmes similarly attract those at the start of their career, as well as those choosing to take up this accreditation later in life, or as a second career. Likewise, Writing & Publishing programmes also enjoy an equal balance of the age of its students although gently ageing since 16/17.

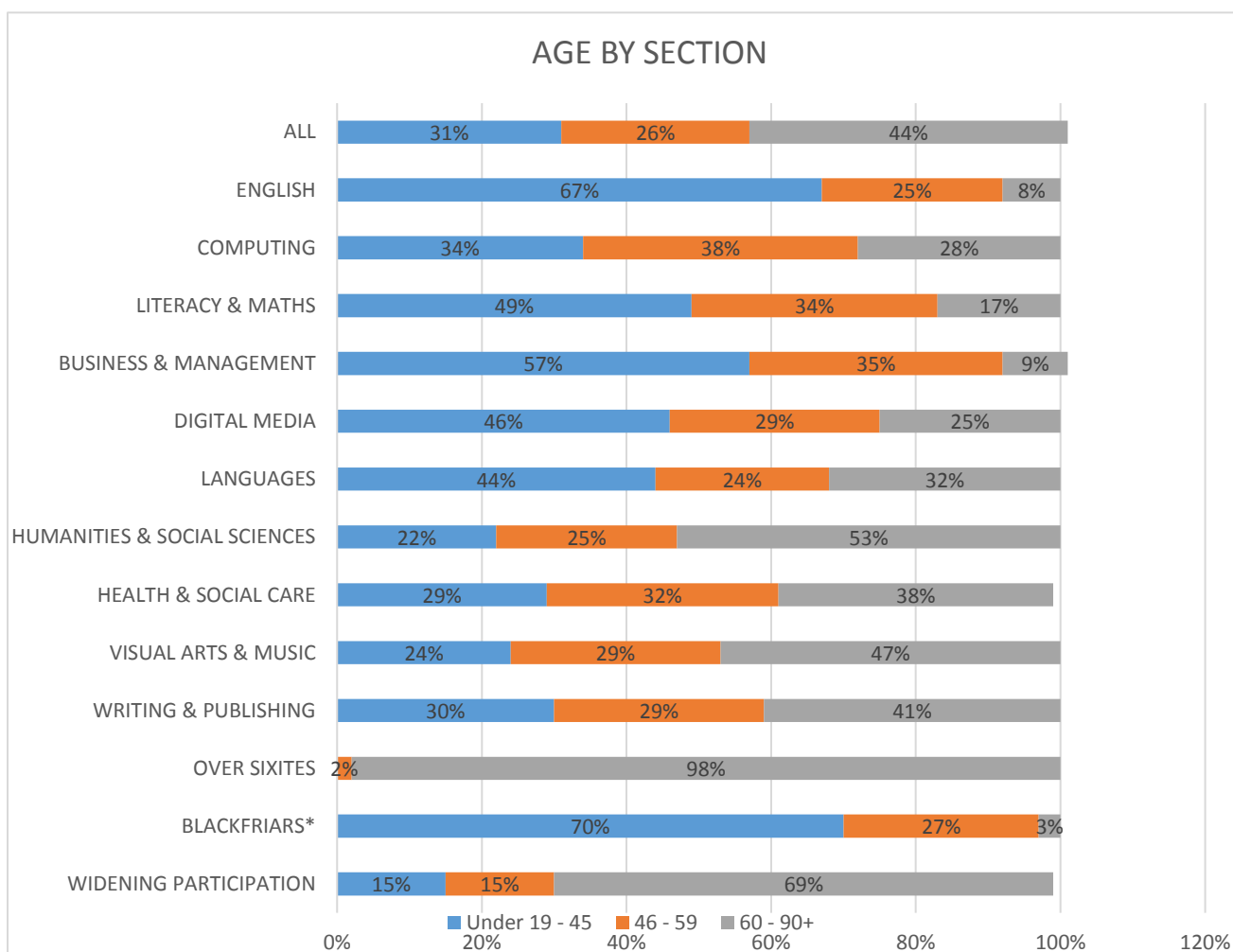
Visual Arts & Music and Humanities & Social Sciences show an older bias, with 47% and 53% of students over 60 respectively, an increase of 2% in both sections since 16/17. This reflects an ageing population and the fact that these courses that are popular with retired people.

69% of students attending Widening Participation are over 60, broadly the same as in 16/17 as a result of the work with Age UK on the Ageing Better programme our part of which focuses on promoting digital inclusion as a tool to reduce social isolation.

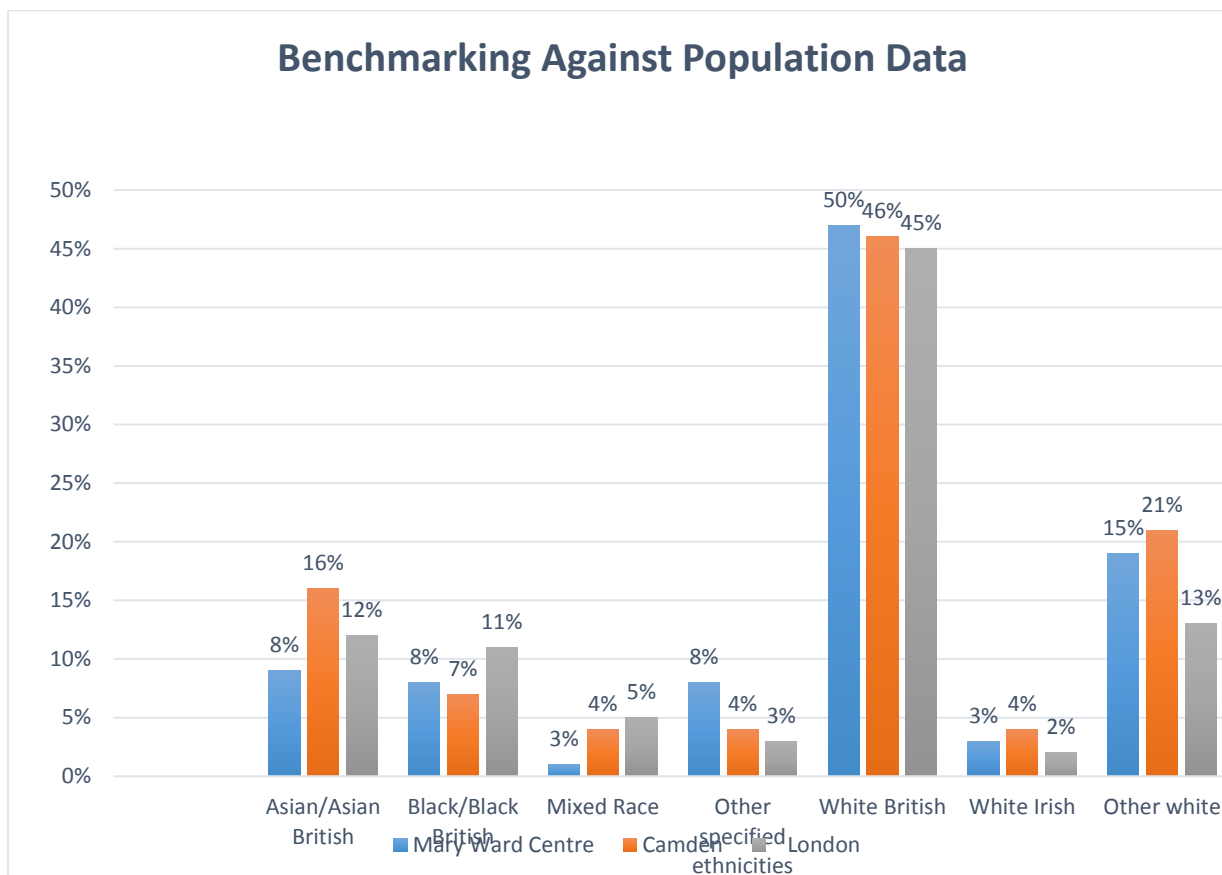
Digital Media has seen a small rise in younger people attending classes from 44% to 46% which may indicate that these courses are more attractive to younger people. Further analysis by subject section is needed.

