

2008 Annual School Report

Key College, Key College , Chapel School Campus & Key College, Macquarie Fields Campus

Principal's message

Key College (Surry Hills, Sydney) provides educational opportunities and support for young people who are homeless or without stable accommodation. The College is an accredited high school and offers individual learning programs for years 8 -12. Students are provided with a stable environment to help overcome barriers to a positive and healthy life and supported with motivation to achieve their School Certificate or Higher School Certificate.

The school environment is considerably different to that of a mainstream high school, having one main classroom where students are engaged in highly individualized and integrated programs. Age ranges are from 14 to 18. Some have had a drug dependency and many have lived in abusive situations.

Key College, Chapel Campus (Merrylands, Sydney) offers medium to long term educational programs for young people at risk of becoming disengaged as well as those already disconnected, from mainstream education. Individual Learning Plans are developed to assist young people in years 8 -10 to gain the skills required to re-enter mainstream education, complete the Year 10 School Certificate, or to access further training or employment.

Key College, Macquarie Fields Campus (Macquarie Fields, Sydney) was opened in February 2007 and provides education for young people who are either disengaged or at risk of becoming disengaged from mainstream education. Student progress is facilitated by Individual Learning Plans that provide opportunity to up-skill for re-entry into mainstream schooling for students in years 8-10, achieve the School Certificate, transition into mainstream, vocational training or employment.

Our school programs aim to empower young people with learning strategies to make informed decisions towards creating a positive future.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balance and genuine account of the school's achievements and areas for development.

This report was prepared with assistance of: Min. Bonwick - Manager Key College, Grant Dodds – Manager Key College, Chapel School Campus, Steven Armstrong – Manager Key College Macquarie Fields Campus, Melinda Daher – Administration (Schools), and Joanna Vasiliadis – Finance Manager.

Lou Single
Principal
Educational Services Manager



Students

The welfare of every student is important with a key value being that education is the right of every individual.

Many students who attend our schools have significant emotional and behavioural issues. These needs are addressed by providing a range of fully integrated and supportive programs. Concerns such as harassment, drug and alcohol use, self image, conflict resolution, puberty, sex education and hygiene are addressed.

Socialisation is an important part of a students' experience in our schools with many activities created to help students integrate positively into society and teamwork is always encouraged.

Student Discipline

Our aim is to provide the highest standard of support to our students to promote growth, stability, safety, welfare and general well being. We endeavour to use Therapeutic Crisis Intervention (TCI) rather than punishment to facilitate learning and behavioural change. The use of corporal punishment does not exist at Youth Off The Streets.

Individuals may also have Individual Behaviour Management Plans to outline strategies for preventing and responding to challenging behaviours.

At all times consultation includes the student and all stakeholders so that a consistent, supportive and coordinated approach is taken towards the well-being of every student at the school.

We firmly believe that as far as possible a student should be presented with options and choices, to empower them in decision-making over their own lives and circumstances. At every opportunity we actively support and encourage students to make positive changes and accept responsibility for their actions.

Grievance Procedure

During 2008 all referral packs had "What can I do if I'm Unhappy" attachment. Students are encouraged to use the references mentioned. A close relationship between child and staff is fostered and allows flexibility of being referred on if they wish to discuss their complaint with the teacher, co-ordinator, and youth workers, the Principal or Fr. Riley. External agencies are also readily available i.e. CREATE, Community Services Commission, Children's Guardian, DoCS, NSW Ombudsman etc. A copy is available in the Youth Off The Streets referral pack.

Each school actively promotes and involves students in decision making and collation of feedback through weekly/fortnightly school meetings and surveys.

Expectations of appropriate behaviour and consequences forming the basis for day-to-day behaviour management are clearly presented and provided to students and parents upon enrolment.

Parent and caregiver involvement

Our students often have involvement with the Department of Community Services. A large majority of the students at Key College have an individual caseworker. Our schools are committed to working closely with these caseworkers to ensure the welfare of the students. We actively promote improved relationships with the students' families. Our case workers, support workers and counsellors assist with this endeavour.

The staff encourage and welcome parent participation in all aspects of school life. Carers/parents are required to attend initial intake interviews and subsequent case conferences. There is ongoing parental contact to discuss issues of concern and to inform parents of positive behavioural changes.

Parent forums serve to encourage a well informed and united structure, promoting consistency of expectation for our students. Parents are also invited to attend school excursions, presentation days and participate in fundraising activities.

“What I like about Chapel School is the staff’s attitude to the students at the school. They treat the all kids on the same level; no one is better than the other and everything is so positive towards the kids. The interaction between the teachers and students is so open and honest, and it is so easy to talk to staff at the school about anything to do with my child. And for the first time in a few years my daughter looks forward to attending school and is enjoying learning.”

