



2012 Annual School Report

Key College, Redfern

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Principal's Message

This year Youth Off The Streets celebrated its 21st anniversary. We have opened our fully registered and accredited high school Craig Davis College near Wollongong. The new school will cater to students from Wollongong and the South Coast region. We now have a total of four high schools with an additional campus for Key College. Our Key College, Macquarie Fields campus closed and the students and staff were relocated to our new school, EDEN College. I mention this as it is a solid recognition of the growing need for the schools to continue to assist young people in and around Sydney. Many of the students are referred through community and government organisations. Families and young people themselves also refer directly to enrol throughout the year.

On behalf of Youth Off The Streets, I had the honour of being presented with the National Award for Teacher Excellence. This recognition by NEiTA (National Excellence in Teaching Awards) is a wonderful reflection of the dedication and commitment of the whole inspirational, educational team. Additionally, several staff members work towards nationally recognised teacher accreditation. Staff are constantly improving their own professional excellence so as to ensure that they teach the students at the highest possible level. Every lesson in every classroom is filled with student centred, engaging activities.

This year we were delighted to be successful in our application for funding under the Government Chaplaincy grants. Two of our schools were able to employ a part-time worker to assist the students in a "holistic well-being" program. Student's families and community have welcomed this funded position and we have seen how effective it is to have this person within the school community.

This year we have designed and offered each school an optional uniform for students and staff to wear when they are representing Youth

Off The Streets in the community. These are easily identified for each school by the different uniform colours.

2012 was also the first year that we were able to offer a class specifically for Aboriginal students. Additionally, we have a full-time Aboriginal Youth Worker employed solely to assist the students of this class. Together with the Aboriginal Services Deputy Director and the Aboriginal Services Team, we are now striving towards "Closing The Gap" and improving educational outcomes for all Aboriginal students.

Each year Youth Off The Streets relies heavily on Corporate and Philanthropic support. This provides us with many opportunities throughout the year for real "hands on" experiences through 'Work Ready' workshops. The students appreciate the variety in learning and the valued friendships that form. Several of the students are then mentored through these partnerships. Students and staff are indebted to the continued partnerships and it is anticipated that they will continue to be very beneficial to our partners and the young people with whom we work.

This year our results overall for the Internal exam for Year 10 students, Year 11 preliminary and Year 12 Higher School Certificate were exceptional. It was a clear indicator of the continual and ongoing application of students to their class work, whilst also acknowledging the true dedication of staff to present a challenging and engaging curriculum daily.

I am very proud of this year's achievements of the schools, and I truly believe that each person on staff lives the PRIDE values every day at Youth Off The Streets. It is an honour to lead such a wonderful team.

Mrs Lou Single
Principal
Director of Education

School Context

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

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

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

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

In 2012, Chapel School piloted an Aboriginal Education Program called ASPIRE (Aboriginal Students Participating In Real Education). Youth Off The Streets recognises that there is a gap in education attainment between Aboriginal and non-Aboriginal youth. The ASPIRE Program is for students in Year 9 and 10, although all Aboriginal students in Youth Off The Streets can be involved in the cultural activities.



School Performance 2011

Significant Outcomes

Key College, Redfern

- 27 young people participated in the program in 2012
- 9 achieved their Year 10
- 1 achieved a Life Skills Year 10
- 1 student transferred to mainstream schooling
- 7 students engaged in regular counselling
- 6 students acted as student representatives on our Management committee
- 3 students represented our school at the WEAVE Youth Drug & Alcohol Forum
- Key College attended the Schools ANZAC Day Service and made a wreath for presentation at the service.
- 6 students addressed Brigidine School and Scone Grammar as School representatives
- 8 students were involved in the Belvoir St Drama workshops and performance
- 8 students created a Children's book, which they later read at International Grammar School
- 7 students were in a Crisis Refuge initially with 2 moving to semi-independent and 4 moving to independent housing. 1 moved into a long term refuge and 1 student returned to family
- 4 students achieved their First Aid Certificate
- 2 students achieved their White Card
- 2 students achieved their RSA/RGA
- 3 students accessed the R.E.A.C.H. program, through camps and workshops
- 6 student achieved TAFE Certificate of Attainment-work skills
- 8 students completed work experience
- All students underwent career counselling