In Computing the profile is ageing with more over 60's (a 3% increase to 28%) and fewer 46-59 (a 4% decrease to 38%). There is a slight increase of 1% in 19-45 year olds to 34%. Further analysis of subject section is needed.

In sections where the younger age profile is increasing it may be an indication of the type of programme they are attracted to. In moving to another borough where the age profile may be different to that of Camden the programme will need to change to meet that need. This gives us an early and rough indication of which programmes may be more popular than other.



## Benchmarking Against Population Data



### Ethnicity

Our student body is drawn from the whole of London, and its ethnic makeup broadly reflects that of the capital. The percentage of students who identify as one of the BAME groups has increased by 1% to 27%. Within that group, participation by Black/Black British students has risen by 36 since the previous year, from 379 students in 2016-17 to 415 in 2017/18. Some sections have seen increases in BAME students whilst others have seen decreases. The subject sections where there is an increases are Business Management, English and maths, ESOL, Humanities and Computing. Languages have remained the same. Health and Social Care, Writing and Publishing, Digital Media and Over 60's have seen decreases of between 3% and 5%. The percentage of students from BAME groups in outreach has decreased by 7% but is still high at 44%. This could be attributed to the groups that we work with as part of the Ageing Better Camden project.

The percentage of Asian/Asian British students has decreased by 1% to 8%.

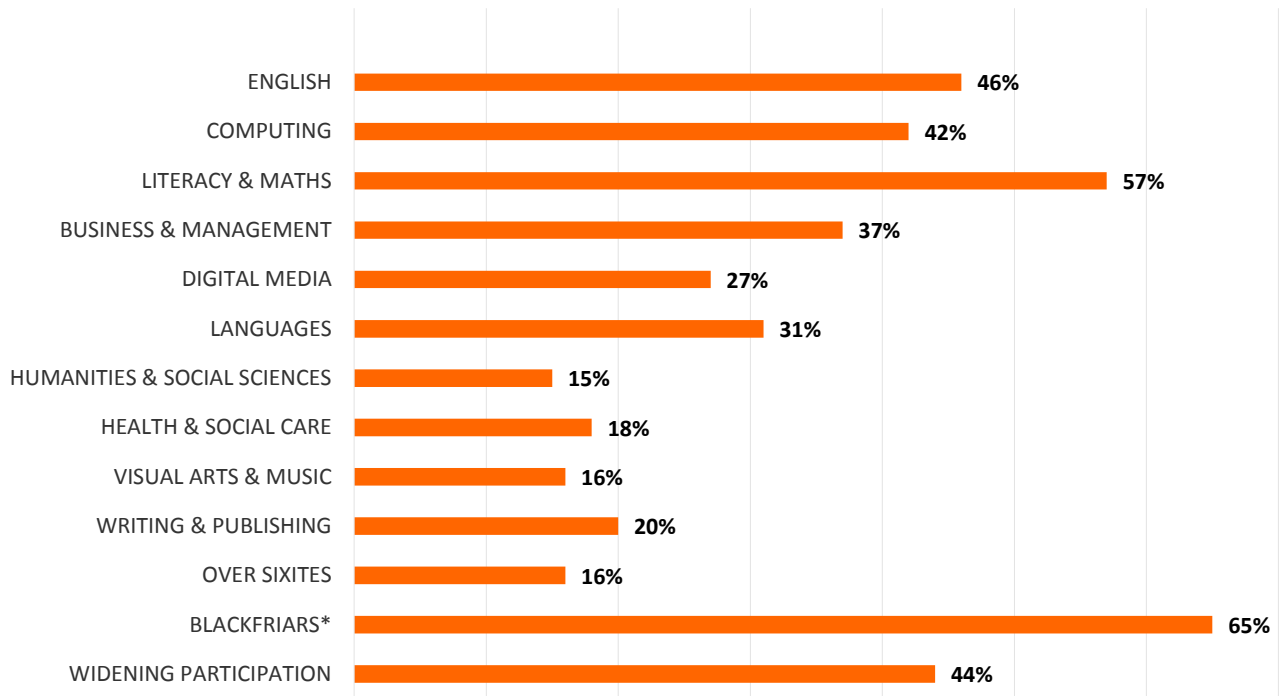
Camden's benchmark for BAME students is 31% and the widening participation programme exceeds this expectation, with almost half the student cohort being BAME learners. However, whilst we are mindful that we have target requirements to meet for Ageing Better Camden, it should not be at the risk of jeopardising our work with BAME communities.

