



Atwea College

**2021**

**ANNUAL  
REPORT**

# BUSINESS DETAILS

## **Incorporation**

Workers' Educational Association - Hunter  
ACN 062 580 634  
ABN 61 062 580 634

Incorporated as a Public Company Limited by  
Guarantee on 21 December 1993  
Authority was granted by the Australian Securities  
and Investment Commission under Section 383 of the  
Corporations Law on 30th May 1994 to omit "Limited"  
from its trading name.

## **Registered Trading Names:**

Atwea College  
WEA Hunter  
WEA - Hunter Adult Education and Training  
Workers Educational Association - Hunter  
WEA Coast  
Alesco Senior College

## **Registered Office:**

289 King Street, Newcastle, NSW, 2300

## **Principal Training Venues:**

100 Laman Street, Cooks Hill, NSW 2300  
7 Austral Street, Nelson Bay, NSW 2315  
Cnr Manning & Lake Street, Tuncurry, NSW 2428  
9 Hall Street, Cessnock, NSW 2325  
72 Port Stephens Street, Raymond Terrace, NSW 2324  
145 Beaumont Street, Hamilton, NSW 2303  
7 James Street, Argenton, NSW 2284  
27 Chapman Street, Charlestown NSW 2290  
794 Hunter Street Newcastle West 2302

## VISION

Our vision is to provide quality and accessible learning opportunities that enhance people's lives and unlock potential

## MISSION

Our mission is to continuously improve our services in accordance with our values to respond to learners needs

## VALUES

Integrity

Innovation

Inclusion

# OUR PEOPLE

AS AT 31 DECEMBER 2021

Jaimie Adamson  
Dianne Ainsworth  
Deanne Allan  
Nicole Bailey  
Jeanette Barrington  
Nicola Bartlett  
Emma Barton  
Giuliano Battilana  
Andrew Beaton  
Jessica Becklar  
Rebekah Bennett  
Ellen Bergin  
Nerida Blankenzee  
Michelle Blue  
Jessica Bonniface  
Kym Booker  
Hollie Booth  
Karl Bower  
Christopher Breton  
Louise Brooks  
Lia Bundy  
Sarah Burton  
Erin Butler  
Mitchell Byrnes  
Franca Calorio  
Scott Calvin  
Teresa Campos  
Keira Carroll  
Jennifer Chidgey  
Elisabetta Collini  
Helen Connell  
Janet Coren  
Benjamin Cox  
Rowan Cox  
Heather Cozad  
Kathryn Curran  
Anna Davidson  
Rachel Davies  
Mark Dawson  
Grant Dennis

Gino Difelice  
Lana Downes  
Sharni-Rae Doyle  
Ally Elizabeth  
Renee Ellis  
Laurie Emmerson  
Vanessa Enright  
Cheryl Eslick  
Kylie Face  
Lana Fairhall  
Sarah Fergus  
Adam Ferrier  
Michael Fitzpatrick  
Tristan Forbes  
Carol Forestal  
Deborah Francis  
Isobel Fraser  
Heidi Fullick  
Sharon Galanis  
Tami Gomyo  
Michelle Gorton  
Michael Gray  
Sophie Green  
Jenna-Maree Hackworth  
Annika Halverson  
Suzane Hamilton  
Brooke Hammond  
Amelia Harris  
Rhia Heath  
Justin Henderson  
Janene Heron  
Juliet Hinchliffe  
John Hodgson  
Matthew Hogan  
Debra Hudson  
Loren Hull  
Michelle Iacono  
Deborah Ifield  
Ellen Jasper  
Andrew Jenkinson

Kate Johnson  
Mere Johnson  
Tanya Johnson  
Jodie Keil  
Kerrie Kelly  
Sara Kerville  
Rebecca Labry  
Paul Larden  
Sarah Lockwood  
Sharon Logan  
Caroline Lyons  
Simara Maggs  
Cedric Marley  
Janet Martinez  
Gregory Maslen  
Claire McArthur  
Kirsty McCann  
Darren McDonald  
Thida Meak  
Deborah Mercer  
Elzbieta Mierzecka-Pain  
Thomas Mikhail  
Jessica Miller  
George Milos  
Robyn Moase  
Sara Nelson  
Julia New  
Chrisna Nieuwoudt  
Marilyn O'Brien  
Hannah O'Connell  
Amber Olding  
Sophie O'Neill  
Claire Owen  
Theresa Pantalone  
Christopher Parish  
Cindy Park  
Jasmin Parkins  
Casey Peak  
Glen Pearson  
Tracy Peeters

# OUR PEOPLE

AS AT 31 DECEMBER 2021

Shane Pinkerton  
Alice Polglase  
Lucy Prior  
Kathryn Puckeridge  
John Radvan  
Wendy Ratcliffe  
Sarah Rhodes  
Irene Richards  
Julie Richardson  
Quilisa Richardson  
Matthew Rigby  
Leanne Rigney  
James Riley  
Lynda Ritchie  
Joy Robbins  
Elle Romalis  
Anne Schubert  
Caroline Seath  
Anne Sheppard  
Sally Shotton  
Adrienne Sims  
Josephine Smith  
Sharni Spicer-Worth  
Regina Steep  
Tracey Stenlund  
Warren Charles Sterling  
Joanne Sternbeck  
Sandra Sternbeck  
Martina Stiemer  
Sandra Stobbia  
Stacey Street  
Louise Sullivan  
Janelle Swadling  
Sally-Ann Tassell  
Samuel Tassell  
Debra Taylor  
Ruth Thurn  
Amanda Tongs  
David Torres Smith  
Kate Townsend

Trudi Van Vuuren  
James Vial  
Alexandra Walker  
Kristy Walker  
Simone Waters  
Kathryn Wattus  
Belinda Wells  
Leanne Wheeler  
Kelly White  
Danielle Whitehouse  
Peter Willis  
Barrie Wilson  
Myola Woods  
Andrew  
Woodward  
Alison Yarnold  
Starlita Young



