

Alesco Senior College Annual Report

2017

Incorporating Campuses:

Alesco Senior College - Newcastle

Alesco Senior College - Raymond Terrace

Alesco Senior College - Cessnock

Alesco Senior College - Tuncurry



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This report is written for fulfilling the NSW Board of Studies requirement for registration and accreditation for Non-Government Schools in NSW.



This report provides a summary of;

- School performance in state wide tests and examinations
- Teacher attendance, retention and standards
- Enrolment profiles and policies
- Key policies including welfare, discipline and grievance policies
- School determined improvement targets
- Financial information.

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Alesco Senior College would like to thank the following;

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The Board of Directors for WEA Hunter
All the staff and students of WEA Hunter

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Principals Report

2017 in particular has been a year of much growth for Alesco Senior College. It brought many challenges, opportunities for learning and growth, and ultimate success with the graduation of over 200 students. Most significantly Alesco opened a new campus on the Tomaree peninsula whilst both Cessnock and Coast campuses commenced their HSC programs.

In 2017 Alesco Senior College partnered with WEA Hunter and offered for the first time a VET qualification in Aged Care and successfully graduated 8 students. This relationship with WEA Hunter continues to grow and improve alongside the growth of the campuses.

Again students were involved in many community events and participated in a wide variety of experiential learning activities. A highlight of this year was that Alesco Senior College was named named the winner of the Outstanding Achievement Award in the Small Group Category of the Financial Literacy Australia (FLA) Awards for our Financial Literacy programs. The award was announced at a special function held at the Royal Yacht Club in Sydney to celebrate the outstanding achievements of organisations that work to improve Australian's financial literacy.

Our aim for 2018 is to continue to provide a safe and supportive environment as well as teaching and learning programs that meet the needs of all our students.

Theresa Pantalone Principal



School Profile

Alesco Senior College is a registered and accredited, non-government or independent school specifically designed for the inclusion of young people who cannot or will not complete their education within a mainstream or traditional setting. Alesco offers education for years 9 - 12 to young people of Newcastle, Lake Macquarie, Port Stephens and the Upper Hunter. Alesco Senior College has four campuses. The senior campus is located at WEA Hunter's Cooks Hill site and is tailored for students completing their HSC. The other campuses are situated at Raymond Terrace, Cessnock and Forster/Tuncurry and cater for Year 9 and 10. All campuses are centrally located to provide access to facilities such as Community Centre's, Libraries, Galleries, sporting fields as well as being close to a variety of transport options. Alesco Senior College is distinctive in its blend of academic studies and case management set within a community based adult learning environment and whilst each campus has its own unique flavour the philosophy remains consistent throughout. Alesco Senior College is an example of formal education within a non-formal or non-institutional environment. The school aims to promote education as a priority for young people, as well as helping to create better future citizens of our community through the development of the values of respect and responsibility for themselves and others around them.

Alesco Senior College, like its auspicing organisation WEA Hunter, does not have any religious or political affiliations.

Mission Statement

To value young people and provide them with a safe supportive educational environment where students feel they belong and their rights and views are respected, whilst encouraging them to develop skills to become confident, respectful, capable individuals that are well prepared for their journey in life.

Aim

The Alesco aim is the sustained growth of dynamic, collaborative and connected communities of education that become the best and first choice of students looking to complete their senior studies within an adult education framework

Goal

Alesco Senior College remains dedicated to providing an alternate educational model for young people who may not have succeeded within a mainstream setting. Alesco will focus on increasing the number of campuses to give more 'at risk' young people the chance to complete their education



Operational Dynamics 2017

Newcastle Campus

2017 was another exciting and successful year for our Newcastle Campus. We had the largest ever number of school graduates with 79. Our HSC students had the choice of many challenging subjects including: Standard English, English Studies, Math General 1 & 2, Business Studies, Industrial Technology, Work Studies, Ancient History, Sport, Lifestyle & Recreation, Marine Studies, Senior Science as well as VET courses in Retail Services and Human Services.

Senior students from our Cooks Hill campus also travelled to Coffs Harbour in 2017. This was an amazing few nights away from school with students and staff participating in many activities including: learning to surf, Hiking Mutton Bird Island to watch the whales migrating, Trekking from Macaulay's Beach to Digger's Beach, and playing mini-golf and laser tag at The Big Banana.

Our two year 10 classes were also lucky enough to experience many exciting opportunities throughout the year including: stand up paddle boarding, roadwyze workshop, flip out excursion, wheelchair basketball excursion, Newcastle Courthouse excursion, waves of wellness program, PCYC – mountain biking program, revolution Sports Park excursion, Murrook excursion, the raw challenge excursion and the Sydney Holocaust museum. Whole school events were also a plenty including: "Walk a mile – Koori style", Parent teacher night, ANZAC Day Ceremony, Puppet program, Rent-it-keep-it program, Australia's Biggest Morning Tea, Trivia Night, RUOK Day, Bunnings BBQ fundraisers, HSC workshops, "From us to you" – school formal dress giveaways, RSPCA cupcake day, Senior 2 Careers Day, path2change wellness program, Apex Gen workshop and school blood donation program.

Another huge success for Alesco Newcastle in 2017 included our school fundraising efforts. Our school participated in two Bunnings BBQ's and a school Trivia night raising over \$8,000.

The year was finished on a symbolic high with all of our students proudly graduating together at the Newcastle University as well as coming together for our school formal cruising beautiful Newcastle Harbour the following night.

I would like to sincerely thank each and every one of the amazing Newcastle team that worked hard to make 2017 a great success for our students. I have been so proud of all of the achievements of every individual student and look forward to another exciting year ahead.







Raymond Terrace Campus

2017 was the third year of operations for Alesco Raymond Terrace Campus, which saw 37 young people enrolled, with Stage 5 students in both Years 9 and Year 10. This was an increase on the previous year's enrolment. Seven of our Year 10 cohort went on to Senior 1 studies, which are a fantastic educational pathway for these young people, many of whom had become disengaged with school for some time. Thanks to the move to the new campus, we will be able to accommodate these young people in our own Senior 1 class for the first time in 2018.

Students in Stage 5 in 2017 studied core subjects such as Math, English, Science, Geography, History and PDHPE. We also included Community Engagement, as well as the Financial Literacy work readiness and work placement program. Through this program, some of our students went out into the local community on work placements, and others participated in work readiness activities at our award-winning café run by the school in the Raymond Terrace Library. The Financial Literacy Australia Award for small projects was awarded to our school this year, a great honour for our young people.

Year 9 students participated in a mural project for the kid's room at the new women's refuge in partnership with the Port Stephens Local Area Command, a great community connection for them. Students were awarded a certificate presented to the school by the Port Stephens Police Area Commander.

We continued to foster our ongoing relationship with the local Senior Citizens group, where a group of our students took art classes on Tuesday mornings and worked on creating items to sell at the Illuminate Festival, again, a great way for our students to connect with older members of the community.

Illuminate Fest was a Port Stephens Council initiative to celebrate the relaunch of Boomerang Park, and its new facilities. Our students created a Glow Zone inside the Men's Shed with free face painting, a photo booth and free dress-up activities for local families. The Glow Zone was a huge success and our young people worked tirelessly to help brighten the day for many local families and children.

2017 also saw us take excursions to the Tomaree and Newcastle Campuses to participate in activities as part of the whole-school approach and this proved valuable for our students as they could see that they were part of a big community of Alesco students. Wheelchair Basketball was a particular highlight, as was our Anzac Day ceremony conducted in conjunction with the Tomaree campus. Our students went on their first big excursion to Sydney this year, Year 10 students went to the Sydney Jewish Museum, and met with a real Holocaust survivor. Year 9 went to the Chinese Gardens, Chinatown and the Art Gallery of NSW. We had many other great activities throughout the year, such as a dress up in your PJ's day, Harmony Day, and Australia's Biggest Morning Tea, just to name a few.







Cessnock Campus

Alesco Senior College Cessnock Campus went from strength to strength during 2017 during its second year of operation. Staff and students worked together to create a highly functional, supportive and positive learning environment. Community partnerships were strengthened, with the Cessnock Lord Mayor attending official school events and Cessnock City Council representatives frequently including the school in activities.

Cessnock Campus was privileged to receive a generous financial grant from the Construction, Forestry, Maritime, Mining and Energy Union (CMFEU). The grant is to be spent in 2018 and includes specific items such as STEM, sporting and cooking equipment. The Campus was nominated by a past student's father, who wanted to give back to the school and as recognition of our work in the local Cessnock community.

During the year students enjoyed visiting Sydney's Centrepoint Tower and The Sydney Aquarium, with some of our students visiting Sydney city for the first time. Other excursions included Nobbys beach visits, Anzac Walk and Murrook Aboriginal Culture Centre.

The stage 5 program delivered English, Math, Science, History, Geography, PDHPE, Unlimited Potential (U.P.) and a dedicated Financial Literacy Classes. Through the Financial Literacy classes Year 9 and 10 students visited local businesses such as Big W and Reece Plumbing looking at work opportunities and pathways to employment such as traineeships.

The U.P. Program saw stage 5 students extend their skills in many areas including visual arts, computing, research and woodwork.

The Cessnock Campus started delivery of the HSC in 2017 offering Standard English, Food Technology and Work Studies. Our Senior 1 cohort will become the first to graduate from the Cessnock Campus after completing their full HSC in 2018.







Forster/Tuncurry

2017 was out first year offering a HSC course. We offered the following HSC subjects: English (standard), Community & Family Studies, and Food Technology. We started the year with 12 HSC students and finished the year with 10 HSC students.

We attended a number of excursions in 2017. They included a cultural cruise, laser tag, lawn bowls and lacrosse. As part of their Geography course year 9 and 10 students went to the Tuncurry Waste management Centre, where they were introduced to many sustainability principles and practices. They gained an understanding of the importance of rubbish removal, waste, recycling, up cycling and reusing products to minimize landfill. In Term 2 some students participated in a school-based Mud Run with other local schools. The day was held in Port Macquarie and was a very fulfilling Day for students where they all gained a sense of achievement through finishing the 4km fun run and also overcame fear as they completed the obstacles in the run. Along with the other Alesco Campuses Coast campus attended the Murrook Culture Centre excursion in Williamtown. This excursion involved students immersing themselves in Aboriginal Culture participating in Art, Boomerang throwing, looking at historical artifacts and bush ticker. As an end of year excursion all students travelled up to Port Macquarie to have a Fun Day at Stoney Aqua Park. Stoney Aqua Park is an inflatable obstacle course on a natural Creek near Port Macquarie. This day saw staff and students relax and have fun as they attempted to climb over, under, through, and on top of, jump, swing, balance, bounce and glide on the obstacle course.

Small selections of our talented year 10 students were invited to attend MathsInspiration in Newcastle. MathsInspiration is an International show from the UK that demonstrates mathematical concepts in real life concepts in a fun and enlightening day.



Tomaree

2017 was the inaugural year for Alesco Nelson Bay. The staff and students were involved in a considerable amount of school development and community work.

Raw Challenge: Students engaged in a team building obstacle course in a bid to help create teamwork, positive relationships and sense of achievement. The course ran over a complete day and involved numerous challenging activities that could only complete with help from others. The end result saw students form relationships with students who they had previously had little interaction with.



Snak and Rap: Alesco Nelson Bay succeeded in obtaining a grant that involved creating a community youth afternoon with members of TYCA (Tomaree Youth Community Action). The program involved the young people of Alesco Nelson Bay teaching other youth how to play bongo drums, create art works and perform rap battles. The day was held at the Anna Bay skate park.

Alesco has formed a working relationship with the Nelson bay Community Woodworkers Inc. The NBCW attend the Nelson Bay campus and work with the students to create wood working projects. Both groups benefit from the interactions and have formed solid working bonds.

The students of Alesco Nelson Bay undertook a project to create and design giant jigsaw puzzles. These puzzle involved hours of work and once completed were donated to the Gan Gan Community Center as activities for young children.

Alesco Nelson Bay along with Alesco Raymond Terrace hosted a combined ANZAC commemoration ceremony and the PCYC Nelson Bay. The service saw numerous members of the community invited and involved. The ceremony completely run by the students was a great success.





Key Learning Area (KLA) Reports

Alesco Senior College continued to offer the same Key Learning Area's in year 9 and 10 as offered in previous years. Due to the nature and previous learning experience of our student body, we focus strongly on the KLAs required to complete Stage 5. Although this ceased at the end of 2011 we continued to focus on subjects such as Math, English, Science and HSIE with limited 'electives' offered to students.

Alesco Senior College continues to offer a Pathways style Program of study for the Higher School Certificate. To date we continue to stand by this style of delivery as it seems to make the HSC study more achievable for our students by breaking up the study pattern into more easily achievable chunks, the students themselves often comment on the achievable nature of this style of delivery. Students complete 10-12 units of study and are eligible for an ATAR at the completion of their HSC should they choose this option. However, instead of undertaking 6 subjects of study across two years with the completion of six major bodies of work (i.e. exam, MDP or PIP) all at the same time, Alesco students undertake three full subjects in the first year, followed by three full subjects in the second year.