Our subcontracted provision at Blackfriars also attracts a high proportion of BAME groups at 65%. This is to be expected as the majority of the provision here is ESOL.

These fluctuations clearly underscore the impact of changes in our curriculum and choices about where we focus our energy and resource, and indicate that such curriculum changes can significantly impact the demographic makeup of our student body. During times when we must make difficult choices about where to focus limited resources, it becomes even more important to have effective processes in place to measure and report these changes and that we use this information efficiently in our planning and decision making.

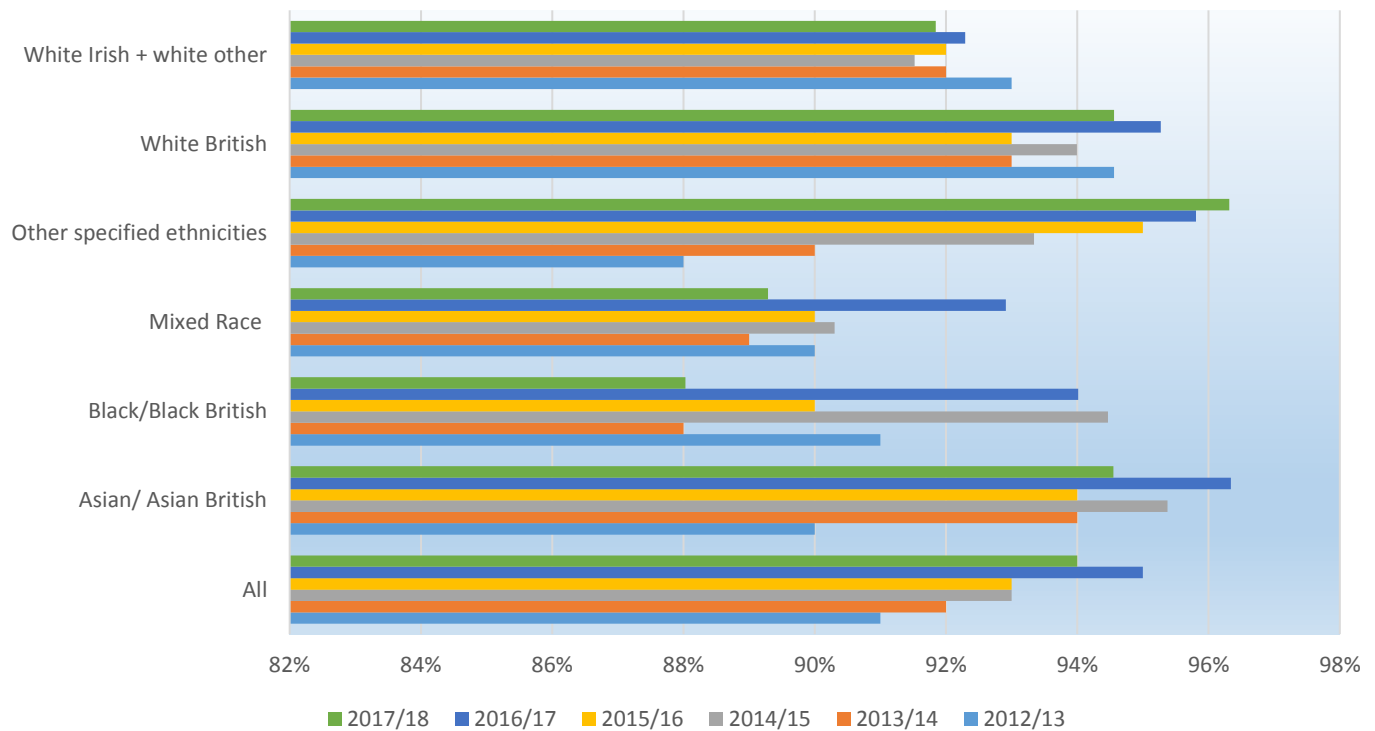


### BAME STUDENTS BY SUBJECT SECTOR



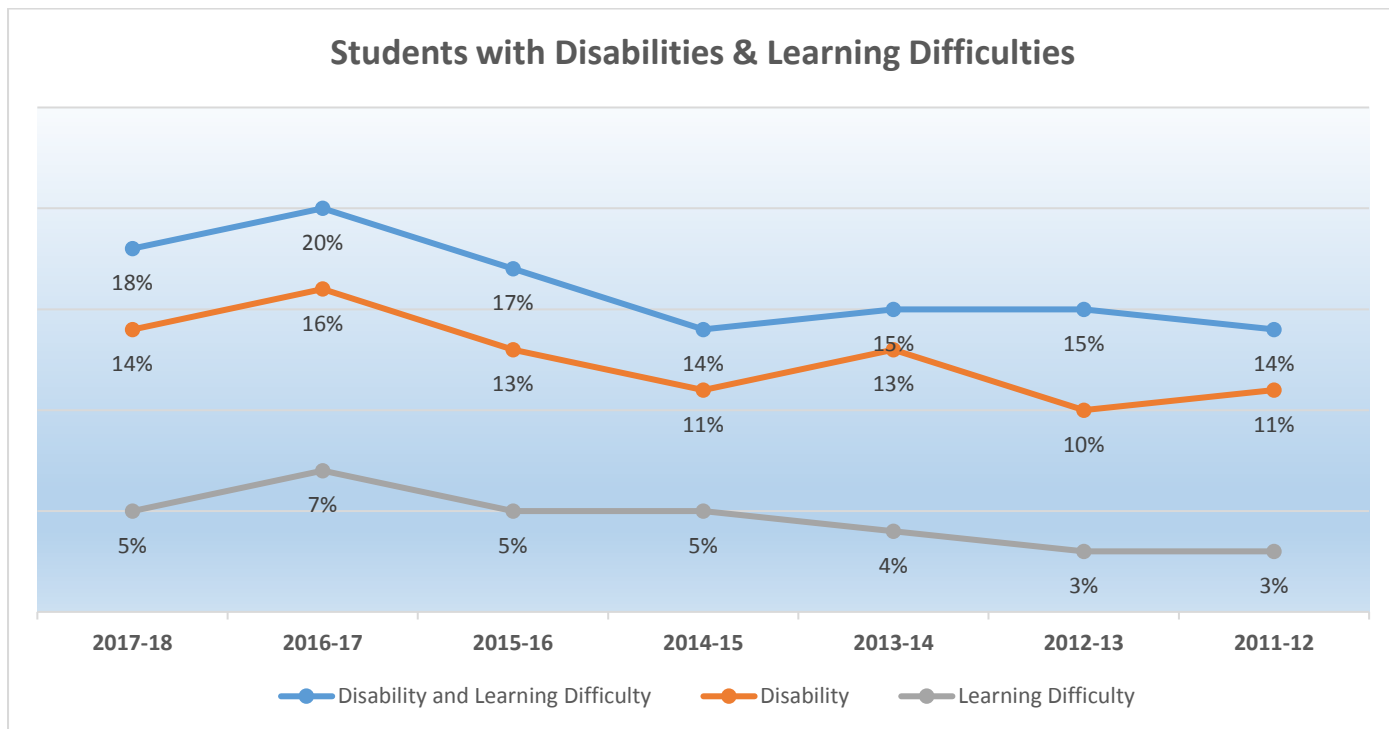
As you can see from the chart below there is significant differences in the success rates for particular ethnic groups in Mixed Race and Black/Black British. This requires further investigation.