# OFFICE HOLDERS

## LIFE MEMBERS

Donna Bain

Kath Blaxland

Tom Blunden

Jan Brown

John Collins

Martin Coates

Brett Gleeson

Ben Grushka

Brian Keegan

Mike McCluskey

Margaret McNaughton

Glenys Morgan

Allan Melling

## BOARD OF DIRECTORS

### Chairperson

Christopher Seysener

### Deputy Chairperson

Merran Magill

### Executive Member

Kelsey Barrett

### Directors

Peter Collins

Seamus Fagan \*

David Larkman

Jane McConville

Todd Saddington

Anna Starrett \*\*

### Executive Office Member

Rowan Cox - Executive

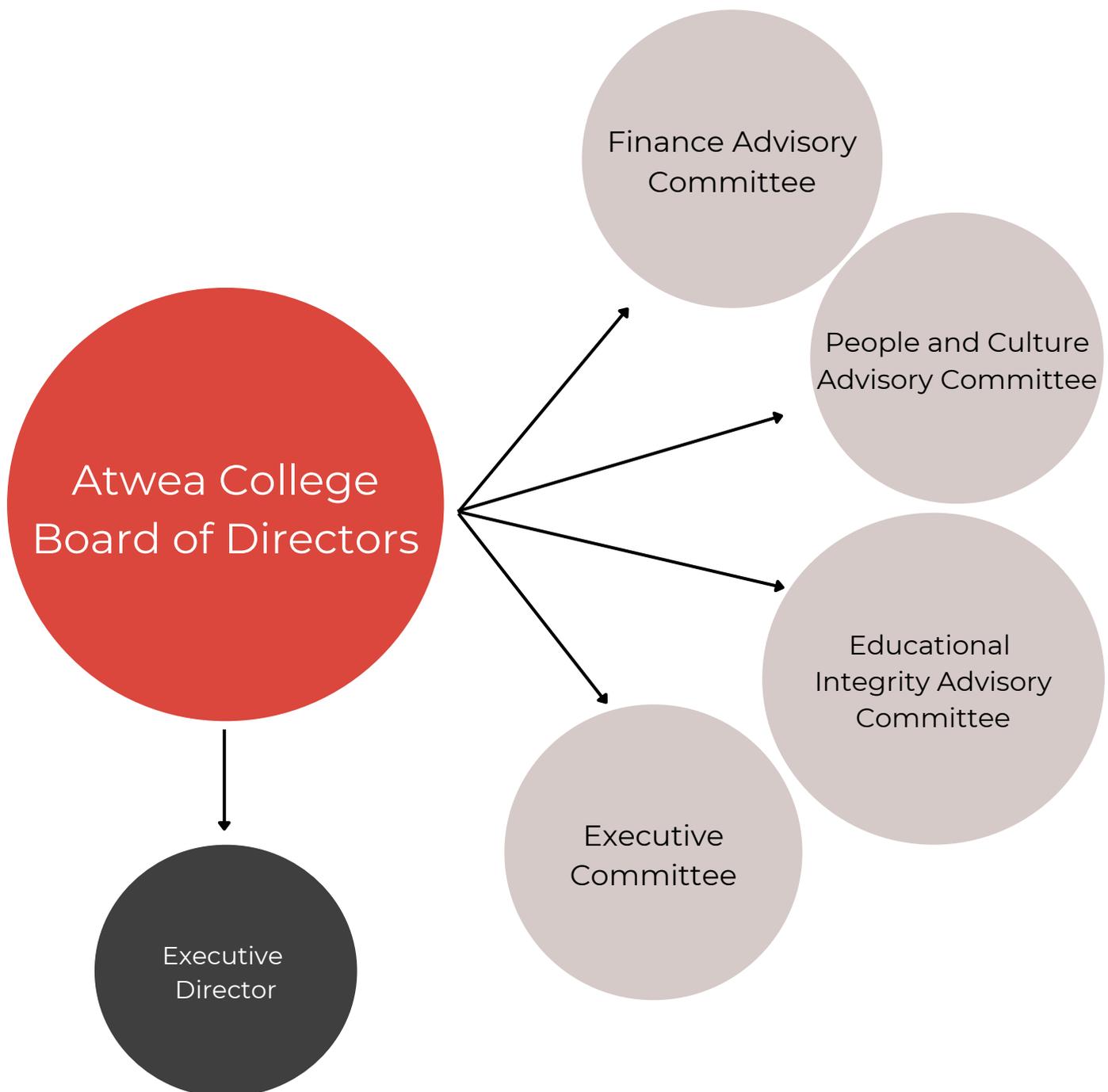
Director/Company Secretary

\* Seamus Fagan filled a casual vacancy in October 2021

\*\* Anna Starrett resigned from the Atwea College Board of Directors in August 2021

# STRUCTURE & MANAGEMENT

Atwea College is registered with the Australian Charities and Not-for-Profits Commission (ACNC)



# ACKNOWLEDGEMENTS

Atwea College would like to acknowledge the following organisations who have supported us during 2021:

## Government Departments and other Authorities

The NSW Association of Independent Schools (AIS)  
Australian Skills Quality Authority (ASQA)  
NSW Department of Education  
NSW Department of Education - Training Services - ACE Program  
Department of Industry - Lands  
Australian Government – Department of Education, Skills and Employment  
NSW Government Food Authority  
NSW Education Standards Authority  
Liquor & Gaming NSW

## Local Government

Newcastle City Council  
Port Stephens Council  
Cessnock City Council  
Mid Coast Council  
Maitland City Council  
The NSW Premiers' Office  
Office of Jodie Harrison MP  
Office of Kate Washington MP  
Office of Scot MacDonald MP  
Northern Beaches Council  
Lake Macquarie City Council

## Non-Government Organisations

Community Colleges Australia and its Members  
Stuart & Dunn  
AGJ Businesses  
Calvary Cessnock  
Cooperative Learning Limited  
GLAiCA Tuncurry  
Mid Coast Assist Forster  
Estia Forster  
Valley Industries Taree  
Tuncurry Beach Bowling Club  
Mark Hughes Foundation  
JobLink Plus  
Hunter Volunteers Association  
Ish  
Instructure  
Sentral Education  
Sunnyfield Community Services  
Mai-Wel Labourforce Solutions  
MID Support  
Northern Coalfields Community Care Association Limited  
Wesley DES Taree  
monday.com Ltd  
Zoom Video Communications  
Formsite  
Over The Wire  
MYBOS