We continue to find that we have greater flexibility in offering different and new subjects to our HSC students as each subject is run as an intensive course over the duration of one year. In 2017 students were able to elect ATAR and non-ATAR subjects – these did not require an exam.



Stage 5 (Year 10)	Stage 6 (Senior)
English	English Standard
 Mathematics 	 English Studies
• PDHPE	Retail Services
• Science	Mathematics ATAR
History	 Mathematics non-ATAR
Australian Geography	PDHPE
Financial Literacy	Visual Art
	Human Services
	 Design and Technology
	Ancient History
	Sport Leisure and Recreation
	Legal Studies
	Food Technology
	Senior Science

Stage 5 Programs

English

The English program focuses on students responding to and composing a comprehensive range of texts using different modes and techniques. It encourages students to become imaginative, creative, interpretive and critical thinkers. Students respond to texts from different cultures that offer a range of perspectives.

Texts studied this year include; Gran Torino (directed by Clint Eastwood), Two Hands (directed by Gregor Jordan, Shakespeare's Romeo and Juliette and The Oasis (a feature documentary about Australia's homeless youth).

Students composed a variety of short stories, persuasive and visual texts and have the opportunity to reflect on their own and others learning through a range of assessing strategies.

Mathematics

Mathematics is used to identify, describe and apply patterns and relationships. In addition to its practical applications, Mathematics aims to develop students' mathematical thinking, understanding, competence and confidence in the application of Mathematics. The focus again in Math's for 2017 was to provide students with practical applications of Mathematics' in as many 'real world' contexts as possible. Students studied topics including: Financial Mathematics, Ratios and Rates, Algebraic Techniques, Equations, Linear Relationships, Non-linear Relationships, Area and Surface Area, Volume, Trigonometry and Pythagoras' Theorem, and Statistics. Student's confidence in this subject was constantly built on with students positively encouraged to ask questions in relation to mathematical situations and their mathematical experiences. This then allowed students to make connections with their existing knowledge and understanding with the use of Mathematics in the real world.



Science

In science, students learnt about motion and Newtons laws. Through investigating, observing and questioning, students participated in hands on activities such as building ramps for small cars to calculate their velocity. Students are now investigating genetics and reproduction through extracting DNA from a strawberry, constructing punnet squares and building bee models to simulate mutations. The chemical world involved launching rockets with bi-carb and vinegar, undertaking decomposition reactions to make elephant's toothpaste and learning about the reactivity of metals in acid. Students have also undertaken investigations into their body and disease through learning about infectious and non-infectious diseases. Undertaking investigations using liver and other food items to detect pepsin, students have learnt about the chemical processes in their body.

Students modelled Darwin's theory of Evolution, experimented with changing states of matter and performed dissections.

Students have found hands on investigations and research tasks engaging and motivating to promote a love of lifelong learning.

Australian History and Geography

The HSIE program focuses knowledge and skills in research, understanding the past and how it impacts on the future, our heritage, our environment and conservation of resources for the future. Through promoting skills in research and citizenship, geography has focused on biomes and food security. Through learning about different biomes across the world, students researched the productivity of several biomes, how climate impacts food production and the adaptations of the animals that live in these biomes. Students are now learning about food security and how the world continues to feed it ever growing population. Year 10 students learnt about environmental change and management through investigating human impact on various environments. They continue to focus and learn about this through a focus study on coastal environments in a local and worldwide context.

Students participated in excursions to Newcastle Harbour, Newcastle Museum as a part of the Stage 5 Geography curriculum. Students also had the opportunity to visit the Sydney Jewish Museum as part of their Holocaust unit.

PDHPE

Students worked well in PDHPE and enjoyed participating in a range of sporting activities such as touch football, soccer, netball, cricket, modified games and table tennis. Our PDHPE class went on several excursions including stand up paddle boarding, Ninja Parc, Flip Out, Revolution Sports Park and the beach. In theory, students learnt about risk taking behaviours, road safety and healthy relationships.



Stage 6 HSC Pathways Program

The Pathways style program approach continues to work to the advantage of our students. It allows them the flexibility to study at a pace they can handle while also only concentrating on 3 subjects at one time.

The HSC courses on offer for 2017 were;

Standard English

In 2017 HSC English students studied a variety of texts including Steven Herrick's verse novel The Simple Gift; iconic Australian play entitled Summer of the Seventeenth Doll and Ron Howard's dramatic film A Beautiful Mind. Students studied the concept of Discovery in their Area of Study during which they read Swallow the Air, a novel by Australian Indigenous author, Tara June Winch. In addition to developing skills in composing texts, students also learned to analyse texts for specific meanings. Students studied a variety of related texts that gave them access to a broader understanding of the thematic concepts studied in class.

English Studies

This program provides students with the opportunity to consolidate their language, literacy and literature skills through responding to and composing a wide variety of texts.

Students studied modules focusing on English in the travel and film making industries and also the importance of English in accessing opportunities in schooling, training and employment.

General Mathematics 2

General Mathematics 2017 consisted of students learning about the core areas of Financial Maths, Probability, Algebra, Measurement, Data and Statistics. The students particularly enjoyed learning about Financial Maths and Measurement due to its direct application with their own 'real world' experiences.

General Mathematics 1

The General Mathematics 1 program was well received this year for those students wanting to gain valuable mathematical skills without the pressure of the external HSC exam. Students particularly enjoyed the areas of financial math, data and statistics and measurement. They also enjoyed the creative activities of Algebra bingo and Algebra Board game. Practical skills were also developed using mathematical reasoning to solve real life problems such as mobile phone plans, budgeting and household finance.

Ancient History

In Ancient history we learned about a vast array of ancient societies as well as how to investigate the past.

From Celtic society to Ancient Egypt. Ancient Pompeii under the rule of Rome, Sparta and the ancient Greeks were all studied in depth. We went to the cinema to watch a motion picture on mummies in the Egypt of antiquity along with virtual tours of museums around the world.



Business Studies

The HSC Business Studies program taught the young people the complexities of running a business. The students gained great skills that are needed in the workplace. We focused on the 4 main topics operations, marketing, finance, and human resources. The students enjoyed marketing and the fun excursion we had to Revolution Sports Park related to their assessment task.

Sport Leisure and Recreation

Sport Leisure and Recreation students experienced a wide variety of different sports that are free or cheap for our young people to participate in. The students went on excursions to the bat ball courts at Bar Beach, Stand up paddle boarding in Throsby creek, Revolution Sports Park, beach volleyball and flip out. The students also completed research tasks on healthy living and developed deep understanding of the dangers of recreation and performance enhancing drugs. The students were engaged and motivated in both the practical and theory side of the course.

Industrial Technology

Industrial Technology Timber provided students with an opportunity to sample skills from across the timber and furniture industry. Students learned how to design, create economic cutting lists, budget projects, present research supporting their ideas, and construct quality timber products. Final projects included a pendulum clock, a dovetailed jewellery box, and a chessboard with a double sided drawer, and an asymmetrical side table dedicated to displaying an Urn with oversized dovetails.

Marine Studies

Marine Studies focussed on providing real life practical activities in and around the beautiful water ways of Newcastle. Students learned how to identify marine hazards, survival and rescue techniques in the ocean, health benefits of activities such as surfing, how to source and prepare sustainable seafood, and an appreciation of the marine environment.

Retail Services

Retail Services students successfully completed the Certificate II component of the Retail course which consisted of 14 units of competencies as well as sitting the HSC exam in 2017. Students enjoyed many aspects of the course including: minimise loss, apply POS handling procedures, interacting with customers and merchandising products. Valuable employability skills were also gained throughout the course including: communication, planning & organising, teamwork, problem solving, initiative & enterprise and self-management. As part of the Retail Services course students participated in two weeks of work placement which gave them valuable insight into frontline retail operations.

Work Studies

The Stage 6 Work Studies syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Students learn practical skills such as writing a resume and cover letter, reading a pay slip and filling in employment related forms. Students are given opportunities to attend mock interviews and practice dressing for interviews which enhances readiness for work.



Senior Science

2017 saw a successful cohort of students completing the HSC: Senior Science program. Throughout the course students studied topics including: humans at work, the local environment, plants, water for living, lifestyle Chemistry, medical technology and information systems. Students particularly enjoyed the practical components of the course including many dissections, chemical reactions and microscopic examinations.

Human Services

Human Services students successfully completed a partial qualification in the Certificate III component of the Human Services course in Ageing. This course consisted of 9 units of competencies as well as sitting the HSC exam in 2017. Students studied a range of units including: supporting independence and wellbeing, communicate and working in health or community services, working with diverse people, recognising healthy body systems, following safe work practices for direct client care, providing first aid, complying with infection control policies and procedures, working legally and ethically and facilitating the empowerment of older people. Students also participated in three weeks of industry work placement which enabled them to apply their knowledge and skills first hand in an Aged Care facility. Most of these students then went on to complete the full Cert III qualification in Human Services: Ageing at the end of the year through WEA Hunter.

Additional Program Reports

Individual Programs and Support – Teacher's Aide

Reported by: Joanne Sternbeck

Alesco Senior College Teacher Aides support students' cognitive, social and emotional development and contribute to the positive inclusion of all students into the classroom and wider community. The teachers' aide supports students' learning in the classroom by working with students individually or in small groups. They also provide valuable feedback to teachers about students' learning which assists in the preparation and implementation of the students' Individual Education Plan.

Alesco Senior College Teacher Aides also help to assess students' literacy and numeracy capabilities and can work with students to improve their abilities in these key areas. Teacher Aides contribute and participate in the everyday running of the school and help to organise events and activities for students during the school year. They are valued members of the school team.

Individual Support- Student Welfare Officer

Reported by: Jodie Keil – Student Welfare Coordinator

At Alesco Senior College the wellbeing of our young people is our central focus. Our students have struggled to find success with education in the past and we strive to empower them to make informed life choices and address barriers to learning and find success in an adult learning environment.



As a Student Welfare Officer, we are able to assist young people through a client-centered approach that meets their individual requirements. This is done through case management, based on needs, by providing access to service providers within the community to assist the young person.

We have an opportunity to build and maintain rapport with students throughout the year in a safe environment, providing advocacy and crisis intervention when necessary. Student Welfare Officers are able to share valuable welfare needs with teachers and support staff to ensure that students have the best opportunity for successful learning outcomes.

In 2017, Student Welfare Officers at our campus' continued professional development in welfare related training. Student Welfare Officers were able to share and discuss strategies to better enhance support for students through regular welfare team meetings.

Extra School Activities

ASC Community Program

Our students engage with the community, both as contributors and users of resources. A part of the Alesco Program is helping young people understand ways in which they can become a positive part of the social fabric of their area.

ASC students continue to make great connections with their communities. Students are involved in activities including volunteering and planning and organising fundraising events that give back to charities within the local community.

ASC students embrace fundraising and community awareness programs such as World Greatest Shave, Biggest Morning Tea, and Beanies for Brain Cancer, Harmony Day and other Anti- Bullying programs. They also participated in wrapping Christmas presents for children in need with the Salvation Army.

Students can also be involved in our Puppet Program. The Puppet Program visits the Starlight rooms at the John Hunter Hospital, and local pre-schools. Our students help to provide laughter and happiness to children.

Student Well-Being

We have established a positive school culture with a welcoming, safe and supportive school environment that promotes student engagement with learning, student wellbeing and positive relationships. This includes the implementation of programs which develop social and emotional skills, peer mentoring and anti-bullying strategies.

Students participated in Centre for Hope – an external agency that makes weekly visits to ASC to provide coaches and mentors who are strong role models for the young persons. This allows students to develop skills as well as focusing on self-determination and self-esteem.

ASC also had a number of guest speakers visit campuses. They included representatives from Black Dog and Cyber Bullying.



Financial literacy Program

The ASC Financial Literacy program is a program that focuses on increasing the financial literacy skills of students at Alesco Senior College. As the majority of ASC students come from lower socio economic backgrounds we recognise the importance of students gaining skills in Financial Literacy.

Alesco Senior College received the Outstanding Achievement Award in the Small Group Category at the Financial Literacy Awards held at the Royal Yacht Club in Sydney.

The program runs through all campuses and students are given practical exposure to the running of 'real' businesses, as well as improve financial literacy and money management skills. Campuses have developed individual 'business ideas' dependent on the environmental differences of their campuses and range from Cafés to bath bombs and candle making.

Students are able to earn Alesco dollars from working in the business to use at Formals and other school functions, whilst the administration/bookkeeping component of the business is managed in Commerce/Math classes.

Exposure to this has given our students their first real opportunity to experience 'work life' and gain a sense of pride and all students involved have developed better financial literacy skills as well as cash and stock management, budgets and banking knowledge.

