

Annual Report



Learning, Responsibility and Self-Esteem

2018

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1. Message from Key School Bodies

Governing Body

The Annual Report for 2018 is provided to the community of TLK Alesco School as an account of the School's operations and achievements throughout the year. As a key division of Tuggerah Lakes Community College, the School has again provided a successful model of school education driven and guided by core values, including acceptance, learning, empathy, safety, commitment and opportunity.

We congratulate the students on their achievements and thank the Principal, teachers, staff, volunteers, State and Federal Government bodies, sponsors, businesses and service organisations, for their dedication and support. Without that support the School would not be able to provide the unique services and opportunities that characterise the School.

We look ahead with confidence in the School's continued success and capacity to nurture student learning, responsibility and self-esteem within a creative and rewarding learning environment as demonstrated in 2018.

Sincerely,



David Mackay
Chief Executive Officer
Tuggerah Lakes Community College



David Rayner
Chair, Board of Governance
Tuggerah Lakes Community College

Principal's Message

The 2018 School year was another wonderful success for the staff and students of TLK Alesco School. As a School community we have been working hard together to create an atmosphere that creates trust, consistency and striving to overcome hurdles that would have ordinarily prevented engagement and achievement for our young people in the past.

As a Special Assistance High School we have been working to achieve an inclusive learning environment where all students feel valued, appreciated and are equipped with the skills necessary to engage in further education or get out into the workforce.

None of this would have been possible without the tireless efforts of the TLK Alesco School Board of Governance and the School teaching and auxiliary staff. Everyone goes well beyond their expectations to see the young people attending our School are given every opportunity, and instill a belief they can do whatever they put their mind to achieving.

As a School community we look forward to the many rewards the 2019 schooling year will bring and the continued opportunities to work with the students whom come through our doors at TLK Alesco School.

Sincerely,



Jay Osborn
Principal
TLK Alesco School

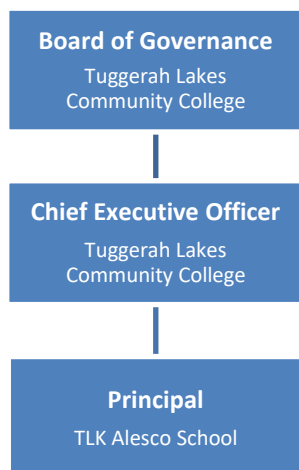
2. Contextual Information about the School

Executive Summary

TLK Alesco School is a registered and accredited non-denominational, independent school, specifically designed for the inclusion of young people who may feel isolated or lost in a traditional school setting. Catering for up to sixty four (64) students and based at Berkeley Vale, the School provides youth an opportunity, and for many a fresh start and a second chance, to develop their capacity to learn and gain a sense of meaning and purpose in their lives using vibrant, relevant and creative learning options. The College gratefully acknowledges the support of State and Federal Government bodies and service provider organisations.

Business Structure

TLK Alesco School is a registered business name and a division of Tuggerah Lakes Community College. Tuggerah Lakes Community College is a not-for-profit community-based provider of adult and youth education on the New South Wales Central Coast, with TLK Alesco School, via the School’s Principal, reporting to the College’s Chief Executive Officer and College governance provided by a Board of Governance.



Registration and establishment:	September 2009 – December 2010
Inauguration date:	31 January 2011
Re-registration:	Year 9 - 12 – from January 2018 to December 2022
BOS Number:	78009
DEEWR Number:	29072
Centrelink Number:	28009

History

A number of Alesco schools have been independently established across New South Wales, each providing an educational option for students who are not able, or are not seeking, to complete mainstream schooling, the first of which commenced in 2002 under WEA Hunter, Newcastle. The name Alesco is taken from the Latin term, to grow or mature.

TLK Alesco School (formally known as Alesco Learning Centre Central Coast) was established in 2011 thanks to the hard work, dedication and support of many people, both within Tuggerah Lakes Community College and from other organisations.

Product

Providing an alternative choice in co-educational schooling designed for students from Years 9 to 12, students may apply to enrol directly or on referral from normal mainstream schools or youth agencies. Students may include individuals at risk of disengagement from schooling.

The School's approach includes a focus on relationship building to develop student trust and hope, that can be built on to further develop skills. This approach supports students who face various barriers to learning and is backed by small class sizes, where personalised attention and assistance can be provided.