Judy Patterson (parent)

Staff information, attendance and retention

Staff are particularly generous with their time and excel in caring for the students’ unique and individual needs. They are responsive, fostering social, academic and physical growth and development.

Every staff member’s work ethic reflects dedication to and satisfaction with, his or her position. This is a performance indicator evidenced in staff absenteeism/leave being minimal.

The average rate of days attended per staff is 98%. 85% of staff was retained from the previous year.

The safety and well being of the students is foremost. Staff members always ensure their classes are covered prior to taking leave.

“I love my job here at Key College. Every day is different with new challenges popping up all the time. It’s also a creative role. The kids we deal with are refreshing and amazingly resilient!”

Key College

1 Principal - all campuses.

1 School Manager
1 full time teacher
1 part time Support Worker

Key College has teachers in on a volunteer basis to teach Music, Science and Food Technology.

Key College, Macquarie Fields Campus

1 School Manager
1 full time teacher
1 part time teacher

Key College, Chapel School Campus

1 school Manager
2 full time teachers
1 part time psychologist
2 part time intern counsellors

All teachers on all sites have attained a standard of professional teacher competence by the Minister of Education and Training and have gained their qualifications from a higher education institution in Australia and overseas.

Professional learning

In 2008 staff attended the following internal and external training:

Therapeutic Crisis Intervention, Blogging to Learn– AIS, OH&S – Youth Off The Streets, Rock and Water – The Gadaku Institute, Elements of Photoshop – AIS, Leadership Day – AIS, Reportable Conduct – NSW Ombudsman, Understanding Mental Illness – AIS, Commedia dell’arte – NIDA, Laban’s Method – NIDA, Animated Films Exploring different styles and forms – AIS, YOTS Conference 2008 team/leadership, Suicide Intervention Training –TAFE NSW, Child Protection Legislation – TAFENSW, Certificate IV Workplace Training and Assessment – TAFE NSW, Senior First Aid Certificate – TAFE NSW, Working Mathematically with mental computation, Maths K-8 conference, Neuro Linguistic Programming – Cognitive Repatterning - Christopher Howard Training, Registration and Accreditation, Multiple Learning Pathways-Ralph Pirozza, Youth Off The Streets Educational Staff Training.

Staff are encouraged to discuss further training and development in their regular staff meeting sessions with their manager and/or the Principal.

Curriculum

The Schools offer a broad curriculum catering for the academic, psychological and vocational needs of the students. Individual Learning Plans are designed and implemented to facilitate learning needs.

Many students need to up-skill basic language, literacy and numeracy strategies due to a range of circumstances including greatly interrupted schooling, family breakdowns, drug and alcohol problems and cultural factors. Students’ literacy levels

range from critical loss to average and occasionally, above average.

Students with critical needs may perform up to 8 or 9 years below their chronological age level. Language, Literacy and Numeracy assessment is used to identify “where the student is at”, acknowledging what they know and what specific support is required. Appropriate intervention strategies are implemented to increase students’ ability to function in a classroom environment.

To identify specific teaching points a range of assessment tools have been used during the year including the S.A. Spelling, GAP Comprehension, Burt Word Test, Neale Analysis, analysed writing samples and PAT Maths Assessment.

Staff received ongoing support from a variety of Education Consultants from the Association of Independent Schools and in particular, the Special Education Consultant.

Programs are designed to have relevance to the lives of our students within a social context. Subject content is often integrated to allow essential scaffolding of knowledge for our students to maximise understanding and transfer of knowledge.

Key College offers: Higher School Certificate, English, Mathematics, Modern History, Visual Arts, Community and Family Studies, Drama. All sites offer: School Certificate: English, Maths, History, Geography, Music, Food Technology, Drama, PDHPE, Art and Science.

Student Comment

“My family once told me I would never make it through school but they were wrong!

I came to Key College. They have never stopped believing in me. I have risen above my demons because they encouraged my dreams and ambitions in life.

I am not the only one proud of me; my teachers are proud, my Mum and Nan and Pa are proud.” M.E.2008

Literacy Intervention and Support Strategies

Upon entry to our schools each student was reviewed with the stated range of Language, Literacy and Numeracy assessments.

The process was explained and viewed positively by both staff and students. Select work samples were collated to compile a portfolio of progress, strengthening self esteem from the outset.

Students were immediately immersed in daily modelled and guided reading using a wide range of interesting and age appropriate text; introducing new models of language and enabling staff to reinforce critical reading strategies.