# ACKNOWLEDGEMENTS

Atwea College would like to acknowledge the following organisations who have supported us during the year:

## External Course Venues

Newcastle Outrigger Canoe Club  
Lake Macquarie Tennis Centre  
Port Hunter Toastmasters  
Elernmore Vale Men's Shed  
Out & About Adventures  
Maitland Neighbourhood Centre  
Woodrising Neighbourhood Centre  
Cessnock PCYC  
Port Stephens Family Support Service  
Family Support Newcastle  
Sugarvalley Neighbourhood Centre  
Bucketts Way Neighbourhood Group -  
Gloucester  
Tuncurry Beach Bowling Club  
Course Program Distribution Points  
The Greater Bank Branches  
Marketown Shopping Centre  
Council Libraries  
Medical Centres  
Centrelink  
Job Service Agencies  
Newcastle Herald  
Headspace Newcastle  
Neighbourhood Centres  
Hunter Region Business Enterprise Centre

Maitland Park Bowling Club  
Telarah Bowling Club  
Cessnock Leagues Club  
The Whistler Hotel  
The Salvos Store Maitland  
The Store Pokolbin  
Gregs Espresso Bar  
Burgerchef  
Salvation Army Family Store Cessnock  
Subee Newlake  
Songbird  
Launch Training Academy  
Service Industry Skills  
RFBI Kurri Kurri Masonic Village  
Raymond Terrace Bowling Club  
Raymond Terrace Library  
Lowlands Bowling Club  
Stroud Lodge Aged Care  
RSL lifeCare, Dungog  
Taree Leagues Sport Club  
Gloucester Country Club  
Bellevue Hotel Tuncurry  
Swansea Community Cottage

## With Thanks

Diamond IT  
Colourworks  
Demato Commercial Pty  
Excel IT

# CHAIRPERSON'S REPORT

2021 saw even more challenges with the COVID pandemic. However, as they did last year, Atwea has risen above the challenges and experienced even more growth. Atwea has continued to expand and improve their services for the community.

As staff continued to work remotely, they sought out new ways of working and new ways of delivering education to our students. Many students experienced interruptions to their studies but with the support of Atwea staff and our Student Support Services, they were able to adapt and complete their studies online. Staff worked tirelessly to get our students the outcomes they deserved.

The students are at the centre of what Atwea does and I am forever amazed at their courage and resilience. Their determination and commitment to their studies shows great strength of character. The support shown by trainers, teachers, welfare officers and tutors was pivotal to the ongoing successes and outcomes for students. For the third year in a

row an Atwea student took out the Community Colleges Australia Student of the Year Award. Congratulations to Abbie-Lee Russell for overcoming adversity to achieve high standards of work, completing her course, and gaining employment in the Aged Care industry.

2021 also saw Atwea and Alesco grow and open new campuses. The new Alesco Charlestown campus had a successful first year, and our Alesco Cessnock campus prepared to move to their new space in Abermain. We were able to celebrate the graduations of Alesco students at each campus and even had a special encouraging message from musician Jimmy Barnes to show the students. Atwea College also acquired a new space in Newcastle West which has become the Beauty Campus. This custom made space allows us to deliver the Diploma of Beauty of Therapy and other beauty skill sets such as make-up. The students also run a salon open to the public where they can apply their skills in a professional environment and enhance their studies.

At a strategic level in 2021 Atwea undertook an organisational re-design which saw new teams and senior leadership roles emerge. This restructure allows for more efficient and effective communication, focused on clarity, transparency and culture. The Senior Leadership Team work closely together to ensure this communication and clarity across their teams. The organisational restructure was a strategically planned process which included a great deal of consultation with all staff to ensure the design was understood and the opportunity for feedback was given each step of the way. Staff have transitioned incredibly well to the new model and new roles made available saw teams grow and come together. And all this whilst in the middle of a pandemic! The commitment of staff to continually move forward and adapt never ceases to amaze me.



**Chris Seysener**  
Chairperson

As always, I am inspired by the passion and resolve of Atwea staff and students to improve and enhance their lives and the lives of those around them. As a Community College, Atwea will continue to deliver high quality, accessible training that improves lives and allows people to change their story. Many of our students come to us with barriers and struggles that need to be overcome, and with support they meet their challenges head on and strive to create new paths towards a positive, abundant future.

I want to recognise the contribution of the Atwea Board, who generously donate their time, critical thinking and expertise to ensure Atwea continues to balance its governance responsibilities to Members and business performance. We continue to have the right balance of skills, attributes, experience and diversity to ensure that the Board can govern Atwea effectively.

Thank you for your support of Atwea and we look forward to a 2022 filled with collaboration, innovation and successful outcomes.



# EXECUTIVE DIRECTOR'S REPORT

At the end of 2020, I am sure many of us thought the worst of the pandemic was behind us. Then, along came 2021 which brought with it more lockdowns and uncertainty. However, as proven in 2020, nothing was going to stop Atwea from moving forward - we knew from experience that our organisation was up to the challenge and could continue to succeed in the face of adversity.

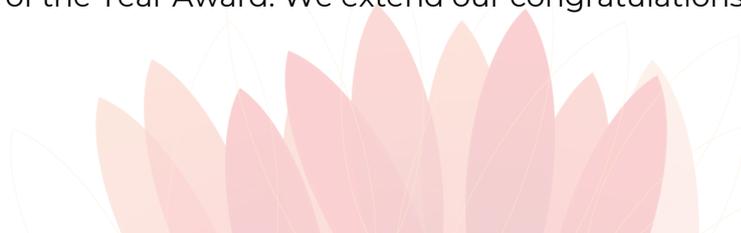
Whilst many of our staff remained working remotely, face to face classes ceased and our students went back to working online. For many this was new territory and they were afraid of not being able to keep up, but with the support of trainers, staff and student support services, our students faced their fears and continued with their studies, achieving great outcomes.

This was evident as for the third year in a row, an Atwea student won the Community Colleges Australia Student of the Year Award. From all of us at Atwea, we congratulate Abbie-Lee Russell and are so proud of her courage and commitment to complete her course, despite the challenging year.

A new organisational structure was introduced in May 2021 in consultation with staff - this was no small feat and I commend the commitment, resilience and patience of our staff during this process. The restructure created the largest organisational change Atwea has experience in its lifetime. The new design places emphasis on communication and culture and encourages cross team collaboration with a focus on clear, intentional leadership. Change is never easy but Atwea is committed to continuous improvement.

