



Annual Report 2019



Alesco: from the Latin, to grow or mature

Our purpose is to provide opportunities which foster the development of capable, confident and self-assured young people, who are connected to their community and able to forge a path to a productive future.

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This report is prepared by Alesco Illawarra to meet educational and financial reporting requirements for the 2019 reporting year, in accordance with the Commonwealth Government's *Australian Education Regulations 2013* and the NSW Education Standards Authority requirements for Registered and Accredited individual non-government schools.

Alesco 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 Illawarra

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From the WEA Illawarra Board of Directors



In 2019, Alesco Illawarra continued to excel and delivered on its mission, providing 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

On behalf of the WEA Illawarra Board, I would like to congratulate Alesco Illawarra on another fantastic year in delivering on our mission.

Our Alesco Illawarra secondary school continues to thrive with an inspiring positive and life-changing impact on the students and their support network. In 2019 we had several students from the Wollongong Campus sit their HSC and these graduates were celebrated at an uplifting ceremony held at the Wollongong Lighthouse Hall in November. The refurbished warehouse at 58 Auburn Street now houses the Stage 6 classes (Years 11 and 12). Celebrations of Achievement were also held in Bowral and Nowra for students finishing their Year 10 program, with some students already finding employment or registering for further study.

The Alesco Illawarra program consolidated at our four campuses in Wollongong, Nowra, Vincentia and Bowral in 2019 and we took the decision to close the Lake South Campus. All these campuses are assisting young people disengaged from formal education and who want to transition back into school, training or employment.

We continued to invest in our organisation with new Board members and staff who have all strived to provide life-changing opportunities for those in need, assisting young people who do not integrate well into the conventional secondary school system.

The Board of WEA Illawarra thanks the dedicated team at Alesco Illawarra for their continual commitment, support and belief in the students.

Ross Crapis
Chairperson
WEA Illawarra Board

Principal's Message

2019 was a year of consolidation, reflection and learning. Consolidation of the network of campuses developed over recent years, reflection on how we were performing in critical professional areas and learning new approaches to encourage and enable our students to achieve even greater things in the future.

I believe that these last 12 months at Alesco Illawarra have been our best as we continue to build on the lessons we have learned from earlier years. We made some significant changes in organisation and responsibilities and it is encouraging to see it starting to come together.



Our 2019 graduating students were impressive role models for the younger students. We are so very proud of them all for the way they have personally conducted themselves showing maturity and concern for the growth of younger students.

The 2019 Ceremonies of Celebration were once again the highlight of the year. In Wollongong, the ceremony had to be held off site to accommodate the large contingent of students, parents and supporters. In Nowra, a very emotional joint ceremony of celebration was held for our two Shoalhaven Campuses, Nowra and Vincentia. In Bowral, the Southern Highlands campus also held a celebration for their students. In all these ceremonies we celebrated individual and collective achievement and they are very proud moments for the entire Alesco Illawarra community of board members, staff, students, parents, carers and supporters.

Respect remains the core value of Alesco Illawarra and respect underpins the approach we take to nurture growth in our students who are developing more positive attitudes about their own wellbeing and learning outcomes as well as also looking out for the wellbeing and progress of others around them. Each year we are very proud to see the growth of this culture of respect and care within Alesco Illawarra campuses.

Our team of dedicated staff (teachers, support staff) are truly an inspiration. Their passion, commitment and professionalism is what allows Alesco Illawarra to achieve so much and make such a difference to the lives of our students, their families and carers. I would like to personally thank all staff and supporters for their efforts in 2019 which reflects so well on the growth and maturity of Alesco Illawarra.

I would also like to acknowledge the extremely valuable contribution the Board of Directors has made towards creating and sustaining a framework for the supportive and inclusive learning community we have become here at Alesco Illawarra. We are all so very privileged to be involved in this great work of assisting young people to recognise and realise the opportunities to develop their potential and become valued and contributing members of their communities.

David Fuller
Principal

Vision, Mission, Purpose, Values and Charter

Context

Alesco Illawarra is a non-denominational, independent secondary school registered with the NSW Department of Education for Years 9 to 12, and accredited by the NSW Education Standards Authority to deliver courses leading to the award of the Record of School Achievement (RoSA) and the Higher School Certificate. Alesco Illawarra operates under the auspices of WEA Illawarra. WEA Illawarra is a not-for-profit Community College and Registered Training Organisation with a broad social inclusion agenda and Alesco Illawarra is an integral service in the achievement of WEA's vision.



WEA Illawarra Vision

To improve the lives of people by offering them appropriate education and training in a nurturing and caring environment.

Alesco Mission

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.

We value

Respect – acknowledging the importance of each person's identity, needs, heritage, traditions, skills, knowledge, and aspirations, and having a commitment to honesty and open communication.

Collaboration - an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems. The outcome is different and enhanced from the original solutions that any team member would produce independently.

Self-Reflection and Accountability – taking time to analyse and understand our own needs, thoughts and resulting behaviours, and taking responsibility for our actions.

Our Purpose

To provide opportunities which foster the development of capable, confident and self-assured young people, who are connected to their community and able to forge a path to a productive future.

Our Charter

Our school strives to lift up young people, developing in them renewed hope, self-worth, autonomy and optimism.

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 acknowledge that staff, students and caregivers are all on a learning journey together and we work hard to make sure nobody gets left behind.

We are committed to shaping the lives of young people so that they flourish and are positive contributors to their communities.

Our School Culture

is characterised by:

- Belonging
- Kindness
- Patience
- Courage
- Trust
- Responsibility
- Acceptance and forgiveness
- Respect for self and others
- Championing growth
- Unconditional positive regard for each member of the school community
- Recognition and celebration of everyone's giftedness
- No excuses

Our Learning and Teaching Practice

is characterised by:

- The quality delivery of the NSW Curriculum
- Specialised strategies for healing, growth and achievement
- Belief that every student can learn, progress and succeed
- A shared commitment to growth mindset and life-long learning
- Student-centred and engaging learning experiences
- An active student voice
- Practice that is evidence-based and reflective of current research
- Being well prepared
- Innovation and continuous improvement
- Flexibility

Campus Reports

Shoalhaven Campuses (Nowra and Vincentia)

2019 was a fantastic year of growth and development for the two Shoalhaven campuses, with wonderful outcomes for many students.

Nowra was staffed by Keeli, Brooke, Kath and Bec as the teaching staff and Matt and Josh as the SLSOs. Vincentia was staffed by Ben as the teaching staff and Rob as the SLSO. Carolyn supported both campuses as the Manager for Wellbeing. Staff were supported by Bec as the Stage Coordinator across the two campuses.

This year Brooke achieved her proficiency in teaching accreditation from NESAs. Rob, Ben, Josh and Matt all completed their APOLA surf training which allows us to take students out to beaches safely. Over three days Bec completed a Middle Leaders course through the AISNSW which was very beneficial. Matt and Josh both worked on completing their Certificate IV in Education Support through TAFE via distance education which they will complete in 2020. All staff completed the Berry Street Education Model training in trauma-informed positive education among other professional development experiences. Josh and Rob also completed the Youth Mental Health First Aid course. The staff along with our students completed a First Aid course together which was very well run and a great success.

There were many events over the course of 2019 which were beneficial for our students. Here is a summary of the stand out events and programs that were run across the two campuses.

In Term 1 we held a snorkelling excursion in Jervis Bay. Brooke spearheaded this excursion and it was a great success. The students were all involved and found it a fantastic experience, especially as Brooke had managed to get all the equipment needed for free, including wetsuits for everyone.

During Term 1, Nowra students prepared to take part in a Youth Week event that was held in the school holidays. This involved designing and making a go-kart which incorporated a couch. This was to promote the issues around youth homelessness as they were creating a 'couch surfing' go-kart. I'm proud to say that in the holidays we had many students and staff show up to the event to race the go-karts while other schools involved had no student representatives. Looking forward to 2020, we hope to take a role in the organisation of this event to encourage youth to attend.

The campuses also had outside services come in to run some programs for us over the year. HIV/AIDS and Related Programs (HARP) service is run through NSW Health aiming to promote health education and spread awareness. HARP presented a Sexual Health workshop for all students as well as a Sexual Health Outreach/Education professional development training for staff on working with youth around these subjects. Both events were highly engaging and informative.

We also had the Save-a-Mate program through the Red Cross delivered to our students to assist them in developing knowledge and skills around substance use. This helps to put our young people in a position where they might be able to save a friend if they are using substances or understand when to help a friend if they are drug taking. Both students and staff found this to be a very valuable resource.

Our Nowra campus completed a unit on movie-making in Term 2, led by our teacher Keeli. This involved having a member of a local filmmaking group come in to assist students in filming their own short horror film. This was a fabulous experience that really stretched the students and pushed them in

terms of their communication skills, technology skills and acting skills! Keeli also ran a program connecting with some elderly members of the community through a local retirement home. The students had to go and collect stories from these elderly people and then create a recording which they edited. Again this was a challenging project for our students from which they learnt so much.

A program that ran year long at the Vincentia campus was the Bush Regeneration Program. Coordinated by SLSO Rob, this program involved the students completing both theory and practical sessions in relation to the care of our natural bushland. The students participated in this program once a week and it involved activities including weed/native plant identification, weed removal techniques, weed mapping, and safe work methods when working in the bush. The students were involved in the removal of approximately 100m² x 30m² of weeds.

