

SASY

2023 ANNUAL REPORT



SPECIALISED ASSISTANCE
SCHOOL FOR YOUTH

Endorsed by Chief Executive,
David Wild and Board Chair,
Rob Snowdon on 25 April 2024.

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WELCOME



Our Vision

TO CREATE A CARING ENVIRONMENT, WHERE DISENGAGED YOUNG PEOPLE, WITH COMPLEX NEEDS, ARE RECONNECTED THROUGH HOLISTIC EDUCATIONAL EXPERIENCES THAT IMPROVE WELLBEING AND REIGNITE THEIR INTEREST IN LEARNING.

Our Values

RESPECT

For self and others, including both character and culture.

TRUST

Be honest, sincere and seek the truth.

ACCEPTANCE

Respect and welcome others’ diversity.

RESILIENCE

Care for self and others as we build our capacity to try new things.

CONNECTION

Nurture authentic relationships to self, others, and our environment.

CELEBRATION

Share opportunities, possibilities, voices, grow community and bring joy.

A YEAR



IN REVIEW

Students

Feeling Better Since Starting at SASY	82%	New Enrolments	66
Making Progress Towards Learning Goals	87%	SACE Graduates	3
Making Progress Towards Wellbeing Goals	82%	Students Moved Into Work / Further Study	28
SACE Graduates Transitioning Into Work / Study	100%	Apprenticeships	1

WHAT WE DO

We offer a safe place for young people to reignite their learning through Holistic Practices that support their health and social emotional wellbeing as the precursor to personal growth and community engagement.

The Specialised Assistance School for Youth (SASY) is a fee free independent secondary Specialised Assistance School (SAS) operating specifically for disengaged young people who have complex needs between the ages of 13 and 25.

SASY is innovative in its practice, flexible and responsive in its delivery, and focuses on providing an environment which enables young people to recognise and achieve their potential. Through research and practice, SASY's unique approach to reconnecting young people to learning is made up of the following four components: holistic learning, restorative practice, trauma informed practice, and an inclusive community.

We acknowledge that academic and personal growth best occurs in a safe and supportive environment where physical, emotional, cognitive and behavioural development is supported as part of a holistic learning approach.

SASY recognises that wellbeing influences learning, and meaningful learning enhances wellbeing, which is why education and wellbeing are deeply intertwined throughout all programs. This directly supports young peoples' social and emotional development to self-regulate, self reflect and grow their readiness to learn.

Across SASY's individual and collaborative learning, we support the development of what we call the SASY 5Cs; character, culture, capacity, connection and celebrate, which are specifically designed to develop young people at SASY into lifelong learners, who are reconnected, with a newfound meaning and purpose and increased holistic wellbeing.

We believe that all young people have the right to learn and be supported with personalised care, fair assessment, collaborative and individual learning programs, practice critical and creative thinking, find their voice, and actively engage in the community as an individual with a positive sense of self.

CHAIR / CE REPORT

DEAR SASY COMMUNITY,

We are pleased to share the 2023 Annual Report for the Specialised Assistance School for Youth (SASY).

2023 had many highlights, including the launch and work of our Reconciliation Action Plan, camps to Kangaroo Island and Flinders Ranges, graduation at Adelaide Town Hall, senior school formal at the Convention Centre, the SASY band performance at the Royal Adelaide Show, winning an ice hockey award, hosting a multi-school esports tournament, and the numerous TAFE, university, and employment goals achieved. These examples are just the tip of the iceberg that highlight the depth of SASY's impact this year.

We acknowledge the over 200 students who have moved through SASY this year. They have achieved an incredible range of positive outcomes throughout the year. We recognise that many have faced significant challenges in their educational and personal lives, and we are proud of their impressive achievements.

We thank our incredible 55 staff, who have supported our students' education and wellbeing. They have offered personalised and engaging curriculum and activities throughout the year and have easily adapted to the challenges that presented along the way. We are grateful for their care, big hearts, and positive impact.

We thank our Board, who have guided and effectively governed our school. They have continued to ensure that we operate with integrity, ethically, a best for student approach, a deep commitment to the SASY values, and a clear strategy for the years ahead.

We are proud of what we have achieved together this year. We have seen our students grow and succeed. We have seen them overcome challenges, celebrate successes, and make positive contributions. We have seen them graduate and move on with a renewed hope for the future.

We are working towards SASY's next chapter of growth, which aims to help more young people. We plan to reach new regions, enrol more students, offer more programs and services, and build stronger partnerships.

