

2015 Annual School Report

EDEN College

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Principal's Message

2015 has been a truly remarkable year for Youth Off The Streets. We have lived Father Riley's vision further becoming a reality.

Successfully we applied for the funding from the Australian Government through the Association of Independent Schools. We began work on our new state of the art Trade Skills Centre that will allow students initially from Key College and then other sites to participate in the Construction Pathways course. Males and females will be enrolled in the courses in years 10, 11 12. This in turn will open up many more employment opportunities to them when they move on from our programs.

Many visitors to the schools are invited to observe a day in which to share in the wonderful work that young people do with us. The staff and volunteers at Youth off the Streets always work well together to improve the outcomes of each of the students. Together, professionals and parents, in partnership will witness staff passion and conviction to build a safer future. Our dedicated staff understand or endeavour to understand our YP and seek every opportunity to work towards a better and stronger financially sustainable future. The staff are the link between opportunity and great results. They work with Corporate partners to run incursions and excursions and personalise the "Prep 4 Work" learning experience.

Daily we challenge our young people to witness our values and then to put those values into practice with in their own community. In Youth Off The Streets we endeavour to provide opportunities for our students to practice their generosity. Which is displayed in their generosity. Just one example of this is the Sydney to Surfers bike ride, 1000 kilometres up the highway. Every year, since its inception, staff have cycled beside our young people, to model, to work alongside and to encourage individuals to successfully conquer this gruelling and challenging experience.

With positive participation staff engage the young people in flexible adaptive strategies to meet the ever changing needs of the kids.

In education, workshops and counselling you will witness staff who regularly think outside the box. The whole team pull together in various challenging times with conviction of the true YOTS culture!

Camps always are an important component of our integrated program. This year we participated in Leadership with Sport and Rec; Cultural camp with Aboriginal services; annual snowboarding camp; canoeing at Kangaroo Valley. Once again our combined school 'Bite the Bullet camp' with our partners the NSW police was particularly successful. These are in addition to the camps with our Partners in Service Learning

The school managers are now even more apt at taking the initiative in securing funding opportunities to lessen the financial burden to Youth Off The Streets in providing quality services for our students. None of this would be possible without the continued support of our philanthropic and corporate supporters. We constantly search for assistance to cover our ever growing financial gaps.

We continue to strive to have staff participate in quality Training and Development, with this year being exceptional. We all participated in Club Culcha; Senior First aid; Asthma management; Safe Food handling; Mandatory Reporting; Child protection in the Workplace; Suicide Indicators; and a very peaceful and insightful day at the Royal National Park with the Aboriginal Ranger – Dean Kelly.

I am always grateful for the continuous and highly professional assistance of our administration staff and their dedication and highly calm manner in which they work. As with all the staff at Youth Off The Streets again it is truly an honour to be part of the team who demonstrate our values.

Mrs Lou Single
Principal
Director of Education

School Context

EDEN College, Macquarie Fields was opened in February 2007 and provides education for young people who are either disengaged or at risk of becoming disengaged from mainstream education. Student progress is facilitated by Individual Learning Plans that provide opportunity to up-skill for re-entry into mainstream schooling for students in Years 9-10, achieve the RoSA, transition into mainstream, vocational training or employment.

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

School Performance 2015

Significant Outcomes

Education & Credentials:

- 78 young people participated in the program in 2015
- 11 students completed their RoSA
- 4 students transitioned to Year 11 at mainstream
- 2 students transitioned into Year 11 at Step Up
- 24 students will return in 2015
- 25 students completed Year 9
- 2 students completed Year 8

Wellbeing and Personal Growth:

- All students engaged in regular counselling
- All students participated in the Rock and Water program
- 15 students participated in a leadership camp at Toukley
- 24 students participated in Traxside health sessions
- 10 students received free reading glasses through OneSight

Programs & Workshops for Lifeskills

- All students participated in employment workshops with REACT
- 6 students participated in a specialised Music program with Heaps Decent
- 4 students regularly participated in after school programs
- 4 students attended a Camp in partnership with Police.
- 10 students participated in holiday activities throughout the year

- All students participated in electives throughout the year including photography, cooking, fitness, music, art and woodwork.