### Trends: Success Rates by ethnicity



## Students with disabilities or learning difficulties

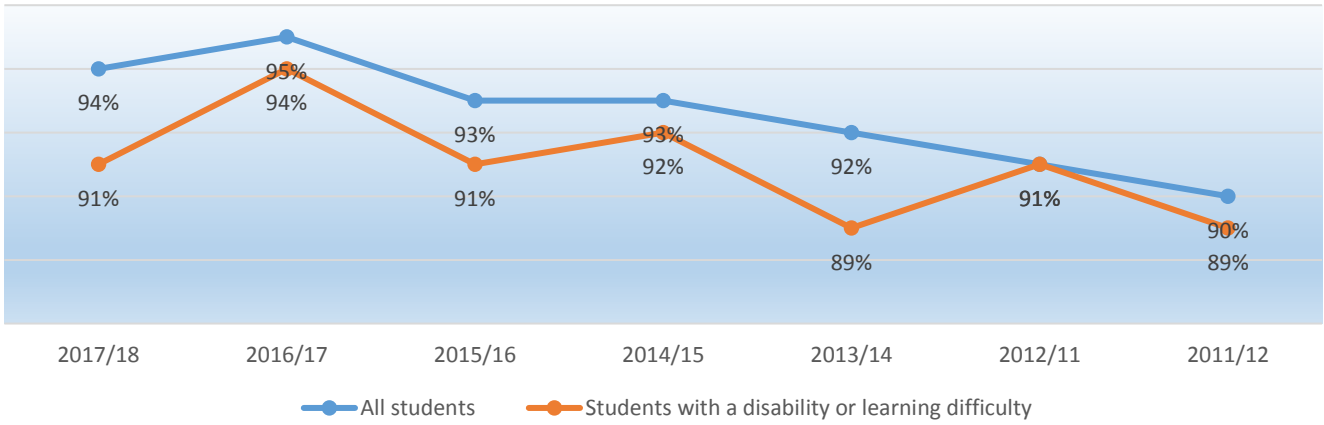
The number of students declaring a disability and/or learning difficulty has been increasing consistently since 14-15 from 14% to 18%. The latest report by the Government Office for Disability Issues states that 16% of Londoners have declared disability, so our profile clearly reflects the population of London. As you can see from the chart below the groups of students with both disabilities and learning difficulties has been growing gradually over the last 7 years.



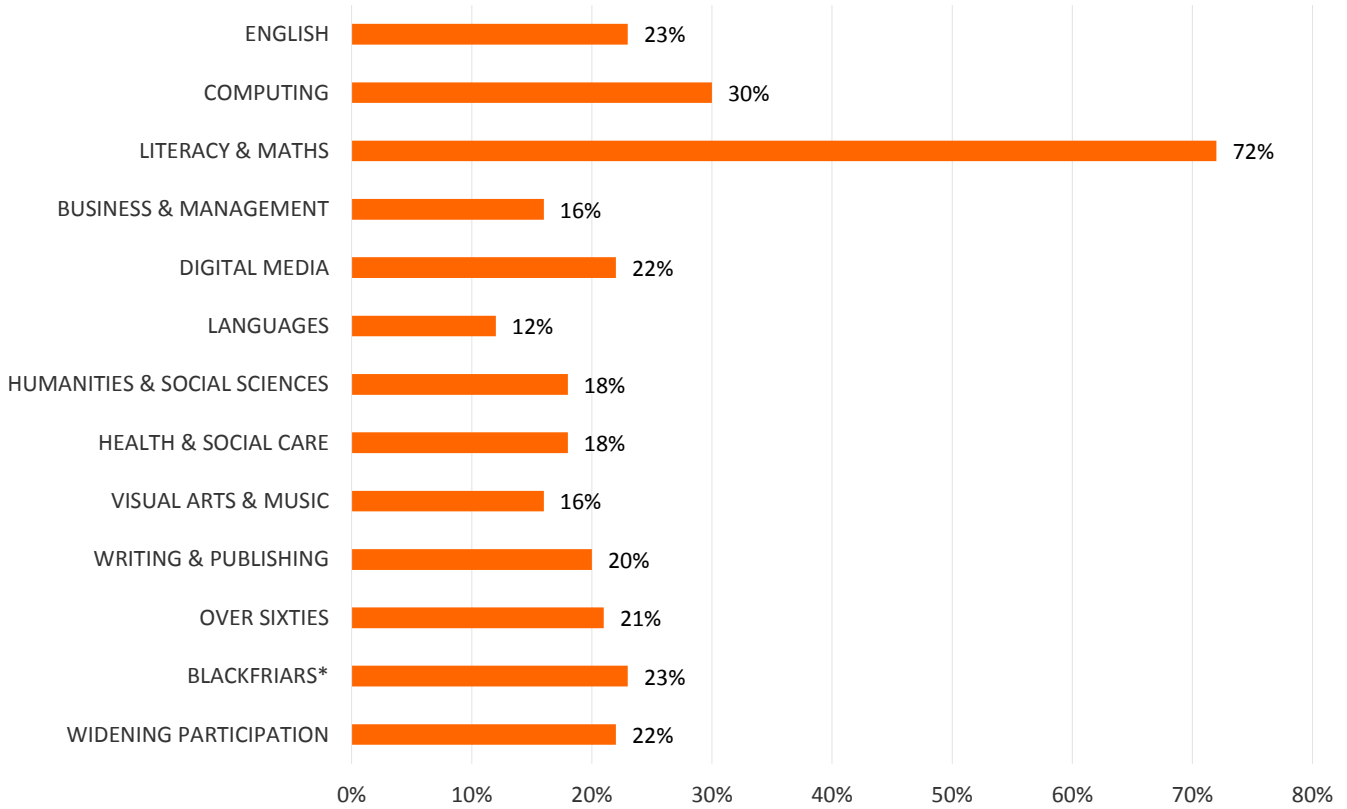
Note – some students have both a disability and a learning difficulty