ANZAC Day

Students and staff of Alesco Senior College were involved in a variety of ANZAC ceremonies that involved Special Guest, Returned Soldiers and Politicians. Raymond Terrace joined with Tomaree students at our new Tomaree facility, whilst Newcastle and Cessnock conducted individual services. Tuncurry Campus held an outdoor ceremony at Lone Pine Park which was attended by local dignitaries and RSL representatives. Students enjoyed the ANZAC days and make valuable contributions such as speeches, wreath laying and musical performances.





Alesco Senior Leaders 2017



Dayne Cubbon, Georgia Staikos and Caitlin Cooper

ADF Long Tan Leadership Awards

Reported by: Grant Dennis

The ADF Long Tan Leadership and Teamwork Awards started in 2006 and aim to recognise students who demonstrate leadership and teamwork within both the school and the broader local community. At the same time, they recognise those who display strong values, such as doing one's best, respect for others and "mate ship", that are integral to Australian society.

The awards are an important initiative by the Australian Government in conjunction with the Australian Defence Force designed to encourage senior students – tomorrow's leaders – to actively participate in the life of their schools and local communities.

In 2017 these awards were received by;

Year 10 - Rhiannon Jennings and HSC - Dayne Cubbon





Adult Learners Week

Reported by: Theresa Pantalone

Adult Learners Week is an exciting time for Alesco Senior College as it gives our students the opportunity that most students don't get, to be counted amongst the ranks of other adult learners. A highlight of the evening is a special award designated for an Alesco student that demonstrates excellence and commitment to their education.

Paul Mather Memorial Award for Overall Outstanding Student for 2017 - Caitlin Cooper



Highlights of the Year

Financial Literacy Awards

In 2017 Alesco Senior College was awarded the Australian Financial Literacy Awards in the Small program category. The Financial Literacy program runs throughout all campuses and gives students' practical exposure to the running of 'real' businesses, as well as improving the financial literacy and money management skills of the students. Each campus developed individual 'business ideas' dependent on their environmental differences and range from Cafés to candle making. Students earn Alesco dollars from working in the business to use at Formals and other school functions, whilst the administration/bookkeeping component of the business is managed in Commerce/Math classes. Exposure to this has given our students their first real opportunity to experience 'work life' and gain a sense of pride and all students involved have developed better financial literacy skills as well as cash and stock management, budgets and banking knowledge.







Mud Run and Raw Challenge

In term 2 Alesco Coast students participated in a school-based Mud Run with other local schools. The day was very fulfilling day for students where they all gained a sense of achievement though finishing the 4km fun run and also overcame fear as they completed the obstacles in the run.

Students from Alesco Newcastle, Tomaree, Raymond Terrace and Cessnock competed in the Raw Challenge at Doyalson. It was wonderful to see the students support and encouraged each other through the challenge.





All Alesco Fun day - Murrook

Again in 2017 all of the Alesco campuses attendee the Murrook Culture Centre at Williamtown. This excursion involved students immersing themselves in Aboriginal Culture participating in Art, Boomerang throwing, looking at historical artefacts and bush tucker. Students enjoy sharing the experience with other Alesco students.





Alesco Senior Camp 2017

2017 saw senior students from our Cooks Hill campus travel to Coffs Harbour. Students and staff engaged in a range of team building and self-development activities. Students also prepared ingredients for breakfast and dinner while maintaining a clean and safe kitchen.

Day one activities included: Learning to surf with former WSL Professional surfer Lee Winkler, Hiking Mutton Bird Island to watch the whales migrating, Trekking from Macaulay's Beach to Digger's



Beach, and playing mini-golf and laser tag at The Big Banana before screaming support for NSW during State of Origin.

Day two involved an optional walk over Mutton Bird Island to watch the whales at sunrise, braving the icy waters of the Hostel pool for an early morning swim, and an adventure through the Coffs Harbour Butterfly House where students encountered some amazing butterflies and giant stick insects. Staff and students enjoyed the experience, sleeping heavily on the return bus ride to Newcastle, and can't wait to travel together again in the future.



2017 Formal

Students from Alesco campuses elected to celebrate their end of year in a variety of ways. Students from Newcastle attended a formal at Harbour View Function Centre in Newcastle with 45 students and 10 staff attending the event. The students all dressed and got photos with each other then attended the function where they were served mocktails and canapés. We then ate dinner had awards and speeches after the students had a chance to mingle and dance with each other. At 9.15pm the function finished and students went without any issues or dramas.

Raymond Terrace and Cessnock students were given an opportunity to attend a formal lunch at local venues and students dressed formally to mark the occasion.





Alesco Senior College Graduation 2017

2017 saw the largest Graduation Ceremony in Alesco's history with approximately 500 people in attendance, over 120 of those being graduating students. Special guests in attendance included Parliamentary Secretary Scot McDonald, State Member for Newcastle Tim Crakanthorp, Member for Charlestown Jodie Harrison, Deputy Lord Mayor Cr Declan Clausen, Steven Moore representing Meryl Swanson and Kate Washington, Byron Williams of Headspace, Sergeant Jason Green of the ADF, and Board members Brian Doyle and Martin Coates.

Special Awards presented included: Tim Crakanthorp's Social Justice Award, Kate Washington's School and Community Award, Meryl Swanson's School and Community Award, Social & Community Award from Jodie Harrison, ADF Long Tan Leadership and Teamwork Awards from SGT Jason Green, and Alesco Resilience Awards from Wendy Ratcliffe.







Fundraising Activities

Again our campuses were involved in a number of fundraising activities throughout the year. Both Coast and Newcastle Campuses hosted a trivia night as a major fundraiser with excellent prizes and auctions. We had overwhelming support from students, family, staff and our community, donating prizes for the night.

ASC campuses were involved in many fundraising activities throughout the year. The major fundraisers were the sausage sizzles at Bunnings stores across the regions. Over the course of the year, Campuses raised in excess of \$9000. These funds go toward assisting students to pay for formals, school camps and other school needs that may arise throughout the year. We were also able to purchase jerseys for our senior students that were presented to them at graduation.

Staff

Staff numbers at Alesco Senior College increased in 2017. This was due to increase in student numbers at all campuses as well as the opening of a new campus at Nelson Bay. The growth in staffing has permitted Alesco to develop into a diverse and motivated team of highly skilled staff to support the growth and development of students,

In 2017 Alesco Senior College employed its first full-time Principal. This role gave the opportunity for our Head Teachers to be given better support and allow campuses to feel more united.

Staff Attendance

Our teachers are extremely hard working. In an environment such as Alesco Senior College, we often struggle to sufficiently train and maintain a pool of casual staff with any consistency. The students often do not benefit in any way from having casual and unknown teachers present the class. Also casual teachers are not often fully aware of the challenges of working with young people whom they have not had an opportunity to build a rapport with.

In 2017 Alesco Senior College maintained excellent staff attendance rates, our staff are very committed to their positions and the students and this is reflected in their attendances. All absences taken by teachers were approved and taken in the form of sick leave, personal leave or leave without pay. Study leave and any special leave allocated by the school were not included in the attendance figures.



Teaching Standards

In 2017 we employed 23 teachers across our five campuses. They include both fulltime and partime teachers. This breakdown includes our Head Teachers, Campus Coordinators and Classroom teachers. We also employed six Teachers' Aides and five Student Welfare Officers. All Alesco Senior College staff are highly professional practitioners.

All Alesco Senior College teachers responsible for curriculum delivery have teaching qualifications from a higher education institute within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Listed below are the qualifications of our staff.

 Theresa Pantalone - Principal NESA - Accreditation at Level: Professional Competence Bachelor of Arts - Macquarie Diploma of Education - (Secondary) University of New England Cert IV in TAE 	Nikki Bailey - Classroom teacher Bachelor of Arts/Bachelor of Teaching-Newcastle University NESA – Accreditation at Level: Professional Competence
Christopher Breton – Classroom Teacher Bachelor of Arts/Bachelor of Teaching- Newcastle University NESA – Accreditation at Level: Professional Competence	Sally- Ann Constable - Classroom Teacher Bachelor of Fine Art Masters of Teaching (Secondary)
 Ben Cowan – Classroom teacher Bachelor of Arts/Bachelor of Teaching Graduate Diploma in Arts (TESOL) Master of Education (Teacher Librarian) – currently completing 	 Tamara Davis – Student Welfare Officer Bachelor of Human Services/ Bachelor of Criminology & Criminal Justice – Major in Youth and Family Justice Senior/Apply First Aid Certificate Cert II in Business Communications & Technologies
Gino De Felice - Teacher's Aide Bachelor of Arts - Majoring in Psychology Graduate Diploma in Education Primary	Heidi Fullick – Classroom Teacher Bachelor of Design and Technology Bachelor of Teaching Cert IV in Food and Beverage Cert IV in TAA
Grant Dennis − Head Teacher Grad Dip in Education - University of New England. Bachelor of Business and Commerce − Monash University. Cert IV in TA - TAE40107 Jenna- Maree Hackworth - Classroom Teacher Bachelor of Fine Arts Master of Teaching Institute of Teachers − Accreditation at level: Professional competence	Steve Gaul - Classroom Teacher Diploma Teaching (PDHPE Grad Cert (Boys ED) Master of Educational Studies (Behaviour Problems) Cert IV TAE Sharni Rae Hazelwood - Classroom Teacher Bachelor of Teaching (Secondary) Bachelor of Arts from The University of Newcastle majoring in English and History Institute of Teachers – Accreditation at level: Professional competence



Justin Henderson - RT Campus Coordinator	John Hodgson - Campus Coordinator
Bachelor of Arts (Visual Art) Newcastle	Bachelor of Education
University	Bachelor of Physical Education and Health
Graduate Diploma Art	Personal Development
Master of Teaching (Secondary)	Diploma Information and Technology
NESA – Accreditation at Level: Professional	Masters in Special Education
Competence	iviasters in Special Education
Loren Hull - Classroom Teacher	Andrew Jenkins - Classroom Teacher
Masters in Teaching (Secondary) from the	Master of Arts (NSW)
University of New England	Bachelor of Social Science (Psych)(Hons)
Bachelor of Environmental Management and	Bachelor of Social Science (1 sych)(Hons) Bachelor of Art (Macq)
Science (Hons)	Graduate Diploma Education (Macq)
PhD in Ecology/Environmental Science	Graduate Diploma Law (SCU)
Mere Johnson – Student Welfare Officer	Lutzia Scherrer - Classroom Teacher
Cert IV Youth Work - MHFA	Bachelor of Science (Geology)
Senior First Aid Certificate	Associate Diploma of Applied Science
Cert IV-(TAA) TAA40104	(Laboratory Techniques)
Diploma of Management-BSB 51107	Masters of Teaching (Secondary)
Cert II Retail	• iviasters of reactiffig (secondary)
Cert II Hospitality	
Jodie Keil - Student Welfare Officer	Andrew Kilgour - Classroom Teacher
Cert IV in Education support	Bachelor of Education (PDHPE)
CHC40413 Certificate IV in Youth Work	Cert IV TAE
Jessica Miller - Classroom Teacher	Zoe Moss - Student Welfare Officer
 Bachelor of Education (Primary) 	Bachelor of Social Work (UoN)
Amanda McIntosh - Teacher's Aide	Sam Patterson- Smith - Classroom Teacher
 Cert IV in Education support 	Bachelor of Teaching Secondary
CHC40413 Certificate IV in Youth Work	Bachelor of Fine Art
James Riley – Classroom Teacher	Tanya Johnson - Classroom Teacher
 Bachelor Arts -English, Ancient History 	 Bachelor of Science - Human Movement
 Bachelor of Teaching 	 Graduate Diploma of Education
Sally Shotton - Teachers Aide	Joanne Sternbeck - Teacher's Aide
 Diploma in Community Services 	 Cert IV in Education support
	 Diploma in Community Services
Kate Townsend – Head Teacher Forster/Tuncurry	Joel Watson - Classroom Teacher
Bachelor Education (Technology & Applied	Bachelor of Arts/Bachelor of Teaching-
Studies)	Newcastle University
 Master Special Education (Emotional 	 Institute of Teachers – Accreditation at level:
Disturbance & Challenging Behaviour)	Professional competence
Belinda Wells - Student Welfare Officer	Kelly White - Cessnock Campus Coordinator
Cert IV in Outdoor Sport and Recreation	Bachelor of Arts (Visual Arts) – Newcastle
Cert IV in Youth Work	University
 Cert IV in Community Services Work 	 Diploma of Secondary Education (Art)
Diploma in Community Services Work	Newcastle University
Cert IV in Education Support	Cert IV TAA
···	Cert in Community Services (Welfare)
Julie Richardson – Teachers Aide	Amanda Morgan - Student Welfare Officer
Cert III Student Learners Support Officer	Diploma in Community Services Work
	· ·



Staff Development

In 2017 our staff undertook a number of opportunities for Professional Development in both a formal and informal setting.

All Alesco staff takes part in term PD days to discuss and plan the current dynamics of the overall programs as well as participate and facilitate communities of practice.

Each week, teachers attend Student Welfare meetings which provide the opportunity to work together to devise strategies of best practice when working with our young people. These meetings may also include on occasion, information sessions in regards to different health and welfare issues that affect our student base.

