



ALESCO

Learning Centre Illawarra

Annual Report 2015



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
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This report is prepared by Alesco Learning Centre Illawarra to meet educational and financial reporting requirements for the 2015 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 and Training
- The NSW Department of Education
- 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, I would like to congratulate our school, Alesco Learning Centre Illawarra, and our students on another successful year. The positive and often life-changing impact of the school on the students and their support networks is evident, one that must be celebrated every step of the way.

Alesco Illawarra has matured since its inception five years ago, with increasing experience in delivering a supportive, inclusive and flexible learning model. In 2015 we had three students sit for their HSC, a first for the school and in some cases a first for the students' families. This is a significant and proud achievement for everyone involved, and we commend the students, support networks, and staff for their efforts.

At graduation we celebrate the students' achievements and equally importantly, the critical relationship between school, home and student. We continue to be inspired by the students' commitment, future aspirations and success stories.

The Board of WEA Illawarra thanks the dedicated team at Alesco Illawarra for their steadfast support and belief in the students. We look forward to the Alesco Illawarra future evolution.

Stephannie Jonovska
Chairperson
WEA Illawarra Board

Principal's Message

2015 was a good year for Alesco Learning Centre Illawarra with some great outcomes for our young people. Education breaks the cycle of poverty and opens doors of opportunity like few other endeavours that we embark upon in life. It has a lasting impact on all of those involved.

Alesco Illawarra has matured over the past five years and now has an established reputation within the community as a highly valued alternate, independent secondary education option for young people.



As Principal there were four highlights for me in 2015, two that relate to what was achieved and two relating to work undertaken to help achieve even greater things in the future.

Firstly, there is the growth in maturity of our senior students who returned to study with us again in 2015. These young people are emerging as mentors for the younger students. We are very proud of them for the leadership and concern they display.

Secondly, there was the very moving Graduation Ceremony held for those students who had completed their studies. We were honoured to have representatives from local businesses and community organisations and a large crowd of very proud family members. The highlight was the brutally honest and heart wrenching testimony given by a parent of one of our students which demonstrated that we are indeed rescuing and restoring young lives at Alesco Illawarra.

Thirdly, with an eye to the future, the Board of Directors of Alesco Illawarra endorsed plans to develop an ambitious re-engagement outreach program in 2016 to bring disengaged young people back into formal education. Through small groups of students operating out of appropriate community facilities around the Illawarra, these plans are now well advanced and we are about to launch our first three outreach centres.

And lastly, again with the future in mind, Alesco Illawarra was successful in their application for a Commonwealth Capital Development Grant to undertake the first stage of the refurbishment of the warehouse at 58 Auburn Street, to create a contemporary senior student precinct. The works are planned to commence before the end of 2016.

Respect remains the core value of Alesco Illawarra and the Positive Behaviour Support Program (featuring Respect and Participation) continues to underpin a growth in our students who are developing a more positive attitude about their own wellbeing and also looking out for the wellbeing of other students, their teaching and support staff and their own learning outcomes. Each year we are very proud to see the growth of this culture of care and respect among the students.

My team of dedicated staff (teachers, support staff and volunteers) are truly an inspiration. Their passion, commitment and professionalism is what allows Alesco Illawarra to make such a difference in the lives of our students, their families and carers. I would also like to acknowledge the extremely valuable contribution the Board of Directors has made towards creating the framework for a supportive and inclusive learning community. We are all so very privileged to be involved in assisting the young people at Alesco Illawarra to open their eyes to the opportunities of life, develop their potential and become valued 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 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 Record of School Achievement (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 education and training 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 is an integral service in 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 dedication 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.

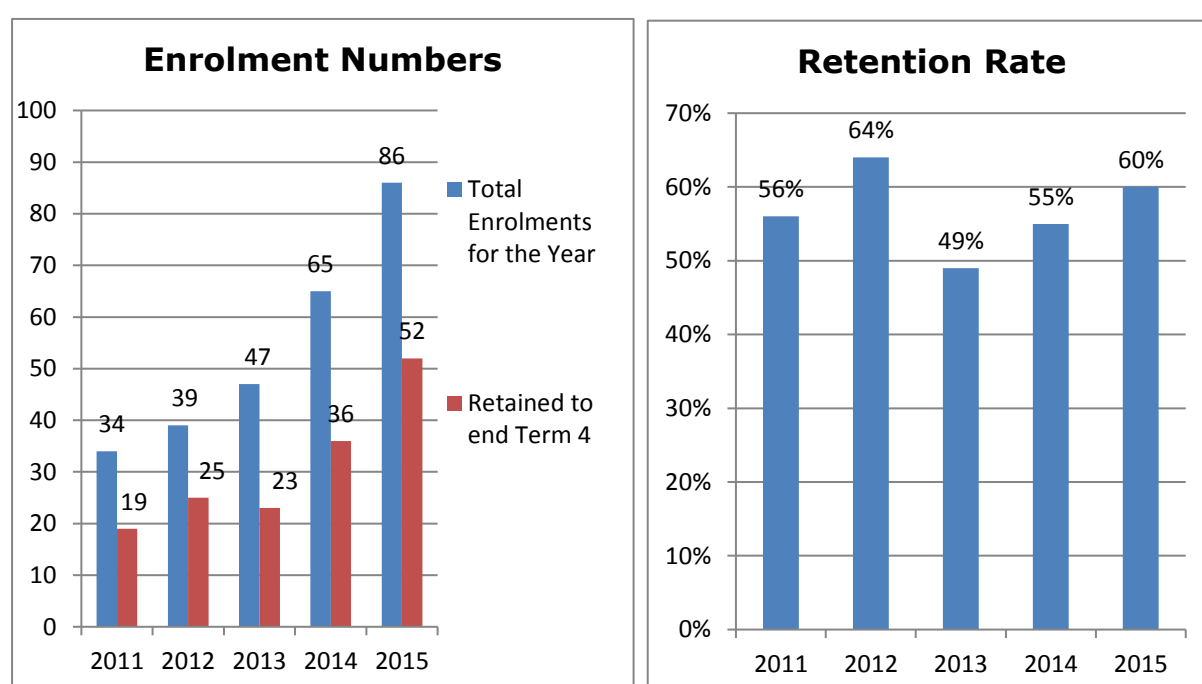
We seek to provide learning opportunities for young people which prove their capabilities and help them reach their potential, in an environment that is designed specifically for their inclusion.



