

skillset. senior college

Annual Report 2018



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Messages from Key School Bodies

Chairman's Message

Once again it is my pleasure to present to you the Annual Report of Skillset Senior College. Not only are we now into our fourth year of operation on the Bathurst campus site, but we are now planning to offer the same enriching set of experiences to young people in the Dubbo community.

This will be a tremendous achievement given the short time frame we have to engage our staff, develop a suitable site and then enrol the students who will make up the first cohort in Dubbo. I congratulate all our staff members on their commitment to make this happen. They have shared their resources and experiences in a wonderful way to create an environment that is sure to be a success.

This year has also seen us review our governance documentation in order to facilitate the work we do in both campuses, as well as look to expanding our School Board to more fully represent the communities in which we work. I would encourage business and professional people interested in what we are doing to create a better future pathway for our students to get involved with us in any way they can.

As our college develops, so do the facilities we use, and I am pleased to see the new outdoor court area in Bathurst in use on a daily basis. The success of our students in the field of Agriculture through animal handling, care and showing will see new areas developed for this as well in Bathurst, while facilities for cooking and science are being planned for Dubbo.

Skillset, with its platform of "Creating the Best Future Imaginable" is a school which thrives on meeting the challenges it encounters on a daily basis. Our college, as a part of the wider Skillset family, seeks to lead our students through supportive learning experiences to achieve new goals and targets many thought were beyond their reach.

Skillset Senior College will continue to play its part in helping our students reach their full potential. We have an extremely competent team of teachers and support staff ready and willing to lead this process. I thank them for their commitment, time and energy in building what is an enviable reputation in the Independent School network. I hope to see you at Skillset at some time sharing with us as we celebrate more achievements well into the future.



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

Principal's Message

It is a great pleasure to present my fourth Annual Report for the Skillset Senior College. 2018 has been a very exciting year which saw the school grow further, assist more students and achieve our goal of expanding to a second regional community. Although 2018 was the first year where the school has operated as its own independent legal entity, the school's aims, values and purpose remain important to and aligned with the broader Skillset family. We graduated our second cohort of HSC students and witnessed first-hand how education in an environment of individual support and well-being can change lives, improve self-perception and increase our students' social and economic mobility. I commend our HSC graduates for 2018, all of whom have overcome significant challenges to achieve their goal of gaining their HSC. I am immensely proud of their resilience, persistence and courage in facing and achieving their goals this year, and am equally proud of the school's staff and leadership team who are undoubtedly the most passionate, generous, innovative and caring educators I have ever had the privilege to work with.

This year the Skillset Senior College made the significant transition to become a separate legal entity. This was a project that took a lot of time, planning and commitment to complete, but one that will set the school up for more effective and transparent ownership, governance, operations, and reporting for the future. With Skillset Ltd as the single member of the Skillset Senior College Ltd, the model provides a robust structure with secure ownership and separate governing body to take forward the strategic direction of the school. I thank our Skillset Senior College Directors and management staff for their support and assistance in this process.

This year also saw a revised organisational structure with specific resourcing deployed across several high impact domains including welfare, learning and support, campus coordination, administration, intake and operations with excellent results already being seen. The school has also now achieved our goal of developing an individual education plan for every student, where parents and carers, external agencies, occupational therapists and key providers have collaborated to plan for the best possible holistic approach

Our teaching, administration and learning and support staff grew to a total of 15 individuals, who all bring a diverse range of work and life experiences to the school. Our students benefit greatly from teachers who have a range of backgrounds including working with teachers and other staff who have life and vocational experiences additional to their teaching careers. All our teachers are university qualified with either proficient or provisional status, but also boast rich vocational and experiential backgrounds including:

- A practising registered clinical counsellor, specialising in adolescent therapies
- A captain in the Australian Army Reserves, and a former senior federal police officer
- A qualified practicing midwife
- A former legal-aid lawyer, outdoor activities specialist and Duke of Edinburgh program coordinator
- A PhD qualified university research scientist
- 2 primary school trained teachers
- A highly acclaimed, award winning performance artist
- A former geologist with Antarctic mission experience
- A qualified fine arts graduate and practicing visual artist
- A fluent Mandarin language speaker and Asian culture enthusiast

Our students benefit greatly from the collected wisdom and combined experiences of our team of professionals.