This formed the initial stage of a holistic cross curricula language and literacy program facilitating learning across Stages 4 and 5 of the curriculum where the modelled oral language and shared written text form a powerful model for students to utilise when speaking and writing.

For Stage 5 students of 2007 there was an urgent need for them to see that Language and Literacy strategies were transferable and relevant to the workplace. We achieved this transfer through the use of Learning to Learn and Study Skill strategies creating an awareness and appreciation of their personal attributes and an understanding of how this would enhance their employability skills.

Student enrolment profile

Enrolments are from years 8-10 for Key College, Chapel School Campus and Key College, Macquarie Fields Campus with Key College accepting enrolments from years 8-12. We did not have any Year 7 students enrolled at our schools in 2008.

Key College students average 15.9years and came mainly from crisis refuges-Parra House, Caretakers, Don Bosco, Nick Kearnes, Southern Sydney, Oasis. We share clear communication with refuge personnel.

Key College, Chapel School Campus students generally came from the Parramatta, Wentworthville, Greenacre, Pennant Hills, Blacktown and Campbelltown areas in Metropolitan West area of Sydney. Students are referred to Key College, Chapel School Campus via external organizations such as Burnside, Juvenile Justice, DoCS, DET HSLO, Barnardos and parental referrals.

Key College, Macquarie Fields Campus students are drawn from a variety of schools

within South Western Sydney, more specifically the Campbelltown and Liverpool regions. Students have been referred directly from DET schools, Home School Liaison Officers, Juvenile Justice and other community based agencies.

Students at all 3 sites attended and actively participated in an initial enrolment interview with their parent/guardian also in attendance. Support workers are also invited. Prior to enrolment a referral package is completed by prospective students where all relevant educational, psychological, paediatric and associated reports are requested. This background information provides the basis of an Individual Learning Plan and Individual Behaviour Management Plan for each student.

Class sizes and structure

In 2008, the thru put number was 67 students on the 3 combined sites.

Generally there are 6-8 students to one teacher ratio with an emphasis on individualised quality teaching.

Key College had 16 students enrol out of 29 referrals. The majority of students are from an Anglo Saxon background with 4 Aboriginal students. H.S.C students learn to work independently when required.

Key College, Chapel School Campus had 26 students enrolled for 2008. The majority of students are from an Anglo-Saxon background. Others include ATSI, Pacific Islander, Assyrian, Croatian, Lebanese and Chinese.

Key College, Macquarie Fields Campus had 25 students enrolled for 2008 mostly from an ATSI and Anglo Saxon background.

The School prides itself on its innovative approach to working with students who are unable or unwilling to participate in mainstream education. We provide disengaged and disadvantaged youth with an opportunity to continue their educational studies in a highly supportive, caring and nurturing environment.

Student Welfare

The majority of our students come from a very low socio-economic background and a dysfunctional family environment, some having very limited family support.

In an effort to ensure that the student's physical needs are met, breakfast, lunch and clothing (when necessary) are provided by the organisation. Staff at all sites adheres to consistent application of these Pastoral Care practices and 2008 saw the continuation of the Pastoral Care program where students have a Pastoral Teacher with whom they have regular contact and group meetings.

Student welfare strategies were developed to build positive self-esteem and acknowledge student achievement schemes. A 'Student of the Week' scheme was devised where students were recognised and rewarded for their attendance, positive classroom behaviour, nominated for outstanding achievement or leadership.

Behavioural management strategies were presented to all students empowering them to take control of conflict situations and find peaceful and appropriate solutions.

In 2008 a "wrap-round" health care model was introduced whereby students receive support from "Headspace Youth Mental Health Service" incorporating access to general practitioners, psychologists and psychiatrists; "Traxside Youth Health Service" (sexual health).

Community Sexual Health Nurses also attended the schools twice this year to conduct sexual health in-services for students and staff.

In 2008 Key College was successful in acquiring funding for a part-time social welfare worker (5 days a fortnight). This role entailed taking students for medical & dental appointments, accompanying students to court, moving students from one refuge to another, assisting young mothers, assisting with general accommodation problems. This has been an outstanding success for both present and past students. A detailed report has been compiled to highlight this success of this new role and the benefits to our young people.

Comment from Community Stake holders:
phone message –

“Hi Steve, its Mark James the Deputy Principal from Lurnea High School here. I was just reading the article regarding Ben in the Herald and I just wanted to congratulate you and your program for a great job done. It's really heartening to see that Ben's making some contribution, which is more than he was doing 12months ago.