Staff partakes in weekly team meeting where the operations of the campus and associated WHS issues are discussed.

In 2017 all staff were involved in a Staff development retreat that involved workshops and training by experts in their field of adolescent mental health.

In addition to all of this, other professional development activities undertaken by individual staff members included:

- Child Protection Investigation Training
- Leadership Training
- Safe Schools Modules 1&2
- Applied suicide intervention skills
- Cannabis Detection training
- Sticky stuff sexual health training
- RYDON Conference
- Mental Health First Aid
- Alternate Education Conference
- Identifying and Responding to Risk of Harm
- Senior First Aid
- Lead management and choice theory
- Stage 6 Visual Arts
- Stage 6 Mathematics
- Stage 6 PDHE
- Stage 6 English Standard 2016
- Workplace Support Skills Workshop
- Safe Schools parts 1 & 2
- Carer's Conference Supporting people with mental illness

It is important that we publicly acknowledge the work of the staff of Alesco Senior College, for without their dedication, commitment and tenacity, the successes highlighted in this report would simply not be possible.

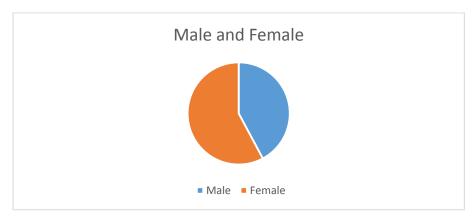


Student Profile

Students of Alesco Senior College range in age from just under 15 years of age in to 18+ years of age in our senior school year. It is preferable that students to be at least 15 years of age when starting the program, due to the adult learning environment focus and the life experience of most of the students.

Due to the range of our five campuses our students now come from a large geographical area including Newcastle, Lake Macquarie, Central Coast, Hunter Valley, Port Stephens and the Mid North Coast

A high percentage of students are diagnosed with some form of mental health. The campuses in 2017 had a gender split of 42% male and 58% female.



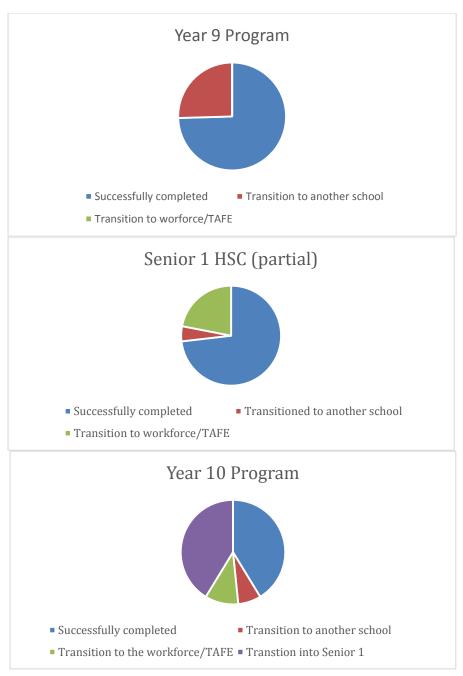
Retention Rates & Post School Destinations

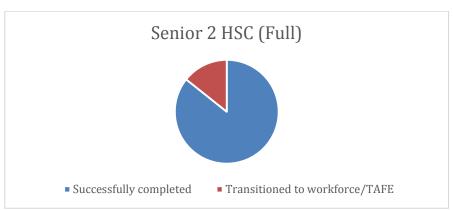
In 2017 student retention rates were on average over 5 campuses 76% Of the students enrolled:

41 students completed Year 9, 64 students completed Year 10, 18 students completed the HSC and 30 students completed their partial HSC.

YEAR	%	RETENTION/PATHWAYS
Year 9 Program	74%	41 completed
		14 continued to another school
Year 10 RoSA Program	70%	64 transitioned into the Senior 1 program
		16 transitioned to the workforce/TAFE
		11 continued on to another school
Senior 1 Partial HSC Program	73%	30 transitioned into the Senior 2 program
		9 transitioned to the workforce/TAFE
		2 continued to another school
	85%	18 completed HSC
Senior 2 Full HSC		3 transitioned to the workforce/TAFE









Student Attendance

Alesco Senior College encourages its students to maintain an attendance rate of 85% or higher consistently across the year. This is not always possible for our students, as occasionally life circumstances prohibit them from being able to attend school regularly at certain times. However, we are pleased to say that most of our students work hard to try and achieve this attendance goal.

In 2017, the overall average attendance rate for students who *completed* the school year was 72%. This is an improvement from the past year and Alesco will continue to implement different strategies to continue to try and improve this figure which is a state wide issue.

2017 Attendance Summary – all students

Year Group	Average Percentage Attendance
Year 9	60%
Year 10	57%
Senior 1	48%
Senior 2	68%

Management of Non-attendance

Students are encouraged to review their attendance on a weekly basis, should we see a pattern of non-attendance forming there are a number of interventions

- Term Intervention meetings with Head Teacher/Student Welfare Coordinator
- Verbal and written warnings
- Attendance agreements
- Attendance contracts
- Review of placements

Early Intervention Policy

Encouraging attendance is a core responsibility and belief of Alesco Senior College. Early Intervention Policy is designed to reduce poor attendance and decrease the number of students who do not complete their HSC.

Where a student is absent from school and we have not received any verbal or written communication from them or their parent/carer then we will initiate a first day contact. This means making a determined and sustained effort to respond to unexplained absence on the first day of absence usually through a telephone call by a member of staff.

Our school policy certainly takes individual situations into account, such as health issues, but in general, once a student misses more than 5 days of school within a fortnight without approval from the Head Teacher, that student is placed in an intervention;

Alesco Senior College will provide an intervention program for students who are struggling to attend school. The structure of the program will consist of intervention sessions held monthly throughout the year to share information concerning a student's attendance. These sessions will include Student; Parent/carer; Student Welfare Officer and Head Teacher.



If more school days are missed from this point forward, the students may be withdrawn from the program or not be able to proceed from Preliminary to HSC

An important part of the Early Intervention Policy is to offer help or assistance to students with problems that may interfere with a student's attendance.

Promote respect and responsibility

Alesco Senior College is unique in its blend of academic studies and case management approach set within a community based adult learning environment. It is an example of formal education within a non-formal or non-institutional environment. The school aims to promote education as a priority for young people, as well as helping to create better future citizens of our community through the development of the values of respect and responsibility for themselves and others around them.

Some of the actions conducted throughout the year to promote respect and responsibility in our school community include;

- Many BBQ's throughout the year to promote a school community
- The ongoing work of the school fundraising committee whose efforts are outlined elsewhere in the report
- Fundraising and Student involvement in Biggest Morning tea, Beanies for Cancer, Harmony Day, RSPCA Cupcake Day
- Participation in WEA adult awards night
- The participation of the school in Anzac Day Ceremonies across the Hunter
- Visitation by Prominent Community Leaders
- Participation in Volunteer programs- Child Care, Aged care

Other areas of the school where the promotion of respect and responsibility are clearly evident are in our discipline policy, our grievance policy and in our Student Code of Conduct of Respect, Responsibility and Honesty.

Academic Performance

Overall students did well in their academic performance in 2017. Students are encouraged to work to the best of their ability and for many students overcoming barriers to their learning has a big impact on their overall outcomes.

HSC

In 2017 HSC students completed a large diverse group of both ATAR, Non-ATAR and VET subjects including;

English Standard English Studies Senior Science Food Technology **Ancient History** Maths General 1 Maths General 2 **Community and Family Studies** Sport Leisure and Recreation **Business Studies**

30



Work Studies Industrial Technology Vet Retail Services VET Aged Care

Students completed major works in Industrial Design and completed a major research project in Community and Family studies.

Non ATAR subjects such as Work Studies and Sport, Leisure and Recreation gave students an opportunity to learn a subject without the pressure of a HSC exam. Business Studies proved to be very popular with students gaining valuable skills in running a small business. Ancient History students again travelled to the Jewish Museum in Sydney and other experiential opportunities were provided for students throughout the year to complement their classroom learning. Students did well in the HSC and Alesco Senior College registered Band 5 and 4's in some subjects.

HSC Results 2017

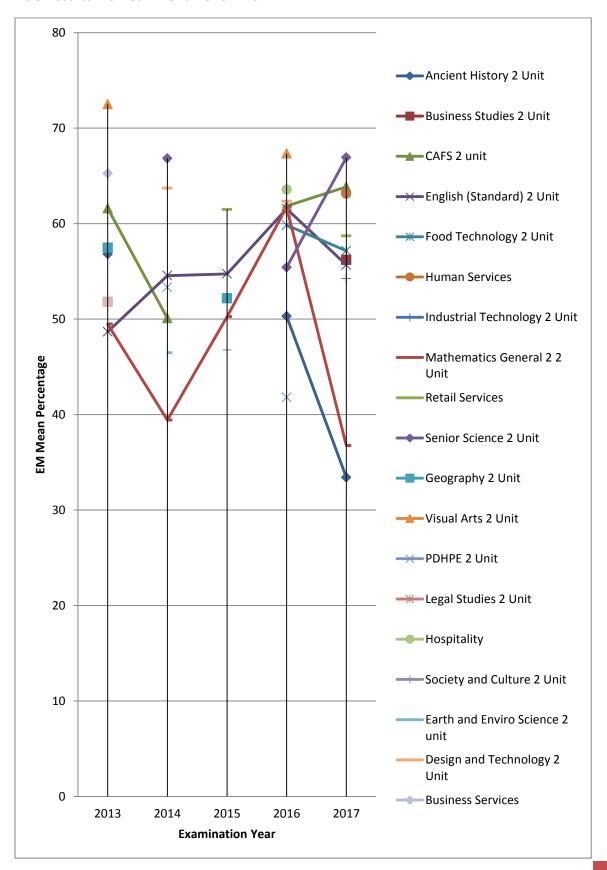
Subject	Student No	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English	24	0	0	0	8	10	6
Maths	7	0	0	0	0	2	5
Community and Family Studies	10	0	0	5	5	0	0
Industrial Technology	6	0	0	0	2	2	2
Food Technology	20	0	0	2	5	9	4
Ancient History	10	0	0	0	0	2	8
Business Studies	7	0	0	0	3	3	1
Senior Science	5	0	0	1	4	0	0
VET Retail	9	0	0	1	2	6	0
VET Aged Care	6	0	0	1	4	1	0

HSC Results vs State Mean 2017

Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
Ancient History 2 unit	15020	10	2	33.42	71.67	-38.25	-2.49
Business Studies 2 unit	15040	7	1	56.20	73.17	-16.97	-1.27
Community and Family Studies 2 unit	15060	10	1	68.34	72.71	-4.37	37
English (Standard) 2 unit	15130	24	3	55.66	69.19	-13.53	-1.19
Food Technology 2 unit	15180	20	1	57.15	71.52	-14.37	-1.08
Human Services Examination 2 unit	27199	6	4	63.13	72.75	-9.62	-1.16
Industrial Technology 2 unit	15200	6		54.23	67.54	-13.31	90
Mathematics General 2 2 unit	15235	7		36.74	68.51	-31.77	-2.10
Retail Services Examination 2 unit	26999	9		58.71	69.71	-11.00	-1.19
Senior Science 2 unit	15340	5	2	66.92	70.91	-3.99	31



HSC Results - 5 Year Trend 2013 - 2017





Year 10

100 Year 10 students completed Stage 5 over the 5 campuses in 2017. Students completed studies in

- English
- Maths
- HSIE
- Science
- PDHPE
- Financial Literacy

Enrolment Policy

Alesco Senior College is classified as a Special Assistance School due to its focus on assisting young disadvantaged and disengaged students. Therefore Alesco Senior College is also a selective school. Priority for placement is given to those students who meet the selection criteria and who demonstrate that they have the commitment to their future and their educational opportunities. All students who apply for enrolment at Alesco Senior College must undertake an interview before places will be offered. Parents are also asked to supply any supporting evidence to assist in the decision to offer a student a placement. This includes previous school reports, principal reports, referral agency reports and any medical or behavioural assessment reports that are available. Failure to provide these documents may prohibit the student from being offered a place at the school.

Wherever possible attention is given to gender balance within each year level, however the ratio of gender applying to positions does create some variation in this matter.

(Appendix 1)

Class Sizes

The average Alesco Senior College class size is 15. At the beginning of the year this may stretch to 17 to allow for those students who discover early that the placement is not suited to their needs. 2017 saw an increase in our class numbers due to the creation of our Tomaree Campus.