Characteristics of the Student Body

Throughout 2015 Alesco Illawarra enrolled a total of 86 students across Years 9, 10, 11 and 12. Fifty-two (52) students maintained their enrolment until the end of Term 4, representing a 60% 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 last year of a pathway to completion of the HSC has increased the number of students maintaining their enrolment.

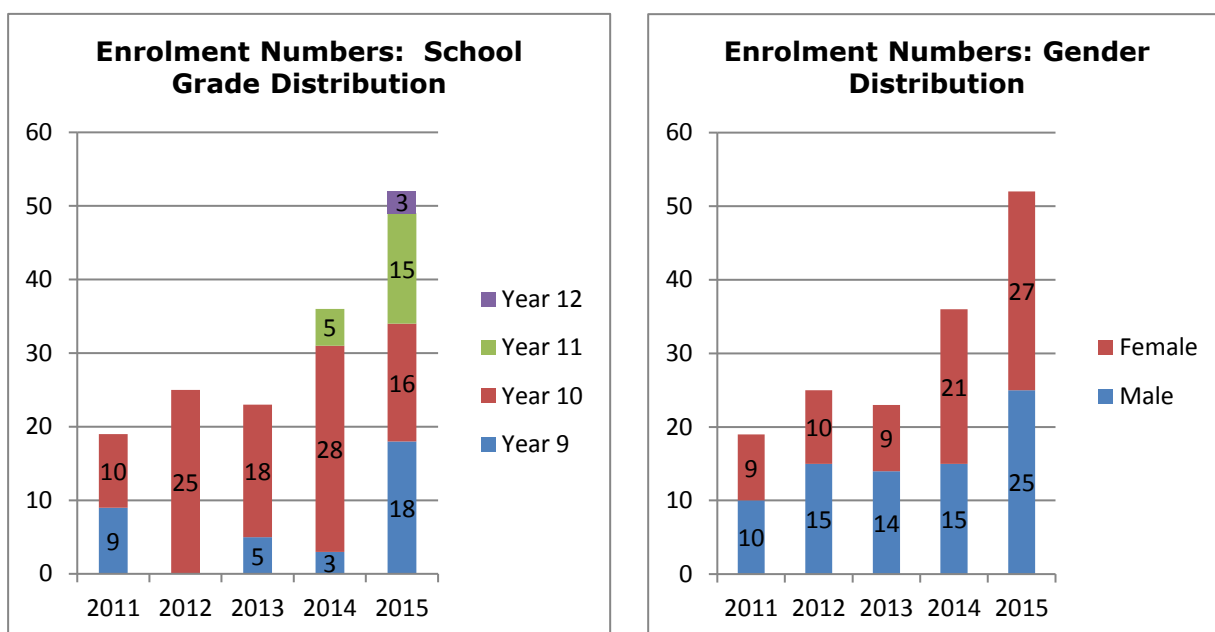
The NSW Minister for Education has granted Alesco Illawarra status as a Special Assistance School. This recognises that the school primarily enrolls students with social, emotional or behavioural difficulties.



Of the 52 students enrolled at the end of Term 4 in 2015, 37 students re-enrolled to continue their schooling with Alesco in 2016 as follows:

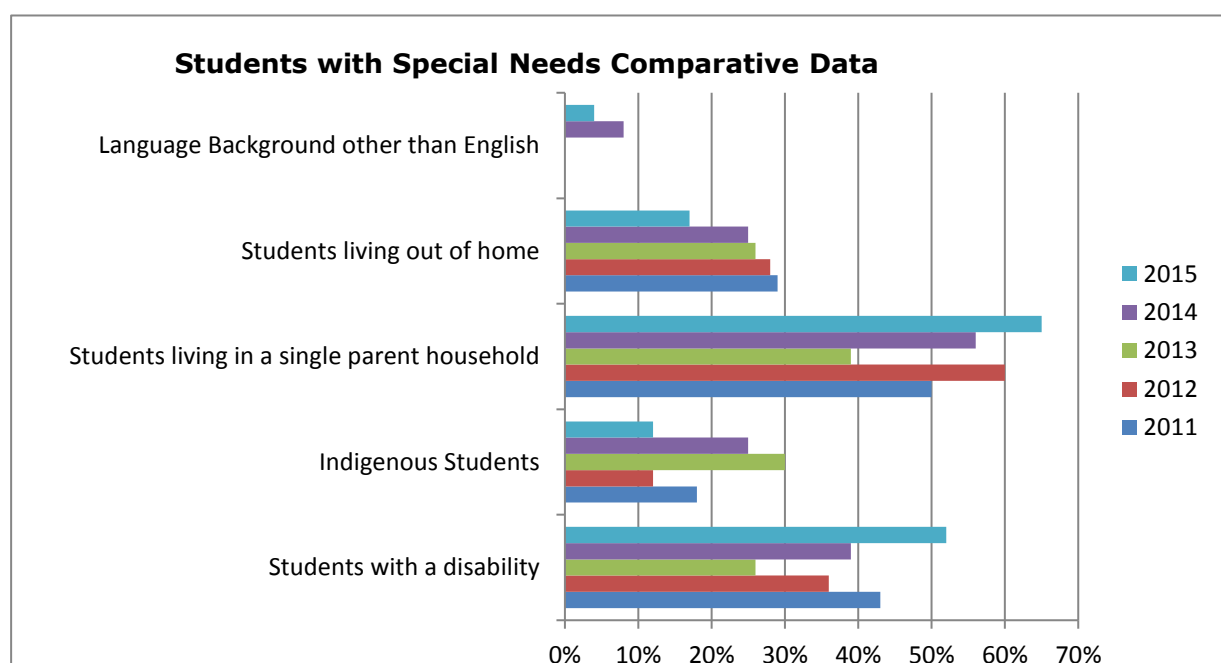
	Number of Students
Year 9 students returning to complete Year 9	3
Year 9 students returning for Year 10	12
Year 10 students returning for Year 11	7
Year 11 & 12 students returning to continue with their HSC	15
Total number of students returning to Alesco in 2016	37 (71%)

The following charts indicate the distribution of students who remained enrolled to the end of Term 4 in school grades and by gender, compared across all years of Alesco's operation.



