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 ALESCO
Senior College

Annual Report 2016



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Messages from Key School Bodies

Chairman's Message

Once again it is my pleasure to provide an introduction to this year's Annual Report for Skillset Senior College. In the last 12 months we have seen the growth of our enterprise to include the completion of our first Year 11 group flowing from our initial Year 10 students from 2015. We have successfully gained accreditation to undertake studies through to the Year 12 Higher School Certificate level of study. This is in no small part due to the caring diligence and dedication of our teaching staff, and their willingness to expand our curriculum into areas of student interest and ability. It is also important to note here that we have gained the right for our students to sit their HSC examinations in their own environment here in the Flannery Centre, rather than have to go elsewhere to another centre.

With a further enrolment in this 2017 calendar year of 35 students in Year 10, 25 students in Year 11, and 15 continuing students in Year 12, we have the opportunity to make a significant difference in the lives of 70 young people with a meaningful and relevant regime of teaching and learning options. These are vital opportunities which would otherwise be unavailable to many of these students in a regular school situation. We are now operating at the optimum capacity of our facility.

As the school has grown, it is necessary that we continue to develop facilities that complement the needs of our students, and I commend the College staff and Skillset Executive personnel for their consistent efforts to seek funding for the development of these facilities. The refurbishing of some of our teaching spaces and the enhancement of the school building environment and grounds are making the College a welcoming and safe place for our students to learn.

I would like to thank the Board of Skillset Ltd for their continued support of this facet of our business, and their commitment to ensuring that the ongoing effectiveness of the College is maintained into the future. Our role in providing an alternative model in which young people can develop skills is an embodiment of Skillset's goal of **"Your Future Our Focus"**, and I am proud that we can offer options to students who sometimes find it challenging to mix with others in any social context.

To the management team of Skillset Ltd, I offer my heartfelt thanks for the time and effort you give on a daily basis to ensure a safe environment for our students. To our Teaching team I also offer my thanks for your energy, enthusiasm and commitment to our students as they develop those skills which will enable them to take up positive and contributing roles in our communities in the future.

The future continues to look bright and positive for all who share their time at Skillset Senior College.

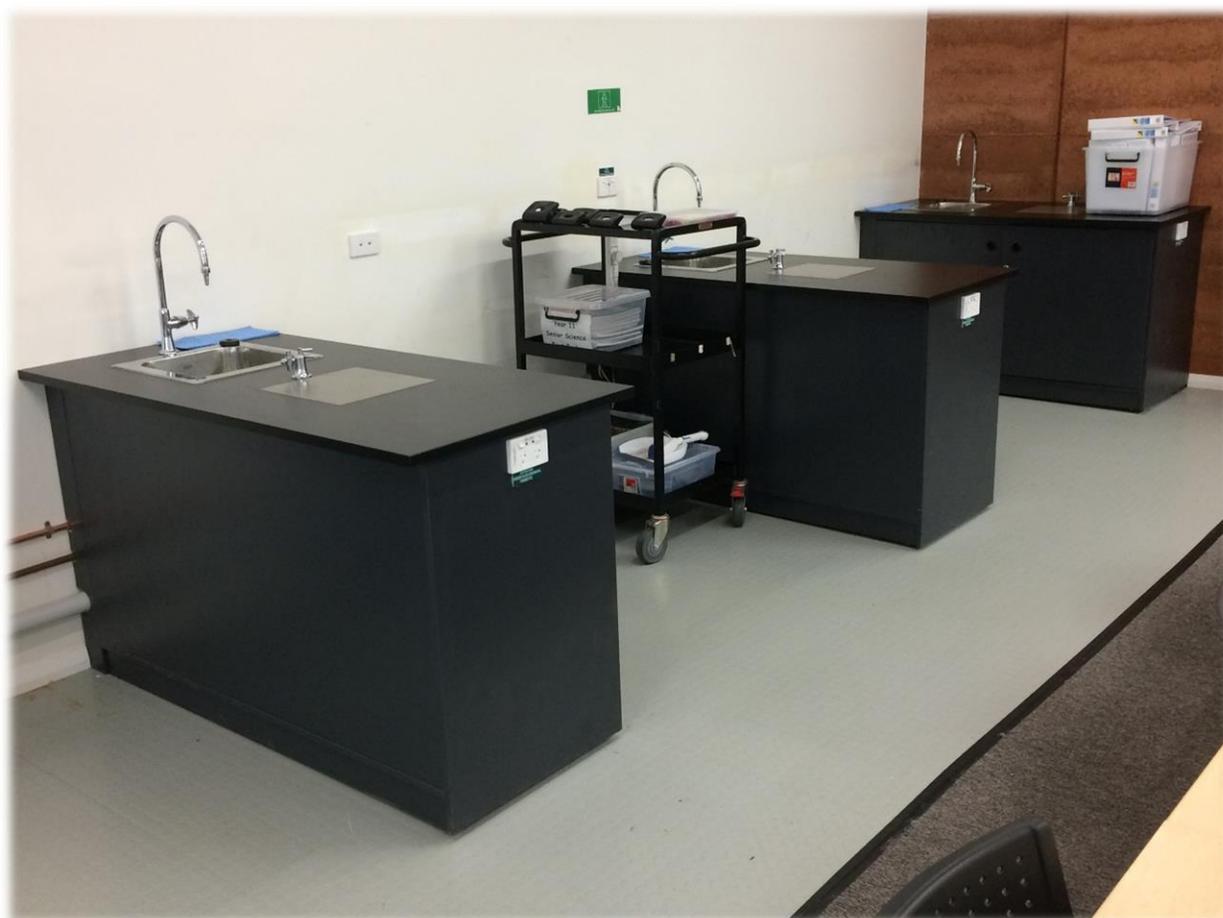


Ian Tooke BEd.; Dip.Teach.; Grad.Dip. (Computing Science); Cert IV TAE
Chairman
Skillset Senior College School Council

Principal's Message

It is a great pleasure to present the second Annual Report for Skillset Senior College (SSC) for the school year 2016. In only our second year of operation, 2016 has been a year of rapid development and positive change for Skillset Senior College. We have seen many enhancements and initiatives that have impacted positively across a range of school domains. The successful Federal Government grant application coordinated by the Association of Independent Schools for \$172,000 has been a significant highlight, along with the appointment of Abbey Barrett as Manager of Skillset Education and the successful addition of our first ever Year 11 intake were key successes in 2016. We also gained accreditation from BOSTES to deliver the HSC from 2017, which now fully meets the original objective of the school.

