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.

Lou Single
Principal
Director of Education
School Context

Key College (Redfern) was opened in 1996 and provides educational opportunities and support for young people who are homeless or without stable accommodation. The College is an accredited high school and offers individual learning programs for years 8 -12. Students are provided with a stable environment to help overcome barriers. This environment helps to create a positive and healthy life, supported with motivation to achieve their Record of School Achievement (RoSA).

The school environment is considerably different to that of a mainstream high school. There is one main classroom where students are engaged in highly individualised and integrated programs. Age ranges are from 14 to 18. Some have had a drug dependency and many have lived in abusive situations.

Key College, Chapel School Campus (Merrylands) was opened in 2004 and offers medium to long term educational programs for young people. Many students are at risk of becoming disengaged as well as those who are already disconnected, from mainstream education. Individual Learning Plans are developed to assist young people in years 9 -10 to gain the skills required to re-enter mainstream education increasing eligibility for the Year 10 RoSA, or to access further training or employment.

Key College, Chapel School Campus also offers Year 11-12 (Step Up Program). This program provides opportunities for young people to re-engage with learning and the community. Step Up Program provides a safe learning environment that fosters an atmosphere allowing students to work towards reaching their full potential. Students can attain their HSC, TAFE qualifications or work skills and experience. Step Up Program aims to provide them with greater choice in employment opportunities and the skills to make a valuable contribution to their community.

Chapel School also provides an Aboriginal Education Program called ASPIRE (Aboriginal Students Participating In Real Education). Youth Off The Streets recognises that there is a gap in education attainment between Aboriginal and non-Aboriginal youth. The ASPIRE Program is for students in Year 9, 10, 11 and 12, although all Aboriginal students in Youth Off The Streets can be involved in the cultural activities. The students in ASPIRE work towards attaining their RoSA. Students then continue into Step Up Program or access employment.

School Performance 2017

Significant Outcomes

Key College, Redfern
- 18 young people participated in the program
- 6 students achieved their RoSA
- 9 students returned in 2017 to complete their Year 10 RoSA
- 9 students engaged in regular counselling
- 5 students acted as student representatives on our Management Committee
- 2 students addressed Brigidine School as School representatives
- 1 student represented our school at the Youth Off The Streets Open Day
- 11 students were involved in the Youth Express Drama workshops and performance at Belvoir St. Theatre
- 11 students participated in Heaps Decent music workshops
- 4 students participated in yoga workshops
- 1 student achieved their Barista certificate
- Medical - all students attended the doctor at least once
- All students had a health check through Youthblock
- All students attended the dentist, often multiple times
- 17 students attended Service Learning activities at the Newtown Mission
- 17 students attended Service Learning activities through Kids Giving Back, Cook 4 Good
- 6 Key Y.P. attended camps throughout the year
• 3 students attended the Jindabyne Snowboarding Camp which was run through the Chill Foundation Ltd
• All students underwent career counselling
• 2 students participated in Bronze Medallion Training
• 2 students achieved their White Card
• 1 student achieved their First Aid Certificate
• 3 students successfully acquired their Learners Permit
• 1 student was involved with the iDrive program
• 1 student took part in the Youth at the Zoo program with Taronga Zoo
• 2 students completed their RSA/RCG
• 17 students took part in the Lunch and Learn program
• 6 students volunteer at the Eden Gardens morning tea
• 2 students attending the Lipstick Lunch
• 1 student performed at Youth off The Streets presentation night

Key College, Chapel School Campus
• 42 students participated in Chapel School in 2017 of which, 10 students participated in the ASPIRE program.
• 20 students, completed their Year 10 RoSA
• 12 of these students then enrolled into senior education (Stage 6)
• 1 student gained employment elsewhere
• 9 students completed Year 9 of which 3 were part of the ASPIRE program
• 5 students attended Aboriginal Cultural Camps
• 2 students spoke about YOTS at Bridgidine college year 11 retreat