Alesco continued to grow and reinforce the need for a school that focuses on inclusion for the young people of our communities. It was great to be able to celebrate our graduating students at intimate ceremonies at each campus. Jacinta Cook, from our Alesco Tuncurry Campus, took out the Paul Mather Memorial Award for Alesco Student of the Year.

Alesco Senior College's seventh campus opened in Charlestown and has proven itself to be a shining light within the Charlestown community. Atwea also opened a new campus in Newcastle West for beauty and secured a new space in Raymond Terrace for our Registered Training Organisation which will open in 2022. At the 2021 Adult Learners Week Awards, which were held on Zoom for the first time, Kathryn Puckeridge won the Trainer of the Year Award and Amy-Kate Sales won the Student of the Year Award. We extend our congratulations to both.



I am incredibly proud of the continued efforts of our staff and students during challenging times - 2021 was a year full of highs and lows, but from adversity comes strength and I can say with certainty that the experiences of the last two year particularly have taught me that when we work together, we really can achieve anything.

Some of the achievements and highlights worth noting include;

- We returned the full staff cohort to work from home in a rapid response approach, the perks of having done this once before meant that the transition to online learning was seamless and highlighted Atwea's resilience along with our learners' tenacity and ability to adapt.
- Our staff banded together to hold a Frozen Food Drive in the early stages of lockdown to assist students and their families during a time that is not only emotionally but financially challenging. This project allowed our staff to work together toward a good cause and reminded us all why we work at Atwea.
- We maintained compliance with all regulatory bodies
- We maintained all requirements to continue training in 9 different vocational areas, sustained over 100 permanent staff, and kept in contact with hundreds of students to ensure learning continued.
- We increased focus on our systems as part of our efforts to improve efficiency and maximise functionality
  - A new HRIS system, Employment Hero was implemented in December;
  - Cloud based school management system, Sentral was rolled out;
  - And we continued to incorporate the use Monday.com in various aspects of the organisation



A refocus on our strategy and KPI's was much needed after a turbulent year in 2020 and our Strategic Leadership team invested time to clearly set intentions and strategic goals for 2021 to reinvigorate our staff.

At the beginning of 2021, 79 KPI's were set and together we achieved:

- 43 Full Completions = 54%
- 35 transferred to 2022 = 44%
- 1 discarded throughout the year = 1%

The Strategic Leadership team have identified that 44% of the organisations KPI's will be transferred to 2022 for completion. A portion of these KPI's have already commenced, however won't be completed until 2022. These KPI's were identified as vital to the strategic goals of the organisation and therefore have not been discarded.

I am proud that 54% of our strategic KPI's were fully completed in 2021 and look forward to achieving the remaining 44% in 2022.

Atwea college was successful in securing a number of grants in 2021 that allowed us to pour resources into areas where it was much needed. This included;

- The CSO Grant fund was put toward tuition fees and infrastructure
- The Tech Savvy Seniors Grant fund was put toward tuition fees
- the Links 2 Learning Grant fund was put toward tuition fees
- The ACE Relief Grant from NSW Department of Education ACE Program – Skills and Higher Education enabled us to purchase equipment for classrooms including equipment to assist distance learning
- The Infrastructure Grant fund from NSW Department Education ACE Infrastructure Maintenance Program helped to set up the Beauty School with equipment and supplies

Atwea saw more than 1250 students enroll in an adult vocational program in 2021. Of our adult learners in Adult Community Education grants programs, 75.2% had a positive outcome and in Smart and Skilled courses 70.8% achieved a positive outcome from their course enrolment. Of our students 16% identified as a student who also managed a disability and 15% identified as a student from an Aboriginal or Torres Strait Islander.

As we anticipate the return of staff in 2022, Atwea has designed and implemented a Flexible Hybrid work model where staff will have the opportunity to work from home or in the office. Following the organisation's success with working from home and the staff capacity to adapt and respond, it was time to consider what the future of a flexible workplace model could look like, by design this time and not by default. The model provides for a minimum of two days in the office known as collaboration days, with the option of choosing where to work for three days known as focus days. It has a solid grounding in our Employee Valuable Proposition which covers consideration for pay and benefits, work and career, and culture and connection. Also, Atwea's Wellbeing Framework looks at not just the outputs of staff, but how they, as people, are faring as employees with Atwea. We considered what makes us successful and recognise it is not just about the tasks completed, but it's also the relationships and connections that are important to how we function. This is another example of how Atwea is leading the way in being proactive, inclusive and innovative.

# PRINCIPAL'S REPORT

2021 again highlighted our resilience and the strength and quality of the Alesco Senior College community. As we reflect on the year we can be proud of the flexibility and leadership we demonstrated in adapting to change. The many celebrations, and achievements highlight the ability of our students to overcome the adversity of the times and commit to their education. All of our students should feel proud of their accomplishments and the resilience they demonstrated.

The highlight of 2021 was the opening of Charlestown campus and Alesco Senior College was proud to be able to again offer opportunities for young people who are looking to complete their education in an alternate setting. Alesco Charlestown commenced with 45 students and continued to grow through the year with strong leadership and a dynamic team. Alesco Senior College farewelled 2021 with end of year graduations and the pride in students completing the year was one of the highlights of the year.

Finally, I would like to thank all of the Alesco staff for their invaluable contribution and commitment to the students and the school. The success of 2021 is the result of the support they gave to our students both academically and holistically in at times difficult circumstances. We look forward to 2022 with hope and anticipation and wish everyone the best of luck for their future endeavours

Theresa Pantalone  
Alesco Principal





# Financial Dynamics

# **Workers Educational Association - Hunter**

**ABN: 61 062 580 634**

## **Financial Statements**

**For the Year Ended 31 December 2021**

# Workers Educational Association - Hunter

ABN: 61 062 580 634

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## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Directors' Report

31 December 2021

The directors present their report on Workers Educational Association - Hunter for the financial year ended 31 December 2021.

