



SPECIALISED ASSISTANCE SCHOOL FOR YOUTH

2019 annual report
to the school community

Name of school principal
Name of governing council chairperson
Date of endorsement

Raffaela Del Vecchio

Wendy Limbert - Acting Chair

28th May 2020

Vision

A recognised holistic centre providing a continuum of education and training opportunities for vulnerable youth and empowering them to become contributing and productive citizens of the 21st century.

Mission

In partnership with young adults and our community of support partners our mission as educators is to provide a safe and supportive learning environment to facilitate the development of well educated, responsible and resilient citizens.

At SASY we believe that all students at SASY have the right to:

- a) learn in a non-threatening, supportive and accepting, environment
- b) actively engage in their learning
- c) negotiate their learning activities in collaboration with their support partners
- d) have their needs, backgrounds, perspectives and interest reflected in the learning programs
- e) fair and equitable assessment practices
- f) negotiated Individual Learning Plans,
- g) personalised transition support
- h) case management support
- i) the opportunity to develop a critical and creative thinking
- j) collaborative and proactive engagement opportunities with the local community and SASY partners
- k) develop a positive sense of self as independent and interdependent individuals
- l) receive collaborative and sustained support to become active, successful, and contributing and connected members of society

We value:

- Respect:** For self and others
- 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
- Courage:** Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

School context and highlights

As part of our funding agreement with the Commonwealth Government, we are required to ensure that certain “School Performance Information” is made available to the school community. This annual report is an explicit response to the Commonwealth Government’s requirements under the headings required by the Commonwealth Government.

The information enclosed relates to the 2019 school year. Matters relating to the 2019 school year must be reported upon by mid 2020.

SASY is the first non-government school in South Australian that provides an alternative educational setting for students in years 8 – 12. SASY opened in 2016 with 18 students and in 2019 student enrolment numbers totalled 136. SASY is a trauma informed school and embedded in all educational and well-being programmes is the principle that all young people whose lives and learning have been disrupted by trauma are capable of making positive changes in their lives. Our deliberate enrolment strategy ensures our environment creates greater opportunity for more personalised approaches to teaching and learning.

As a Specialised Assistance School for Youth, our holistic pedagogical approach is specifically designed to give student agency in personal and academic learning. Programs are personalised, individualised and differentiated to encourage, support and maximise student development in emotional regulation, self-awareness and readiness to learn.

The newly leased and refurbished administration area and wellbeing consulting space was opened in Term 2 and provided much needed office space for the Senior Management and administration team, and in particular the Wellbeing support staff.

Concept Plans for the refurbishment of the main teaching areas were approved in Term 2. The aim of the refurbishment was to create more flexible teaching and learning spaces, as well as creating a large student break out space due to limited access to an appropriate outdoor area during their break times. The anticipated completion date for these works is in time for the new school year of January 2020. Both these projects align to our strategic goal ‘develop and design flexible learning space to facilitate expansion of interactive and engaging environments’.

Highlights of 2019

Six students graduated and completed SACE.

- Student participation in the Local Drug Action Network ‘Walking the Talk “program which included student consultation, action research and resource creation.
- 13 students completed their PLP
- 47 % of students engaged in Labs ‘n Life program to support youth development of life skills as they learn how to train a Labrador Retriever for special needs persons.
- Introduction of Find your Talent Friday where students explored a range of creative skills including: create you own make-up, construction, weaving, tie-dye, yoga and boxing.

Governing council report

As the General Manager of Cole School Experts, I was asked by the Directors of SASY to act in an Advisory capacity due to the departure of the CEO; Organisation restructure planning, including the appointment of the Principal was paramount to the ongoing success of the School.

In my capacity of Acting Chair for 2 Board meetings our first priority was to work with the School's Senior Management in the recruit a Board Chair with the skills, experience and understanding of the different nature of a Special Assistance School such as SASY. The Chair would then be tasked to establish a worthy Board.

The acting board established an ongoing recruitment strategy in order to find suitable teachers. The employment of suitable teachers for a special assistance school is more rigorous than that of a general school as the teachers need not only the skills and experience, but need to be flexible in the delivery of the curriculum and have empathy for the challenges faced by each of the students in their care.

With the recruitment of staff comes the review of teacher conditions in order to ensure that all of the staff were being treated with care and respect. The acting board commissioned this review.

27 Chesser St was the first of 3 SASY buildings to be refurbished and the acting board engaged the services of Liminton Design to manage the process.

