

Annual Report



Learning, Responsibility and Self-Esteem

2017

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1. Message from Key School Bodies

Governing Body

The Annual Report for 2017 is provided to the community of TLK Alesco School as an account of the School's operations and achievements throughout the year. As a key division of Tuggerah Lakes Community College, the School has again provided a successful model of school education driven and guided by core values, including acceptance, learning, empathy, safety, commitment and opportunity.

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

We look ahead with confidence in the School's continued success and capacity to nurture student learning, responsibility and self-esteem within a creative and rewarding learning environment as demonstrated in 2017.

Sincerely,



David Mackay
Chief Executive Officer
Tuggerah Lakes Community College



David Rayner
Chair, Board of Governance
Tuggerah Lakes Community College

Principal's Message

Firstly, I wish to thank the TLK Alesco School Board and School Management Team for their efforts and support during 2017. As a school community we aimed to significantly improve across all areas of School life, which culminated in a successful Audit from the NSW Education Standard Authority. This Audit involved a complete review, reword and reformat of all new and existing school policies and procedures.

Secondly, I would like to thank my whole staff and acknowledge all the efforts that take place on a daily basis in our school. Each staff member gives their all to create an environment focussed around Learning, Responsibility and Self-Esteem to see our young peoples' lives changed, so they in turn can be valuable members of their community. Our staff show a care, compassion and a commitment to see each student within our school be transformed and create a genuine passion for improving themselves both educationally and in the ultimate aim of creating job outcomes and job placement.

Finally a huge congratulations to our third group of year 12 students to graduate our school. These fine young people and all endeavouring to make a go of life and have all attempted to join the workforce or proceed onto further study. We as a school family are proud our all of our students efforts and achievements, both big and small.

Sincerely,



Jay Osborn
Principal
TLK Alesco School

2. Contextual Information about the School

Executive Summary

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

Business Structure

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



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

History

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

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

Product

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

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

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

- Integrity
- Excellence
- Responsiveness and
- Innovation.

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

Compliance

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

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

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

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

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

School Premises

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

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

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

Quality Control and Continuous Improvement

Quality control and continuous improvement measures include:

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

Membership and Affiliations

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

Communications

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

• Regular Communications

Examples of regular communications include:

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

• Digital Media Communication

Examples and strategies include:

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

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN Results 2017 (from 'My School' website)

Year 9	Reading		Writing		Spelling		Grammar		Numeracy	
	468 429-507		407 361-453		493 455-532		431 392-470		515 485-545	
	SIM 0-0	ALL 581	SIM 0-0	ALL 552	SIM 0-0	ALL 581	SIM 0-0	ALL 574	SIM 0-0	ALL 592

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

Eligible students who leave school before receiving their Higher School Certificate (HSC) receive the New South Wales Record of School Achievement. In 2017 TLK Alesco School had two students apply for a Record of School Achievement (RoSA).

Results 2017 (from Schools Online)

Course Name	Students in School	Students in State	School Pattern (%)						State Pattern (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
English 200 hours	20	85187	10	15	35	35	5	12	28	37	16	6	1	
Mathematics 200 hours	20	85285		30	45	20	5	15	23	32	22	7	1	
Science 200 hours	20	85169	10	30	35	20	5	13	24	37	18	7	1	
Australian Geography 100 hours	20	84896		20	30	45	5	13	26	37	17	6	1	
Australian History 100 hours	20	85138	10	20	25	40	5	14	27	35	17	6	1	
Information and Software Technology 100 hours	20	2471	5	20	25	45	5	17	30	34	13	5	1	
Personal Development, Health and PE 100 hours	20	23460	10	20	45	20	5	16	35	35	10	3	1	

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

5. Results of the Higher School Certificate

TLK Alesco School's third graduating group of students completed their Higher School Certificate in 2017. We are all very proud of their achievements. As detailed in the below table of results, all four students completed each subject and attained their Higher School Certificate. As many of our young people are the first in their family to complete any formal level of school education, the results embrace and recognise the positive achievement for some of our students in simply being able to complete school.

Subject	Year	No. of Students	Band 5-6	Band 3-4	Band 1-2
English	17	4	0 (0%)	1 (25%)	3 (75%)
Math	17	4	0 (0%)	0 (0%)	4 (100%)
Modern History	17	4	0 (0%)	0 (0%)	4 (100%)
Geography	17	4	0 (0%)	0 (0%)	4 (10%)
Family and Community Studies	17	4	0 (0%)	2 (50%)	2 (50%)

6. Professional Learning and Teacher Standards

TLK Alesco School had five full-time equivalent (FTE), one part-time teacher and a part time literacy specialist during 2017.