Sport:

- 10 students attended Cronulla Surf School
- 11 students participated in a variety of CDSSA competitions and trials
- 6 attended the Rise Snowboarding Camp at Perisher
- All students completed their swim test
- 25 students participated in the YOTS Combined Sports Gala Days
- All students participated in 'In League In Harmony' with the NRL
- 4 students participated in a rugby training workshop with HSBC and NSW Waratahs
- 15 students participated in rock climbing



Representatives of EDEN & YOTS:

- 2 students represented EDEN at NSW Parliament on Dignity Day
- 7 students represented EDEN at community advisory committee meetings and external meetings
- 4 students were selected as 'In League In Harmony' NRL ambassadors

Academic Outcomes

The National Assessment Program for years 7 and 9 in literacy and numeracy are reported on a scale from Band 1 to 10. This year there were 3 participants in part or all of the testing.

Overall the percentages achieved were:

Band	Reading	Writing	Spelling	Grammar	Num.
5	17%	33%	43%	42%	25%
6	58%	17%	8%	25%	50%
7	0	0	8%	0	0
8	0	0	8%	0	0

Record of Student Achievement

In 2015 we had 11 students successfully eligible for the Record of Student Achievement.

13 students sat the Board of Studies Numeracy & Literacy online testing.

School Policies



Student Discipline

Our aim is to provide the highest standard of support to our students to promote growth, stability, safety, welfare and general well being.

Youth Off The Streets is a advocate for Restorative Practises and implements them when required. Restorative Practices encourage positive changes in a supportive and encouraging environment. This enables solutions to be created where all people involved feel valued and accepted. The result of this practise is that young people become happier, are more cooperative and productive. It is about staff working **with** the students, rather than **to** them or **for** them.

Restorative Practises helps to build stronger relationships and a sense of community. Which then helps to prevent conflict and wrongdoing. By practising this strategy EDEN has improved overall retention rate for students, reduced misbehaviour, bullying and improved the overall climate for learning. This practice assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices helps build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes.

Restorative Practice focuses on accountability and repairing the harm rather than retribution and punishment. Restorative Justice aims to transfer the power from the 'institution' to the 'community'. Restorative Justice Theory is used at the schools in the underpinning of the behaviour management model.

Individuals may also have Individual Behaviour Management Plans to outline strategies for preventing and responding to challenging behaviours. A review of the student's behaviour plan can take place at any stage of enrolment. We firmly believe that as far as possible, a student should be presented with options and choices. This empowers them in decision-making over their own lives and circumstances. At every opportunity we actively support and encourage students to make positive changes and accept responsibility for their actions.

It should be stressed that at all times, consultation is taking place with the student, not only with teaching staff, but with parents/staff at the refuges as well. This creates a consistent, supportive and coordinated approach towards the well-being of every student we have at the school.

Youth Off The Streets does not expel students but rather works with students and stakeholders to plan for the next steps. The use of corporal punishment is not permitted under any circumstances at Youth Off The Streets. The school does not explicitly or implicitly sanction the administration of corporal punishment by non school persons including parents to enforce discipline at school.

Grievance Procedure

During 2015 all referral packs had a “What can I do if I’m Unhappy” attachment. Students are encouraged to use the references mentioned. A close relationship between child and staff is fostered. This flexibility allows complaints to be discussed with the teacher, a manager, workers, the Principal or Fr. Riley. External agencies are also readily available i.e. CREATE, Community Services Commission, Children’s Guardian, FaCS, NSW Ombudsman etc.

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

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

Student welfare

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

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

Socialisation is an important part of a students’ experience in our schools. Many activities are created to help students integrate positively into society, where teamwork is always encouraged.