• 16 students attended the Batemans Bay Resilience Camp
• 8 students attended regular AIME cultural events
• 20 students participated in Reconciliation Day
• 6 students attended the ACCOR Hospitality training with 6 students completing work experience and 3 students offered part time employment
• 5 selected students attended the Jindabyne Snow trip
• 15 students attended weekly workshops assisting in the health and wellbeing of abandoned animals
• 10 successfully completed work experience at the RSPCA Calmsly Hill City Farm Target retail Mechanics work shop and EDEN Gardens
• 2 students completed their White Card training
• 20 students attained their First Aid Certificate
• 15 students attended Lunch and Learns with HSBC
• 1 students were employed in casual/part-time jobs whilst at school
• 6 students participated in the YOTS Eden Garden Morning Tea
• 1 students completed the Macsim Sydney to Surfers Cycle Event – Engadine Rotary Club
• All students participated in Blue Guitar Music Project
• 6 Students attended TAFE Jet boating and Zoo immersion Day
• 6 students attended TAFE Hair and Beauty Course
• 16 students participated in Bully Zero workshop
• All students took part in the YOTS Sports Gala Days Soccer/Touch football/Basketball
• 15 students attended TONY HOUNG former Cabramatta Gang Motivational speaker

Key College - Chapel School Campus, Step Up Program
• 38 Students participated in the Step up Program
• 18 Students completed their year 11 Preliminary Course
• 6 Students completed their HSC
• 15 Students Transitioned into employment /TAFE
• Years 11 and 12 attended ‘Winds of Change’ youth sailing project presented by sailing with disabilities
• 10 Students participated in Macsim Sydney to surfer’s cycle event – Engadine Rotary Club
• 10 Students participated in the Blayney to a Bathurst ride
• 3 Students participated in the Wollongong Ride
• 5 Students participated in the Mentor and driving licences program
• 4 Students successfully completed the OZ Harvest pilot “Nourish program”
• 4 Students participated in OZ Harvest CEO Cook off event
• 10 students completed TAFE ‘Yes’ hospitality course
• 4 students completed TAFE ‘Yes’ Automotive course
• students Completed white card training
• Year 11/12 Students contributed to YOTS open day
• Year 11/12 participated in YOTS basketball, netball, volleyball, touch football, oz tag, soccer carnivals.
• 15 Students completed Cook 4 Good – Kids Giving Back program
• 14 Students started training for the cycle of courage program
• Year 11/12 Students completed service learning – Holroyd School for students with special needs
• Year 11/12 students attended Eden Gardens Morning tea
• 8 Students completed a First Aid course
• 4 students completed – Hospitality Certificate I
• 8 students completed Skills for Work and Vocational Pathways 2 unit with the RTO
• 11 Year 11 students completed Work Studies 2 unit
• 3 Students completed Horse Equine Program
• Convoy of Courage Service Learning Trip Year 11/12
• 5 students completed and were placed into full time jobs through the Accor Hotel Work experience/Work placement program
• Aftercare reunion – Year 11/12 students Volunteered
• 2 Students still completing Certificate II in Construction Pathways
• 31 students took part in our service learning project with Holroyd School for students with special needs
• 6 students took on leadership roles with public speaking
• 5 students completed their Certificate I in Active Volunteering
• 4 students represented our school in external sports carnivals
• 31 students took part in our sports Gala days
• 5 students attended our service learning project in East Timor
• 7 students attended TAFE ‘Yes’ course in Hair and Beauty
• 11 students attended TAFE ‘Yes’ course in Cafe skills
• 7 students attended TAFE automotive course
• 24 students took part in Robotics
• 30 students attended a Sport and Recreation camp at Narrabeen
• 13 students completed a work orientation course in hospitality and construction through TOGA and Kids Giving Back

Academic outcomes

Key College, Chapel School Campus The National Assessment Program for years 7 and 9 in literacy and numeracy are reported on a scale from Band 1 to 10. Overall the percentages achieved were:

<table>
<thead>
<tr>
<th>Band</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
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Key College, Redfern had no year 7 or 9 students in 2017.