Students are encouraged to achieve their 'personal best' in a relaxed, creative and rewarding learning environment, where opportunities and experiences are provided that foster the skills and attitudes needed both in life and for future employment. The School and its wider governing body, Tuggerah Lakes Community College, aspire to the following culture and values:

- Integrity
- Excellence
- Responsiveness and
- Innovation.

The commitment and approach applied by the School speaks for the belief that education is at the heart of empowering young people.

Compliance

Auditing for the School's registration and accreditation was undertaken by the New South Wales Education Standards Authority (NESA) in 2017, who audited the School's viability, enrolments and financial reporting as part of its regular compliance process.

The School is a member of the Association of Independent Schools (AISNSW), which provides a peak body that supports the operations of independent schools.

The operations of the School adhere to the requirements of key legislation and acts including:

- The Australian Education Act, 2013
- Education Act 1990 (NSW)
- Ombudsman Act 1974
- Child Protection (Working with Children) Act 2012 (NSW).
- Commission for Children and Young People Act 1998
- Children and Young Persons (Care and Protection) Act 1998
- Institute of Teachers Act 2004
- Disability Discrimination Act 1992
- Work Health and Safety Act 2011 (NSW)
- Environmental Planning and Assessment Act 1979
- Food Act 1989
- Explosives Act 2003
- Building Code of Australia (2013)

Operational requirements for insurance, Goods and Services Tax (GST), workers compensation and payroll are implemented under the auspices of Tuggerah Lakes Community College.

School Premises

TLK Alesco School is located on the New South Wales Central Coast at Old School Place, via Shannon Parade, Berkeley Vale.

On receipt of a Commonwealth building fund grant, the facility was built in 2010. Originally built for adult and community education, the building was reassigned for school use on its completion and is owned by Tuggerah Lakes Community College.

Fully fitted for educational services, the facility comprises a sustainably built, straw bale, eco-designed building within a bush setting. Students access the facility via local bus services or by car, generally driven by a parent/guardian.

Quality Control and Continuous Improvement

Quality control and continuous improvement measures include:

- Ongoing professional development of employees
- Teacher accreditation workshops through AISNSW and other external bodies
- Programming in conjunction with the local NSW Education Standards Authority (NESA) liaison officer
- Benchmarking with similar schools, such as, Alesco WEA
- Evaluation of teacher effectiveness
- Regular staff meetings
- Student and parent evaluation through Student report feedback

Membership and Affiliations

TLK Alesco School is a member of the New South Wales Association of Independent Schools. The School also maintains networks with similar and/or service related organisations, including other Alesco Schools and Central Coast Youth Interagency Forum.

Communications

The School believes in the importance of keeping open lines of communication with parents/guardians/carers and the greater school community in order to serve the best interests of the child. The School applies an ethical, open and transparent approach when communicating with students, their families, the broader community and stakeholders. Communications also accord with privacy and legislative requirements.

- **Regular Communications**

Examples of regular communications include:

- At least two information sessions per year for any interested parties to attend. The session outlines aspects of the School's philosophy and the enrolment process.
- Two parent/teacher evenings per year where parents/guardians/carers can be given information such as:
 - An overview of the semester's curriculum
 - Ways to help at home
 - Relevant stage of child development
 - See student's work
 - Hear from specialist teachers about their subject
 - Ask questions
- A termly newsletter circulated to families containing relevant and specific information regarding upcoming events, including articles related to events, parenting and child development.
- Access to information and relevant forms available from the School's website.
- Individual meetings arranged by teachers with parents/guardians/carers as the need arises, and/or vice versa.
- Student reports given to parents/guardians/carers twice a year.
- Opportunity for parents/guardians/carers to pre-arrange meetings with teachers at a time convenient to both when needed.
- Invitations extended to visitors, members of parliament and the community to special events programmed throughout the year.

- **Digital Media Communication**

Examples and strategies include:

- Staff may correspond directly with students via telephone and via their TLK Alesco School email address.
- Staff check their school emails daily or as soon as practical.
- Staff do not add students as friends on their Facebook and vice versa.
- Staff do not send SMS texts to students and vice versa
- Staff do not give their or other employees' private contact details to students or others such as parents/guardians/carers.