Of the 52 students enrolled until the end of the 2015 school year:

- 4% had a language background other than English
- 17% 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.
- 65% lived in single parent households
- 12% identified as Aboriginal or Torres Strait Islander
- 52% had a diagnosed disability which impacted on their learning



Student Performance

NAPLAN

Results for Alesco Learning Centre Illawarra Year 9 student outcomes in standardised national literacy and numeracy testing can be found on the My School website (<http://www.myschool.edu.au>).

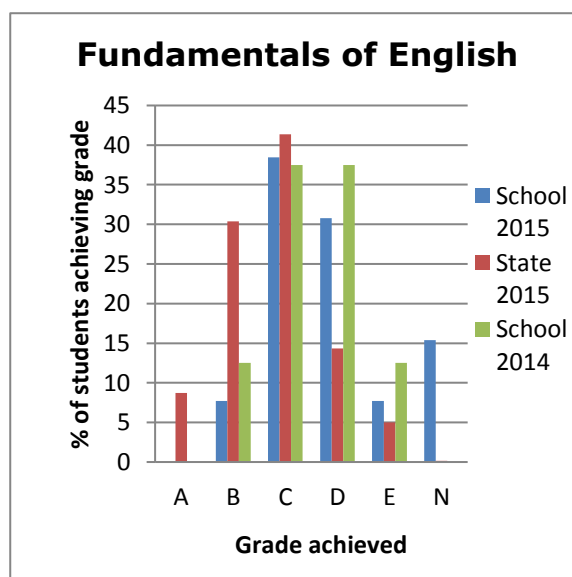
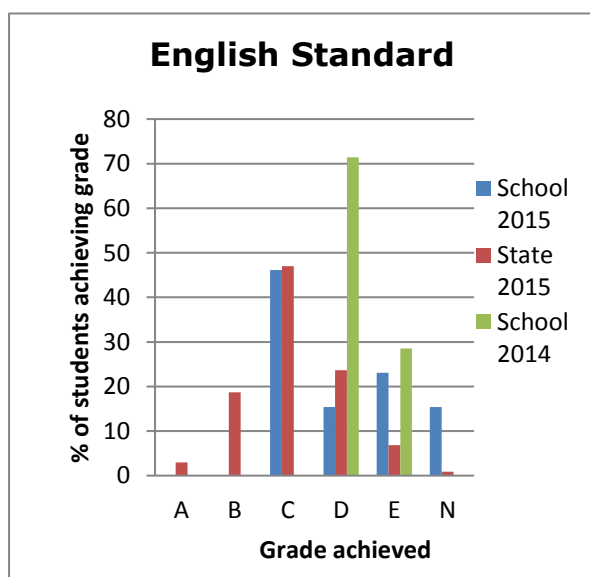
Year 10

Of the 16 students enrolled in Year 10 at the completion of the 2015 school year, 14 students completed all Year 10 mandatory course requirements in English, Mathematics, Science, History, Geography and PDHPE. When reaching age 17 or moving into full-time training or employment, these students will be eligible to receive the formal Record of School Achievement (RoSA) credential, issued by the Board of Studies, Teaching and Educational Standards (BOSTES).

Years 11 and 12

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.