The School, the Directors and Staff and all they achieve for our Kids at risk, is outstanding and very close to my heart. It was my pleasure to be closely involved for several months, but I was very pleased when Rob Snowdon was appointed as Chair and bring with him, his abundance of experience, kindness and compassion to this beautiful School. I knew it to be in good hands.

Improvement planning – review and evaluate

Quality teaching and learning: SASY's commitment to Professional Development opportunities aligns to our SIP focus to: advance teaching professionalism: enhance capital knowledge of all staff in trauma informed practices: improve learning outcomes in a supportive and connected school culture. Staff undertook two full day progressive training courses on the Berry St. Education Model and put into practice a number of trauma-informed practices including the Ready to Learn Scale and the introduction of a gratitude board. This has supported student agency in their learning and has been an excellent tool to monitor student well-being and to action intervention where required by youth support staff. The series of training will continue into 2020.

Professional development engagement in alignment with our strategic intent to ensure optimum student and staff safety and welfare for a positive learning environment include: short course in Positive Psychology, Basic Counselling for Teachers for challenging and managing complex trauma, , NAPLAN training, Reading for Life Dyslexia SA, Mental Health in Education Summit, Management of Actual or Potential Aggression (MAPPA) Foundation Instructor Certification Program, Executive Leadership Summit, Cert IV in Youth Work, , Cert III Business Administration Youth Worker Ethics, Case Note writing, Motivational Mapping, Youth Motivational Maps, CPR, RAN.

A second SIP priority relates to ICT integration into teaching and learning as a means to:

“transform learning into more interactive and engaging environment for students and parents”.

In order to actualise this *“staff need to be involved in professional learning that continually develops their ICT skills.* A skills ICT audit was completed in term 1 via Monkey Survey. The survey focused on self-reporting of skills level in a number of ICT applications Information gathered was used to develop a staged ICT skills professional development strategy to support staff to efficiently perform daily tasks to support and embed the development of ICT skills in curriculum delivery.

In term 3, SASY appointed an Attendance Support Officer to work and support at risk and highly vulnerable students to increase attendance and where appropriate liaise support services, including psychological and wellbeing programs in order to work towards readiness to learn. Also employed was a full- time school science teacher for the middle years to target the development of science teaching pedagogy and curriculum.

During term 4, the Principal undertook a whole school review in the following key areas:

- Communication both internal and external
- Administration
- Wellbeing
- Leadership
- Student agency
- Curriculum

Improvement planning – review and evaluate (cont)

The review sought to identify SASY's strengths and challenges and which require attention as part of the school's continuous improvement cycle. Areas identified for further development and inclusion in SASY SIP relate to:

- communication about SASY to external stakeholders
- marketing to create greater SASY presence
- further develop opportunities for student mentoring roles across the school
- expansion of SACE curriculum offerings to meet student interests
- increase student-teacher ratio
- exploration of space/resource expansion to meet growing enrolment numbers, curriculum offering expansion
- increase student agency as co-creators of curriculum design and assessment strategies
- capturing evidence of learning in more meaningful ways
- integrating well-being across all areas of curriculum

A recruitment drive for a 2020 Senior Youth Practitioner and specialist teachers in the following teaching areas: art, ICT, digital media, science and coordinator for teaching and learning, late in the year ensured SASY is well placed to plan for the delivery of STEAM in the newly leased and to be refurbished buildings at number 25 Chesser Street.

Performance summary

NAPLAN Proficiency

In 2019, three out of ten students attempted NAPLAN with only one student completing the NAPLAN literacy and Numeracy testing. All other students had exemptions or were absent for the testing period. Therefore no report data is available for the NAPLAN proficiency bands.

South Australian Certificate of Education - SACE

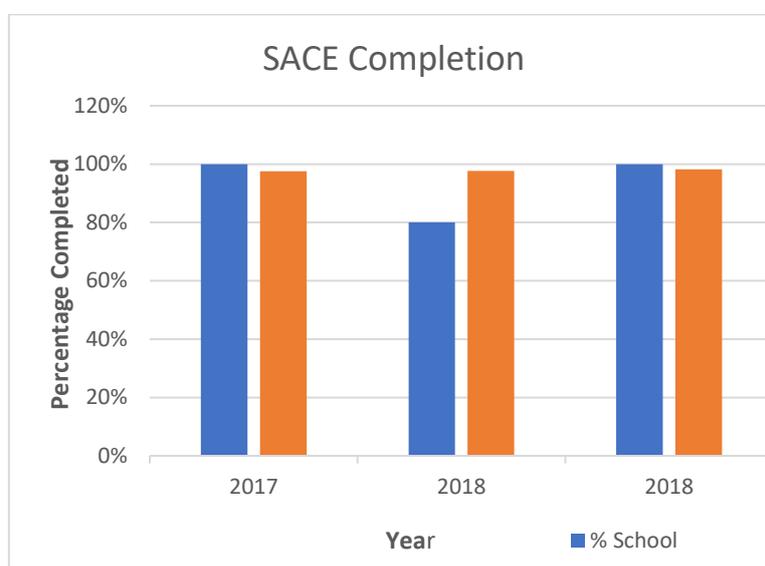
SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

4.1 SACE Completion

This report provides information on the percentage of students who completed the SACE in a particular year out of those identified by their enrolments as potential completers of the SACE.