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN Results 2018 (from 'My School' website)

Year 9	Reading		Writing		Spelling		Grammar		Numeracy	
	506 464-549		474 418-531		518 471-565		541 494-588		525 486-564	
	SIM 0-0	ALL 584	SIM 0-0	ALL 542	SIM 0-0	ALL 583	SIM 0-0	ALL 581	SIM 0-0	ALL 596

4. The Granting of Records of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) receive the New South Wales Record of School Achievement. In 2018 TLK Alesco School offered all student leavers an opportunity to apply for a RoSA, but had zero (0) apply for a Record of School Achievement (RoSA).

Year 10 Results 2018 (from Schools Online)

Course Name	Students in School	Students in State	School Pattern (%)						State Pattern (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
English 200 hours	17	85134	6	24	35	35		12	28	38	16	5	1	
Mathematics 200 hours	17	85152			18	35	47		15	23	32	23	6	1
Science 200 hours	17	85201			47	35	18		14	25	36	18	6	1
Australian Geography 100 hours	17	85098	6	18	41	35		14	28	35	16	6	1	
Australian History 100 hours	17	84875	6	6	35	53		14	27	35	17	6	1	
Information and Software Technology 100 hours	17	2451			24	53	23		18	29	32	15	5	1
Personal Development, Health and PE 100 hours	17	21165	6	35	41	18		17	35	33	10	4	1	

The majority of our students have been disengaged over overcoming significant hurdles for a number of years prior to their enrolment. As a result, the percentage of students who achieved an A or B grade in any given subject as compared to the State average is reflective of this. The School employs a literacy teacher to support improvements in literacy levels across the school for the students assessed as most in need. The lower grading of students is a reflection of our consistent effort to reengage our young people with education and to equip them to achieve their maximum potential.

5. Results of the Higher School Certificate

TLK Alesco School's fourth graduating group of students completed their Higher School Certificate in 2018. We are all very proud of their achievements as a school and as a wider community. As many of our young people are the first in their family to complete any formal level of school education, the results embrace and recognise the positive achievement for some of our students in simply being able to complete school. More detail is provided in the below table of results.

Subject	Year	No. of Students	Band 5-6	Band 3-4	Band 1-2
English	18	8	0 (0%)	1 (12.5%)	7 (87.5%)
Math	18	8	0 (0%)	0 (0%)	8 (100%)
Modern History	18	8	0 (0%)	0 (0%)	8 (100%)
Geography	18	6	0 (0%)	0 (0%)	6 (100%)
Family and Community Studies	18	8	0 (0%)	1 (12.5%)	7 (87.5%)

6. Professional Learning and Teacher Standards

TLK Alesco School had five full-time equivalent (FTE), one part-time teacher. In addition, we had a part time literacy specialist during 2018.

Level of accreditation	Number of Teachers
Conditional	0
Provisional	0
Proficient Teacher	6
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	6

Teacher qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution and holding a bachelor degree within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	6

Professional Development	Teachers Attended
Senior First Aid refresher course	8
Mental Health First Aid (2 days)	4
Learning for tomorrow: Educating for the future	2
Combined Alternative Schools Conference (2 Days)	8
Working Effectively with young people in the Youth context	1
Little things that work – Managing Challenging School Behaviours	1
Clinical Psychologist – PTSD and Emotional Dysregulation (1/2 day)	8
The Craft of Writing – Standard and Advanced English	1
AISNSW Briefing	1
AISNSW Professional Boundaries and Child Protection	8
Central Coast Schools mental health conference	1
Year 7-10 PDHPE and Wellbeing Toolkit	1
Love Bites implementation training (1/2 Day)	8
School Chaplaincy Conference (2 Days)	1
EduTech Education Expo	2
The Critical and Creative Connection	1
Governance workshop for mandatory training (1/2 Day) (including all Board members)	1

7. Workforce Composition

TLK Alesco School had one Principal, one Head Teacher/Student Wellbeing, four teachers, one literacy specialist/teacher aid and one administration staff member during 2018. All staff were Australian citizens with no Indigenous heritage.

8. Senior Secondary Outcomes

2018 started with ten (10) students enrolled in Year 12, with six (6) completing their High School Certificate. Two (2) students withdrew from TLK Alesco School, one to moved away with family and one secured a Full Time apprenticeship. Two students did not complete one subjects HSC paper, which rendered them ineligible for the Higher School Certificate.