Charts: Preliminary HSC Results – School and State Comparison



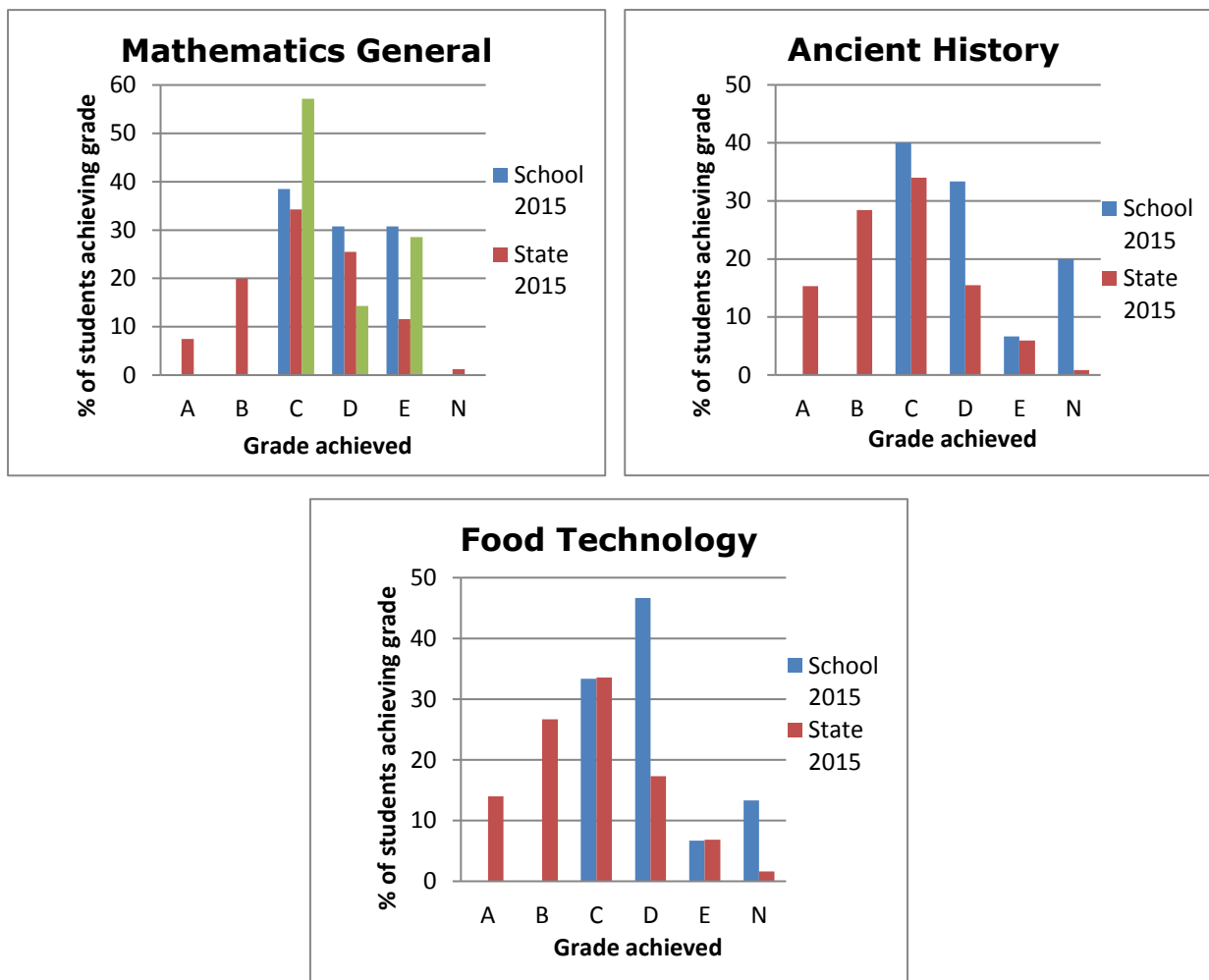


Table: Preliminary HSC Results

Subject	Year	No. of Students	Grade achieved (% of students)					
			A	B	C	D	E	N
English (Standard)	2015	13	0	0	46.15	15.38	23.08	15.38
	2014	7	0	0	0	71.43	28.57	0
Fundamentals of English (Part 1)	2015	13	0	7.69	38.46	30.77	7.69	15.38
	2014	8	0	12.5	37.5	37.5	12.5	0
Mathematics General	2015	13	0	0	38.46	30.77	30.77	0
	2014	7	0	0	57.14	14.29	28.57	0
Ancient History	2015	15	0	0	40	33.33	6.67	20
	2014	0	N/A	N/A	N/A	N/A	N/A	N/A
Food Technology	2015	15	0	0	33.33	46.67	6.67	13.33
	2014	0	N/A	N/A	N/A	N/A	N/A	N/A

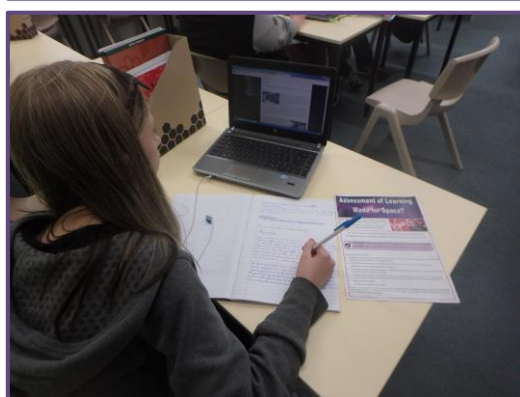
Higher School Certificate

2015 saw the first of our senior students undertake HSC examinations in Standard English and Senior Science, with 100% of students achieving marks of 50 or more (Band 2 or higher). Two students also completed two content endorsed courses: Mathematics General 1 and Marine Studies. One student completed Standard English and PDHPE through Karabah High School Distance Education. No students undertook vocational training or training in a trade.

As yet, no Year 12 students have attained the Higher School Certificate, however all three students returned in 2016 to continue their HSC studies through the pathways program, which marks a significant achievement for them and the school.

Table: Higher School Certificate Results

Subject	Year	No. of Students	Performance band achieved School and State percentage			
			Bands 3-6		Bands 1-2	
			School	State	School	State
English (Standard)	2015	2	50%	84.16%	50%	15.22%
Senior Science	2015	2	0%	83.41%	100%	14.8%



Workforce Composition

Alesco Illawarra employed the following staff in 2015

Category	Number of Staff	Full-Time Equivalent
Principal (non-teaching)	1	1.0
Teaching	6	5.1
Welfare/Support	2	1.6
Administration	2	1.1

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	5
(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 and Board members participated in the following professional development sessions in 2015:

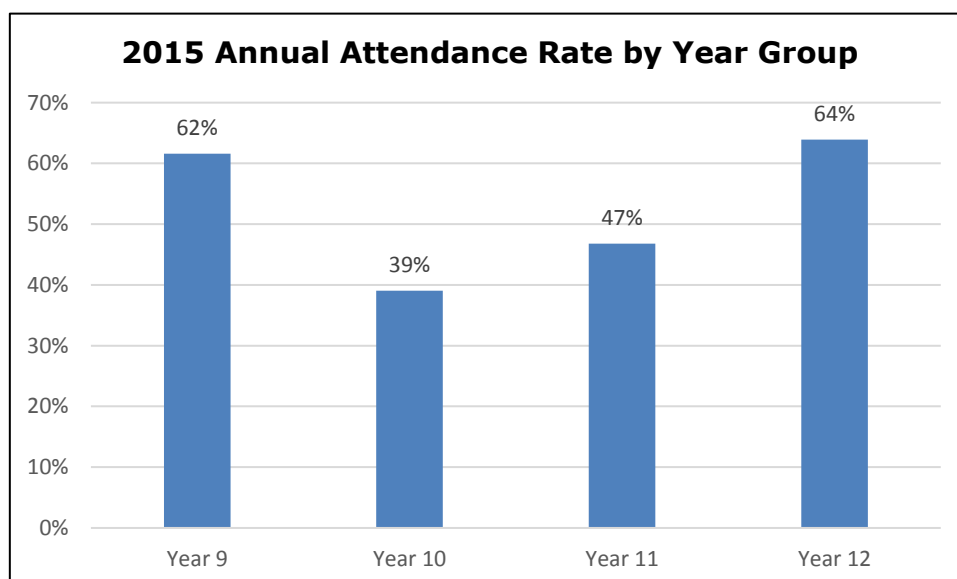
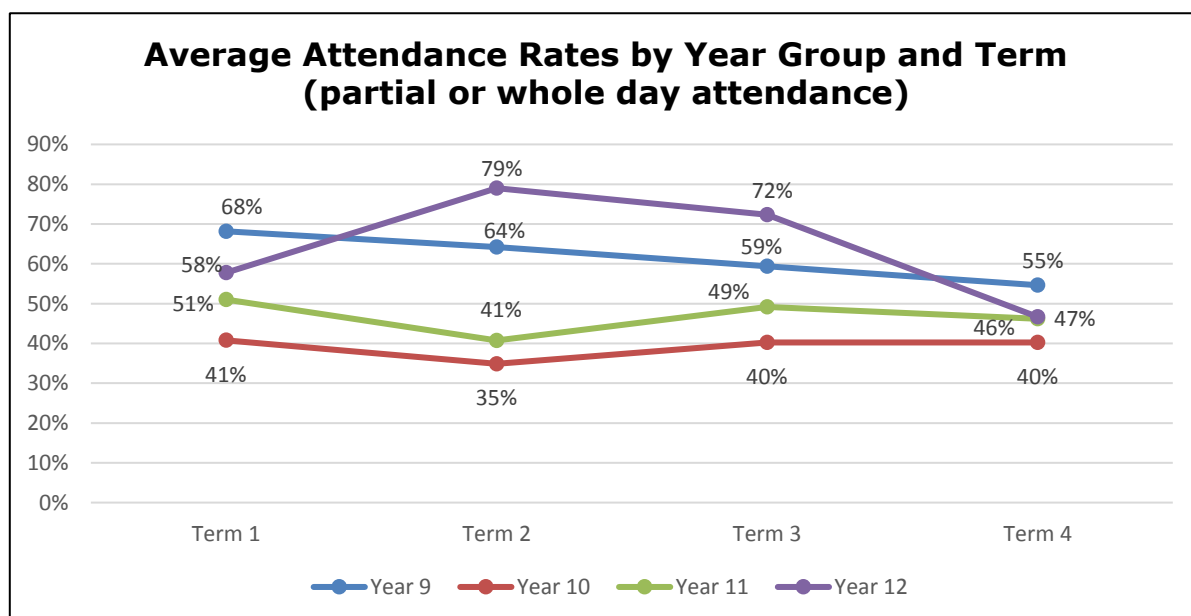
Activity	Teachers	Support Staff	Board Members
AISNSW Governance Symposium	1		3
Effective Use of iPads	4	3	
Stanwell Tops Staff Development Retreat	5	2	
Non Violent Crisis Intervention	4	2	
Cultural Innovations Conference	1		
Special Education network meetings x 4	2		
Developing Whole School Practices for Inclusive Schooling	5	2	
Patchwork	1	1	
Illawarra Vocational network x 4		2	
Special Education Conference (AIS) – Be H.I.P	2		
Bridges out of Poverty Conference	1		
Consistent Teacher Judgement - BOSTES	5		
Sentral Training	6	3	
Role of Trauma	1		
Alternative Education Conference	2		
First Aid Training	6	3	
Staff Meetings – various	6	3	
Pupil Free days – Assessment and Curriculum	6		
School visits - mentoring	1		
Positive Behaviour management Conference	6	5	
English Teachers Association Conference	1		
Alesco Schools Conference	1		
Schools Security Seminar	1		
Introduction to School Governance – AISNSW online module		1	1
School Governance – AISNSW online module		1	1
Legal Compliance – AISNSW online module		1	1
Financial Compliance – AISNSW online module		1	1

Student Attendance

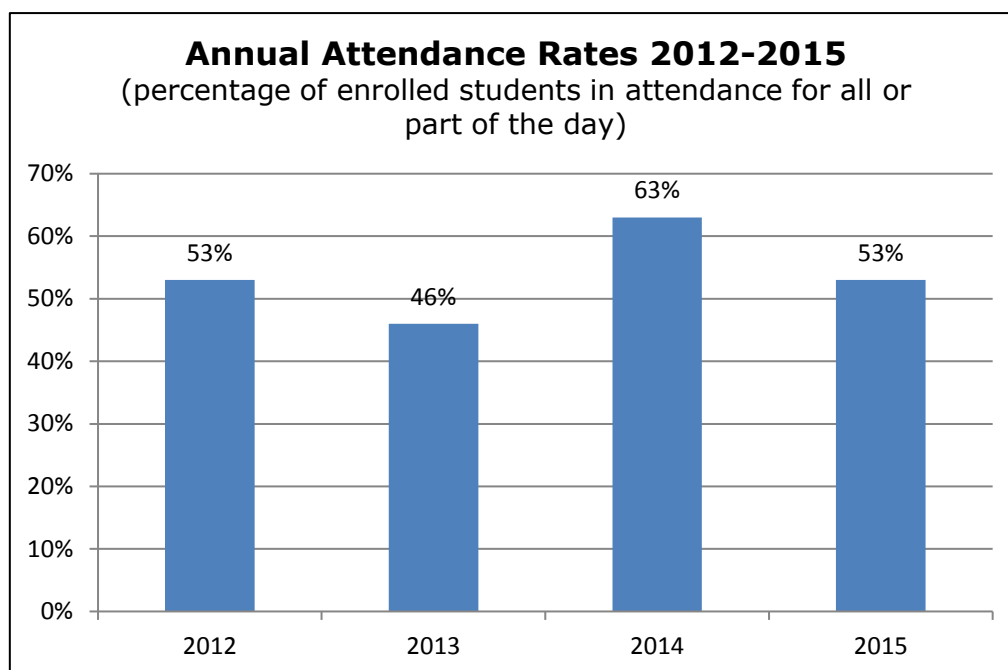
Overall, average attendance rates for students at Alesco Illawarra fell slightly from the previous year, however there is variation in attendance rates between the Year groups and from term to term.

Average attendance rates in 2015 are detailed as follows:

	Present for part or all of the day				
2015	Year 9	Year 10	Year 11	Year 12	Whole School
Term 1 Average	68%	41%	51%	58%	54%
Term 2 Average	64%	35%	41%	79%	55%
Term 3 Average	59%	40%	49%	72%	55%
Term 4 Average	55%	40%	46%	47%	47%
Average Annual Attendance 2015	62%	39%	47%	64%	53%



Comparative Data



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.