Drug and Alcohol Education

Drug education is a critical component of the curriculum at Key College, Macquarie Fields Campus and Key College, Chapel School Campus, integrated across a variety of key learning areas.

All students have access to the Dunlea Alcohol and Other Drug Youth Service (DAYS). Dunlea is a Youth Off The Streets funded service that offers an informative, effective, non-threatening program focusing on a harm minimisation approach to drug education where group and individual counselling sessions are available.

Students attended the NRMA Road Trauma Expo to learn of the adverse affects and potential dangers of drink driving.

Students at Key College were involved in the judging of the 2008 “Get Reel” Video competition, which encourage schools throughout Australia to make a short video related to drug & alcohol abuse.

Aboriginal & Torres Strait Islander Education

The needs of our Aboriginal & Torres Strait Islander students are identified and met through the delivery of curriculum that recognises and respects their cultural heritage. Our recently established Aboriginal Agency has begun working with our Aboriginal students, supporting their attendance school and involvement in Service Learning. Every opportunity is taken for our Aboriginal and non Aboriginal students to share in the cultural experience.

This year all students participated the “Journey to Respect” Aboriginal Cultural Program presented with Aboriginal workers and other staff.

Equity

Youth Off The Streets has a policy of inclusivity taking pride in being accepting of all cultures, ethnicities and religious denominations. Equity themes were constantly reinforced through the curriculum and student welfare initiatives.

Concerns such as harassment, body image, conflict resolution, puberty and hygiene were addressed through ongoing programs delivered by the staff and Community Health Nurses. All students had access to the full curriculum.

Gender equity themes and student welfare initiatives are constantly reinforced through the curriculum. These programs are implemented consistently and have been embedded in the curriculum. All teaching staff are trained and competent in the programs. The full range of curriculum is accessible to all students.

Student attendance and retention profile

Across the 3 sites students completed their School Certificate, moved onto Higher School Certificate study, returned to mainstream education, TAFE training or employment.

Due to the nature of our settings, students stay between 4 weeks to 3 years. A four week trial period is offered to ascertain the suitability of each program to the young person's needs. If the setting or situation is unsuitable we offer a variety of pathways in consultation with other educational service providers and in negotiation with the student/stakeholders.

Most students in the year 9 group this year will continue into 2009 to complete their School Certificate.

Student attendance rates are varied. For those who finished the year, the average attendance rate for Terms 3 and 4 was a significant increase to prior terms.

“My experience of Chapel has been amazing. Having support by the staff and students for any problem, being understood when you try to explain and not just being told off. It is pretty cool how the teachers always know how to help you solve a problem.” J. S. (Year 10 student)

Student Mobility

Due to the limited availability of special needs schools in the area, there is a waiting list for a placement at each of our schools. Due to the chaotic nature of the residential environments, some students withdraw from the program because they run away or become involved in the juvenile justice system.

All of the Key College (Surry Hills) students reside in refuges to begin with and often move from one residence to another. Staff actively assists to provide more stable accommodation. In 2008 we saw 2 students move into independent living, 1 student maintain long term accommodation and several move to medium term accommodation.

Students were residing with parents or extended family from the other 2 Campuses for the majority of their enrolment.

School performance 2008

Significant outcomes

Key College

- 16 young people participated in the program with a constant 10 students attending each week.
- 4 Students passed School Certificate Exams
- 3 students passed Year 11
- 1 student completed Year 9
- 6 students participated in Get Reel Competition Judging
- 6 students completed Belvoir Street Theatre Performance workshops
- 5 students produced Children's Books as part of a Literacy program
- 2 students completed Senior First Aid
- 1 student completed Pre Apprenticeship Hospitality course
- All students – engaged in “A Matter of Style” Work Education, Program
- 3 students (2 Aboriginal) participated in the Aboriginal Camp
- 2 students volunteered in the Coolah Drought Relief Weekend Program
- 2 students and 1 teacher completed the Hornsby to Surfers Bike Ride
- 4 students went of the Duke of Edinburgh Training Camp.
- Debt Forgiveness Program- 4 students from '08 and 2 ex students had their “fines” held over by the State Debt

Recovery Office, thanks to Baker & McKenzie Solicitors.

- Key Parenting Program (Save the Children) 7 students participated.
- 3 girls vaccinated for HPV.
- All students had access to a dentist
- 1 student had orthodontic work
- 6 students had a medical appointments
- 4 students were referred to specialists
- During 08 students were referred from crisis refuge and now:
 - 1 student in a private boarding house
 - 1 student moved to semi-independent living
 - 2 students - independent flat
 - 3 students returned to family home
 - 1 student moved to long term refuge
 - 1 student maintained long term refuge accommodation all year.