- Medical - all Students attended the doctor at least once
- 7 students had a sexual health check through Youthblock
- 2 students attended a specialist.
- 3 attended the dentist
- 4 students participated in Youth Off The Streets' Dunlea Alcohol and Other Drug Youth Service
- 3 students attended a Betsafe Seminar
- 7 students attended a Budgeting Workshop
- 4 Key Y.P. attended a Canoe Leadership Camp on the Shoalhaven River
- 9 students took part in the Chill Skateboarding program at Homebush
- 4 attended the Jindabyne Snowboarding Camp run through the Chill Foundation Ltd
- 9 students attended at least two 'Work Ready' workshops during the year run by HSBC
- 6 students attended the "Be What You Want" expo
- 2 Research projects were carried out during the year.
- 2 participated in the QUIT Smoking Program
- 15 students were recipients of the Vodaphone 'Young People Connected' program
- 16 participated in the NSW Wheelchair Sports Program
- 12 students received their Bronze Medallion
- 1 student completed the Kokoda Track
- 4 students completed the Sydney to Surfers Cycling event
- 3 students volunteered to assist for the Youth Off The Streets Aftercare Reunion
- 35 participated in Financial Literacy
- 7 selected students attended the Jindabyne Snow trip – Chill Foundation Ltd.
- 14 students received formal mentors from the Youth Off The Streets Mentor program
- 2 students attended the REACH leadership camp
- 17 students attended the bStreetSmart program
- 1 student completed their White Card training
- 8 students completed an NRL/Adidas workshop
- 2 students received their Learner's driving license
- 7 students completed their Senior First Aid training
- 4 students completed their Responsible Service of Alcohol training
- 15 students attended the Monster Skate Park weekly activity – Chill Foundation Ltd
- 15 students attended Lunch and Learns with Fremantle Media
- 8 students were employed in part-time jobs
- 13 students attended a guided tour of NSW Art Gallery with State Street



Key College, Chapel School Campus

- 74 students participated in the program in 2012
- 13 Students eligible for their RoSA
- 8 students completed their Year 11 Preliminary course
- 7 students completed their HSC
- 9 students completed Year 9
- 10 students were enrolled in TAFE part time
- 6 students attended the Aboriginal Cultural Camp
- 15 students attended the Surf Leadership Camp
- 21 participated in the 'Be What You Want' careers expo
- 7 students completed the Murra Mittigar Didgeridoo making course
- 5 sat their Year 9 NAPLAN exams

Academic outcomes

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

Key College, Redfern had no year 7 or 9 students in 2012.

Key College, Chapel School Campus

Band	Reading	Writing	Spelling	Grammar	Num.
5	75	80		40	
6		20	40	60	80
7	25		60		20
8					
9					

Record of Student Achievement

In 2012 we had 18 students successfully eligible for Record of Student Achievement.

Higher School Certificate

We had 5 students eligible for Higher School Certificate and 1 student doing Pathways.

Band	English Standard	General Maths	CaFS
1	20%	40%	20%
2	80%	60%	20%
3			40%
4			20%

School Policies

Student Discipline

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

Individuals may also have Individual Behaviour Management Plans to outline strategies for preventing and responding to challenging behaviours.

The use of corporal punishment is not permitted under any circumstances at Youth Off The Streets.

The school does not explicitly or implicitly sanction the administration of corporal punishment by non school persons including parents, to enforce discipline at the school.

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

A review of the students behaviour plan can take place at any stage of enrolment.