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 2015 (n = 16)

Destination	Number of Students
Re-enrolled at Alesco in 2016 to undertake Year 11	7 (44%)
Undertaking other education, training, apprenticeship or traineeship	3
Employed full-time, part-time or seeking employment	2
Moved interstate	1
Unknown destination	3

Destination of students enrolled in Year 11 and 12 as at Term 4 in 2015 (n = 18)

Destination	Number of Students
Returning to Alesco Illawarra to continue with HSC Pathways Program	15 (83%)
Undertaking other education, training, apprenticeship or traineeship	2
Employed full-time, part-time or seeking employment	1

Student Retention Rates from Year 10 to Year 12

Alesco Learning Centre Illawarra is tracking student retention from completion of Year 10 through to completion of Year 12. 2015 is the first year that students have been enrolled in Year 12 courses through our pathways program and it is anticipated that our first cohort of students to complete Year 12 will do so in 2016.



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 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. 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.

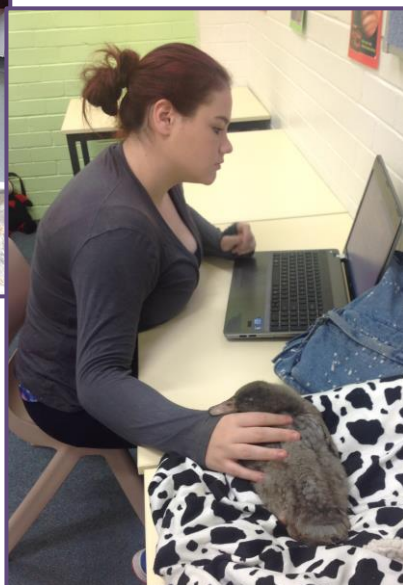
A suggestion or complaint can be lodged by any person who is a user or potential user of Alesco Illawarra services including a student, a parent/guardian or carer or other community member. The suggestion or complaint can be

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 2015	Achievements
Provision of explicit and meaningful feedback to all students	Staff meetings - what is meaningful feedback AIS consultant – staff retreat Assessment task review to ensure explicit feedback being given
Student Wellbeing program	AIS funding program completed Workshop with psychologist to identify good practice when working with young people Mind Matters to be a priority for 2016 Staff Retreat – Focus on student wellbeing
Consistent Teacher Judgement	BOSTES professional development course on consistent teacher judgement – 5 staff attended Group marking of Stage 5 tasks Opportunities for staff to mentor peers re marking criteria, rubrics etc.

Pedagogy	
Priorities for 2015	Achievements
Improvement of academic outcomes	Introduction to Principles of Universal Design for Learning – review of classroom practices Student feedback on classes Staff meeting and pupil free day on Engagement with students – what works for them
Diversifying the curriculum and meeting student needs	Principles of Universal Design for Learning – AIS consultant Whole School Practices for Inclusive Schooling project through AIS
Review Stage 6 programs in readiness for implementation and monitoring by BOSTES	All programs reviewed and submitted for monitoring.

Human Resources, Leadership and Management	
Priorities for 2015	Achievements
Development of succession plan and facilitation of training for identified personnel	Board Members and 2 staff attended Governance workshop facilitated by AIS Further delegation of responsibilities to appropriate staff Staff identified areas of need – professional development

Human Resources, Leadership and Management	
Priorities for 2015	Achievements
Collection and analysis of data relating to student outcomes including student performance, student destination and stakeholder perceptions	Whole School Practices for Inclusive Schooling project allowed staff the opportunity to gather data relating to student outcomes relating to performance Data used to support AIS Consultant presentation to conference
Staff wellbeing	Staff retreat – focus on staff wellbeing – new staff introduced to concept of staff wellbeing at Alesco Illawarra Staff meetings – staff identify issues relating to their workplace Introduction of staff briefing and debriefing to ensure issues managed as soon as possible.

Parent and Community Partnerships	
Priorities for 2015	Achievements
Development of sustainable partnerships with community groups	Partnership with Warehouse One7, Connexions and headspace. Possible research opportunity in 2016 - 17
Further develop positive relationships with parents and carers.	Increase in newsletters being sent Ongoing development of Alesco website – continue in 2016 Alesco Accolades introduced in an attempt to bring parents into the school to see work by students Harmony day celebration – invitation to parents to join in the celebration – both highly successful and will continue in 2016

Resources, Finances and Facilities	
Priorities for 2015	Achievements
Source funding opportunities to support programs such as mentoring, wellbeing and excursions	Ongoing to 2016
Upgrade of facilities through government grants	During the 2014/15 break the existing premises were painted and generally tidied up. Alesco Illawarra applied to the AISNSW BGA Capital Grants Program and was successful in obtaining funding for a major building project to

	commence in 2016 to provide purpose-built facilities for senior students.
Audit of Resources to determine future needs	Held over to 2016 because of expansion of school

In late 2015 it was decided to revisit the strategic plan of Alesco Illawarra and adjust it to reflect the National School Improvement goals. The strategic plan is to be updated in 2016.

Each year only a few domains will be the focus, however it is anticipated that the school will continue to review its practices and work towards consistent school improvement.

School Improvement Targets 2016	
Domain	Priorities
A Culture that Promotes Learning	<ul style="list-style-type: none"> • interactions between staff, students and parents • continued priority on staff and student wellbeing • maintaining an environment that stimulates learning • building program for senior facilities
Differentiated Teaching and Learning	<ul style="list-style-type: none"> • understanding of students' prior learning • differentiation in the classroom • implementation of Principles of Universal Design for Learning across all programs and in the classroom • improved communication with parents about student outcomes
Systematic curriculum Delivery	<ul style="list-style-type: none"> • preparation for registration in 2017 • implementation of Principles of Universal Design for Learning across all programs and in the classroom • development of cross curricula programs with a focus on literacy and numeracy • review of reporting system and change of reporting style for Stage 5

Initiatives Promoting Respect and Responsibility

Wellbeing became the focus of Alesco Illawarra for 2015. The Respect and Participation (RaP) program continued with a strong emphasis on Positive Behaviour Support principles. To provide another underpinning component to this, the school embarked on a wellbeing program to be implemented during class on a weekly basis.