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	1
Conditional	0
Provisional	0
Proficient Teacher	5
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	6

Teacher qualifications

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

Professional Development	Teachers Attended
Senior First Aid refresher course	8
Rock and Water Facilitator Training (3 Days)	2
Combined Alesco Conference (2 Days)	3
AISNSW English Stage 6 national curriculum overview	1
AISNSW History Stage 6 national curriculum overview	1
AISNSW Mathematics Stage 6 national curriculum overview	1
AISNSW Positive Behaviour Interventions and Supports	1
AISNSW Briefing	1
AISNSW Professional Boundaries and Child Protection	8
Central Coast Schools mental health conference	1
When emotions run high workshop	1
NAPLAN online implementation	2
School Chaplaincy Conference (2 Days)	1
Multicultural domestic violence training (2 days)	1
Young People Self-Injury and Self-Harming Behaviours	2
Governance workshop for mandatory training (including all Board members)	1

7. Workforce Composition, Including Indigenous

TLK Alesco School had one principal, one Head Teacher/Student Wellbeing, four teachers, one literacy specialist/teacher aid and one administration staff member during 2017. All staff were Australian citizens with no Indigenous heritage.

8. Senior Secondary Outcomes

2017 started with five (5) students enrolled in Year 12, with four (4) completing their High School Certificate. All participated in a Vocational Education and Training (VET) course with five (5) completing a full VET qualification in Certificate II in Community Services.

Qualification/ Certificate	Percentage completed
Higher School Certificate	100%
Certificate II in Community Services	100%

9 Student Attendance and Management of Non-Attendance

TLK Alesco School is a Year 9, 10, 11 and 12 school with the following student attendance rates in 2017:

- Year 9 average attendance rate was 61%
- Year 10 average attendance rate was 61%
- The Year 11 average attendance rate was 67% and
- The Year 12 average attendance rate was 67%.
- Percent of students attended school on average each school day in 2017 was 64%.

Non-attendance is managed via an attendance list analysed on a weekly basis. Unexplained absences of three or more days in the week are subject to followed-up enquiry.

10. Retention of Year 10 to Year 12

The student retention rates for Years 10 to 12 in 2017 were as follows:

- Retention rate for Year 10 was 59% (34 enrolled, 14 withdrawn)
- Retention rate for Year 11 was 52% (21 enrolled, 10 withdrawn) and
- Retention rate for Year 12 was 80% (5 enrolled, 1 withdrawn).

11. Post School Destinations

The graduating group of four (4) Year 12 students successfully completed their Higher School Certificate with a desire to move forward into either further study and/or employment. Many of these young people had a clear sense of work and career direction and were given the guidance and process by which to achieve their goals. One young lady has headed off for further education at TAFE to study Hair and Beauty, another has begun a TAFE course in Educational Support, another has secured a full time traineeship in Child care and the other student was working in a casual context before the birth of her first child. We are excited that each student has progressed into further education or happy in their life choices post school.

12. Enrolment Policies and Characteristics of the Student Body

Policy 8.1 - Student Enrolment - Policy Statement

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

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

- Feeling isolated or lost in a traditional School setting
- Social disadvantage or isolation
- Low academic level
- Aboriginal and/or Torres Strait Islander heritage

- English as a second language
- Learning difficulties/disabilities
- Mental Health difficulties/disabilities
- Behavioural difficulties
- School attendance difficulties.

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

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

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

Student Characteristics

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

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

13. School Policies

Key policies of the School incorporate:

Summary of Policy	Changes in 2017	Access to full text
<p>Student welfare The TLK Alesco School seeks to provide a healthy, safe and supportive environment for students. TLK Alesco School expressly prohibits corporal punishment of any kind and does not explicitly or implicitly sanction the administering of corporal punishment.</p>	<p>In 2017 a full overview of policy and procedure format and wording was undertaken for all policies.</p>	<p>The full text of the school's student welfare policy can be accessed by request from the principal.</p>
<p>Anti-bullying TLK Alesco School is committed to eliminating all forms of bullying and harassment. The School believes that it is the right of every member of the school community to work and learn without fear of bullying or harassment of any kind.</p>		
<p>Student Discipline TLK Alesco School is committed to appropriate student behaviour management. Student behaviour management will utilise the School's Discipline Pyramid to form the basis for warnings, School time-out or expulsion.</p>		
<p>Reporting Complaints and Grievances Students and/or parent/guardians have the right to complain or report any misgivings at any time. Queries, questions or complaints can be submitted anonymously into Administration Support.</p> <p>TLK Alesco School is committed to the principles of procedural fairness. Where there is a perceived difference between an individual's actions and School rules and expectations, the School will aim for a fair and impartial decision, reached by an objective decision making process.</p>		

14. School Determined Improvement Targets

In 2017, there has been a continual push to see previous developmental targets advance and worked on with a particular focus on two main areas of (1) identifying clear student pathways to post school opportunities and (2) strengthening literacy learning strategies and practices across the school.

