



2014 ET AUSTRALIA SECONDARY COLLEGE
ANNUAL REPORT



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A message from key school bodies

ET Australia Secondary College would like to thank all of our students, parents, school teachers, staff, board members, volunteers and stakeholders for an extremely successful year.

Contextual information about the school

ET Australia Secondary College (ETASC) offers students an opportunity to make a fresh start in an independent Year 9 and Year 10 High School which is different to traditional schools. ET Australia Secondary College is an independent special assistance school run by ET Australia, a not for profit community based organisation that has been delivering employment and training services to the NSW Central Coast since 1977.

ETASC is registered with the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and is funded as an independent school by the Australian and NSW Governments. ETASC delivers Year 9 and Year 10 studies in English, Mathematics, Science, History, Geography and PDHPE that comply with the BOSTES School Syllabuses.

ETASC offers an alternative option that will suit students who will thrive in a small school environment where the teaching focus is all about preparing students for the world of work and life-long learning. The learning environment at ETASC integrates ethics and behaviour self-management skills so students can concentrate on achieving their best.

Facilities

ET Australia Secondary College (ETASC) is located in the Gosford CBD, in the Parkside Building, 123 Donnison Street Gosford. The Parkside building is a multi-service youth facility. ETASC is not a traditional school setting. The school environment does not provide sporting fields, or other traditional school grounds. ETASC facilities include:

- 3 General purpose classrooms
- A computer lab
- A visual and creative arts room
- A professional production-level music recording studio
- A performance arts space including stage, professional PA sound system, stage lighting and audience space for 200 people, Common areas, Staff room and Student toilets.

In addition to the school, a range of youth services are delivered in the building by a range of agencies including Regional Youth Support Services, Relationships Australia (ARC), Post School Options and ET Australia.

Student outcomes in standardised national literacy and numeracy testing

Students	2008	2009	2010	2011	2012	2013	2014	Average 2012 – 2014
Assessed	-	-	-	-	-	59%	85%	**
Exempt	-	-	-	-	-	0%	0%	**
Participation	-	-	-	-	-	59%	85%	**
Absent	-	-	-	-	-	41%	15%	**
Withdrawn	-	-	-	-	-	0%	0%	**
Australian average participation	-	-	-	-	-	92.1%	91.7%	**

Year 10 RoSA Results 2014 FROM SCHOOLS ONLINE

2008	2009	2010	2011	2012	2013	2014			
Colour Scheme Red & Green <input type="button" value="Submit"/>						Alternate view: Results in graphs			
Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
526 495 - 557		475 433 - 517		520 485 - 554		521 486 - 556		522 493 - 550	
ALL 580		ALL 550		ALL 582		ALL 574		ALL 588	

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
English 200 hours (300)	37	85116	5.41	21.62	51.35	18.92	2.70		12.60	26.96	36.56	16.73	6.20	.96
Mathematics 200 hours (323)	37	85200	2.70	21.62	27.03	43.24	5.41		14.87	22.71	31.31	23.10	7.10	.91
Science 200 hours (350)	37	85043		21.62	59.46	13.51	5.41		13.34	23.94	35.50	19.11	7.14	.97
Australian Geography 100 hours (4015)	37	85052		37.84	51.35	8.11	2.70		13.30	25.50	35.16	18.19	7.08	.77
Australian History 100 hours (4005)	37	85073	5.41	27.03	56.76	8.11	2.70		13.44	25.48	34.88	18.01	7.48	.71
Personal Development, Health and P.E. 200 hours (2420)	37	57929	13.51	32.43	35.14	5.41	13.51		13.13	32.23	35.92	12.90	5.13	.69

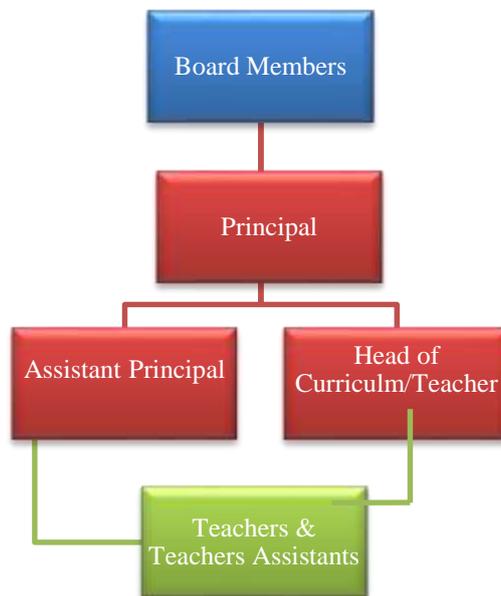
The granting of Records of School Achievement

In 2014 38 Year 10 students achieved their RoSA.