The school was given a grant to support this initiative. Following work with a psychologist in 2014 and 2015, further development of the wellbeing program occurred. By the end of 2015 this was ready to be implemented.

The school continued to employ a Youth Worker with the assistance of the National School Chaplaincy Program. Staff, students and parents support this initiative and speak highly of the support offered.

An outcome of the review of wellbeing practices in the school was the identification of a need for students to be able to access a qualified person to help deal with some of the ongoing traumas they were facing. Although the school works closely with headspace Illawarra, students often needed to be able to access someone quickly. A partnership was developed with Warehouse One7, a group of psychologists who work specifically with young people. By the end of 2015 Alesco Illawarra had a psychologist on site one day a week. A youth engagement worker from headspace attends the school once a fortnight, providing another level of support for the students.

The school continues to reward students through praise, positive communication with parents, Student of the Week and RaP awards. These awards were reviewed during the year to provide more desirable goals for students.

Given the nature of students at Alesco Illawarra, the Drug and Alcohol program offered by Youth Drug and Alcohol Service continued to be implemented. Students also had access to Drug and Alcohol counselling.

Year 10 – 12 students also completed their First Aid / CPR course and other students completed the Save a Mate program. It is hoped that these skills will help to reinforce the risks of excessive use of drugs and alcohol and the consequences of this use. Students will have the skills to be able to respond to an emergency situation if necessary.

Senior students also attended the RYDA program in November. This was an extremely effective program with all students acknowledging the need for safety when driving a car.

Wellbeing of staff is important in the school environment as well. In 2015 it was decided to commence morning briefings and afternoon debriefings to allow staff the opportunity to deal with issues as they arose. This has been invaluable in supporting staff and will continue into 2016.

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

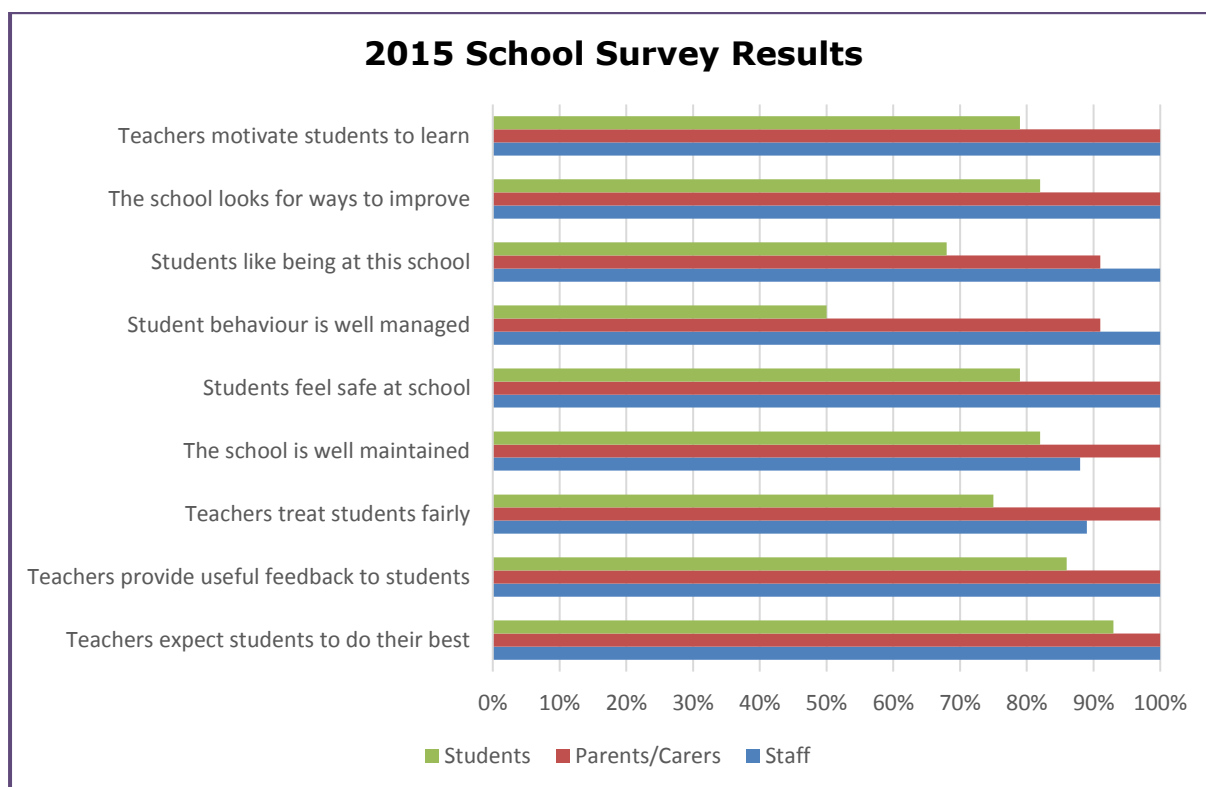
Alesco Illawarra also worked closely with the following organisations:

- 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
- Jobfind Centres - Illawarra
- TAFE Illawarra
- Child and Adolescent Mental Health Service