Eight (8) students participated in a Vocational Education and Training (VET) course with six (6) completing a full VET qualification in Certificate II in Community Services.

Qualification/ Certificate	Percentage completed
Higher School Certificate	60%
Certificate II in Community Services	75%

9. Attendance

Student Attendance

TLK Alesco School is a Year 9, 10, 11 and 12 school with the following student attendance rates in 2018:

- Year 9 average attendance rate was 61%
- Year 10 average attendance rate was 69%
- The Year 11 average attendance rate was 55% and
- The Year 12 average attendance rate was 70%.
- Percent of students attended school on average each school day in 2018 was 64%.

Management of Non-Attendance

The School understands that many students may have issues and circumstances at home which prevent them from attending regularly.

The Principal or delegate will:

- Follow-up with students and parents/guardians if a student consistently misses certain subject periods
- Ensure there is a conversation with the student in relation to the circumstances of any unexplained consistent absence upon their return
- Follow-up with nominated parent/guardian of any student who is absent for more than a week without contact with the School.

Students circumstances are considered in making sure they are supported if facing challenges which are restricting them from attending School. The Principal or delegate will also reaffirm with the student the legal ramifications of being absent from school consistently.

The School may develop an Attendance Plan in consultation with a nominated parent/guardian, and/or a guardian approved by a youth service (e.g. Juvenile Justice or Children and Young People's Mental Health) for students who have enrolled with or are developing poor attendance patterns. These plans may include:

- Suitable and achievable programs (e.g. student attends partial day then increases up to fulltime re-engagement)
- Monitoring and timely reporting of student absence
- Student welfare initiatives
- Curriculum changes and
- Review date/s.

10. Retention of Year 10 to Year 12

The student retention rates for Years 10 to 12 in 2018 were as follows:

- Retention rate for Year 10 was 43% (37 enrolled, 21 withdrawn)
- Retention rate for Year 11 was 27% (22 enrolled, 16 withdrawn) and
- Retention rate for Year 12 was 80% (10 enrolled, 2 withdrawn).

11. Post School Destinations

Of the eight (8) students who attempted to complete their HSC in 2018, all but one has managed to secure placements into further education or work. We are very proud of their efforts and the majority of the students continue to share their success stories with us.

Three (3) students are currently completing TAFE courses in Accounting, Youth Work and Child Care. Four (4) students have gained meaningful employment in the areas of Management in Hospitality, Real Estate Traineeship, Retail, and Labouring in the building industry. One (1) young person has been currently unsuccessful in attaining employment due to her disability and the right position hasn't come up yet. She is currently working with the National Disability Insurance Scheme for opportunities.

The one area we are the proudest is that these students would have never of dreamt they could have achieved all they have thus far in completing the Higher School Certificate, but to see the potential for real opportunities after school is wonderful.

12. Enrolment Policies and Characteristics of the Student Body

8.1 Student Enrolment Policy

8.1.1 Preamble

TLK Alesco School is a Special Assistance School specifically designed and equipped to re-engage disenfranchised and 'at risk' young people. The School caters for students wishing to complete Year 12 Higher School Certificate (HSC), Years 10 and 11 Record of School Achievement (RoSA) including Preliminary HSC attainment, as well as Year 9 students who choose to regain their educational motivation and make a fresh start.

The Student Enrolment Policy describes the School's enrolment processes and is designed to ensure that relevant information is gained from potential students prior to acceptance.

8.1.2 Scope

The Student Enrolment Policy applies to student enrolment processes at TLK Alesco School.

8.1.3 Definitions

Learning difficulties/disabilities: refers to difficulties in acquiring knowledge and skills to the normal level expected of those of the same age, especially because of mental disability or cognitive disorder.

Mental Health difficulties/disabilities: refers to a health condition that changes a person's thinking, feelings, or behaviour (or all three) and that causes the person distress and difficulty in functioning.

Behavioural difficulties/disabilities: refers to behaviour difficulties that are conditions that are more than just disruptive behaviour. They are related to mental health problems that lead to disruptive behaviour, emotional and social problems. Attention Deficit Disorder (ADD) is an example of a behaviour disorder.