Workforce Composition

In 2014, ET Australia Secondary College had 3 full time teachers and 2 part time teachers as well as 1 full time teacher's assistant and 3 part time. Additionally, six community volunteers assist staff with small groups and give students additional one on one time.

ET Australia Secondary College Staff



Professional Learning and Teaching Standards

Staff Attending	Professional Development
Kimberley Wheeler	<ul style="list-style-type: none"> • Planning and Programming the new 7 – 10 Syllabus • Teaching the New 7 – 10 Syllabus: Poetry • Teachers and Teachers Aides: Working together effectively
Chris Munday	<ul style="list-style-type: none"> • Planning and Programming for the new Science Syllabus • Re-Thinking how we teach physical education: Intro into TGFU • Duke of Edinburgh Course • PDHPE Leadership Course
Jasmyn Du Plessis	<ul style="list-style-type: none"> • Planning and Programming the new Maths Syllabus: 7 -10 • 8 plus 10: 2015
Lachlan Scott	<ul style="list-style-type: none"> • Planning and Programming for the new History Syllabus: 7 – 10 • Supervising Teacher Progression to Proficient Teachers • Differentiation in History • AIS small conference – Using Apple products in schools • Exploring the edge
Ellen Skinner	<ul style="list-style-type: none"> • Teachers and Teachers Aides: Working together effectively • Suicide prevention workshop – headspace • Accidental Councillor

Student attendance rates for each Year level and the whole school

From Edumate 27/1/14 to 18/12/14

FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE	ATT_IND_MALE	ATT_IND_FEMALE
Year 09	63.0%	67.3%	60.0%	94.4%	52.3%
Year 10	69.4%	75.8%	66.4%	69.9%	63.1%

2014

Y9 63%

Y10 69.4%

Description of Non-Attendance Management

School rolls are marked at the commencement of the day and at 10.40am after Recess.
Class Rolls are marked every period.

Where a Student is absent and no reason has been given, a text message is sent to parents/carers. Where the text has not been responded to by the end of the day an email is sent. If there is no response for 4 days a letter is sent to the parents/carers indicating our intention to exit the student and advise DEC and DoCS of their non-attendance.

Where a student still fails to attend school a letter is sent to the parents/carers indicating that the above letters have been sent and the student is exited from the school.

Post-school destinations for students

After graduation students have the below 5 options to choose from;

- Stay at school and continue into Years 11 and 12
- Take up an apprenticeship or a traineeship
- Enrol in a vocational qualification at TAFE NSW or another approved training organisation
- Undertake full time paid employment
- Participate in a combination of education, training and employment

As a result, 37 out of the 38 students have moved forward into one of the above options.

- 14 students enrolled school to complete their HSC
- 2 students are undertaking an apprenticeship/traineeship
- 19 students enrolled in TAFE or other approved training organisations
- 2 students are currently in full time employment*

There is 1 student we have been unable to contact so we cannot record an outcome for this person. This is a confirmed 97% success rate for ETASC with their pathway plans

*the 2 students intend to enroll in TAFE to supplement their employment and work toward a career in their chosen field.

Enrolment policies

ET Australia's Secondary College (ETASC) is a special assistance school for students who are undertaking Year 9 and Year 10 school studies.

ETASC is a special assistance school where the majority of enrolled students will have social, emotional or behavioural difficulties and where they have experienced difficulties at other schools.

Students and Parents/Guardians must agree to and sign the ETASC Learning Contract condition at enrolment.

Students must have a genuine desire to work within the ETASC Policies and Procedures, goals, aims and objectives.