The funding was awarded by the Federal Government's Department of Education and Training Block Grant Authority, has allowed SSC to improve teaching and learning facilities for staff and students, and has enabled us to deliver broader educational offerings, giving our students increased choice and more variety in their current and future educational journeys. The combined multi-purpose room with commercial kitchen facilities is now able to accommodate a full class of students in a traditional classroom scenario, or be converted to facilitate art workshops or hospitality related vocational delivery. We have already seen great results from the increased flexibility of the space. The staff room now accommodates all teachers and also allows for growth, as we head into an inaugural HSC year and face the need to employ more teaching staff. The previously unutilised workshop has been refitted beautifully to be utilised as a fully equipped computer lab, and the existing science laboratory now has purpose built benches with gas and electricity supply to facilitate numerous experiments to meet Science curriculum outcomes. *(see below)*



Welcoming Abbey Barrett to the school has also been a great highlight in 2016. As an accredited Adolescent Clinical Counsellor, Abbey brings a multitude of skills to Skillset developed through over 20

years of private practice and youth program delivery. We welcome Abbey to the school community and look forward to seeing her positive initiatives continue their impact on the wellbeing of our students and teachers.

“...2016 has been a year of rapid development and positive change for Skillset Senior College ...”

In closing I would like to acknowledge the Skillset Board for their continuing support and the Chair of the School Council Mr Ian Tooke for his contributions and guidance. I would also like to thank and acknowledge all our teachers, and the amazing passion, understanding and dedication they bring to our school every day. They continue to inspire our students to be the best they can be, and have brought the life-changing gift of education to so many young people who had thought school wasn't for them. Our students also deserve our sincerest thanks for trying their very best every day and continuing to believe in themselves as much as we all do. We look forward to exciting times ahead as we head into our inaugural HSC year in 2017.



Craig Randazzo BA (Psych., Ed.); Adv. Dip. Mgmt.; AIMM; MAICD
Principal – Skillset Senior College
CEO – Skillset Ltd

Contextual information about Skillset and Skillset Senior College

About Skillset

Skillset is an innovative, regionally based not-for-profit organisation delivering an integrated range of services throughout NSW and beyond. We have a physical presence in four locations throughout Central West NSW, with Skillset headquarters and Skillset Senior College located in Bathurst at our award winning 6-star green-rated building The Flannery Centre. We work with individuals, businesses, industry and communities to increase their success through our three business units: Skillset Education; Skillset Workforce and Skillset Environment. We have structured our organisation this way to deliver the best outcomes possible ensuring our services are clustered around our clients, participants and students to provide the highest positive impact possible for those we serve. As well as an accredited independent school, Skillset is an Apprentice Employment Network provider as a registered Group Training Organisation (GTO) and is the largest employer of apprentices and trainees in Western NSW with over 450 young people employed by Skillset annually. This year we also won a tender to deliver the “Regional VET Pathways” program we call “Skillset Youth Connect”, funded by the NSW Department of Industry. This youth program assists 15 to 19 year-old young people not connected to school, training or work, and provides case management and training services through TAFE to connect participants to pathways into school, training or employment. This program provides an outstanding complementary service to SSC and has so far assisted over 170 young people. Some more SSC details below:

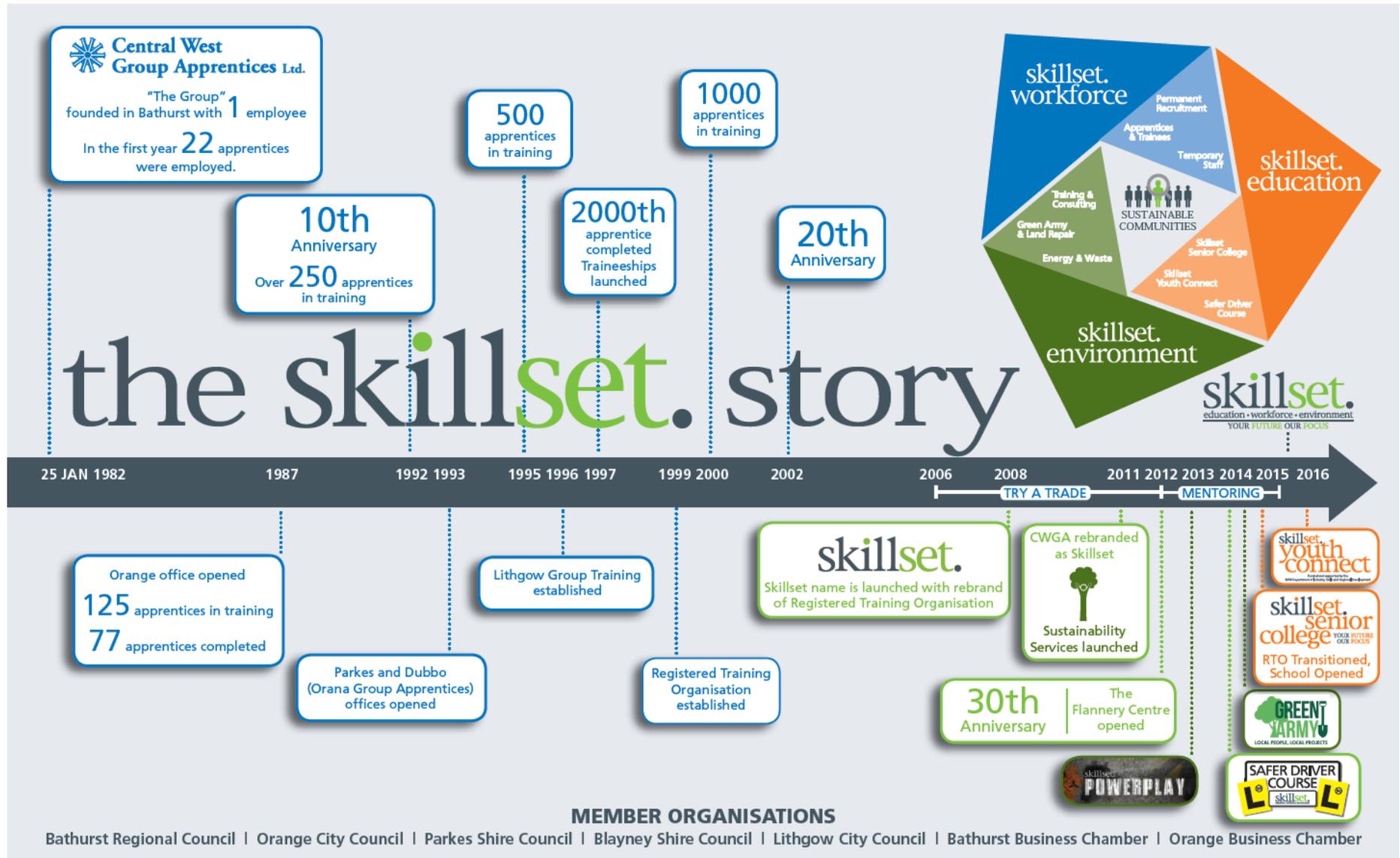
First Accredited by BOSTES:	September 2014
Opened in:	January 2015
Re-registered:	September 2015 (Stage 5) for 5 years
BOSTES Number:	78096