Year	No of Year 9 classes	No of Year 10 classes	No of Year 11 classes	No of Year 12 classes
2002	0	2	0	0
2003	1	2	0	0
2004	1	2	1	0
2005	1	2	1	1
2006	1	2	1	1
2007	1	2	SNR 1 - 1	0-1 remaining Yr 12 student managed individually



2008	1 – in semester 2	2 – combined into 1 class in Semester 2	1 (Senior 1)	1 (Senior 2)
2009	1 – in semester 2	2 – combined into 1 class in Semester 2	1 (combined into Seniors)	1 (combined into Seniors)
2010	1 – in semester 2	2 – combined into 1 class in Semester 2	1 (combined into Seniors)	1 (combined into Seniors)
2011	1 – in semester 2	2 – combined into 1 class in Semester 2	1 (combined into Seniors)	1 (combined into Seniors)
2012	1 – in semester 2	2 – combined into 1 class in Semester 2	1 (combined into Seniors)	1 (combined into Seniors)
2013	0	1	2 (combined into Seniors 1 and 2)	2 (combined into Seniors 1 and 2)
2014	0	1	2 (combined into Seniors 1 and 2)	2 (combined into Seniors 1 and 2)
2015	1	3	2 (combined into Seniors 1 and 2)	2 (combined into Seniors 1 and 2)
2016	2	5	2 (combined into Seniors 1 and 2)	2 (combined into Seniors and 2)
2017	3	6	3 (combined into Seniors 1 and 2)	2 (combined into Seniors 1 and 2

Student Policies

In addition to the School's mission and goals, the School aims to protect students from any sort of harm. The following policies of the Alesco Senior College, indicates the School's commitment to student welfare in addition to the Child Protection Legislation.

Alesco Senior College is committed to:

- Providing a safe environment for students;
- Preventing harm to a student in any form within the school;
- Dealing seriously with any reports that a student is at risk of harm in a prompt and appropriate manner;
- Educating students concerning their rights and equipping them with appropriate skills for avoiding and reporting uncomfortable or abusive situations;
- Preventing harm to a student in any form within the school;
- Training staff to recognise and appropriately deal with and report situations where a student may be at risk of harm.



Anti-Bullying

All students of Alesco Senior College are made aware of their rights and responsibilities with regards to the issue of harassment, bullying and violence. It is against the law to harass any other person in relation to their age, race, sexuality, culture, religion, marital status or gender, appearance or disabilities.

Insults and harassment related to these things are a form of bullying and violence and will be handled in the same way as physical violence, and not tolerated. This applies to both the classroom, the school grounds and where applicable off school grounds.

Students are made aware that all staff at Alesco Senior College take any form of harassment and bullying behaviour very seriously and that they, the student, have every right to feel safe and supported in our school environment therefore coming forward with any concerns they may have around these issues, either for themselves or for another student, is considered by the staff as being a positive decision and one that will be listened to and actioned by the Principal.

Discipline

Any student who is believed to be in breach of the discipline policy or is displaying continual offensive behaviour may be subject to actions under the discipline policy.

A student commits a breach of discipline if the student does any of the following:

- (a) Assaults or threatens to assault another person,
- (b) Engages in any offensive conduct or any unlawful activity,
- (c) Removes, damages or uses any property of the School or Auspicing Body without having permission from the organisation or a member of staff,
- (e) Obstructs a member of staff in the performance of the member's duties especially where this may raise safety concerns,
- (f) Repeatedly and willfully disobeys or disregards an order or direction of a member of staff, including a direction regarding appropriate behaviour or safety,
- (g) Repeatedly commits or engages in any dishonest or unfair act in relation to an examination or other form of academic assessment,
- (h) Repeatedly discriminates against a person on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability, or religion,
- (i) Incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of the age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability, or religion of the person or members of the group,

Conduct does not cease to be a breach of discipline merely because it takes place elsewhere than on the premises of the School.



Complaints and Grievances

- Students have the right to complain or report any misgivings at any time.
- Matters concerning the classroom will be dealt with by the teacher in charge of that class.
- For issues concerning the teacher the matter will be handled by the Head Teacher.
- For matters involving the Head Teacher the student will make their complaint to the Principal.
- For complaints regarding the Principal, an appropriate external source will need to be identified.

The School has a series of full statements/policies and procedures as follows:

- Working with Children Check Applying to Guest Speakers and Volunteer Workers Policy
- Mandatory Reporting Requirements of Alesco Senior College Staff Policy
- Role of Staff in Child and Young Persons Care and Protection Policy
- Duty of Care Policy
- Reporting Suspicion of Risk Significant Harm to CS Procedure
- Reasonable Suspicion of Risk of Significant Harm to a Student Policy
- Staff Code of Conduct Policy
- Staff Relationship to Students Policy
- Discipline Policy
- Request for Police Assistance

As well as the school's own policies and procedures, the WEA Policy & Procedures Manual incorporates the following related policies and procedures:

- Orientation and Induction of New Staff Policy
- Working with Children's Checks Policy
- Prohibited Employment Declaration Policy
- OH&S Procedures
- Staff Evacuation Procedure
- Occupational Health and Safety Policy
- Bomb Threats Procedure & Checklist
- Critical Incidents Policy
- Harassment Policy

All policies have a date of review and are endorsed by the Executive Team. The date is listed in the Policy. All staff/students/parents/carers are informed of any new or changed policy and procedure that is applicable to them.

The current version of the Enrolment policy was updated to reflect the new Student Management system (Accelerus) introduced into Alesco in 2017. Students were informed of the policy within their student enrolment pack. All staff have been inducted into the new procedures.

All Alesco Policy and Procedure manuals are available to staff and students at their request and are stored on internal drives.

Government Funding



The school receives funding from the Commonwealth Department of Education, Employment and Workplace Relations as a Special Assistance School. The NSW Department of Education also provides some funding on a per capita basis. In addition, we again welcomed funding from the NSW Association of Independent Schools to assist in the areas; Students with Special Needs and Literacy & Numeracy and minor capital works.

Revenue from these sources is principally used to pay for recurrent expenditure such as salaries and on-costs, teaching consumables and resources and general operating expenses.

Student Fees

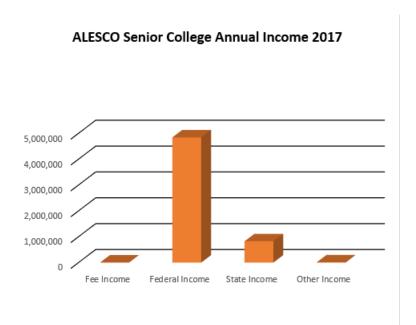
Alesco Senior College does not have compulsory school fees. We are committed to ensuring that all students have the opportunity to access educational opportunities regardless of financial status. We do have a voluntary resource fee for each student annually. These fees represent a very small amount of our overall income and we will continue to rely predominantly on government funds to support the education of our students.

YEAR 9 & 10 Resource Fee: \$60 annually

Year 11 & 12 Resource Fee: \$60 annually

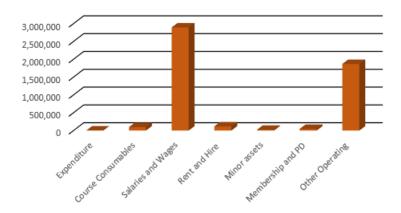


Annual Income 2017



Annual Expenditure 2017

ALESCO Senior College Annual Expenditure 2017





Targets Set for 2017

Item	Action
Increase Alesco	
Senior College	Investigate and prepare Business plans for a campus at Tomaree and the
student	development of HSC programs at existing campuses- Cessnock, Forster Tuncurry.
numbers in	Investigation of an alternate venue for Raymond Terrace Campus/ Cessnock
high demand	Campus
area	
Engage	Plan an open day to showcase ASC to community organisations, school leaders
Students more	and members of the public. Increase public awareness of the Alesco brand
strongly within	Increase promotion of ANZAC day ceremonies
community	More Puppet Performances.
	Whole schools Graduation to be opened up to Public representations.
SWELL	Engage students in more opportunities to study VET courses through WEA – Aged Care
	Actively seek out community programs for students to be involved in as part of
	their SWELL.
Excursion Take the Senior students on another trip. To take the Year 10 on an exc	
	that is more
Offering more In keeping with the idea of offering students more opportunities and	
HSC subjects education is relevant to the young people of ASC, we would like to offer	
	subjects in 2017 including
	Standard English; English Studies; Math's; Industrial Technology; Retail;
	Community and Family Studies; Visual Art; Senior Science; PDHPE; Sport and
	Leisure; Ancient History;
	Taking the opportunity of our association with WEA and providing students the
	chance to complete a VET course in Community Services.
Availability for	Day Students being permitted to elect subjects from the Flexible Delivery
all students to	program and vice-versa. This would allow students to have more access to
have access to	subject choice by ensuring that subjects are not doubled up within both the day
Flex Delivery	and Flex programs.
	All subjects offered at Alesco senior College to be available online by the end
<u></u>	2016.
Financial and	The further development – The ongoing expansion of the Alesco Café at all
Literacy	campuses. Nomination of ASC for a Financial Literacy Awards to promote and
Program	recognize the program. To employ a full time trainer to support students in
	other skills alongside the Financial Literacy program.



Targets Set for 2018

Item	Action
All campuses to	Provide clear messages and trust in the Alesco brand. Organise All In Campus
be culturally	days on regular basis.
consistent	
Develop high	Create a Community of Practice position with a full time facilitator to organise
levels of	regular internal PD training.
teaching and	
learning	
Increase	HSC expansion to our Raymond Terrace campus
student	
numbers to	Investigate new campuses across the Hunter and Mid North Coast regions
ensure more	
opportunities	
for more	
students to	
attend Alesco	
Financial	Staff and students to continue with the café programs and introduce Commerce
Literacy	for Year 10.
Programs	
Opportunities	Engage students in more opportunities to study VET courses through WEA in
for students to	Aged Care, Hospitality and Retail.
access	
qualifications	
within the	
Alesco Senior	
College	
Implement	Invest in an electronic system for processing student information and recording
better student	attendance which will reduce the time required for class teachers and
management	administration staff to consolidate relevant information. This is to be ready to
system	commence in 2018.
Review all	Develop a register of Policy and Procedures. This is to commencement in
Policies and	January to be completed by October 2018
Procedures	



Student, Staff and Parent Testimonies

In 2016 Alesco Senior College developed a Yearly magazine "Phoenix Rising" to give parent, student and teachers an opportunity to voice their satisfaction with Alesco Senior College and the impact on their lives. Below are examples of those testimonies.

Alesco is the best thing that ever happened to me.

Year 10 Students

I loved absolutely everything.
I actually get treated like I am a human.
I am proud that I have actually pulled
my head in and came to every class, not
leaving early actually doing my work.

ife! I have my life back.
I would be lost without this school and
wouldn't have cared about myself or my
future. I cant thank the teachers enough!

verything is so different compared to mainstream schools. Every teacher has given me the guidance and support that I needed. They sat and helped me get through each and every class.

Since the age of 5 I have been suspended from school consistently. I have always struggled with mainstream education due to the negative relationships with teachers. The Alesco teachers are like family to us.

oming to Alesco was the best thing that I could've done. Before Alesco, I was struggling with school dealing with bullies that I had known most of my life. They were meant to be my friends. My family had just gone through a major separation which was not the best of times. With Mum and Dad's divorce through to school, it was really hard to deal with mentally. I went home to arguments then wake up to bullies. I needed a change. The moment I arrived at Alesco was amazing!

nce I enrolled into Alesco, I knew it was going to be a good year. We can wear our own clothes, colour our hair, have facial piercing's. Look the way we want to look. I feel safe here and I look forward to getting out of bed to come to school. The teachers do as much as they can for the students. They know every student individually and how to handle every student in their own way.

I feel safe here and whenever I ask
satisfied. The teachers do as much as
sust teachers, they're like family.
I feel safe here and whenever I ask for help, my needs are always satisfied. The teachers do as much as they can for the students, and they aren't sust teachers, they're like family. They know every student individually and how to handle every student in their own way.
I'm so happy that I found a school that I actually look forward to getting out of bed for.
Thankyou, Alesco.

I have enjoyed Alesco because I found it easier than my past schools mainly because the teachers explain what they are teaching us better. I come to school more and actually enjoy it. I am proud that I was able to pass every subject.

The things I enjoy about Alesco is that the teachers talk to you like you're an adult and they are always there to help you. You can tell them anything. My attendance has changed when I started coming to Alesco.

Alesco brought me closer to happiness and friends. Life was hard, it still is, but Alesco makes it easier. I love my teachers and I love my school. I am so close to completing my HSC.

Why come to this school? Well, I come here because they are my family and this is my home. No matter what life throws at me, I know I will be ok. Alesco has taught me to achieve 2 certificates - this place has given me so much. Thank you for my future!



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Acknowledgements

Alesco Senior College is a registered and accredited non-government school specifically designed to support the needs of students who would be unlikely to find success in the traditional schooling environment. Under the auspice of WEA Hunter, an Adult and Community Education provider - the school has been operating in Newcastle since 2002. Since its inception the school has gone on to support hundreds of students find success through an education model which balances the needs of the young people with a solid academic program. It is formal school education in a non-institutional environment and for some young people this is the place they feel most comfortable in to complete school and find the confidence to move onto bigger and better things.