All students and staff went on a rock climbing excursion with local business Outdoor Raw in June which was a real 'growth' experience. Abseiling down some large cliffs and then climbing up the same cliffs is an experience that challenges all people and for the students who struggle with confidence and trust this was something that pushed them. They did so well and it was a bonding experience for all who were there.

Another great experience was the Booderee Bush Tucker walk that students completed in the Booderee National Park Botanic Gardens. This was a very beneficial outing and will be utilised again in the future.

A stand out moment for Vincentia Campus was a day in the year when a student noticed a group of older ladies were trying to set up tables at the Catholic Church next door to the school. When the student mentioned this, our teacher Ben told him to go and see if they needed help. The student did so and came back to confirm that they needed help. The staff and students went and assisted the ladies, who apparently thought the student was joking about the help! It is always wonderful to see students who have often been hurt by society and not received the help they've needed in the past reach out to help others.

A very successful program we took part in this year was the TAFE Youth Engagement Strategy (YES) program which ran during May and again in October. This involved students choosing a program at TAFE to complete one day per week for 4 weeks. The students who participated were involved in programs including Construction, Mechanics, Hair and Beauty, and Cafe Skills. This was a highly beneficial program for students as they were able to have an experience of what each course would be like if they chose to do it after they finished school. It also put them in an environment that tested their skills on communicating and functioning outside of the school environment.

In Term 3 the students and staff embarked on a new Work Experience program. This was a learning curve for all involved and was a very complicated process to organise appropriately and professionally. Ten students headed out on a week long Work Experience adventure which ended with wonderful results. The businesses we managed to engage with were across a range of sectors, including Animal Care, Hospitality, Metal Work, Hair and Beauty, and Carpentry. All of the businesses worked fantastically with our students, were impressed with student efforts, and are happy to accommodate us in the future. The students were professional, hardworking, and polite. It was a very proud time for Alesco staff.

In Term 4 Nowra campus was involved in weekly swimming lessons led by our teacher Keeli and SLSO Matt. The students had a great time increasing their skill and confidence in the water during these sessions.

To end our year of schooling together we headed to Grady's Riverside Retreat, west of Nowra for our school camp. Students were both excited and apprehensive about this excursion. We had a wonderful two days away with plenty of swimming in the river, team building activities led by Kyle at Outdoor Raw, and meals together. There was much laughter and guitar playing as well. Camp was a fantastic end to the year and students and staff had a great time.

Our graduation ceremony was held at the PCYC in Nowra and many family members and members of our extended community attended. It was a proud moment to see the graduating students receive their end of year documents and the many awards that were due. Staff worked so hard to make the space look inviting and we utilised a local business who employs disabled people for our catering. We had many positive comments from those in attendance about the ceremony and its intimate nature.

At the end of 2019 we had the wonderful news that a previous student from the Alesco 2018 year group had completed the Tertiary Prep course through TAFE and achieved extremely high results. She did so well that she was accepted into University to complete a degree in Criminology and Social Work. She is due to begin this course in 2020.

We are looking forward to a similarly eventful, adventurous 2020 and hope to continue assisting our young people grow in self-assurance and create a productive future.

Bec Kate
Stage 5 Coordinator, Nowra and Vincentia Campuses

Wollongong Campus Stage 5

Wollongong Stage 5 had an exciting year full of growth, development and an overall positive approach to Alesco and schooling as a whole.

We added a number of new staff and many new students over the course of the year. The year also saw the migration of students from our Bulli Campus into Wollongong and, in Term 2, the migration of students from our Lake South Campus also into Wollongong.

This migration gave all students the opportunity to work directly towards completing their Year 10 and potentially achieving their RoSA, moving onto further study or, indeed, the opportunity to do their HSC.

Students were given a wealth of opportunity both inside and outside the classroom with teaching and support staff alike providing countless positive experiences for our students.

Our connection to the Illawarra was ever present with students participating in a Community Engagement session each week. From the Botanic Gardens, to bushwalks, to scavenger hunts in Stuart Park, to whale watching, to treks up Mt Keira, to visits to the Kiama Blowhole, to walks through Puckeys Estate, to cleaning the local beaches, to Sublime Point, to hosting a bake sale at school, students were given opportunities to connect with their community on many levels.

Externally, students were provided with a range of valuable learning experiences including excursions to the Sydney Museum, the Holocaust Museum and Wollongong Science Centre.

We built connections with UOW and attended the Woolyunga Indigenous Centre as well as spending time in the UOW Student Makerspace exploring virtual reality, creating an animated film, designing and printing 3D objects and more.

Our Year 10 group was given the opportunity to attend the bStreetSmart program at Sydney's Qudos Bank Arena for young and learner drivers.

We engaged the services of Top Blokes throughout the year to run a specialised program working with our boys to increase their resilience, empathy, and respect for self and others, and in doing so working to reduce the rates of suicides, mental health issues, antisocial and risk-taking behaviours.

Our girls engaged in a staff facilitated Girls Up Program, targeting topics such as resilience, body image and self-esteem, peer relationships, bullying and cyber safety, with an overall focus of empowering students to make informed decisions and promoting emotional wellbeing of young people.

Overall, the Wollongong Stage 5 Program was a success with a number of students progressing to HSC and or TAFE and a majority of the remaining Year 9 cohort progressing through to complete Year 10 in 2020.

Bowral Campus Stage 5

The Alesco Illawarra – Bowral Campus offers a non-accredited education re-engagement program for students in Years 9 and 10. 2019 was a busy and successful year for our campus. During the year we saw four students move from our program to TAFE to successfully undertake a ROSA equivalent course. At the end of the year two more students had enrolled in TAFE to also undertake a ROSA equivalent course. All five of these students overcame significant barriers during their time with Alesco and with support from campus staff, particularly Ellen our SLSO and from our Transition Support Officer, Sasha. Support was provided with visits to the different TAFE campuses being attended on several occasions as well as assisting with the application process.

Two of our students moved into supported work places with one student commencing with one day per week during term three and moving into two days during term four at a local nursery.

Alesco Illawarra – Bowral Campus was also able to work with local youth services to provide a range of activities and courses at little or no cost to the school. Programmes we participated in were:

On Track: encompassing healthy eating, exercise, drug and alcohol, employment skills, managing money and workplace rights and obligations.

- Rock and Water: a personal development programme based on the idea that there are times we need to be firm and times we need to be flexible and how we can manage this.
- Cooking classes with Koori Kulcha: this programme involves selecting healthy ingredients, food preparation and hygiene, cooking and sharing the meal with friends. The programme fosters deeper understanding and acceptance of different cultures, particularly Aboriginal cultures.
- Police Citizens Youth club sports activities including archery, gymnastics and boxing.

Our campus celebrated Naidoc week and several other Aboriginal educational opportunities involving Elders from coastal and local nations. A group of five students also chose to participate in the local School Strike for Climate rally.

In the 2019 year we worked successfully with local Mental health providers, local psychologists, and three of the local high schools. We had regular contact with the Home School Liaison Officer who referred several students.

During the course of the year we studied Maths and English, adjusting content to suit individual needs as well as Science, History and Geography. We were able to take advantage of the youth service minibus to go on some very enjoyable field trips to support learning across curriculum areas.

Ray Burgess **Stage 5 Coordinator – Wollongong and Bowral Campuses**

Wollongong Campus Stage 6

Wollongong Campus Stage 6 had an exciting and eventful year.

We began the year by welcoming new students into year 11 who had either come to us from other schools or moved up from Stage 5 at Alesco Illawarra - Wollongong Campus. As always it took a little time to adjust to the changes that come from being in the senior school, but students soon found their way with the support of staff and fitted right in. Year 12 students were a little nervous but looking forward to what would be their last year at Alesco Illawarra.

Early in the year we all celebrated Harmony Day, when we come together for a special multicultural lunch to celebrate diversity. Students and staff alike contributed to what turned out to be a culinary feast. We got to try dishes from many parts of the world. Some of these included, Mexican, Indian, South African, Japanese, Thai, Spanish, Italian and many more. This has become an annual event for us and everyone looks forward to it.

To support their learning in Visual Arts, Year 11 and 12 students visited the NSW Art Gallery where they got to experience ARTEXPRESS as well as having the opportunity to see Australian landscape artist masterpieces.

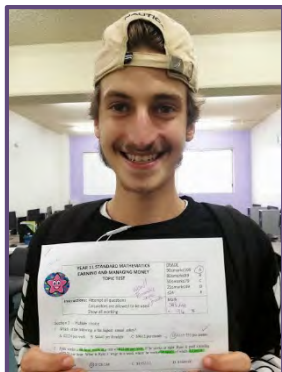
Our students also had a chance to see a number of plays at the Illawarra Performing Arts Centre for English Studies. This gave our students an insight into live performance and a new found appreciation for this expressive art form.

Early in the year, through wonderful support provided by Definition Fitness, Stage 6 students experienced gym life as part of their Sports, Lifestyle and Recreation Studies course. Definition Fitness provided a free weekly workout session at their gym, trained by three of their instructors. I know the instructors enjoyed having the students there as



much as the students enjoyed and benefited from going.