We believe that every young person deserves a chance to thrive, and we will keep working to make this happen.

We invite you to read this report and learn more about our school. We hope that you will join us in celebrating the work of SASY.

Thanks again to all our stakeholders, and we look forward to a fantastic 2024 and the many more years ahead.

Rob Snowdon
Chair

David Wild
Chief Executive

2023 Figures

Revenue	\$8.8M	Employee Professional Development	\$282K
Employee Costs	\$5.5M	Philanthropic & Corporate Support	\$146K
Capital Projects (Properties, IT)	\$374K		



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Rob Snowdon
Chair • 2019 - Present

Rob is an experienced Chair, Director and leader, who has developed his leadership, management and governance skills and experience in a wide range of industries. He has spent nearly 40 years in senior management and leadership roles and has been involved with or on Boards for over 20 years. Rob has vast experience in both not-for-profit and for-profit organisations and has been heavily involved with various charities for many years. Rob is currently a Director of The Quadriplegic & Paraplegic Association of SA, a Director of Port Adelaide Football Club, Chair of Power Community Limited and is the past Chair of both the Country Fire Service Foundation and the Astera Group. He is the Principal of Rob Snowdon Advisory, which provides advice to various organisations and individuals.



Maria La Pietra
Founding Director • 2016 - Present

Thriving in a holistic and collaborative learning environment focused on transition and outcomes, Maria co-founded SASY in 2016 to assist disengaged youth in realising their true potential. She is highly regarded and well networked in her field, as recognised through her relationships and memberships with Australian Vocational Education & Training Professionals Association, Australian Association for Flexible and Inclusive Education, Wellbeing Australia, Australian & New Zealand Mental Health Association, Blue Knot Foundation and the Youth Work Association. Maria is currently completing her PhD. She aims to bring improvement through practical, theoretical and collaborative knowledge, developing evidence-based strategies and recommendations for educators and others in learning environments supporting young people with trauma.



David Martin
Deputy Chair • 2020 - Present

David Martin, Consultant at (and former Managing Partner of) Finlaysons Lawyers, specialises in property and development law, aged care and retirement villages. His experience extends to both very large and small operators, and to both 'for profit' and 'not for profit' operators. David has played a key role in landmark projects across South Australia and nationally. In addition to his legal expertise, David possesses wide general commercial knowledge and expertise, and a deep understanding of governance, risk and compliance. David is currently the Chairman of the Board of Southern Cross Care (SA, NT & Vic) Inc (SCC), the largest aged care provider in South Australia, and has been a valued member of that Board for over 10 years. He is also a member of several of the SCC Board's Subcommittees.



Lloyd Doddridge
Treasurer • 2020 - Present

Lloyd is currently the Chief Operating & Financial Officer with the Australian Red Cross, and in 2024 will be Chief of Future Directions. He has a range of transformative strategic commercial skills acquired with globally recognised brands such as Penfolds and GM and strategic financial roles in global Media and Communications. A career working both in Australia and internationally he has dedicated his skills to supporting talented people create successful organisations. As a senior leader, he is viewed as measured, collaborative and ethical whilst holding high expectations of performance in complex environments. His leadership style reflects strong values and respect for the individual.



Sean Kelly
Director • 2020 - Present

Sean has extensive experience at Board and Senior Executive levels in Commonwealth and State Governments and the private sector, predominantly in the energy industry. His expertise includes business and financial strategy, governance and risk, customer service, people and culture, business transformation and regulation. Sean considers access to education, whether that be trade, vocational or academic as fundamental to an individual's wellbeing and life opportunities.



Dr Joseph Magliaro AM
Director • 2020 - Present

Joseph has practiced in clinical and organisational psychology for over 35 years, with a specific interest in anxiety, trauma, and mood disorders, in addition to individual coaching and team development, with a specific interest in psychological evaluation and health care recruitment. Since 1992 he has provided psychological services to SA Ambulance Service. He is a member of the Australian Psychological Society, with AHPRA endorsement in clinical & organisational psychology. Joseph is also Fellow of the College of Clinical Psychologists and the College of Organisational Psychologists. In 2006 he completed a PhD and in 2011 was appointed as a Member of the Order of Australia (AM) for services to mental health in the community and emergency services.