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

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

In an effort to ensure that the student’s physical needs are met, breakfast, lunch and clothing (when necessary) are provided by the organisation. Staff at

all sites adhere to consistent application of these Pastoral Care practices. In 2015 we saw the continuation of the Pastoral Care Program, where students have a Pastoral Teacher with whom they have regular contact and group meetings.

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

In 2015 the “wrap-round” health care model was extended to include an onsite psychologist and external practitioners.

In 2015 we continued with employment of a youth support worker. This role entailed taking students for medical and dental appointments, accompanying students to court, moving students from one refuge to another, assisting young mothers and assisting with general accommodation problems. This has been an outstanding success for both present and past students.

Participating in art and cooking classes helps student to realise their potential, learn new skills and motivates students to express who they are and discover who they want to become.



Parent & Caregiver information

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

The staff encourage and welcome parent participation in all aspects of school life. Throughout 2015 there have been a number of opportunities for parents and caregivers to attend events and activities at the school. These include the Thanksgiving lunch, Graduation Day, Presentation Night and Reconciliation Day.



Carers/parents are required to attend initial intake interviews and subsequent case conferences.

There is ongoing parental contact to discuss issues of concern and to inform parents of positive behavioural changes. Pastoral teachers are in contact with parents and caregivers on a regular basis.

Parent forums serve to encourage a well informed and united structure, promoting consistency of expectation for our students. Parents are also invited to attend school excursions, presentation days and Youth Off The Streets Open Day.

This year we have introduced a Parent & Caregivers program. This involved a number of workshops run by the psychologist to support the families of the students.

Parent Comment:

In the few years that my son has attended EDEN College, I have found the support and the programs that EDEN run for our children are outstanding. My son has come a long way in his time at EDEN. I have found him more communicative with different issues and situations we come across. I also think my son has learnt many different strategies to deal with life experiences. He has learnt to work in a team and he has also had the opportunity to be a part of many different outings that are a huge experience for any teenager in life. Something to learn from many memories have been made to take along with him as he grows into a young man.

My son has also opened up and found out that it's ok to talk to people about your problems and ask for help.

The staff at EDEN are very supportive and are all round amazing people that without them the past few years I honestly don't think my son would still be attending school. EDEN staff have also supported myself along the way with my son and I feel I owe them a massive thank you as I don't know what I would have done without them all. LH

Drug and Alcohol Education

Drug education is a critical component of the curriculum integrated across a variety of key learning areas. All students have access to the Dunlea Alcohol and Other Drug Youth Service. Dunlea is a Youth Off The Streets funded service that offers an informative, effective, non-threatening Cognitive Behaviour Therapy program. With a large focus on harm minimisation approach to drug education where group and individual counselling sessions are available.

In addition workshops have been run on site by the psychologist. This has included topics such as general drug awareness and smoking cessation.

Aboriginal and Torres Strait Islander Education

Youth Off The Streets Aboriginal Services have the perspective that the Aboriginal young people are our main target group and we would like to provide an intensive support service to them. In the event that there are no Aboriginal students enrolled we will endeavour to run cultural awareness groups for the school. Where appropriate Aboriginal staff work within the schools on a weekly basis.

The needs of our Aboriginal and Torres Strait Islander students are identified and met through the delivery of a curriculum that recognises and respects their cultural heritage. Our established Aboriginal Services Team has continued working with our Aboriginal students, supporting their school attendance. Every opportunity is taken for our Aboriginal and non-Aboriginal students to share in the cultural experience.

Aboriginal staff are required to attend any case reviews, Individual Learning Plans and wherever possible, other significant meetings.

This year had we many students participating in a variety of Aboriginal programs.

