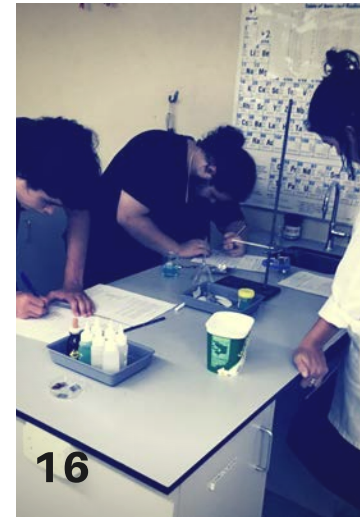




ET Australia

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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 2016.

Contextual information about the School

ET Australia Secondary College (ETASC) offers students an opportunity to make a fresh start in an independent Secondary College 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 Education Standard Authority (NESA) and is funded as an independent school by the Australian and NSW Governments. In 2016 the School offered places for students in Year 7, Year 8, Year 9 and Year 10 studies in English, Mathematics, Science, History, Geography and PDHPE, plus Technology and Languages for Year 7 and Year 8 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:

- 5 General purpose classrooms
- 1 Learning Intervention classroom
- A visual and creative arts room
- A performance arts space including stage, professional PA sound system, stage lighting and audience space for 200 people
- Common areas
- Staff room
- Student amenities

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

Student outcomes in standardised national literacy and numeracy testing

Student Participation in NAPLAN 2016

Students	2008	2010	2011	2012	2013	2014	2015	2016	Average 2014 – 2016
Assessed	-	-	-	-	-	-	-	100%	100%
Exempt	-	-	-	-	-	-	-	0%	0%
Participation	-	-	-	-	-	-	-	100%	100%
Absent	-	-	-	-	-	-	-	0%	0%
Withdrawn	-	-	-	-	-	-	-	0%	0%
Australian average participation	-	-	-	-	-	-	-	95%	95%

NAPLAN Results 2016

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Colour Scheme <input type="button" value="Red & Green"/> <input type="button" value="Submit"/> Alternate view: Results in graphs									
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy
Year 7	521 485 - 556		456 416 - 495		491 454 - 528		512 472 - 551		492 459 - 524
	ALL	541	ALL	515	ALL	543	ALL	540	ALL
Year 9	573 550 - 596		486 456 - 517		549 523 - 574		547 520 - 573		548 525 - 572
	ALL	581	ALL	549	ALL	580	ALL	569	ALL

Year 10 RoSA results 2016 from Schools Online

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)	25	86194		28.00	28.00	44.00			12.12	28.14	37.28	16.27	5.16	1.03
Mathematics 200 hours (323)	25	86204	8.00	20.00	32.00	20.00	20.00		14.85	23.02	31.47	22.95	6.75	.97
Science 200 hours (350)	25	86198		8.00	44.00	44.00	4.00		13.24	24.56	36.66	18.29	6.36	.89
Australian Geography 100 hours (4015)	25	86018		24.00	36.00	28.00	12.00		13.22	26.03	35.92	17.65	6.38	.81
History 100 hours (4007)	25	86232		36.00	40.00	24.00			14.13	26.88	35.10	16.85	6.27	.77
Personal Development, Health and P.E. 100 hours (2421)	24	27501		4.17	66.67	29.17			16.49	34.99	34.64	9.86	3.27	.75

The Granting of Records of School Achievement

In 2016, twenty five Year 10 students achieved their RoSA.

Workforce Composition

In 2016, ET Australia Secondary College had 6 full time teachers and 3 part time teachers as well as 2 full time teacher's assistant and 5 part time. In Addition, 8 community volunteers assist staff with small groups and give students extra 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"> • The AIS English Conference: Literature from All Times and Place • AISTAA Induction • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees
Chris Munday	<ul style="list-style-type: none"> • Creating Supportive Schools – Sexuality and Gender diversity • Anxiety/Depression and Self Harm: School Based Support • Making consistent Teacher judgements for the NCCD • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender Diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees
Jasmyn Du Plessis	<ul style="list-style-type: none"> • AISTAA Induction • Scientists & Mathematicians in Schools (SMiS) • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees
Lachlan Scott	<ul style="list-style-type: none"> • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees
Elissa Cosentino	<ul style="list-style-type: none"> • Assessment that leads to learning in Science • AISTAA Induction • Scientists & Mathematicians in Schools (SMiS) • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees
Darcy Jury	<ul style="list-style-type: none"> • AISTAA Induction • Scientists & Mathematicians in Schools (SMiS) • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees
Morven Durick	<ul style="list-style-type: none"> • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees
Christina Clark	<ul style="list-style-type: none"> • Familiarisation: NSW Syllabus for the Australian Curriculum Geography 7 – 10 • Consistent Teacher Judgement Work Shop • Compass points – Creating New Connections in Geography • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees
Elizabeth Byrne	<ul style="list-style-type: none"> • Using SMART (NAPLAN) to inform whole school planning • AISTAA Induction • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees
Ellen Skinner	<ul style="list-style-type: none"> • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees
Amy Capindale	<ul style="list-style-type: none"> • Creating Supportive Schools – Sexuality and Gender diversity Module.1 • Creating Supportive Schools – Sexuality and Gender diversity Module.2 • Child Protection Legislation: Reportable Conduct and Allegations Against Employees