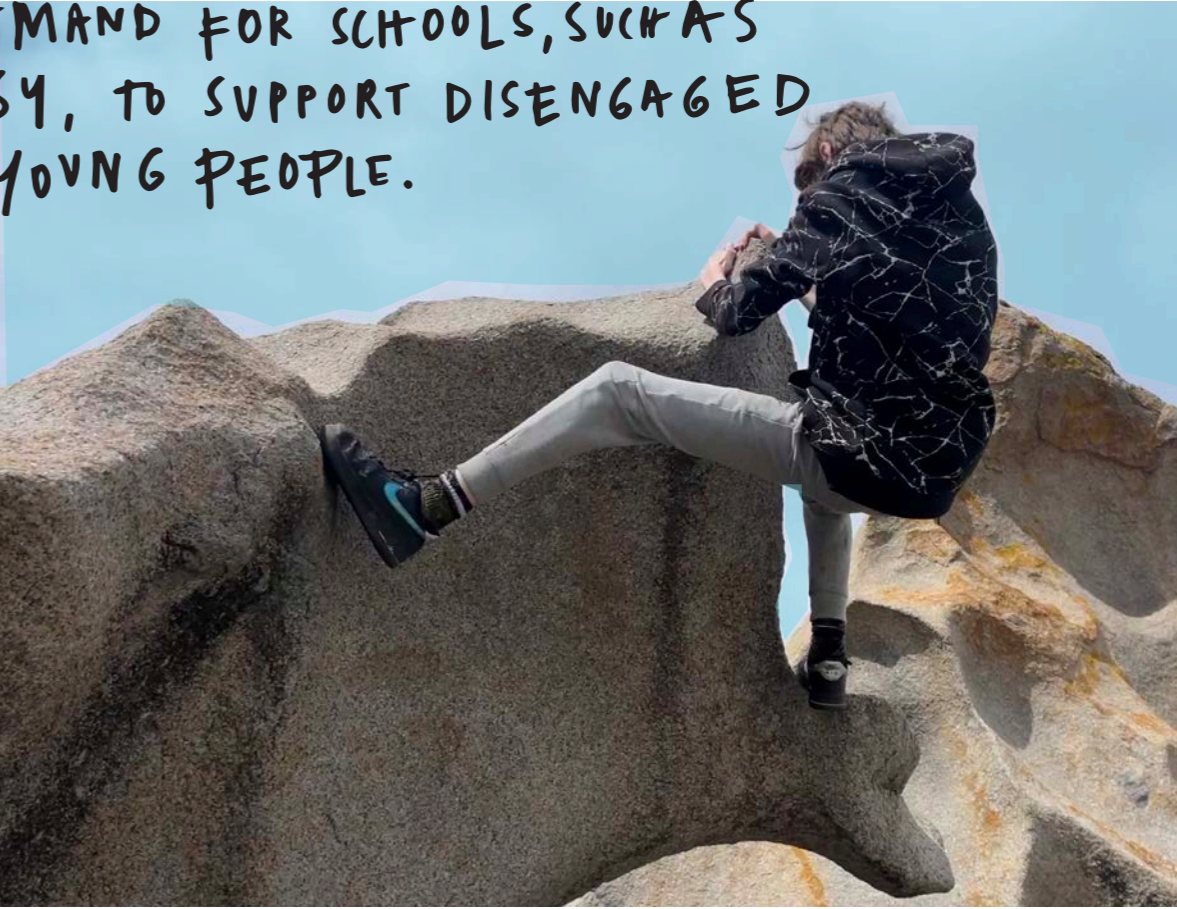


Helen Platell
Director • 2020 - Present

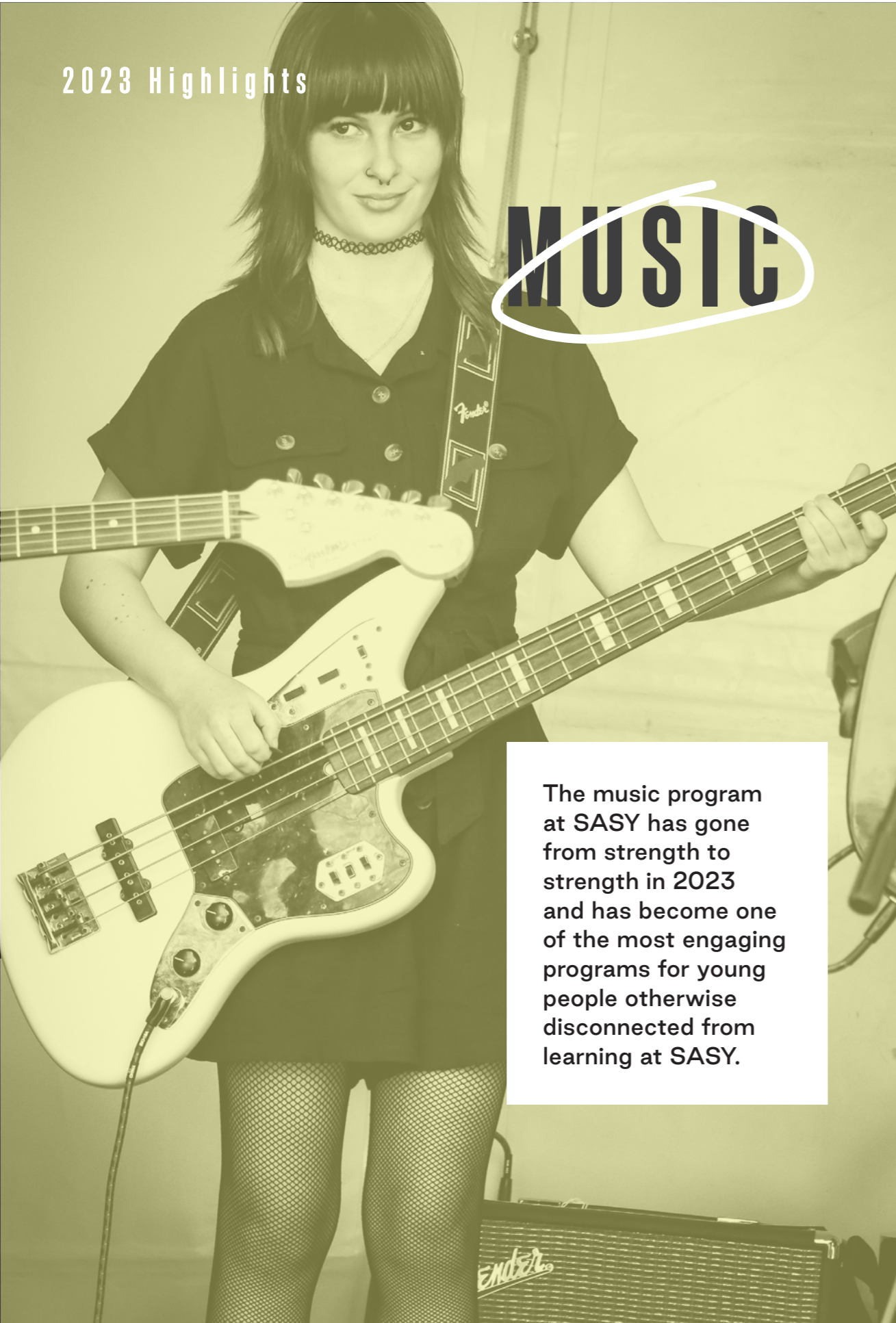
Helen is an Education specialist and Solicitor with extensive knowledge in Education Law from a broad base of experience in the industry. As a former School Principal, Teacher, Parent and current School Board Director, she has dealt with educational compliance issues, employment, governance and policy development. She brings a no fuss practical approach to the SASY Board with wellbeing an essential core value. Helen is a teacher and School Administrator of more than 20 years. She completed a Juris Doctor from Notre Dame University Fremantle, a Graduate Diploma in Legal Practice with distinction from The Australian National University and was admitted as a legal practitioner to the Supreme Court of Western Australia in 2016. Helen currently works at DFG LEGAL WA in Family Law particularly on children's matters. She enjoys helping others find opportunities when facing challenges and supports individual choice.

OUR

THE BOARD CONTINUES TO CONSIDER FUTURE OPTIONS & THE GROWING DEMAND FOR SCHOOLS, SUCH AS CASY, TO SUPPORT DISENGAGED YOUNG PEOPLE.



BOARD



The program was born utilising the theories behind music therapy, where students can come together to listen to music, learn styles and theory, develop skills and experience playing different instruments, build connections to industry experts and events and most importantly, form connections with peers.

The young people formed their own band, named '8 Day Reign' which was initially formed to explore different instruments and despite only some past experience playing instruments amongst the group, has since become a fully-fledged band, performing publicly and recording music. Amongst some of the band's achievements are:

- Recording two songs at an industry-grade recording studio and produced by a well-known and award-winning sound engineer.
- Two performances at the SASY Showcase, playing a diverse set of both acoustic sets and electric sets.
- Performing two sets at the Royal Adelaide Show to the public.

