



ALESCO

Learning Centre Illawarra

Annual Report 2014



Alesco: from the Latin, to grow or mature

For young people eligible for Years 9 to 12, who are ready to take responsibility for themselves, their learning and their future, in a safe and supportive environment for change

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Alesco Learning Centre Illawarra operates
under the auspices of WEA Illawarra
ABN 14 062 944 950
NSW BOSTES School Number: 78007
Australian Government DoE School Number: 29085

This report is prepared by Alesco Learning Centre Illawarra to meet educational and financial reporting requirements for the 2014 reporting year, in accordance with the Commonwealth Government's *Australian Education Regulations 2013* and the NSW Board of Studies, Teaching and Educational Standards requirements for Registered and Accredited individual non-government schools.

Alesco Learning Centre Illawarra would like to thank

- The Australian Government Department of Education
- The NSW Department of Education and Communities
- The Association of Independent Schools NSW
- The Board of Directors and staff of WEA Illawarra
- The staff and students of Alesco Learning Centre Illawarra

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From the WEA Illawarra Board of Directors

On behalf of the WEA Illawarra Board of Directors, I am pleased to present the 2014 Annual Report for Alesco Learning Centre Illawarra.

It has only been short four years since the Board approved the creation of Alesco Illawarra. The school's scope has grown considerably over that time, the most recent growth being the expansion into Year 11 in 2014. More importantly the school's experience in delivering a supportive, inclusive and flexible learning model has grown.



There is however one clear constant in this journey – the critically important partnership between the school, home and student. At every Graduation Ceremony we celebrate this partnership and the role it plays in the students' achievements! I attended the 2014 ceremony with the Board members, and once again was inspired by the students' motivation, future aspirations, and success stories. Every student, their home support and the dedicated staff are to be congratulated for their commitment and achievements.

On behalf of the WEA Board of Directors, I thank the dedicated team at Alesco Illawarra and look forward to an exciting and inspirational 2015.

Stephannie Jonovska
Chairperson
WEA Illawarra Board

Principal's Message



The Alesco Learning Centre Illawarra has steadily developed over the last four years into a highly valued alternate education option for young people in the Illawarra who wish to achieve a Year 10 (RoSA) or Year 12 (Higher School Certificate) qualification or to gain the skills they need to transition back into a mainstream school, training or into a job. As the new Principal in 2014 (from May), I was able to see what was happening with a fresh set of eyes and appreciate just how far Alesco Illawarra has come in such a short time.

There were three highlights for me in 2014. The first was achieving registration and accreditation for Stage 6 (Year 11 and 12) through the NSW Board of Studies, Teaching and Educational Standards (BOSTES) which means Alesco Illawarra is now accredited to deliver both Stage 5 and 6 programs. Secondly, the first intake of Year 11 students was a real milestone and we are very proud of them. Thirdly, and perhaps most importantly was the very moving Graduation Ceremony held in the packed out WEA Hall for those 24 students who had completed their Year 10 studies. We were honoured to have representatives from Wollongong City Council (the Lord Mayor of Wollongong), the Australian Defence Force and numerous local businesses and supporters plus two former Principals and a large crowd of very proud parents, brothers and sisters and grandparents.

Respect is the core value of Alesco Illawarra and the Positive Behaviour Support Program (featuring Respect and Participation) produced in students in 2014 a more positive attitude about their own wellbeing and also looking out for the wellbeing of other students and their learning outcomes. Each year staff can see the students becoming more engaged in the life of Alesco Illawarra, and their participation in events such as the ANZAC commemoration service and the Annual Science Fair are good examples of this enthusiastic engagement. We are very proud to see a culture of care and respect among the students and we are all dedicated to see this developing even further in 2015.

Towards the end of 2014 the WEA Board approved and provided finance for a refurbishment of classrooms and an upgrade of teaching and administration facilities and the results have been impressive and well received by staff and students. The team of dedicated teachers, support staff and volunteers are truly an inspiration and although they don't get to hear it very often, I know that they are highly valued by the students and their parents. I would like to acknowledge the extremely valuable contribution each member of staff and the Board of Directors has made towards creating a supportive and inclusive learning community and helping individual students achieve their potential.

We are all very privileged to be involved in assisting our students at Alesco Illawarra complete their high school education, develop their potential life opportunities and to become valuable members of their community.

David Fuller
Principal

Vision, Mission and Philosophy

Context

Alesco Learning Centre Illawarra is a non-denominational independent school registered with the NSW Department of Education and Communities for Years 9 to 12, and accredited by the NSW Board of Studies, Teaching and Educational Standards to deliver courses leading to the award of the RoSA and the Higher School Certificate. Alesco Illawarra offers young people an alternative education option. Students who enrol at Alesco Illawarra typically face barriers to completing their education in mainstream school settings, including mental health issues, learning difficulties, social disadvantage and behavioural issues.

Alesco Illawarra operates under the auspices of WEA Illawarra. WEA Illawarra is a not-for-profit organisation that is part of the Adult and Community Education sector and has a vision to build strong communities through individuals achieving their potential. As a community college with a broad social inclusion agenda, Alesco Illawarra supports the achievement of WEA's vision and mission.

Alesco Illawarra Vision

Alesco Illawarra will provide a safe, respectful and inclusive environment in which young people can explore learning, develop their potential, and be well equipped to meet the challenges of education, work and life in the 21st Century.

Mission Statement

Alesco Illawarra strives to provide young people who have not found success in traditional secondary education models, an opportunity to learn, grow and achieve success in a smaller, more informal and supportive learning environment.

We do this:

- Through the provision of exemplary teaching and learning programs which encourage critical thinking skills, enabling students to hypothesise, pose questions, investigate issues and develop solutions.
- Through the provision of well qualified staff who are committed to the vision of Alesco Illawarra.
- Through the development of strong links with student support networks in the community including parents and carers.
- Through the development of a connected learning community that enables students to access their educational programs 24/7.
- By creating a culture of respect that focuses on equity and social justice.

Philosophy

Inclusion

The philosophy of Alesco Illawarra is inclusive education. Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.

Inclusive schools are those 'which include everybody, celebrate differences, support learning, and respond to individual needs'*. This inclusive orientation is the most effective means of combating discriminatory attitudes, creating

welcoming communities, building an inclusive society and achieving education for all.

Alesco Illawarra strives to achieve educational systems and programs designed and implemented to take into account the unique characteristics and needs of every young person. To further enhance this learning, staff work collaboratively with agencies within the wider community to provide opportunities to enhance student wellbeing.



The aim is to meet the challenge of 'Education For All'.*

* (UNESCO, 1994, *The Salamanca Statement and Framework for Action on Special Needs Education*, United Nations Educational, Scientific and Cultural Organisation, Paris.

Values

At Alesco Illawarra we believe in the core value of RESPECT:

Respect for Self

Respect for Others

Respect for Community

This core value of respect is reflected in the management and operation of the school and in the participation of students in the learning program. The student welfare policy, code of conduct and discipline framework focuses on this value to ensure that our learning environment is positive and supportive.

Our Positive Behaviour Support program is built on Respect and Participation and is affectionately known as "RaP".

Relationships and Personal Growth

We aim to create positive relationships with our students so we can help them to move forward with their education. Breaking down barriers between students and teachers creates an environment in which young people feel comfortable learning.

Our job is to help young people believe in themselves and to realise that they can shape their future and choose what it will be, regardless of what has come before. We seek to provide opportunities for each young person to:

- grow as a person,
- learn how to form positive interpersonal relationships,
- enhance their desire to learn for learning's sake,
- progress in their knowledge and skills.