Alesco Senior College gratefully recognises the support of the:

NSW Department of Education and Communities

The Commonwealth Department of Education

NSW Association of Independent Schools

We also thank the WEA Hunter Foundation for its support in 2017 and countless other teachers, staff, friends and families, work placement hosts, politicians and community support workers.





www.weahunter.edu.au/alesco-senior

Proudly auspiced by

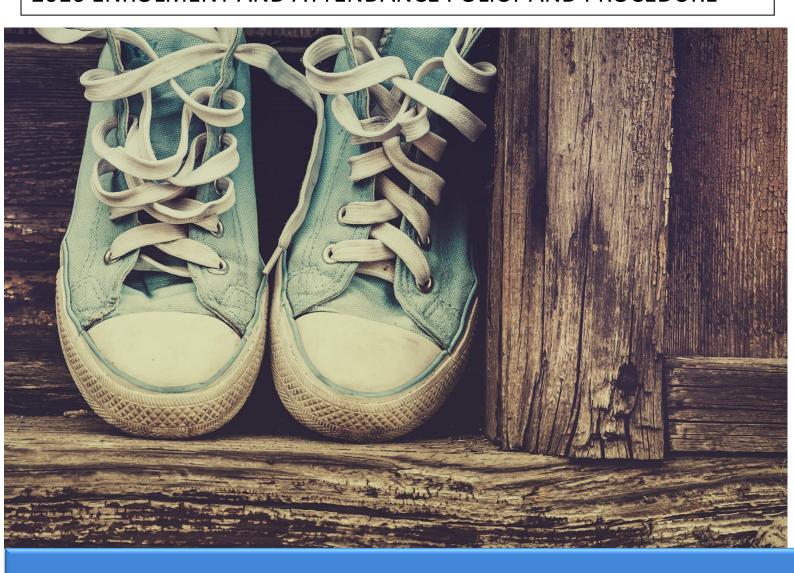




Appendix 1



2016 ENROLMENT AND ATTENDANCE POLICY AND PROCEDURE



Incorporating Campuses:

Alesco Senior College - Newcastle

Alesco Senior College - Raymond Terrace

Alesco Senior College - Cessnock

Alesco Senior College – Tuncurry

Alesco Senior College - Tomaree





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Title:

Alesco Senior College Student Management Policy and Procedure-

Enrolment Section 1 ENROLEMENT AND ATTENDANCE POLICY AND PROCEDURE

Date of Endorsement:

30/11/2016 Review Date: 30/11/2018

In all documentation the term 'Alesco' or 'the school' should be taken to mean Alesco Senior College and any or all of its campuses and operations. The term 'withdrawal' should be taken to mean expulsion unless in the context of students own choice to leave.

Review PanelThe School Principal and all Heads of Campuses are to be involved in the review of this policy

Rationale: The School is a school specifically designed to re-engage disenfranchised and 'at risk' young

people. As such enrolment principals and actions should be taken in the light of positive

action rather than a basis of elitism or exclusionary practices.

Scope: This policy relates to all campuses

Principles:

Alesco Senior Conege only offers education to students in Year 9 through to completion of HSC and aims to provide opportunities to young people, primarily aged 15-19 years, who are unable to complete their education within the traditional

school environment

• Each Campus of the school offers a unique program and may not be the same as the program offered at other campuses

Alesco Senior College only offers education to students in Year 9 through to

- Alesco is not always suitable to every young person and an individual case by case basis decision is made in regards to each students enrolment
- We provide case management to all students who are enrolled in the school but are not in a position to manage students who cannot operate within the adult learning environment
- In circumstances where a student's application for enrolment is not accepted the student and their parent/caregiver shall be contacted to provide the reason as to why.

1.1Application for Enrolment

All students who wish to enrol at Alesco Senior College must complete an 'Application for Enrolment Form'. See Related Document

No application will be accepted without this form.

The information in this form includes;

Policy



- a) Personal Details: (including proof of ID either through birth certificate or photo
 ID)
- b) Parent/ Guardian contact details, if aged under 18 at time of application;
- c) Current Living Arrangements;
- d) Emergency Contact details;
- e) Referral Details, if relevant;
- f) Assessment/ Support details: Including any reports from psychologist, psychiatrists, and counsellors;
- g) Medication, if relevant;
- h) Demographic Information: ATSI/ Indigenous, Disability etc;
- i) Date of application to Alesco
- j) Date enrolment with previous school ended + students destination if known
- k) Previous Education Details; e.g. reports from previous schools &/or Principal's demonstrating completion of Stage 4 mandatory requirements & commencement of Stage 5 (with particular reference to year 9) courses
- Other training or employment information
- **1.1.1** Applications which are submitted without the required supporting documentation may experience delays in processing. The submitting of an application does not constitute an agreement by the school to enrol the student.
- **1.1.2.** If at time of submitting an Application for Enrolment the School staff can see an obvious reason as to the unsuitability of the applicant, they will be contacted immediately and informed that the school is unable to accept the Application.

The Enrolment process

- Student Complete Application for Enrolment Form and submit this to the School with the required supporting documentation- Full disclosure is necessary to allow the School to make informed decisions about the student
- 2. The potential student and the parents will be invited to attend an interview
- 3. The interview is an opportunity to clarify expectations and ensure that the student and school are compatible. All latest and complete documentation must be provided at this interview.
- 4. The school will make a decision regarding a student's offer of a placement within 7 days of the interview. A student pack will be posted to the student
- 5. To accept the place offered, the students/parents/caregivers return the student pack signed with the school fee.
- 6. Once confirmed, an official start date is coordinated for the student.
- 7. Completed Application for Enrolment form with the support documentation is scanned and sent to Compliance for entry onto Accelerus and OnCourse
- 8. Manual roll taking is done until students are active on Accelerus.

1.2 Waitlist of Applications for Enrolment

Alesco campuses will keep a waitlist of Applications for Enrolment if campuses are at capacity. This waitlist will never exceed a reasonable number of applications to be processed.

1.2.1 When a position becomes available within the campus the waitlist will be the first point of reference.

Procedure



1.2.2 Contact with the first person on the waitlist shall be attempted to determine if the applicant is still wishing to be considered for a position within the school. If all reasonable attempts to contact the applicant have been made to no avail the school will move onto the next person on the waitlist.

Policy

1.3 Interview for Enrolment

All students who are applying for enrolment at Alesco Senior College must undergo an individual interview. This interview will be with the Head Teacher and the Student Welfare Officer

Supplementary Document 'Interview Sheet'

- **1.3.1** Students are welcome to bring a support person to the interview with them, however if the interview panel find that the support person is being obstructive to the process they may ask to speak to the student without the support person present
- **1.3.2** At interview students will be asked about their previous schooling experiences as well as their future plans. The interview panel will use their discretion to ask as many questions as necessary to determine the suitability of the applicant.
- **1.3.3** Students will be required to submit all outstanding documentation needed for their application/enrolment

Policy

- **1.3.4.** Each student who applies to the school is different and therefore their suitability cannot be predestined according to definite criteria. However we do try to prioritise places to students who fall within the following criteria:
 - Students who experience learning difficulties/disabilities, or whose schooling has been so disrupted that it impacts their educational progress to the equivalent of a learning difficulty or disability.
 - b) Students who have previously, who are currently, or who are at greater risk of experiencing adolescent **mental health issues** which affect their ability to engage meaningfully at school.
 - Students, who have previously, are currently or who are at greater risk of social disadvantage due to circumstances beyond their control. This includes serious family breakdown, trauma, isolation, living conditions etc
 - d) Students who are **age** appropriate for inclusion in the school.
 - e) Students who require a smaller school environment to assist in their academic achievement
 - f) Students who are at a financial disadvantage for inclusion into other support environments
 - g) Students from an ESL or ATSI background
- **1.3.5** Following the interview, the interview panel may still seek further information regarding the applicant prior to making a decision. All necessary steps will be made to undertake further information gathering in a timely manner. No student should be made to wait more



than 1 full week prior to knowing the outcome of the interview process.

- **1.3.6** Where concerns still remain in regards to the applicant's suitability for the program the school may ask the student to undertake a Literacy and Numeracy assessment to determine their current education levels.
- **1.3.7** Where a student has demonstrated that they have A student may be required to complete a student work pack prior to enrolment

1.4 Register of Enrolment

The register of The School student enrolments must be retained by the school and Compliance Unit, or in the event of a name change, retained by the governing body, for a period of five years before the register is archived.

- **1.4.1** The register of enrolment will be kept in electronic form accessible through either online Accelerus and through a network connection in the On Course program.
- **1.4.2** All Alesco staff will be provided with access to the student enrolment register, however, no changes can be made to the records unless directed by the Head Teacher or with supporting documentation by the student. In these circumstances these changes should only be made by the Compliance Unit.

Each student file is to identify;

- a) Date the student commenced with the school
- b) Date student officially ended with the school
- c) Any other significant information

1.5 Retaining student files

At the conclusion of the calendar year in which the student completed their enrolment with Alesco, the student file is to be closed, ensuring that all details regarding attendance, learning outcomes achieved and any correspondence from the school is included.

- **1.5.1** Hard copy student files are to be moved to archive boxes and moved to storage in the designated place, with the box clearly marked according to the archive register.
- **1.5.2** Records regarding student attendance, assessments and any notification or disciplinary actions taken must be stored on disk and as hard copy for a minimum of 7 years. Hard copies are to be kept on site. After this time has expired the records are to be destroyed

Policy

1.6 Withdrawal of Enrolment

There are two ways a student can be withdrawn from The School. These are



- 1. School decides to withdraw student
- 2. Student decides to withdraw from school.

1.6.1 Any student's withdrawal from the school must be finalised in writing. This should be done by use of the Student Withdrawal Form

The Student Withdrawal Form must be signed off by the Principal.

Completed Withdrawal Forms are to be scanned and sent to Compliance for processing.

School Withdrawal of Placement

Student withdrawal of placement, unless deemed warranted by the school due to a major incident which calls into question the safety of the student or other students and staff, will be the last step in a process that has allowed the student opportunity to make changes and the parents/guardian/caregivers the opportunity to take part in stakeholder meetings to assist implementation of interventions.

Policy

If the school deems it appropriate to withdraw a student's placement this must be advised to the student and their parent/ guardian in writing. This letter must include every student's right to appeal the Schools decision. This letter must be forwarded to the student by the Principals delegate – the Head Teacher of the campus from which the student was withdrawn. This letter should be completed within the shortest time possible after the decision to withdraw a student has been made. Please see Procedural Fairness Policy.

Student decides to withdraw from the school

If a student chooses to withdraw their placement at The School, they should forward a letter to the Principals Delegate – the Head Teacher of each campus. This letter should be filed with the students' personal file. Each student choosing to withdraw their placement needs to be notified that the position for their placement will be held vacant for 1 month for year 10 students and 1 fortnight for Senior students after their withdrawal.

Where the destination of a student who is below seventeen (17) years of age and who is no longer attending The School in unknown the school shall contact a Department of Education & Training Officer with home school liaison responsibilities, and inform them of the student's withdrawal from our program. The school will also provide the DET HSLO of the student's name, age and last known address. This contact with the DET HSLO shall be marked in the students file prior to the file being closed. This contact should be made using the Student Withdrawal <17yrs form

Policy







Title

Student Management Policy and Procedure- Attendance Section 2.

Date of Endorsement: 30/11/2016

Review Date:

30/11/2018

In all documentation the term 'Alesco' or 'the school' should be taken to mean Alesco Senior College and any or all of its campuses and operations.

Review Panel The School Principal and all Heads of Campuses are to be involved in the review of this policy

Rationale: The school's policy aims to assist all students attend school on a regular basis and participate productively

whilst they are at school.

Scope: This policy relates to all campuses

Principles: The School is a school specifically designed to re-engage disenfranchised and 'at risk' young people. As

such the attendance policy and procedures of the school and actions generated by them should be taken in

the light of positive action rather than a basis of disciplinary or exclusionary practices.

Regular attendance at school is essential if students are to maximise their potential. Campuses, in partnership with the students and their support people, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children,

school staff, as a part of their duty of care, monitors part or whole day absences.

The Education Act (1990) (Section 24) requires that attendance registers (rolls) be maintained in a form



approved by the Minister. These may be either manual or electronic rolls.

2.1 Responsibilities

Policy

Parents are responsible for:

- i. enrolling their children of compulsory school age in a government or registered non-government school or registering them with the Board of Studies NSW for home schooling;
- ii. ensuring that their children attend school regularly;
- iii. explaining the absences of their children from school promptly and within seven days to the school;
- iv. taking measures to resolve attendance issues involving their children.