Significant Outcomes:

- 7 students participated in the Ochre Program
- All students participated in Close the Gap activities
- All participated in Reconciliation Day celebrations
- 8 students attended a cultural camp
- 15 student completed the Traditional Indigenous Games Training with NSW Sport & Recreation

Equity

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

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

Student Attendance and Retention Profile

Students completed their RoSA and/or moved onto Higher School Certificate study, returned to mainstream education, TAFE training or employment.

Due to the nature of our settings, students stay between four weeks to three years. A four week trial period is offered to ascertain the suitability of each

program to the young person's needs. If the setting or situation is unsuitable we offer a variety of pathways in consultation with other educational service providers and in negotiation with the student/stakeholders/parents/carers.

Average attendance in May 2015 was 69% and by December 2015 it increased to 84%.

Non-attendees are contacted daily to notify parents/carers of the student's absence. In the case of extended absences of more than 3 days, a meeting is scheduled with the student, family, stakeholders and Youth Off the Streets.

Student mobility

Due to the limited availability of special schools in the area, there is a waiting list for a placement at each of our schools. Due to the chaotic nature of the residential environments, some students withdraw from the program.

The majority of students at EDEN live with a parent or extended family (predominantly the grandparents). One was in supported living and one accessed crisis accommodation and went onto independent living.

Staff information, attendance and retention

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

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

During 2015 100% of staff were retained.

The average rate of days attended per employee is 98.5%. Of the 4 teaching staff, one is male and three are female.

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

Staff Comment:

"Everyone you will ever meet knows something you don't. This is a troubling thought for many of us. Especially teachers. We know that education is one of the most effective ways to break the cycle of disadvantage so we charge bull-headed into the classroom, armed with differentiated teaching methods and flexible learning programs. We become so determined to help our young people get back on the right track that we forget to listen, and learn from the most important source.

Over the course of 2015 I have met some incredible young people who have left me in awe of their courage and resilience. If I have learnt anything from my time at EDEN College it is to respect THEIR knowledge and learn from them. It will bring out the best in both of you.

It has been a humbling experience to witness the significant impact the exceptional teaching staff and support workers have had on the lives of the students they work with. By listening and learning from the young people they are able to create and nurture an exceptional learning environment. A space that inspires hope and develops our student's talents, skills and positive attitudes to their future.

It has been a privilege and honour to work at EDEN College. Many thanks to the young people I have worked with this year. Thank you for your daily teachings. Your lessons have helped me to develop and grow as a teacher and inspired me to be the best I can be. May you keep reaching, keep seeking, keep using your abilities to bring out the best in those around you, and let them bring out the best in you." TB

EDEN College

1 Principal
1 School Manager
3 full time teachers
1 student support youth worker
1 full time psychologist

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

Professional learning

In 2015 staff attended the following internal and external training:

Obligations in identifying and responding to young people	AIS
ADD/ADHD What & how	YOTS Psychologist
ODD What & how	YOTS Psychologist
Aboriginal Culture	Royal National Park Ranger
Principles of Purposeful Programming	AIS
Safe Food Handling	Food Handling Australia
Anaphylaxis & Asthma Management	South East Sydney Local Health and Sydney Children's Hospital
Response Procedures	First 5 Minutes
Responding to Child Protection Allegations Against Employees	Ombudsman NSW
Personal Learning processes for Aboriginal students	AIS
Child & Adolescent Psychotherapy	Open Polytechnic New Zealand
Planning & Programming: NSW Mathematics Syllabus for the Australian Curriculum 7-10	AIS
Grammar Online: Levels of Delicacy	AIS
Child protection in the workplace and professional boundaries	AIS
Turning Your Maths Classroom Into an Engaging Learning Environment	AIS
Corporate Culcha	Corporate Culcha
Adjustments: effective recording	YOTS
Managing Disclosure conversations effectively	YOTS Psychologist
Managing Angry Adolescents Differently	Interventions Plus
Response Ability Pathways	YOTS

Staff have a professional learning plan and are encouraged to discuss any further training and development during their regular supervision meetings with their manager and/or the Principal.