In Food Technology, both year 11 and 12, learnt about food and enjoyed their weekly cooking classes. Many went home to show off their new found skills.



In Maths, we saw many of our students develop a love for numbers which they did not previously have.

These are just a few of the many activities and event we have at Alesco, some others include, picnics, pampering days, First Aid course, Save a Mate, Footy Colours Day, celebrated birthdays and of course we had Dixie come to visit on a few occasions.

This year we saw our fourth group of year 12 graduates. They worked really hard over the last few years to achieve their goals of completing and gaining their HSC. As a reward for their hard work. Stage 6 teachers, their SLSO and the three graduating students went to Canberra, where they got to visit the National Art Gallery, Floriade with lunch at Parliament House.

The highlight of the year as always is the Celebration of Achievements event. This is the time we celebrate everything that has happened during the year and all of our students' achievements.

Some of our Stage 6 students left school during the year to pursue other paths in line with their personal goals. Some went to other schools where more courses in line with their interests were on offer, some got traineeships, others went on to further education and some got paid work.

No matter which path our Stage 6 students take we are proud of each of them and happy to have played a part in their journey.

2019 proved to be a fun and rewarding year for all and we look forward to the experiences that 2020 will bring.

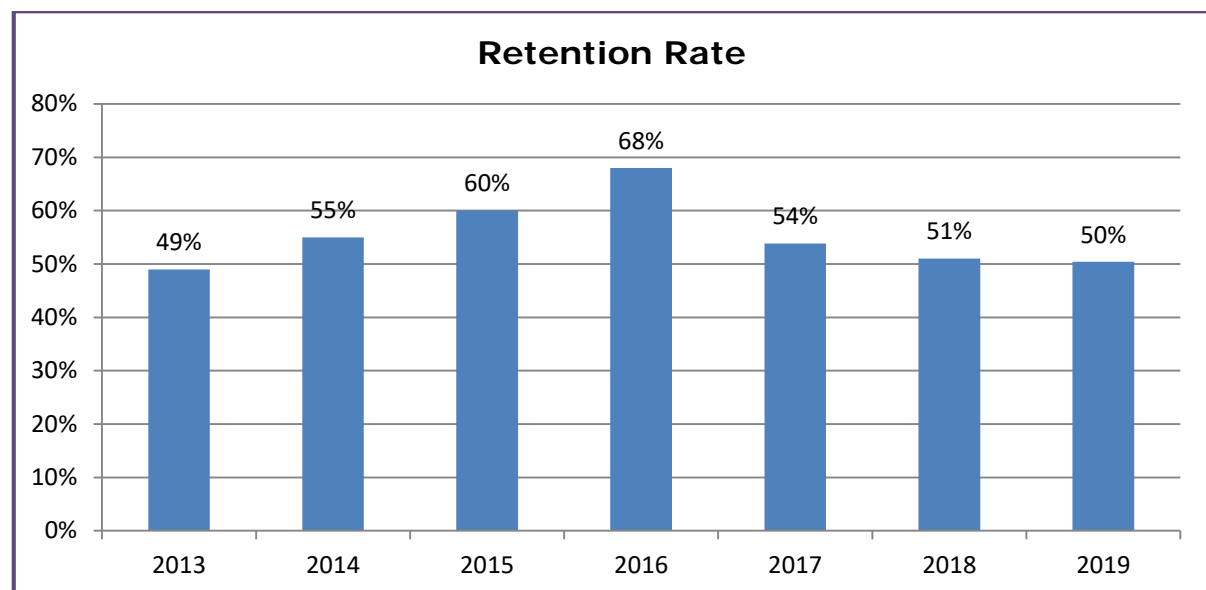
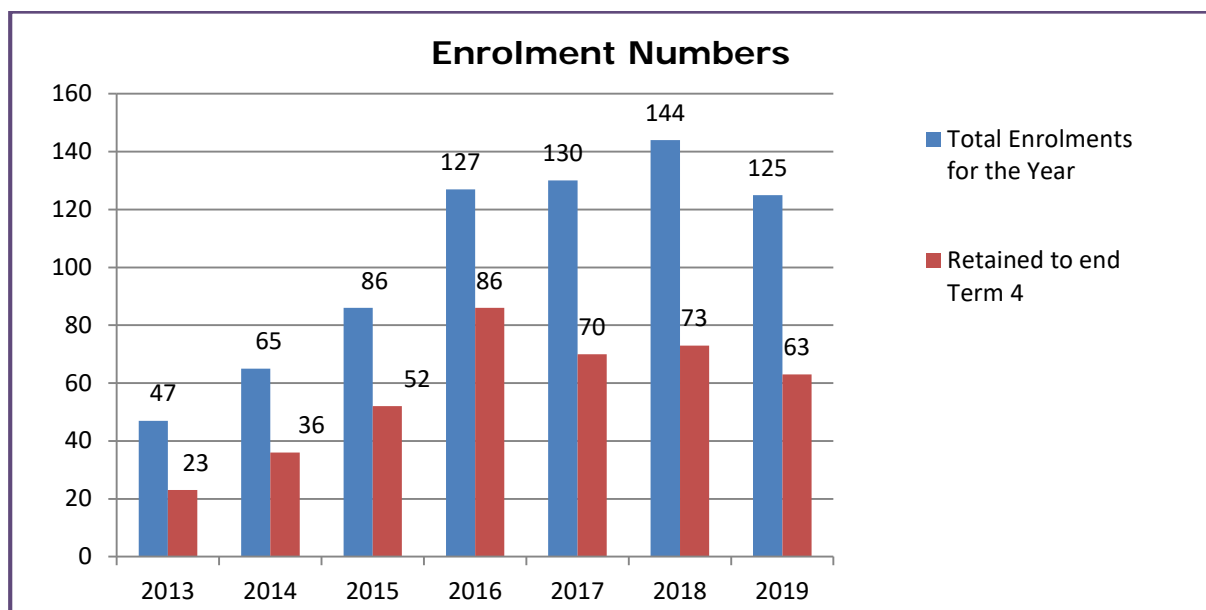
Sandra Abarcia
Stage 6 Coordinator - Wollongong Campus



Characteristics of the Student Body

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.

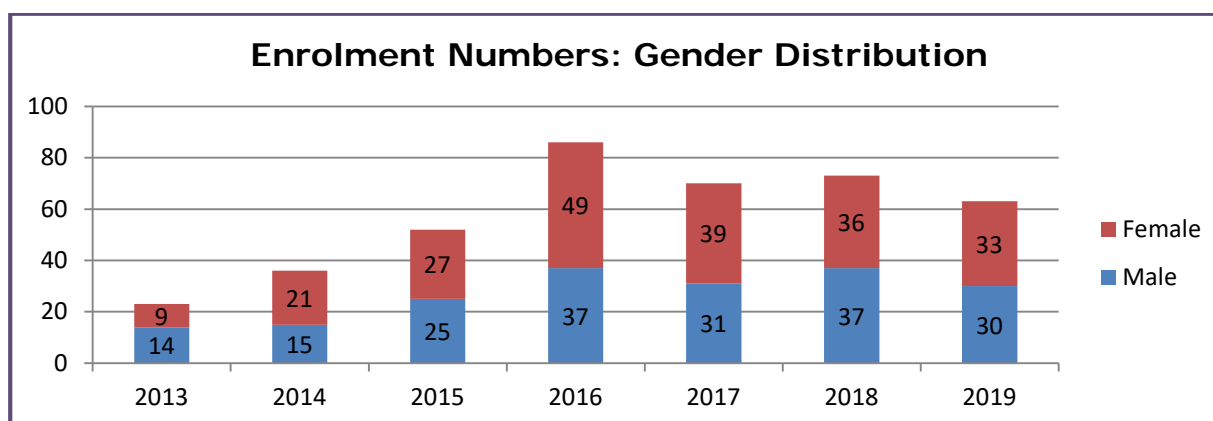
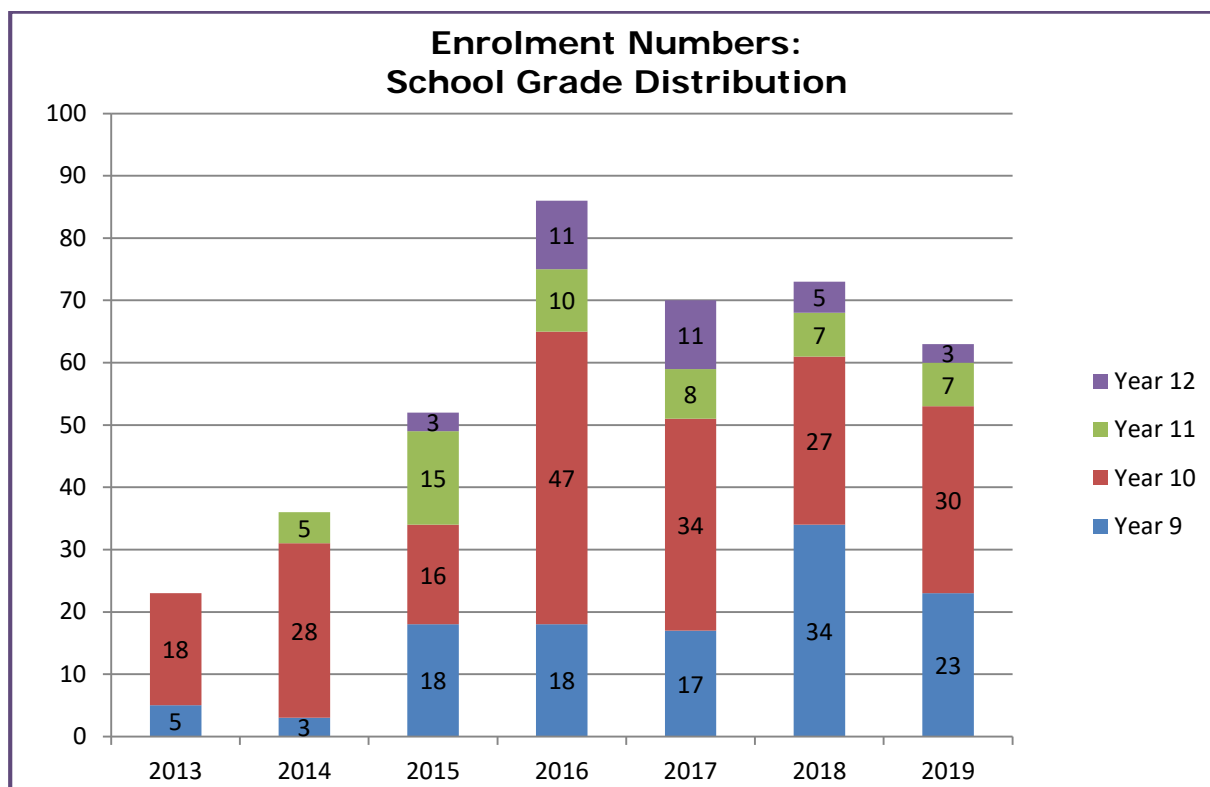
Throughout 2019 Alesco Illawarra enrolled a total of 125 students across Years 9, 10, 11 and 12. Sixty-three (63) students maintained their enrolment until the end of Term 4, representing a 50% retention rate. Each year, Alesco Illawarra takes on a new cohort of students and the challenges each student faces in completing their education will impact differently on their desire and capacity to complete the school year. In the senior school (Years 11 and 12) there is always a proportion of students who will leave school prior to completing their HSC as opportunities arise for further training and/or employment in their chosen field.