The responsibilities of school staff

- i. School staff are responsible for supporting the regular attendance of students by:
- ii. providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- iii. recognising and rewarding excellent and improved student attendance;
- iv. maintaining accurate records of student attendance;
- v. implementing programs and practices to address attendance issues when they arise;
- vi. providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

The principal or the delegated authority of the principal (Head of Campus) is responsible for ensuring that:

- i. students are enrolled consistent with the Alesco Senior Colleges enrolment policy;
- ii. attendance records are maintained and are an accurate record of the attendance of students;
- iii. staff record accurately the attendance of each student in each lesson when lessons are conducted in a number of locations;
- iv. all attendance records including details of transfers and exemptions are accessible to the Principal of Alesco Senior College and to the Board of Studies Inspector;
- v. documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- vi. They should provide strategies for encouraging good attendance and establish structures and procedures that support teachers in addressing issues of student non-attendance;
- vii. school staff are trained to implement school attendance policies and procedures and that personnel with delegated responsibility for maintaining attendance records are supervised;
- viii. students and interested caregivers are regularly informed of attendance requirements;
- ix. all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- x. retain records of written, electronic and verbal explanations from parents. If teachers receive verbal explanations from parents, they should record, sign and date the explanation;



Policy

2.2 Electronic Attendance Register

All campuses are required to monitor regular attendance and to ensure that records are current, accurate and accessible.

2.2.1

School attendance records must include:

- 1. Register of enrolment to be retained permanently
- 2. Written notes, records of verbal explanations and records of electronic explanations for absences from parents. This advice is to be retained for two years from the date of receipt
- 3. Attendance Register (roll), to be retained for three years. In a case where a student has an accident requiring an accident report, all attendance records should be retained until the year the student reaches the age of 25 years
- 4. a record of the attendance at each lesson, to be retained until the end of the school year
- 5. Information detailing a student's absences each year, kept on the student's file until seven years after the student has left. In the case of a student who has had an accident necessitating an accident report, the record should be retained until the student reaches the age of 25 years

2.2.2

Registering the attendance of students

- 1. The Education Act (1990) (Section 24) requires that attendance registers (rolls) be maintained in a form approved by the Minister. These may be either manual or electronic rolls
- 2. Attendance registers (rolls) must be maintained on all days on which the school is open for instruction including school sports days, excursions and similar events
- 3. Attendance information must be recorded electronically on Accelerus.
- 4. Manual attendance registers must be maintained for new students and then transferred to Accelerus once Compliance have entered the student information.
- 4. Principals may delegate responsibility to staff for the maintenance of the attendance register (rolls).
- 6. All staff to be trained in attendance codes.
- 5. Only the approved codes listed in the Attendance Register Codes are to be used.

Procedure

Marking attendance Procedure

- 1. Rolls accessible on Accelerus on a weekly basis.
- 2. Count any absences of 3 hours or longer duration as a full day's absence.
- 3. All notes should be given to Alesco Administration for scanning and sending to Compliance.



- 4. Early departure is to be noted in class roll with absence notes given to Alesco Administration for scanning and sending to Compliance.
- 5. Rolls to be checked for completion by Head Teacher on a weekly basis.

Attendance Register Codes

The following attendance register codes are to be used to record the explanation of student absence and are counted for statistical purposes

The symbol 'X' is to be used for the first and last day that the student attended for each term.

Schools must use the following symbols to record an absence or variation in attendance, *in addition to* the appropriate attendance register code shown on the following pages.

Symbol	Meaning	Notes
а	The student was absent for the whole day	
Pa	The students was late or was absent for part of the day. The time of arrival or departure must be recorded	
A	The student's absence is unexplained or unjustified. This symbol must be used if no explanation has been provided by parents within seven days of the occurrence of an absence or the explanation is not accepted by the principal	To be also used if the princip does not accept that an absence (e.g. for extended leave/travel during school term) is in the student's bes interests and that the reaso is unjustified.
	It is at the principal's discretion to accept or not accept the explanation provided.	
S	The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases:	
	- a medical certificate is provided or	
	 the absence was due to sickness and the principal accepts this explanation. Principals may request a medical certificate in 	



	the explanation is doubted, or the student has a history of unsatisfactory attendance.	
L	An explanation of the absence is provided which has been accepted by the principal. This may be due to: - misadventure or unforeseen event - participation in special events not related to the school - domestic necessity such as serious illness of an immediate family member - attendance at funerals - travel in Australia and overseas - recognised religious festivals or ceremonial occasions.	Note that this code is to be used if the reason for the absence (e.g. extended leave/travel) is accepted by the principal. The principal may consider an Application for Extended Leave/Travel from parents, and provide a Certificate for Extended Leave/Travel, if approved.
Е	The student was suspended from school	

Procedure

Attendance Register Codes – Variation in attendance

Only the following attendance register codes must be used to record a variation in attendance – they are **not** counted as an absence for statistical purposes. In addition to recording the reason for a variation in attendance, the duration of the variation must be recorded.

Symbols to be used for explanation of student absence		
Symbol	Meaning	Notes
M	The student was exempted from attending school and a Certificate of Exemption has been issued by a delegated officer.	
F	The student is participating in a flexible timetable and not present because they are not required to be at school. This could include participation in: -Best Start Assessments -Trial or HSC examinations -VET courses	The code should be used in independent schools for students attending external tutorial centres and other programs that are school authorised.



В	The student is absent from the school on official school business. This symbol is recorded where the principal approves the student leaving the school site to undertake, for example:	Note that where the "B" code is used for sport, it is only when the student is representing the school at state and national events. If this is not the case, then an Exemption from Enrolment should be considered.
	- work experience	snould be considered.
	- school sport (state and national events)	
	- school excursions	
	- student exchange	
Н	The student is enrolled in a school and is required or approved to be attending an alternative educational setting on a sessional or full time basis.	In most cases this code will only be used by government schools, with the exception of students from nongovernment schools attending hospital schools.
	The symbol is recorded where a student accesses education settings separate to their mainstream school such as: - tutorial centre and	The "F" code, not the "H" code is to be used by independent schools for students attending external tutorial centres and programs that are school
	programs authorised.	authorised.
	- behaviour schools	
	- juvenile justice	
	- hospital schools	
	- distance education	

2.3 Activities Off site – Excursions or Camp

Whenever a class is conducted at a site other than the school site, attendance must be recorded by the staff member supervising the excursion. This must be completed at the commencement and completion of the excursion. Staff must inform the school of students that are deemed absent. [Ask Head Teachers for procedure]

2.4 Activities Off Site - Work Placement

In all cases of students on work placement from Alesco Senior College, the Head Teacher or delegated authority of each campus should obtain an accurate record of student attendance at other sites at the conclusion of each day



Policy

2.5 Contacting parents/caregivers in the case of unexplained absences

The principal's delegated authority will undertake all reasonable measures to contact parents promptly concerning any unexplained absence. Contact with the parent may be made either by telephone, email or SMS text message, if a prearranged secure address has been provided.

- **2.5.1** The principal or an authorised person will ensure that where absences are recorded within seven days of the occurrence of the absence, the hard copy roll should not be amended.
- **2.5.2** There may also be situations due to the nature of the school location or the attendance record of particular students where further attendance monitoring may need to be implemented

2.6 Approvals for Absences/ Exemptions for students of compulsory school age

Certificates of Exemption from the compulsory education requirements of the Education Act may be granted by a delegated officer, namely the Principal, when it has been clearly demonstrated by the applicant that an exemption is in the student's best interests in the short and long term and that alternatives to exemption have been considered. For example, in some cases, application for Distance Education may be more appropriate than seeking an exemption from school attendance.

- **2.6.1** Unless otherwise deemed appropriate School Exemption should not be approved in the case of students who have been the subject of a Community Services report or Child Wellbeing Unit report and for whom unresolved issues concerning a risk of harm remain. A risk assessment should be conducted to identify and manage the issues.
- **2.6.2** Applications for exemption from school attendance must be made in writing. In exceptional circumstances, an oral request can be made to the Principal or Delegated Authority, seeking assistance in completing an application for exemption from school attendance. Procedural fairness must be accorded to an applicant for an exemption.
- **2.6.3** Exemptions from school attendance cannot be granted retrospectively, application for said exemptions must be made in advance of the proposed leave.
- **2.6.4** The power to exempt students for periods **more than 50 days** in a 12 month period currently remains with the Minister. Applications should be forwarded through the Association of Independent schools
- **2.6.5** The delegate (Principal) can cancel the Certificate of Exemption where they identify circumstances that they believe warrant this action. For example, where the conditions attached to the exemption are not being met, e.g. should exemption be granted for the purpose of participating in an extended work placement and it is discovered that the young person is no longer attending agreed placement.
- **2.6.6** Should a student/parent /guardian wish to appeal against a decision made by the delegate (principal), the appeal would go to the delegate above the decision maker, the Chairperson of WEA Hunter Board of Directors.

Also the principal must ensure that:



- The original Certificate of Exemption must be provided to the parents.
- A copy of the Certificate of Exemption must be attached to the student's record, along with any supporting documentation, e.g. medical certificates etc.
- They themselves have retained a copy of the signed Certificate of Exemption in their official school records, along with copies of any supporting documentation, e.g. medical certificates etc.

2.6.7 The Principal or Delegated Authority may grant:

- sick leave to students whose absences are satisfactorily explained as being due to illness (Attendance Register Code 'S')

part-day exemption from school attendance for periods totalling up to 50 days in a 12 month period for any one student (Attendance Register Codes 'M' and 'Pa'). In the case of the Delegated Authority – this decision should be made in consultation with the Principal.

The Principals Delegated Authority may record up to 5 days in a school year for students of compulsory school age who have provided an explanation of the absence which has been accepted by the Delegated Authority or Principal (Attendance Register Code 'L').

This may be due to:

- misadventure or unforeseen event
- participation in special events not related to the school
- domestic necessity such as serious illness of an immediate family member
- attendance at funerals
- recognised religious festivals or ceremonial occasions.

2.6.8 The Principal may grant

- an exemption from school attendance for periods totalling up to 50 days in a 12 month period for any one student (Attendance Register Code 'M')
- an exemption from school attendance for students wishing to participate in employment in the entertainment industry or participation in elite sports events for periods totalling up to 50 days in a 12 month period for any one student
- **2.6.9** The Principal may allow up to 15 days in a school year for students of compulsory school age who have provided an explanation of the absence which has been accepted by the Delegated Authority or Principal (Attendance Register Code 'L').

This may be due to:

- misadventure or unforeseen event
- participation in special events not related to the school
- domestic necessity such as serious illness of an immediate family member
- attendance at funerals
- recognised religious festivals or ceremonial occasions.

In all the above circumstances the approval by the Principal for these items should be in writing and held on the students file.

Policy

2.7 Approvals for Absences for students NOT of compulsory school age

Additional days for students not of compulsory school age may be recorded at the Delegated Authority's or Principal's discretion.

(Attendance Register Code 'L').



This may be due to:

- misadventure or unforeseen event
- participation in special events not related to the school
- domestic necessity such as serious illness of an immediate family member
- attendance at funerals
- recognised religious festivals or ceremonial occasions.

Policy

2.8 Declining Explanations for an absence

Principals or the Delegated Authority may decline to accept as satisfactory an explanation for an absence. The parent/ caregiver should be advised in writing that the explanation has not been accepted and a reason for the decision provided.

- **2.8.1** Principals may request medical certificates or other documentation when absences explained as being due to sickness are frequent or prolonged. Medical certificates are not sacrosanct documents.
- **2.8.2.** Where principals have concerns about medical certificates being produced for absences, they can ask the parent to request that the doctor write on the certificate the statement 'this child is unfit for school' with specified dates included.
- **2.8.3** Where principals have ongoing concerns, they can request the parents' consent to contact the doctor. If the request is denied, or if the principal is still not satisfied with the reason for absence, they can record the absence as 'unjustified'. (Attendance Register Code 'A')

Policy

2.9 School Attendance Records Requirements

School attendance records must include:

- An Attendance Register (roll) to be retained for seven years.
- Notes and records of verbal explanations for absences from parents. This advice is to be retained for seven years from the date of receipt;
- In a case where a student has an accident necessitating an accident report, all attendance records should be retained until the year the student reaches the age of 25 years.
- The student's enrolment record detailing the number of absences each year must be retained for seven years after the student has left. In the case of a student who has had an accident necessitating an accident report, the record card should be retained until the student reaches the age of 25 years.
- Manual and electronic rolls must reflect the highest professional standards.
- Attendance registers (rolls) must be maintained on all days on which the school is open for instruction, including school activity days, excursions and similar events.
- The exception method (marking absences only) is to be followed by all campuses. Only the codes listed in the NSW Attendance Register Codes are to be used.
- School attendance must be recorded on the attendance register (roll) early in the class period.
- Students involved in off-site activities endorsed by the school must not be marked as absent.
- In the case of late arrival or early departure, the precise times of arrival or departure must be recorded with the relevant attendance code
- Attendance information must be recorded on the approved manual roll, on a daily basis. Staff
 responsible for maintaining attendance registers must be acquainted with requirements of this



document and correct procedures.

Policy

2.10 Electronic attendance registers (rolls)

Electronic attendance records are entered and maintained on Accelerus.

- **2.10.1.** In the case of late arrival or early departure, the precise times of arrival or departure must be recorded with the relevant attendance code.
- **2.10.2** Where an alteration is necessary on an electronic attendance register, adjustments are to be made and saved on Accelerus.

Policy

2.11 Manual attendance registers (rolls)

Manual attendance registers are to be used for new students not yet entered on Accelerus and when the electronic system is not working.