We firmly believe that as far as possible a student should be presented with options and choices, to empower them in decision-making over their own lives and circumstances. At every opportunity we actively support and encourage students to make positive changes and accept responsibility for their actions.

Youth Off The Streets does not expel students but rather works with students and stakeholders to plan for the next steps.

Grievance Procedure

During 2012 all referral packs had a "What can I do if I'm Unhappy" attachment. Students are encouraged to use the references mentioned. A close relationship between child and staff is fostered and allows flexibility of being referred on if they wish to discuss their complaint with the teacher, manager and workers, the Principal or Fr. Riley. External agencies are also readily available i.e. CREATE, Community Services Commission, Children's Guardian, FaCS, NSW Ombudsman etc.

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

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

Restorative Practices

Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices helps build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes.

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



Student welfare

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

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

Socialisation is an important part of a students' experience in our schools with many activities created to help students integrate positively into society and teamwork is always encouraged.

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

The majority of our students come from a very low socio-economic background. Many come from a dysfunctional family environment. Most have very limited family support.

In an effort to ensure that the student's physical needs are met, breakfast, lunch and clothing (when necessary) are provided by the organisation. Staff at all sites adhere to consistent application of these Pastoral Care practices and 2012 saw the continuation of the Pastoral Care program where students have a Pastoral Teacher with whom they have regular contact and group meetings.

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

In 2012 a "wrap-round" health care model was continued whereby students receive support from Mental Health Service incorporating access to general practitioners, psychologists and psychiatrists and Youth Health Service.

In 2012 Key College had funding for 1 part-time youth support worker (5 days a fortnight). This role entailed taking students for medical & dental appointments, accompanying students to court, moving students from one refuge to

another, assisting young mothers, assisting with general accommodation problems. This has been an outstanding success for both present and past students. This is also necessary to assist with smoother schooling

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

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

Community Member comment: *I wanted to express my sincere gratitude for all the support and patience bestowed by you and your team to FM. I understand that you gave her every opportunity and assistance and this has helped her to reshape her views about education and the education system. You all do such amazing work there. HM Program Coordinator, Burnside.*

Parent & Caregiver information

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

The staff encourage and welcome parent participation in all aspects of school life. Carers/parents are required to attend initial intake interviews and subsequent case conferences. There is ongoing parental contact to discuss issues of concern and to inform parents of positive behavioural changes. Parent forums serve to encourage a well informed and united structure, promoting consistency of expectation for our students. Parents are also invited to attend school excursions, presentation days and Youth Off The Streets Open Day.

Parent comment: *This letter is for Youth Of The Streets Chapel School, I would like to express my gratitude to all the Teachers and for their support in teaching. I have found that after 1 term at Chapel School and all the extra support that they gave my nephew, after 3 years at another high school and many meetings with those teachers and not getting any help from them. He had failed in years 7, 8 and 9, so with the help of our case manger we managed to get accepted in to Chapel School and there has been 100% improvement in his education and personality plus his attitude towards his future in life is 100% change.*

I have nothing but praise for the Teachers and Staff, I cannot say anything bad about this school I owe them so much for the change in my nephew, he is just a better person with more confidence within himself. SP

Drug and alcohol education

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

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

Aboriginal and Torres Strait Islander Education

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

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

Aboriginal staff are required to attend any case reviews, ILP planning and wherever possible other significant meetings.



Equity

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

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

Student Attendance and Retention Profile

Across the 4 sites, students completed their RoSA and/or moved onto Higher School Certificate study, returned to mainstream education, TAFE training or employment.

Due to the nature of our settings, students stay between four weeks to three years. A four week trial period is offered to ascertain the suitability of each program to the young person's needs. If the setting or situation is unsuitable we offer a variety of pathways in consultation with other educational service providers and in negotiation with the student/stakeholders/parents/carers.

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

Key College, Redfern the attendance rate for Year 10 class in 2012 was 73%.