Within this, the music program has seen the young people increase their engagement with their learning and understanding of their own wellbeing needs exponentially.

Some positive outcomes from the young people include:

- Between 90% and 95% attendance, with previously disengaged students becoming regular attenders.
- Young people learning to play an instrument who had not played one before.
- Parents and carers reporting a stark improvement in wellbeing outside of SASY.
- An increase in practical application of using music as a wellbeing and regulation tool.
- Achievements aligned to SACE increasing from C grades to B and A grades.
- 100% of young people achieving passing grades across two SACE Stage 1 learning areas.
- Observed stronger connection with their peers.
- Improved self-confidence performing in front of public and peer audiences.

These SASY young people have shown incredible growth, and we are all proud of their efforts. The Music program will continue in 2024 and beyond and we are excited to see what happens next!



Successfully Completed Subject Highlights

Personal Learning Plan	18	Research Project	35
English	10	Students Achieving VET Certificates Contributing to SACE Stages One and Two	4
Numeracy	19		

THE SCHOOL HAS CONTINUED TO FORM MEANINGFUL CONNECTIONS WITH OUR WIDER ABORIGINAL & TORRES STRAIT ISLANDER COMMUNITY, AND ENGAGE OUR YOUNG PEOPLE IN OPPORTUNITIES TO LEARN AND EXPERIENCE THE RICH CULTURE, HISTORY & TRADITIONS OF OUR COUNTRY. HIGHLIGHTS FOR THIS YEAR INCLUDE:



- Street closure with whole-school assembly in Chesser Street to open the school year, with a smoking ceremony and Welcome to Country.
- Celebrating National Reconciliation Week with Hub-specific and whole school activities.
- Lessons with a variety of Aboriginal and Torres Strait Islander organisations in areas such as story telling, learning about symbols and communication through drawing, music, jewellery making, basket weaving, history lessons and guided walks.
- Naming our four buildings in Kurna language to represent what SASY is – as a place, a feeling, an ethos. In collaboration with our SASY community and translated by Kurna Warra Pintyanthi (KWP), the buildings are named Karrpanthi (supporting), Yathunthi (growing), Niipurrinthi (accompanying each other) and Taikurrinthi (being united).
- Celebrating NAIDOC Week with Hub-specific and whole school activities.
- Increased visibility and awareness of Aboriginal and Torres Strait Islander language and history in lessons and programs.
- A SASY specific Acknowledgment of Country, written in collaboration with SASY students, staff and Board and rolled out in Term 4 for use across the school.
- Bi-annual staff development on cultural responsiveness and the history of Aboriginal and Torres Strait Islander people in Australia.
- Introduction of training for young people on cultural responsiveness, similar to the bi-annual training for staff.

RECONCILIATION

SASY formally recognised our commitment to reconciliation and published our first Reconciliation Action Plan in February, publicly launching it to our community at the culturally significant Pinky Flat (Tarntanya Wama). Uncle John Lochowiak performed a traditional smoking ceremony and Welcome To Country and the artwork was a commissioned piece by Mali Isabel, a Kokatha and Arabana artist.