Key College, Chapel School Campus

- 26 young people participated in the program in 2008
- Provision of alternate accommodation – 2 students
- 5 students worked with year 5 students at local primary school in a Peer Reading program
- Above 74% average student attendance
- 21 students involved in Service Learning
- 8 students achieved the Senior First Aid Certificate
- 4 Students when on the Walking in my Shoes camp
- 10 students performed at public events in the Vocal Group
- 1 student successful in securing out of home accommodation
- All students involved in a Futsal soccer competition, introduced in term three as a natural progression of the fitness program
- 10 students attended leadership camp. 3 chosen to train younger children to be leaders. 1 student went on to do volunteer work for the camp for a further two holiday periods
- 6 students involved in work experience program ;
- 3 offered part-time employment
- 5 students passed every School Certificate subject; most achieving band 3, with one student almost achieving a band 6 in English.
- 8 students sat the NAPLAN testing



Key College, Macquarie Fields Campus

- 25 participants in program
- 6 students awarded TAFENSW Statement of Attainment in Boat Building & Restoration
- 2 students awarded TAFENSW Certificate of Participation in Boat Building & Restoration
- 9 Students assessed by the Headspace Youth Mental Health Service
- 6 Students participated in Pro-Social Skills training workshops -YMHS
- 5 attended individual counselling sessions with Headspace Clinical Psychologists
- 8 Students participated in D & A/ CBT program facilitated by Dunlea Drug & Youth Service (DAYS) Program Staff.
- All enrolled students participated in regular Sexual Health workshops with Traxside Youth Health Service
- 2 students received HPV vaccinations from NSW Health
- All enrolled students participated in TAFE Health & Rec program.
- 4 Students participated in Australian Sport Commission Community Coach Training course
- 4 students attended individual appointments with TAFE careers counsellors
- 6 students attended Macquarie Fields Community Sorry Day event
- 4 students attended excursion to Murri Mittiga Aboriginal Cultural Centre
- 4 students attended Gilgandra Aboriginal cultural camp
- 6 students assisted community members/workers in setting up and preparing food for the monthly local community lunch
- 7 students produced Early Language & Literacy Concept books for Local Pre-School Children and presented as part of National Literacy & Numeracy Week

- 3 students participated in South Western Regional Tennants Association Community Art Competition
- 5 students attended NRMA Youth Road Trauma Forum
- 5 completed Senior First Aid Course
- 6 students participated in an excursion & guided tour of the Sydney Jewish Museum
- 5 students provided access to Vodafone 'Young People Connected' program
- 6 students and their parents participated in a 'Parent Forum'
- All enrolled students had access to YOTS Mentor Marketplace Program
- 2 Year 9 students - NAPLAN assessed
- 7 students participated in workshop with Campbelltown LAC Police School Youth Liaison Officer
- 2 students presented to the Macquarie Fields Local Area Command Management Team Meeting
- 3 Students presented at Monthly EDEN Management Committee Meetings

Academic

The National Assessment Program for years 7 and 9 in literacy and numeracy are reported on a scale from Band 1 to 10.

In overall literacy 40% of students achieved Band 5 and 60% of students achieved Band 6.

In literacy, reading 40% of students achieved Band 5, 40% of students achieved Band 6, and 20% of students achieved Band 7.

In literacy, writing 50% of students achieved Band 5 and 50% of students achieved Band 6.

In numeracy 20% of students achieved Band 5 and 50% of students achieved Band 6.

Service Learning

Service Learning opportunities are structured to engage young people in projects designed to help others and stimulate social conscience. The core content and experience of these activities are then integrated across the curriculum.

All students participated in a range of Service Learning Programs.

Key College

- All students became volunteers at the Prince of Wales Children's Hospital assisting in the Occupational Therapy Department
- Facilitated 3 charity morning teas at Eden Gardens Nursery.
- Prince of Wales Children's Hospital, producing craft kits for sick children.
- 420 pairs of prescription glasses collected for the Christian Mission.
- 3 students participated in the Summer, "Walking In My Shoes" camp
- 2 students participated in the Winter, "Walking In My Shoes" camp
- 1 student participated in the Term 4 "Walking in My Shoes" camp
- Students are continuing to develop environmental knowledge through involvement with the educational centre at the Sydney Botanical Gardens to participate in Community Greening.



Key College, Chapel School Campus

- Students delivered 2000 Easter Eggs to the homeless in Parramatta and City Mission and also to the Cardinal Gilroy Retirement Village.
- 6 vocal presentations at the Youth Off The Streets Scholarship Dinner and retirement villages.
- Weekly combined activities with: Holroyd SSP students; literacy with St Margaret Mary PS.