#### Information on directors

The names of each person who has been a director during the year and to the date of this report are:

	<b>Occupation / Qualification</b>	<b>Years of service</b>	<b>Special responsibility</b>
Christopher Seysener	Manager	5	Chairperson
Merran Magill	Lawyer	6	Executive Member
Anna Starrett	Finance Director	16	Director - Resigned August 2021
Rowan Cox	Executive Director	5	Company Secretary Executive Office Public Officer
Kelsey Barrett	Director	3	Executive Member
Todd Saddington	Financial Controller	4	Director
Jane McConville	Director	3	Director
Peter Collins	Manager	3	Director
Wendy Cheek	Retired	3	Director
David Larkman	Chief Financial Officer	2	Director
Seamus Fagan		1	Director - Appointed October 2021

Directors have been in office since the start of the financial year to the date of this report unless otherwise stated.

#### Company secretary

Rowan Cox has been the company secretary since 29 August 2016.

#### Principal activities

The principal activities of the Company are to provide education and training in the Hunter region.

There were no significant changes in the nature of the Company's principal activities during the financial year.

#### Review of operations

The surplus of the Company amounted to \$ 1,133,117 (2020: \$1,839,527).

#### Short and long term objectives

The WEA Hunter, trading as Atwea College, is a community-based education and training provider which aims to provide quality and accessible learning opportunities that enhance people's lives and unlock potential. It does so by focussing on integrity, innovation and inclusion which are supported by a strategic plan and comprehensive annual Business Plan. This strategic plan forms the foundation of the long term KPI's for the organisation outlined in detail each year through the development of the annual KPI's and operational targets.

The strategic plan is due for re-forecasting in 2022 to take the organisation from the service provision and financial strengths we have built over the last 5 years and propel us into the next 3- 5 years and built the foundations for many years beyond that.

## **Workers Educational Association - Hunter**

ABN: 61 062 580 634

### **Directors' Report**

**31 December 2021**

#### **Short and long term objectives**

We anticipate that the Strategic Plan will focus on a number of key areas that echo our focus on continually improving and adapting our activities to ensure quality service provision, ongoing access to education and training opportunities for members of the community, sound operational practices including commitment to risk analysis in decision making and maintaining compliance with registering bodies to ensure that we are an organisation that provides meaningful outcomes to those students who participate with us. In addition to this will be the commitment to engaging with the communities we operate in to ensure that we remain connected, current and relevant to the learning needs.

Atwea College's short term goals are largely focussed on consolidating the growth we have experienced in the last 5 years, ensuring that we allow our change management processes have time to embed into practice and to continue to improve access to education through our service provision model. Following the last few years, we are in a better position to be more self-determining in the way in which we implement Capital and Infrastructure which allows us to make decisions which have long term efficacy and not just short-term problem solving.

Long term our focus will always be on meeting the needs of the community and ensuring that the learning journey provides outcomes which are sustainable and meaningful to the student. Consideration will be made for more service provision in areas where the need is apparent but service provision for the community is limited and this includes access to alternative secondary schooling via Alesco Senior College in Maitland and further into the Hunter Valley, southern side of Lake Macquarie and the Great Lakes area including Taree. For our adult community education and training we will consider changing industry needs and learning needs, especially as the world re settles following the unprecedented societal changes that have resulted from 2 years of living through the Covid-19 pandemic.

Atwea College has a long-term goal of ensuring we continue to improve our use of technology and the ways in which we utilise these with our student groups and operational teams as well as ensuring we remain focused on sustainable practices and environmental impacts of the work we do.

It is an exciting time for a decades old organisation. To move out of the shadow of the old, remaining agile and responsive during the pandemic and through to ensuring that the organisation meets the needs of students, staff and the community for many years to come.

#### **Members' guarantee**

Workers Educational Association - Hunter is a company limited by guarantee. In the event of, and for the purpose of winding up of the company, the amount capable of being called up from each member and any person or association who ceased to be a member in the year prior to the winding up, is limited to \$ 11, subject to the provisions of the organisation's constitution.

At 31 December 2021 the collective liability of members was \$ 539 (2020: \$ 245).

#### **Dividends paid or recommended**

The Company is precluded from paying dividends under its constitution.

#### **Matters or circumstances arising after the end of the year**

No matters or circumstances have arisen since the end of the financial year which significantly affected or could significantly affect the operations of the Company, the results of those operations or the state of affairs of the Company in future financial years.

#### **Environmental issues**

The Company's operations are not regulated by any significant environmental regulations under a law of the Commonwealth or of a state or territory of Australia.

# Workers Educational Association - Hunter

ABN: 61 062 580 634

## Directors' Report 31 December 2021

### Meetings of directors

During the financial year, 26 meetings of directors (including committees of directors) were held. Attendances by each director during the year were as follows:

	Board Meeting		Executive Committee		Annual General Meeting		Education Integrity Advisory Committee		PaC Advisory Committee		Finance Advisory Committee	
	Eligible	Attended	Eligible	Attended	Eligible	Attended	Eligible	Attended	Eligible	Attended	Eligible	Attended
Merran Magill	6	6	6	6	1	1	-	-	4	4	-	-
Christopher Seysener	6	6	6	6	1	1	-	-	-	-	-	-
Anna Starrett	4	4	-	-	1	1	-	-	-	-	3	3
Rowan Cox	6	6	6	6	1	1	3	3	4	3	-	-
Kelsey Barrett	6	4	6	6	1	1	-	-	-	-	-	-
Todd Saddington	6	4	-	-	1	1	-	-	-	-	6	6
Jane McConville	6	6	-	-	1	1	-	-	4	4	-	-
Peter Collins	6	5	-	-	1	1	-	-	4	3	-	-
Wendy Cheek	2	1	-	-	1	1	-	-	-	-	-	-
David Larkman	6	5	-	-	1	-	-	-	-	-	6	6
Seamus Fagan	2	2	-	-	-	-	1	1	-	-	-	-

### Indemnification and insurance of officers and auditors

The Company has paid premiums to insure each of the Directors against liabilities for costs and expenses incurred by them in defending any legal proceedings arising out of their conduct while acting in the capacity of Director of the Company, other than conduct involving a wilful breach of duty in relation to the Company.

### Auditor's independence declaration

The auditor's independence declaration in accordance with subdivision 60-40 of the *Australian Charities and Not-for-Profits Commission Act 2012* for the year ended 31 December 2021 has been received and can be found on page 4 of the financial report.