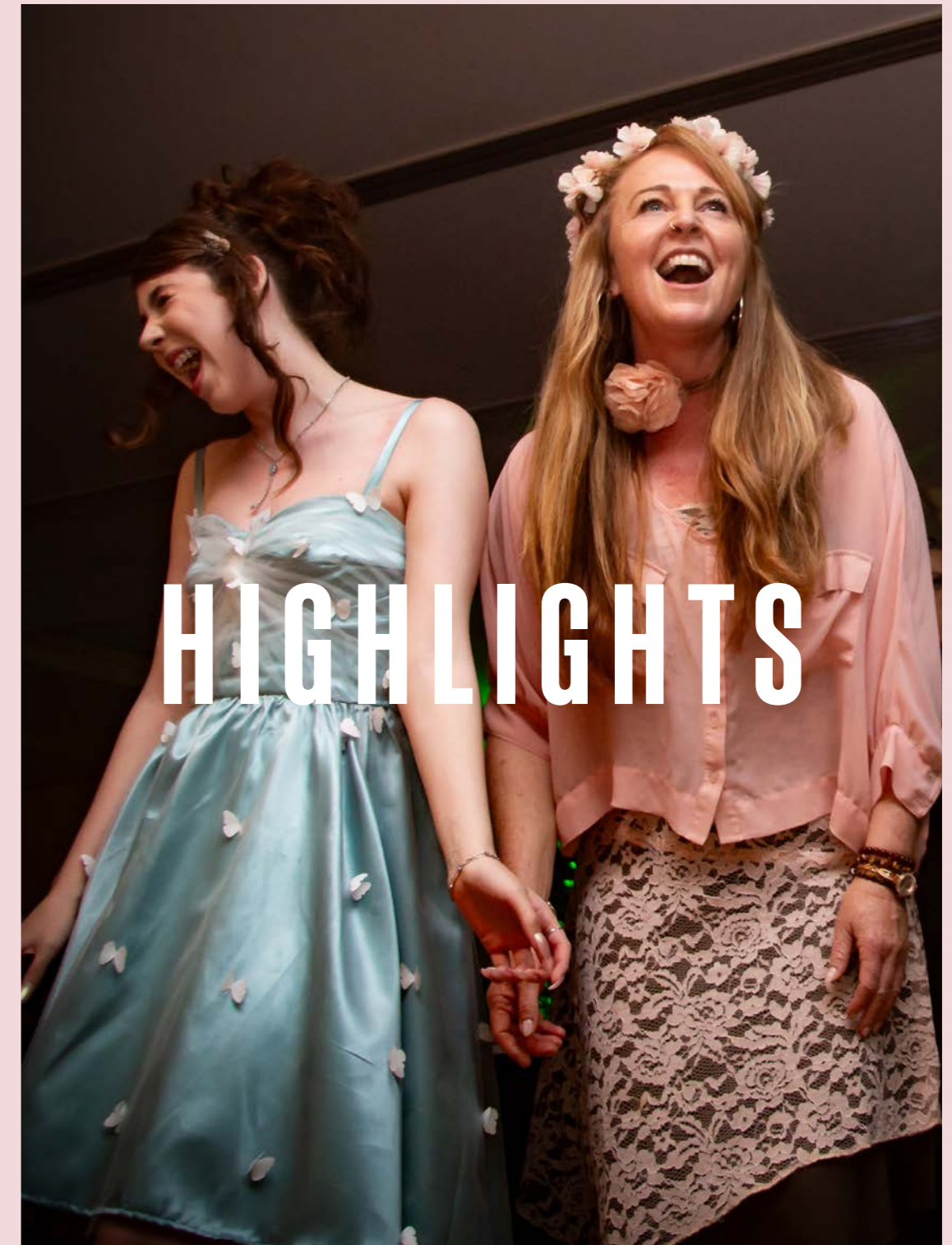
- Adventure program camps and excursions engaging Aboriginal and Torres Strait Islander organisations and individuals to teach young people of the different lands, traditions and flora and fauna.
- The continuation of the RAP Committee, a multidisciplinary team who pioneer and coordinate reconciliation efforts across the school.
- Introduction of 'The Yarn Room' – a space dedicated to Aboriginal and Torres Strait Islander students, families and community members within the school.
- Creation of an Aboriginal and Torres Strait Islander stakeholder network list to create visibility to organisations and individuals that staff can engage in programs and events for school.
- Commissioned mural in the SASY Gym by Wulli Wulli and Guwa (Koa) descendant Shane Mankitya Cook.

As we head into 2024, SASY will be updating our RAP as we renew our formal commitment to reconciliation, detailing how our school will continue to strengthen relationships, respect and opportunities in Hubs, around the school and with our community. Reconciliation is becoming more and more woven into the SASY fabric and everyday life of our school, which is a special and exciting progression.



2

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HIGHLIGHTS

2

3

STUDENT STORIES

"THE SENSE OF COMMUNITY IS WHAT KEEPS ME AT SASY. IT IS GOING TO SOUND REALLY CORNY, BUT IT DOESN'T FEEL LIKE A SCHOOL, IT FEELS LIKE A FAMILY."

— IMMI, SENIOR SCHOOL 2023

Yeah, SASY has been good. It was awkward at the start and is very different to what I was used to but improved when meeting supportive people. SASY is very good for your mental health and maintaining your mental stability. I like how good the staff are with mental health and the considerations for each student, the excursions and the small little things that make it a cool school.

— Zoe, Middle School, 2023

SASY has been a good experience, it grew my confidence to talk with people. Things I like about SASY is that it has a personal chef that cooks us healthy food and has a gym that we have access to with people to help, there's no uniform, and the structure of learning is different.

— Charlotte, Middle School, 2023

I like the staff at SASY. They don't pressure you to do things if you're having an off day, they let you have the space to go through things.