Key College, Macquarie Fields Campus

- 3 students continued the children's concept book project with a preschool reading program
- 9 students contributed to the application of Art work on preschool playground areas.
- 6 students participated in Aged Care training workshop facilitated by Aged Care Professionals
- 6 students hosted Retirement Village residents at the YOTS Open Day.
- 7 students accompanied and cared for Retirement Village residents on Blue Mountains Day Trip
- Students participated in 2 Landcare Project Days in the Southern Highlands and in conjunction with Eden Gardens Centre Horticulture Staff.
- 4 students worked alongside community representatives to prepare and serve meals.
- 3 Students attended the "Walking in My Shoes" Service Learning Winter Camp caring for children with disabilities
- 1 Student attended the "Walking in My Shoes" Service Learning Summer Camp caring for children with disabilities.



Specific School Initiatives

Key College music program changed considerably with an emphasis on mixing records and sounds, writing our own material co-ordinated by two young D.J.s-Nina Agzarian and Andrew Levins. Students made their own C.D.s and enjoyed experimenting with this equipment.

Key College has easy access to facilities that Sydney CBD boasts and we take every

opportunity to utilise these resources for curriculum integration e.g.

Chinese Gardens
The Australian Museum
The N.S.W Police Museum
Museum of Contemporary Art Gallery
New South Wales Art Gallery
The Botanical Gardens
Sydney Opera House
Various parks
Belvior Street Theatre
The Wharf Theatre.

Key College, Chapel School Campus students were assisted with Literacy intervention strategies, involved in a daily Adult Tutoring Program and trained as Reading Tutors, attending a local primary school to peer-tutor junior students, further developing their literacy skills.

Additionally, students were engaged in an interactive online Literacy competition called 'What the Dickens', whereby they compete against schools all around Australia using collaborative literacy skills.

Key College, Chapel School Campus Vocal Group students rehearsed and performed for the local retirement villages, with the non-singing students baking for the residents.

The school health and fitness program was extended with modifications including gym circuits, kick boxing. Guest fitness instructors volunteered their time to the school once per week. Heart rate monitoring, functionality, etc. was taught. A Futsal soccer competition was introduced in term three as a natural progression of the fitness program.

Key College, Macquarie Fields Campus had Year 8 and 9 students engaged in an innovative literacy program to increase their literacy strategies by learning how to design and produce children's' concept books. An added intention was to promote to parents the importance of reading to young children, creating a foundation for language development. A joint project between the University of Wollongong and KU Children's Services.

"Just thought I'd drop you a quick line following your attendance at our NSW Police Senior Management Team meeting held on 11 November 2008.

Since the meeting, I have found Luke and Jess entering my thoughts a fair bit and the more I think about it, the more impressed I become.

I was surprised to hear that entry into your school was by way of a selection process and that applicants had to apply for entry as opposed to being 'placed' there. Not only did Luke and Jess make that conscious decision to want to improve their future, but they did so knowing how hard the road ahead was going to be - and they have stuck with it for a lengthy period of time. Presenting themselves before a meeting of police officers of high rank (and a few of us unsworn officers) such as they did on the 11 November could not have been easy for them and just goes to show their high level of courage and personal strength. I know I wouldn't have been able to do that at their age...

I am sure that through the combined efforts of the school and more importantly, continued dedication from Luke and Jess, they will secure themselves a successful and happy future.

The next chapter of their lives has yet to be written and I truly hope they write themselves a best seller. I would love to hear their success stories some day.

To the team, I wish you continued success on the outstanding and commendable job that you do.

*Kind regards,
Natalie"*

**Natalie Jewitt
Executive Officer
Macquarie Fields Local Area Command**

Technology

Key College offers a computer per student. Last year 4 excellent second hand computers were donated to the students. This made a huge difference to carry out the necessary operations to prepare for the Year 10 Computer Skills test. All 5 Year 10 students passed well.

Key College, Chapel School Campus has significant computing resources which are utilised in the administration of the school and the delivery of educational programs. Three computers in the staff room and seven computers in one classroom are all connected to the Internet. We now have a new demountable class room with 10 new computers installed. In 2008 the School Certificate students successfully completed the Computing Skills test online from the School site.

Key College, Macquarie Fields Campus Students have access to 8 computers on site, utilised across all Key Learning areas to access information, research content, produce literature and explore marketing presentation products.

Design & Technology Workshops

All students participated in regular trade based, practical on-site workshops facilitated by a TAFE Outreach teacher providing students the opportunity to work alongside a qualified and experienced instructor, have exposure to workplace expectations, Occupational Health & Safety regulations whilst up-skilling in a practical program linking Service Learning and Work Education outcomes.