Student Attendance Rates for Each Year Level and the Whole School

From iWise (student management system) 28/1/16 to 16/12/16

Year	Punctuality	Attendance
7	99.3	91.4
8	98.4	92.0
9	97.7	89.5
10	94.9	85.6



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 the above letters have been sent and the student is exited from the school.



ETASC 2016 Outcomes

After graduation students have five options to choose from:-

- Stay at school and complete Years 11 and 12
- Take up an apprenticeship or 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

In 2016, 23 out of the 25 students have moved forward into one of the above options.

- 7 students enrolled in schools to complete their HSC
- 2 students are undertaking an apprenticeship/traineeship
- 12 students enrolled in TAFE or other approved training organisations
- 2 students are currently in employment

There is 1 student we have been unable to contact so we cannot record an outcome for this person.
There is 1 student who has not integrated into one of the post school options due to personal circumstances.

This is a confirmed 92% success rate for ETASC with their pathway plans.

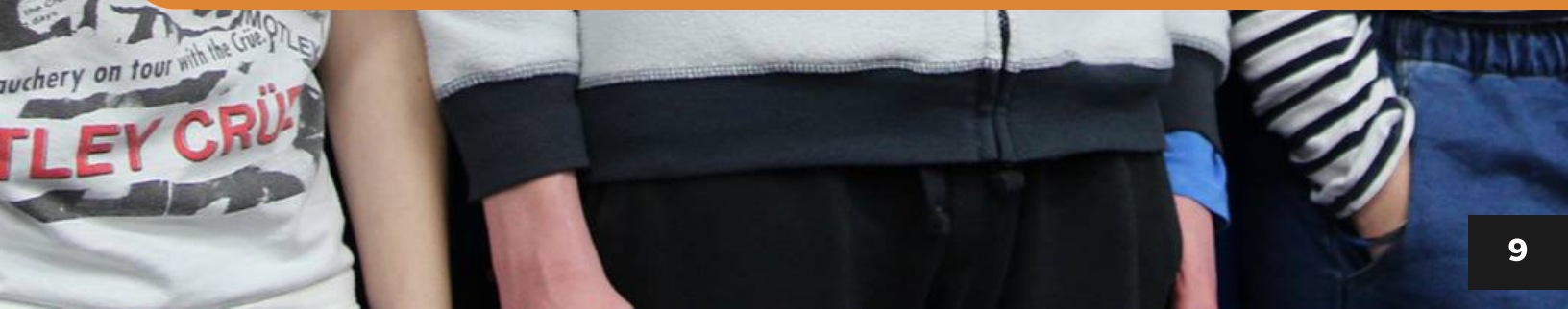




Enrolment Catchment Area

Families continue to seek out the ET Australia Secondary College as a safe place for their children. A growing number of peer referrals and families sending siblings stand testament to this.

Students from as far away as the West Lakes area of Lake Macquarie, Cessnock and Hornsby attended the College in 2016. These students and their parents have generated further enrolments from those areas.





Enrolment Policies

ET Australia's Secondary College (ETASC) is a special assistance school for students who are undertaking Year 7 to 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 as a condition of enrolment at ETASC.

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 a 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 Assistant Principal 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, new event or activity.

Class Rooms

Staff attend classes as per their allocated timetable and as directed by the 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.

School Policies

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 involved for informal resolution.

