

2017 Annual School Report

EDEN College

86 Parliament Road

Macquarie Fields

Ph: 02 87966730

Fx: 02 87966740

www.youthoffthestreets.com.au

29772



Principal's Message

Since 2004, I have been proud to have been in my position as Principal at Youth Off the Streets during this time we have seen growth from 2 schools and now 5 schools and a campus.

This was the initial year in the new role of Deputy Principal for Steven Armstrong, in his executive position in caring for administration and new initiatives across all the Youth Off The Streets schools. Later in the year we planned for the educational growth and development and I offered my Principal role to 2 successful candidates Catherine Harland (Key College and Chapel campus, The Bowen College) and Steven Armstrong (EDEN College, Craig Davis College and The Lakes College) I'm confident that under the guidance the two new principals and their collegial manner that the schools will thrive. Our two new schools were registered and accredited this year also to continue to meet the increasing needs within community, and The Lakes College will be officially opened on the 20th March 2018 and The Bowen College 5th April 2018. In 2018 and with Commonwealth funding, Key College campus at Merrylands will open further teaching and learning spaces for enrolled students.

Staff and Students successfully participated in the Restorative Practices research funded by Association of Independent Schools. This 2 year project centred on our implementation and impact upon Respectful behaviour student outcomes.

This year we digitised student files with our new student data system, so as to manage the efficient tracking and recording of current and ex-students. This is a direct result of our strong and generous partnerships in community and with our corporate partners. The Accor Hotel chain offered students on site, industry training, moving through an application process and if successful were offered part time work.

Schools partner with a variety of community organisations so that our students can actively participate in Service Learning. This is one of the most successful components of our educational programs. Cook4Good, The Illawarra Retirement Trust, various Preschools, and groups for people who may have a disability. Throughout the year we seek students leadership opportunities where they can represent their school. These include Lipstick lunch, Open Day, Gen Y fundraising evening, and multiple presentations at other schools.

The 2017 professional learning was more extensive so that we could continue to ensure student safety remained our highest priority, including training through The Association of Independent Schools, Child Protection Legislation: Reportable Conduct and Allegations against Employees and Obligations in Identifying and Responding to Children and Young People Online Module. Our executive team also participated in the same training in addition to their mandatory Governance training requirements. Teachers participated in multi school collaboration and individually participated in development in their curriculum specific domains.

Each year the dedication of the staff is evident in their constant endeavour to engage with students. They strive towards improving professional practice incorporating the Australian Professional Standards. This year we addressed feedback for students that is timely and effective. With the growth of the schools we will employ more staff and ideally promote from within our passionate and experienced teachers.

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. EDEN College is a member of the Association of Independent Schools, NSW. The school's learning programs comply with NSW Education Standards Authority (NESA). EDEN College provides Year 9 and 10 schooling supported through Individual Learning Plans. Students work towards achieving their RoSA, re-entering mainstream schooling or transitioning into vocational training or employment.

EDEN College, Bowen Campus was opened in June 2017. Bowen Campus is a member of the Association of Independent Schools, NSW. The school's learning programs comply with NSW Education Standards Authority (NESA). The campus offers a co-educational Flexible Learning program and initiatives which seek to address student disengagement from mainstream education settings. Bowen Campus offers a curriculum catering for students' academic, psychological and vocational needs.

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



School Performance 2017

Significant Outcomes

Eden College – Macquarie Fields

Education & Credentials:

- 52 young people participated in the program in 2017
- 18 students completed Year 10 and were eligible for a RoSA
- 4 students transitioned to Year 11 at mainstream school

- 4 students transitioned into Year 11 at Youth Off The Streets Key College, Chapel School Campus Step Up Program
- 1 student transitioned into an apprenticeship
- 3 students transitioned into full time employment
- 11 students will return in 2018
- 11 students completed Year 9
- 5 students completed their first aid certificate
- 8 students completed their white card credential

Wellbeing and Personal Growth:

- 22 students engaged in regular counselling
- All students participated in Rock and Water program
- All students participated in Shine and Strength program
- All students participated in Cyber Bullying program
- All students engaged in P.A.R.T.Y drug and alcohol program