Alesco School History

Alesco, is a Latin term that means to grow or mature, and is a specific reference to the more adult learning environment we aspire to in all Alesco schools. Our school is designed to particularly cater for young people who have been unable to find success in a mainstream school environment. The Alesco Senior College concept was developed in the early 2000s and the first Alesco school opened in Newcastle in 2002; the innovation was driven by senior staff of the WEA Hunter. Following this school opening, other Alesco schools opened in response to local needs in the North Coast, Central Coast and Illawarra. In 2016 there are currently 8 Alesco schools operating in NSW, Skillset Senior College is the newest addition to the Alesco family. *A highlight for 2016, the Sydney Aquarium and Bondi Sculptures by the Sea Excursion*



The Skillset Story



Skillset was established in 1982 as the region's first GTO with the specific aim of helping local industry meet their skills needs in a cost-effective way. In 2016, after 34 years of continuous operation Skillset is now a leading not-for-profit organisation delivering high impact services across NSW, ACT and QLD. Our organisational vision is to: "Create the Best Future Imaginable" and our purpose to: "Equip Individuals, Businesses and Communities with the Tools to Realise Every Opportunity to Reach their Full Potential". Skillset has set up our business units to achieve these aims, with dedicated resourcing for each of our three units: Environment - Workforce - Education.

We have structured our organisation to specifically help the many young people and business operators we deal with to tackle and take advantage of what our great regions have to offer. Skillset delivers services in Education, Workforce and Environment sectors as we believe these areas offer the greatest opportunity for us as an organisation to have the highest positive impact on those we assist. Our vision that gives meaning to all the services we deliver through our three business units powers our effort to try harder and keep developing as people and a company. It's about the future. It's about how Skillset impacts today, to improve tomorrow for all the businesses, apprentices, school students and the environment we all share.

Skillset Business Units



Skillset Senior College - Aim, Purpose and Values

Skillset Senior College strives to provide young people with the opportunity to re-evaluate their current situation and achieve success in a smaller and more supportive secondary education environment. We aim to give our young people a chance to achieve a high quality education, at least equal to that available in mainstream education systems.

The goal is to use a variety of methods to create a more adult-like 'learning environment'. Skillset Senior College does not want to use terms such as 'teaching' and 'schooling,' which reinforces the idea of people at the top forcing knowledge on those at the bottom. We would rather steer the environment towards the ideology of 'facilitating' and 'learning.'

By using methods other than The Behavioural Approach to Teaching; Direct Instruction, we will see young people's natural inquisitiveness and curiosity develop into a greater desire for knowledge and success. We will include a greater emphasis on:

- A Cognitive Approach: Facilitating Meaningful and Self-Directed Learning
- The Humanistic Approach: Student-Centred Instruction and
- The Social Approach: Teaching Students How to Learn from Each Other (Snowman & Biehler 2000).

Skillset Senior College aims to include a stronger ideology of social justice amongst its participants. Values of access, equity and equality will feature strongly as part of our students learning. Breaking down the stigma between student and teacher will result in an environment that young people feel comfortable learning in.

Aim

To provide a psychologically safe and supportive learning environment, where young people re-engage in education, develop the desire to learn and the skills to succeed at school and in life.

Purpose

To provide new educational opportunities for young people, through a flexible educational framework that supports and understands their needs, in a real world context.

Values

The Board and staff of Skillset are motivated by the role the organisation plays in building social cohesion and sustainable communities by facilitating skills acquisition and learning.

We are focused on the future and aim to provide opportunities for young people to lead full and productive lives in the communities that we serve.

We reflect Australian national values of fairness, tolerance, a strong work ethic and the core democratic belief that everyone has an intrinsically valuable contribution to make. We have an emphasis on sectors of society that face disadvantage to enable them to make their contribution.

We aim to run a viable and progressive organisation that sets best practice benchmarks to achieve our goals. Our employees must be safe, well supported and have opportunities to reach their potential.

Our business practice must be sustainable so that future generations can enjoy the privileges and opportunities we enjoy.