Record of Student Achievement

In 2017 we had 26 students successfully eligible for Record of Student Achievement.

Higher School Certificate

We had 8 students eligible for Higher School Certificate.
### 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 to build stronger relationships and a sense of community. Which then helps to prevent conflict and wrongdoing. By practising this strategy the schools have 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 and allows flexibility of being referred on if they wish to discuss their complaint with the teacher, manager and 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.

Expectations of appropriate behaviour and consequences forming the basis for day-to-day behaviour management 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 with many activities created to help students integrate positively into society and 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 and 2017 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 schemes. A ‘Student of the Week’ raffle scheme 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 had funding for 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.

Our Student Wellbeing program has given our students a safe, relaxed environment in which they can talk about personal issues or problems they may be facing, better insight into health, spiritual and social issues and build strong relationships with their peers.

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 Key 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. 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. 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.

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.

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 two children are currently enrolled at The Key College, Chapel School campus at Merrylands.

My daughter started in year 9 she was quiet, shy, anxious, scared, and broken, those were just some of those issues. Today she is in year 12, she is working, she completed two rides from Sydney to Surfers and she is about to start a new chapter as she has a scholarship. This young woman is amazing, strong and she shines so bright inside and out. The world is her oyster and I believe it will take her everywhere she needs.

My son is currently in Key College, Chapel School year 10. Previously he had spent many years being bullied; he worried me as he was starting to fight back. Now he wants to finish school and has also completed this year's Sydney to Surfers cycle. One of the biggest rides ever. He stills has so much to learn. I'm so proud of his achievements. He is an amazing young man.

Today if someone asked me where my children will be in the future, my reply is simple. My daughter is going to be the strongest woman I will ever know and my son is going be someone just as amazing. Why? How it changed so fast and for the best? Because we are part of the best family. Youth Off The Streets is incredible. They teach, mentor, help, listen and communicate to the children no matter what mood the child is in. They are pushed beyond their pace yet they better any situation by working as a team. And I believe that what they do is so important. Without them I would not have gotten my children this far. I'm so lucky to have found such an incredible school. And will ever be thankful. My one wish as a parent is that I wish every child would have the same opportunities my children are blessed with.

Parent AB

Alcohol and other drug education

Alcohol and other 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.

Students attended the NRMA Road Trauma Expo to learn of the adverse affects and potential dangers of drink driving.

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 curriculum that recognises and respects their cultural heritage. Our established Aboriginal Agency has begun 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, ILP planning and wherever possible other significant meetings.

- 10 students attended Aboriginal Cultural Camps
- 10 students attended Cultural group each week
- 4 students took part in Welcome to County as part of the Eden Gardens Morning Tea and the Youth Off The Streets Open Day
- Participated in the AIME program at UWS
- Students attended excursions to The Rocks Sydney cultural tour & Blue Mountains cultural tour, Muru Mittigar Cultural Centre, La Perouse Cultural Walk, TRIBAL Warrior all schools 50 students
- 10 Art workshops with Danielle Sullivan Indigenous contemporary artist
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.

Student attendance rates are varied. For those who finished the year, the average attendance rate for Terms 3 and 4 was a significant increase to prior terms.

Key College, Redfern
The whole school attendance rate was 65% Year 10.

Key College, Chapel School Campus
The whole school attendance rate was 71.75%
Year 9 72.75%
Year 10 74.28%
Year 11 60.64%
Year 12 73.25%

Non-attendees are contacted daily to notify parents/careers 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 assistance schools in the area, there is a waiting list for a placement at each of our schools. With the chaotic nature of the residential environments sometimes students withdraw from the program.

The majority of students at Chapel School live with a parent or extended family (predominantly the grandparents). Three were in supported living and two accessed crisis accommodation one of the students returned home.