In terms of capital improvements this year it was great to see the school self-fund the development of the sports multi-court, where we will be able to offer a higher level of physical activity to students with the court offering handball, basketball, netball and tennis options. The agriculture offerings continue to grow with students further developing their skills by stewarding at local agricultural shows and events. Watching students' skills-development through the care and maintenance of our animals and facilities provides us all with a great sense of confidence and motivation, and in turn establishes in the students great learning from developing routines, work habits and vocational preparation skills that will serve them well in their next work or study endeavours.

The exciting preparations for our expansion to open our second campus in Dubbo in Term 1 2019 have reinvigorated the conviction we have for our educational model. The educational and general community members of the city have already been so welcoming and supportive of our plans. Our school is centrally located in the city and the former TAFE campus lends itself so well to the needs of students and teachers with excellent large classrooms, beautiful green outdoor areas and excellent proximity to all amenities

and transport services. I thank our school leadership team and the Skillset corporate team for their support throughout the process.

I would like to again acknowledge the Skillset Senior College Board for their continuing support and the Chair of the School Board, Mr Ian Tooke for his ongoing contributions and support. I would also like to thank and acknowledge all our teachers and support staff, for the continuing passion, kindness and dedication they bring to our school every day, and particularly thank Abbey Barrett, Head of College and Wayne Foster Business Manager for their extensive work in the set-up of our second campus. We look forward to the coming year with hope, optimism and high expectations as we expand our model of life-changing education with a full well-being focus to a new region for the school.



Craig Randazzo BA (Psych., Ed.); Adv. Dip. Mgmt.; FIML; MAICD
Principal

Contextual information about Skillset and Skillset Senior College

Skillset Senior College opened in 2015, and was originally formed as a sub-unit of Skillset Ltd, and attained its' current status as a separate legal entity in early 2018. The school is still located in the Flannery Centre, an architecturally designed, six-star environmentally rated building that also hosts the Bathurst Skillset offices and corporate head office for Skillset Ltd.

About Skillset Ltd.

Skillset is an innovative, regionally based not-for-profit organisation delivering an integrated range of services throughout NSW and beyond. We work with individuals, businesses, industry and communities to increase their success through our service offerings. We have structured our organisation 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. 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.

Skillset Senior College Ltd.

First Accredited by NESA:	September 2014
Opened in:	January 2015
Re-registered:	February 2018 (Stage 5&6) for 5 years
NESA School Number:	78096

In January 2018, Skillset Senior College became a separate legal entity from parent organization Skillset Ltd., establishing its own ABN, accounts and governance arrangements to improve the effectiveness of the operation of the school. Around the same time, Skillset Senior College underwent the NESA re-registration process, and was awarded NESA accreditation and registration through to 2023.

Skillset Senior College offers young people of the central west region a new approach to high school education, in an adult learning environment. Some fast facts about our school, Skillset Senior College:

- a regionally based Special Assistance School
- has a total of approximately 70 students enrolled
- caters to years 10 to 12 students, who have fallen out of main stream education
- aims to reengage disadvantaged young people with a love of learning
- features small class sizes, with a maximum of 15 in Year 10 classes, and at least two staff in each classroom
- has a large Indigenous cohort with around 30% identifying as Aboriginal or Torres Strait Islanders
- has close links with community including Headspace, housing providers and public mental health agencies
- caters for young people for whom school-refusal and mental health challenges have been major problems



Skillsset Youth Connect is funded and supported by the NSW Department of Industry, Skills and Regional Development
 Skills4Trade is an AEN NRP Project. The Multi Industry School Based and Pre Apprenticeship Support Pilot Project (MIP) is supported by the Australian Government Department of Education and Training.
 Industry Specialist Mentoring for Australian Apprentices (ISMAA) is funded by the Australian Government Department of Education and Training.

Skillset Senior College - Vision, Purpose and Values

Skillset Senior College strives to reengage young people into school participation leaving them with a positive and optimistic view of school life. We provide a small and friendly learning environment with the most passionate and effective teaching staff and practices that creates an environment where young people thrive. The school particularly succeeds with young people challenged by a history of poor school attendance and experiences, and also with those who have yet to find positive solutions for persistent mental health challenges.