We have also aimed to improve our practices in another two areas, being (1) developing and maintaining an inclusive learning environment that builds and fosters peer support and motivation and (2) providing and strengthening effective recognition, interpretation and response to challenging behaviours in proactive ways. Both of these student focussed areas have seen marked improvements for our young people, particularly in terms of behaviours and responses towards the school and academic focus.

15. Initiatives Promoting Respect and Responsibility

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

In 2017, several guest presenters attended the School to encourage and promote respect and responsibility amongst the student body. The School also developed and created signage to promote an action/consequence approach, which supported positive behaviours including respect and responsibility. Professional development directly relevant to promoting student respect and responsibility was also provided to School staff.

16. Parent, Student and Teacher Satisfaction

In 2017 TLK Alesco School conducted an annual parent, student and teacher survey questionnaire that focused on a range of issues. Out of this, the following analysis was attained:

Parents/Guardians/Carers

Of the 53% of respondents, the majority of the parent/guardian/carer's either agreed or strongly agreed that the School achieved its vision and mission. Parents/guardians/carers noted that the strengths of the School were in areas such as school leadership, united staff, care and wellbeing, nurture of the students, goals and direction, safe and secure environment, and being offered support in multiple areas of their life.

Students

The 72% of student respondents saw the strengths of the School in the areas of student wellbeing, care, the giving of time, tolerance, communication between teachers and students, relationship centred and additional support and guidance which was encouraged by the teachers.