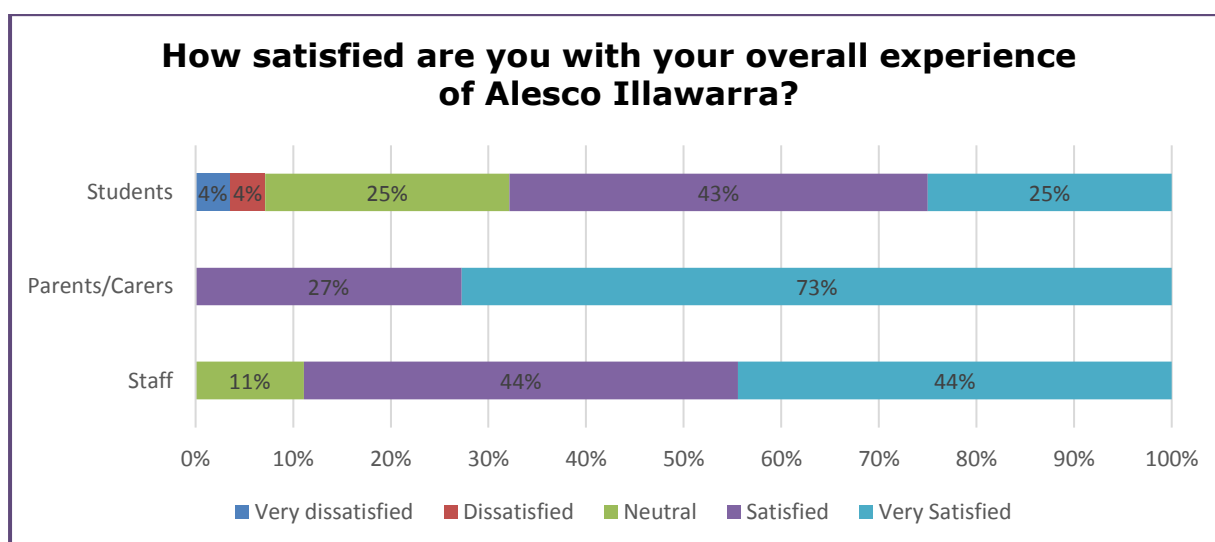
Parent, Student and Teacher Satisfaction

In 2015 Alesco Illawarra students, parents/carers and staff participated in satisfaction surveys. Surveys were returned by 28 students, 11 parents/carers and 9 teaching and support staff members.

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 wanted to write something to show my appreciation for everything you put up with and everything you do for us. No matter how many arguments, fights, disrespectful behaviour and ungratefulness, you've all supported us and you've all seen potential in us, even if we never saw it in ourselves. Best of all, you've taught us things that aren't taught in other schools (even though they should be) like respect, honesty, true friendship, loyalty and being independent. Thank you for everything no matter how big or small. Just know we might not show it but we do appreciate it!"

"Being able to spend one on one time with everyone makes school feel more comfortable."

"Very satisfied because I made it to Year 12!"

"I am very satisfied because you are showing concern at the small things in my life and I am very thankful."

"I have gotten somewhere with my work. The teachers help everyone and I've made mad friends and experiences."

"Satisfied because I have worked for improvement."

"To the Alesco staff, thanks for all the help you have given me."

"I enjoy the environment here at school and the way things are handled."



Parent/Carer Feedback

"Alesco has supported my son in all aspects of his learning. He has felt very comfortable with the teaching staff and has settled in really well. They have gone above and beyond to ensure his safety and welfare at all times, during and after school hours."

"I believe the staff at Alesco go well beyond the required level of care and attention to their students. My daughter has had another difficult year. If she didn't attend Alesco, she would have dropped out long ago."

"If it wasn't for Alesco and the wonderful team I'm sure my child wouldn't have stayed at school, as she didn't fit into the public system. Thank you for doing a great job Alesco."

"My daughter has improved with her mental and physical capabilities since arriving at Alesco. She has a better outlook at life and is improving each day. I believe that the wonderful staff at Alesco have contributed to this."

"My son has had trouble with high school for the past three and a half years. This is the first time he has been able to go to school without experiencing chronic anxiety. I wasn't expecting him to pass Year 10 but Alesco helped him through!"

Staff Feedback

"The feeling you get when you walk into this place is amazing. It's like a big family. Everyone is so kind and lovely here."

"Very satisfied with the work I do and the people I work with."

"I love my workplace and wouldn't be anywhere else."

Summary Financial Information

Chart 1: Recurrent and Capital Income 2015

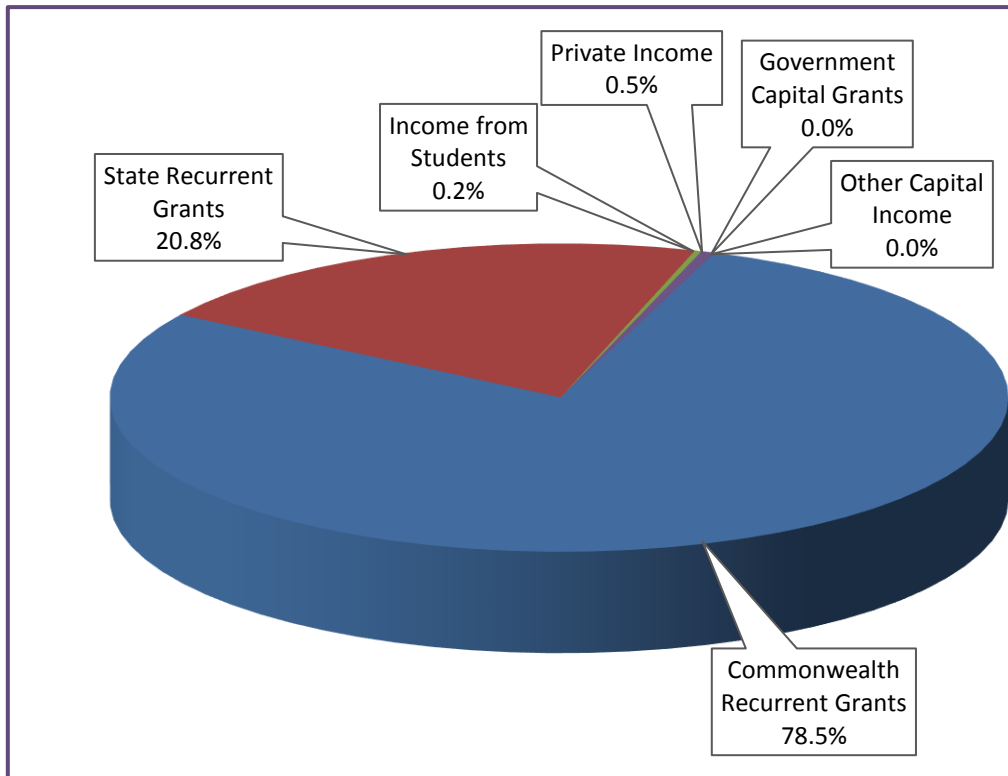


Chart 2: Recurrent and Capital Expenditure 2015