Recreation and Holiday Activities

For students to have some connections during the term breaks holiday activities are organised and cater for youth from our Airs and Macquarie Fields Outreach Services as well as all schools, allowing new students to meet currently enrolled students, minimising their anxiety on entry or return to school. Some of these activities included horse riding, picnics, fishing, bike riding; a 5-day trip to Jindabyne Sport & Recreation Centre where they participated in a 3 day Learn to Ski Program at Thredbo Ski Resort. Many activities are offered at no cost to the students.

Involvement in the activities improves social skills and develops self-confidence.

TAFE Health & Recreation Program:

One morning each week, Key College, Macquarie Fields Campus students join with TAFE students completing Certificate IV in Health and Fitness from South Western Sydney Institute, Macquarie Fields Campus.

The sessions include warm ups, team games, supervised gym workouts and time for positive feedback about personal progress.

Personal trainers encourage students to develop their fitness, increase their knowledge about health and well being while experiencing first hand, the competencies involved in this area of vocational training. Our students have an opportunity for socialisation with young people outside their usual friendship or family circle, helping to improve communication skills and confidence. This partnership has been in operation since March 2007 thanks to the generosity in partnership of TAFE personnel and students at Key College, Macquarie Fields Campus.

Special Programs to Support Students

YOTS Aftercare and Integration

1 worker
0.5 Psychologist

Aftercare involves the development of an individualised case plan catering for the extra-curricular needs of each young person. The program provides crucial support for independent living and societal integration. The After Care worker provides other direct care resources and activities as needed, such as football and cinema tickets and trips to the theatre or concerts. Each holiday, activities are organised such as horse riding, picnics, fishing and cultural activities. Honda Foundation sponsors a driver education program for students and ex-students.

This network of support is organised in consultation with Youth Off The Streets Welfare personnel and tracking of students by the After Care Co-ordinator allows us to evaluate this service.

In 2008 over 100 ex students, staff and mentors attended the After Care dinner held at Merrylands RSL.

The After Care Psychologist in direct consultation with the Aftercare worker and staff provides other direct care as needed.

- Case Management to meet individualised client needs
- Counselling – ex students and current students
- Crisis and court support
- Psycho-social skills group
- Family work – strengthening management strategies
- Parenting assistance
- 39 young people involved in the Young People Connected program
- Referral to internal and external support agencies
- Individual assistance with food, clothing, transport and employment opportunities

Work Education & Experience

Key College

We began a new program this year with a partnership with “A Matter of Style” where Students learn about work ethics, appropriate work clothing, and general etiquette.

Close contact with “Connecting to the Future”, has been excellent in networking with interesting speakers and information relating to work ideas for our students.

All Year 10 & 11 students undertook various work experience
4 students had paid part time work.

Key College, Chapel School Campus work experience program provided opportunities for the year 10 students to develop their resumes with the assistance of the Aboriginal Support worker, who also assisted the students to carry out research into a number of job prospects. As a result, three students were offered part-time employment.

6 students participated in work placements, with 2 of those going on to be offered employment.

Key College, Macquarie Fields Campus

All students enrolled in Year 9/10 engaged in the study of learning styles, resume construction, understanding personal attributes and developing employability skills.

Year 9 students began appointments with TAFE Careers Advisors to clarify career pathways via the use of Career Voyager; a

diagnostic tool to generate vocational direction.

All students focused upon understanding workplace competencies, developing employability skills and personal attributes while involved in industry based Visits.

Student achievement in 2008

School Certificate

Key College - 4

Key College, Chapel School Campus - 5

Post-school destinations

Key College

- 1 student transferred to mainstream school in May and completed Year 10 and was offered a QANTAS traineeship at end of year
- 1 student transferred to TAFENSW Year 11 in June - is now starting an "Access to Nursing" course
- 2 students – traineeship in Hospitality and Horticulture
- 1 student - scholarship to a private college for Year 11
- 1 student moved to a private school
- 1 student -TAFE NSW Year 12
- 1 student is working in retail setting
- 1 student completed a TVET course in Entertainment - transitioned to a mainstream school

Key College, Chapel School Campus

- 1 student returned to mainstream schooling
- 1 student working full time
- 1 student is enrolled at TAFE
- 1 student attending the National Institute of Circus Arts.