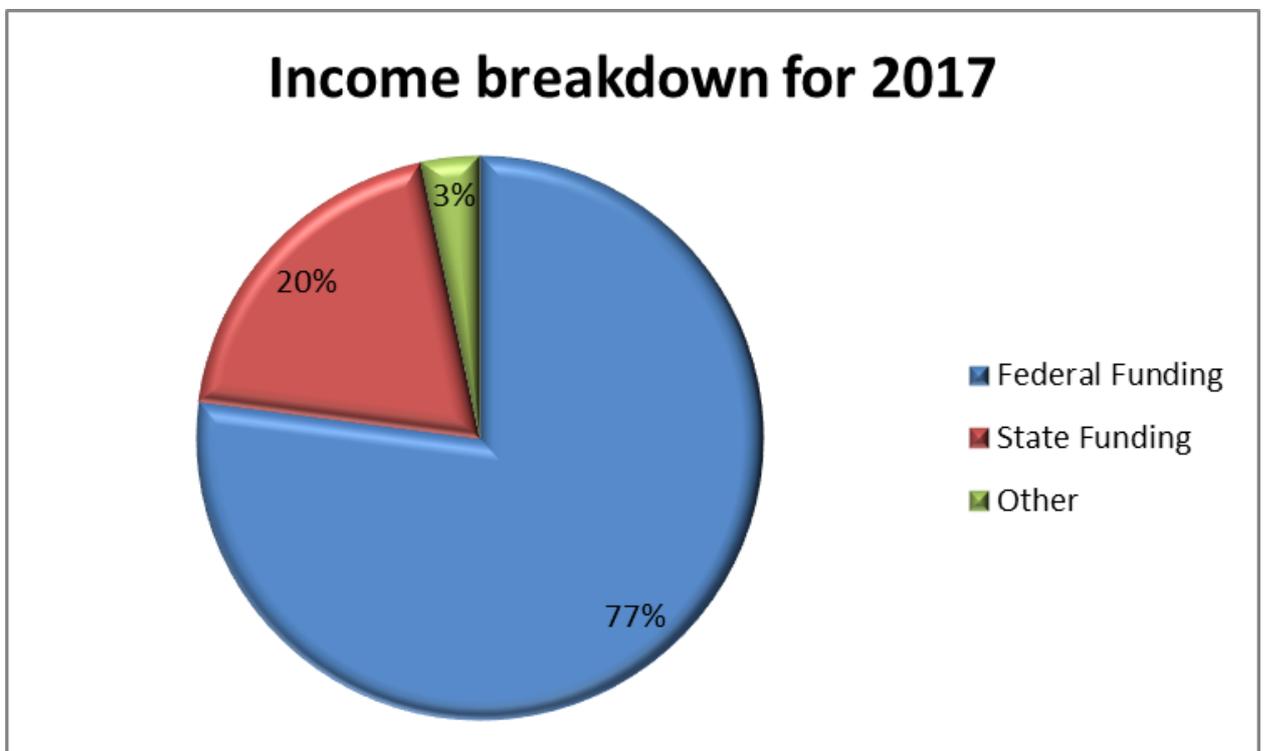
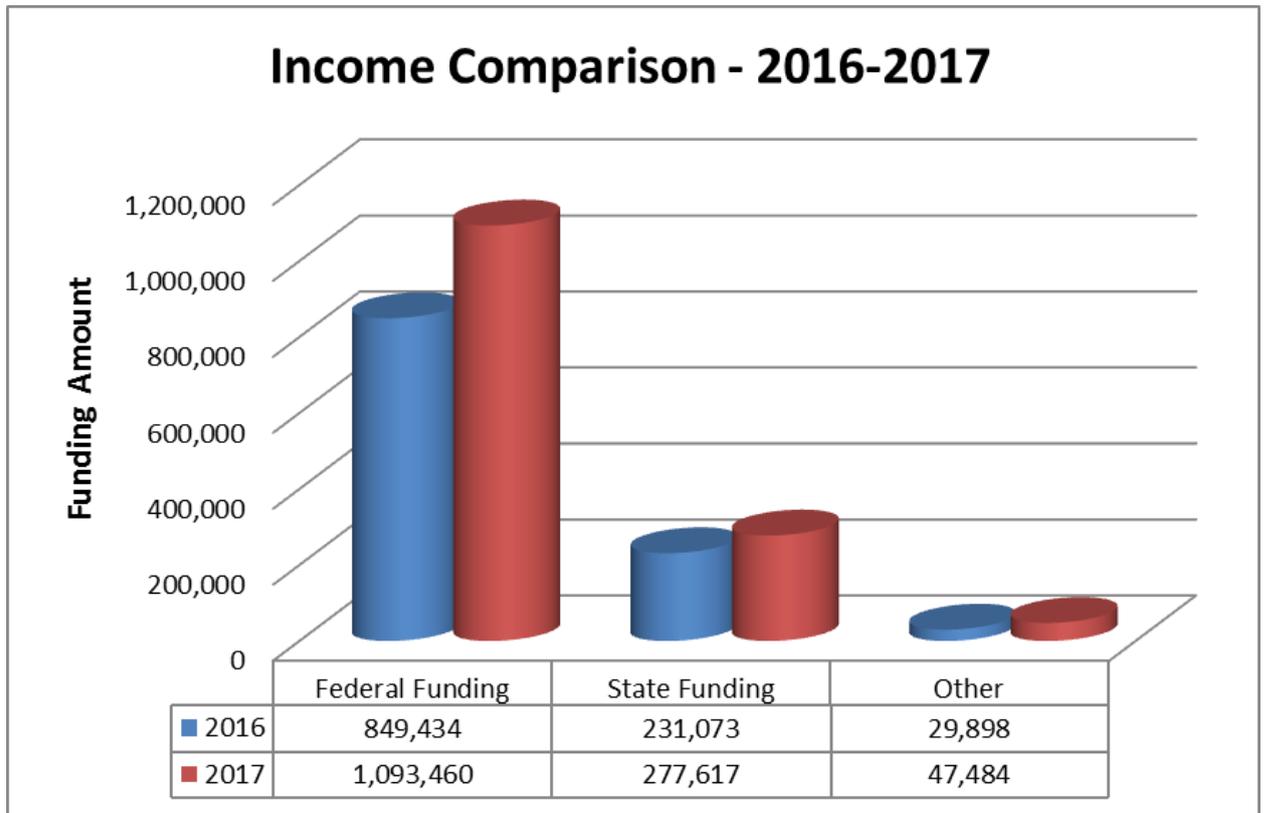
Staff

Of the 100% who responded, the staff noted that the School's key strengths were found in the areas of communicating and collaborating as a team, student wellbeing and care, honesty, integrity, making an impact, sense of belonging, values and ethos as well as a safe and secure environment.

Results

Overall, the majority of respondents in 2017 reflected that students, staff and parents/guardians/carers alike were satisfied with the School's overall performance and the changes being made in the young people's lives. There was no common pattern of concern amongst any of the three groups in 2017.

17. Summary Financial Information



Expenditure breakdown for 2017