Codes to be used on manual attendance registers are found at Appendix A. Additional codes must not be used. Supplementary comments regarding absences may be made in the 'notes' column, if required.

- **2.11.1** In the case of late arrival or early departure, the precise times of arrival or departure must be recorded with the relevant Attendance Register Code.
- **2.11.2** The teacher or other nominee of the principal, responsible for maintaining a manual attendance register, is required to sign the register each day in the place indicated. The principal (or authorised delegate) should endorse the register at least once a term.
- **2.11.3** Where an alteration is necessary on a manual attendance register, a line is to be ruled through the existing entry and the correct entry made above. Correction fluid must not be used.
- 2.11.4 Special circumstance registers

Attendance registers must be maintained each day the school is open with the exception of:

- days on which there is part or full day industrial action involving teachers
- approved staff development days
- days on which the school is inaccessible due to natural occurrences such as fire or flood.

Special circumstance registers should:

- specify the dates and times of the variation
- indicate the reason for the variation
- list students attending on that day
- be signed by the teacher maintaining the register
- be permanently attached to attendance registers (rolls).



2.12.6 Electronic attendance registers (rolls) should have the facility to display a 'Special Circumstances' (or similar) message on these days. A similar notation must be made on hard copies of electronic attendance registers regarding other reasons for maintaining a special circumstance register (e.g. industrial action or school closure due to fire or flood).

Absences on these days are not to be recorded or counted as absences for statistical purposes.

2.11.7 Senior students participating in flexible timetables

The attendance of senior students participating in flexible timetables must be recorded in the same manner as other students. However, scheduled days or periods of non-attendance must not be marked as absences. The symbol noted in the Attendance Register Codes, 'F', regarding timetabled days or periods of nonattendance should be used.

The scheduled non-attendance of senior students participating in flexible timetables is not recorded as an absence for statistical purposes.

Policy

2.12 Security of attendance registers (rolls)

Electronic Registers (rolls) are stored in a secure location within Accelerus which is only accessible by Alesco teachers, Administration and IT Helpdesk.

- **2.12.1** The loss of a manual attendance register (roll) is a serious occurrence and must be reported immediately to the immediate supervisor. A new manual register (roll) should be commenced immediately. Attendance information referring to absences on occasions prior to the commencement of the new register must not be included.
- **2.12.2** A notice signed by the Delegated Authority or Principal must be attached to the new register (roll). The notice must state the period for which the original register was a record of student attendance (eg 1 February 30 March, 2009) and the date from which the replacement register (roll) commences.
- **2.12.3** At the end of each school year the principal must ensure that the electronic attendance register (roll) and attached special circumstance registers are preserved as a complete record of students' absences for that year.

Policy

2.13 Students who are exempted from school

The appropriate symbol for exemption is to be used when the absences are the result of students being exempted from attending school (see Attendance Register Code 'M'). This symbol is to is be used only for the duration of the exemption and must not be applied to students who fail to return to school following the exemption period.

2.13.1 The absences of students who have been exempted from school are not counted as absences for statistical purposes.



Policy

2.14 Students who are not in attendance at school in accordance with Alesco Senior College Disciplinary Policy and Procedures (Suspension and Expulsion)

The appropriate Attendance Register Code symbol for suspension ('E') is to be used to denote the absences of students whilst on suspension. This symbol is to be used only for the duration of the suspension and must not be applied to students who fail to return to school following the suspension period. In such cases, the student's absence would be unjustified and recorded accordingly. (See Attendance Register Code 'A'

2.14.1. The absences of students who are suspended are counted as absences for statistical purposes.

Policy

2.15 Supporting the Regular Attendance of Students at School

Where a student is absent for one day of school – the Head Teacher will delegate a staff member to consult the student the following day regarding their absence and evidence of absence.

- **2.15.1** Where a student is regularly absent for part of the day the Head Teacher may refer the student to the Student Welfare Officer to establish an appropriate attendance improvement plan. *See Alesco Senior College Student Re-engagement Policy and Procedure.*
- **2.15.2** Where a student has been absent for 3 consecutive days the Head Teacher or Student Welfare Officer or delegated authority will make contact with the student or their parent to establish a timeframe of expected return. See Alesco Senior College Student Re-engagement Policy and Procedure.
- **2.15.3** For each day the student is absent with no contact over 3 days and up to 2 weeks the Head Teacher or Student Welfare Officer will attempt to make contact every other day with the student or their parent to establish a timeframe of expected return
- **2.15.4** After 2 weeks the Head Teacher will send a letter home to the student informing them of the need to make contact with the school.
- **2.15.5.** For students in Stage 6 following 4 weeks absence from school the student's enrolment will be deferred until further contact is made with the school
- **2.15.6** For students in Stage 5 following 6 weeks absence from school the student's enrolment will be deferred until further contact is made with the school
- **2.15.7** Parents are legally responsible for the regular attendance of students at school. Principals and school staff, in consultation with students and their parents, will usually be able to resolve problems of non-attendance. While parents can be reminded of their legal obligations under the Education Act (1990) the welfare of the student must be the focus of this consultation.
- **2.15.8** During school hours, an authorised person or police officer may approach a student who is apparently of compulsory school age, and who is apparently not in attendance at school. They may request



the student's name and home address and the name and address of his/her school. They may approach a student who is accompanied by an adult.

2.15.9 A police officer or authorised person, in the company of a police officer may accompany the student to his or her home, or to the school, to verify the information provided. Under this authorisation, police have no power of arrest, detention or physical restraint.

The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences.

Resolution of attendance difficulties may require a range of additional school based strategies including:

- support from school based personnel
- student and parent interviews or placement reviews;
- reviewing the appropriateness of the student's educational program or school placement;
- development of a school-based attendance improvement plan;
- · referral to the school counsellor or outside agencies;

2.16. Early Intervention Policy

Policy

Encouraging attendance is a core responsibility and belief of Alesco Senior College. Early Intervention Policy is designed to reduce poor attendance and decrease the number of students who do not complete their HSC.

- **2.16.1.** Where a student is absent from school and we have not received any verbal or written communication from them or their parent/carer then we will initiate a first day contact. This means making a determined and sustained effort to respond to unexplained absence on the first day of absence usually through a telephone call by a member of staff.
- **2.16.2** Our school policy certainly takes individual situations into account, such as health issues, but in general, once a student misses more than 5 days of school within a fortnight without approval from the Head Teacher, that student is placed in an intervention;
- **2.16.3.** Alesco Senior College will provide an intervention program for students who are struggling to attend school. The structure of the program will consist of intervention sessions held monthly throughout the year to share information concerning a student's attendance. These sessions will include Student; Parent/carer; Student Welfare Officer and Head Teacher.
- **2.16.4** If more school days are missed from this point forward, the students may be withdrawn from the program or not be able to proceed from Preliminary to HSC

An important part of the Early Intervention Policy is to offer help or assistance to students with problems that may interfere with a student's attendance

Procedure	Step	Action	Who
	Generate rolls	 Rolls generated on a Friday afternoon ready for Monday morning. 	Administration Officer
		2. Rolls given to Group Leaders.	



1. Teachers to keep accurate rolls in line with the 2012 implementation of the new NSW Attendance Registe Codes. See pg. 26	ALC Teachers er	
2. Teachers to provide comments in the comments box provided, where necessary.		
3. Teachers to place any student absentee notes in roll or direct notes to Admin Officer	folder	
$4.\mathrm{Teachers}\mathrm{MUST}\mathrm{initial}\mathrm{each}\mathrm{period}.$		
$1. \label{eq:continuous} \begin{tabular}{ll} 1. \begin{tabular}{ll} Teachers to check back over roll last thing on each afternoon to ensure no missing marks etc. \end{tabular}$	ALC Teachers	
2. Teachers to hand rolls to Head Teacher for Check/Change/Signing		
Head Teacher to note any students who require ALC Head Teacher attendance follow up.		
2. Head Teacher to sign off to acknowledge rolls have be checked	een	
3. Head Teacher to pass rolls onto Administration Office a daily basis	er on	
$1. \ \text{Admin Officer reviews absentee notes and amends reapplicable}.$	olls as Administration Officer	
1. Admin Officer inputs absence data into Excel	Administration Officer	
$1. \ \text{Admin Officer generates absence report from for Ass} \\ \text{Head Teacher}.$	istant Admin Officer	
	_	
$1. \ \mbox{Admin Officer files rolls into appropriate grade ALC} \\ \mbox{attendance folder in term/week order}.$	Administration Officer	
2. Admin Officer files absentee notes into individual stufiles	dent	
_		
$1. \ \text{At the end of each term Admin Officer prints off} \\ \text{ attendance summaries for each student}$	Administration Officer	
2. Admin Officer files in individual student files.		
edures		
- · · · · · · · · · · · · · · · · · · ·	All ALC staff	
-	Head Teacher	
scussion is held around the patterns inherent on the attendance, with the SWO sharing possible insight	Student welfare Officer	
	implementation of the new NSW Attendance Register Codes. See pg. 26 2. Teachers to provide comments in the comments box provided, where necessary. 3. Teachers to place any student absentee notes in roll to or direct notes to Admin Officer 4. Teachers MUST initial each period. 1. Teachers to check back over roll last thing on each afternoon to ensure no missing marks etc. 2. Teachers to hand rolls to Head Teacher for Check/Change/Signing 1. Head Teacher to note any students who require attendance follow up. 2. Head Teacher to sign off to acknowledge rolls have be checked 3. Head Teacher to pass rolls onto Administration Office a daily basis 1. Admin Officer reviews absentee notes and amends reapplicable. 1. Admin Officer inputs absence data into Excel 1. Admin Officer generates absence report from for Ass Head Teacher. 2. Head Teacher creates a student attendance check to Student Welfare Officer, Teachers & individual studes so to monitor their own attendance. 1. Admin Officer files rolls into appropriate grade ALC attendance folder in term/week order. 2. Admin Officer files absentee notes into individual stufiles 1. At the end of week Admin Officer generates the abserecord from School Pro and files in the attendance for as a cover note to the rolls. 1. At the end of each term Admin Officer prints off attendance summaries for each student	

(without breaching confidentiality) into patterns



Major attendand	e concerns and/or concerns for welfare		
Immediate concerns – 3 day absence	 Should a student be away for more than 3 days the SWO is responsible for contacting home to check on students welfare and whereabouts 	Student Welfare Officer	
	Using the schools mobile phone send a text message to both student & identified parent/guardian regarding 3 day absence		
	3. SWO to diarise all phone contact		
Unable to contact or phone disconnected	 Should the SWO be unable to contact a student and continue to have no contact with that student for a week the Head Teacher is responsible for issuing said student with a letter of concern and whereabouts and offers them a period of time (usually 7 working days) in which to contact the school 	Head teacher	
	2.To ensure all stakeholders are aware of the schools concern a copy of same letter to also be sent to identified parent/guardian		
	HT to diarise & attendance tracker model – common drive		
Minor atten	dance concerns and follow up procedures		
Slight	$1.\mathrm{Should}$ a student have dropped between $85-80\%$	Head Teacher	
Attendance drop	attendance and has offered no legitimate reason, GL is responsible for issuing a verbal warning to the student, allowing the student 1 week to rectify the problem	Allowing student opportunity to rectify problem without major	
	HT to diarise & attendance tracker model – common drive	intervention	
No change to	1.Should a student not make observable changes within	Head Teacher	
pattern	said week and still remain between 85 – 80% or has dropped below 80% attendance and has offered no legitimate reason, HT is responsible for issuing a verbal warning to the student, allowing the student 1 week to rectify the problem prior to moving to official written warning	Allowing student opportunity to rectify problem without major intervention	
	HT to diarise & attendance tracker model – common drive		
No change to pattern	1. Should a student not make observable changes within said week and still remain between 85 – 80% or has dropped below 80% attendance and has offered no legitimate reason, Head Teacher is responsible for issuing a written warning to the student, allowing the student 1 week to rectify the problem prior to moving to	Head Teacher	
	official contract phase	Still encouraging student to rectify problem	

2. A copy of this written warning is also to be sent to

clarification

identified parent/guardian to ensure they are aware of

should there be no change. Parent/guardian is invited to contact the school should they require further

the schools concerns & the next level of intervention

Still encouraging student to rectify problem however school now deems it important to invite parental/guardian support around the issue.



3. AHT to diarise & attendance tracker model – common drive

No change to pattern and further drop

- Should a student not make observable changes within said week and still remain between 85 – 80% or has dropped below 80% attendance and has offered no legitimate reason, Head Teacher is responsible for issuing an attendance contract.
- 2. Attendance contract has a parent/guardian sign off section and must be taken home for parent/guardian to read and sign
- 3. HT to diarise & attendance tracker model common drive
- 4. Attendance contracts may be enacted for a period of 1 term and offer students stronger boundaries and guidelines to follow to assist them in maintaining attendance and overall communication with the school.

School has now deemed it important to clarify further the boundaries and expectations around attendance to ensure the student finds success and also encourages further parental/guardian support.