8.1.4 Policy Statement

TLK Alesco School aims to provide opportunities to young people, primarily aged fourteen (14) to nineteen (19) years, who are not seeking or are unable to complete their education within the traditional school environment.

Selection criteria may focus on one or more of the following:

- Feeling isolated or lost in a traditional School setting
- Social disadvantage or isolation
- Low academic level
- Aboriginal and/or Torres Strait Islander heritage
- English as a second language
- Learning difficulties/disabilities
- Mental Health difficulties/disabilities
- Behavioural difficulties
- School attendance difficulties.

Note: TLK Alesco School does not cater for students who are functionally illiterate or require intensive behaviour or health support.

All students who apply to attend TLK Alesco School within the designated intake times may be offered an interview as part of the application process. Student's acceptance into the program is dependent on their presentation at interview and their demonstrated ability to work within the policies and philosophy of TLK Alesco School.

All students who are enrolled at TLK Alesco School may need to undergo a literacy and numeracy assessment if deemed necessary by the School. This may be conducted prior to enrolment if required.

8.1.5 Procedures

8.1.5.1 Information Required Upon Application to TLK Alesco School

Due to the nature of the target group attending TLK Alesco School and the School's focus, TLK Alesco School requires particular information in regards to the student's history when applying to enrol.

This information may include:

- Personal details including name, age, address, date of birth (note: proof of identity through birth certificate, passport or other identification is required)
- Parent/Guardian contact details if aged under 18 at time of application
- Current living arrangements
- Emergency contact details
- Referral details where relevant
- Assessment/support details including any reports from psychologists, psychiatrists, and/or counsellors
- Demographic Information such as Aboriginal and Torres Strait Islander or disability
- Medication where applicable
- Previous education details
- Other training or employment information.

This information will be gathered through the *Application for Enrolment Form*. No application will be accepted without this application form.

8.1.5.2 Enrolment Procedure

- Upon receipt of an Application for Enrolment Form, contact will be made with the parent/guardian or relevant supporting person or organisation. A suitable interview time may be made for all parties.
- The Principal or delegate will personally interview each applicant before enrolment and consider each applicant's interview responses regarding their ability and willingness to support the School's ethos. A tour of the facilities may take place during the interview.
- The School will then send a School Verification and Request for Student Background Information Form to the student's previous School to obtain pertinent information (e.g. current year level, welfare and discipline matters). The Principal or delegate will review such information upon return and make a decision regarding acceptance and start date.
- The Principal or delegate will inform the applicant verbally about the outcome of their application and, if successful, a commencement date may then be arranged.
- Student's accepted for enrolment will be entered into the Student Database, including details of their commencement date. An Information Pack may also be sent to the nominated parent/guardian or other nominated person.

8.1.6 Relevant Forms

- Application of Enrolment Form
- New Application Interview Form
- School Verification and Request for Student Background Information Form

8.1.7 Review

This policy may be reviewed on an annual basis.

8.1.8 Version History

Version	Approved By	Approval Date	Date of Effect	Sections Modified
1 st March 2010	Board of Governance	1 st March 2010	1 st March 2010	Policy released.
30 th April 2012	Board of Governance	30 th April 2012	30 th April 2012	Minor amendments to wording.
1 st February 2013	Board of Governance	1 st February 2013	1 st February 2013	Minor amendments to wording.
30 th April 2015	Board of Governance	30 th April 2015	30 th April 2015	Minor amendments to wording.
15 th December 2016	Board of Governance	16 th February, 2017	16 th February, 2017	Amendments to wording and updated to new format.

Student Characteristics

Students who attend TLK Alesco School are young people who, for many and varying reasons, cannot complete education in a mainstream school. Some students may have been previously labelled naughty, troubled or delinquent. Some have experienced trouble by being a bully, harassing other students, disrespecting teachers, swearing loudly, not wearing a uniform, rude gestures and/or generally being out of control. In fact, many of our students neatly fit that description. This includes students who have been suspended, in school and out of school, and see detention as a comfortable place to spend lunch, or have been on warnings, discipline levels, report cards, supervision before being finally expelled from their previous school. We even have students who are generally banned from returning to the mainstream school system.