Key College, Chapel School Campus

The whole school attendance rate was 75.35%

Year 9	84.5%
Year 10	78%
Year 11	72.2%
Year 12	66.7%

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

Student mobility

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

All of the Key College Redfern students reside in refuges to begin with and often move from one residence to another. Staff actively assist to provide more stable accommodation. In 2011 we saw two students move into independent living, two students moved into semi-independent living, one student maintained long term accommodation and the remainder of students moved between crisis and medium term housing. One student returned home.

Students were residing with parents or extended family from the other two Campuses for the majority of their enrolment.

Staff information, attendance and retention

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

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

The average rate of days attended per staff is 98%. 100% of staff was retained from the previous year. Of the 8 teaching staff 4 are male and 4 are female.

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

Staff Comment:

Having started work as the Chapel School Counsellor in January 2012, I have found all aspects of the role to be extremely rewarding. It has been refreshing to work alongside a passionate and supportive team of teachers, Youth Off The Streets psychologists, youth workers, other program coordinators, such as Intake/Integration and Mentoring, and administration staff. We are all here with the common goal of serving young people who have been disengaged from their education.

In their previous schools, our young people were students who rarely attended, would regularly abscond, or were often. However, since being at Chapel School, our young people are continuously engaging in more positive behaviours, showing respect for themselves and the staff. It is inspiring for myself, both personally and professionally, to see how much more our students can accomplish in an environment that is nurturing of their academic, social and emotional needs.

Being able to spend time with students on a daily basis during their breaks or in class helps break down the stigma many of our students associate with counselling. Establishing a rapport and relationship with students in this way has made individual counselling and implementing group interventions more effective and beneficial. When students come into school excited to discuss their achievements, no matter how small, it is recognition that they are creating opportunities for themselves, overcoming challenges, and promoting personal growth. Moments like these serve as a consistent reminder of how rewarding it is to work with Youth Off The Streets young people and I look forward to supporting them as they continue to make positive changes to their lives. JW School Counsellor

Key College

1 Principal - all campuses.

1 School Manager

1 full time Teacher

1 part time Support Worker

Key College, Chapel School Campus

1 School Manager
5 full time Teachers
1 full time School Counsellor
1 part time Wellbeing/Chaplaincy Worker

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

Professional learning

In 2012 staff attended the following internal and external training:

Partnering with Aboriginal Communities – OTEN; Responsible Pathways – Youth Off The Streets; Importance of Oral Language with Juvenile Offenders – Teachers Federation; What’s Happening to Our Girls – Teachers Federation; What’s Happening to our Boys – Teachers Federation; Basic Restorative Practices – Institute for Restorative Practise USA; PD4Maths – Stuart Palmer; Stages 4&5 Geography, Skills teacher in services – Peter Toovey; Support for Out Of Fields Maths teachers – Stuart Palmer; NSWIT Accreditation – AIS; Supervising New Scheme Teachers – ISTAA.

In 2012 our schools intend to increase links with the Independent School Centre for Excellence which will allow us to support teachers in their professional work and build teacher capacity across the independent sector in NSW.

Staff are encouraged to discuss further training and development in their regular supervision with their manager and/or the Principal.

Curriculum

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

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

Students with critical needs may perform up to 8 or 9 years below their chronological age level.

Language, Literacy and Numeracy assessment is used to identify “where the student is at”, acknowledging what they know and what specific support is required. Appropriate intervention strategies are implemented to increase students’ ability to function in a classroom environment.

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

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

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

Key College Campus may offer: Higher School Certificate, English, Mathematics, Modern History, Community and Family Studies, Exploring Early Childhood, Work in the Community Studies, PDHPE and Sport Life Style and Recreation. All sites offer: Year 10: English, Maths, History, Geography, Music, Mandatory Technology, Food Technology, Drama, PDHPE, Art, Service Learning and Science. Life skills are also options.