Of the 63 students enrolled at the end of Term 4 in 2019, three students graduated having completed their HSC and 38 students re-enrolled to continue their schooling with Alesco Illawarra in 2019 as follows:

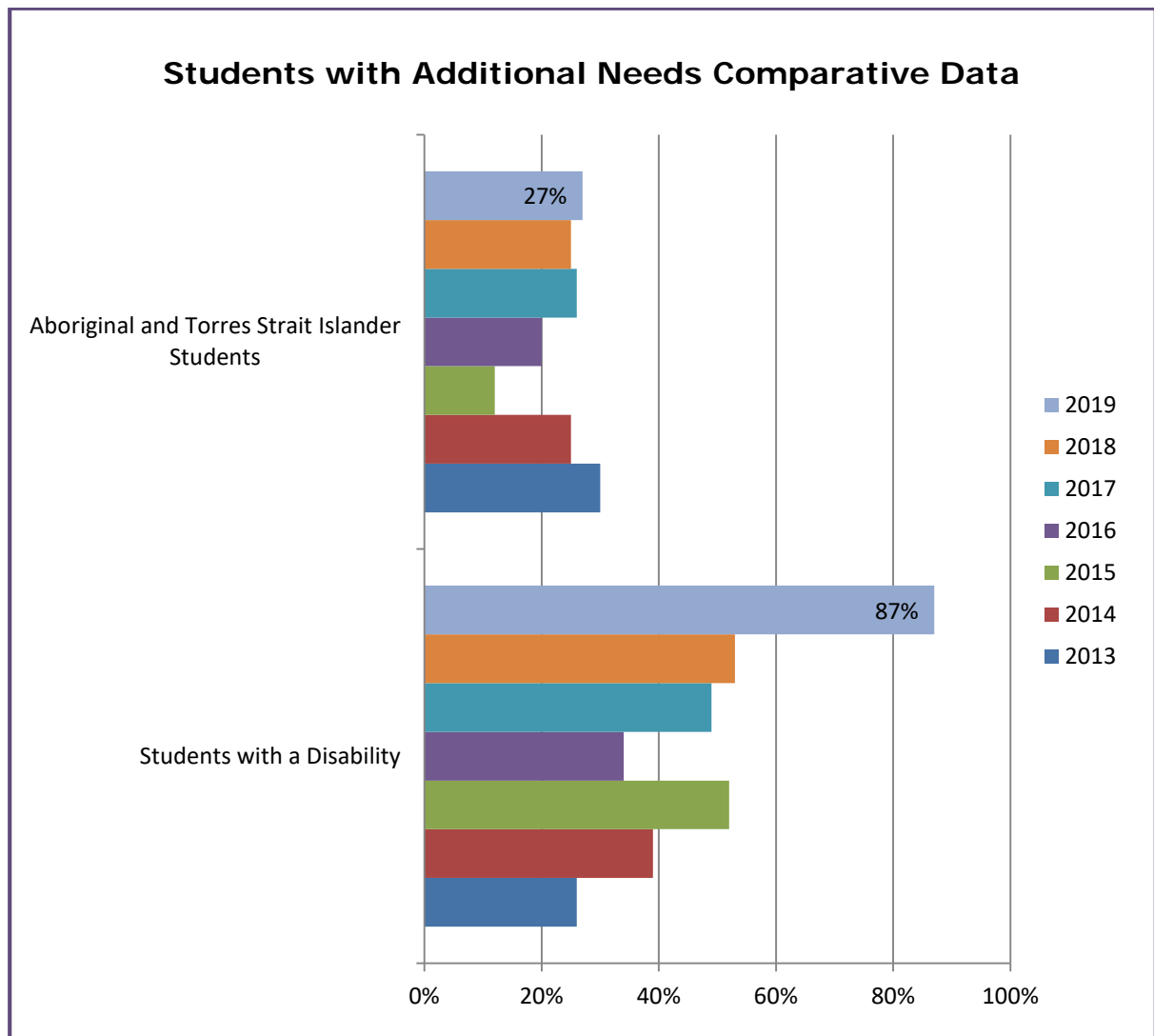
	Number of Students
Year 9 students returning for Year 10	20
Year 10 students to continue with Year 10	6
Year 10 students returning for Year 11	5
Year 11 & 12 students returning to continue with their HSC	7
Total number of students returning to Alesco in 2020	38 (60%)

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



Of the 63 students enrolled until the end of the 2019 school year:

- 27% identified as Aboriginal or Torres Strait Islander.
- 87% had a disability which impacted on their learning and for which supplementary, substantial or extensive adjustments were required to enable them to participate in their education along with their peers.



Student Performance

NAPLAN

Results for Alesco 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

Thirty (30) students were enrolled in Year 10 at the completion of the 2019 school year, with 16 completing Year 10 NESA accredited course requirements in the mandatory key learning areas of English, Mathematics, Science, History, Geography and PDHPE. These students will be eligible to receive their Record of School Achievement (RoSA) credential if they leave school education before completing the HSC.

Many of the Year 10 students who did not complete all mandatory course requirements were participating in our non-accredited engagement programs with the aim of re-engaging with education and preparing for transition to work or vocational training. Five of these students were accepted into TAFE, and one student secured employment at the end of the 2019 school year.

Preliminary HSC (Year 11)

In 2019, seven (7) students were enrolled in our Preliminary HSC program at the Wollongong Campus. Of these students, 6 finished the school year and completed all course requirements and are eligible to receive their Year 11 RoSA if they leave school prior to completion of the HSC. The courses studied were:

Food Technology (2 unit)

Mathematics Standard (2 unit)

Visual Arts (2 unit)

English Studies (2 unit)

Sport, Lifestyle and Recreation Studies (2 unit)

VET – Certificate II in Skills for Work and Vocational Pathways (3 unit).

EVET – Certificate II in Construction Pathways (4 unit)

71.43% of Year 11 students undertook Vocational Education and Training (VET) courses.

Higher School Certificate

Seven students studied HSC courses in 2019. Courses and achievements are listed in the following tables.

Board Developed Courses	Number of Students
English Studies	4
Mathematics General 1	3
Visual Arts	7
Food Technology	4
Content Endorsed Courses	
Sports, Lifestyle and Recreational Studies	7

Achievements	
Students awarded HSC	3 (43%)
Students awarded Year 12 RoSA (having left in year 12 before completing HSC)	4

No Year 12 students undertook Vocational Education and Training qualifications.

We congratulate all the students who were awarded their HSC or have made progress towards their HSC and school completion. It should be noted that many of the Alesco Illawarra students sitting for HSC examinations are the first in their immediate family to have done so. In the context of Alesco Illawarra as a Special Assistance School, regardless of HSC Bands achieved, it is a significant achievement for our students to have participated in the HSC examinations and be on their way to completing their secondary schooling.