Students with disabilities are well represented across the provision. Disability is known to increase with age and the Over Sixties programme numbers reflect this with 21% of students declaring a disability. The figure for Community Outreach programmes is also higher than that for the centre as a whole at 22%, both the Ageing Better Project and partnerships with organisation that target people with mental ill health contribute to this difference. English and maths, ESOL, Computing and Digital Media also have higher rates than that for the centre as a whole, many of these students are gaining these skills for the first time. Success rates for students with disabilities are very slightly behind those for the student body as a whole, but not significantly so. Course completion (retention) is in line with that for all students.

### Trends in Success Rates



### DISABILITY BY SECTION



## Support measures for students with disabilities

The reasonable adjustments we put in place for students who need them take three main forms, Additional Learning Support (ALS), Personal Assistance Plans (PAPs) and Personal Emergency Evacuation Plans (PEEPs). In addition, wherever possible, we move classes to rooms with step-free access to accommodate students with mobility difficulties. (Similarly, room changes are also made for tutors who need step-free access.) In 2017-18, there were 19 room changes down from 25 in 2016-17. ALS is reported on separately later in this report.

	2017-18	2016-17	2015-16
Room change	19	25	39
PAP (Individual)	30	27	30
PAP (Total)	104	67	125
PEEP (Individual)	104	106	97
PEEP (Total)	456	284	347

Prior to each course starting the Equality & Diversity team generate a disability report for each course with students who have declared a disability. The report is sent to the course tutor. It contains details of the disabilities and learning difficulties a student may have, together with any PAPs, PEEPs put in place, and where appropriate a request that the tutor considers an access arrangement for examinations. When any part of the report is amended an updated version is sent to the tutor concerned.

Course tutors are encouraged to discuss any disability and/or learning difficulty with their students to ascertain whether they have any special requirements, if there is a need for any differentiation, if the student needs a PAP, a PEEP, or ALS. At observation of teaching and learning visits, observers have access to the course disability report and they will assess any provisions the tutor has made for a student with a disability. The information for disability reports for course tutors come from our management information system in the first instance. However, it is a dynamic process involving the students themselves, the receptionist who enrolls them, the Equality and Diversity Team, the class tutor and their department.

PAPs take the form of a reasonable adjustment related to a student's disability and/or learning difficulty. The numbers vary from year to year. In 2017-18 there were 30 individual students who had a PAP (2016-17, 27) and there were 104 PAPs in total (2016-17, 67). The higher number of actual action plans results from students taking more than one course.

PAPs and PEEPs can arise through a request by a student. They can be as a result of a discussion between the student and tutor. They can originate at enrolment. They can also be initiated by the Equality & Diversity section, when reviewing a declaration of a disability and/or learning difficulty. A copy of every PAP and PEEP is posted to the student concerned to ensure that they are satisfied with it. Weekly lists of current PAPs and PEEPs are also supplied to reception staff.

Each PAP begins with a statement: the tutor will..., reception will..., the Equality & Diversity section will..., so that responsibilities are clear. The arrangements put in place vary. The following is a selection:

- Access assistance
- Large print
- Handouts on coloured paper
- Hearing loop
- Seating back support / cushion / other seating arrangements
- MP3 / audio
- Adjustments to computer hardware
- Carer attending class with student
- Electronic handouts

PAPs sometimes involve the use of specialist equipment or software. We have steadily built up a bank of resources.

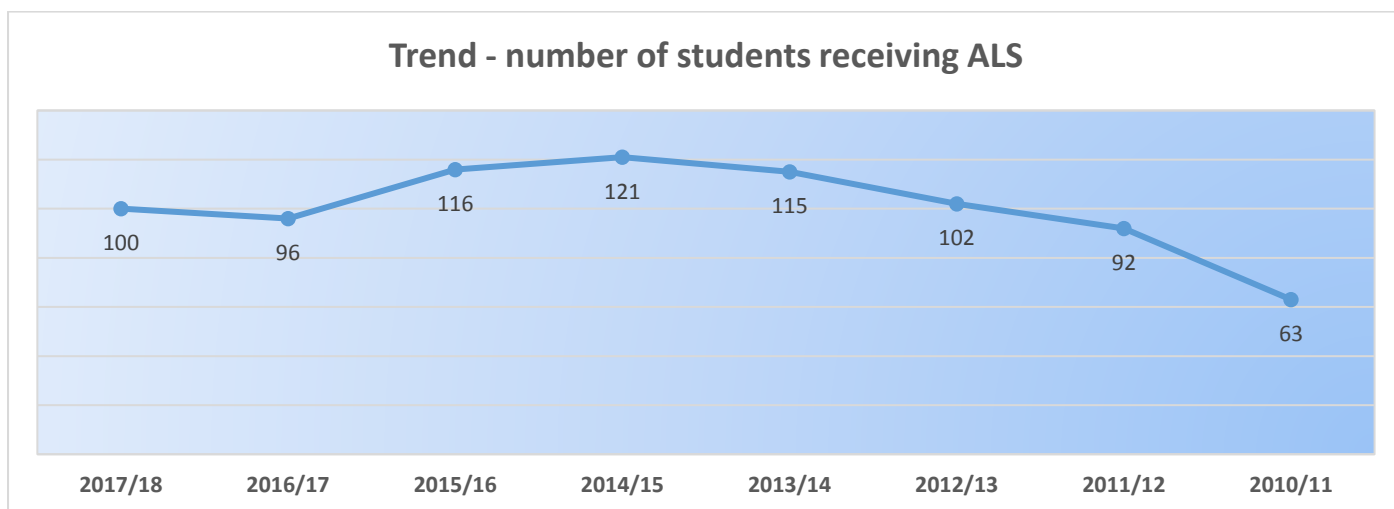
In 2017-18, there were 104 students who needed a PEEP (2016-17, 106), generating a total of 456 plans in place (2016-17, 284). There are default plans in place for both buildings of the college, and a referral arrangement by Blackfriars. Only one of our two computer suites is step-free, and our main art studio is not step-free. This has been included as a factor in our current property review.

