

SASY



2022 Annual Report



SPECIALISED ASSISTANCE SCHOOL FOR YOUTH

Endorsed by Chief Executive,
David Wild and Board Chair,
Rob Snowdon on 29 March 2023.

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* Our Vision

To engage with vulnerable and disengaged students who have complex needs, to reignite their interest in education, through holistic learning practices that focus on wellbeing.

Our Values ←

Respect

For self and others.

Courage

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

Trust

Be honest, sincere and seek the truth

Acceptance

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

Resilience

Care for self and others.

Achievement

Seek to accomplish something worthy and admirable, try hard and pursue excellence.

CHAIR



REPORT

Dear SASY community,

On behalf of the Board, I am pleased to present the Annual Report for 2022.

Our students continue to achieve amazing outcomes and we are so proud of them, recognising many of them deal with challenges in their daily lives.

SASY is primarily funded by the Federal and State Governments education departments, without which we would not exist, and for which we are grateful.

We are pleased to report we also have wonderful philanthropic and corporate partners who provide discretionary funds enabling SASY to deliver outreach services, kitchen provisioning, transportation, gym equipment and flexibility in providing extracurricular services to our students.

We thank our partners, particularly SA Power Networks, for their ongoing support.

We would like to thank our staff, led by Chief Executive David Wild.

As we have reported over previous years, we are blessed to have fantastic staff at SASY supporting our students. We have a very good culture, and our people deliver to SASY's purpose – "engage with vulnerable and disengaged students, to reignite their interest in learning, with a focus on their wellbeing".

Our students appreciate the efforts of our staff, which is evidenced regularly through the warmth, and thanks that our students openly provide and was on show at key events such as the graduation ceremony and senior formal.

One of the primary roles of the Board is to look to the future. As you will note from the time-line included in this annual report, SASY has grown significantly in recent years (students, infrastructure, and staffing) and, at the same time, we have endeavoured to retain our inclusive identity and caring culture – both key pillars of our "secret sauce."

The Board continues to consider future options, as it appears there is a growing demand for schools, such as SASY, to support disengaged young people. SASY will always strive to outperform to the needs of our students.

In the meantime, we expect 2023 to be rolled-out like 2022, similar numbers of students and staffing, as we strive to deliver great outcomes for our students.

We have a dedicated and skilled Board; each director is highly committed to the values of SASY and I am proud to be the Chair.

To conclude, we would like to re-state our thanks to all SASY stakeholders for their ongoing contribution to our purpose of improving the lives of our students.

We look forward to a very exciting 2023. Take care.

Kind Regards,
Rob Snowdon
Chair



Revenue	\$8.9M
Employee Costs	\$4.9M
Capital Projects (Properties, IT)	\$995K
Employee Professional Development	\$273K
Philanthropic & Corporate Support	\$75K

THE *FUTURE* LOOKS



BRIGHT



OUR BOARD

The Board continues to consider future options, as it appears there is a growing demand for schools, such as SASY, to support disengaged young people.



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.



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.



Dr Joseph Magliaro AM
Director • 2020 - Present

Joseph has practiced in clinical and organisational psychology for thirty-five 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.



Lloyd Doddridge
Treasurer • 2020 - Present

Lloyd is currently the Chief Operating & Financial Officer with the Australian Red Cross. 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 organizations. As a senior leader he is viewed as measured, collaborative and ethical while holding high expectations of performance in complex environments. His leadership style reflects strong values and respect for the individual.



Sean Kelly
Director • 2020 - Present

The SASY Board welcomed Sean Kelly as a Director at the end of 2020. Sean has extensive experience at Board and Senior Executive levels in Commonwealth & 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.



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.



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.

CE REPORT

Dear SASY community,

On behalf of the staff, I am pleased to say 2022 has been another busy and successful year focussed on creating positive impacts for young people.

The beginning of 2022 started with significant challenges related to the Covid-19 pandemic. The team rose to the challenges and successfully continued student programs, supports, and learning. This was no small accomplishment given the team rotations, absences, close contacts, mask wearing, and more. I am proud to state we put safety first and came through the period of South Australia's biggest Covid-19 exposure with students and staff still having a sense of community and belonging. I thank staff, stakeholders, and students for all persevering during this time.