Table: Higher School Certificate Results – Board Endorsed Courses

Subject	Year	No. of Students	Performance band achieved School and State %			
			Bands 4-6		Bands 1-3	
			School	State	School	State
Food Technology	2016	9	0	52.49	100	40.51
	2018	4	0	62.76	100	37.25
	2019	2	0	66.63	100	33.35
Visual Arts	2017	11	9.09	90.27	90.9	9.71
	2019	3	33.33	89.66	66.66	10.31

HSC Visual Arts was not studied in 2016 or 2018.



Year 12 Graduating Students Corrine, Eden and Vanessa with Stage 6 Coordinator Sandra

Workforce Composition

Alesco Illawarra employed the following staff in 2019

Category	Number of Staff	Full-Time Equivalent
Teaching	16	12.2
Non-Teaching	13	9.6

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.

Teacher Accreditation and Qualifications

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

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	1
Proficient Teacher	15
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	16

Qualifications of Alesco Illawarra teaching staff

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	15
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

Staff members have engaged in a number of different internally and externally provided professional development activities in key areas.

The key areas are:

Aboriginal knowledges and supporting Aboriginal and Torres Strait Islander students
 Trauma-sensitive practices/positive behaviour support
 Promoting student engagement and student voice
 Self-determination theory and practice

In addition to providing in house training in these areas a number of staff members engaged in externally provided opportunities on curriculum specific content and strategies.

Training	Leadership	Teacher	Support Staff
Staff Development Retreat – Alesco Illawarra Charter, Individual Learning Plans, Managing Challenging Behaviours in the Classroom, school improvement and planning, transition planning, Maintaining Positive Wellbeing in a Turbulent Environment, IT Security, embedding Trauma-Informed Practice	8	8	10
Berry Street Trauma Informed Positive Education (2 day training)	8	8	9
Positive Behaviour Management with Ray Handley	8	9	9
Attachment Styles and Impact on Students	8	9	9
QPR Suicide Prevention	Y	Y	Y
Self-determination- the pillars and what it means to be in the driver's seat of your life	8	9	9
Project Based Learning- observation and site visits	4	1	
Individual Learning Profiles- how to write good goals	6	9	8
Creating a Community of Empowerment- Supporting Aboriginal Students	1	2	
Planning for students with Additional Needs	4	1	
Effective Practices for Stage 6 Assessment	2		
Creating a culture of change- online leadership course	1		
VET in Schools - 1 day workshop	2		1

Training	Leadership	Teacher	Support Staff
Obligations in Identifying and Responding to Children and Young People at Risk	3	2	4
Microplastics- regional centre training		1	
Multi-tiered Systems of Support	1	1	
Supporting Students on the Autism Spectrum		1	2
Programming, differentiation, and adjustment	2	11	7
Project Air – Adolescent Intervention Workshop	2		
AISNSW Middle Leaders Program	3		
Creating Synergy Drug and Alcohol Conference	2		
Certificate IV in Education Support			2
Youth Mental Health First Aid			4
AISNSW Risk Management Course	5		
Food Technology Teacher Development		1	
Lawsense School ICT Law			1
Lawsense School Law Conference	1		
Prevention Alcohol and Other Drugs Training	2		

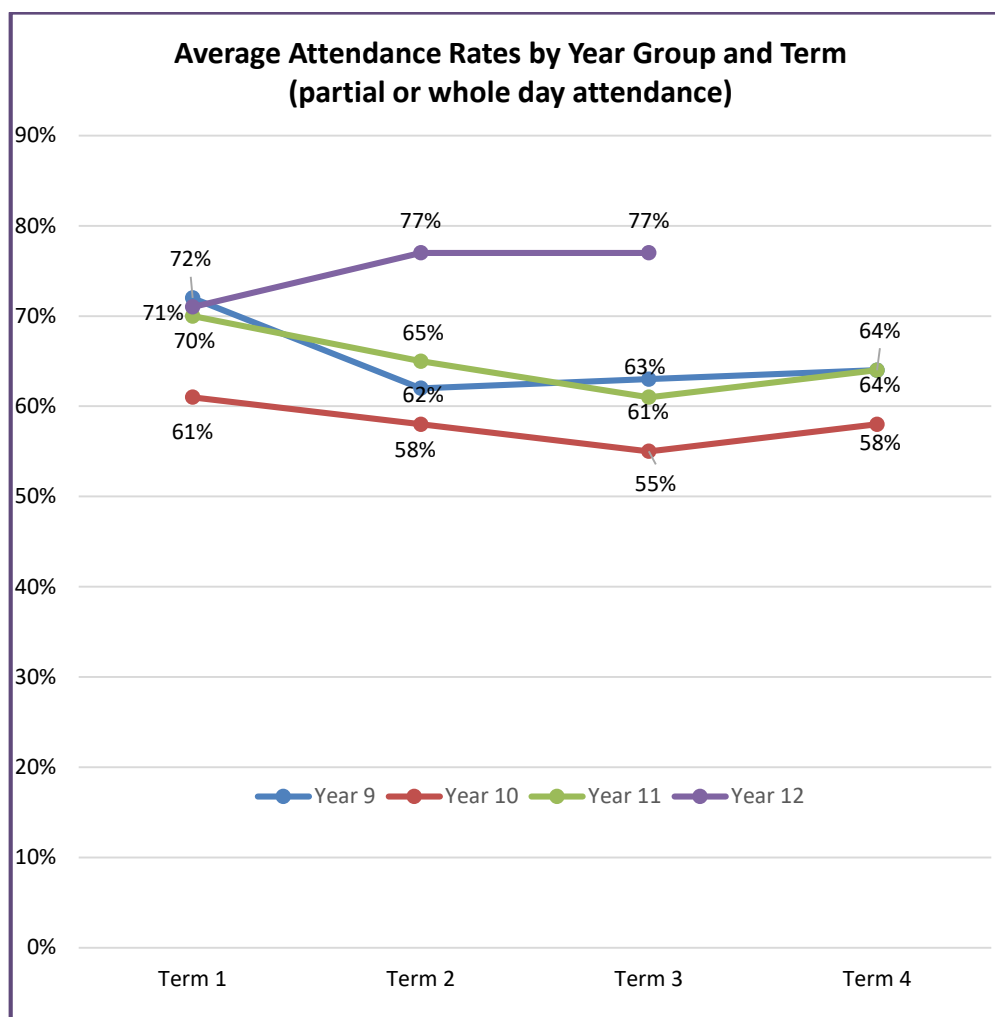
In addition, each staff member has two Professional Development meetings per year to set individual goals and keep accountable to the progress towards those goals through the follow-up meeting. All staff were asked to participate in a survey that identified their personal strengths, in which areas they would like to do on the job learning, and what their perceived priorities and the effectiveness of their practice in supporting the priority areas. The results of the survey were discussed with staff in their PD meeting.

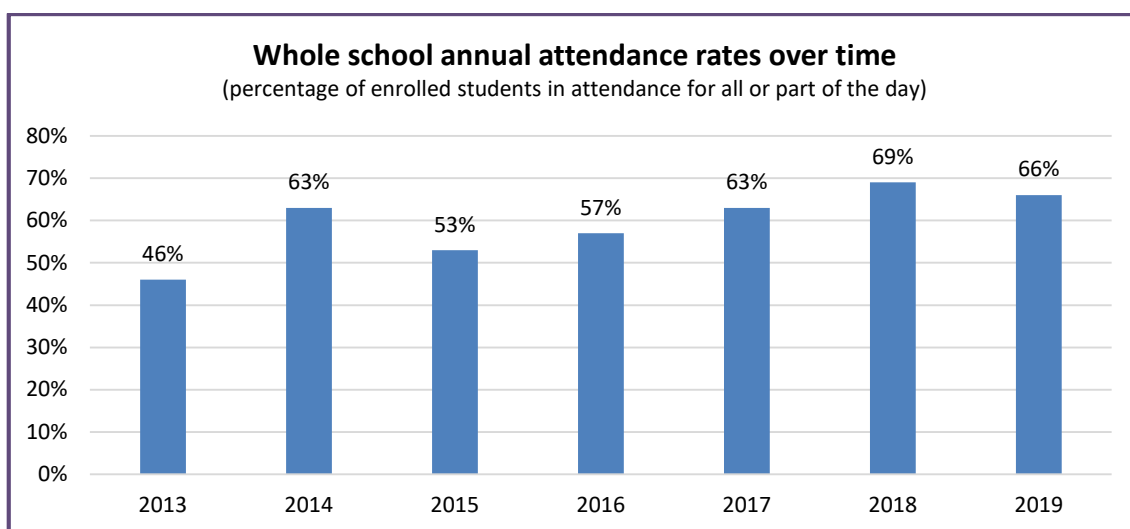
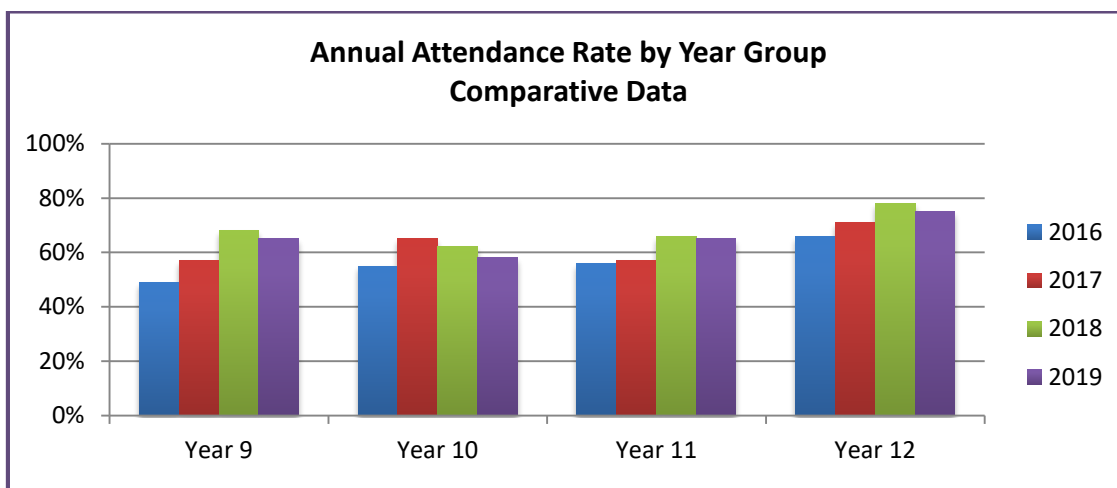
Student Attendance

Overall, attendance rates for students at Alesco Illawarra fell slightly from the previous year, however have remained similar over the last three years. There is variation in attendance rates between the Year groups and from term to term.