Key College Redfern students usually reside in refuges initially. During the year students residing in crisis refuges moved from one residence to another. Throughout the year students residing in crisis refuges moved from one residence to another. Throughout the year staff actively assist to provide more stable accommodation. In 2017 5 young people lived at home, 1 young person returned home, 1 young person moved into her own independent accommodation and the remainder remained in crisis refuges.

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 evidenced in staff absenteeism/leave being minimal. During 2017 100% of staff were retained. The average rate of days attended per staff is 94%. Of the 11 teaching staff, 7 are female and 4 are male. The safety and well being of the students is foremost. Staff members always ensure their classes are covered prior to taking leave.

Staff Comment:
I have had the honour of becoming a student support youth worker here at Chapel school Youth off the streets and I was thrust into a world that was unknown to me. The hardships and barriers that young people are facing these days are shocked and surprised me on how enormous they are and the daily struggle they go through to get to school is even bigger. But still I have witnessed day after day the kind smiles and continued push from these young people here at
Chapel inside the classroom and outside the classroom is inspirational.

As a support worker being able to support these kids outside of school with jobs, TAFE courses, court matters and family issues is quite rewarding in the fact that you see these kids with no support structures put in place and when you provide a helping hand they really appreciate it and are grateful.

These young people struggle to be heard from their families and sometimes find it difficult to communicate with their teachers, but to be a student support youth worker you are able to find a sense of belonging with the students and be another person outside of the school setting to listen to and I see kids take full advantage of it and how it helps them through the year. I love doing what I do and I want to continue to help these young people see how bright their own light can shine. – JS

Key College
1 Principal - all campuses.
1 Deputy Principal – all campuses
1 School Manager
1 full time Teacher
1 part time Student Support Youth Worker
1 part time Chaplaincy/wellbeing officer
1 part time psychologist

Key College, Chapel School Campus
2 School Managers
5 full time Teachers
1 full time Psychologist
2 Student Support Youth Workers
1 part time Chaplaincy/wellbeing officer
1 Aboriginal Student Support Youth Worker

All Teachers on all sites have attained a standard of professional teacher competency by the Minister of Education and Training and have 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 Children’s 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 are encouraged to discuss further training and development in their regular supervision with their manager and/or the Principal.

Curriculum

The Schools offer 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 up to 8 or 9 years below their chronological age level. Language, Literacy and Numeracy assessment is 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 GAP Comprehension, Neale Analysis, analysed writing samples and Maths Assessments.

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.


Student enrolment profile

Key College Redfern and Key College Chapel School accept enrolments from years 8-12. We did not have any Year 7 students enrolled at our schools in 2017.

Key College students averaged 16 years of age and came mainly from Juvenile Justice and crisis refuges - Parra House, Caretakers, Don Bosco, The Bridge, Pennys and Oasis. We share clear communication with refuge personnel.

Student Comment:
I really wanted to get my year 10 so I came back to Key College at the start of this year. I am glad to say that I did what I set out to do and completed my final exams a few weeks ago. This year has been difficult in many ways but I made some friends, I enjoyed the food that we got, I liked doing my maths work, I liked the camps that we went on and I enjoyed the program with Kids Giving Back. I'd like to thank Savita for her cooking, Ben and Jo for helping me finally pass year 10, Jen for all the help she gave me with housing, Dalton for all the help he has given me and the fun times and all the volunteers who have helped out this year.

When 2017 started I was excited to come back and couldn't wait for the year to come. Being at Key I have made improvements on my attitude and the way I see things now. Through all the tough times I went through Ben and Jo were always there and never gave up even when I became difficult, I still have a lot of improvements to make in life but without the guidance and help of them both I wouldn't be who I am at the moment at all. Key has helped me gain employment and has helped me enrol at a youth program at Taronga zoo. If I never got the chance to be enrolled at Key I wouldn't be graduating and doing something with my life right now I could say a million positive things about
Key but I’d be writing for ever. My life has changed forever and I hope I can continue to move on in life in a successful way.