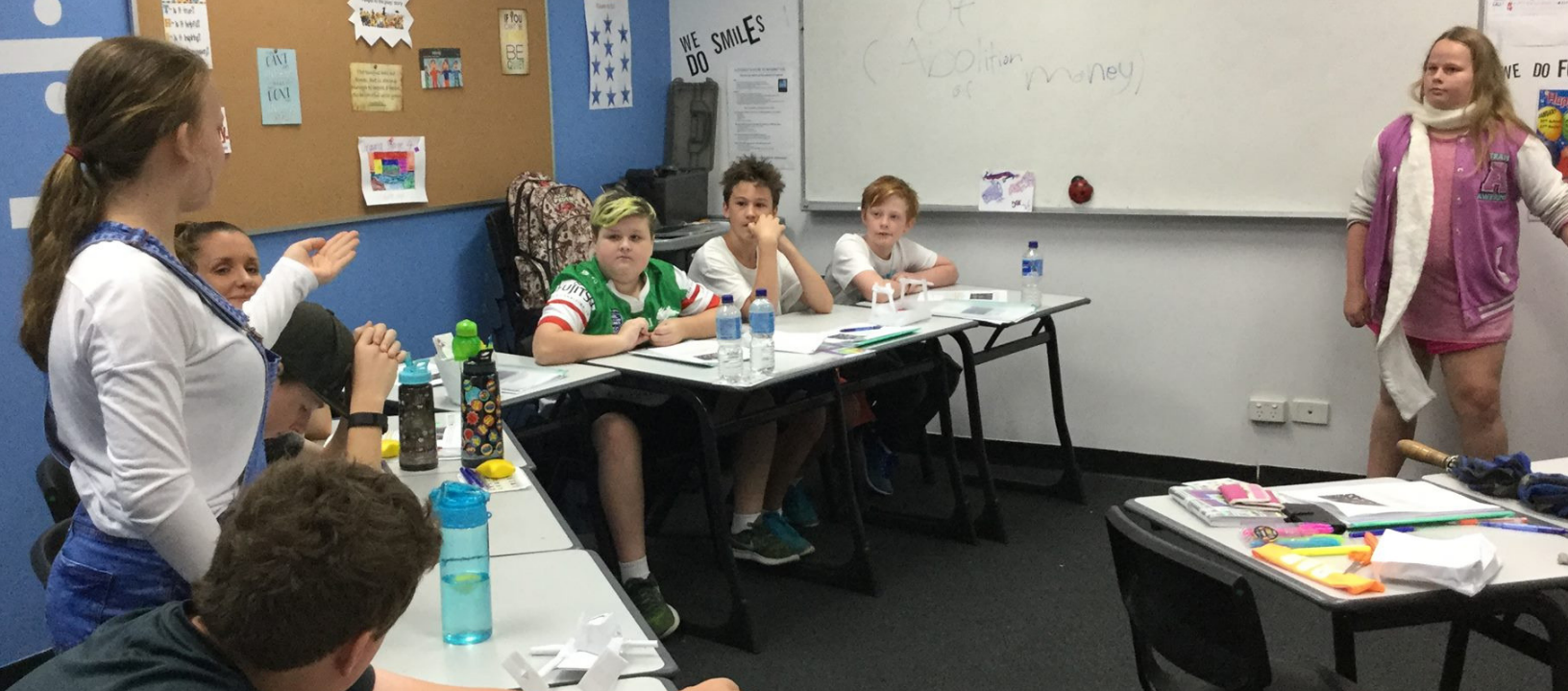
Time must be allowed to interview involved parties, examine documents and review the evidence. At all formal stages of the complaints procedure, the following information should be recorded in writing and stored securely:

- The name of the complainant
- The date and time at which the 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. A 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 the situation could have been handled differently or better;
- An assurance the event complained of will not recur;
- An explanation of the steps taken to ensure that it will not happen again;
- An undertaking to review school policies in light of the complaint;
- For 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.

Throughout 2016 our school has enhanced the integrated curriculum which has been the keystone of our learning model. This is ongoing and is developed as subjects are developed by the New South Wales Education Authority (NESA).

Students continue to engage in learning which includes project and theme based studies where teachers collaborate to ensure the relevance of each KLA against others.

Strategies to increase both Year 7 and Year 9 enrolments are now being developed as 2016 identified both these year groups require additional recruitment support.

As we enter our second year with Year 7 and Year 8 classes it is evident this was a successful strategy with identified needs for our school model, at this level.

The introduction of a Learning Intervention Teacher this year is working towards our goal of raising students' ability to cope in class in all subjects. We anticipate introducing 'QuickSmart' an evolutionary student intervention program, to further enhance this role in 2017.

<https://simerr.une.edu.au/quicksmart/pages/qsresearchoverview.php>



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 are in place to recognise academic, social and community effort.