Programs & Workshops for Life skills

- 14 students participated in AIME mentoring program
- 11 Students participated in a specialised art program with Street University
- 7 Students participated in a specialised music program with Street University
- 10 students participated in after school programs
- 2 students completed a Work and Vocational Pathways course through the Youth Off The Streets RTO
- 5 Students participated in an Aboriginal Art program
- 4 students attended the Rise Snowboarding Camp at Perisher
- 2 student completed ACCOR Induction workshop
- 3 Students participated in a Cultural Camp
- All students participated in Harmony Day and Reconciliation Day events.
- All students participated in water safety skills including Lifesaving swimming skills.
- All students participated in electives throughout the year including health, cooking, fitness, music, art and woodwork.
- All students participated in Service Learning activities throughout the year including; Engaging young people with disabilities in sport and recreational activities from Junction Works, clean up and gardening the Claymore Youth Centre site, literacy activities with students at Ambarvale Public School.



Sport:

- All students participated in water safety skills including swimming lessons and surfing lessons
- All participated in the YOTS Combined Sports Gala Days
- All students participated in the In League and Harmony program
- 4 students participated in a variety of CDSSA competitions and trials
- 5 students attended the Rise Snowboarding Camp at Perisher

Representatives of EDEN & YOTS:

- 6 students represented EDEN at the Eden Gardens morning tea
- 4 students represented EDEN at community advisory committee meetings and external meetings

Eden College, Bowen Campus -Maroubra

Education & Credentials:

- 16 young people participated in the program in 2017
- 5 students completed their Year 10 RoSA
- 2 students completed Year 9
- 2 students completed Certificate II – Community Services
- 2 students completed Oz Harvest Nourish program
- 1 student will return in 2018
- 3 students transitioned to Year 11 Alternative programs
- 6 students transitioned into paid employment

Wellbeing and Personal Growth:

- All students engaged in regular counselling
- All students participated in a RAGE – anger management program.
- All students participated in Wellbeing sessions
- All students attended Bully Zero presentation.

- 8 students participated in Punchy's workshop – Stabbed Ego: A thug's journey to enlightenment.

Programs & Workshops for Life skills

- 6 students participated in the Winds of Joy program – Sailors with disAbilities
- 6 students participated in a specialised Music program with Blue Guitar
- 11 students completed Industrial Technology projects.
- 9 students participated in the Story Factory-Creative writing and literacy program.
- 4 students completed an Introduction to Computer Skills course – YOTS RTO
- All students participated in Harmony day and Koojay Corroboree event.
- 5 students completed a Bikewise Introduction to Bike Mechanics.
- 6 students participated in YOTS Sports Gala days
- All students participated in electives throughout the year including health, cooking, fitness, music, art and woodwork.
- All students participated in water safety skills including Lifesaving swimming skills.
- 1 student selected to participate in CDSSA Touch football competitions
- 2 students attended the Rise Snowboarding Camp at Perisher
- 1 student completed ACCOR Induction workshop
- 2 students participated in Keep Growing program –TOGA and Kids Giving Back
- 7 students completed Koori Kulcha Cooking course.
- 6 students participated in an Art program – Blackbook Ink program.
- 6 students participated in Skateboard coaching workshop.
- 3 students participated in ZooSnooz Overnight camp.
- 3 students participated in the Refugee Camp in my Neighbourhood excursion.
- 2 students participated in Network 10 Studio tour.
- 5 students participated in providing service at Eden Garden's YOTS Morning Tea.

Representative Sport of Bowen Campus and YOTS:

- 1 student represented NSW Combined Independent Schools (NSWCIS) in the U16 Australian Rugby League Championships.



Academic Outcomes

The National Assessment Program (NAPLAN) for Years 7 and 9 in literacy and numeracy are reported on a scale from Band 1 to 10. This year there were 8 students from EDEN College and 1 student from EDEN College – Bowen Campus participate in part or all of the testing.