Signed in accordance with a resolution of the Board of Directors:



Director: .....



Director: .....

Dated 02/03/2022

Workers Educational Association - Hunter

Auditor's Independence Declaration to the Directors of Workers Educational Association - Hunter under Section 60-40 of the Charities and Not-for-profits Commission Act 2012

I declare that, to the best of my knowledge and belief, during the year ended 31 December 2021, there have been:

- (i) no contraventions of the auditor independence requirements as set out in the under Section 60-40 of the Charities and Not-for-profits Commission Act 2012 in relation to the audit; and
- (ii) no contraventions of any applicable code of professional conduct in relation to the audit.



PKF



MARTIN MATTHEWS  
PARTNER

2 MARCH 2022  
NEWCASTLE, NSW

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Statement of Profit or Loss and Other Comprehensive Income For the Year Ended 31 December 2021

		2021	2020
	Note	\$	\$
Revenue	4	16,938,588	14,412,277
Other income	4	19,338	56,615
Employee benefits expense		(10,351,232)	(8,894,631)
Administration expenses		(1,367,522)	(1,225,011)
Depreciation and amortisation expense	5	(1,395,877)	(1,229,299)
Occupancy expenses		(862,099)	(590,090)
Direct training expenses		(1,676,416)	(543,289)
Finance costs	5	(171,663)	(147,045)
<b>Operating surplus before income tax</b>		<b>1,133,117</b>	<b>1,839,527</b>
Income tax expense	2(b)	-	-
<b>Operating surplus for the year</b>		<b>1,133,117</b>	<b>1,839,527</b>
Other comprehensive income, net of income tax			
Items that will not be reclassified subsequently to profit or loss			
Revaluation changes for property, plant and equipment		280,392	-
<b>Total comprehensive income for the year</b>		<b>1,413,509</b>	<b>1,839,527</b>

The accompanying notes form part of these financial statements.

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Statement of Financial Position

As At 31 December 2021

	Note	2021 \$	2020 \$
<b>ASSETS</b>			
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	6	3,722,983	3,581,090
Trade and other receivables	7	2,285,196	1,022,699
Other financial assets	8	1,133,708	1,122,637
Prepayments		411,034	328,779
<b>TOTAL CURRENT ASSETS</b>		<b>7,552,921</b>	<b>6,055,205</b>
<b>NON-CURRENT ASSETS</b>			
Property, plant and equipment	9	10,035,089	9,256,367
Intangible assets		14,890	37,097
Right-of-use assets	10	2,675,075	2,353,984
<b>TOTAL NON-CURRENT ASSETS</b>		<b>12,725,054</b>	<b>11,647,448</b>
<b>TOTAL ASSETS</b>		<b>20,277,975</b>	<b>17,702,653</b>
<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Trade and other payables	11	326,388	328,479
Borrowings	12	-	78,047
Lease liabilities	10	506,635	311,259
Employee benefits	14	868,405	666,074
Unearned income	13	1,891,410	751,224
Grant income in advance		524,069	509,037
<b>TOTAL CURRENT LIABILITIES</b>		<b>4,116,907</b>	<b>2,644,120</b>
<b>NON-CURRENT LIABILITIES</b>			
Borrowings	12	-	595,487
Lease liabilities	10	2,346,965	2,153,759
Employee benefits	14	241,047	149,740
<b>TOTAL NON-CURRENT LIABILITIES</b>		<b>2,588,012</b>	<b>2,898,986</b>
<b>TOTAL LIABILITIES</b>		<b>6,704,919</b>	<b>5,543,106</b>
<b>NET ASSETS</b>		<b>13,573,056</b>	<b>12,159,547</b>
<b>EQUITY</b>			
Reserves	15	6,160,445	5,880,053
Retained earnings		7,412,611	6,279,494
<b>TOTAL EQUITY</b>		<b>13,573,056</b>	<b>12,159,547</b>

The accompanying notes form part of these financial statements.

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Statement of Changes in Equity For the Year Ended 31 December 2021

	Retained Earnings	Asset Revaluation Surplus	Asset Realisation Reserve	Total
	\$	\$	\$	\$
<b>Balance at 1 January 2021</b>	<b>6,279,494</b>	<b>4,292,672</b>	<b>1,587,381</b>	<b>12,159,547</b>
Surplus for the year	1,133,117	-	-	1,133,117
Revaluation of land	-	280,392	-	280,392
<b>Balance at 31 December 2021</b>	<b>7,412,611</b>	<b>4,573,064</b>	<b>1,587,381</b>	<b>13,573,056</b>
<b>Balance at 1 January 2020</b>	4,439,967	4,292,672	1,587,381	10,320,020
Surplus for the year	1,839,527	-	-	1,839,527
<b>Balance at 31 December 2020</b>	<b>6,279,494</b>	<b>4,292,672</b>	<b>1,587,381</b>	<b>12,159,547</b>

The accompanying notes form part of these financial statements.

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Statement of Cash Flows For the Year Ended 31 December 2021

	2021	2020
Note	\$	\$
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Receipts from customers	120,705	1,069,652
Receipts from grants	18,237,942	15,308,639
Payments to suppliers and employees	(15,565,035)	(12,466,086)
Interest received	9,058	37,988
Interest paid	(171,663)	(147,045)
Net cash provided by operating activities	22 <u>2,631,007</u>	<u>3,803,148</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Purchase of property, plant and equipment	(1,366,771)	(2,886,634)
Acquisition of financial assets	(11,071)	-
Disposal of financial assets	-	1,023,393
Net cash used in investing activities	<u>(1,377,842)</u>	<u>(1,863,241)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>		
Proceeds from borrowings	-	491,784
Repayment of borrowings	(1,111,272)	(390,785)
Net cash provided by/(used in) financing activities	<u>(1,111,272)</u>	<u>100,999</u>
Net increase in cash and cash equivalents held	141,893	2,040,906
Cash and cash equivalents at beginning of year	<u>3,581,090</u>	<u>1,540,184</u>
Cash and cash equivalents at end of financial year	6 <u><u>3,722,983</u></u>	<u><u>3,581,090</u></u>

The accompanying notes form part of these financial statements.