Curriculum

The School offers a broad curriculum catering for the academic, psychological and vocational needs of the students. Four times a year Individual Learning Plans are designed and implemented to facilitate learning needs.

Many students need to up-skill basic language, literacy and numeracy strategies due to a range of circumstances. This could include interrupted schooling, family breakdowns, drug and alcohol problems and cultural factors. Students' literacy levels range from critical loss to average to occasionally, above average.

Students with critical needs may perform at 3-5 years below their chronological age level. Language, Literacy and Numeracy assessment are used to identify "where the student is at", acknowledging what they know and what specific support is required. Appropriate intervention strategies are implemented to increase students' ability to function in a classroom environment.

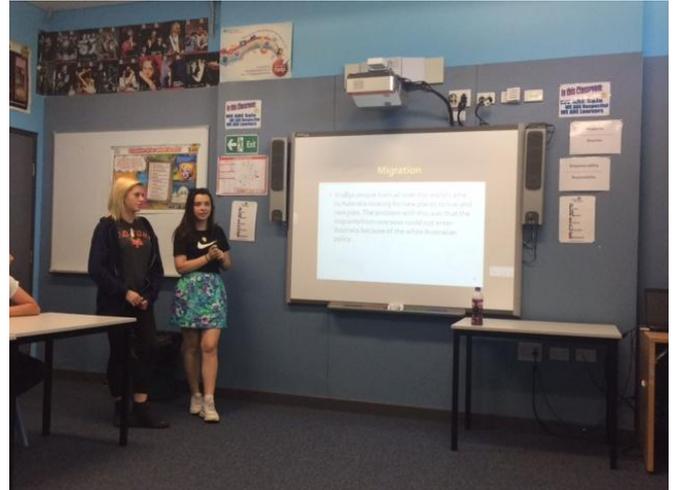
To identify specific teaching points, a range of assessment tools have been used during the year. These include the S.A. Spelling, GAP Comprehension, Neale Analysis, analysed writing samples and PAT or similar Maths Assessment.

Staff received ongoing support from a variety of Education Consultants from the Association of Independent Schools.

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

EDEN College offers the following RoSA subjects: English, Maths, History, Geography, PDHPE, Service Learning and Science.

In addition the following co curricular subjects are available: Work Education, Food Technology, film making, fitness, cycling, skateboarding, art, music and photography.



Student Comment:

I look back to two years ago and I imagine what my life would be like and to tell you the truth... It scares me.

Two years ago I was a year 9 drop out; I skipped class, I threw chairs at my teachers, and I was unable to control my anger towards others. Because of this my school had asked me to leave.

At home things were worse. I treated my family like they were nothing, I would yell and scream and expect everyone to give me what I want – when I want.

The day my mother received the phone call saying I made it into Eden College my reaction was "great, I'm heading to a prison" but little did I know I actually got the chance to be a part of something special.

I've learnt that Eden College is a safe place, it's a second home to many of us. I had the chance to bond with such bright and talented people. I don't know when or if I will find another group like this.

Being here has given me a lot of confidence, something that I never had.

I have been given life lessons here, by my peers but also my teachers.

To every staff member at YOTS, thank you! Thank you for taking your time and patience with us. It's unbelievable how much you care, we're lucky and grateful to have such supporting role models. None of this would have been possible if it weren't for you guys.

Father Chris Riley started Youth off the Streets to help young Teenagers like me. He has given kids the opportunity to believe and achieve. Father Riley has shown me that nothing is impossible and that we as young kids have a purpose in life. None of this would have happened if it wasn't for him. Thankyou Father Riley.

I know I will always have Eden College. As I said, Eden isn't just a school, it's a family and its home.
SM

Student enrolment profile

Students are drawn from a variety of schools within South Western Sydney, more specifically the Campbelltown and Liverpool regions. Students have been referred directly by parents, schools, Home School Liaison Officers, Juvenile Justice and other community based agencies.