Attendance rates in 2019 are detailed as follows:

	Present for part or all of the day			
Year Group	Term 1	Term 2	Term 3	Term 4
Year 9	72%	62%	63%	64%
Year 10	61%	58%	55%	58%
Year 11	70%	65%	61%	64%
Year 12	71%	77%	77%	N/A





A significant number of students face personal, health and wellbeing, 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 home visits, 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 with individual goal setting around attendance, and exemptions from attendance for specified periods where medical or mental health problems are present.

Information on the school's attendance rates can also be found at the My School website:
<https://www.myschool.edu.au/>

Post-School Destinations

Intended destination of students enrolled in Year 10 as at Term 4 in 2019
(n = 30)

Destination	Number of Students
Re-enrolled at Alesco in 2019 to undertake Year 11	5
Enrolled in other schools or TAFE to undertake Year 11	4
Re-enrolled at Alesco in 2019 to continue with Year 10	6
Undertaking vocational training, apprenticeship or traineeship	3
Transition to work programs	0
Employed full-time, part-time or seeking employment	4
Unknown destination	8

Intended destination of students enrolled in Year 11 and 12 as at Term 4 in 2019 (n = 10)

Destination	Number of Students
Returning to Alesco Illawarra to continue with HSC	7
Undertaking vocational training, apprenticeship or traineeship	1
Continuing with HSC at another school	0
Employed full-time or part-time	2
Unknown destination	0

Student Retention Rates from Year 10 to Year 12

Alesco Illawarra is tracking student retention from completion of Year 10 through to completion of Year 12. In 2019, three students completed their Pathways Program and graduated with their Higher School Certificate. Two of these students were enrolled at Alesco Illawarra for their Year 10 courses, and one student transferred to Alesco from another school in Year 11.

The Year 10 cohort of 2016 had the opportunity to complete their HSC using the pathways program (taking three or more years to complete). The total number of Year 10 students enrolled at any time in 2016 was 60 students across the campuses that operated at that time (Wollongong, Bulli, Koonawarra and Nowra). Only our Wollongong Campus provides senior years of schooling, therefore students can only complete their senior years of schooling with Alesco Illawarra if they transfer to the Wollongong Campus (which is not possible for many students). Only one student from this cohort remained enrolled with Alesco Illawarra over the three-year period and graduated with their HSC.

The Year 10 cohort of 2017 had the opportunity to complete their HSC in the standard two-year period. The total number of Year 10 students enrolled at any time in 2017 was 67 students across the campuses that operated at that time (Wollongong, Bulli, Koonawarra and Nowra). Only our Wollongong Campus provides senior years of schooling, therefore students can only complete their senior years of schooling with Alesco Illawarra if they transfer to the Wollongong Campus (which is not possible for

many students). Only one student from this cohort remained enrolled with Alesco Illawarra over the two-year period and graduated with their HSC.

The nature of our school means that we have a high proportion of students transitioning into and out of Alesco Illawarra at various times in their academic pathway and for various reasons, including:

- transitioning back into mainstream schools which provide a wider range of academic options than is possible to offer at Alesco Illawarra;
- for our campuses with no Year 11 and 12 registration, transitioning after Year 10 to other schools to undertake the HSC or to TAFE to undertake the Tertiary Preparation Certificate;
- desire for non-academic pathways including transition to vocational training and employment;
- complex mental health challenges which result in school refusal or the need to focus on recovery;
- transient and itinerant family situations including homelessness.

Enrolment Policies

Policy No: 1.5	Enrolment Policy
Version	2.2
Created	30 November 2010
Reviewed	29 July 2013 3 December 2013 20 December 2016 20 July 2017
Next Review Date	20 July 2020

Alesco 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. Of primary importance is our ability to provide a safe learning environment for all students and staff. We all have a right to be safe at school and therefore a responsibility to not do anything which may threaten, or harm or cause danger to self or others.

Students applying to attend Alesco Illawarra must complete the appropriate application form and submit all required documentation prior to meeting with school staff for an interview. A student's acceptance into the program is dependent on their presentation at interview, information provided from previous schools, and the student's and parents'/carers' attitudes towards and demonstrated ability to work within the policies and philosophy of Alesco Illawarra.

All students who are enrolled at Alesco 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.

Continued enrolment at Alesco Illawarra is dependent upon the student making satisfactory academic progress, attending consistently, making a consistent effort to participate in learning and other school activities when in attendance, and the student and their parents/carers observing all behavioural codes of conduct and other requirements of the school which are applicable from time to time.

Alesco Illawarra may suspend or terminate the enrolment of a student, either temporarily or permanently at any time for reasons which may include, but are not limited to:

- a) a serious breach of the School's rules, Code of Conduct or Discipline Policy;
- b) conduct which may damage the reputation of the School or adversely affect the safety, health or wellbeing of its students or staff; and

- c) where the Principal or the Board of Directors believes that a mutually beneficial relationship of cooperation and trust between the School and the parent/carer(s) has broken down and adversely impacts on that relationship.

Alesco Illawarra may terminate the enrolment of a student without notice if, either before or after the commencement of enrolment, the School finds the relevant particulars of the special needs of the student have not been provided to the School or the particulars provided are materially incorrect or misleading.

The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether a student will be offered a place in the school or in the continuation of a student's enrolment.

Policy No: 1.6	Information required upon application to Alesco Learning Centre Illawarra
Version	1.2
Created	30 November 2010
Reviewed	July 2013
Reviewed	February 2017
Next Review Date	February 2019
Related Documents	Alesco Illawarra Application for Enrolment 1.12 POL Register of Alesco student enrolments 1.13 PROC Register of Enrolments, Attendance Record Keeping and Exemptions

Due to the nature of the target group attending Alesco Illawarra and the school's intended focus, Alesco 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 to the Business Manager. Policies marked with an asterisk (*) were reviewed in 2019.

Child Protection

Child Protection policies were reviewed in 2019. Policy regarding Working with Children Checks is incorporated into the WEA Illawarra Fit and Proper Persons Policy, as WEA Illawarra is the governing body and employer.

Type	Number	Name
Policy	2.1	Child Protection Policy *
Procedure	2.1	Reporting Risk of Significant Harm
Form	2.1a	Child Protection Report to Community Services
Form	2.1b	Proof of Identity
Policy	2.2	Role of Staff in Care and Protection
Policy	2.3	Harm Relating to Actions of a Student, Trainee or Apprentice
Glossary		Child Protection Terms
WEA Policy	1P01	Fit and Proper Persons
Resource		Office of the Children's Guardian Working With Children Check Information for Employers Guide
Resource		NSW Government Online Mandatory Reporter Guide
Resource		Protocols for Internal Investigative and Disciplinary Proceedings (AISNSW/IEU)
Resource		An Introduction to Creating Safer Independent Schools (AISNSW)

General Welfare, Security and Safety

Type	Number	Name
Policy	1.7	Individual Plans for Students
Policy	1.11	Corporal punishment
Policy	1.12	Register of Alesco Student Enrolments
Policy	1.13	Student Attendance and Exemptions
Procedure	1.13	Register of Enrolments, Attendance Record Keeping and Exemptions
Policy	1.14	Visitors to the Centre
Policy	1.15	Request for police assistance
Policy	1.16	Withdrawal of a student from Alesco Illawarra
Form	1.16	Student destination unknown notification
Policy	1.18	Student excursions
Policy	1.21	Duty of care
Policy	1.22	Lock down
Policy	3.8	Student supervision
Policy	3.9	Students travelling in staff vehicles
Policy	5.5	Student Code of Conduct
Policy	5.5	Student Rights and Responsibilities

Policy	5.9	Student Medical Disclosure and Medications
Policy	5.10	Students and Alcohol and Other Drugs
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
WEA Policy	1P10	Work Health and Safety
WEA Proc	4WI24	Critical Incident Management *

Anti-Bullying

Alesco 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 Business Manager.