After the initial impacts of the pandemic, we then progressed to introduce a number of new and exciting initiatives for SASY, including our school wide rhythm (schedule), opening our fourth building, growing student numbers over 200, increased parent / carer nights, beginning our daily student meals program, opening an onsite gym, increased adventure programs, and we facilitated our first camps. These developments have all centred around SASY as a place of Holistic Learning where learning and wellbeing are intertwined and complimentary.

At SASY we do school differently, with innovation, collaboration, and passion so that disengaged young people have a place to reconnect, build their meaning and purpose, and develop skills for lifelong learning and holistic wellbeing. 2022 included significant work on getting to know our unique offering, naming this project 'The SASY Way'. We look forward to further work on this program in 2023.

We are continually inspired by the determination and successes of our students. Vulnerable and disengaged young people enrol at SASY with lived experience of a range of social-emotional related challenges often due to significant trauma, health, and interpersonal hardships. Study and employment can be a significant additional challenge in these contexts, however SASY is specifically designed to support young people in these areas.



Together with all the SASY staff, directors, and stakeholders I want to thank every SASY student for being a part of our community, and we look forward to continuing in 2023 and seeing how you positively impact the world around you over the years to come!

I want to conclude by thanking our directors, government funders, sponsors, stakeholders, and staff. Together we are a community making positive impact.

Kind Regards,
David Wild
Chief Executive



20
22

SACE Graduates	7
SACE Graduates Transitioning Into Work / Study	100%

WHAT

Specialised Assistance School for Youth (SASY) is a fee free independent secondary Specialised Assistance School (SAS) operating specifically for vulnerable and disengaged young people who have complex needs. We offer a safe place for young people to reignite their learning through holistic practices that help to rebuild young people's health and social-emotional wellbeing as the precursor to personal growth and community engagement.

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 in re-engaging young people is made up of the following four components; holistic learning, restorative practice, trauma informed practice, and an inclusive community.

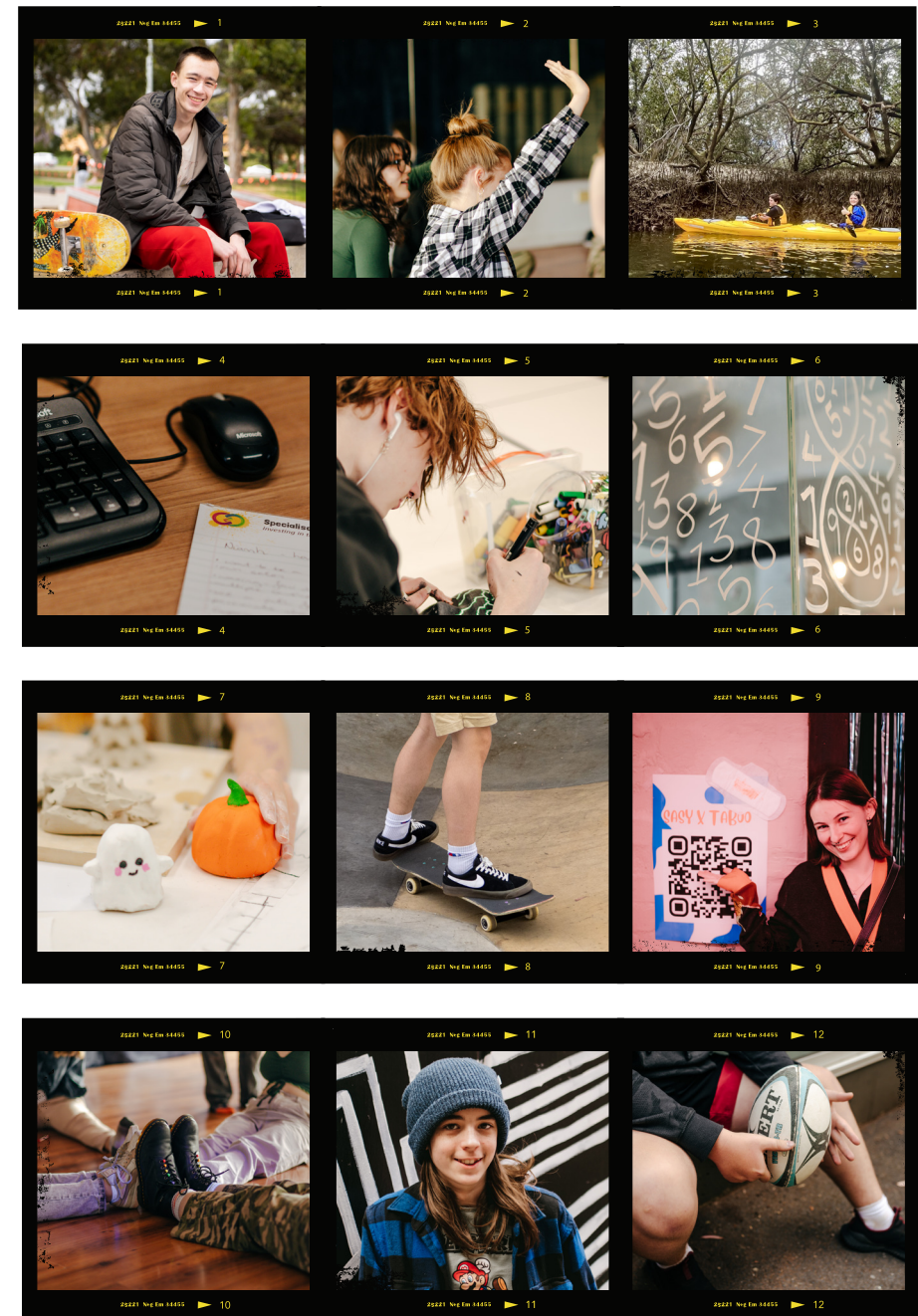
We acknowledge that academic and personal growth best occurs in a safe and supportive environment where physical, emotional, cognitive and behavioural development is supported as part of a holistic learning approach.