Enrolment into the school therefore expresses a commitment by parents/guardians and students to fully support school policies, practices and activities.

Where the interests of a student or parent/guardian cannot be met within the school, an alternative education facility will be suggested to help meet the family's needs.

In accepting an offer of enrolment, parents/guardians agree to pay all school fees and charges by the due date. If genuine financial need exists, parent/guardian contact with the Principal is required.

At all times the Principal may enrol a student where it is in the interests of that family, regardless of all other factors.

School Policies

Student welfare

Student Supervision:

ETASC recognises teachers' duty of care to students and that the Principal and teachers are in the best position to identify reasonably foreseeable risks and put in place arrangements which are reasonable to protect students against injury.

Under ETASC policies, supervision usually involves actual teacher presence in the building whenever students are present. Special arrangements apply in relation to school activities such as excursions and sporting activities conducted outside the school hours.

Before and after School Supervision

Supervision of students from 8:30 – 9:00am is the responsibility of the AP and is delegated to teachers on duty via the supervision roster.

Morning and Lunch Breaks

There are two 30 minute breaks during the school day. During normal school days all students are supervised by teachers on the duty supervision roster. In wet weather the students are permitted to remain inside the building under supervision of the teachers on duty. The Common Room immediately outside the School Office is supervised during both breaks each day.

Risk Management and School Excursions

Risk assessments have been completed and are regularly reviewed for all activities at ETASC. Written risk assessments are completed prior to any excursion, incursion or new event and activity.

Class Rooms

Staff attend classes as per their allocated timetable and as directed by school executive. Staff are to be punctual and provide direct supervision of students in their care. In exercising their duty of care staff identify any reasonably foreseeable risks and put in place arrangements which are reasonable to protect students against injury. Staff need to be supportive of the school policy regarding bullying.

Complaints

A complaint may be made by anyone who has a concern or complaint about any aspect of the school. The complaint or concern can be made verbally or in writing. Formal complaints can only be made in writing. Complaints made may be resolved:

- Informally - Discussion and resolution by parties involved
- Formally - Investigation by The Principal or representative.
- Externally – Investigation by an external body

It is stressed that the majority of complaints are resolved on an Informal basis however where upheld may proceed to the next level. A complaint made to the Principal may be referred to the parties for Informal resolution.

Time must be allowed to interview parties, examine documents and review the evidence.

At all formal stages of the complaints procedure, the following information should be recorded in writing and stored securely:

- The name of the complainant
- The date and time at which complaint was made
- The details of the complaint
- The desired outcome of the complainant
- How the complaint is investigated (including written records of interviews held)
- Results and conclusions of investigations
- Any action taken
- The complainant's response (satisfaction or further pursuit of complaint).

In Formal or External investigations all parties must be advised in writing of the outcome.

Complaint may be upheld (in part or in full) or not upheld. In each case reasons for this are clearly given.

In the first instance, conciliation may be possible following:

- an apology;
- an explanation;
- an admission that the situation could have been handled differently or better;
- an assurance that the event complained of will not recur;
- an explanation of the steps that have been taken to ensure that it will not happen again;
- an undertaking to review school policies in light of the complaint.
- issues related to child protection, criminal investigations and employee grievances must also all be handled separately from this policy.

This policy is distinct from formal staff disciplinary proceedings.

Priority areas for improvement as selected by the school including comments on the achievement of priorities for the previous year. The areas selected for improvement by the school may or may not include targets for student achievement.

We have conscientiously worked to ensure our integrated curriculum which was commenced last year is seamless in 2014.

Students have responded well to both project and theme based studies where teachers have mapped outcomes across all KLAs.

The school is developing recruitment strategies for Year 9 students and plan to build a robust model which will ensure on going enrolments.

We are submitting an application to BOSTES to extend the school to Y 7 and Y 8 in 2016

Actions undertaken by the school to promote respect and responsibility. These may relate to respectful behaviour, involvement in community service activities, and specific class-based activities.

As part ETASC's ethos of developing 'employability skills' students are encouraged to act in a manner which would be acceptable as an employee or student in the workplace. Reward systems in place to recognise academic, social and community effort.