Key College, Chapel School Campus students generally come from Western and South Western Sydney. In 2017 Chapel School Campus had students from the Liverpool, Fairfield, Bankstown, Mount Druitt, Seven Hills, Blacktown and Holroyd areas. Students are referred to Key College, Chapel School Campus via external organisations such as FaCS, DEC Home School Liaison Officers, Juvenile Justice as well as parental referrals and school counsellors.

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.

Class sizes and structure

In 2017, a total of 98 students enrolled in our school on the 2 combined sites.

Key College Chapel School Campus
Generally there are 8-10 students to one teacher ratio with an emphasis on individualised quality teaching.

All delivered content is centred on the New South Wales Education Standards Authority 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.

Key College had 18 students enrolled in 2017. The majority of students were from an Anglo Saxon background with 5 Aboriginal, 3 Maori and 1 Lebanese young people.

Key College, Chapel School Campus had 42 students enrolled in Stage 5 with 24 students completing the year. There were 38 enrolled in Stage 6 for 2017 with 31 students completing the year. The majority of students are from a Pacific Islander, Aboriginal and Torres Strait Islander or Anglo-Saxon background. Others backgrounds include African, Iraqi, Lebanese, Maltese, Italian and Chilean. There were 17 Aboriginal students enrolled in 2017.

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.

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.

Key College
- Kids Giving Back, Cook 4 Good Program
- We attended the Newtown Mission and served meals to disadvantaged people on a weekly basis.

Key College, Chapel School Campus
- 20 students attended RSPCA Yagoona
- 10 students assisted primary school students with active lifestyle and literacy at Granville Primary School & Old Guilford Primary School
- 1 students completed the Sydney to Wollongong MS Cycling event
- 10 students attended Hawkesbury Race course MURAL Design
- 10 students attended regular sessions at Bondi Big Kitchen

Specific School Initiatives

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.

**Key College** Students participated in Cook 4 Good a project initiated by Kids Giving Back. This project saw students learn how to prepare, package and deliver meals to services around Sydney. They also participated in resilience workshops and were empowered to make change in their lives.

Students participated in valuable creative arts activities, such as performing at Belvoir St Theatre, making music with Heaps Decent, making a short film on street art and creating street art with an art mentoring program.

Students and staff participated in a Canoe Leadership Camp on the Shoalhaven River. Current and past students participated in this camp. Students and staff also attended Youth Off The Streets snow camp.

**Key College, Chapel School Campus**

This year Chapel staff saw the need to engage our young people in self development and positive communication. Chapel school ran one term of Boys and Girls groups where students were able to explore issues relevant to them.

On completion the groups were rewarded an outing which for the girls group they went horse riding and the boys chose to do a full day of go-karting.

Students organised holiday activities throughout 2017. These included High Ropes, Movie outings, Reptile Park, Master Chef Food challenge, La Perouse Bush Walk. These activities enable students to participate in a regular learning program throughout the holidays and all activities were developed by the students.

**Technology**

**Key College** endeavours to offer a computer per student. We were able to have a laptop available to assist with our Smartboard. Staff improved with their use of the Smartboard through the assistance of a volunteer tutor. Staff each have their own computer.

**Key College, Chapel School Campus** has computing resources which are utilised in the administration of the school and the delivery of educational programs. Students had 7 desktops and 34 laptops which are connected to Wi-Fi. Staff have access to 1 desktop and 6 laptops. Chapel School has access to 4 Interactive White Boards as well as

**Design & Technology Workshops**

All students had access to regular trade based, practical, on-site workshops facilitated by a qualified teacher trained in the areas of Industrial Technology, Design and Technology, Construction Framework and Engineering. This provided students the opportunity to work alongside a qualified and experienced instructor. Students have exposure to workplace expectations, OH&S regulations whilst up-skilling in a practical program. This helps to link Service Learning and Work Education.

**Recreation and Holiday Activities**

Students have connections with key staff during the term breaks, when holiday activities are organised and 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.