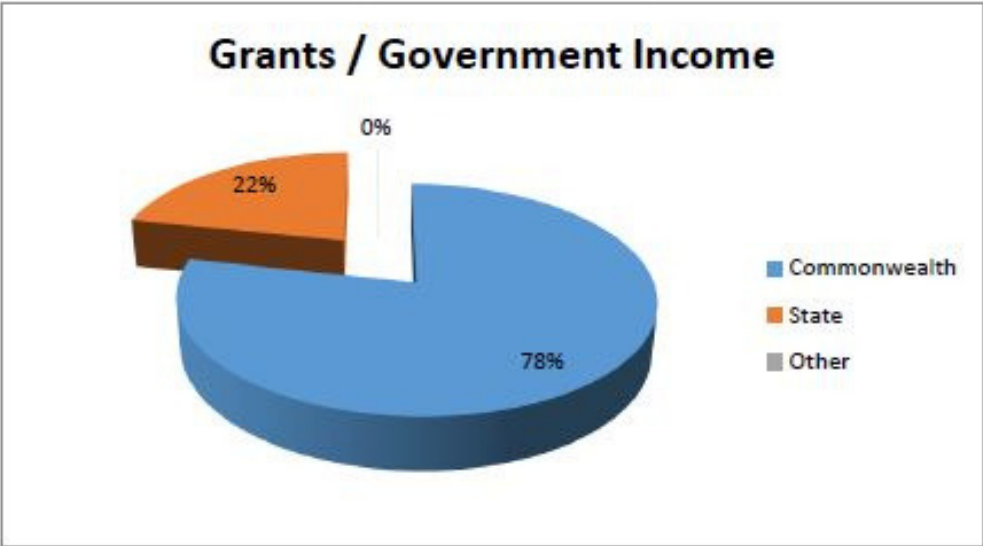
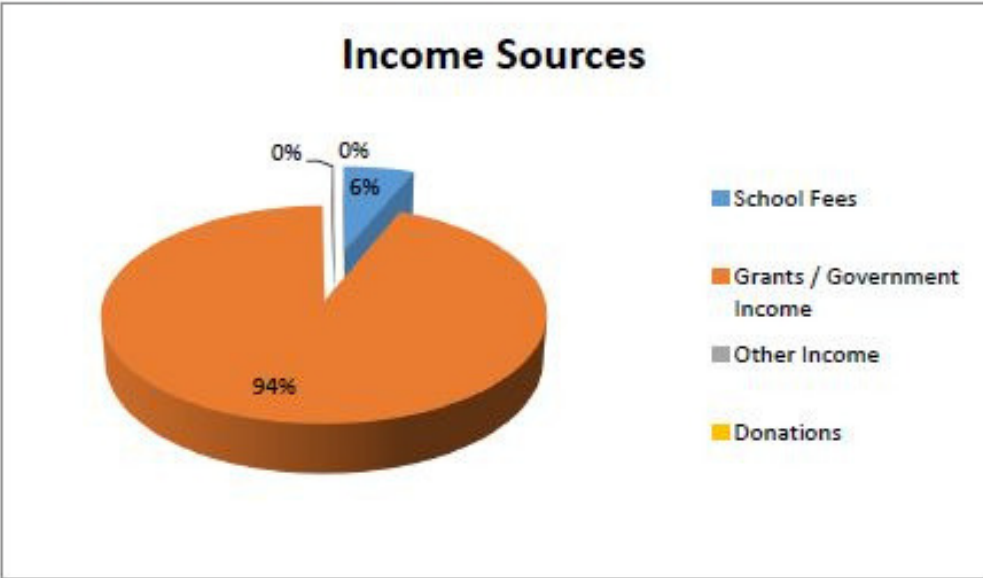


A description in plain language of parent, student and teacher satisfaction. This can be represented in the most appropriate way according to each school's circumstances.

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 most often positive, enthusiastic and unsolicited.

Finance

ET Australia Secondary College 2016 Financial Information



CONTACT INFO

ET Australia

Address: 123 Donnison St, Gosford NSW 2250

Phone number: (02) 4323 1233

Email: email@etaustralia.com

We are open: Monday – Friday, 8:30am – 5pm

QUESTION 1 YOU CAN PLOT THE FOLLOWING 3 GRAPHS ON ONE AXES) Plot the graph of $y=x^2$ for the values of x that you can. State the coordinates of the turning point. (LOOK AT EXAMPLE 1)

2) Plot the graph of each of the following for values of x that you can. State the coordinates of the turning point. (LOOK AT EXAMPLE 1)

a) $y=x^2+1$ b) $y=x^2+3$ c) $y=x^2-3$

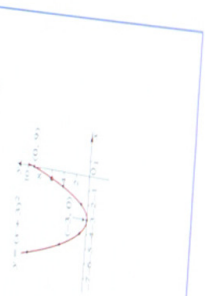
3) Look at the graphs you draw from question 1. How do you think the graphs are affected from x^2 ?

SOLUTION 1 Plot the graph of the following equation. State the coordinates of the turning point and the y -intercept.

$y=x^2-3$

x	y
-3	6
-2	1
-1	-2
0	-3
1	-2
2	1
3	6

REMARK: The coordinates of the turning point are $(0, -3)$. The equation of the axis of symmetry is $x=0$.



QUESTION 2 Plot the graph of the following equation. State the coordinates of the turning point and the y -intercept.

$y=x^2+3$

x	y
-3	6
-2	7
-1	4
0	3
1	4
2	7
3	6

REMARK: The coordinates of the turning point are $(0, 3)$. The equation of the axis of symmetry is $x=0$.