Overall the results achieved were:

EDEN College

Band	Reading	Writing	Spelling	Grammar	Num.
5	12.5	89	25	37.5	66.6
6	75	11	62.5	50	33.4
7	12.5		12.5	12.5	

Record of Student Achievement

EDEN College

In 2017 we had 15 students successfully eligible for the Record of Student Achievement (RoSA)

EDEN College – Bowen Campus

In 2017 we had 5 students successfully eligible for the Year 10 Record of Student Achievement.

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 an advocate for Restorative Practices 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 practice 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 Practices helps build stronger relationships and a sense of community which then helps to prevent conflict and wrong doing. 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 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 school staff or non school persons including parents to enforce discipline at school.

Grievance Procedure

During 2017 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, youth 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, 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 2017 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 2017 the "wrap-round" health care model was extended to include an onsite psychologist and external practitioners.

In 2017 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. Staff encourage and welcome parent participation in all aspects of school life. Throughout 2017 there have been a number of opportunities for parents and caregivers to attend events and activities at the school. These include the sports gala days, Graduation Day, Presentation Night and Nesian 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:

My daughter was enrolled into Eden College February 2017. My daughter did not have a very good year, it was kind of topsy-turvy for her and she found comfort, encouragement and support from 2 staff members in particular. When these 2 staff members left the school I was concerned that she would go backwards but she has found that same support from other staff members. During her time at Eden College my daughter has come out of her shell - she has found some confidence within herself and has learnt to confide in others. She still has a way to go but without the support and encouragement that she has received from the College I do believe that my daughter wouldn't be where she is today.

My daughter has made a plan together with Eden College to have the opportunity to complete year 10 once her baby has been born. NE

Alcohol and other Drug 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 we had many students participating in a variety of Aboriginal programs.

Significant Outcomes:

- All students participated in Close the Gap activities
- All participated in Reconciliation Day celebrations
- 3 students attended a cultural camp
- 5 Students participated in an Aboriginal Art program



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 the requirements for the 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.

The whole school attendance rate was 60.2%

Year 9	67.4 %
Year 10	53%

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 2017 with one teacher leaving 80% of staff were retained.

The average rate of days attended per employee is 97.8%. Of the 10 teaching staff, three are male and seven 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:

Since starting employment at EDEN College in 2013, I have had the privilege of seeing firsthand the commitment and passion that all the employees possess from various sectors of the organisation. Their love and dedication for their job in wanting to support young people has become the culture of the organisation in which staff work collaboratively to achieve a common goal in helping youth.

Throughout my time with Youth Off The Streets I have witnessed the positive impact of our educational approach. EDEN College provides a safe and welcoming place for fostering learning and for the delivery of responsive and relevant educational outcomes. Our approach to education is individualised, person-centred, and designed to provide a safe framework through which authentic, compassionate relationships are fostered and developed. Beyond the classroom there are well-being courses and therapeutic options available to enhance each student's ability to achieve their short term and long term goals. This is coupled with the support services offered by the wider Youth Off The Streets support network.

It has been an honour to work with such courageous young people and to see the incredible progress that they have all made. Each and every day is another opportunity to make a difference in their life and I am very grateful for the chance to work at EDEN College. Every single student can be proud of their achievements this year; I know that this is only the beginning. I only have utmost admiration and respect for the commitment these young people have in wanting to break the cycle and achieve their full potential. ~ NB

EDEN College

- 1 Principal
- 1 Deputy Principal
- 1 School Manager
- 2 full time teachers
- 2 part time teachers
- 1 student support youth worker
- 1 part time Chaplaincy/wellbeing officer
- 1 full time psychologist

EDEN College, Bowen Campus

- 1 Principal
- 1 Deputy Principal
- 1 School Manager
- 1 full time teacher
- 1 part time Chaplaincy/wellbeing officer
- 1 part time Psychologist

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

Professional learning

In 2017 staff attended the following internal and external training:

External training

- Obligations in Identifying and Responding to Children and Young people – AIS online module
- Child protection Legislation; Reportable Conduct and Allegations against Employees – AIS online module
- Child protection in the workplace and professional boundaries –AIS;
- Responding to Child Protection Allegations Against Employees – Ombudsman NSW
- Child Protection Investigation and the Business of Social Media in Schools - AIS
- Personal Learning processes for Aboriginal students – AIS;
- Principles of Purposeful Programming- AIS;
- Disability Legislation –AIS;
- Staying Connected – the AIS Alternative Education Conference;
- Planning & Programming: NSW Mathematics Syllabus for the Australian Curriculum 7-10- AIS;
- Grammar Online: Levels of Delicacy –AIS;
- Turning Your Maths Classroom Into an Engaging Learning Environment – AIS;
- PD4Maths – Stuart Palmer
- Bully Prevention workshops – Bully Zero
- Safe on Social Media – Kirra Pendergst
- Bringing wisdom into restorative practice - Frida Rundell (PhD);
- Restorative Practices – Kerri Sellen & Grade Moncrieff, Restorative Works
- Basic Restorative Practice – Father Riley
- Anaphylaxis Education – Dept of Allergy and Immunology Westmead Childrens Hospital
- Aboriginal Culture- Royal National Park Ranger;
- Safe Food Handling - Food Handling Australia;
- Anaphylaxis & Asthma Management -South East Sydney Local Health and Sydney Children's Hospital;

- Response Procedures - First 5 Minutes;
- Child & Adolescent Psychotherapy - Open Polytechnic New Zealand;
- Corporate Culcha - Corporate Culcha;
- Managing Angry Adolescents Differently - Interventions Plus;
- Understanding Suicide – Headspace;
- Accidental Counselling - Human Connections ;
- Bronze Medallion;
- MS Work and Excel workshop;
- Difference Differently – Introducing Diversity education and Diversity Education in the Classroom;
- Introduction to Autism Spectrum Disorders,
- Positive Partnerships; Science to Engage in their Future.

Internal training

- ADD/ADHD What & how- Psychologist;
- ODD What & how- Psychologist;
- Mandatory report – Psychologist
- Adjustments: effective recording;
- Managing Disclosure conversations effectively - Psychologist;
- Response Ability Pathways;
- Company code of conduct
- Child Safe Code of Conduct
- Child Protection Policy – process to follow
- Blurred Boundaries
- Constructive feedback

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.

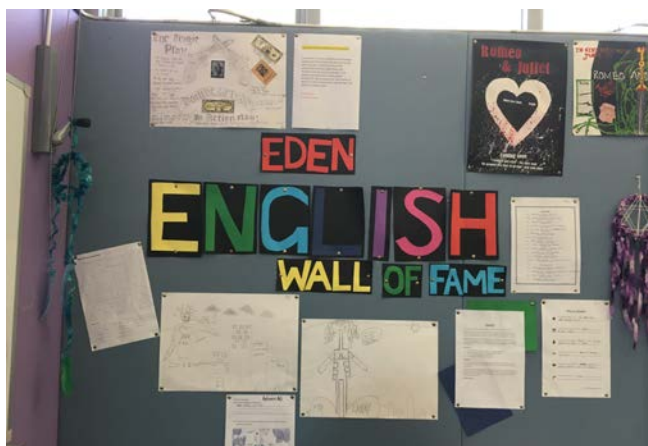
Students with critical needs may perform at 3-5 years below their chronological age level. Language, Literacy and Numeracy assessment are used to identify "where the student is at",

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 NSW Education Standards Authority (NESA) literacy and numeracy testing, 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, TAS – Food Technology, PDHPE, Service Learning and Science.

EDEN College Bowen Campus offers the following RoSA subjects: English, Maths, History, Geography, TAS, PDHPE, Service Learning, Science and Work Education.

In addition the following electives are available: work education, food technology, graphics, fitness, cycling, skateboarding, art, music and photography.

Student Comment:

Before EDEN College I never used to go to school. EDEN has kept me out of trouble and helped me realise what life can be like. Because of EDEN College I want to finish year 10 and I have a better self and more confidence. I am those things now because EDEN has made me realise I am not alone, that I have people there for me.

EDEN has made me realise that school is not the worst place and that I can do things if I put my mind to it. They have helped me stand up in front of people and be able to give a speech and that there are different ways to have confidence. I have gained a lot more confidence being at EDEN as I now have the confidence to talk in front of people as well as ask for help. When I'm at school I feel very safe and supported as I'm allowed to just be myself because I don't feel judged.