Student Comment: *“This year has definitely been a challenge for me. My mind and head space wasn’t always in the right place. Drugs and alcohol, I was abusing, but finally I got my wake-up call and realized what I was doing was affecting my health, wellbeing and the person I am. It was a late wake-up call, but I guess better sooner than later. Coming to Key has given me hope in life and confidence to believe in myself and the things I am capable of achieving.” R.D.*

Student enrolment profile

Key College Redfern and Key College Chapel School accept enrolments from years 8-12. We did not have any Year 7 students enrolled at our schools in 2012.

Key College students averaged 16.9 years of age and came mainly from crisis refuges - Parra House, Caretakers, Don Bosco, Erskinvilla, The Bridge, Southern Sydney, Oasis. We share clear communication with refuge personnel.

Key College, Chapel School Campus students generally come from Western and South Western Sydney. In 2012 Chapel School Campus had students from the Liverpool, Fairfield, Bankstown, Penrith, Hills, Blacktown, Marrickville, City and Holroyd areas. Students are referred to Key College, Chapel School Campus via external organisations such as FaCS, DET Home School Liaison Officers, Juvenile Justice as well as parental referrals and school counsellors.

Students at all 3 sites attended and actively participated in an initial enrolment interview with their parent/guardian also in attendance. Support workers are also invited. Prior to enrolment a referral package is completed by prospective students where all relevant educational, psychological, paediatric and associated reports are requested. This background information provides the basis of an Individual Learning Plan for each student.

Class sizes and structure

In 2012, the thru put number was 101 students on the 2 combined sites.

Generally there are 6-8 students to one teacher ratio with an emphasis on individualised quality teaching.

Key College had 27 students enrolled in 2012. The majority of students were from an Anglo Saxon background with 3 Maori and 1 Afghan.

Key College, Chapel School Campus had 74 students enrolled for 2012. The majority of students are from an Anglo-Saxon background. Others include Pacific Islander, Maori, African, Filipino and Lebanese. There were 22 Aboriginal students enrolled in 2012.

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

Service Learning

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

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

Key College

- Regularly all students attended the Newtown Mission, made and served lunches to 200 disadvantaged people. We did this for three terms.
- We assisted in grading books at Ranfurly Library. These were sent to developing countries by Rotary.
- We helped raise money to supply Rotary Shelterboxes to people who had lost their housing both in Australia and overseas.
- We assisted Rotary at the ANZAC Day BBQ outside Townhall.
- We supported Canteen by buying bandanas.

Key College, Chapel School Campus

- 25 students regularly participated in Service Learning at RSPCA, Dunrossil Disability Service, community gardening and St Vinnies.
- 23 students attended the Walking in my Shoes camps.
- 7 students participated in a Service Learning trip to East Timor, volunteering in the Bagiu Orphanage.
- 5 students completed the Sydney to Wollongong MS Cycling event

Specific School Initiatives

Key College this year launched their first school magazine. This was done very professionally through our art volunteer, Donna Adolfson. Photos and articles were created by the students and the final production was outstanding.

We had a far greater connection with Rotary this year. Two students attended a Rotary dinner and we supported Rotary in a number of Service Learning activities. The highlight was probably their support in an outstanding Kakoda Track expedition which Ben Cook (Teacher) lead very capably. Five young people connected with Youth Off The Streets trained for this trip for some time before heading to East Timor.



Our construction program expanded and improved this year. We had a weekly Construction Teacher. Students made many individual items for themselves and also for sale and orders.

This year we were also able to tap in to “Dress For Success” and took part in some of their work-skills workshops.