Vision

Our vision is to create student engagement through developing effective relationships, and to work alongside our students to develop the values of respect, resilience and responsibility. We are committed to providing 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, at work 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: RESPECT – RESILIANCE – RESPONSIBILITY

- We are committed to a learning environment where all students and staff are treated with respect
- We believe everyone has the potential for change and growth
- We work together to achieve together
- We support ourselves and each other through positive communication, encouragement and action
- We accept responsibility for our choices and actions
- We choose to attend, participate, learn, contribute and grow
- We are the change we want to see in the world



Thanina Limani – Randazzo Award Recipient 2018 with Principal Craig Randazzo, Chairman Ian Tooke and Teacher Jono Hosking

Skillset Senior College is an independent senior secondary school registered and accredited with NESA and is a member of the Association of Independent Schools NSW. We are an educational community that offers a holistic and supportive approach for young people starting from year 10 through to year 12 offering both the RoSA and HSC. We promote a flexible learning environment where we work with students to accommodate their individual psychological, physical, emotional and cultural needs. We highlight and celebrate students' individual differences, and are

proud we support an environment where there is no “normal” and no “average”. We offer students understanding and the resourcing to genuinely provide an individual approach to each student, understanding that not all young people succeed with a conventional approach to learning, and that historical barriers to education may have entrenched a reluctance to attend school.

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(%)
<u>English 200 hours (300)</u>	30	85134			40.00	53.33	6.67		12.20	28.22	37.55	15.57	5.55	0.92
<u>Mathematics 200 hours (323)</u>	30	85152			13.33	80.00	6.67		15.02	22.91	31.61	22.80	6.79	0.89
<u>Science 200 hours (350)</u>	30	85201		3.33	36.67	20.00	40.00		13.29	24.85	36.31	18.32	6.36	0.86
<u>Australian Geography 100 hours (4015)</u>	30	85098			40.00	33.33	26.67		13.75	27.43	35.22	16.49	6.39	0.71
<u>History 100 hours (4007)</u>	30	84875			53.33	30.00	30.00		13.88	27.15	35.46	16.76	6.02	0.74
<u>PDHPE 100 hours (2421)</u>	30	21165		10.00	46.67	33.33	10.00		17.06	35.24	33.42	10.13	3.55	0.60

Senior Secondary Outcomes

Preliminary Course (Year 11) 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(%)
<u>English Studies 2 unit (30105)</u>	27	8366	22.22	55.56	11.11	11.11			5.74	20.58	36.17	23.08	11.44	3.01
<u>Mathematics Standard 2 unit (11236)</u>	27	38199	29.63	22.22	29.63	7.41	11.11		7.09	20.31	35.16	24.92	11.54	0.90
<u>Investigating Science 2 unit (11215)</u>	27	3754		40.74	33.33	14.81	11.11		5.48	21.80	39.47	22.83	8.75	1.15
<u>Agriculture 2 unit (11010)</u>	16	2261	24.00	24.00	24.00	28.00			16.45	26.31	33.00	16.35	7.09	0.93
<u>Computing applications (35021)</u>	27		18.75	56.25		18.75	6.25		15.85	30.39	34.72	12.33	6.16	
<u>Community and Family Studies 2 unit (11060)</u>	27	11153		18.52	55.56	14.81	11.11		10.78	25.07	35.80	19.63	7.40	1.13

The 2018 Year 12 cohort (HSC Course) subject offerings were English (Standard); Mathematics (General); Senior Science; Agriculture; Community and Family Studies and Information Processes and Technology. The previous year saw the introduction of the Agriculture program, which represented a big step forward in the development of the College, with significant investment into infrastructure and human resources to support this.

HSC Results

Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
<u>Agriculture 2 unit</u>	15010	9	1	53.80	71.39	-17.59	-1.23
<u>Community and Family Studies 2 unit</u>	15060	9	1	53.51	72.01	-18.50	-1.59
<u>English (Standard) 2 unit</u>	15130	9	1	49.42	68.66	-19.24	-1.77
<u>Information Processes and Technology 2 u</u>	15210	8	1	45.63	73.28	-27.65	-2.10
<u>Mathematics General 2 2 unit</u>	15235	9	1	50.51	69.92	-19.41	-1.40
<u>Senior Science 2 unit</u>	15340	8	1	57.18	70.85	-13.67	-1.11

Course	School Total	State Total	School Band 6 (%)	School Band 5 (%)	School Band 4 (%)	School Band 3 (%)	School Band 2 (%)	School Band 1 (%)
<u>Agriculture 2 unit (15010)</u>	9	1396	0.00	0.00	22.22	22.22	11.11	44.44
<u>English Standard 2 unit (11130)</u>	9	30571	0.00	0.00	0.00	44.44	0.00	55.56
<u>Mathematics General 2 unit (11235)</u>	9	30826	0.00	0.00	0.00	44.44	11.11	44.44
<u>Senior Science 2 unit (11320)</u>	8	6537	0.00	0.00	37.50	0.00	37.50	25.00
<u>Information Processes and Technology 2 unit (11210)</u>	8	2496	0.00	0.00	0.00	37.50	12.50	50.00
<u>Community and Family Studies 2 unit (11060)</u>	9	8030	0.00	0.00	11.11	44.44		44.44