### Additional Learning Support (ALS) at the Mary Ward Centre

The Mary Ward Centre provides ALS for students who need it. The support is tailored to meet the individual needs of students by way of providing reasonable adjustments to compensate for conditions that impede learning. The support takes the form of additional teaching and other relevant support measures. Additional teaching can take place in class or in a one-to-one arrangement outside class. The great majority of ALS arrangements are one-to-one outside class. ALS also includes British Sign Language services, speech and language therapy and occupational therapy. Where appropriate, we also assess students for specific learning difficulties such as dyslexia.

#### Reasons for ALS include:

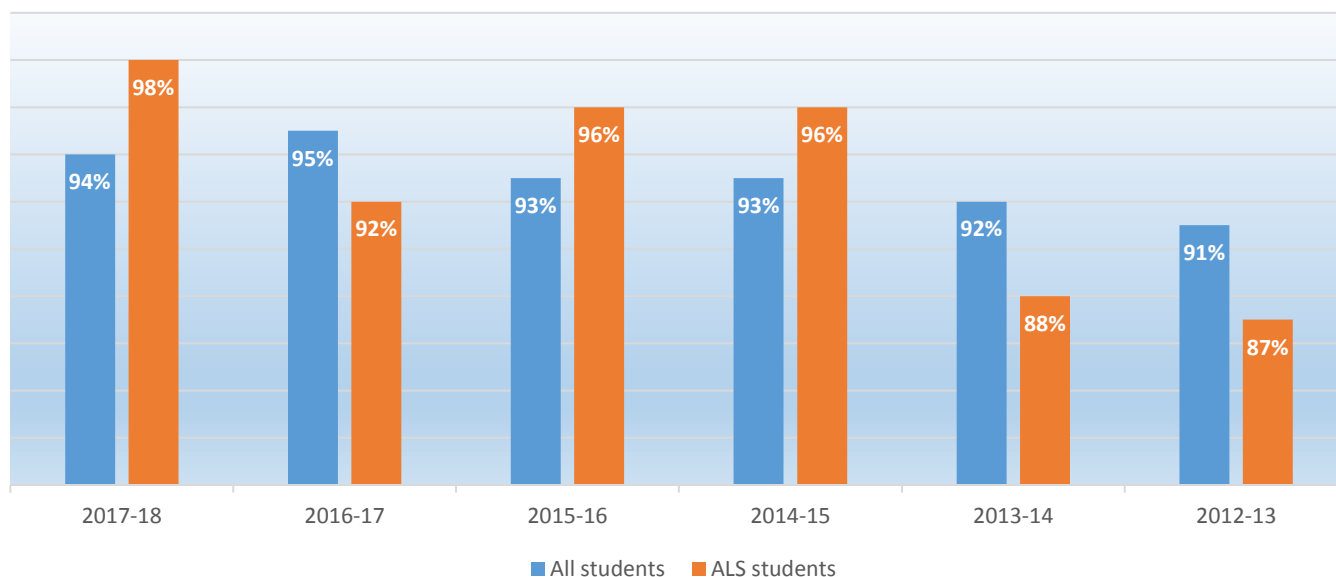
- Dyslexia and other specific learning differences/difficulties SPLD (e.g. dyspraxia, ADHD)
- Moderate learning difficulties / other general learning difficulty
- Language support (for ESOL students in non-language courses)
- Visual impairment
- Hearing impairment
- Mental health difficulty
- Medical related difficulty
- Speech and communication difficulty
- Cerebral palsy
- Autistic Spectrum Condition



#### ALS Achievement and Retention

We measure the success rate of ALS students against their success and retention achievements on the classes for which they receive ALS. Achievement of students who receive ALS is outstanding in 2017-18 at 98%. As you will see from the tables below high achievement rates have been maintained over a number of years. The overall ALS success rate in 2017-18 is well above the college target of 90+% and above that for all students, 17 percentage points above the provider group benchmark of 81%, and 22 percentage points above ESFA national benchmark of 76%. ALS retention at 97% is seven percentage points above the college target of 90+% and 2% above the Centre success rate for all students.

### Trend: Success Rates



### 2010 Equality Act – Additional Protected Characteristics

	2017/18	2016/17	2015/16	2014/15	2013/14
Have you changed or do you plan to change your gender?					
Yes	45	1%	1%	1%	1%
How would you describe your sexual orientation?					
towards persons of the same sex	283	5%	5%	6%	7%
towards persons of the opposite sex	2404	47%	58%	53%	55%
towards persons of either sex	74	1%	2%	2%	2%
rather not say	1648	32%	29%	33%	37%
Total LGBT	357	7%	7%	8%	10%
Do you have a religion or belief?					
Yes	1352	26%	31%	32%	35%
No	1725	33%	39%	34%	33%
rather not say	1332	26%	23%	24%	32%
Are you pregnant or have you given birth in the last six months?					
Yes	18	0%	1%	1%	1%