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 and in keeping with the Alesco Illawarra Welfare Program. Decisions regarding time out from school or withdrawal from the school involve students and their carers and opportunities for appeal are provided.

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.

Type	Number	Name
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. Complaints may be made verbally or in writing by contacting the Principal.

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 Business Manager.

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

School Improvement Targets

Domain	2019 Priorities	Achievement
Student-centred learning	<ul style="list-style-type: none"> • All students to have an Individual Education Plan including student centred goals and wellbeing • Pilot program for project-based learning for Stage 5 students • Review Stage 6 structure and course offerings in line with student identified transition pathways • Collect evidence of student need to aid in decision making, teaching approaches and goal setting. 	<ul style="list-style-type: none"> • All students have an Individual learning profile that contains four key areas for goal setting; all Aboriginal students have a PLP • Engaged in PD and observation at schools that are successfully delivering a PBL model of education. Trialled PBL in our Stage 5 classrooms and gathered feedback, refined the planning process to include scaffolding to support students with attendance issues. Introduced Genius Hour on the Vincentia Campus to allow exploration of personal interests in a design thinking structure. • Offered modular courses (Content Endorsed or Board Endorsed) and Pathways to HSC to Year 11 which afforded more opportunity for student choice. • Introduced Compass baseline which provides ACSF levels and information about how students engage with presentation of work to inform the need for extra classes, adjustments and differentiation. Introduced logging of student support to monitor the type, time and frequency of direct support for each student.
Staff Development	<ul style="list-style-type: none"> • Complete Berry Street Trauma Informed Positive Education Training • Engage in training on self-determination • Engage in training on adjustments and differentiation and Universal Design for Learning • Complete training on Individual Learning Profiles 	<ul style="list-style-type: none"> • All staff completed second 2 days of Berry Street Training • All staff have completed a number of sessions and activities around self-determination and the pillars • All teachers completed PD on adjustments, recording and annotating programs and incorporating ILP goals in programs. SLSOs engaged in training of differentiating on the fly. All staff completed training on Universal Design for Learning. • All staff completed training on ILPs, goal setting and recording of

Domain	2019 Priorities	Achievement
		SMART goals and provided feedback on the format for recording.
Whole of School Development	<ul style="list-style-type: none"> • Launch “The Alesco Illawarra Way” – our guiding statement including Alesco Illawarra values, mission and purpose and our school charter. • Closure of Bulli Campus and Lake South Campus • Employ a Leader of Teaching and Learning to guide pedagogy and evidence-based practice • Appointment of Stage Coordinators (Stage 5 Nowra and Vincentia Campuses, Stage 5 Wollongong and Bowral Campuses, Stage 6 Wollongong Campus) • Employment of Wellbeing Manager to work across Shoalhaven and be Team Leader of SLSOs. • Implement new student intake process • Fortnightly Leadership Team Meetings 	<ul style="list-style-type: none"> • The Alesco Illawarra Way launched at Annual Staff Retreat at start of 2019 school year. • Bulli and Lake South campuses closed and students integrated into the Wollongong Campus to be offered the opportunity to work towards the RoSA credential. Vincentia Campus also began to offer the RoSA credential in Term 2. • Employed a Leader of Teaching and Learning who has introduced a number of evidence-based practices and engages in data driven practice. • Appointed Stage Coordinators from within the existing teaching staff, provided Middle Leaders training through AISNSW. • Employed a Wellbeing Manager for the Shoalhaven and later in the year, brought the SLSOs into the teaching and learning teams with Stage Coordinators as team leaders. • New student intake process implemented. Wellbeing Manager and Stage Coordinator conduct interview, red flags are discussed to ensure resources are accessible, and carers are interviewed to determine support for student. • Fortnightly leadership team meetings (Principal, Business Manager, Leader of Teaching and Learning, Wellbeing Managers and Stage Coordinators) take place and include meeting minutes, accountability and communication strategies.

School Improvement Priorities for 2020

- Review and revise the implementation of ILP to ensure that all students have an active ILP goal by their sixth week with us.
- Engage in training and PD to support embedding of Aboriginal knowledges in classrooms and to support student engagement and culturally safe Personal Learning Plans.
- Review and revise the Stage 6 options to reduce attrition and provide the most functional and engaging programs possible.
- Provide further professional development on self-determination and how to promote it in classrooms.
- Investigate options for discipline policy and procedure to include the possibility of restorative practice.
- Work on the development of student self, including self-awareness and self-regulation and developing a sense of community through Home Rooms.
- Improve on-boarding practices of new staff to ensure they have received training and support in all of our foundation pedagogies and practices.
- Review the effectiveness of the Stage Coordinator Role and determine whether to maintain it or change it.
- Pilot workshop-based curriculum delivery style to promote self-determination
- Utilise multi-media to increase connection to community e.g. Seesaw, Newsletters, Community afternoons.
- Employ Student Wellbeing Officers to lead the ILP process and work with specific students to provide case management and connect them to services, manage transition plans and collaborate/co-advocate for student needs with students and teaching staff.

Reflection on Teaching and Learning

We introduced a number of new initiatives in 2019 with the singular purpose of improving student engagement and autonomy. The underpinning of this direction is self-determination theory which outlines three major areas of psychological need: relatedness; autonomy; and competence. Self-determination is grounded in principles of positive psychology and therefore complements other practices and approaches we already use such as Berry Street Education Model (Trauma-Sensitive Positive Education) and the Individual Learning Profiles. The goal for us is to promote student voice and choice through co-advocacy and the development of skills that support students in forming positive and healthy relationships, making informed decisions, and working towards self-identified goals. In the process of exploring self-determination and what it means for our students the staff collaboratively created a purpose statement:

"To provide opportunities which foster the development of capable, confident and self-assured young people who are connected to their community and able to forge a path to a productive future."

In addition, a new initiative that has fine-tuned what we do and how we do it is the intake process. We have created forms that have red flag indicators on them. These red flags highlight the need for a broader discussion about our resources, the student needs and how that student may impact the environment. This allows us to be proactive in our planning for new students and ensure that students that we take on have the best possible chance for success.

Andrea Garner
Leader of Teaching and Learning

Initiatives Promoting Respect and Responsibility

Alesco Illawarra promotes respect and responsibility among its staff and students through regular discussion of our values and engagement in activities around social-emotional learning and sharing of lived experiences.

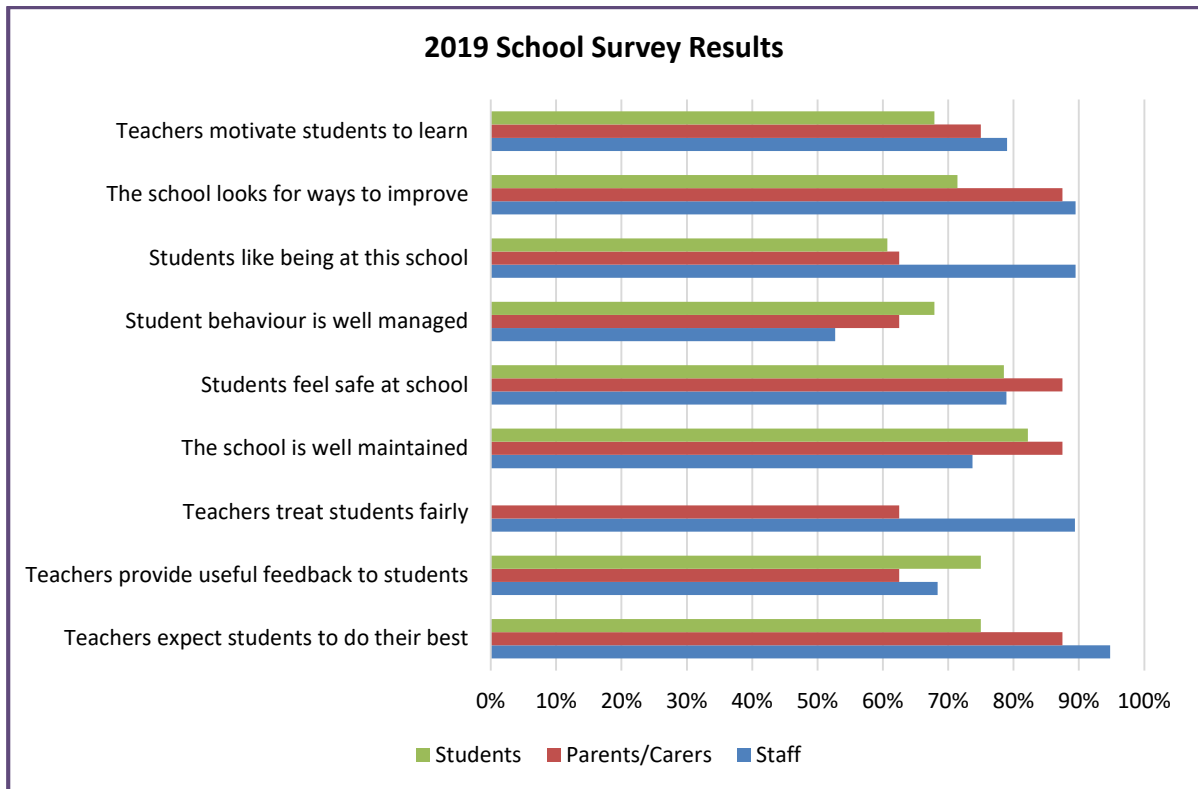
The students engage in projects and special days that explore cultural diversity and promote respect towards difference, such as Harmony Day and a student led bake-sale and display on the Holocaust open to the community. In addition, feedback is provided and students are guided to consider and respond to feedback in a respectful way.