Student Outcomes

Record of School Achievement (RoSA)

Course	School Total	State Total	School A%	School B%	School C%	School D%	School E%	School None	State A%	State B%	State C%	State D%	State E%	State None
English 200 hours (300)	31	86194	-	16.13	35.48	25.81	19.35	3.23	12.12	28.14	37.28	16.27	5.16	1.03
Mathematics 200 hours (323)	31	86204	-	16.13	35.48	29.03	16.13	3.23	14.85	23.02	31.47	22.95	6.75	.97
Science 200 hours (350)	31	86198	-	-	64.52	22.58	9.68	3.23	13.24	24.56	36.66	18.29	6.36	.89
Australian Geography 100 hours (4015)	31	86018	-	6.45	25.81	25.81	38.71	3.23	13.22	26.03	35.92	17.65	6.38	.81
History 100 hours (4007)	31	86232	-	3.23	22.58	35.48	35.48	3.23	14.13	26.88	35.10	16.85	6.27	.77
Information and software technology 100 hours (1831)	31	2546	-	38.71	19.35	22.58	16.13	3.23	17.83	26.55	32.91	15.55	6.48	.67
Personal Development, Health and P.E. 100 hours (2421)	31	27501	3.23	6.45	22.58	25.81	38.71	3.23	16.49	34.99	34.64	9.86	3.27	.75

Preliminary Results

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
English (Standard) 2 unit (11130)	16	34207	-	-	37.50	43.75	12.50	6.25	2.55	19.14	48.14	22.71	6.67	.79
Mathematics General 2 unit (11235)	12	40884	8.33	16.67	41.67	16.67	8.33	8.33	7.51	19.49	34.31	25.91	11.71	1.05
Senior Science 2 unit (11320)	16	5206	-	6.25	56.25	31.25	-	6.25	5.22	20.21	40.65	23.84	8.64	1.44
Ancient History 2 unit (11020)	16	12094	-	-	37.50	56.25	-	6.25	16.42	27.97	33.56	15.44	5.75	.86
Information Processes and Technology 2 unit (11210)	15	3684	-	-	46.67	33.33	13.33	6.67	15.58	26.76	34.07	16.02	6.70	.87
Community and Family Studies 2 unit (11060)	14	11331	-	7.14	57.14	28.57	-	7.14	10.19	23.90	36.68	20.04	7.96	1.23

HSC Results

As 2015 was the first year of operation for Skillset Senior College, we are only reporting on delivery of Year 10 of stage 5, and Year 11 of Stage 6 for 2016. In September 2015, we were accredited to deliver Stage 5 for 5 years and also gained initial accreditation to deliver Preliminary (Year 11) from 2016. In 2016, Skillset Senior College became accredited to offer HSC (Year 12) from 2017.

Professional Learning and Teacher Standards

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

Category	Number of Teachers
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	7
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	0

In 2016, staff attended the following training events:

Training Event	Number of Staff Attended
Alesco Annual Conference 2016	7
Mental Health Workshop	1
Provide First Aid	5
Youth Action Workshop	1
History teacher training: Holocaust	1

Workforce and Student Profile

Teaching Staff

Skillset Senior College employs:

- 1 x Principal
- 1 x full-time Manager
- 1 x full-time teacher (KLA – Maths; IPT)
- 4 x part-time teachers:
 - 2 x 0.8 FTE (KLA – Science; English; History; Social Sciences; PDHPE)
 - 1 X 0.9 FTE (English; History)
 - 1 x 0.8 FTE (Maths, Learning and Support)
- 1 x Bursar
- Administration support provided by Skillset admin team

Workforce Qualifications

All teaching staff at the end of 2016 were accredited with BOSTES as either proficient or provisional teachers.

Principal: BA (Psych., Ed.), University of Sydney; Adv. Dip. Mgmt., Australian Institute of Management; AIMM; MAICD

Manager: BA (Psych), University of Sydney; Grad.Dip.Couns.; PACFA Reg. (Clinical) ACAP

Teacher 1: BAppSc, Canberra University; Grad.Dip.Ed., Charles Sturt University

Teacher 2: BInfoTech, Charles Sturt University; Grad.Dip.Ed., Charles Sturt University

Teacher 3: BSocSc/B Teach, Charles Sturt University

Teacher 4: BEd, Charles Sturt University

All staff who have any interaction with students have also completed Working with Children checks.

Student Profile

In our second year of operation, Skillset Senior College commenced with 60 enrolments across Year 10 and 11. The NSW Minister for Education has granted Skillset Senior College Special Assistance School status, which recognises that our school primarily assists students with social, emotional or behavioural difficulties, who are better suited to an alternative learning environment. Nearly 25% of students have a diagnosed disability. Over 30% of students identify as Indigenous.

Many of these young people have actively sought a place at Skillset Senior College as they felt unable to participate and learn in a conventional school environment. For some students it is the small class sizes that increases engagement, for others it is about the individual and holistic approach we take to student well-being. Throughout 2016, 49 students maintained their enrolment through to the end of Term 4, representing an 82% retention rate.

Each year, Skillset Senior College takes on a new cohort of students and their individual differences, home life situation and possible educational barriers will impact differently on each young person. Keeping the young person engaged in their own progress and learning is of prime importance, if we are to see good outcomes. Many students face serious barriers to attendance at school including some students with daily homelessness concerns or at best unstable accommodation.

Senior Secondary Outcomes

2016 is the first year of delivering a senior program, the Year 11 Preliminary Course as structured by BOSTES. The subject offerings for this first cohort are English (Standard); Mathematics (General); Senior Science; Ancient History; Community and Family Studies and Information Processes and Technology.

Student Attendance and Retention

Attendance

In October 2016 federal census data shows the attendance data below:

Enrolment Days	Attendance Days	Non Indig. Attendance Rate	Indigenous Attendance Rate
1683	1682	64.37%	62.79%

Retention

49 of 60 enrolled students remained at Skillset Senior College through to Term 4.



Post School Destination Survey

In 2016, 15 of the Year 11 students or 88% articulated into Year 12 at Skillset Senior College, one transferred to TAFE and one chose to re-enrol in Year 11. Of the 2016 Year 10 cohort, 19 students (59%) articulated into Year 11, with 5 students (16%) re-enrolling in Year 10.