## Workers Educational Association - Hunter

ABN: 61 062 580 634

# Notes to the Financial Statements

## For the Year Ended 31 December 2021

The financial report covers Workers Educational Association - Hunter as an individual entity. Workers Educational Association - Hunter is a not-for-profit Company, registered and domiciled in Australia.

The functional and presentation currency of Workers Educational Association - Hunter is Australian dollars.

### 1 Basis of Preparation

The financial statements are general purpose financial statements that have been prepared in accordance with the Australian Accounting Standards and the *Australian Charities and Not-for-profits Commission Act 2012*.

The financial statements, except for the cash flow information, have been prepared on an accrual basis and are based on historical costs, modified, where applicable, by the measurement at fair value of selected non-current assets. The amounts presented in the financial statements have been rounded to the nearest dollar.

### 2 Summary of Significant Accounting Policies

#### (a) Revenue and other income

##### Operating grants

When the Company receives operating grant revenue, donations or bequests, it assesses whether the contract is enforceable and has sufficiently specific performance obligations in accordance with AASB 15.

When both these conditions are satisfied, the Company:

- Identifies each performance obligation relating to the grant, donation or bequest;
- Recognises a contract liability for its obligations under the agreement; and
- Recognises revenue as it satisfies its performance obligations.

Where the contract is not enforceable or does not have sufficiently specific performance obligations, the Company:

- Recognises the asset received in accordance with the recognition requirements of other applicable Accounting Standards (for example AASB 9, AASB 16, AASB 116 and AASB 138);
- Recognises related amounts (being lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer); and
- Recognises income immediately in surplus or deficit as the difference between the initial carrying amount of the asset and the related amount.

If a contract liability is recognised as a related amount above, the Company recognises income in surplus or deficit when or as it satisfies its obligations under the contract.

##### Per capita grants - independent school funding

The Alesco Senior College receives funding from the Commonwealth and State Governments on a per (capita) student basis. The funds are received in regular instalments in respect of the year of enrolment. Funding received is recognised as revenue progressively over the period of tuition to which the funding relates.

## Workers Educational Association - Hunter

ABN: 61 062 580 634

# Notes to the Financial Statements

## For the Year Ended 31 December 2021

### 2 Summary of Significant Accounting Policies

#### (a) Revenue and other income

##### Government incentives

##### i. NSW Government Smart & Skilled grant funding

Funding is received on a claims basis. Grant funding is recognised as revenue in accordance with the contractual arrangements and satisfaction of performance obligations represented by meeting the Units of Completion (UOC) Outcome Achievement Stages established in the contract.

##### ii. Commonwealth Government Community Service Obligations (CSO) grant funding

Funding is received in instalments throughout the year. Revenue is recognised as the performance obligations of the contract are satisfied based on training unit commencements as a proportion of the total units.

##### Capital grants

When the Company receives a capital grant, it recognises a liability for the excess of the initial carrying amount of the financial asset received over any related amounts (being lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer), recognised under other Australian Accounting Standards.

The Company recognises income in surplus or deficit when as the Company satisfies the obligations under the terms of the grant.

##### Tuition Fees

##### i. Tuition fees and charges - Full Fee-Paying Students

Tuition fees and charges are invoiced on enrolment for full fee-paying students and initially recognised as a liability, "Course Fees Paid in Advance". After the relevant census date, the Company has no contractual obligations for the refund of this revenue received. Revenue is recognised from commencement of the relevant term or study period according to the days in relevant term. Revenue is immediately recognised for administration type fees and student amenities if applicable.

##### ii. Tuition fees and charges - Government assisted

Student revenue collected under Government assisted schemes following enrolment is initially recognised as a liability. Revenue is recognised based on the number of days in the reporting period as a proportion of the number of days in the term or census period as relevant to the course.

##### Interest income

Interest income is recognised on a proportional basis taking into account the interest rates applicable to the financial assets.

#### (b) Income Tax

The Company is exempt from income tax under Division 50 of the *Income Tax Assessment Act 1997*.

## **Notes to the Financial Statements**

### **For the Year Ended 31 December 2021**

#### **2 Summary of Significant Accounting Policies**

##### **(c) Goods and services tax (GST)**

Revenue, expenses and assets are recognised net of the amount of goods and services tax (GST), except where the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO).

Receivables and payable are stated inclusive of GST.

Cash flows in the statement of cash flows are included on a gross basis and the GST component of cash flows arising from investing and financing activities which is recoverable from, or payable to, the taxation authority is classified as operating cash flows.

##### **(d) Property, plant and equipment**

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment.

Items of property, plant and equipment acquired for nil or nominal consideration have been recorded at the acquisition date fair value.

###### **Land and buildings**

Land and buildings are measured using the revaluation model.

###### **Plant and equipment**

Plant and equipment are measured using the cost model.

###### **Depreciation**

Property, plant and equipment, excluding freehold land, is depreciated on a straight-line basis over the assets useful life to the Company, commencing when the asset is ready for use.

The depreciation rates used for each class of depreciable asset are shown below:

<b>Fixed asset class</b>	<b>Depreciation rate</b>
Buildings	2 - 5%
Plant and Equipment	10 - 33%

At the end of each annual reporting period, the depreciation method, useful life and residual value of each asset is reviewed. Any revisions are accounted for prospectively as a change in estimate.

##### **(e) Financial instruments**

Financial instruments are recognised initially on the date that the Company becomes party to the contractual provisions of the instrument.

On initial recognition, all financial instruments are measured at fair value plus transaction costs (except for instruments measured at fair value through profit or loss where transaction costs are expensed as incurred).

## **Notes to the Financial Statements**

### **For the Year Ended 31 December 2021**

#### **2 Summary of Significant Accounting Policies**

##### **(e) Financial instruments**

###### **Financial assets**

All recognised financial assets are subsequently measured in their entirety at either amortised cost or fair value, depending on the classification of the financial assets.

###### *Classification*

On initial recognition, the Company classifies its financial assets into the following categories, those measured at:

- amortised cost
- fair value through profit or loss or other comprehensive income

Financial assets are not reclassified subsequent to their initial recognition unless the Company changes its business model for managing financial assets.