We do not have any students enrolled in year 7.

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

Class sizes and structure

78 students enrolled for 2015, mostly from an Anglo Saxon, New Zealand or Pacific Island or ATSI background. Throughout the year there were 21 Aboriginal students enrolled in 2015.

Generally there are 9 students to one teacher ratio with an emphasis on individualised quality teaching.

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

All delivered content is centred on the Board of Studies requirements, however delivery is modified

to the individual learning requirements of our students. All learning needs, strengths and limitations are identified through pre-test screening procedures and Individual Learning Plans and implemented to ensure students learning needs are being met and they are reaching their full potential.

Service Learning

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

All students participated in a range of Service Learning Programs based on Respect, Responsibility and Generosity.

Service Learning Outcomes:

- Wombat Willows - Early learning and Reading Program - (30 students)
- Reverse Mentoring (with Junction Works) - (8 students)
- Teaching Primary Kids TIG Games - (15 students)
- Junction Works - (30 students)
- Sustainable Living - Farming (15 students)
- 14 students helped serve food at community lunches throughout the year



School Community Member Comment:

I feel incredibly privileged to be able to volunteer at EDEN College, the school offers a unique education opportunity for young people who might otherwise be 'lost in the system'. The change in these young people from when they graduate is remarkable, they radiate with pride in their achievements and it's a wonderful to be a part of their journey. RM

Specific School Initiatives

Students assisted Bunnings Warehouse in planting, caring for and maintaining the Koch Centre community garden. This garden provides food for students, community members and Youth Off The Streets programs.

Students developed their wood work skills by sanding and painting outdoor furniture to be used by EDEN College, Outreach Services, Aboriginal Services and community organisations.



Technology

Through access to individual laptops, Students have access to 30 laptop computers on site. This has allowed greater exposure to ICT and technology within the key learning areas. They now have greater access to information and research content. Students can produce literature and explore marketing presentation materials and new content media such as video presentations and webinars.

Technology use has expanded in 2015 to include the use of recording software in the recording studio. Students have utilised the equipment and their training to produce a school CD comprised of original songs and music developed on the computer.

The art and photography programs have also utilised technology in their learning outcomes.

Design and Technology Workshops

All students participated in woodwork projects throughout the year. Students learnt basic WHS awareness and safe use of hand tools. In 2014 the Technics room refurbishment was completed allowing the expansion of the TAS curriculum. This now includes larger scale woodwork projects using machinery.

All students have access to Food Technology throughout the year.

Significantly this year students had the opportunity to participate in a totem pole carving project. This exposed students to the skills for working with wood as well as cultural knowledge and a sense of identity and belonging. When completed, the totem poles will be placed in the ground as a permanent fixture.

Recreation and Holiday Activities

Students have connections with key staff during the term breaks, when holiday activities are organised. They cater for youth from our Integration Program and Outreach Services. New students can meet currently enrolled students, minimising their anxiety on entry or return to school. Some of these activities included horse riding, picnics, movies, sailing, fishing, and bike riding. Many activities are offered at no cost to the students. Involvement in the activities improves social skills and develops self-confidence.



Special Programs to Support Students

Specialised Student Support Worker

1 full time worker

This role is involved in student intake, wellbeing and transition to independence. This included assisting new students to transition into the program, support the student during their time in the program and assist the student with career goals and establishing transition pathways when the student graduate.

This role also supports students with one on one identifying behaviour, resume writing, job seeking, TAFE options. As well as delivering programs aimed to increase the general wellbeing of the students programs as Rock N Water and Domestic Violence workshops.

Our network of support is organised in consultation with YOTS welfare personnel and tracking students, this allows us to evaluate this service.