School Policies (Summary)

The policy documents below are excerpts from the Skillset Senior College Policy Manual 2015

Enrolment Policy

Section of Manual:	7. Attendance		
Document	POLICY 7.2: Enrolment Policy	POL <input checked="" type="checkbox"/>	PROC <input type="checkbox"/>
Date of Endorsement:	30.11.08	Review Date:	20.05.17
Review Panel	The Manager - Skillset Education, Principal, and Manager HR must be a part of the review of this Policy		
Purpose:	To ensure Skillset Senior College staff and students have an understanding of the major enrolment criteria and underpinning philosophy of the school		
Scope:	This policy relates to all Skillset Senior College staff and potential students		

Policy	<p>Skillset Senior College is a school specifically designed to re-engage disenfranchised and 'at risk' young people.</p> <p>Our school aims to provide opportunities to young people, primarily aged 15-17 years, who are unable to complete their education within the traditional school environment.</p> <p>The selection criteria for Skillset Senior College focuses on eight key areas:</p> <ul style="list-style-type: none"> ● Learning difficulties/disabilities ● Behavioural difficulties/disabilities ● Social Disadvantage ● Age ● Academic achievement ● Financial Disadvantage ● ESL / ATSI ● Isolation <p>Skillset Senior College cannot cater to students who are functionally illiterate or who require intensive behaviour or health support; such students would be more fully catered for in a smaller environment, of which there are several in the local area. Skillset Senior College will offer suggestions for such other facilities should the need arise. Skillset Senior College provides case management to all students who are enrolled in the school but we are not in a position to manage students who cannot operate within the adult learning environment.</p> <p>All students who apply to attend Skillset Senior College within the designated intake times shall be offered an interview as part of the application process. Students' acceptance into the program is dependent on their presentation at interview and their demonstrated ability to work within the policies and philosophy of Skillset Senior College.</p> <p>All students who are enrolled at Skillset Senior College will need to undergo a Literacy and Numeracy assessment if the teaching staff deem it necessary. This may be conducted prior to enrolment if required.</p>
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Anti-Bullying Policy

Section of Manual:	5B. Safe & Supportive Environment - Student Welfare		
Document	POLICY 5B.11: Harassment, Discrimination & Anti bullying	POL <input checked="" type="checkbox"/>	PROC <input type="checkbox"/>
Date of Endorsement:	06.07.12	Review Date:	20.05.16
Review Panel	The Manager - Skillset Education, Principal, and Manager HR must be a part of the review of this Policy		
Purpose:	To ensure all Skillset Senior College staff and students of Skillset Senior College are made aware of their rights and responsibilities with regards to the issue of harassment, bullying and violence		
Scope:	This policy relates to all Skillset Senior College staff and students		

<p>Policy</p>	<p>It is the policy of Skillset Senior College to ensure that all students feel that this school is a safe place where they can learn. This means that all students and staff must respect and accept that people have different beliefs, values and backgrounds.</p> <p>All students of Skillset Senior College are made aware of their rights and responsibilities with regards to the issue of harassment, bullying and violence and they are asked to sign to say they understand that under the <i>1977 Anti-Discrimination Act</i> it is against the law to harass any other person in relation to their age, race, sexuality, culture, religion, marital status or gender, appearance or disabilities.</p> <p>Insults and harassment related to these things are a form of bullying and violence and will be handled in the same way as physical violence. This applies to both the classroom, the school grounds and where applicable off school grounds.</p> <p>Students are made aware that all staff at Skillset Senior College take any form of harassment and bullying behaviour very seriously and that they, the student, have every right to feel safe and supported in our school environment therefore coming forward with any concerns they may have around these issues, either for themselves or for another student, is considered by the staff as being a positive decision and one that will be listened to and actioned on if deemed appropriate.</p> <p>Staff must take any observations they make or disclosures they hear of bullying and harassment seriously and must document (diarise) any information they receive regarding harassment occurring within the cohort and bring this to the weekly Manager - Skillset Education meeting for discussion and actioning.</p> <p>In the case of one off, 'heat of the moment' instances of a student insulting and harassing another student about these issues, they will be given the choice to apologise immediately or leave the area until they have regained composure and are displaying acceptable behaviours. They cannot return to the classroom until they have discussed the matter with the Principal or Manager - Skillset Education (whoever is deemed most appropriate at the time).</p> <p>Should this behaviour continue, the student will be placed on a mutual respect contract and may find themselves at risk of having their placement at Skillset Senior College suspended or withdrawn.</p> <p>In the case where a student is being severely harassed, be this in or outside of school property, and after investigation there is serious concern for safety, welfare and wellbeing of the student being harassed/bullied, the placement of those students involving themselves in such bullying & harassing activities may be withdrawn.</p>
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	<p>Types and means of harassment/bullying that will be actioned:</p> <ol style="list-style-type: none"> 1. Any harassment strategies that include the use of telephone communication or text messages and/or any use of social media for the purposes of intimidating, ridiculing, insulting and/or treating others inside or outside of school hours. 2. Any intimidation tactics, this may include: staring or giving 'filthy' looks, being obstructive, wilfully invading personal space, laughing at or whispering about others to gain a reaction, or any other behaviour which may display surreptitious intimidation behaviour 3. Any harassment strategies such as students speaking about one another to any other student or teacher in any derogatory manner. This includes discussing private lives, social lives, medical status, any name calling, assumptions, rumours or anything else which may be classed as 'bitching'. 4. Any harassment strategies which may include students encouraging, permitting or instructing any of their friends or classmates to engage in any negative behaviour, language or attitude towards another party. If they do so they will also be held responsible. <p>Types of interventions available, but not limited to:</p> <ol style="list-style-type: none"> 1. Face to face apologies are always encouraged where appropriate (minor, 'heat of the moment' insults and frustrations) 2. Mediation sessions if both/all parties are in agreement (larger miss understandings that require more discussion and negotiation but may not require a full contract) 3. Mutual respect contracts which assists all parties to understand their boundaries with regards to interacting in a small environment and working side by side in a professional manner without needing to 'like' each other (full contract that requires both/all parties to behave as though the others do not exist unless they must interact as part of a class and then only in a respectful and polite manner, but most importantly the contract outlines that each party may not encourage or instruct anyone else, friends of family, to participate in any ongoing negative behaviour, that they will be held responsibly should this eventuate) <p>Many students attending Skillset Senior College may be doing so because they left a mainstream school environment where bullying and harassment were significant issues for them. In light of this, the culture of the Skillset Senior College will aim to be one of acceptance and celebration of diversity, and as a minimum must promote a culture of acceptance and tolerance.</p>
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Discipline Policy