As such, wellbeing and learning is holistically intertwined throughout all programs, which are personalised and differentiated to encourage, support and maximise student development in emotional regulation, self-awareness and readiness to learn.

Across SASY's individual and collaborative learning, we support the development of what we call the SASY 5 Cs; character, culture, capacity, connection and celebration, which is 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 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.

SASY is founded on the principle that all young people are capable of making positive changes in their lives.



We believe that all students at SASY have the right to:

- 1 Have a voice.
- 2 Actively engage in their learning.
- 3 Learn in a non-threatening, supportive and accepting environment.
- 4 Develop a positive sense of self as independent and interdependent individuals.
- 5 Personalised transition support.
- 6 Fair and equitable assessment practices.
- 7 Negotiate their learning activities in collaboration with support partners.
- 8 Collaborative and proactive engagement opportunities with local community and SASY partners.
- 9 Case management support.
- 10 Negotiated, monitored and reviewed Individual Learning Plans (ILPs).
- 11 The opportunity to develop critical and creative thinking.
- 12 Have their needs, backgrounds, perspectives and interests reflected in learning programs.

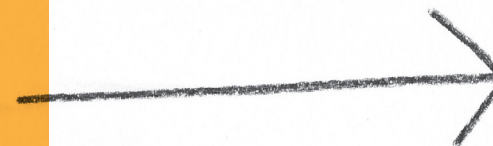
WE DO

2022

Balancing the ongoing global pandemic requirements, including remaining open as an essential site for at-risk youth.



HIGHLIGHTS



In 2022, SASY introduced the Student Meals program to provide young people with nutritious and varied breakfast, lunch, snacks and take home meals made fresh every day by our Chef in Cafe 29.

In 2022, SASY opened its new kitchen in upstairs 29 Chesser Street as part of the \$1.5m building refurbishment of the historic 'Chesser Cellars.' This kitchen was made possible by Government funding and in-kind contributions from LDSA and South Coast Shopfitters.

The kitchen was refurbished to include new equipment and cabinetry and a cafeteria area to service students during mealtimes. The school also hired a Chef, who prepares a variety of nutritious meals and snacks for students and staff alike, including breakfast, lunch, excursion snacks and morning tea. Our chef has quickly become well-known and loved by the school community, in particular for his famed bread loaves that he bakes daily!

The kitchen provides approximately 450 meals to students per week, which equates to 17,550 meals a year! Prior to SASY having this resource, many of our young people consumed unhealthy foods or in some cases, didn't eat at all. In addition to providing meals, SASY has endeavoured to educate our young people on food nutrition and preparation so that they can have the skills to budget, cook and eat meals that fuel their bodies outside of school. These life-skills are an imperative part of being an adult, and something that our young people can learn right here at SASY. Food brings people together and can be a chance to connect with others, and what better place to do that than at the tables in Café 29!