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	8
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

NESA Teacher Accreditation Status	Number of SSC Teachers
Lead Teacher Accreditation	0
Highly Accomplished Teacher Accreditation	0
Proficient Teacher Accreditation	2
Provisional Accreditation	4
Pre-2004 Teacher accredited at Proficient level	2
Not accredited with TAA	0

In 2018, staff attended the following training events:

Training Event	Number of Staff Attended
Alternative Schools Conference 2018	12
Mental Health First Aid	12
3D Printing and CAD Future Skills	1
ACER Research Conference 2018	1
Contexts in Science and Technology	1
Effective Interactive Whiteboard Use	1
Well-Being in the Classroom for Teachers	8
Using PowerPoint – Strategies for effective teaching	8
Not-for-profit Regulatory Compliance	1
Governance Workshop	4

Workforce and Student Profile

Workforce Composition

By the end of 2018, Skillset Senior College employed:

- 1 x Principal
- 1 x full-time Head of College
- 5 x full-time teachers (KLA – Maths; IPT; Agriculture; Science; English)
- 3 x part-time teachers (KLA – Science; English; History; Social Sciences; PDHPE; Maths; Learning and Support)
- 1 x General Assistant / Learning Support at 0.6 FTE
- 2 x Learning Support Assistants (part time)
- 1 x Operations Coordinator
- 1 x Business Manager (0.8 FTE)
- Administration support provided by Skillset Ltd in areas of: marketing; ICT support; finance; payroll and human resources

Workforce Qualifications

Principal: BA (Psych., Ed.), University of Sydney; Adv. Dip. Mgmt. (IML); FIML; MAICD

Head of College: 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: BAppSc, Hawkesbury Ag College; Dip. Ed, Sydney Teachers College

Teacher 4: BEd, Charles Sturt University

Teacher 5: BTeach (Primary) & BPsych, Charles Sturt University

Teacher 6: BEducation (Primary, Special Ed), Charles Sturt University

Teacher 7: Bachelor of Applied Science (Natural Resource Management), SCU; Bachelor of Laws 2010, SCU; Graduate Diploma of Legal Practice (CL); Graduate Diploma of Education (Secondary)

Teacher 8: Bachelor of Science (University of Glasgow), Doctor of Philosophy (University of Glasgow).

All staff have current Working with Children checks completed.



SSC Staff from left: Trevor Hegvold (Science), Anthony Rudd (Learning and Support); Meg Hitchick (Campus Coordinator); Sarah Bradbury (Administration); Wayne Foster (Business Manager); Lisette Dale (English and Geography); Craig Randazzo (Principal); Abbey Barrett (Head of College); Jonathan Hosking (CAFS, PDHPE and History); Helen Conroy (Learning and Support); Jaye Shean (Wellbeing Coordinator, Maths); Mark Whitfeld (Deputy Head and Agriculture); Dr Martin Hughes (Science) ; Damian Wilesmith (Maths and Computing); Absent - Chris Harris (Science); Absent – Angela Masters (Learning and Support)

Student Profile

In our fourth year of operation, Skillset Senior College commenced 2018 with 68 enrolments across Years 10, 11 and 12. 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. At the time of the 2018 census, nearly 45% of students have a diagnosed disability while around 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, the small size of the class increases engagement; for others it is about the individual and holistic approach we take to student wellbeing.

Each year, Skillset Senior College takes on a new cohort of students and their individual differences, home life situation and possible educational barriers will have a different impact 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.

Student Attendance and Retention

Attendance

Year	Non-Indigenous Attendance	Indigenous Attendance	Total Attendance
10	72.77%	66.67%	71.12%
11	72.42%	79.38%	74.29%
12	73.63%	57.11%	68.43%

Management of Non-Attendance

Due to the nature of our cohort, non-attendance and school refusal have the potential to significantly impact on our student population.

The school follows compliance guidelines by sending attendance letters so that parents/caregivers are aware of the dates students are absent. Parents/caregivers are always encouraged to discuss attendance matters with the school, and build an attendance plan with relevant teaching and support staff. Skillset Senior College has also invested in school management software that sends daily text messages to parents and carers updating them in real-time on their young person's attendance status.

Skillset Senior College employs the following strategies to address school non-attendance and to minimise the effect of this on student outcomes.