The staff at EDEN have encouraged me, the staff are really nice and are very supportive. BP

Student enrolment profile

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.

We do not have any students enrolled in year 7 or 8.

EDEN College

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.

EDEN College, Bowen Campus

Students are drawn from a variety of schools within Eastern and City Suburbs of Sydney, more specifically the Maroubra and Randwick regions. Students have been referred directly by self, parents, schools, Home School Liaison Officers, Juvenile Justice and other community based agencies.

Class sizes and structure

68 students enrolled for 2017, mostly from an Anglo Saxon, New Zealand or Pacific Island or ATSI background. Throughout the year there were 25 Aboriginal students enrolled in 2017.

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 NESA 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.

EDEN College

Service Learning

Service Learning opportunities are designed to engage young people in projects that help others stimulate a social conscience and a sense of other people and putting their needs first.

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

- Ambarvale Public School – literacy assistance – six students were allocated to Kindergarten and Year 1 classes and sat with students for about an hour helping them to read, write and negotiate the work. Students often read to the children and were always reluctant to leave. The teaching staff at Ambarvale were happy to have our students and often asked for extended time.

- Junction Works - 12 students assisted the clients at Junction Works to engage in activities either physical or creative in nature. Eden students often organised games of basketball or oz tag, colouring in or drawing and board games.
- Claymore Youth Centre clean up – eight students went to the Claymore Youth Centre and began a clean up campaign. This included mowing lawns for those in the community who could not do it themselves, picking up litter in the park and gardening.

Service Learning provides a sense of giving back to the community and empowers students to be grateful, appreciative and socially aware.



EDEN College, Bowen Campus

Service Learning Outcomes:

- La Perouse Community School – sport and recreation support program (5 students)
- Oz Harvest – Pop Up supermarket Kensington clean-up (5 students)
- Bowen garden program (12 students)



School Community Member Comment:

Young people and their families have a great deal of trust in EDEN College, as a school that caters to the needs of disadvantaged and marginalised young people who find mainstream school unsuitable.

The children may have a lack of self-confidence and on occasion may be floundering. It is quite often where they need a teacher who knows them, a teacher who can give them instruction that helps move them forward in their school and their social and emotional life, helping to steer them in a direction for their future.

EDEN College helps to boost the confidence of young people to make positive choices, and links them with other services so they can get ahead in education and employment. It is often the first step in putting at-risk young people on a path where they are more likely to achieve better futures.

I have been a volunteer at EDEN College and a supporter of Youth Off The Streets for many years. I have continued to do this because of the difference I see in the young people. MS.

Specific School Initiatives

EDEN College

EDEN students collaborated with Aboriginal Services to design an artwork to further develop the Aboriginal garden space. EDEN College is located on Dharawal land and the painting represents the Dharawal nation and their journey.

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.

EDEN College, Bowen Campus

Through offering a flexible curriculum our students are provided with experiences that help develop their self-belief, enrich their understanding of the world around them and develop skills to unlock their true potential. Such experiences have been offered to students with the collaboration of YOTS South East Sydney Outreach and Bowen Campus staff. Activities have provided the opportunity to translate everyday learning into meeting real community requirements.

Representative Sport

Youth off the Streets schools enjoyed another year of competition in the Combined Districts School Sporting Association (CDSSA) with 55 students participating in a variety of events. This is marked improvement from 2013 where only 16 students participated.

Students were given the opportunity to represent Youth off the Streets at gala days, Athletics and Swimming Carnivals along with the Cross Country. During these events and other specific sport trials 6 students were chosen to represent CDSSA at Association of Independent Coeducational Schools (AICES) events and carnivals.



Technology

EDEN College

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 have produced literature and explore marketing presentation materials and new content media such as video presentations and webinars.

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

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

All students have participated in Food Technology classes throughout the year using the semi-commercial kitchen located at the school.



EDEN College, Bowen Campus

Students have access to 15 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.

To develop ICT skills students participated in an Introduction to Computer course – YOTS Registered Training Organisation (RTO).