Work experience placements were allocated to students that demonstrated respect and took responsibility during class and throughout preparation courses. Students demonstrate responsibility through showing up on time, engaging in discussion and activities to the best of their ability and being accountable.

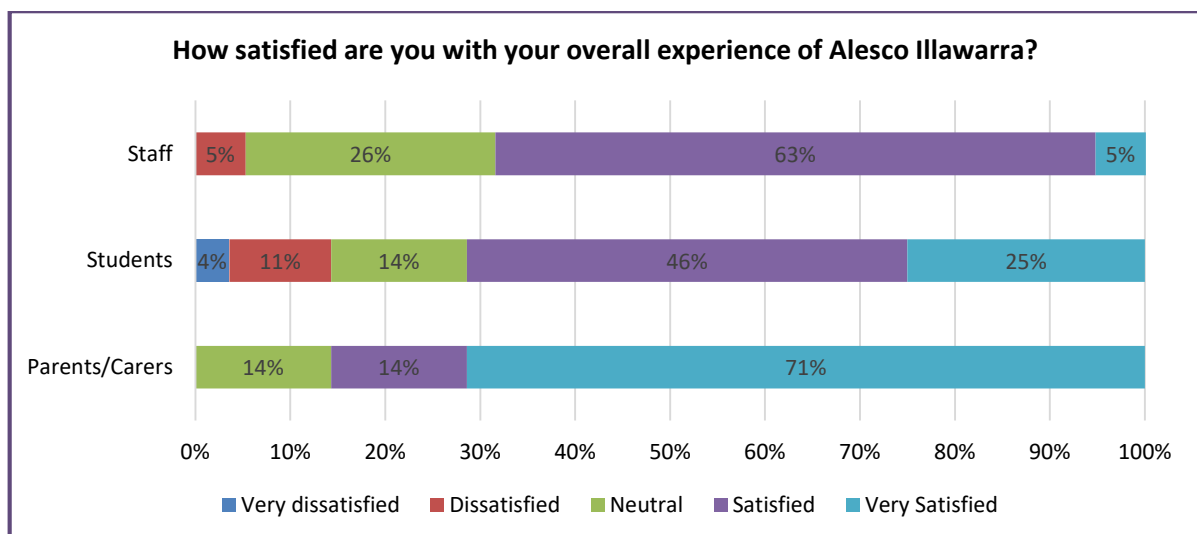
Parent, Student and Teacher Satisfaction

In 2019 Alesco Illawarra students, parents/caregivers and staff participated in satisfaction surveys. Surveys were completed by 28 students, 8 parents/caregivers and 19 staff.

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 that my mental health as well as my education has become better. I am happy to say I am very satisfied with my own and the school's progress."

"I love being at Alesco and all the teachers are the best teachers I have ever had and I have made real friends and I count them as my brothers. Now I can actually learn and fun have to learn more. I owe it all to them. 5 stars 100%."

"The teachers are mostly helpful and I complete my work on a regular basis, unlike at other schools."

"It's the longest school I've been in and the teachers are actually giving me a chance."

"It's worked for me to get used to going to school again, but I would prefer if we did more work/it was harder."

"I feel safe and cared for at my school."

"I've come quite far in the sense that I am attending my classes and I come to school almost every day."

"The best thing about being a student at Alesco is that you always receive the support you need to complete the set task."

"I feel that at Alesco I was given the opportunity to focus on my mental health and I felt supported in doing so. My wellbeing felt like a priority to the teachers and school, which was always an important factor to me and I think it should be the same in mainstream too. [The SLSOs] are fantastic people to have around and encourage students to do their best. [They] know how to help in a lot of situations and often help to calm students down when everything feels impossible to handle."

Parent/Carer Feedback

"I have girls who attended Alesco this year. Both girls have improved in social and academic areas. I am very proud of them both and the school for believing in my daughters."

"My child likes to go to school now. I am so grateful to the staff at Alesco."

Staff Feedback

"Great team with a focus on student personal and educational development."

"I think communication isn't always clear so teachers are not sure what they need to do to achieve results or whether they are making progress in that direction. There are often different instructions and focus depending on who you talk to."

"We could engage parents/carers more in student learning process. We are getting better at transitioning our students but could be better at this."

"I feel that sometimes this environment can be quite fast paced which means people are often under pressure, therefore, if you require support it is always there but sometimes you may need to speak up. Once you put your hand up that you require support or supervision on a task it is always given."

"Team I work with supervise and offer guidance for my work amazingly and help me feel supported always. Team I work with remain positive and find solutions to any issues that arise which makes the experience of working at Alesco really enjoyable and motivating."

"An honest effort is made by management at all levels to be consultative and to listen. On occasions decisions are made that are not inclusive and will come as a surprise."

"With several campuses it is harder to work as a team and collaborate. Communication is OK but interactions could be improved if people took the time to respond to their emails and messages. Performance review is now starting to happen and this helps us grow."

"Terrific professional development opportunities. Much appreciated."

"[This year] we got more agreed processes in place in recruitment, welfare and in the classroom and managed to have a more consistent approach to what we do. We are so much better than we used to be across the board and the trauma informed practice framework training was a very important step for us. Our mentoring programs went well. we reintroduced work experience for students which was great."

What do you believe are some of the top priority areas for continued improvement in 2020?

- Individual learning plans - making sure that they are relevant and being used. Collaboration and consistency across all campuses and better using the talent that we already have. Transitioning our students to the next level.
- Developing key maintenance/ engagement strategies to reduce student disengagement and withdrawal and exits.
- I would like to see some sort of positive reward system for the students that are consistently doing the right thing. I would also like to see more work being done on behavior reflection and ownership over decisions and choices (particularly on negative choices) being made by the students.
- Teacher competency and accountability. Role clarity. Communication with parents / carers. Clearer academic plans. Individual opportunities for students.
- Organisational and role clarity for all staff. Alternative and innovative solutions for managing behaviours of students (ie: alternatives other than suspensions/expulsions). Embedding Berry Street/Trauma Sensitive approaches into the day to day workings of the school. Ensuring all campuses have access to similar if not the same levels of support in all areas.

Summary Financial Information

Chart 1: Recurrent and Capital Income 2019

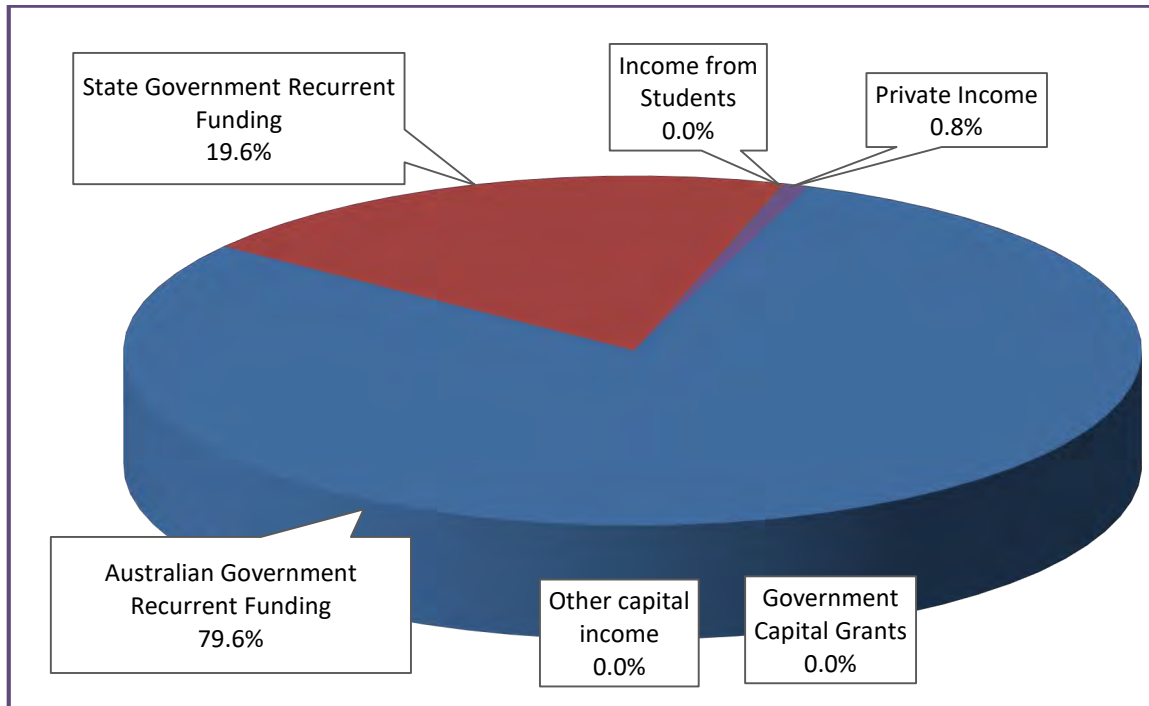


Chart 2: Recurrent and Capital Expenditure 2019