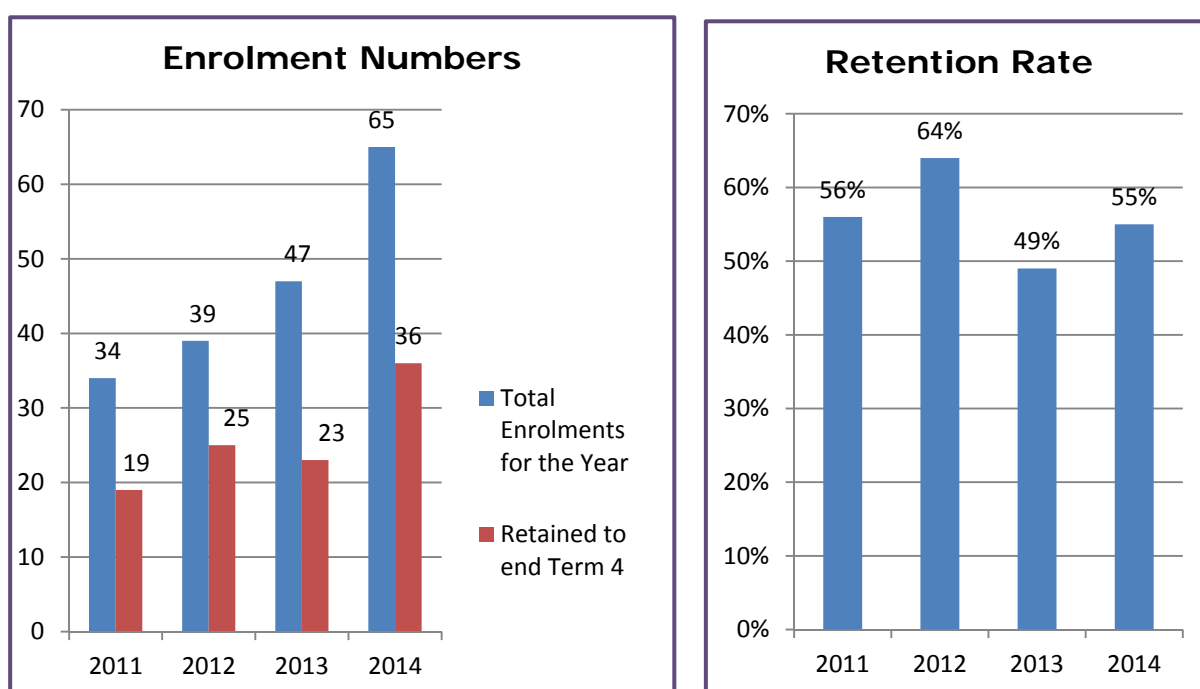
We attempt to accept young people as they are, and however they choose to express themselves, within a framework of mutual respect.

We seek to provide learning opportunities for young people which prove their capabilities and help them reach their potential, in an environment that is designed specifically for their inclusion.

Characteristics of the Student Body

Throughout 2014 Alesco Illawarra enrolled a total of 65 students across Years 9, 10 and 11. Thirty-six (36) students maintained their enrolment until the end of Term 4, representing a 55% retention rate. Each year, Alesco Illawarra takes on a new cohort of students and the barriers each student faces in completing their education will impact differently on their desire and capacity to complete the school year. The introduction this year of a pathway to completion of the HSC has increased the number of students maintaining their enrolment.

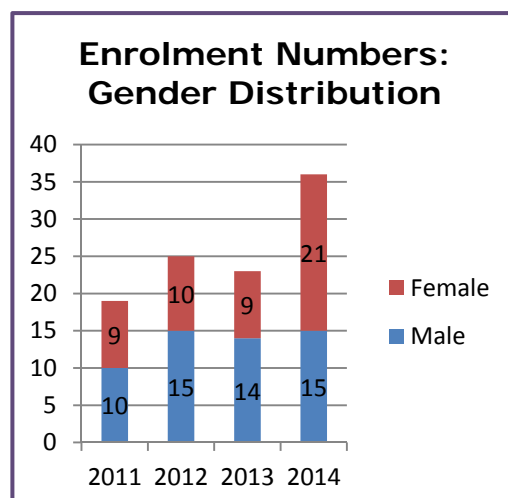
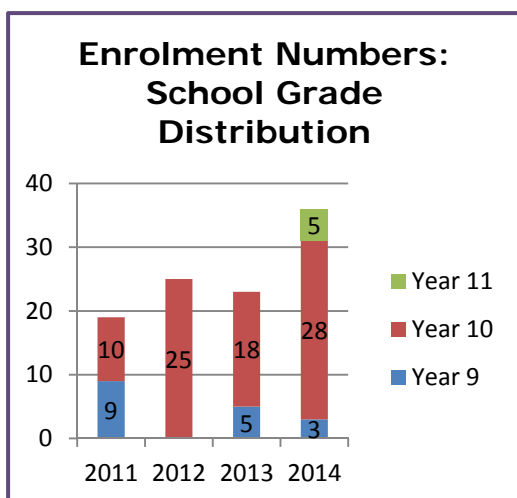
The NSW Minister for Education has granted Alesco Illawarra status as a Special Assistance School. This recognises that the school primarily enrolls students with social, emotional or behavioural difficulties.



Of the 36 students enrolled at the end of Term 4 in 2014, 32 students re-enrolled to continue their schooling with Alesco in 2015 as follows:

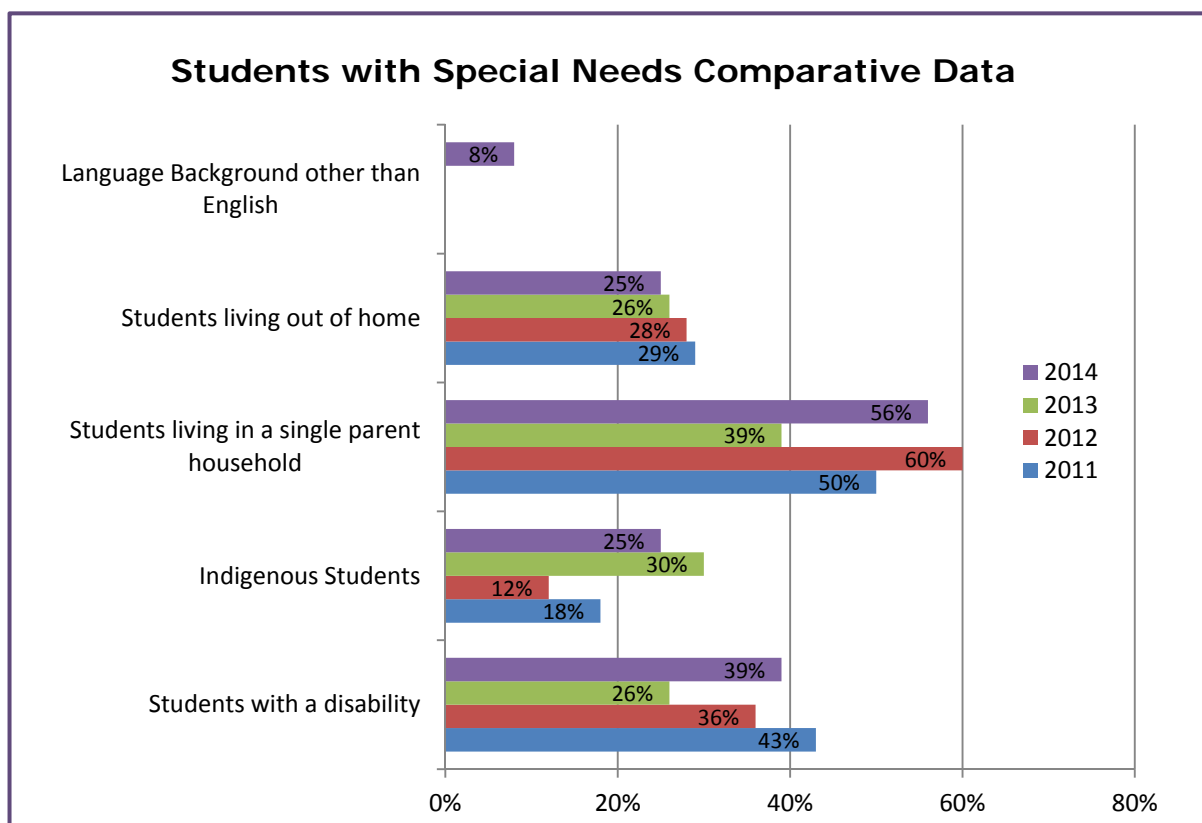
	Number of Students
Year 9 students returning for Year 10	3
Year 10 students returning to complete Year 10	2
Year 10 students returning for Year 11	22
Year 11 students returning to continue with their HSC	5

The following charts indicate the distribution of students who remained enrolled to the end of Term 4 in 2013 in school grades and by gender.