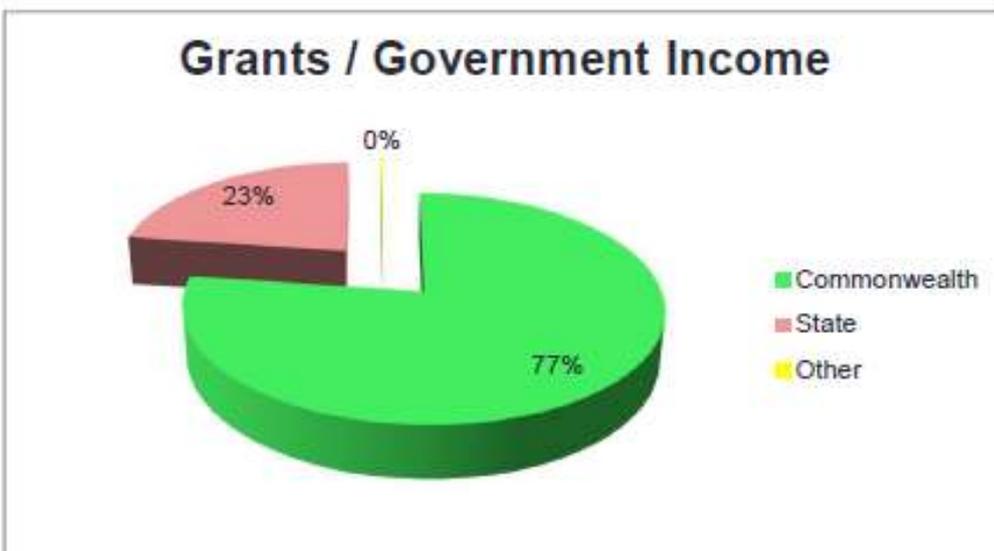
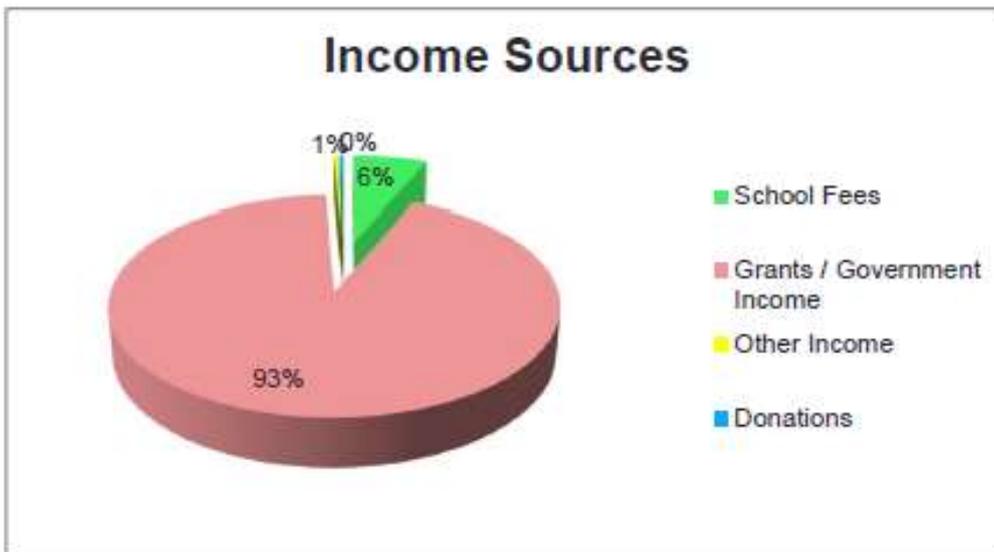
A description in plain language of parent, student and teacher satisfaction. This can be represented in the most appropriate way according to each school's circumstances.

The school enjoys a remarkably low absentee rate for students and staff. Students frequently express how they are enjoying learning and 'want to be here'.

Staff sick days are rare therefore students receive consistent and conscientious attention. Parents are frequently contacted to celebrate the achievements of their children.

Parent feedback is often positive, enthusiastic and unsolicited.

ET Australia Secondary College 2014 Financial Information





Employment and Training Australia Incorporated
ABN 60 459 500 248
www.etaustralia.com.au