- Effective roll-marking procedures, complemented by a text messaging service to alert parents/carers when their student has not attended school
- Timely follow-up of unexpected or unexplained absences by phone call, message or email
- Clear communication of expectations regarding attendance to the student body, including a guideline that requires students to remain on campus at all times during the school day, and no unsupervised temporary departures (such as a visit to shops)
- Provision of food, drink, simple medical and basic hygiene supplies on campus to encourage attendance even when these aspects may be a challenge for students
- Assistance with navigating the public transport system, including support to access bus passes, timetables and safe transport options
- Individual education plans and case management for students with risk factors for sporadic attendance, in partnership with parents/carers and other key stakeholders such as mental health services.

For students who have a significant pattern of non-attendance, Skillset Senior College provides flexible opportunities and additional learning support, to ensure that students have the best chance of success. Assessment delivery is tailored to ensure maximum participation even for students for whom irregular attendance is a significant barrier to learning.

Retention

Of the 2018 Year 11 cohort, 27 of the original 30 students (90%) remained enrolled and articulated into Year 12 (beginning of Term 4) at Skillset Senior College. Other students had left during Year 11 for various reasons.

22 students (67%) of our year 10 cohort articulated into Year 11, with 3 students (9%) re-enrolling in Year 10. Of the remaining 8 students, 4 have found ongoing work 2 have relocated from the area and are attending schools in new locations, the remaining 2 students are engaged in other training or seeking work.

Post School Destination Survey

Of the 2018 Year 12 cohort (9 students graduating with HSC), three students were accepted into university (33%), four enrolled at TAFE (44%), one student obtained an apprenticeship (11%), and one has returned home to New Zealand and is believed to be working in the agricultural sector.

School Policies (Summary)

The policy documents below are excerpts from the Skillset Senior College Policy Manual. Policies that were due for review last year were extended until the period following the NESA School Accreditation process that Skillset Senior College underwent in early 2018, following a significant governance change. The policies below were developed for the interim period following the review, and **have since been superseded and replaced in February 2019.**

Enrolment

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: Jan 2019	
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. 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 		

	<ul style="list-style-type: none"> • 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:	Jan 2019
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		
Policy	<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</p>		

	<p>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> <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'
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	<p>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> <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:	Jan 2019
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, 		

	<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. <p>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.</p> <ol style="list-style-type: none"> 1. Verbal Warning ↓ 2. Self-Choice Discipline ↓ 3. Written Warning ↓ 4. 3-Day Time Out ↓
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	<p>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:	Jan 2019
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		
Policy	<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> <p>After the complaint has been received, the Principal will then decide between options:</p> <ol style="list-style-type: none"> 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 <p>After the resolution of the complaint, the Principal should contact the complainant in writing to notify them of the outcome.</p> <p>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.</p>
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	<p>False and Malicious Complaints or Allegations</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>However, the making of protected disclosures (<i>Protection of Children and Young People</i>) 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.</p> <p>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.</p> <p>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.</p>
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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:	Jan 2019
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
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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:	Jan 2019
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>		

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:	Jan 2019
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

2018 was our fourth year of operation as a NSW Independent Special Assistance School. In 2018 Skillset leadership attended the ACER Research Conference to gain insight into the latest research findings leading to quality educational outcomes. Skillset Senior College acknowledges the ACER approach to school improvement:

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 set local target areas for improvement at the end of our fourth year.

The table below describes each domain, the targets that were identified during 2017, and the ways in which we undertook to meet these targets during the 2018 school year, in some cases continuing into 2019.

Improvement Domain	Targeted Improvement	Improvements in 2018
Improve support for low literacy / numeracy students	Identify literacy and numeracy needs, and support these with individual approaches	Enhanced staffing of the Learning Support Department, with employment of three part-time Learning Support staff to support students. Each Year 10 class now has consistent access to a Learning Support worker in addition to the classroom teacher.
Development of Individual Plans	Deliver training to selected teachers to carry out development of IEPs for all students to guide critical actions and high impact support interventions	Plan and strategy now in place to facilitate the development of an IEP for every single student of SSC. All teachers trained in accessing and using the IEP to create appropriate curriculum modifications for each student, in consultation with Learning Support staff.
Professional Development for teachers	Enhance PD opportunities for all staff, with support to attend conference.	Individual staff attended PD of their choice throughout school year and all staff attended annual conference. In-house PD facilitated by staff, with programs to enhance our focus areas of wellbeing, curriculum and learning support.
Increase community awareness and support	Media, marketing and communications enhancements. School governance body consisting of representative	Social media presence enhanced and increasing reach in the community. Website improvements continue to make site more accessible and navigable. Improvements to the format and content of the bi-monthly School Newsletter.