Volunteer comment: *"I first became aware of Key College in 2011, when I attended their stage play. I was touched at the stories that were told. I wanted to get involved in helping those young kids. From the moment I walked into Key I was emotionally charged and I felt at home. During the time spent here I've met amazing youngsters who, without the support of Key College would find life harder. I've watched rebellious teenagers turn into good students. Most take advantage of all services offered to them. I found out how young at heart they were*

when I gave them soft teddy bears to hug when they were down. The teachers were surprised at how they accepted them. It gave them so much pleasure. Now I make it a regular thing. I'm happy to be a part of their young lives, even if for only a year. I wish them all well." BH

Key College, Chapel School Campus

Students and staff worked as a team to design a new mural for the wall at Chapel School. This activity provided students with a sense of ownership of their own school surroundings and respect for their school. This was led by one of our volunteers and complements the mural that was done in 2012.

Students completed an internship with Koori Radio. This opportunity exposed them to career options and also taught them practical skills. Students participated in the production of the radio show and also gained a Certificate II in Communications.

Students organised holiday activities throughout 2012. These included abseiling, archery, spear throwing, boomerang throwing, fishing, roller skating and horse riding. These activities enable students to participate in a regular learning program throughout the holidays and all activities were developed by the students.

In March 2012, four students from Step Up and two from Chapel attended the first Camp run in partnership with the NSW Police Force. The students stayed in the tactical forces accommodation in Goulburn. They walked for hours with their back packs before enjoying some amazing activities. The second camp was held in September at which 6 students from Step up as mentors and 6 students selected from our schools that had previously been in trouble with the police. This was the most successful camp and we hope to do more further down the track.

Students from Chapel School took part in the 'iDrive' program. This enabled students with a Learner's drivers permit to practice driving under the guidance of a mentor.

Food Technology was run weekly and students were able to cook for the whole school. Students learned how to budget and how to cook for a group of people. Students were required to research the health factor for each meal and also learned practical cooking skills.

Technology

Key College endeavours to offer a computer per student. This year we were able to replace older computers with brand new computers for teachers and students. We also now have a brand new flat screen television.

Key College, Chapel School Campus has computing resources which are utilised in the administration of the school and the delivery of educational programs. Students had 20 computers available to them, with most connecting to the internet. Staff have access to 1 desktop and 5 laptops. Chapel School has access to 4 Interactive White Boards.

Design & Technology Workshops

All students had access to regular trade based, practical, on-site workshops facilitated by a TAFE Outreach teacher. This provided students the opportunity to work alongside a qualified and experienced instructor, have exposure to workplace expectations, OH&S regulations whilst up-skilling in a practical program linking Service Learning and Work Education. At Chapel we had a qualified teacher offering Design and Technology education to our students.

Recreation and Holiday Activities

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



Special Programs to Support Students

Mentoring

Mentoring provides a young person with the opportunity to develop a one to one relationship with a positive adult role model. Since 2010 mentoring within the schools has gone from 3 to 12 active relationships. With a strong push towards Self Referral, more students are being matched with a mentor each month.

Youth Off The Streets Integration

1 worker
1 full time counsellor

Integration involves the development of an individualised case plan catering for the extra-curricular needs of each young person. The program provides crucial support for independent living and societal integration. The Integration Worker provides other direct care resources and activities as needed, such as football and cinema tickets and trips to the theatre or concerts. Each holiday, activities are organised such as horse riding, picnics, fishing and cultural activities.

Our network of support is organised in consultation with Youth Off The Streets Welfare personnel and tracking of students by the Integration Co-ordinator allows us to evaluate this service.

In 2012 over 100 ex students, staff and mentors attended the After Care lunch held at Merrylands site.

The Integration Psychologist in direct consultation with the Integration Worker and staff provide other direct care as needed, including

- Individualised Case Management
- Counselling – ex students/current students
- Crisis and court support
- Social skills group
- Family work – strengthening management strategies
- Parenting assistance
- Approximately 90 young people involved in the Vodaphone Young People Connected program
- Referral to internal and external support agencies
- Individual assistance with food, clothing, transport and employment opportunities
- General Wellbeing counselling
- Police Camp

Work Education and Experience

Key College

Students' work education was enhanced by our 'Work Ready' workshops with HSBC and Sony.