Of the 36 students enrolled until the end of the 2014 school year:

- 8% had a language background other than English
- 25% of students either lived with a family member other than their parent, a family friend, independently, in out of home care arranged by the State, a youth refuge or other supported accommodation situation because they are no longer able to live at home.
- 56% lived in single parent households
- 25% identified as Aboriginal or Torres Strait Islander
- 39% had a diagnosed disability which impacted on their learning



Student Performance

NAPLAN

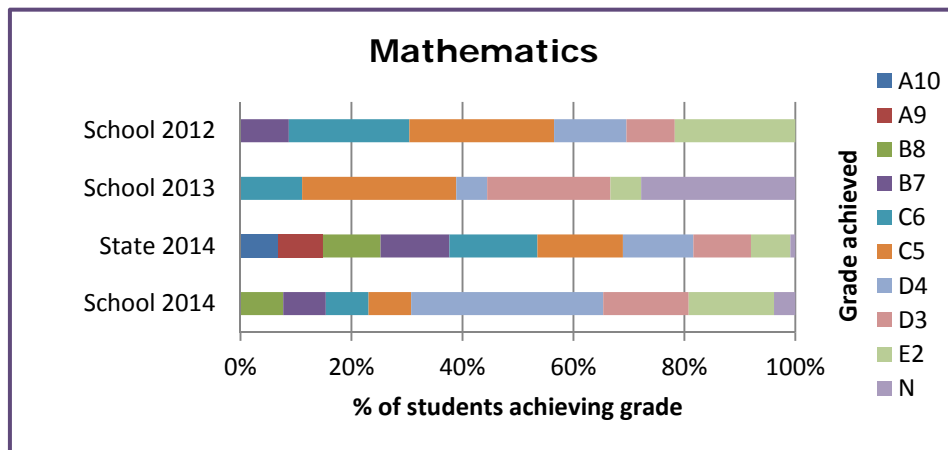
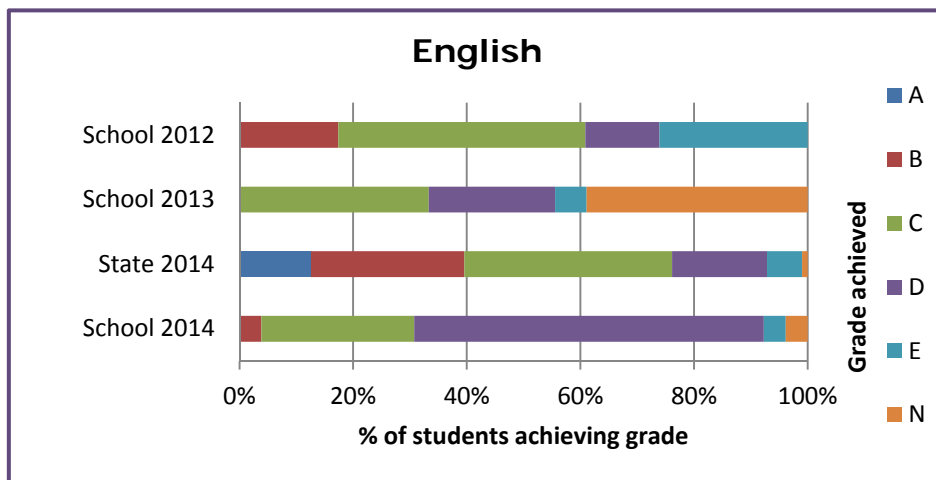
In 2014 Alesco Illawarra only took year 9 enrolments from Term 3 onwards, therefore there were no students enrolled at the time of the NAPLAN tests.

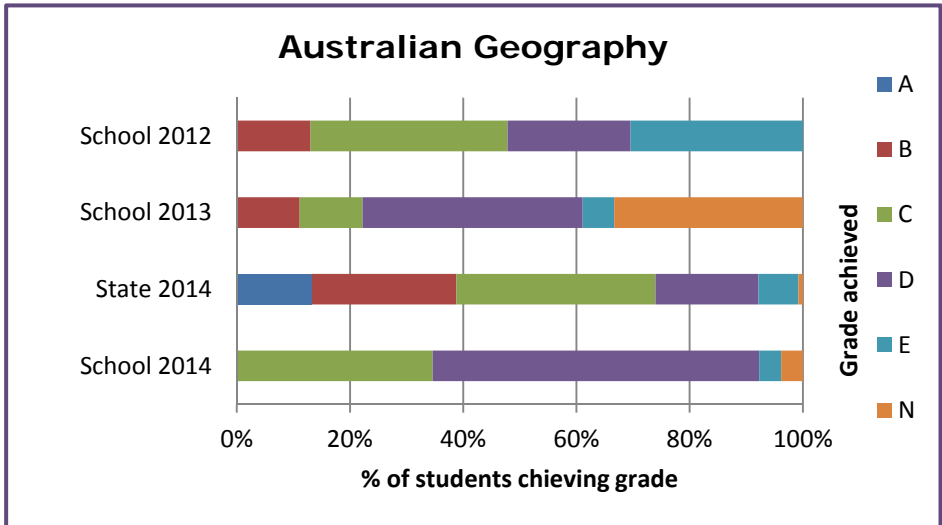
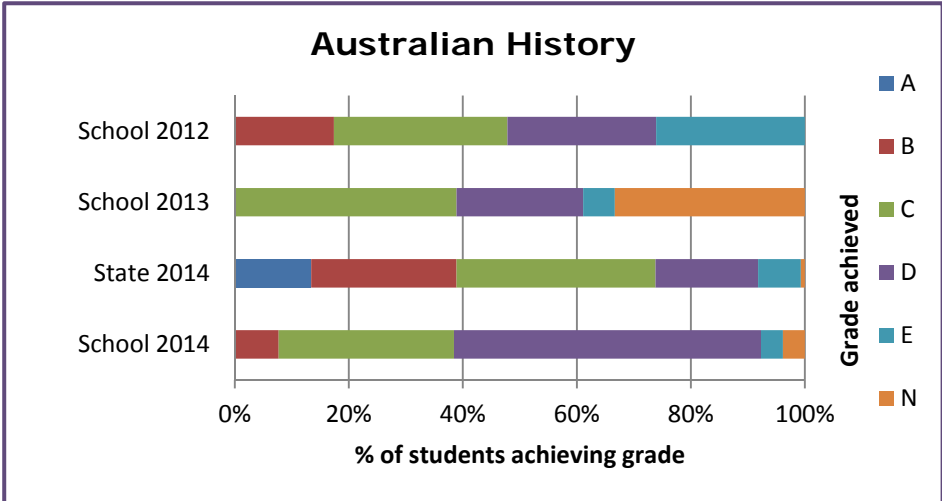
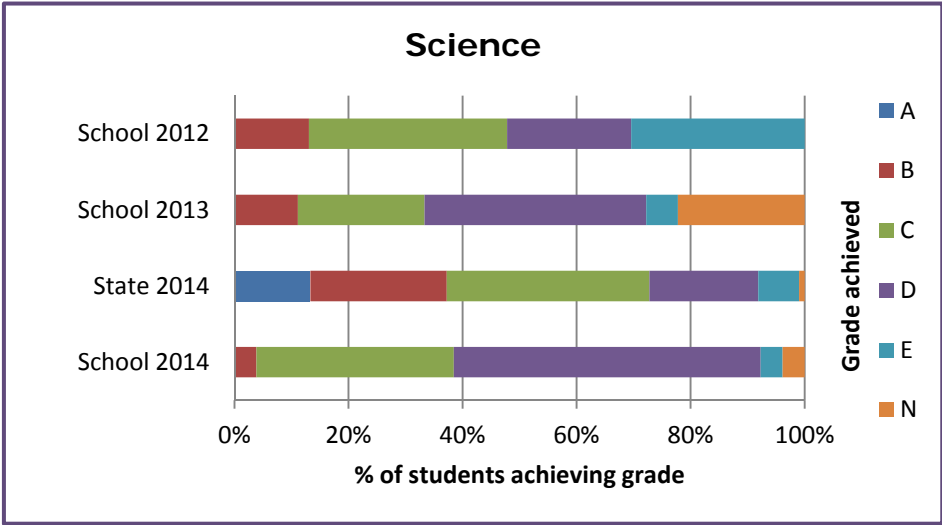
Year 10