— Taj, Senior School 2023

It's been great, it was rocky when I first started as I was non-verbal, but once I opened up and made a couple of new friends it improved. I liked having time to focus on what I want to do and what is going to help me with my mental health and not have people bombarding with things to do. The reason I chose to come to SASY was the environment and how each hub looked with a Uni vibe instead of a school vibe. There were also people around that you can talk and make jokes with, and staff feel more like friends than staff. Coming to SASY has helped me realise that it's okay to reach out for help and has helped me reset my mind, ready to re-engage in mainstream schooling.

— Amelie, SASY Leaver 2023



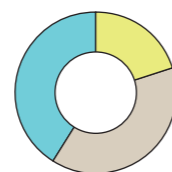
Staff

OUR PEOPLE

SASY staff work side by side with young people, each playing a pivotal role in the varying stages of a young person's life at SASY. Our team is made up of Youth Workers, Teachers and Administrative Staff. The equal balance between Teachers and Youth Workers on the floor is what makes SASY unique and enables our team to provide a high level of wraparound support to our young people.

New Staff Hired in 2023	8
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2023 Team Demographics



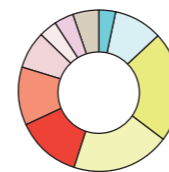
Administrative Staff
Teaching Staff
Youth Workers/Support Staff

Year Levels

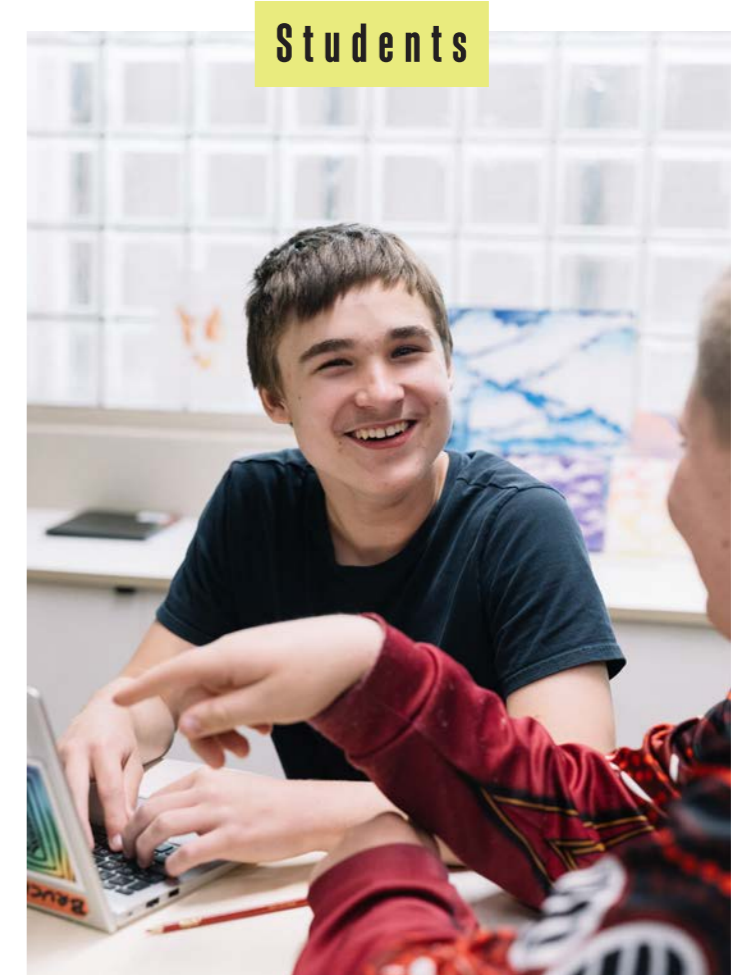


Year 8
Year 9
Year 10
Year 11
Year 12

Student Ages



13 Years Old
14 Years Old
15 Years Old
16 Years Old
17 Years Old
18 Years Old
19 Years Old
20 Years Old
21 Years Old
22+ Years Old



Students

Our students typically come to us disengaged with complex challenges such as trauma, mental health, homelessness, family breakdowns, substance abuse, financial instability, learning difficulties or other life experiences that act as barriers to successful engagement in traditional school settings.

Young people come to us at varying stages of life and we meet them where they are at. We recognise that positive wellbeing is the precursor to personal and academic growth, and focus on establishing a safe environment where students feel supported and connected first.