We had received funding in the past year as part of the NAB Schools First Award, which allowed us to have a Support worker to assist with our Eden Gardens Work Experience Program. We have had incredible success with this partnership and this year an ex Key College student was awarded the 2nd Year Apprentice of the Year. He is also about to head off to the Chelsea Flower Show as part of a team designing a garden.

Students had work experience with Myer, a Pizza restaurant (owned by an ex student), SportsPro, a music studio, Eden Gardens, a kindergarten, Jackson & Perram Panel Beaters, Smartmarket Communications, and Ikon Media.

This allowed our students to learn about career options, think about future pathways and learn about the steps they could take to access many exciting careers.

Workshops with "Dress For Success" covered areas such as job searching, cover letters, resume writing and image and presentation.

Key College, Chapel School Campus

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

During 2012, students successfully completed their work experience in a variety of placements such as landscaping, media companies, not-for-profit organisations, elderly services, and zoos.

Students also completed TAFE Outreach courses in carpentry, hairdressing, barista training, landscaping, motor cycle mechanics and beauty.

Post-school Destinations

Key College

- 1 student enrolled in TAFE Year 11/12
- 3 students applied to enrol in the Step Up Y.11 program at Merrylands
- 1 student enrolled in Bradfield College-Y.11
- 1 student did not complete year 10 and is returning to us in 2013
- 1 student enrolled in the WAYS Business Certificate 111
- 1 student enrolled in the Australasian College of Hairdressing
- 1 student enrolled in a school in Woy Woy
- 1 student is working towards transitioning into a supportive employment situation

Key College, Chapel School Campus

- 5 applied to enrol in Step Up –Year 11 program for 2013
- 13 students successfully eligible for their RoSA
- 7 achieved their HSC
- 2 returned to mainstream schooling
- 3 enrolled in TAFE
- 1 gained a youth work traineeship with Youth Off The Streets
- 1 gained a mechanics apprenticeship
- 5 gained full time work

Progress on 2012 Targets

Target 1: Implementation of curriculum-based measurement across all schools

Our success was measured by:

- Incorporating interventions and responses in Individual Learning Plans.
- Student response to learning targets.
- Improved literacy and numeracy skills.

Target 2: Community Greening: To improve student opportunity in caring for "Green Schools"

Our success was measured by:

- Increased opportunities of students participating in community gardens,
- Garden opportunities on each site,
- Work experience for students increased,
- Enhanced knowledge and interest of students and families in community gardens.
- Promote all Youth Off The Streets Schools as "Green Schools",

Target 3: To promote leadership opportunities to current and ex-students.

Our success was measured by:

- Ex-students organising an Aftercare reunion this year.
- Ex-students preparing, printing and distributing a newsletter (e-news).
- Growing contact between ex-students and staff in the initial set up of Key College specific social media site.
- Current students to shadow ex-students in their roles.
- Evaluation by ex-students of the new format; and update for current staff.

Target 4: Facilitation of the student wellbeing of students socially, spiritually and emotionally.

Our success was measured by:

- Evaluated rapport and trusting relationships between staff and students.
- Consultation on individual basis.
- Training workshops held with classes.
- External opportunities to work with other organisations ie. on Resilience, Bullying.
- Further promotion of the schools working towards "Wellness Model".

Targets for 2013

Target 1: Cultural and Language Diversity C.A.L.D.

Strategies to achieve this target include:

- Developing stronger partnerships from the wider community,
- Greater alignment and implementation of our existing integrated programs to feature cultural diversity,
- Developing greater staff education, awareness and understanding of the many cultural backgrounds of our students,
- Clearer identification and harmonious promotion of students from culturally diverse backgrounds through planned events.

Our success will be measured by:

- Stronger community partnerships
- Increased cultural awareness and knowledge in all educational settings
- Strengthening staff knowledge through training opportunities,
- Greater tolerance and respect of students towards each other.