New Enrolments	98
Year 12 SACE Graduates	7
New Staff Hired	19
Students Moved into Further Study	18
Students Moved into Work	19
Students Achieved VET Certificates Contributing to SACE Stages 1 & 2	19
Apprenticeships	2

2022 HIGHLIGHTS



Learning Highlights

SASY has continued to push the boundaries of innovation in education, offering a variety of learning experiences for students that are immersive, engaging and relevant to their skills, abilities and interests. This deep learning has spanned across our Australian Curriculum and SACE streams, with a strong connection to the holistic development of our young people.

Our students have continued to engage in programs that have previously generated high levels of engagement, including Adventure, Skateboarding, Shop (formerly Surreal Harmony and rebranded as Illicit Cherry), and Pixels. Additionally, SASY has continued to work within our community, both local and beyond, in programs including Puff 'n' Pass Podcast, Ice Factor, Humans Being Humans and the filming of a short video in collaboration with TABOO Period Products. Our staff have continued to develop new and innovative learning experiences for students, including our RC Car programs, and deeper integration of our gym programs into our daily operations for both workshops, and individual de-escalation needs.

SASY has continued our strong relationship with VET, with 19 students completing courses in 2022 across various areas of interest that are student generated.

SASY continue to work within the Specialised Assistance Schools (SAS) network, alongside Flinders University and the SACE Board, to engage in the SACE Innovation Project to develop responsive curriculum frameworks that reflect an emphasis on holistic, socially just, student-centred curriculum that further equality of opportunity, giving more students access to SACE completion. This work will continue and deepen in coming years to assist SASY to modify our learning in reference to the needs of our young people and the holistic outcomes we are striving to foster for their lifelong learning and wellbeing.

Successfully Completed Subject Highlights

Personal Learning Plan	54
English	25
Numeracy	28
Research Project	3

Adventure Program

Adventure is many things. There is no one benefit or goal and the outcomes differ for each person. Adventure is risk taking, facing fears, personal and team challenges, appreciating nature, and exploring the unknown. Adventure is not therapy, but it can be therapeutic. It strengthens connections, develops confidence, inspires leaders, and can be the vehicle for exploring life change. A young person can attend once, join in on a camp, or get their hands dirty week in-week out and achieve SACE recognition. Any level of buy-in from young people, we see as brave and worth celebrating.

Some key trips and excursions this year:

- Middle Years overnight camp at Clayton Bay
- Senior Years overnight camp at Second Valley
- Operation Flinders Exercise (8-day journey)
- Abseiling Morialta, Kayaking Port River and SUP at Brighton
- Walking with Kurna education session at Morialta

Our expeditions would not be possible without key supporters such as Operation Flinders, Beyond The Classroom, Cleland Wildlife and Stand Up Paddle (SUP) SA.

Some highlights this year:

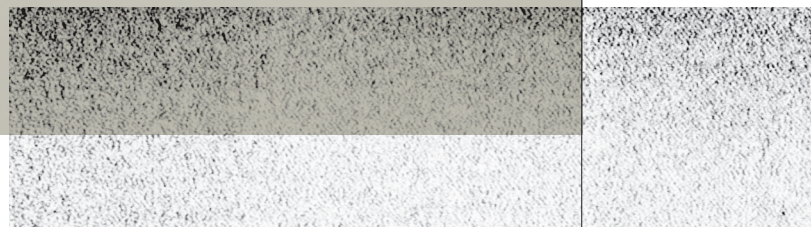
- 28 young people attended camps
- 5 staff attended the Australian Association Bush Adventure Therapy (AABAT) forum
- SASY invested in equipment (swags, eskies, general camp gear)
- 79 young people participated in the Adventure Program overall



STUDENT

What SASY does shouldn't be seen as "specialised," it's just how education should be for everybody. Every school should have this level of support.

SASY Student 2022
(wished to remain anonymous)



SASY Student 2022
(wished to remain anonymous)

In mainstream you're a number. You have a locker with a number. A student code. You have your timetable and you move along to the next room hour by hour. You're just a number in a system. At SASY you have a name and everyone asks how you're going and knows things about you. At SASY you're a person.