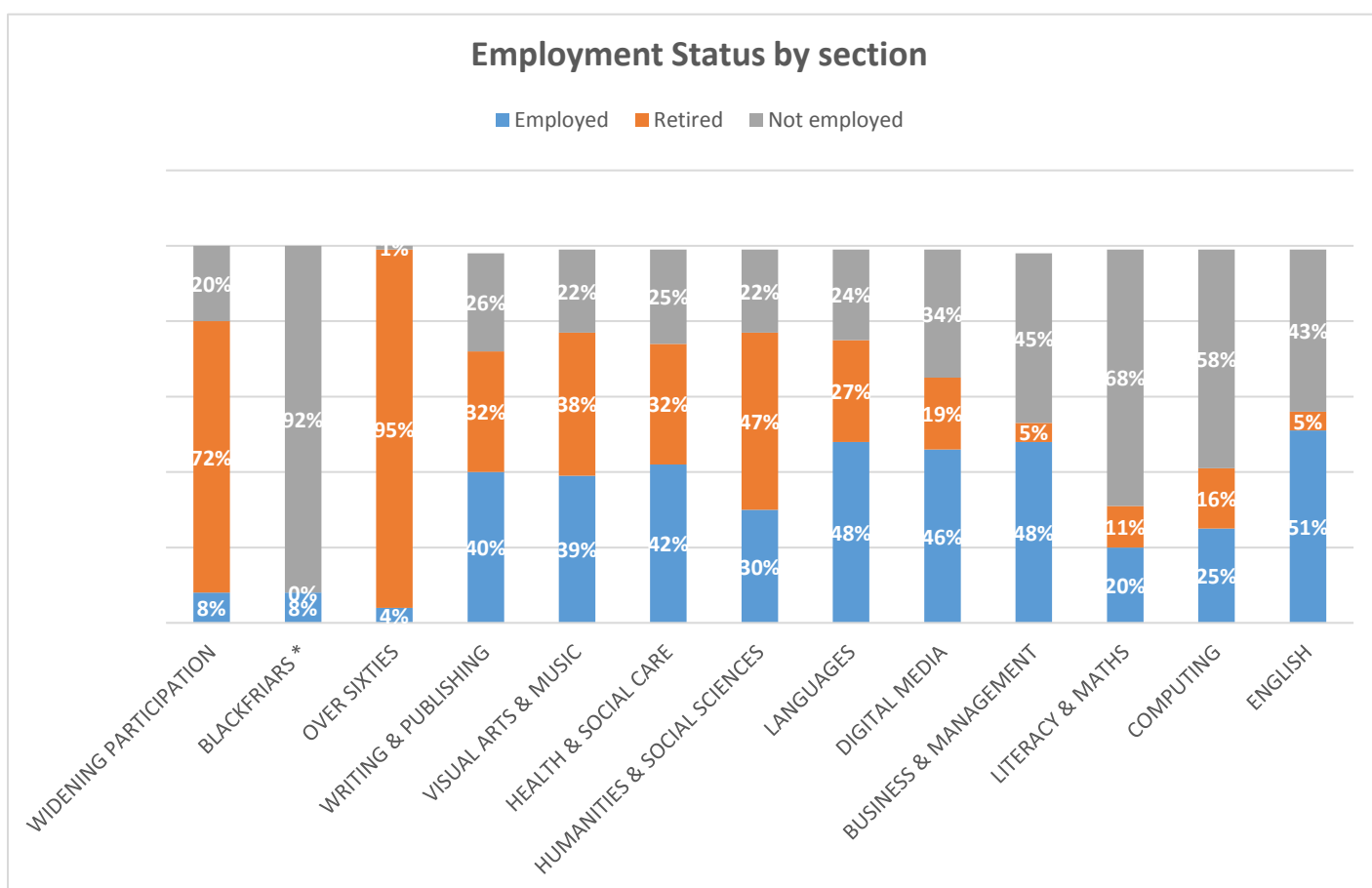
The data for all these groups remains broadly the same. Although the percentage of people who prefer not to say has risen slightly since 2016-17 it is still lower than previous years.

## Economic status

### Employment

The percentage of our student body who are retired rose slightly since 2016-17 by 4% to 39%, this can be attributed mainly by the Ageing Better Project in Community Outreach and a gently ageing population. The percentage of retired students in this section continued to increase in this section by 2% to 72% since the previous year.

Student employment status	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Employed	35%	39%	40%	39%	40%	43%
Retired	39%	36%	34%	32%	31%	27%
Not in employment	25%	24%	25%	25%	27%	28%
Working Age and not in employment	41%	38%	38%	37%	39%	38%



The number of unemployed students continues to increase in our transferable work skills programmes (Computing from 53% 16/17 to 58% in 2017-18). For Business & Management, 45% of students were unemployed, a slight increase of 2%. The small amount of provision subcontracted to Blackfriars is aimed at the unemployed and 92% of students were unemployed last year, an increase of 10%, demonstrating that we are attracting the right students to the programme. The number of retired students increased from 70% to 72% in the Community Outreach, as a result of the project previously mentioned.

The number of employed students increased in the following programmes: Visual Arts & Music, Computing, Writing & Publishing, Health & Social Care, and Humanities & Social Sciences, with the most notable increases being in Business Management (43% to 50%) and Blackfriars (9% to 16%). Anecdotally this may indicate that with the introduction of qualifications such as Payroll and Bookkeeping Level 2 course people are taking courses to improve their chances at work or get a better job. We need to drill further into the data to ascertain if this is true.

## Financial support for students

### 1. Subsidies and free programmes

The Centre provides a number of programmes free or at a reduced fee to ensure that the poorest and most disadvantage people are able to access our provision. As you will see from the table below, 34% of students attend courses for which fees are significantly reduced, 27% of whom get their course free.

Course type	Fee rate	Students (17-18)	Students (16-17)	Students (15-16)
Literacy & Maths	Free	88	87	74
Community Outreach	Free	935	904	807
Over 60's provision	Full Fee = 45% reduction	190	196	209
Work related courses	Free to all of JSA and ESA + unemployed people on other means tested benefits who will use the course to gain employment	145	170	193
ESOL	Levels 1 & 2 full fee = 20% reduction Entry levels full fee = 40% reduction Free to all of JSA and ESA + unemployed people on other means tested benefits who will use the course to gain employment	353	424	617
		1711 (34%)	1781 (34%)	1900 (36%)

### 2. Concessionary fees

We made a significant change to our policy on fee concessions in 2015/16, removing a self-certified concession for older people for whom the state pension was their main source of income. This had the effect of significantly reducing the number of people claiming a concession. We continue to monitor the impact of this policy change throughout the year and, as reported in the section on age earlier, it has not impacted on the number of older people accessing our courses. Retired people who are receiving any income related benefit remain eligible for a fee concession. As you can see from the second table, the percentage of our students claiming concessions in the remaining two categories of work related and income based benefits remains fairly constant. The concessionary fee is 35% of the full fee.