Target 2: Expanded opportunities for dual accreditation

Strategies to achieve this target include:

- Staff to connect students with courses of their preferred employment.
- Students will have access to multi-campus to pursue accreditation courses.
- Staff to actively seek information on courses and funding for students,
- Trained staff to run and support accredited courses on site.

Our success will be measured by:

- Increase networking with TAFE and external networks,
- Increase staff confidence skills in networking with external agencies to allow student access to dual accreditation.
- Increase collaboration between TAFE and schools to support student enrolments.
- Employment of specialised personnel to implement accredited courses.

Target 3: To implement a school database to collect & utilise information

Strategies to achieve this target include:

- Evaluate a variety of programs to source the most effective system.
- Capture data in a central location.
- Implement and utilise a database system across all schools.
- Uniformity across all sites for assessment and reporting.

Our success will be measured by:

- Selection and purchase of a credible program.
- Complete student files will be entered on the database.
- Ongoing use of the system by each school site.
- Standardised formatting for report writing, assessment and feedback across all schools.

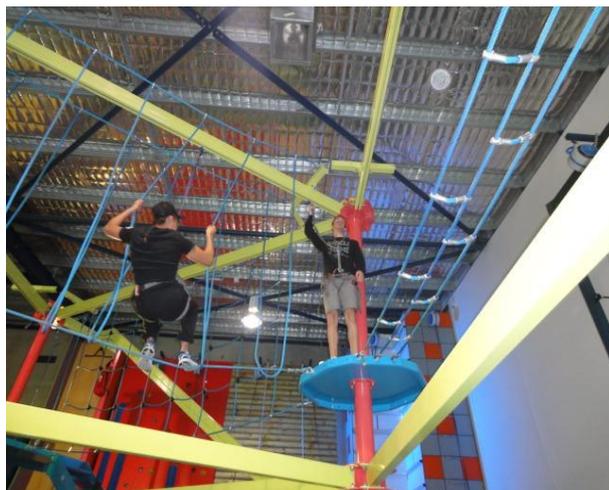
Target 4: expansion of TAS as a key learning area throughout Youth Off The Streets educational settings

Strategies to achieve this target will include:

- Choice of appropriate design and technology program, including social enterprise.
- Seeking funding opportunities for further design and tech buildings. Offering Board of Studies endorsed subjects for Stage 5 and 6.
- Purchase of equipment to meet subject requirements.

Our success will be measured by

- Student participation rate and the sale of student products.
- Successful applications for funding and the development of new TAS buildings.
- Students achieving credentialing through Board of Studies. Students producing major works.



Financial Summary

Further details concerning the statement can be obtained by contacting the school.

Youth Off The Streets Limited	
Key College	
Income & Expenditure Statement	
from 1 December 2011 to 30 November 2012	
Opening Balance as at 1 December 2011	(521,430)
Income	
Federal Grants - Department of Education Employment & Workplace Relations	556,140
Federal Grants - Association of Independent Schools	146,832
State Grants - Department of Education & Training	180,472
State Grants - Communities NSW	-
Local Grants	5,850
Other Income	426,449
Capital Income	
Federal Grants - Building the Education Revolution	-
Federal Grants - Association of Independent Schools	-
State Grants - Department of Premier & Cabinet	-
Total Income	1,315,742
Expenditure	
Staffing	998,047
Student Costs	73,384
Educational Supplies & Materials	22,676
Premises	78,070
Transport	50,899
Communication & Office	31,573
Depreciation	45,050
Total Expenditure	1,299,699
Surplus / (Deficit)	16,043
Closing Balance as at 30 November 2012	(505,388)

This report was prepared with the assistance of: Min Bonwick – Manager Key College, Carly Hawkins – Manager Key College Chapel School Campus, Melinda Daher – Administration (Schools), Mark Twomey – Finance Manager.

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

Mrs Lou Single
Principal
Director of Education