Many students come from highly disadvantaged and vulnerable families, living in low socio economic regions of the Central Coast, however, this is not always the case. Some are students who were overwhelmed by the large volume of people at a mainstream school or couldn't deal with the competitive mainstream environment. Some students missed a year of school because their family was on the move and no one was available to help them catch-up. Several students were victims of serious bullying before coming to the School, while others experienced an emotional or psychological challenge and didn't feel sufficiently supported in a mainstream system. Some students are from families who are genuinely interested in exploring alternative educational models. A number of students are in State Care. At TLK Alesco School all of these students are working alongside one another.

13. School Policies

Key policies of the School incorporate:

Summary of Policy	Changes in 2018	Access to full text
<p>Student welfare The TLK Alesco School seeks to provide a healthy, safe and supportive environment for students. TLK Alesco School expressly prohibits corporal punishment of any kind and does not explicitly or implicitly sanction the administering of corporal punishment.</p>	No changes made during 2018	The full text of the school's student welfare policy can be accessed by request from the principal.
<p>Anti-bullying TLK Alesco School is committed to eliminating all forms of bullying and harassment. The School believes that it is the right of every member of the school community to work and learn without fear of bullying or harassment of any kind.</p>		
<p>Student Discipline TLK Alesco School is committed to appropriate student behaviour management. Student behaviour management will utilise the School's Discipline Pyramid to form the basis for warnings, School time-out or expulsion.</p>		
<p>Reporting Complaints and Grievances Students and/or parent/guardians have the right to complain or report any misgivings at any time. Queries, questions or complaints can be submitted anonymously into Administration Support. TLK Alesco School is committed to the principles of procedural fairness. Where there is a perceived difference between an individual's actions and School rules and expectations, the School will aim for a fair and impartial decision, reached by an objective decision making process.</p>		

14. School Determined Improvement Targets

In 2018, we chose to focus on two areas that would have a significant impact on students learning. (1) developing and maintaining an inclusive learning environment that builds and fosters peer support and motivation and (2) providing and strengthening effective recognition, interpretation and response to challenging behaviours in proactive ways.

While they were both determined as important to us in 2017, in 2018 we spent a lot more time during staff meetings, within our everyday teaching practice and targeted professional development to really concentrate on these two areas. The continued improvements amongst the student body and culture have been really positive and we have been impressed the students at TLK Alesco School have been working with us.

We acknowledge there is still areas we can be improving in, but we have made significant inroads that has seen marked improvements in the learning environment and behaviour.

15. Initiatives Promoting Respect and Responsibility

The School encourages students to be totally honest in every aspect. In return, staff will be totally honest with the students in a tactful and caring manner. Teachers will listen to students and respond in a non-judgemental manner. This in turn promotes respect between staff and students, inspiring students to be responsible for their actions.

Being that Responsibility is one of our three mottos at TLK Alesco School, we are continually aiming to enhance the students in both a knowledge and understanding in this area, as well as Respect. We again had guest presenters, worked with external organisations, had targeted professional development and reinforced these behaviours at every opportunity with our students.

16. Parent, Student and Teacher Satisfaction

In 2018, TLK Alesco School conducted an annual parent, student and teacher survey questionnaire that focused on a range of issues. Out of this, the following analysis was attained:

Parents/Guardians/Carers

Of the 45% of respondents, the majority of the parent/guardian/carer's either agreed or strongly agreed that the School achieved its vision and mission. Parents/guardians/carers noted that the strengths of the School were in areas such as school leadership, united staff, care and wellbeing, nurture of the students, meeting their emotional needs, safe and secure environment, and being offered support in multiple areas of their life.

Students

The 78% of student respondents saw the strengths of the School in the areas of student support, wellbeing, care, the giving of time, providing boundaries, encouragement, relationship centred and additional support and guidance.

Staff

Of the 100% who responded, the staff noted that the School’s key strengths were found in the areas of communicating and collaborating as a team, student wellbeing and care, perspectives and opinions are valued, integrity, making an impact, valued, as well as a safe and secure environment.

Results

Overall, the majority of respondents in 2018 reflected that students, staff and parents/guardians/carers alike were satisfied with the School’s overall performance and the changes being made in the young people’s lives. In 2018, we have seen an improvement in many areas and the feedback, was that as a school we are making positive changes for the students and the care and compassion shown from the staff was having a significant impact.

17. Summary Financial Information