Full & Concessionary Fess	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
Full fees	53%	52%	51%	46%	45%	49%	49%
Concession fee	21%	20%	22%	32%	30%	33%	36%
Nil Fees	27%	27%	27%	22%	24%	18%	15%

Concession: Add all income based benefit people in centre profile and find the percentage from total

Categories for concessionary fees	2017-18	2016-17	2015-16	2014-15
Work related benefits (JSA & ESA)	10%	10%	12%	13%
Universal Credit	1%	0.75%		
Other income based benefits	13%	10%	11%	11%
Total income based	24%	21%	23%	24%



### 3. Bursary support

In 2017/18 we gave 250 grants to students, % total students. This represents an increase of 63 grants since 2016/17. The majority of bursaries continue to be for fee reductions. Of those receiving bursaries against their fees, just over half were students not entitled to a concessionary fee but on a low income and half of those were retired students, no longer eligible for a concessionary fee.

	17-18		16-17		15-16		14-15	
Fees	137	54.8%	78	41.7%	137	51%	191	52%
Travel	82	32.8%	84	44.9%	95	35%	130	35%
Materials	28	8%	20	10.7%	32	12%	37	10%
Childcare	3	1.2%	5	2.7%	5	2%	9	2%

\* Does not include subcontracted provision

## Appendix 1 Data Tables

### Gender

	2017-18		2016-17		2015-16		2014-15		2013-14		2012-13		2011-12	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Female	4079	79%	4134	78%	4130	78%	4090	78%	3922	75%	4022	76%	4100	76%
Male	1087	21%	1188	22%	1179	22%	1137	22%	1283	25%	1288	24%	1285	24%

### Gender by section

Gender by section	2017-18		2016-17		2015-16		2014-15	
	F	M	F	M	F	M	F	M
All	78%	22%	78%	22%	78%	22%	78%	22%
Computing	74%	26%	73%	27%	73%	27%	69%	31%
English	72%	28%	68%	32%	68%	32%	70%	30%
Maths & Literacy	66%	34%	-	-	-	-	-	-
Business & Management	83%	17%	77%	23%	74%	26%	74%	26%
Digital Media	69%	31%	69%	31%	65%	35%	70%	30%
Languages	70%	30%	75%	25%	72%	28%	75%	25%
Humanities & Social Sciences	73%	27%	64%	36%	65%	35%	65%	35%
Health & Social Care	83%	17%	81%	19%	85%	15%	85%	15%
Visual Arts & Music	82%	18%	82%	12%	83%	17%	83%	17%
Writing & Publishing	80%	20%	79%	21%	79%	21%	80%	20%
Over Sixties	85%	15%	83%	17%	81%	19%	79%	21%
Blackfriars*	82%	18%	82%	18%	87%	13%	79%	21%
Widening participation	87%	13%	83%	17%	85%	15%	89%	11%

\* We sub-contract a small amount of ESOL and childcare provision to the Blackfriars Settlement.

Appendix 1 Data Tables

**ETHNICITY**

	2017-18		2016-17		2015-16		2014-15		2013-14		2012-13		2011-112	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Asian/Asian British	430	8%	468	9%	414	8%	554	12%	531	11%	458	9%	468	9%
Black/Black British	415	8%	379	8%	607	12%	370	8%	344	7%	302	6%	339	7%
Mixed Race	177	3%	215	1%	227	5%	201	4%	205	4%	198	4%	200	4%
Other specified ethnicities	393	8%	217	8%	157	3%	285	6%	294	6%	398	8%	428	9%
<b>BAME Groups</b>	<b>1415</b>	<b>27%</b>	<b>1279</b>	<b>26%</b>	<b>1405</b>	<b>28%</b>	<b>1374</b>	<b>28%</b>	<b>1374</b>	<b>28%</b>	<b>1356</b>	<b>28%</b>	<b>1453</b>	<b>29%</b>
White British	2575	50%	2494	47%	2466	49%	2213	46%	2243	45%	2144	44%	1869	37%
White Irish	144	3%	136	3%	145	3%	221	5%	240	5%	343	7%	508	10%
Other white	787	15%	964	19%	968	19%	1000	21%	1095	22%	1085	7%	1160	23%
<b>Total white</b>	<b>3506</b>	<b>68%</b>	<b>3594</b>	<b>69%</b>	<b>3579</b>	<b>72%</b>	<b>3434</b>	<b>71%</b>	<b>3578</b>	<b>72%</b>	<b>3572</b>	<b>72%</b>	<b>3537</b>	<b>71%</b>

Note: We are able to break ethnicity figures down to all specified ethnicities. However, with low individual numbers the figures lose meaning and relevance.

Appendix 1 Data Tables

**DISABILITY**

Disability by sections	2017-18		2016-17		2015-16		2014-15	2013-14
	No	%	No	%	No	%	%	%
Computing	67	30%	50	20%	71	28%	23%	23%
English			67	16%	123	19%	19%	19%
Business Management	31	16%	25	15%	30	15%	19%	14%
Digital Media	36	22%	31	16%	42	18%	17%	19%
Languages	64	12%	64	11%	69	12%	10%	10%
Humanities & Social Sciences	84	18%	20	12%	66	15%	13%	14%
Health & Social Care	130	18%	115	16%	80	16%	16%	14%
Visual Arts & Music	264	16%	253	15%	265	16%	14%	15%
Writing & Publishing	50	20%	31	14%	50	20%	18%	12%
Over Sixties	41	21%	71	36%	44	21%	20%	24%
Blackfriars	14	23%	20	20%	17	18%	8%	17%
Community Outreach	205	22%	200	12%	208	26%	20%	19%

**STUDENT DISABILITY/LEARNING DIFFICULTY**

	2017-18		2016-17		15-16	14-15	13-14	12-13	11-12
	No	%	No	%	%	%	%	%	%
Disability or learning difficulty	908	18%	1575	20%	17%	14%	15%	15%	14%
Disability	707	14%	1203	16%	13%	11%	13%	10%	11%
Learning Difficulty	262	5%	372	7%	5%	5%	4%	3%	3%

Appendix 1 Data Tables

ADDITIONAL LEARNING SUPPORT

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
No of ALS students	100	96	115	121	115	102	92
Successful RARPA scores	49	40	41	45	38	19	
Progression to Year 2	3	3	9	6	2	3	
Full accreditation	46	40	46	38	37	41	
Partial accreditation	0	5	14	27	24	26	
No of achievers	98	88	110	116	101	89	63
% of ALS Students	98%	92%	96%	96%	88%	87%	62%
Retained	98	93	115	121	108	100	
% of ALS Students	98%	97%	98%	100%	96%	98%	
No of continuing learners	76	55	62	63	61	61	73
% of ALS Students	76%	57%	54%	52%	53%	60%	72%