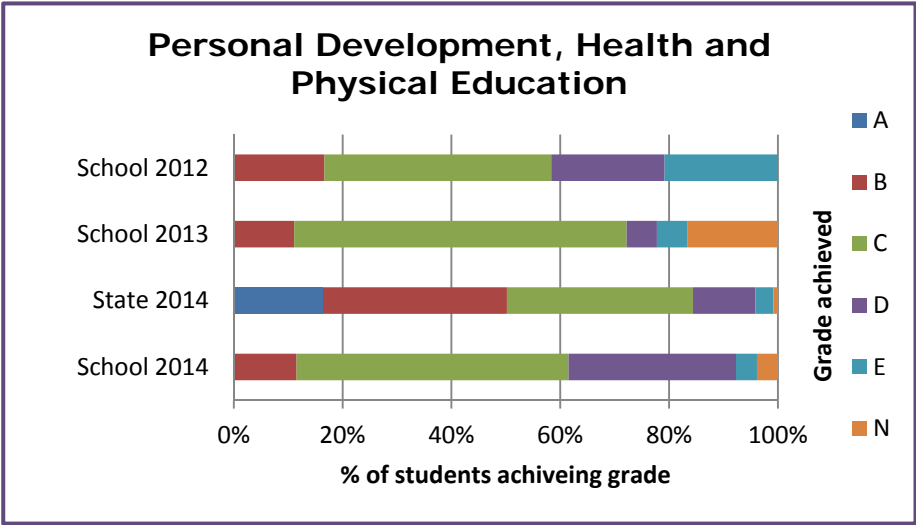
Of the 28 students enrolled in Year 10 at the completion of the 2014 school year, 24 students graduated having completed all course requirements and became eligible to receive the formal Record of School Achievement (RoSA) credential by the Board of Studies, Teaching and Educational Standards (BOSTES) when reaching age 17 or moving into full-time training or employment.

Course Results – Year 10

The following charts show Year 10 results in each mandatory Key Learning Area, compared to results achieved by all students in NSW in 2014 and the school's Year 10 results in the previous two years. Each year, Alesco Illawarra takes on a new cohort of Year 10 students and the barriers that each student faces in completing their education will impact differently on their course results.



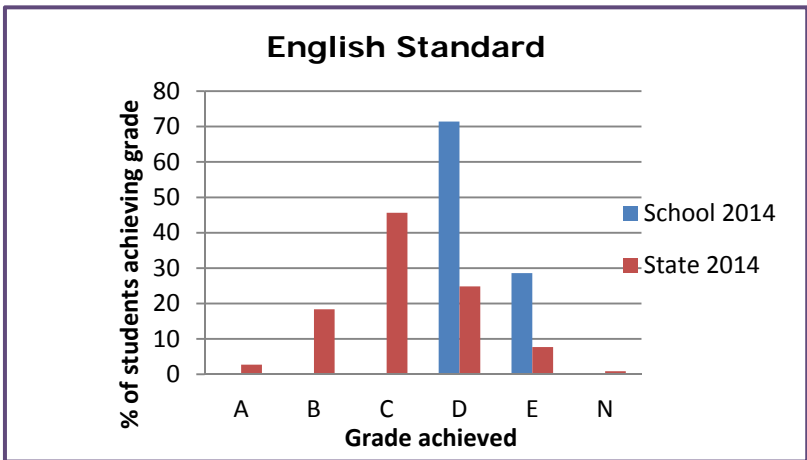


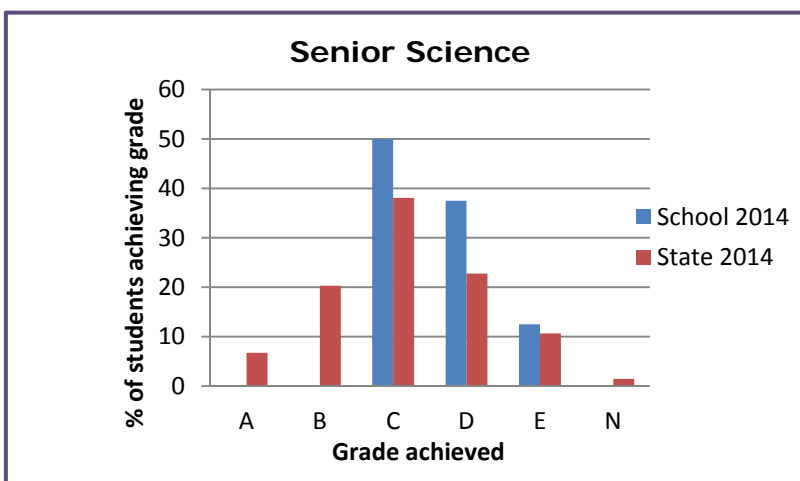
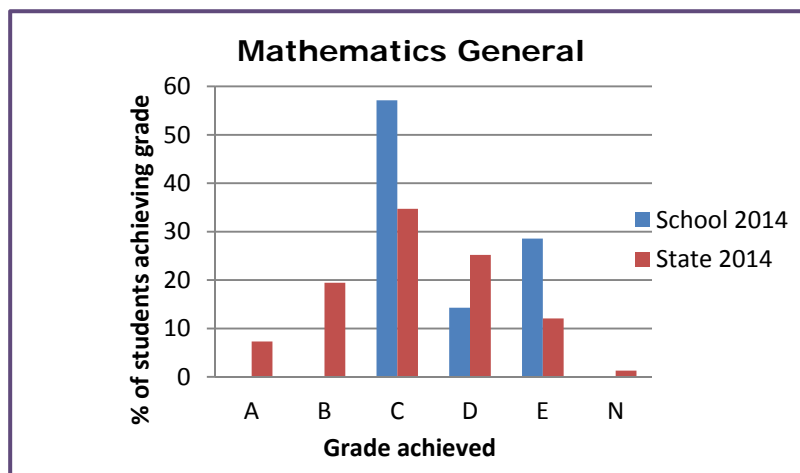
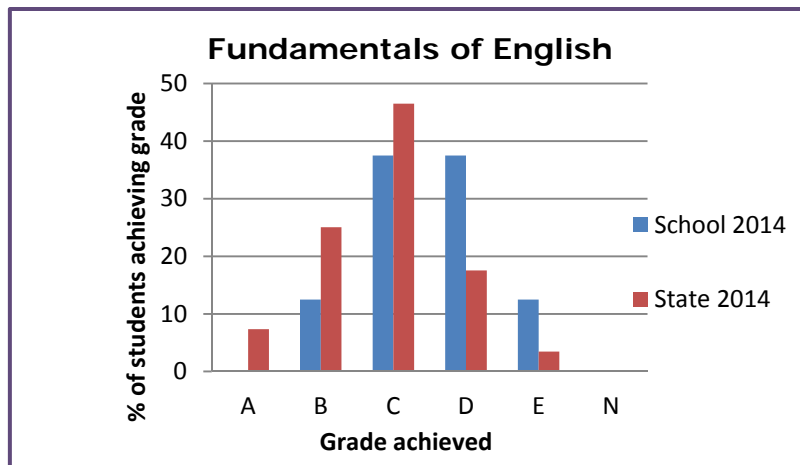


Year 11

In consultation with relevant stakeholders and authorities, Alesco Illawarra made the decision in 2014 to offer a pathways program to facilitate a pattern of study leading to the achievement of the HSC for senior students. The pathways program is offered in line with the guidelines provided in the BOSTES Assessment Certification Examination website. Stage 6 students are enrolled full-time and have a timetable which reflects the indicative hours of study for each subject. The pathways program acknowledges that Alesco students may require more time to meet the outcomes at a standard that reflects their knowledge and understanding of a subject. Typically, Stage 6 students will take three years to complete their HSC at Alesco Illawarra, undertaking final examinations in the second and third year.

Course Results – Preliminary HSC





Year 12/HSC

There were no students enrolled in Year 12 or completing the Higher School Certificate in 2014.