STORIES

“

Before I started high school, I had some issues with my mental health that I was trying to deal with, but I still wanted to be like everyone else and go to school. I didn't want to be a drop out or known as a drop out by my friends or family. After a few weeks of attending mainstream high school, it just became all too much for me. The school tried their best to get me to attend but I still couldn't cope, and I just didn't feel as though I fit in or belonged there. I felt as if I wasn't wanted so I dropped out and left school.

When I found SASY and applied, I felt lucky because in all honesty after two years of not attending school I really started to miss the work and environment but mainly the interactions with people. I finally felt like I had a second chance not only in school, but also in life.

SASY has honestly saved my life. If I hadn't been accepted into the school or had met the staff, I honestly wouldn't be here to this day and although it took me a long time to let people in, I'm glad I did because now I'm not only getting the help and support I need, but the support I deserve and I feel as though I'm going to be able to reach my future goals and achievements.

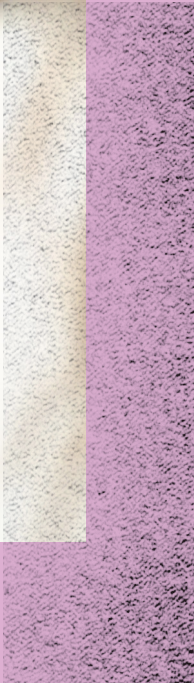
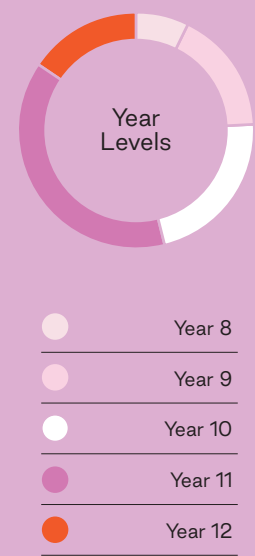
Alessandra, SASY Student 2022

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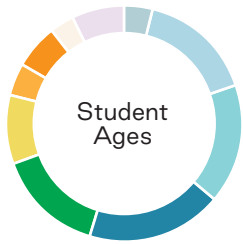
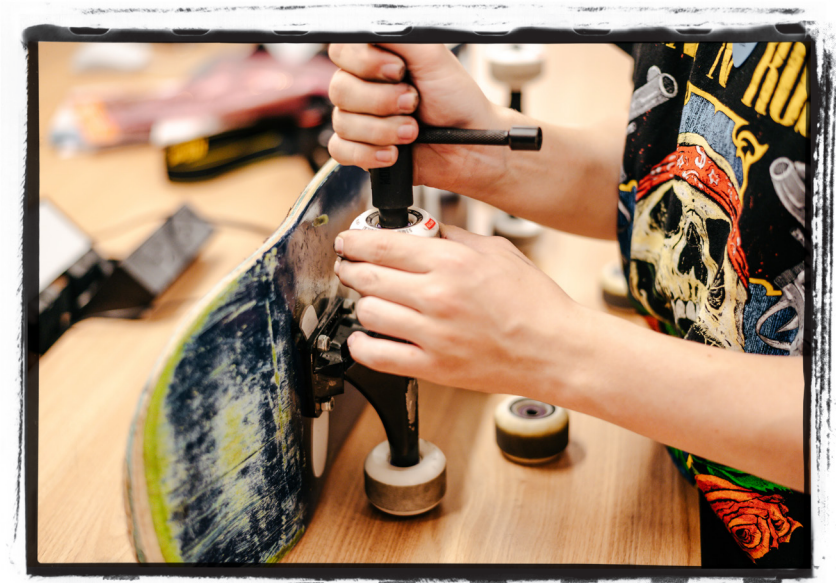


OUR STUDENTS

Our 2022 cohort comprised of a total of 201 students, with 29 SACE subjects being offered to our senior students.



Indigenous	17
Female	122
Male	65
Non Binary	14



- 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

Student Characteristics

Student Needs

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.

When students enrol at SASY, they develop an individual learning plan with staff to set goals and identify areas that the young person may need support in. Due to the high needs of our students and the significant planning required to ensure every student is catered for, SASY has limited intake to once per term. In extenuating circumstances we can enrol students outside of this timeline but this is ascertained on a case by case basis.