	and actively engaged members with a commitment to maximising the potential of the school.	<p>Assistance from the Skillset Marketing Coordinator to capitalise on local media opportunities including TV and newspaper. Engagement with community partners in facilitating the Agriculture program, and representation at events including the Royal Bathurst Show and the Sydney Royal Easter Show.</p> <p>Strengthened partnerships with community organisations such as Veritas House.</p> <p>School council underwent restructure in response to organisational changes; with the council becoming the new Board of SSC.</p>
Improve physical facilities	Provision of facilities to support curricular and extra-curricular activities as identified by school community as priorities.	Development of the Agriculture classroom and expansion of facilities for cattle/sheep showing. Extensive planning of multipurpose sports court facility, with completion set for early 2019.
Develop a School Master Plan	Master plan being developed to enhance current activities and secure the future of the school, with a view to expansion.	Process completed to allow school to become a separate legal entity beginning 2018. Strategic directions of school reviewed, and decision and planning for opening of second Campus of SSC at Dubbo, commencing 2019.
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	iPads delivered and engaged in classroom use in early 2018. Google Classroom the selected platform for online learning support implemented in late 2018. 3D printer supplied and integrated into curriculum.
School Student leadership	Year 12 cohort starting in 2018, review policy and determine approach.	Senior Leadership Team engaged in active leadership roles in 2018, with opportunities to display initiative, and develop leader qualities.
Curriculum	Evaluation and review of subject offerings, tertiary entry pathways.	Agriculture program expanded to both senior cohorts. Review of subject offerings, with changes to new Science, Computing and English courses better suited to our cohort.
Governance effectiveness	Separation of legal entities	Skillset Senior College now a separate legal entity to Skillset Ltd, with own Board now engaged and active. Skillset Ltd contracted to provide HR, admin, finance and logistical support to Skillset Senior College.
Policy	Full review and wider consultation with all stakeholders including students	All school policies reviewed and updated to better reflect the current operations of Skillset Senior College, and to enhance the effectiveness of processes.

Initiatives Promoting Respect and Responsibility

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

RESPECT

RESILIENCE

RESPONSIBILITY

In 2018, we continued 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. The school Chaplain supported by funding from the National School Chaplaincy Program was active in assisting with the delivery of the pastoral care program. We also timetabled a regular scheduled “workshop” period during which these topics are raised for discussion.

Each term the school staff worked with students to focus on a different area for improvement in the domains of environmental responsibility, social skills and workforce readiness, promoting the development of a responsible and socially cohesive attitude among the students. Targeted areas included looking after the school buildings and facilities, appropriate social behaviour and language for a corporate or public space, and mobile phone technology use and self-management. These initiatives generated positivity and enhanced interpersonal relationships among the student body and in staff-student interactions.

Parent, Student and Teacher Satisfaction

In 2018, Skillset contracted local economic research firm the Western Research Institute to better understand the school’s impact on students, parents and the broader community. The report was informed by both student and parent / carer surveys, with the data being due for final reporting in 2019. In terms of the formal student and parent responses to the survey 80% of SSC Students responded with Parents/Carers response rate at 35% with a total of 105 responses being received for analysis.

In addition to this formal assessment, Skillset Senior College conducts scheduled parent teacher conferencing, with all SSC staff present on a bi-annual basis. In a round table environment, with all teachers, parents and students as active participants in the individual feedback session, real understanding of issues affecting students and parents can be articulated, considered and responded to.

Again throughout 2018, parent/carers feedback about the school has been overwhelmingly positive. No formal complaints were logged during the 2018 calendar year. Feedback from parents again refers to the well-being focus of the school and the benefits this provides to students and those around them.

Student feedback has been obtained through end of year interviews, and also through structures embedded in the curriculum, designed to encourage students to evaluate and communicate their school experience. Written feedback and student experiences of the school obtained through learning activities are used (with full student permission) in promotional and information materials for the school, including the school information booklet (a download of this is available on the school website at <http://skillsetseniorcollege.nsw.edu.au/enrolments/>).

Staff were surveyed anonymously about their satisfaction at work, and also their input on assessing their working environment including what values they hold important in their working environment were surveyed. The results of this survey indicate a high level of staff satisfaction at Skillset Senior College.



Skillset Senior College Awards Ceremony 2018

Financial Information