Workforce Composition

Alesco Illawarra employed the following staff in 2014

Category	Number of Staff	Full-Time Equivalent
Principal (non-teaching)	1	0.6
Teaching	5	3.9
Welfare/Support	2	1.4
Administration	2	1.0

There were no members of staff who identified as being of Aboriginal or Torres Strait Islander descent at the time of the annual school census.

Teaching Standards

All teaching staff met the professional requirements for teaching in NSW according to the following categories:

Category	Number of Teachers
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	4
(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1



Professional Learning

Alesco Illawarra staff participated in the following professional development sessions in 2014:

Activity	Teachers	Support Staff
Annual staff retreat	5	2
Schools and the Law, Association of Independent Schools NSW (AISNSW)	1	
Generation Next Conference	5	2
National Consistent Collection of Data for Students with a Disability Training Day, AISNSW	1	1
Understanding Self as Leader, AISNSW	1	
Creating Cultures of Thinking in PDHPE, AISNSW	1	
Adaptive Leadership Masterclass, Association of Independent Schools NSW		1
Child Protection Annual Update, Association of Independent Schools NSW	6	5
Alesco Schools Conference	2	
Focus on the Focus Studies – HSC Maths	1	
CPR and First Aid Training	5	2
Exploring the Edge Conference (Alternative Education), AISNSW	1	1
Network Meetings – Special Education/support x 4	2	
Student Wellbeing	5	2
Developing Whole School Practices for Inclusive Schooling	5	2
Staff Development Day – Assessment Practices	5	2
Staff Development Day – Whole School Development with AISNSW	5	2

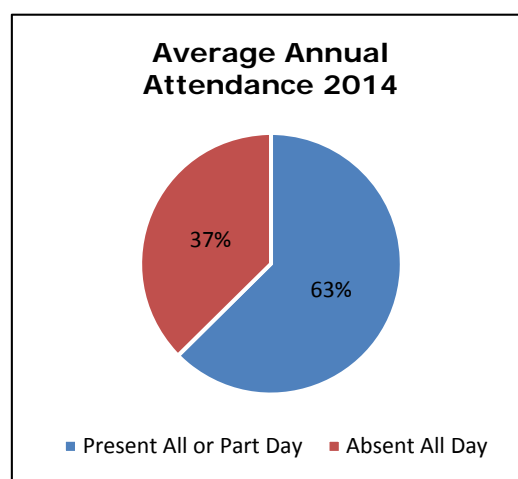
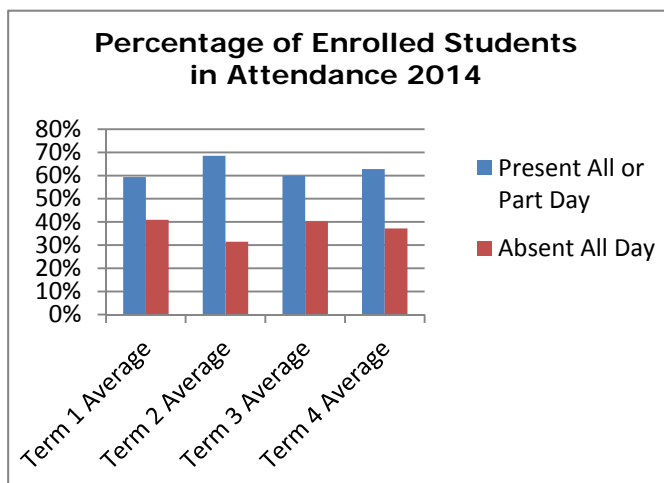


Student Attendance

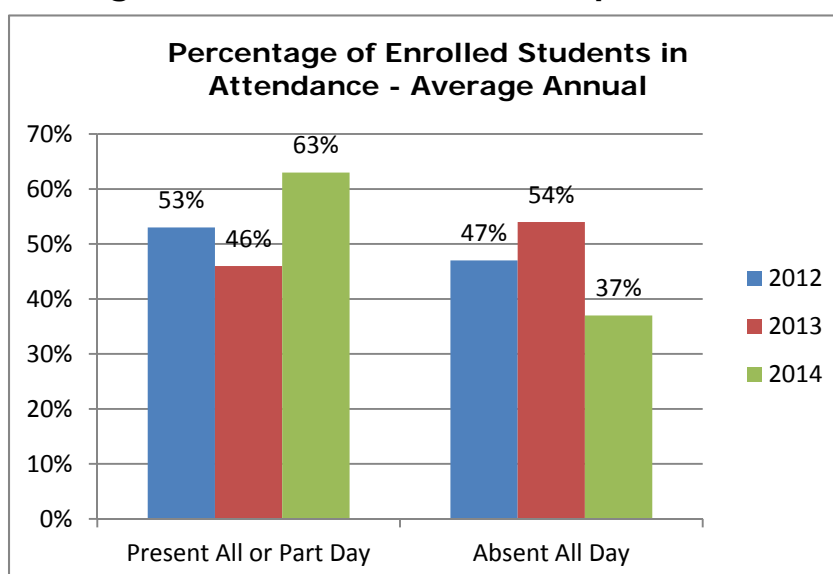
Average attendance rates for students at Alesco Illawarra are improving. A significant number of students face personal, socioeconomic, and other barriers to completing their education. It should be noted that prior to attending Alesco Illawarra, many students were not attending school at all, and it is an achievement for many that they are establishing a regular pattern of attendance, even if this is, at times, only partial attendance on any given school day.

Average attendance rates in 2014 are detailed as follows:

	Present All or Part Day	Absent All Day
Term 1 Average	59%	41%
Term 2 Average	69%	31%
Term 3 Average	60%	40%
Term 4 Average	63%	37%
Average Annual Attendance 2014	63%	37%



Average Annual Attendance Comparative Data



Alesco Illawarra remains committed to working with students, parents/carers and other support people to improve student attendance. Individual consideration is given to each student and their particular circumstances. Strategies include attendance agreements with students, negotiated flexibility in attendance where a student can demonstrate a satisfactory work completion rate, support meetings with parents/carers and other service providers involved in the care of the young person, and exemptions from attendance for specified periods where medical or mental health problems are present.



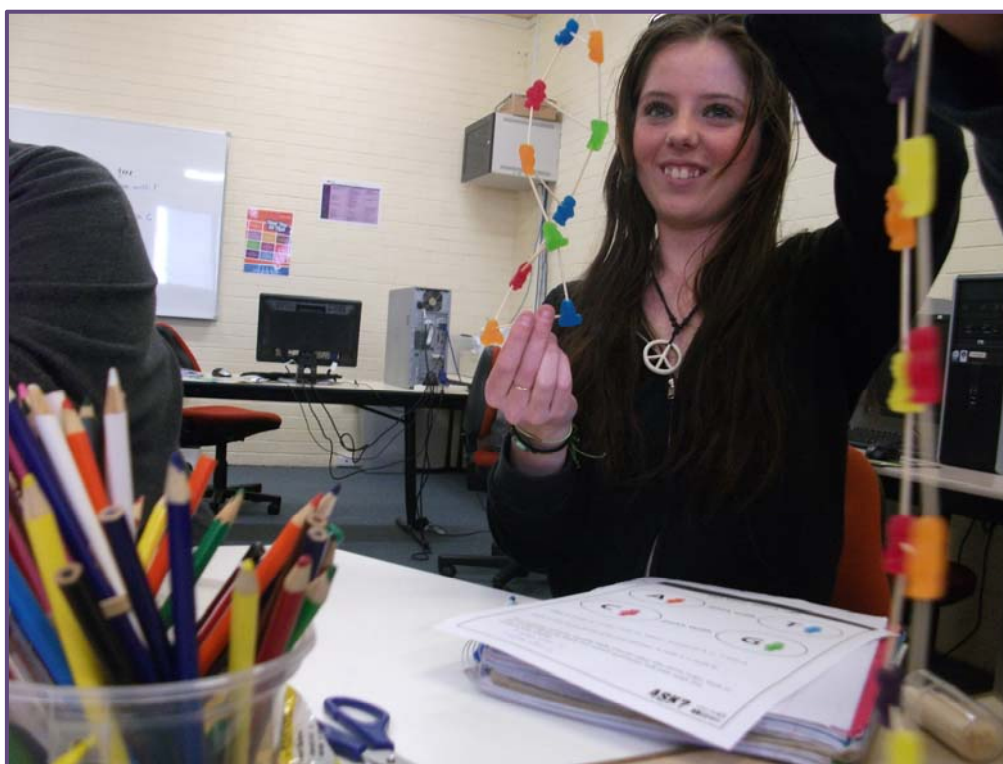
Post-School Destinations

Destination of students enrolled in Year 10 as at Term 4 in 2014 (n = 28)