Attendance

We know that our students have difficulties engaging at school due to a range of complex issues. Thus, we have implemented modified timetables when required, that support our students in their individual circumstances and reflects that re-engagement is a slow and ongoing process. Our teaching and support staff monitor attendance daily and absenteeism is personally followed up by staff, with some students identified for additional support with internal case management or Outreach Services. We are cognisant of the impact of trauma and mental health issues on attendance and our staff are proactive in supporting and developing resilience and readiness for learning in our students.

Curriculum

Students at SASY complete their Australian Curriculum accredited middle school subjects, before progressing to SACE Stage 1 and 2 subjects such as Research Project, Personal Learning Project, Essential English and Essential Maths. Students can also undertake modified SACE which allows them to complete Stage 1 and 2 with the extra support they need.

Students are also given the opportunity to complete external vocational certificates (VET) that provide SACE credits, which not only helps their pathway to graduating school and entering tertiary education but equips them with real-life skills and experiences that are valuable to employment. In addition to VET opportunities, some students participate in work experience and School Based Apprenticeship and Traineeship (SBAT).

OUR

The majority of our cohort access public transportation which means a central location is critical to ensuring maximum accessibility for our students, both existing and prospective.

Adelaide CBD



The absence of fees at SASY ensures that any young person can have equitable access to a secondary education and achieve their learning goals such as SACE completion or a pathway to employment without financial barriers.

Our catchment isn't limited by zoning and our students come from all over Adelaide.



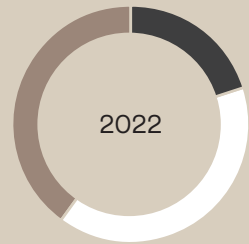
CAMPUS

Campus Growth

At the beginning of 2022, we launched our newly refurbished \$1.5M building, 29 Chesser Street. The site joined our three existing buildings, 25, 27 and 30 Chesser Street. The building was made possible thanks to funding from the government. 29 Chesser Street houses flexible learning spaces, multiple breakout and sensory rooms, a music lab, consulting rooms that are used for the mental health nurse, physio and psychologist, and a commercial kitchen and café area, affectionately named Café 29. With the new kitchen, a chef was hired who provides approximately 450 meals per week to students.

This year, SASY also opened its brand-new gym in downstairs 30 Chesser Street, generously funded by SA Power Networks and includes equipment such as ergo machines, treadmills and cross-trainers. This resource enables our young people to exercise, work in teams, learn about their mind and bodies and practice a healthy form of emotional outlet and regulation in a safe, onsite environment. During 2022, SASY made additional major capital contributions to refurbish the upstairs section of 30 Chesser Street, which will be opened in early 2023. Made possible by Government funding, this \$480K investment will provide a learning environment that has been designed to better suit the evolving needs of our staff and students. We are excited to see what next year has in store for us!

OUR TEAM



SASY Team Composition

●	Administrative Staff	20%
●	Teaching Staff	40%
●	Youth Workers / Support Staff	40%



The team at SASY has continued to grow throughout the year.

In 2022, we welcomed 19 new staff to the team including a new Head of Student Outcomes, multiple teachers and youth workers, a chef, and introduced the new roles of SASY Way Lead and Head of Professional Practice to coordinate and lead the documentation and implementation of the school's ethos, training and research.

We focussed heavily on staff professional development and invested in training relevant to our cohort of students, such as trauma theory, mental health, ASD in the classroom and managing behavioural emergencies.

Staff were also encouraged to seek out training and learning opportunities to further their skills in areas that interest them and are relevant to their roles. This included local and interstate training and networking events.

This is the second year of implementing the Hub structure. The four Hubs – Connect, Inspire, Ignite and Empower, were allocated teams of youth workers and teaching staff with one Senior Teacher, one Senior Youth Worker and one Team Leader per Hub. These teams are staffed to address student needs in a format that enables smaller groups with increased teacher to student ratios and spaces that suit the learning needs of each Hub.

Each Hub achieved their own sense of community and belonging between their staff and students and followed a school-wide 'rhythm' timetable to provide more predictability and stability during the school year.

This structure will be continued next year with new leadership and staff in each Hub to suit our 2023 student cohort, with more focus on cross-Hub collaboration and structured programs.





SA Power Networks CEO, Rob Stobbe, opening the gymnasium.

OUR PARTNERS

Core Funding

Commonwealth and State 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 additional assistance that support them to engage, learn and connect with their community.