Key College, Macquarie Fields Campus

- 1 student successfully re-engaged in Mainstream Education (Year 11)
- 1 student successfully referred to and admitted into 2008 intake of TAFENSW Wall & Floor Tiling
- 1 student returned to Mainstream Education (Year 9)
- 1 student referred to Hospitality Traineeship (Alliance Solutions)

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Youth Off The Streets Limited
Key College

Income & Expenditure Statement from 1 December 2007 to 30 November 2008

Opening Balance as at 1 December 2007	(386,642)
Income	
School Grants - Federal, State & Other Donations	1,085,863
TOTAL INCOME	<u>1,085,863</u>
Expenditure	
Staffing	900,819
Student Costs	33,840
Educational Supplies & Materials	9,413
Premises	38,045
Transport	56,417
Communication & Office	52,341
Depreciation	22,956
Total Expenditure	<u>1,113,829</u>
Surplus / (Deficit)	<u>(27,966)</u>
Closing Balance as at 30 November 2008	(414,608)

Further details concerning the statement can be obtained by contacting the school.

Progress on 2008 Targets

Target 1: To provide a more integrated approach to learning

Our success was measured by:

- Development of comprehensive content resource register to support unit integration across all KLA's.
- Teaching resources collated and recorded as integrated and thematic unit content.
- Implementation of integrated units of work across the curriculum as evidenced in teacher multi media records and student work samples
- Increased quality of student engagement evidenced by collection of progressive work samples

- Accreditation of the Service Learning Program.
- Increase of positive engagement within school settings of community and industry groups, including Aged Care, Child Care, Police and Corporate personnel.

Target 2: Increase In Carer/Parent Participation

Our success was measured by:

- Active promotion of a Pastoral Care approach to create rapport and develop parent/ carer relationships.
- Measurable increase in parental acceptance of invitations to student presentations and active involvement within school settings. e.g., student / parent forums and Individual Education Plan meetings, assisting with Administration, food technology and Work Education.
- Parent/carers increased involvement in parenting courses.

Target 3: Increased ATSI cultural awareness

Our success was measured by:

- Attendance of AEYSW at all meetings for Aboriginal students
- Senior staff sanctioning and all staff attending ATSI cultural awareness courses.
- Staff professional development provided for integration of ATSI curriculum content.
- Increased student identification of Aboriginality.
- Complete implementation of the "Journey to Respect" Program across all sites.
- Student's attendance at excursion to Muru Mittigar Aboriginal Cultural Centre.
- Students attendance at Gilgandra Aboriginal cultural camp

Targets for 2009

Target 1:

To create more effective learning opportunities

Strategies to achieve this target include:

- Uniform set of expectation of staff and students at School/Camps/Excursions.
- Further expansion of integrated units of Learning.
- Increase in enrolments.
- Increase in active engagement.
- Seeking learning opportunities to meet individual needs.

Our success will be measure by:

- Smooth transfer of staff/resources across sites.
- Each staff member competency in implementing integrated learning.
- Eligible students listed on the census.
- Reflection/measurement in Reading Ages/Attendance/Duration and external exam results.
- Student participation in learning opportunities in/out of the classroom.

Target 2:

Provide a more appropriate environment.

Strategies to achieve this target include:

- Greater lobbying with funding bodies/corporate sponsorship.
- Increase allocations of intern psychologists on site.
- A more streamlined evaluation process.
- Enlist volunteers to specifically meet individual student needs.

Our success will be measured by:

- Increase of funding for the schools.
- Improvement in the physical environment and resources.
- Marked increase in counselling opportunities for students and their families.
- Monthly reports to include more specific statistics.
- Minimum of 2 volunteers to assist weekly on each site.

Target 3:

Raise awareness and maintain community relationships.

Strategies to achieve this target include:

- Explicit promotion of Youth Off The Streets (YOTS for YOTS).
- Increase networking and community/organisational/Corporate/University relationships.
- Partnerships to increase young peoples opportunities in Work Experience.
- Raise public profile of what we do.

Our success will be measured by:

- All students equipped in skills in "Leadership for Life".
- Students and staff representing our schools in public forums.
- 4 days per year students and staff actively engage in Community partnerships activity.

Target 4:

To further expand the full Integrated Curriculum in to all subjects, and stages 4 & 5 Syllabus.

Strategies to achieve this target are:

- Continued staff allocation for building up resources.
- External guidance sought to assist staff for Professional Development.
- Staff to be released to research best practice with ATSI students.
- All support staff to experience 'Service Learning' projects.

Our success will be measured by:

- All syllabus outcomes cross matched with Integrated Topics
- Sharing of resources with other schools/learning centres
- Dissemination of research to staff, students, parents and the greater community.
- Promotion of Integrated Learning and Service Learning as 'Best Practice'.