Section of Manual:	6. Discipline		
Document	POLICY 6.1: Student Discipline	POL <input checked="" type="checkbox"/>	PROC <input type="checkbox"/>
Date of Endorsement:	30.11.08	Review Date:	20.05.16

Review Panel	The Manager - Skillset Education, Principal, and Manager HR must be a part of the review of this Policy
Purpose:	To ensure Skillset Senior College staff and students understand the approach, key aspects and philosophy behind student discipline
Scope:	This policy relates to all Skillset Senior College staff and students
Policy	<p>It must first be noted that the Skillset Senior College student discipline process ends in ‘exclusion’ not ‘expulsion’ for 2 main reasons:</p> <ol style="list-style-type: none"> 1. ‘Expulsion’ is not a term traditionally used within an adult learning context and as the Skillset Senior College is designed specifically to work within an adult learning context we have chosen to use the language of that culture. 2. Skillset Senior College believes that all students have the right to a second chance with this in mind it can be suggested that the term ‘expulsion’ carries with it a connotation of finality, that a learner is to be ‘kicked out’ without the opportunity to try again at a later date while the term ‘exclusion’ holds a connotation of having a second chance, a learner may be excluded for an immediate period however they may have the opportunity to be included when the student they chooses they are ready to take up the challenge of an adult learning environment once more. Inclusivity is a fundamental principle of adult learning. <p>Any student who is believed to be in breach of the discipline policy or is displaying continual offensive behaviour may be subject to actions under the discipline policy.</p> <ol style="list-style-type: none"> 1. In this Policy, breach of discipline means: <ul style="list-style-type: none"> conduct that impairs the reasonable freedom of any person (whether or not a student) to pursue his or her studies or work with Skillset Ltd. or Skillset Senior College or on the premises of the above mentioned organisations 2. A student commits a breach of discipline if the student does any of the following: <ol style="list-style-type: none"> a. Assaults or threatens to assault another person, b. Engages in any offensive conduct or any unlawful activity, c. Removes, damages or uses any property of the Skillset Senior College or Skillset Ltd. without having permission from the organisation or a member of staff, d. Obstructs a member of staff in the performance of the member’s duties especially where this may raise safety concerns, e. Repeatedly and willfully disobeys or disregards an order or direction of a member of staff, including a direction regarding appropriate behaviour or safety, f. Repeatedly commits or engages in any dishonest or unfair act in relation to an examination or other form of academic assessment,

- g. Repeatedly discriminates against a person on the grounds of the person's age, race, sex, sexual orientation, transgender, marital status, physical or intellectual disability, or religion,
 - h. Incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of the age, race, sex, sexuality, transgender, marital status, physical or intellectual disability, or religion of the person or members of the group
3. Conduct does not cease to be a breach of discipline merely because it takes place elsewhere than on the premises of the Skillset Senior College
 4. For the avoidance of doubt, a breach of discipline may be committed by an act that involves:
 - a. A communication in person or in writing or by telephone or other telephonic or electronic means which may include any and all forms of social media, or
 - b. A transaction using telephonic or electronic means which may include any and all forms of social media.
 5. For the purposes of this clause: **offensive conduct** includes any of the following:
 - a. Spitting,
 - b. Littering,
 - c. Using offensive language,
 - d. Being under the influence of alcohol,
 - e. Being under the influence of a drug (other than medication that has been prescribed by, and taken in accordance with the instructions of, a registered medical professional).

unlawful activity includes any of the following:

 - a. Using, possessing or supplying any prohibited drug, substance or weapon,
 - b. Stealing the property of another person.
 6. A member of staff who believes that a student has committed a breach of discipline:
 - a. Must, as soon as practicable, report the alleged breach to The Manager - Skillset Education or Principal, and
 - b. May exclude the student from attendance at the school for the remainder of the day on which the alleged breach occurred, or until a decision can be made regarding the consequences of the breach.

Skillset Senior College believes in allowing students the opportunity to learn by their mistakes. Should a student persist in breaching the policy of the Skillset Senior College there are 8 levels of discipline that can be progressed through.

1. Verbal Warning



2. Self-Choice Discipline



	<p>3. Written Warning ↓ 4. 3-Day Time Out ↓ 5. Written Warning ↓ 6. 7-Day Suspension ↓ 7. Written Warning ↓ 8. Exclusion</p> <p>The progression of these stages is for continual disciplinary issues.</p> <p>The standard response is that a student should not be suspended without firstly being notified of the possibility of this in writing.</p> <p>When a student receives notification of the possibility of suspension from Skillset Senior College the Manager - Skillset Education will contact the parents / carer to offer inclusion of involvement in the increased support the student requires at this time.</p> <p>Should students conduct themselves in a manner that constitutes a serious breach of discipline they can be suspended immediately with parental notification occurring as soon as practical after the fact.</p> <p>Without a considerable breach of acceptable behaviour, a student cannot be excluded from the school unless they have been firstly suspended.</p> <p>We also believe in finding innovative and flexible ways of assisting our students to make any appropriate changes in their behaviour or attitude. Some other possible strategies that could be beneficial include a 'Commitment Challenge' or community services on our grounds, change in timetable, exclusion from certain classes or activities, a mutual respect contract, mediation, etc.</p>
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Complaints Policy

Section of Manual:	8A. Management & Operation - General		
Document	POLICY 8A.6 Complaints or Grievances received by the school	POL <input checked="" type="checkbox"/>	PROC <input type="checkbox"/>
Date of Endorsement:	30.11.08	Review Date:	20.05.16
Review Panel	The Manager - Skillset Education, Principal, and Manager HR must be a part of the review of this Policy		
Purpose:	To ensure Skillset Senior College staff understand different categories and types of complaints and the key actions and reporting related to the policy		
Scope:	This policy relates to all Skillset Senior College staff, students and external stakeholders		