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

1 part time worker as part of the National School Chaplaincy program

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 mentoring, conflict resolution, resume writing, job seeking, TAFE options. The student support worker also delivers programs aimed to increase the

general wellbeing of the students programs such as Rock N Water and Family 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
- Deliver domestic violence workshops/one on one
- Apprenticeships, traineeships, TAFE, and RTO options for exiting students
- Intake of students
- Monthly meeting with all specialised student workers

In 2017 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

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.

- 2 students completed a Certificate II in Work Studies
- 5 students completed their first aid certificate
- 8 students completed their white card credential

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 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.

- 2 students completed a Certificate II in Work Studies
- 5 students completed their first aid certificate
- 8 students completed their white card credential

EDEN College, Bowen Campus

Students have received significant support from the following organisations ACCOR, TOGA, Oz Harvest and Kids Giving Back. This year schools were involved in an additional pilot program called Keep GROWing, the program was designed by Youth Off The Streets in consultation with Kids Giving Back and sponsored by TOGA.

TOGA was established in 1963 and the group is a successful developer of quality residential apartments and leading hotels. The program was extremely successful and students gained a variety of experiences and exposure to career opportunities and suitable pathways available.

- 8 students completed Work Ready skills – Whitecard / Barista skills / Learners Driving licence/ Applied First Aid/ Resume
- 3 students completed TAFE taster courses – childcare, plumbing and café skills.
- 6 students completed Work experience and Casual work.

Post-school Destinations

EDEN College

23 Year 10 students graduated from EDEN College in 2017.

- 6 went back to mainstream for Year 11
- 4 enrolled at Key College, Chapel School Step Up Program for Year 11
- 1 gained an apprenticeship
- 1 gained a traineeship
- 1 is studying at TAFE
- 1 is attending a private college
- 1 is in casual employment
- 2 chose to repeat Year 10 at EDEN College
- 2 are searching for further study or employment

EDEN College, Bowen Campus

5 Year 10 students graduated from Eden College-Bowen Campus in 2017.

- 3 students transitioned to Year 11 Alternative programs
- 6 students transitioned into Apprenticeships and paid employed
- 2 students studying at TAFE

Progress on 2017 Targets

Target 1: Academic

'Multi school collaboration and creation of interactive programs and resources which cater to the individual engagement needs of our students'

Our success was measured by:

- Greater attendance
- Increased engagement in class activities
- Improved academic outcomes

Target 2: To increase community engagement

Our success was measured by:

- Community groups engaging with students in weekly Service Learning programs
- Students completing work experience and work readiness opportunities within their local community at least two weeks a year.
- Regular attendance by community groups at events such as Advisory Meetings, Graduation Days and other significant program activities.
- Volunteers working with students and within programs throughout the year.
- Students attending at least 2 community events a year and providing support for the planning and running of the events.

Target 3: Training & development. To develop skills and knowledge amongst staff through purposeful training and development opportunities”

Our success was measured by:

- Increased communication between staff on/between sites and regular use of informed Restorative Practices;
- Improved staff knowledge and skills including clarity around Restorative mediation, who participates and facilitates the process;
- Enhanced Teaching and Learning programs including a program to explicitly teach students and encourage student leadership in Restorative Practices;
- Staff participation in leading PD opportunities in regular team meetings.

Target 4: Improved student behaviour through Restorative Practice

Our success was be measured by:

- Increase in Restorative approach in student enrolment interviews
- Reduction in timing of incident resolution by staff.
- Increase in Restorative language by staff and students in reference to visual displays
- Decrease in student behaviour necessitating staff mediation.
- Increased student confidence to apply Restorative concepts to minor incidents in school and also outside of school environment.

Targets for 2018

Target 1: To build staff and student capacity

Strategies to achieve this target:

- Engage all teaching staff in ongoing PD to ensure that data literacy skills enable deeper understandings of data to better inform differentiated teaching practice.
- Provide students access to wellbeing, leadership and academic programs and services
- Collaboratively develop, implement and monitor strategies to maintain high levels of staff wellbeing
- Establish effective school processes responding to the establishment of case management and pastoral/wellbeing teams.