The specialised workers consult with other staff to provide direct care as needed including:

- Crisis and court support
- School holiday activities
- Social skills group
- Referral to internal and external support agencies
- Individual assistance with food, clothing, furniture, transport and employment opportunities
- Police camp
- Deliver domestic violence workshops/one on one
- Apprenticeships, traineeships, TAFE, Suncorp and RTO options for exiting students
- Intake of students
- Monthly meeting with all specialised student workers

In 2015 approximately 100 ex students, staff and mentors attended the Aftercare reunion which is held at Merrylands.

The Youth Off The Streets psychologist in direct consultation with staff provide other direct care as needed, including:

- Individualised case management
- Counselling current and ex students
- General wellbeing counselling
- Parent assistance and workshops

Work Education and Experience

For part of this year students were supported by staff to assist in preparation for entry to future employment. Training and employment needs and goals were assessed and included in individual transition plans. Students have the opportunity to attend a range of careers expos to expose them to a variety of career pathways. This allowed our students to learn about career options, think about future pathways and learn about the steps they could take to access many exciting careers.

As part of the curriculum students in Year 10 participated in a number of workshops aimed at work ready skills. Some workshops were run internally and some via external agencies.

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

All students have the opportunity to have appointments with TAFE Careers Advisors to clarify career pathways.

EDEN College maintained its close networking and relationship with the local Macquarie Fields TAFE Outreach advisor.

Work Experience & Careers Outcomes:

- 6 students attended information workshops for further study
- 13 students attended the Macarthur Youth Forum
- 2 students maintained part time work

Post-school Destinations

11 Year 10s graduated from EDEN College in 2015.

- 4 went back to mainstream for Year 11
- 2 went to Step Up for Year 11
- 1 gained a hairdressing apprenticeship
- 2 are studying Automotive at TAFE
- 1 is in casual employment
- 1 is searching for a diesel mechanic apprenticeship

Progress on Targets for 2015

Target 1: To Stimulate increased Parent Engagement

Our success was measured by:

- increased parents/carer involvement in school events and activities
- utilising all resources available (phone, email, sms, letters) to create greater communication
- parent and carer attendance to quarterly events
- information provided, collated and sent home for parents and carers.

Target 2: To identify, develop and reward staff accordingly

Our success was measured by:

- Creation of an individual staff professional development plans
- Increased participation in a variety of professional development opportunities
- Quarterly recognition of achievements by staff
- Recorded opportunities of staff participation in wellbeing activities



Target 3: To increase cultural awareness and community engagement

Our success was measured by:

- Growth in partnerships in order to create an inclusive environment which values diversity and equality.

- Increase in positive partnerships seen through attendance at advisory meetings, community events, informal events and YOTS attendance at other community activities.
- Continued and increased attendance at events where they feel welcomed and valued.
- Increased communication and invitations to events, for example in person, by email and by SMS.

Target 4: To implement teaching and learning programs through engaging in challenging learning experiences

Our Success was measured by

- Student's participation in learning through work experience, service learning, internships and social enterprise projects with local Community and Business groups.
- Increased usage throughout KLA's of Information and communication technology (ICT) based learning and assessment.
- Students contribute to their own learning and to group functioning
- Improved student engagement and attendance

Target 5: Consistently improve student behaviour and management

Our success was measured by:

- Staff confident to identify at risk student using feedback from other staff and caregivers.
- Increase use of behaviour management plans that are developed in accordance with students Individual Learning Plan.
- Regular rewards and recognition for all students achieving personalised goals in regards to BMP and ILP.
- Increased attendance and performance in class along with external functions and events.