<p>Policy</p>	<p>Skillset Senior College 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.</p> <p>There are various levels at which complaints can be received or made and these may include, but are not limited to:</p> <ul style="list-style-type: none"> • Protection of Children and Young people • Anti-Discrimination • Other Alleged breach of Legislation, Policy, Procedure or Contract • Other Suggestions and Complaints <p>Skillset Senior College has implemented specific policies in regards to the first 2 categories listed above and these policies and procedures and listed delegates should be followed accordingly. For other matters of complaint or grievance other associated policies should be consulted (e.g. OH&S policy, Harassment Policy) and then this policy shall act as a generic cover for all complaints or grievances not already addressed.</p> <p>A suggestion or complaint can be lodged by any person who is a user or potential user of Skillset Senior College services including a student, a parent or caregiver, 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 current students and staff, or about workplace practices, policies or procedures.</p> <p>In the initial form, complaints should be forwarded to the Manager - Skillset Education. If the complaint is in regards to the Manager - Skillset Education, the Principal will receive the complaint. For complaints regarding the Principal, the complainant will be referred to the Chair of the SSC School Council.</p> <p>Except if the matter is serious and warrants investigation, attempts should be made to resolve the problem at the earliest possible opportunity.</p> <p>The receiver of the complaint should:</p> <ul style="list-style-type: none"> • allow the party to state the cause of their concern • exchange facts and beliefs • clarify events • listen • apologise for any behaviour that may have distressed the other party • consider all points of view in the matter <p>A suggestion, complaint or allegation can be made orally or in writing. If oral, it may need to be put in writing and assistance will be provided if needed. It is preferable but not essential that it includes the complainant's name and signature.</p>
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After the complaint has been received, the Principal will then decide between options:

1. Dismiss the complaint as the matter refers to a decision in accordance with existing policy, procedure, legislation or monitored best practice
2. Conclude that the complaint has been substantially resolved through the discussions regarding the complaint
3. Undertake a systems improvement
4. Negotiation
5. Investigation

After the resolution of the complaint, the Principal should contact the complainant in writing to notify them of the outcome.

The outcome of the complaint should also be recorded. In the case of minor complaints (noise, mess, etc.) this recording can be as a diary note in the Manager - Skillset Education's diary. In regards to anything that requires Negotiation or Investigation, confidential files should be kept on the matter and stored with either the Manager or the Principal.

False and Malicious Complaints or Allegations

Where a complaint or allegation is found to be false and there is evidence of malicious intent on the part of the complainant, then remedies are possible.

Note that establishing that a complaint is false is not the same as establishing that the complaint cannot be substantiated. The former implies there is evidence to show the allegation is false. The latter implies a lack of evidence either way.

Where a Skillset Senior College employee makes a complaint or allegation that is both false and malicious, disciplinary action will be considered, especially where there is evidence that they knew the complaint or allegation to be false or where they continue to make the complaint or allegation after being instructed to cease.

However, the making of protected disclosures (*Protection of Children and Young People*) cannot be grounds for defamation. Where the complaint or allegation is made in good faith and through the proper channels, employees who complain and those investigating a complaint have a defense against defamation action.

Where a student makes a complaint or allegation that is both false and malicious, action may be taken under the relevant student discipline policy. Use of discipline procedures should only occur where there is evidence that the student knew the complaint or allegation was false.

Where a parent or other member of the public makes a complaint or allegation that is false and malicious, civil remedies such as defamation

	action may be suggested to the person who is the subject of the complaint or allegation.
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Student Welfare (Summary of Main Welfare Policies)

Section of Manual:	5B. Safe & Supportive Environment - Student Welfare		
Document	POLICY 5B.1: Notification of Concern for Student Welfare	POL <input checked="" type="checkbox"/>	PROC <input type="checkbox"/>
Date of Endorsement:	30.11.08	Review Date:	20.05.16
Review Panel	The Manager - Skillset Education, Principal, and Manager HR must be a part of the review of this Policy		
Purpose:	To ensure understanding of how to raise concern for student welfare matters		
Scope:	This policy relates to all Skillset Senior College staff		
Policy	<p>Should a staff member have concerns regarding the welfare of a student they are required to raise this issue as soon as possible with the Manager - Skillset Education or the Principal. If the situation is deemed critical the Manager - Skillset Education or Principal will inform the other staff members.</p> <p>Unless deemed urgent the issue will be raised at the weekly staff meeting for input from other teaching staff.</p> <p>If considered urgent, the Manager - Skillset Education will remove the student in question and address the issue immediately.</p> <p>A decision regarding action may be discussed with staff and will be finalised by the Manager - Skillset Education.</p>		
Supporting Documentation	Can be found at http://sdm.community.nsw.gov.au/mrg/screen/DoCS/en-GB/summary?user=guest		

Section of Manual:	5B. Safe & Supportive Environment - Student Welfare		
Document	POLICY 5B.2: Referral to Support Services	POL <input checked="" type="checkbox"/>	PROC <input type="checkbox"/>
Date of Endorsement:	30.11.08	Review Date:	20.05.16
Review Panel	The Manager - Skillset Education, Principal, and Manager HR must be a part of the review of this Policy		
Purpose:	To ensure all Skillset Senior College staff understand the approach to support service referral		
Scope:	This policy relates to all Skillset Senior College staff		
Policy	<p>Every student has the option for self-referral to Support Services.</p> <p>A teacher can refer a student to support if they feel the student has an issue that is impinging on the student's ability to learn.</p>		