Demographics

Indigenous	12	Male	57
Female	177	Non Binary	24

OUR



2016

16 students enrolled.
6 staff employed.
SASY was established at 30 Chesser Street.



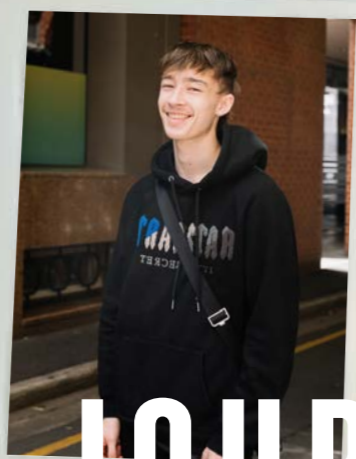
2018

134 students enrolled.
22 staff employed.
Planning for our 2nd building.



2021

158 students enrolled.
44 staff employed.
3 buildings established.



JOURNEY

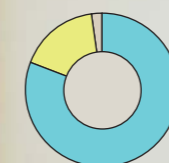


2023

198 students enrolled.
54 staff employed.
4 buildings established.

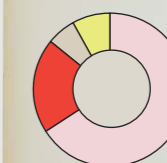


SASY FINANCIALS



INCOME

● Federal Gov Grants	81%
● State Gov Grants	17%
● Other	2%



EXPENSES

● Staff	66%
● Infrastructure	20%
● Wellbeing & Curriculum	6%
● Other	8%

3:15



We had Her Excellency the Honourable Frances Adamson AC, Governor of South Australia visit! It was exciting to share our school and show why SASY is so special, and why the SAS sector is so needed in South Australia.

OUR PARTNERS AND SUPPORTERS

Donations

SASY has been privileged to receive philanthropic and corporate donations from external parties this year. These contributions allow our school to offer extracurricular supports to our students that aren't possible through Government funding alone but are vital to continuing the high level of holistic care and opportunities we provide. SASY would like to extend a heartfelt thank you to the following organisations:



Day Family Foundation



Core Funding

Commonwealth and Government funding are an invaluable resource to SASY. With this funding, we have been able to provide our students with a range of programs and support that enable them to engage, learn and connect with their community.



3:15



Early in Term 3, our C.E. David Wild visited Parliament House in Canberra to present at a forum of Principals, education experts and politicians to discuss the challenges faced by young people in education and strategies to re-engage them in school.

3:15



The Honourable Blair Boyer MP, Minister for Education, Training and Skills visited SASY for a tour and to learn more about how SASY operates from staff and students.

In-Kind Donations

We also received generous in-kind donations from members of our community, and in particular we would like to acknowledge:



Key Partners

Throughout 2023, SASY had ongoing key partnerships with three organisations who we would like to thank, as their contributions have enabled SASY's positive impact to grow:





Strategic Priorities

THE FUTURE

THE FUTURE IS YOUNG PEOPLE.

FINANCIAL STABILITY

Work to diversify funding, establish new partnerships, and effectively manage and maximise our resources to grow our impact for young people.

ENHANCE PEOPLE AND CULTURE

Further embed our vision, values, and SASY Way, to attract, develop and retain staff in a safe and caring workplace.

POSITIVE STUDENT OUTCOMES

To reconnect young people in need, developing holistic wellbeing, lifelong learners, and reigniting one's meaning and purpose.

EFFECTIVE GOVERNANCE

Manage risk and compliance, to have a safe and secure environment, enabling the school to operate at its full potential.

GROWTH

Work towards establishing SASY as a multi-site school, with a presence across Adelaide metro, and offer professional development to the education and youth sectors.

Having 3 students graduate and 71% of leavers engaging in positive pathways such as further study or work from the 2023 cohort are incredible achievements for our young people. They have overcome insurmountable challenges to achieve these successes and this milestone is indicative of the resilience, hard work, determination and growth that they have shown this year.

SASY is on the cusp of a range of exciting new opportunities as we head into our eighth year. As we look to the future, SASY aims to broaden its reach and re-engage more South Australian young people in education and reignite their interest in learning.

SPECIALISED ASSISTANCE SCHOOL FOR YOUTH

30 CHESSER STREET, ADELAIDE, SA 5000

P (08) 8227 0823 | F (08) 8227 0200

WWW.SASY.SA.EDU.AU | @SASY SCHOOL



We acknowledge the Kaurna people as the traditional custodians of the lands and waters of the Adelaide region and we pay respect to Elders past and present.