Our success will be measured by:

- *All teaching and learning programs across schools show evidence of adjustments to address individual student needs, ensuring they are challenged and adjustments lead to improved learning.*
- *Staff and students use effective feedback provided to improve performance and increase level of achievement.*
- *Increased student ownership of learning, active engagement and inquiry*
- *Intrinsic motivation increased and demonstrated by staff and students*
- *Regular access and use of student Individual Learning Plan (ILP)*

Target 2: To increase community connection and engagement for student wellbeing

Strategies to achieve this target:

- Timetable regular community engagement opportunities
- Connect with local and YOTS corporate employment partners to create opportunities for students to gain workplace exposure, work experience and employment
- Domestic and Family Violence workshops that provide students with education, support and connection to create a sense of community safety
- Creating cultural connections through regular student engagement with cultural leaders, groups and advisors to foster cultural awareness, respect and reconciliation

Our success will be measured by:

- *Increased number of community engagement opportunities*
- *Improved connection with local and YOTS corporate employment partners to create opportunities for students to gain workplace exposure, work experience and employment*
- *Increased number of Domestic and Family Violence workshops that provide students with education, support and connection to create a sense of community safety*
- *Improved cultural connections through increased student engagement with cultural leaders, groups and advisors to foster cultural awareness, respect and reconciliation*

Target 3: To ensure effective Learning and Teaching

Strategies to achieve this target:

- Implement consistent school wide processes for the development and monitoring of student engagement and achievement.
- Prioritise opportunities for teachers to engage regularly in collaborative curriculum planning and discussion focussing on efficiently tracking student progress.
- Provide opportunities for all classroom staff to engage in lesson observation and team teaching, encourage sharing differentiation expertise to improve teacher quality.
- Implement consistent practices across the school for students to use to track their progress towards achievement of their goals.

Our success will be measured by:

- *Assessing and recording data to identify literacy and numeracy ability on entry to the program and regularly review progression*
- *Increased evidence of student engagement through Curriculum mapping and tracking level of participation*
- *Staff and Manager coordinate internal and external lesson observations each school term*
- *Increased connection and support provided by Professional Learning Circles (PLCs)*
- *Use of Student Individual Learning Plan (ILP) to reflect and track student adjustments and achievement*

Target 4: Improved student and family engagement in Restorative Practice

Strategies to achieve this target include:

- Professional Development opportunities and sharing of Restorative Practices amongst staff
- Explicit teaching of Restorative Practice and problem solving strategies
- Daily Restorative check-in/check-out practices
- Restorative Practices used explicitly with students in the mediation of minor incidents
- Parent and stakeholder engagement in Restorative Practices

Our success will be measured by:

- *Increase in Professional Development opportunities and sharing of Restorative Practices amongst staff*

- *Increase in explicit teaching of Restorative Practice and problem solving strategies*
- *Evidence of Daily Restorative check-in/check-out practices*
- *Increased incidence of Restorative Practices being used explicitly with students in the mediation of minor incidents*
- *Increased parent and stakeholder engagement in Restorative Practices*

Financial Summary

Youth Off The Streets Limited	
Eden College	
Income & Expenditure Statement from 1 December 2016 to 30 November 2017	
Opening Balance as at 1 December 2016	610,102
Income	
Federal Grants - Department of Education Employment & Workplace Relations	1,355,925
Federal Grants - Association of Independent Schools	18,238
State Grants - Department of Education & Training	408,282
State Grants - Communities NSW	-
Local Grants	-
Other Income	95,481
Capital Income	
Federal Grants - Association of Independent Schools	-
State Grants - Department of Premier & Cabinet	-
Total Income	1,877,925
Expenditure	
Staffing	995,193
Student Costs	61,323
Educational Supplies & Materials	61,756
Premises	68,491
Transport	18,181
Communication & Office	54,997
Depreciation	95,844
Shared Services	246,705
Total Expenditure	1,602,489.51
Surplus / (Deficit)	275,436
Closing Balance as at 30 November 2017	885,538

Further details concerning the statement can be obtained by contacting the school. This report was prepared with the assistance of: Steven Armstrong – Deputy Principal, Cath Harland – Manager EDEN College, Bowen Campus, Lisa Hobden – Manager EDEN College, Melinda Daher – Administration (Schools), Kamal Garcha – 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