Destination	Number of Students
Enrolled in Year 11 at another high school or TAFE	0
Undertaking other education, training, apprenticeship or traineeship	4
Employed full-time, part-time or seeking employment	0
Re-enrolled at Alesco Illawarra in 2015 to undertake Year 10 again	2
Re-enrolled at Alesco in 2015 to undertake Year 11	22
Participating in programs offered by other services	0

Destination of students enrolled in Year 11 as at Term 4 in 2014 (n = 5)

Destination	Number of Students
Returning to Alesco Illawarra to continue with Pathways Program	5



Enrolment Policies

Policy No: 1.5	Enrolment Policy
Version	2.1
Created	30 November 2010
Reviewed	29 July 2013
Reviewed	3 December 2013
Next Review Date	3 December 2015

Alesco Learning Centre Illawarra is a school specifically designed to help young people with barriers to education, or who are at risk of not completing their education, to re-engage with learning.

The school aims to provide learning opportunities for young people eligible to complete Stages 5 and 6 and are unable to complete their education within the traditional school environment.

The selection process for Alesco Learning Centre Illawarra explores the following key areas to determine suitability for our program:

- Learning difficulties/disabilities
- Behavioural and/or social and emotional difficulties/disabilities
- Financial disadvantage and /or social isolation
- Previous academic performance and disconnection with learning
- Indigenous, cultural and linguistic background
- Desire to overcome past difficulties and move on to future education, employment or training.

Alesco Illawarra caters for students whose behaviour or health support needs can be managed within the school's facilities and staff to student ratio. The school is best suited to students who can operate within the adult learning environment and can take responsibility for themselves, their learning and their actions.

Students applying to attend Alesco Illawarra must complete the appropriate application form and submit all required documentation prior to interview. A 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 Alesco Learning Centre Illawarra. All students, parents /carers are required to sign an enrolment contract prior to commencing classes.

All students who are enrolled at Alesco Learning Centre Illawarra will be required to undergo a literacy and numeracy assessment, if the teaching staff deems it necessary. This may be conducted prior to enrolment if required.

Policy No: 1.6	Information required upon application to Alesco Learning Centre Illawarra
Version	1.1
Created	30 November 2010
Reviewed	July 2013
Next Review Date	July 2015
Related Documents	Alesco Learning Centre Illawarra Application for Enrolment 1.13 POL Register of Alesco student enrolments

Due to the nature of the target group attending Alesco Learning Centre Illawarra and the school's intended focus, Alesco Learning Centre Illawarra requires specific information regarding the student's history when applying to enrol.

This information includes but is not limited to:

- Personal details: name, age, address, DOB etc; (including proof of identity either through birth certificate or photo ID which includes a birth date)
- Parent/guardian contact details, if aged under 18 at time of application
- Current living arrangements
- Emergency contact details
- Details of the referring service provider (if applicable)
- Assessment and service provider support details (including any reports or letters of support from psychologists, psychiatrists, counsellors)
- Demographic information: ATSI identification, cultural/linguistic background, disability
- For students born overseas, information regarding arrival date, citizenship or residency status and visa number and class
- Medical conditions and medication (if applicable)
- Previous education details (including most recent school reports)
- Other training or employment information.

This information will be gathered through the *Application for Enrolment* form. No student will be accepted without a completed application form. No application will be processed without all of the essential supporting documentation being provided with the application.

Other School Policies

Student Welfare

Alesco Illawarra seeks to provide a safe and supportive environment which:

- supports the social and emotional wellbeing of students
- encourages academic achievement
- minimises risk of harm.

The following policies are in place to support student welfare and are available on the Alesco Illawarra intranet or on request from the school.

Child Protection

Child Protection policies were reviewed in 2014 with several standalone policies incorporated into the comprehensive Policy 2.1 Child Protection. Policy regarding Working with Children Checks was incorporated into the WEA Illawarra Fit and Proper Persons Policy, as WEA Illawarra is the governing body and employer.

Alesco Learning Centre Illawarra Policies		
Policy	2.1	Child Protection
Policy	2.2	Role of staff in care and protection of children and young people
Policy	2.3	Harm relating to the actions of a student, trainee or apprentice
WEA Illawarra Policies		
Policy	1P01	Fit and Proper Persons

General Welfare, Security and Safety

Policy	1.11	Corporal punishment
Policy	1.14	Visitors to the Centre
Policy	1.15	Request for police assistance
Policy	1.18	Student excursions
Policy	1.21	Duty of care
Policy	3.8	Student supervision
Policy	3.9	Students travelling in staff vehicles
Policy	6.1	Welfare policy
Policy	6.2	Notification of concern for student welfare
Policy	6.3	Referral to support services
Policy	6.4	Accepting referral to support services
Policy	6.5	Students leaving premises
Policy	6.6	Anti-Bullying policy

Anti-Bullying

Alesco Learning Centre Illawarra is committed to providing all students with a caring, supportive and safe learning environment, helping to promote personal growth and excellence by developing confidence and self-esteem.

Bullying is an anti-social behaviour that is unacceptable and is not tolerated at Alesco Illawarra. Every student has the right to expect that he or she will be free from bullying and harassment, both inside and outside the classroom.

Alesco Illawarra has a Welfare and Anti-Bullying Plan which gives clear information regarding bullying and whole school strategies to prevent bullying and intervene effectively if bullying occurs. It addresses all forms of bullying and harassment, including cyber bullying. The plan has a strong focus on responsibility, respect and resilience and incorporates all members of the school community.

The Anti-Bullying Policy and Welfare and Anti-Bullying Plan are available on the school intranet and on request from the school.

Discipline

Students are required to abide by the Alesco Illawarra Student Code of Conduct and follow the directions of teachers and other people with authority delegated by Alesco Illawarra. Where disciplinary action is required, consequences vary according to the nature of the breach of discipline, as outlined in the Discipline Framework.

All disciplinary action is undertaken in accordance with the principles of procedural fairness as outlined in the Procedural Fairness policy.

Alesco Illawarra does not permit corporal punishment of students attending the school under any circumstances. The school and its staff are also not permitted to use corporal punishment regardless of whether the parent or caregiver has requested or given permission to do so. The school does not condone the use of corporal punishment by a parent or caregiver to reinforce any discipline actions implemented by the school or any disciplinary decision by a parent or caregiver.

The following policies are in place to support student discipline and are available on the Alesco Illawarra intranet or on request from the school.

Policy	1.11	Corporal punishment
Policy	1.17	Procedural fairness
Policy	5.2	Student discipline
Policy	5.4	Student dress standard
Policy	5.5	Student code of conduct
Policy	5.6	Student rights and responsibilities

Complaints and Grievances

Alesco Illawarra views complaints, as well as compliments and other constructive feedback as a way of creating opportunities for the school to improve its services and prevent future problems.

A suggestion or complaint can be lodged by any person who is a user or potential user of Alesco Illawarra services including a student, a parent/guardian or carer or other community member. The suggestion or complaint can be

about any aspect of the service provided or not provided, the behaviour or decisions of other staff, or about workplace practices, policies or procedures.

All complaints and grievances will be handled fairly by the appropriate people within the organisation in a timely and confidential manner

The following policies and procedures are in place in relation to complaints and grievances and are available on the Alesco Illawarra intranet or on request from the school.

Policy	1.10	Complaints and grievances received by the school
Form	1.10	Complaints form
Policy	1.17	Procedural fairness



School Improvement Targets

Students and their Learning	
Priorities for 2014	Achievements
Provision of explicit and meaningful feedback to all students	Staff Meetings focusing on explicit and meaningful feedback. Staff discussion and sharing of examples of feedback. To be continued in 2015.
Review of Individual Education Plan to include collection of data relating to student history	Developed appendix to Individual Education Plan to collect historical data at the time of enrolment.
Student Wellbeing program	Further development of program and staff training with facilitator.
Explicit focus on school culture	Focus on changing the culture of the school to reflect the core value of the school.