ICE skating, Trampolining, photography, Golf driving range, Gymnastics.

Special Programs to Support Students

Mentoring
The Mentor Program provides support to young people aged 15-24. Over the last five years mentoring relationships have increased significantly with a large number of mentors being matched to young people in the National Scholarship Program. Mentors are also providing support to young people in I-Drive, School Programs and on camps. Volunteers who opt to become a Mentor enables for the continuation of the program.

Community Member comment:
Staff have the experience and more importantly a positive and never-give-up attitude to working with young people in very difficult circumstances and sometimes challenging behaviours. All the staff and volunteers I have met share Father Chris Riley's strong commitment to building up our young people.

I have been a mentor for one year so far. I have continued to do this because of the positive feedback I hear from the young people and because I have seen firsthand how important an encouraging adult figure is for a young person.

The young people in the mentoring program are often at a turning point of their lives. A common situation is that they want to do further training or study, but due to challenging family circumstances, they are unlikely to be able to follow through without some help. RP

Specialised student support workers
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 2017 approximately 100 ex students, staff and mentors attended the Aftercare reunion which is held at Merrylands yearly.

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

Our students have received significant support from the following organisations ACCOR, HSBC, 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 YOTS 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.
Key College
Students’ work education was enhanced by our ‘Work Ready’ workshops with HSBC.

Students had access to work experience with Pride of Redfern Cafe. 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.

Dress for Success helped female students dress for job interviews.

Students also took part in TAFE Outreach courses of various kinds. This allowed them to experience being in a more mainstream Tertiary organisation.

Key College, Chapel School Campus
As part of the Chapel School curriculum, selected Year 9, 10, 11 and 12 students were invited to complete a work experience placement at an external organisation or business. The aim is to give back to the community as well as gain experience and an understanding of possible career options.

During 2017, students successfully completed their work experience in a variety of placements. This included Q-Plus, local businesses and not for profit organisations. From Chapel and ASPIRE, 4 students were offered ongoing casual employment due to their success at work experience.

Students also completed TAFE Outreach courses in carpentry, hairdressing, barista training, landscaping, computer technology, automotive mechanics and beauty.

Post-school Destinations

Key College
Of the 2017 students:
• 2 students applied to enroll in Year 11 Step Up Program at Merrylands;
• 4 students enrolled in alternative learning schools for year 11
• 4 students will return to Key College to complete year 10 in 2018

Key College, Chapel School Campus
• 14 applied to enrol in Year 11, Step Up Program for 2017
• 20 students were eligible for their RoSA
• 1 returned to mainstream schooling
• 2 enrolled in TAFE
• 1 gained an apprenticeship in electrical
• 8 completed Year 9 and are staying at Chapel to complete their RoSA in 2018.
• 6 achieved their HSC
• HSC graduates – 1 completing TAFE qualifications, 6 hospitality employment
• Year 11 – 11 returned to complete HSC course

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 thorough 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 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

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:
- 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 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**

<table>
<thead>
<tr>
<th>Youth Off The Streets Limited</th>
<th>Key College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income &amp; Expenditure Statement from 1 December 2016 to 30 November 2017</td>
<td></td>
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<tr>
<td>Opening Balance as at 1 December 2016</td>
<td>(968,470)</td>
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<tr>
<td>Income</td>
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<td>Federal Grants - Department of Education Employment &amp; Workplace Relations</td>
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<td>Federal Grants - Association of Independent Schools</td>
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<td>Local Grants</td>
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<td>Other Income</td>
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<td>Capital Income</td>
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<td>Federal Grants - Association of Independent Schools</td>
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<td>State Grants - Department of Premier &amp; Cabinet</td>
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<td>Donation</td>
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Further details concerning the statement can be obtained by contacting the school.

This report was prepared with the assistance of: Joanna Nicholson – Manager Key College, Stefanie Liversedge – Manager Key College Chapel School Campus, Melissa Davis – Manager Step Up Program, 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