Australian Government

Department of Education, Skills and Employment



Government of South Australia

Department for Education

Donations

2022 was the second year that SASY has received philanthropic and corporate funding from external parties. These donations support SASY to offer specific programs to students that are not possible through government funding alone, however are paramount to the growth of our school. SASY was fortunate enough to receive multiple contributions throughout the year and would like to extend a heartfelt thank you to the following organisations:

- SA Power Networks
- Shiels Jewellers



In-Kind Donations

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

- Good360
- TABOO Period Products
- OzHarvest
- Adelaide University Sport
- South Coast Shopfitters
- Liminton Design South Australia
- Orbitel Technologies
- Uniting Communities: Streetlink Youth Health Services
- ProActiv

Key Partners

Throughout 2022, SASY had ongoing partnerships with three key organisations who we would also like to thank, as their contributions have enabled SASY's positive impact to grow:

- The Association of Independent Schools of South Australia (AISSA)
- Edward Street Psychology
- Operation Flinders



OUR JOURNEY

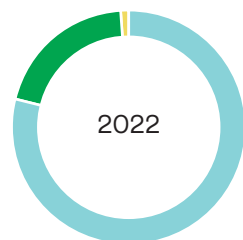


A Brief History of SASY

FINANCIALS

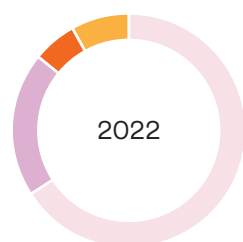


Income Breakdown



Federal Government Grants	79%
State Government Grants	20%
Other	1%

Expenses Breakdown



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



The Future Is Young People

Having 7 students graduate from the 2022 cohort gives us great excitement about the future. SASY is proud to have played a role in their success but acknowledges the challenges that these young people have overcome in order to achieve this. We are privileged to educate the next generation of young people and are so proud of them.

SASY is on the cusp of a range of exciting new opportunities as we head into our seventh year. As we look to the future, this unique school will bring its innovative education model to more young people who are not engaged with traditional schooling.

Strategic Priorities

Financial Stability

Including attracting grants and working with donors to build programs.

Enhance People & Culture

Including the development and documentation of The SASY Way, and the launch of our first Reflect Reconciliation Action Plan (RAP).

Positive Student Outcomes

Including growing our programs for previous students and Parent/Carer Nights.

Effective Governance

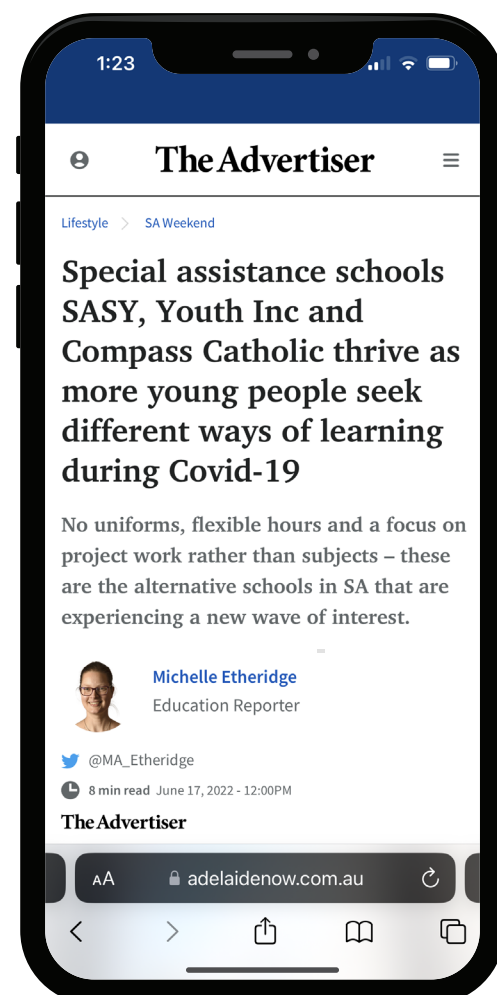
Including a time of consolidation after recent growth.

Growth

Including exploring growth options and increased professional development offerings.



SASY is doing things differently and people are talking about the positive outcomes for young people.



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, present and emerging.

SPECIALISED ASSISTANCE SCHOOL FOR YOUTH

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