Pedagogy	
Priorities for 2014	Achievements
Implementation of Australian Curriculum – Year 10	Further development of programs, both Year 9 and 10. Staff meeting allocated time for discussion around integrated units.
Improvement of academic outcomes	Continued monitoring of appropriate assessment strategies and collection of data to enable long term analysis.
Diversifying the curriculum and meeting student needs	Staff Retreat Focus Area, also goal of Whole School Practices for Inclusive Schooling. Ongoing project for 2015.
Evaluation of programs	Stage 5 programs continue to be developed with a focus on English and Science. To be carried over into 2015/16.

Human Resources, Leadership and Management	
Priorities for 2014	Achievements
Use of National School Improvement tool to identify and prioritise school improvement	Staff identified school priorities and developed plan to support professional development and ongoing review of priorities. AIS partnership with Inclusive schooling to continue into 2015.
Development of succession plan and facilitation of training for identified personnel	To be moved into 2015.

Human Resources, Leadership and Management	
Priorities for 2014	Achievements
Collection and analysis of data relating to student outcomes including student performance, student destination and stakeholder perceptions	Contacted external agencies who may be able to support the school in doing this. Contacts through WEA Board. Ongoing into 2015.
Preparation for Nationally Consistent Data Collection for students with disabilities	Follow up with training. Staff training in requirements and refining Individual Education Plans.
Staff wellbeing	Ongoing. Further training in mindfulness and wellbeing. Introduction of briefing and debriefing sessions daily.

Parent and Community Partnerships	
Priorities for 2014	Achievements
Regular reporting to parents through newsletter and community functions	Development of a newsletter sent out once a term or more frequently as required. Meeting times with parents allocated once a term in the form of parent meetings or afternoon teas. Letters to parents celebrating student achievement. Encouraging parents to meet with a staff member one on one at least once a term.
Development of sustainable partnerships with community groups	Ongoing. Currently working with headspace Illawarra and Essential Employment and Training.

Resources, Finances and Facilities	
Priorities for 2014	Achievements
Enhance ICT facilities of school	Upgrade of student computers and allocation of iPads to staff. Purchase and installation of data projectors and upgrade TV to support use of IT in classroom.
Source funding opportunities to support programs such as mentoring, wellbeing and excursions	Limited in 2014.
Upgrade facilities through government grants	Developed plan to replace existing furnishings and upgrade facilities. Upgrade of school facilities commenced including a complete repaint and proposed new kitchen area.

School Improvement Targets 2015	
Area	Priorities
Students and their Learning	<ul style="list-style-type: none"> • Provision of explicit and meaningful feedback to all students • Student Wellbeing program • Consistent Teacher Judgement
Pedagogy	<ul style="list-style-type: none"> • Improvement of academic outcomes • Diversifying the curriculum and meeting student needs • Review Stage 6 programs in readiness for implementation and monitoring by BOSTES
Human resources, Leadership and Management	<ul style="list-style-type: none"> • Development of succession plan and facilitation of training for identified personnel • Collection and analysis of data relating to student outcomes including student performance, student destination and stakeholder perceptions • Staff wellbeing
Parent and Community Partnerships	<ul style="list-style-type: none"> • Development of sustainable partnerships with community groups • Further develop positive relationships with parents and carers.
Resources, Finances and Facilities	<ul style="list-style-type: none"> • Source funding opportunities to support programs such as mentoring, wellbeing and excursions • Upgrade of facilities through government grants • Audit of Resources to determine future needs

Initiatives Promoting Respect and Responsibility

2014 saw the beginning of a change to the culture of Alesco Illawarra. Nine students who had previously completed Year 10 at Alesco Illawarra returned to the school as Senior Students. This has influenced the overall culture of the school. For the first time since its inception, the school had a group of students who could model the behaviour and expectations of the school. These young people proved to be a positive influence on the new intake into both Stage 5 and Stage 6. This was a strong indication that the programs promoting Respect and Responsibility were working.

During 2014 the school continued to develop and refine the programs implemented in previous years as it was clearly evident that the Positive Behaviour Support program was a key factor in the success experienced by students.

The following programs acknowledge the positive behaviours of students and engage them in learning the skills to become more responsible and respectful citizens.



Respect and Participation (RaP) Program

At the completion of 2013 this program was evaluated and became a focus of the school planning for 2014. Staff worked closely with a local psychologist to develop and implement a wellbeing and mindfulness program to support students to identify and understand their behaviours.

Respect and participation were identified as two key elements in moving towards success at Alesco Illawarra. Many students demonstrated a lack of respect towards themselves and others and this impacted on their ability to engage positively in a learning environment. As part of the Positive Behaviour Support program students continued to be explicitly taught the behaviours that were respectful towards all.

The star chart and reward system proved to be highly effective with feedback from parents indicating that they appreciated the positive feedback in the form of letters.

"I dreaded the phone call or letter from the school – thinking what has she done now. Thank you for telling me the good things" – Parent comment

During Term 4, students who consistently demonstrated an understanding of the program through positive engagement were taken on an excursion. In 2014 this excursion was to Sydney and students visited a number of places around Darling Harbour. Six students were eligible to participate in the day and 5 attended.

By keeping rewards small and consistent, staff were able to reward students frequently for small steps. This proved to be highly successful.

Further development of the RaP program continued to take place throughout the year.

Student of the Week

Each week a student is acknowledged for a positive action they have taken during the week. The student receives a certificate and a letter of acknowledgement sent to their parent/carer. Students who receive more than five Student of the Week awards in the year receive a gift voucher at Graduation.



Restorative Justice

Restorative Justice principles are used to resolve conflict whenever possible at Alesco Illawarra. By using these principles, students are encouraged to listen to each person's stories, develop empathy for others and take responsibility for their own actions.

Students were taught these principles at the commencement of Term 1 and encouraged to apply them when resolving their own conflicts.

Drug and Alcohol Program

Students engaged in a drug and alcohol education program, developed in consultation with the Youth Drug and Alcohol Service and Alesco Illawarra PDHPE teacher. This program encouraged students to act responsibly and be respectful of others.

Wherever possible, positive behaviour and attitudes are rewarded immediately. The staff at Alesco Illawarra focus on these daily and identify students at the debriefings who deserve that extra recognition.

Other Programs and Partnerships

National Partnerships for School Improvement (via AISNSW)

Grants were received through the AISNSW for the following programs:

- Developing Whole School Practices for Inclusive Schooling
- Student Wellbeing

Breakfast Program

This program, kindly supported by Collegians Football Club through the ClubGRANTS scheme, enabled students who had come to school without breakfast the opportunity to develop healthy eating habits each morning. Students were encouraged to have something to eat prior to coming into class and throughout the year students cooked breakfasts and lunches as part of a healthy eating and living skills program.

Thanks to the following

Alesco Illawarra also worked closely with the following organisations:

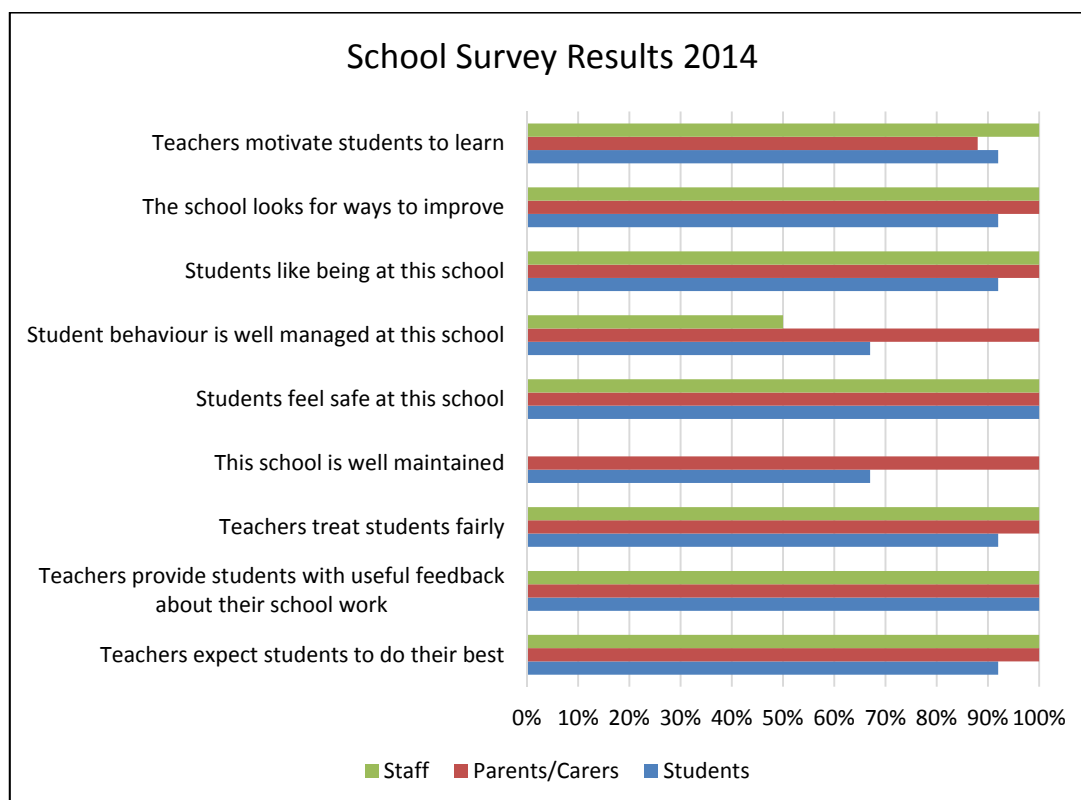
- headspace Illawarra
- Southern Youth and Family Services
- Illawarra Shoalhaven Local Health District Youth Drug and Alcohol Service
- Wollongong Youth Centre
- Essential Employment and Training
- Connexions
- Illawarra Youth Housing
- Barnardos
- CareSouth
- Life Without Barriers
- Juvenile Justice



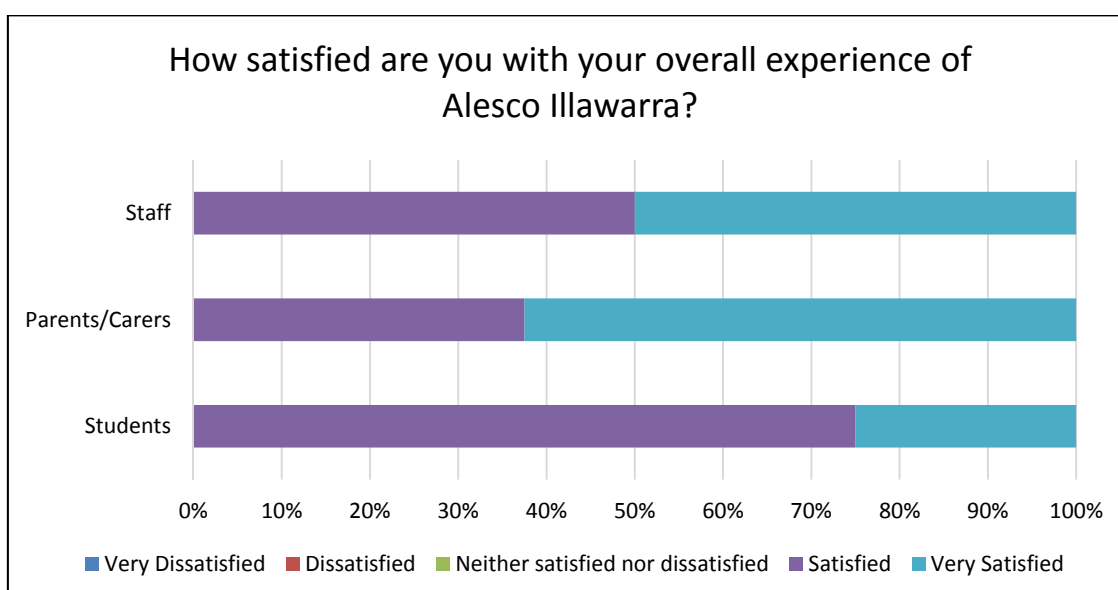
Parent, Student and Teacher Satisfaction

In 2014 Alesco Illawarra students, parents/carers and staff participated in satisfaction surveys.

This chart shows the percentage of respondents who either agreed or strongly agreed with the following survey statements.



The following chart indicates student, parent/carer and staff overall satisfaction with their experience of Alesco Illawarra.



Student Feedback

"I believe I have achieved my goals, made new friends and engaged/participated positively in activities thanks to Alesco."

"Moving to Alesco from a mainstream school has been an amazing experience. I can honestly see the differences between the schools. At Alesco the teachers and students are encouraging and give me motivation and I love it."

"It's a nice school and the teachers have more time for the students."

"Satisfied because I've reached my goal and I'm where I want to be."

"The first school I have wanted to attend."



Parent Feedback

"I am extremely happy with the staff at Alesco. I believe my daughter would have dropped out of school if it had not been for Alesco. When she started at Alesco she was shy, depressed and suffered from anxiety. She is now outgoing and confident, her marks have sky rocketed. This is definitely due to the commitment of Alesco staff. In taking an interest and pushing her to do her best, she is talking about University or further studies."

"The school makes a great effort to motivate, engage and inspire my child. They have given him unconditional support and understanding and many chances to make the most of his educational opportunities."

"Alesco has been aware my child has become alienated, disengaged from school and has problems outside school, which they have not judged him on and have made efforts to support him through. They have always been friendly and supportive of me too."

"The staff are very professional, experienced and organised. Fantastic option for young people in the Illawarra."

Staff Feedback

"I feel supported by management, staff and students and I enjoy working with Alesco."

"I have received very strong support from the Lead Teacher and other staff. I have felt I have made a contribution to the students' development. This makes me feel worthwhile and pleased to be part of the team."

"I am looking forward to the future of Alesco and further developments."

Summary Financial Information

Chart 1: Recurrent and Capital Income 2014

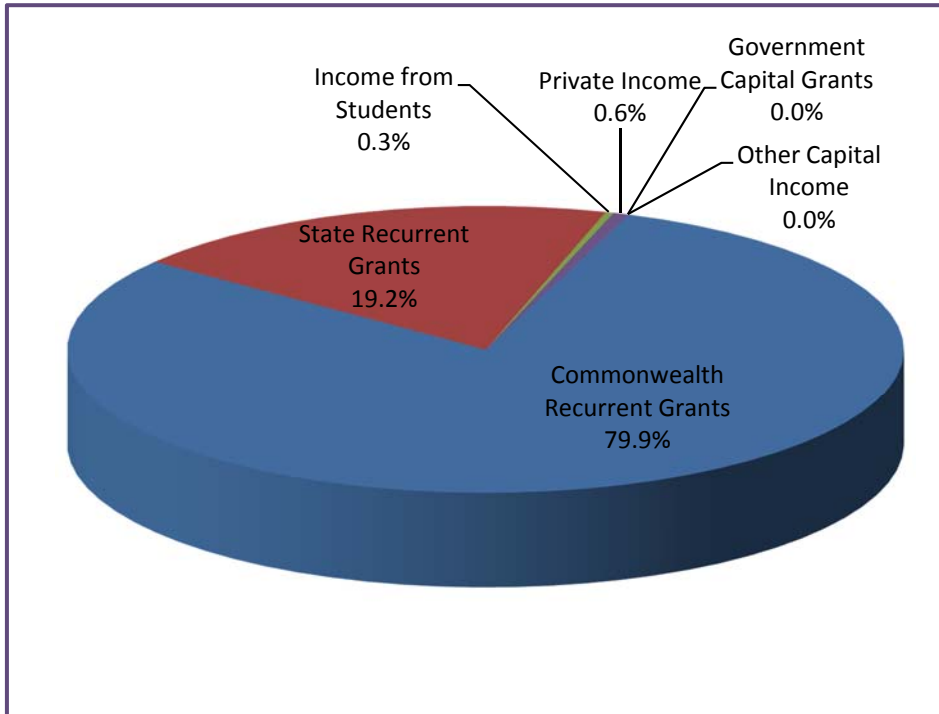


Chart 2: Recurrent and Capital Expenditure 2014