From 2011, a potential SACE completer can be defined as a student who is enrolled in or has a completed enrolment in the following:

- the Personal Learning Plan (or PLP modified) at Stage 1;
- at least 20 credits of an English subject at Stage 2 and/or Stage 2;
- at least 10 credits of a mathematics subject at Stage 1 and/or Stage 2;
- the Research Project (or Research Project Modified) at Stage 2;
- at least 60 credits in a Stage 2 subject;
- at least 200 credits in total, 150 of which may be gained through VET recognition arrangements.



| Year | Potential Completers (School) | Completers (School) | % School | % State |
|------|-------------------------------|---------------------|----------|---------|
| 2017 | 8 | 8 | 100.00% | 97.57% |
| 2018 | 5 | 4 | 80.00% | 97.64% |
| 2018 | 7 | 7 | 100.00% | 98.23% |

SACE Stage 2 grade distribution

Data source SACE schools online

2.2 Stage 2 School Subject Results – by Grade Distribution by Year

| Grade | 2017 | | 2018 | | 2019 | |
|-------|----------------|-------------|----------------|-------------|----------------|-------------|
| | No. of Results | %of Results | No. of Results | %of Results | No. of Results | %of Results |
| A+ | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| A | 0 | 0.00% | 1 | 20.00% | 0 | 0.00% |
| A- | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| B+ | 1 | 11.11% | 1 | 20.00% | 1 | 20.00% |
| B | 1 | 11.11% | 1 | 20.00% | 0 | 0.00% |
| B- | 1 | 11.11% | 0 | 0.00% | 1 | 20.00% |
| C+ | 1 | 11.11% | 0 | 0.00% | 2 | 40.00% |
| C | 4 | 44.44% | 1 | 20.00% | 1 | 20.00% |
| C- | 1 | 11.11% | 1 | 20.00% | 0 | 0.00% |
| D+ | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| D | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| D- | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| E+ | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| E | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| E- | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| N | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |

SACE completion – percentage of completers out of those students who had the potential to complete their SACE in October that year

| | 2017 | 2018 | 2019 |
|--|------|--------|-------|
| Percentage of year 12 students undertaking vocational training or trade training | 25% | 15% | 53% |
| Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification | 32% | 26.66% | 13.2% |

Attendance

Specialised Assistance Schools supports student attendance and absence notification through various means. Our expectation is that absence notifications are received by 10:00 am. When a student is absent without explanation, a SMS text message is sent to the parent or guardian by 10.00am seeking clarification regarding the student absence. This is followed up with a phone call to parents or guardian by one of the following SASY team members: the attendance support officer; youth support staff or individual case manager.

In 2019, the average student attendance rate was 49.29% %

| Overall % | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|-----------|-------------|--------|---------|---------|---------|
| 2018 | 78.3% | 53.3% | 61.8% | 49.1% | 50.29% |
| 2019 | No year 8's | 70.03% | 51.70% | 50.31% | 44.19% |

Attendance comment

The percentage figure for the average student attendance rate shows the proportion of days that each student, on average, attended school over the whole year. The larger the percentage, the smaller the number of days that students are absent from school. At SASY we are cognisant of the impact of trauma and mental health issues on attendance and the wellbeing team is proactive in supporting and developing mental health resilience and readiness for learning.

The appointment of an Attendance support officer has seen some improvement in year 9 and year 11 attendance this support will be extended in 2020 with a more targeted focus on senior school.

Positive behaviour support comment

SASY is founded on the principle that all young people are capable of making positive changes in their lives. At SASY we acknowledge that academic and personal growth best occurs in a safe and supportive environment where physical, emotional, cognitive and behavioural issues are addressed as part of a holistic learning approach.

All staff are trained in trauma informed practices and encourage students to be active learners and to address issues which negatively impact on their learning. Individual Intervention strategy plans assist staff response to de-escalate disruptive or harmful behaviours. Our youth are supported by SASY youth workers, on-site psychologist and external providers to develop skills in self-regulation of emotional states and behaviours which have the potential to risk harm to self or others.