	<p>The teacher is to discuss with the Manager - Skillset Education the issue of concern at the weekly student debrief meetings. A teacher who refers a student to support has the option to notify the student of the referral or not.</p> <p>Once the referral to the Manager - Skillset Education has been made he/she will then approach the student with regard to an appointment time.</p>
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Section of Manual:	5B. Safe & Supportive Environment - Student Welfare		
Document	POLICY 5B.3: Accepting Referral to Support Services	POL <input type="checkbox"/>	PROC <input checked="" type="checkbox"/>
Date of Endorsement:	30.11.08	Review Date:	20.05.16
Review Panel	The Manager - Skillset Education, Principal, and Manager HR must be a part of the review of this Policy		
Purpose:	To ensure Skillset Senior College staff understand issues around student referral to support services		
Scope:	This policy relates to all Skillset Senior College staff and students		
Policy	<p>Initially, the Manager - Skillset Education will make an appointment with the student from information gathered either by the Manager - Skillset Education or provided to the Manager - Skillset Education by other Skillset Senior College staff. In this initial appointment the Manager - Skillset Education and the student will discuss the reason why Skillset Senior College is recommending a referral to support services. The Manager - Skillset Education will discuss options for the referral and if the issue requires further exploration before a referral is recommended.</p> <p>The student reserves the right to refuse the offer of further support.</p> <p>Should the student and/or Manager - Skillset Education consider the issue to be greater than educationally effective then a referral will be made to the student's local area Adolescent and Family Counsellor.</p>		

School-Determined Improvement Targets

2016 was our second year of operation as a NSW Independent School. In 2016 Skillset planned to engage with ACER in 2017 to develop a comprehensive School Improvement Plan. The plan follows the nine interrelated domains of the comprehensive framework:

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated teaching and learning
8. Effective pedagogical practices
9. School-community partnerships

In addition to benchmarking against this national framework, Skillset Senior College had set local target areas for improvement at the end of our second year.

The table below describes each domain, the targets that were identified during 2015, and the ways in which we undertook to meet these targets during the 2016 school year, in some cases continuing on into 2017.

Improvement Domain	Targeted Improvement (identified in 2015)	Improvements in 2016
Improve support for low literacy / numeracy students	Employ qualified literacy / numeracy trained learning and support teacher	Appointment of 0.8 x FTE Learning Support Teacher
Academic Assessment	As above to complete assessments on all students	Assessment of literacy/numeracy capability of identified students by Learning Support Teacher.
Development of Individual Plans	Deliver training to selected teachers to carry out development of IPs for all students to guide critical actions and high impact support interventions	Individual Education Plans now part of the intake process and being developed for all through into 2017
Professional Development for teachers	Develop individual plans for all teachers, with dates and PD booked in advance mapping their areas of interest against PD opportunities	Interviews with staff to identify goals and areas of opportunity, with PD opportunities, individual staff attended PD of their choice throughout school year
Increase community awareness and support	Engage the SSC School Council in assisting to raise the profile of the school in the local community	School council undergoing restructure in response to organisational changes; at which time action will be taken to engage new representatives into the school council and commence community awareness initiatives.
Improve physical facilities	SSC to submit grant application through the AIS BGA in 2016 to improve student and teacher facilities and prepare to accommodate Y12 class	Grant from AIS BGA for approximately \$172,000 awarded, (\$32,000 Skillset contribution) and used to refurbish the school premises to create additional learning areas including kitchen facility, additional classroom, computer lab equipped with desktop computers and improved office space for staff.
Develop a School Master Plan	Scheduled for 2016 in line with above application	School Master Plan continues to undergo development, the above works constituting the first stage.

		Exterior/outdoor facilities to become the focus in 2017.
Improve digital engagement	Review teaching practice and its engagement with technology in the classroom – investigate use of Google Classroom and other online platforms of student engagement	New computer laboratory to improve digital access, and upgrade of school network systems. SharePoint online platform to commence implementation in 2017.
School Student leadership	With a year 12 cohort starting in 2017, review policy and determine approach	Senior Leadership Team being engaged ready for active leadership roles in 2017, with opportunities to display initiative, and develop leader qualities.
Curriculum	Full review in alliance with the Alesco network	Curriculum review attended by teaching and management staff, decision taken to replace Ancient History with Agriculture to enhance vocational learning opportunities for our students from 2017.
Governance effectiveness	Full review and wider consultation with all stakeholders including students, council members	Update and reconfiguration of governance processes remains underway with the expectation to have the new structure in place through 2017.
Policy	Full review and wider consultation with all stakeholders including students	Policy reviews tabled for attention and ongoing consultation occurring on policies including discipline, enrolment and complaints processes.

In addition to the above Skillset Senior College joined with four other Alesco Schools to fund Adjunct Professor of Education Barry Golding to conduct a study on our respective schools, their practices and differences in 2016. The report is titled “Learning Beyond the Mainstream: Here, everything’s different”. It was completed in August 2016 and is attached as an appendix to this report.

Initiatives Promoting Respect and Responsibility

Skillset Senior College raises these concepts in a number of ways and through a range of forums. In summary, in 2015 we developed A2 posters and display these throughout the school common areas, they state the following:

RESPECT RESILIENCE RESPONSIBILITY

- We are committed to a learning environment where all are treated with respect
- We believe everyone has potential for change and growth if they are willing to seek and accept guidance
- We work together to win together; we support ourselves and each other through positive communication and action

- We accept responsibility for our choices and actions
- We understand our part in the consequences our choices bring
- We choose to be here, to learn, to contribute and grow
- We are the change we want to see in our world

We have also facilitated a number of workshops delivered by providers such as Headspace discussing topics around respect and responsibility in a number of different settings such as work relationship and personal relationships.

In 2016 we joined the Mind Matters network, which is a student and teacher pastoral care / mentoring program where we will further explore and develop competency in the topics above. In 2017, the plan is to implement small group pastoral care structures with teachers actively providing pastoral care, and utilising a system of escalation and referral for significant challenges to allow the most efficient use of our resources. This is especially pertinent given the social disadvantage profile and significant mental health complexities for our student population.

Parent, Student and Teacher Satisfaction

In 2016 we conducted a parent / carer, student and teacher forum evening which was well received, with many positive comments from parents about the school and their child's participation. The feedback we receive about the school is largely gleaned from interviews with students and parents. In future we aim to explore new avenues for feedback that may include surveys, reflection tools, IEP consultations and professional development for staff, emphasising communication and personal safety.

Financial Information