Targets for 2016

Target 1: Strengthen relationships between parents, student and school

Strategies to achieve this target include:

- Provide access to cultural and language supports that meet the growing engagement needs between parents and school
- Promote volunteering opportunities on a day to day basis for parents
- Invite parents to become active members of our Advisory Committee
- Increase parental/carer participation in formal education events such as Gala Days, Open Day and Graduation Day

Our success will be measured by:

- Improved communication and cultural awareness between parents, students and school
- Increased parent volunteers enrolment
- Increased parental engagement attending Advisory Committee meetings including parents participating in roles such as Chairperson, Secretary etc
- Greater attendance of parents/carers to formal events as active participants in each event

Target 2: To develop independence skills amongst staff

Strategies to achieve this target include:

- Identifying leaders and providing development opportunity
- Managers to delegate responsibility areas
- Training staff in leadership practices
- Allowing staff to create, develop and oversee school initiatives

Our success will be measured by:

- Increase in staff running daily programs
- Staff developing school-based initiatives
- Staff being appointed into leadership positions
- Increase in staff being up-skilled through school development and training

Target 3: To increase community engagement

Strategies to achieve this target:

- Invite community, agencies and services to attend meetings and events
- Host community events at school and function room
- Provide students with opportunity to gain work placements and potential School Based Traineeships and Apprenticeships
- Attend interagency meetings and events

Our success will be measured by:

- Attendance by agencies at advisory Committee meeting, graduation day and other activities
- Staff to attend interagency meetings
- Students being invited to apply for SBAT's
- Students attend work placement and work experience at community organisations

Target 4: Targeted teaching programs to improve the delivery of curriculum and increase student progress.

Strategies to achieve this target include:

- Increase the use of assessment tools to provide real data on student development level
- Identify what each student is ready to learn and track each student through Momentum ESR
- Focus on skills students need in the 21st Century – collaboration, communication, creativity and critical thinking
- Provide increased student exposure to work related competencies and structured support in a variety of social environments

Our success will be measured by:

- Students recognising the link between their effort towards learning and developing their self-confidence and resilience.
- School leavers demonstrate collaborative, problem solving, adaptability skills required for future workplaces and learning environments.
- Increased student enrolments in TVET courses presented by Association of Independent Schools and YOTS Registered Training Organisations (RTO)
- Higher levels of student engagement and increased number of students successfully completing education programs.

Target 5: Consistently improve student behaviour and management systems.

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- Strategies to achieve this target include:
- Restorative Practices Research Project and the constant training of staff in this practice.
- Use of the Circle of Courage philosophy in ILPs, behaviour management plans and other student focused plans.
- Structured reflection with students on their behaviour for increased empowerment over own circumstances. As well as and increased ability to take responsibility for actions.
- Training of youth worker staff in Rock and Water program to be delivered to young people.
- Improved use of ESR for tracking behaviour management and student welfare.

Our success with be measured by:

- The progress of the Restorative Practices research project and each school’s focus area results.
- ESR behaviour management data.
- Decreased drop- out/exit rate.
- Successful ILP and student management plans with goals reached by students.
- Increased rate of successful transition to study/work/training.



Financial Summary

Youth Off The Streets Limited Eden College Income & Expenditure Statement from 1 December 2014 to 30 November 2015	
Opening Balance as at 1 December 2014	(75,931)
Income	
Federal Grants - Department of Education Employment & Workplace Relations	750,389
Federal Grants - Association of Independent Schools	5,000
State Grants - Department of Education & Training	226,748
State Grants - Communities NSW	-
Local Grants	-
Other Income	145,650
Capital Income	
Federal Grants - Building the Education Revolution	-
Federal Grants - Association of Independent Schools	-
State Grants - Department of Premier & Cabinet	-
Total Income	1,127,787
Expenditure	
Staffing	608,715
Student Costs	21,489
Educational Supplies & Materials	13,609
Premises	26,474
Transport	9,681
Communication & Office	24,317
Depreciation	100,504
Total Expenditure	804,788
Surplus / (Deficit)	322,999
Closing Balance as at 30 November 2015	247,068

Further details concerning the statement can be obtained by contacting the school. This report was prepared with the assistance of: Carly Hawkins – Manager EDEN College, Melinda Daher – Administration (Schools), Rebecca Kitcherside – Accountant.

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

Mrs Lou Single
Principal
Director of Education