Community satisfaction summary

Parent/Carer satisfaction

Parent/Carer views are expressed through a range of correspondence: telephone, emails and meetings. Parents/carers have provided feedback about the personal growth and more sustained attendance and engagement. Parents/carers expressed gratitude for the range of well-being programs and the individualised programs to engage students in personal and academic growth.

Feedback from parents:

“Why wasn’t a school like this made know to us earlier? I think psychologists should have the knowledge about SASY to refer kids to it... I have spoken so highly of SASY to my friends when they have issues with their kids.”

Student satisfaction

During 2019, the Wellbeing team informally and formally held individual and small group discussions in relation to school satisfaction. Students articulated a strong sense of the school as their ‘safe’ place, a strong sense of belonging and trust in the SASY community. They identified positive experiences in the learning relationships established with their learning facilitators and articulated feelings of being valued in the consideration of the newly refurbished spaces, especially the break-out area. Student satisfaction and feedback is also determined in a range of student forums (some student-led) which inform the review of all programs delivered to SASY youth.

Feedback from students:

“There is no way I would have graduated if I didn’t go to SASY,I couldn’t learn in the mainstream school environment.”

“I would never ever thought I could finish school and now I have because of SASY. I wish I had known about SASY when I first stopped going to school because I would never have dropped out in the first place.”

Teacher Satisfaction

Staff satisfaction is determined through the feedback and development process, staff meetings, specific staff team meetings, daily briefs and debriefs as well as formal and informal conversations.

At the end of 2019, the Principal undertook a school review, Staff indicated a high level of satisfaction and appreciation for the opportunities provided by SASY for ongoing and regular professional development in the area of trauma and its impact on individuals and the learning process. They also expressed a strong sense of SASY as a learning community and identified areas for development which will be incorporated in the school improvement plan.

Post school destination

SASY students are survivors of complex and compound trauma and our learning environment focusses on well-being as a precursor to learning. Senior students manage their SACE learning in a way which allows them to take ownership and pace of readiness to complete their SACE, whilst managing their well-being and mental health.

Many of our students take a staggered approach to their SACE completion which gives them flexibility to gain support to address issues which may impact on their learning. Housing issues, safe living environments, financial hardships, stress and anxiety, family dynamics and relationship issues impact on their daily lives and the ability to sustain long periods of learning readiness.

In 2019, six of our year 12 cohort, were ready to complete SACE and move towards life beyond the safety of SASY. We congratulate each and every one of these students for their courage in completing their SACE under very life challenging situations.

| Student Numbers | Destination |
|------------------------|---|
| 2 | Employment in the Hospitality sector after completing their Cert III Hospitality |
| 1 | Employment Childcare |
| 3 | Tertiary entrance in following courses: <ul style="list-style-type: none"> • Bachelor of Tourism and events • Animal Studies • Child Studies |

Relevant history screening

SASY is compliant with all relevant history screening requirements including the Working with Children Check. All teaching and non-teaching staff have completed the necessary training in Mandatory reporting, RAN training and First Aid. All teaching staff hold the required qualifications for Teacher Registration in South Australia, including a National Police Check.

SASY keeps a live database of the above to regularly monitor and review for to ensure compliance.

Qualifications held by the teaching workforce and workforce composition

Qualification held

| Qualification Level - Teachers | Number of Qualifications |
|--|--------------------------|
| Bachelor Degrees or Diplomas | 12 |
| Post Graduate Qualifications | 0 |
| | |
| | |
| Qualification Level - Non Teaching Staff | Number of Qualifications |
| VET | |
| Cert 2 | 2 |
| Cert 3 | 7 |
| Cert 4 | 14 |
| Bachelor Degrees or Diplomas | 18 |
| Post Graduate Qualifications | 1 |

Workforce composition

| Staff | Total | Male | Female |
|----------------------------------|-------|------|--------|
| FTE for Teaching staff | 5 | 2 | 3 |
| Total FTE for non teaching staff | 17 | 7 | 10 |
| FTE for non teaching staff | 16.1 | 7 | 9.1 |

Financial statement

Commonwealth and State Government recurrent grant funding programs is an invaluable resource to SASY and its operations. All resources are managed diligently to ensure delivery of all programs and operations are within budget and relevant to the educational needs of our students. Our Finances are overseen and managed by Cole Accounting School Services.

The School's financial reports are audited on an annual basis by Accrue Harris Orchid.