###### *Amortised cost*

Assets measured at amortised cost are financial assets where:

- the business model is to hold assets to collect contractual cash flows; and
- the contractual terms give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

The Company's financial assets measured at amortised cost comprise trade and other receivables and cash and cash equivalents in the statement of financial position.

Subsequent to initial recognition, these assets are carried at amortised cost using the effective interest rate method less provision for impairment.

Interest income, foreign exchange gains or losses and impairment are recognised in profit or loss. Gain or loss on derecognition is recognised in profit or loss.

###### *Financial assets through profit or loss*

All financial assets not classified as measured at amortised cost or fair value through other comprehensive income as described above are measured at FVTPL.

###### *Impairment of financial assets*

###### *Trade receivables*

Impairment of trade receivables have been determined using the simplified approach in AASB 9 which uses an estimation of lifetime expected credit losses. The Company has determined the probability of non-payment of the receivable and multiplied this by the amount of the expected loss arising from default.

## **Notes to the Financial Statements**

### **For the Year Ended 31 December 2021**

#### **2 Summary of Significant Accounting Policies**

##### **(e) Financial instruments**

###### **Financial assets**

The amount of the impairment is recorded in a separate allowance account with the loss being recognised in finance expense. Once the receivable is determined to be uncollectable then the gross carrying amount is written off against the associated allowance.

Where the Company renegotiates the terms of trade receivables due from certain customers, the new expected cash flows are discounted at the original effective interest rate and any resulting difference to the carrying value is recognised in profit or loss.

###### *Other financial assets measured at amortised cost*

Impairment of other financial assets measured at amortised cost are determined using the expected credit loss model in AASB 9. On initial recognition of the asset, an estimate of the expected credit losses for the next 12 months is recognised. Where the asset has experienced significant increase in credit risk then the lifetime losses are estimated and recognised.

###### **Financial liabilities**

The Company measures all financial liabilities initially at fair value less transaction costs, subsequently financial liabilities are measured at amortised cost using the effective interest rate method.

The financial liabilities of the Company comprise trade payables, bank and other loans and lease liabilities.

##### **(f) Impairment of non-financial assets**

At the end of each reporting period the Company determines whether there is an evidence of an impairment indicator for non-financial assets.

Where an indicator exists and regardless for indefinite life intangible assets and intangible assets not yet available for use, the recoverable amount of the asset is estimated.

Where assets do not operate independently of other assets, the recoverable amount of the relevant cash-generating unit (CGU) is estimated.

The recoverable amount of an asset or CGU is the higher of the fair value less costs of disposal and the value in use. Value in use is the present value of the future cash flows expected to be derived from an asset or cash-generating unit.

Where the recoverable amount is less than the carrying amount, an impairment loss is recognised in profit or loss.

Reversal indicators are considered in subsequent periods for all assets which have suffered an impairment loss.

## **Notes to the Financial Statements**

### **For the Year Ended 31 December 2021**

#### **2 Summary of Significant Accounting Policies**

##### **(g) Intangible Assets**

Amortisation is recognised in profit or loss on a straight-line basis over the estimated useful lives of intangible assets, from the date that they are available for use.

Amortisation methods, useful lives and residual values are reviewed at each reporting date and adjusted if appropriate.

##### **(h) Cash and cash equivalents**

Cash and cash equivalents comprises cash on hand, demand deposits and short-term investments which are readily convertible to known amounts of cash and which are subject to an insignificant risk of change in value.

##### **(i) Leases**

At the lease commencement, the Company recognises a right-of-use asset and associated lease liability for the lease term. The lease term includes extension periods where the Company believes it is reasonably certain that the option will be exercised.

The right-of-use asset is measured using the cost model where cost on initial recognition comprises of the lease liability, initial direct costs, prepaid lease payments, estimated cost of removal and restoration less any lease incentives received.

The right-of-use asset is depreciated over the lease term on a straight line basis and assessed for impairment in accordance with the impairment of assets accounting policy.

The lease liability is initially measured at the present value of the remaining lease payments at the commencement of the lease. The discount rate is the rate implicit in the lease, however where this cannot be readily determined then the Company's incremental borrowing rate is used.

Subsequent to initial recognition, the lease liability is measured at amortised cost using the effective interest rate method. The lease liability is remeasured whether there is a lease modification, change in estimate of the lease term or index upon which the lease payments are based (e.g. CPI) or a change in the Company's assessment of lease term.

Where the lease liability is remeasured, the right-of-use asset is adjusted to reflect the remeasurement or is recorded in profit or loss if the carrying amount of the right-of-use asset has been reduced to zero.

##### **(j) Employee benefits**

Provision is made for the Company's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits that are expected to be wholly settled within one year have been measured at the amounts expected to be paid when the liability is settled.

Employee benefits expected to be settled more than one year after the end of the reporting period have been measured at the present value of the estimated future cash outflows to be made for those benefits. In determining the liability, consideration is given to employee wage increases and the probability that the employee may satisfy vesting requirements. Cashflows are discounted using market yields on high quality government bond rates, with terms to maturity that match the expected timing of cashflows. Changes in the measurement of the liability are recognised in profit or loss.

## **Notes to the Financial Statements**

### **For the Year Ended 31 December 2021**

#### **2 Summary of Significant Accounting Policies**

##### **(k) Provisions**

Provisions are recognised when the Company has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured.

#### **3 Critical Accounting Estimates and Judgments**

Those charged with governance make estimates and judgements during the preparation of these financial statements regarding assumptions about current and future events affecting transactions and balances.

These estimates and judgements are based on the best information available at the time of preparing the financial statements, however as additional information is known then the actual results may differ from the estimates.

The significant estimates and judgements made have been described below.

##### **Key estimates - impairment of property, plant and equipment**

The Company assesses impairment at the end of each reporting period by evaluating conditions specific to the Company that may be indicative of impairment triggers. Recoverable amounts of relevant assets are reassessed using value-in-use calculations which incorporate various key assumptions.

##### **Key estimates - provisions**

As described in the accounting policies, provisions are measured at management's best estimate of the expenditure required to settle the obligation at the end of the reporting period. These estimates are made taking into account a range of possible outcomes and will vary as further information is obtained.

##### **Key estimates - property held at fair value**

The directors have reviewed the most recent property valuations against the current market conditions for the area in which the property is located. The valuation is an estimation which would only be realised if the property is sold.

Note 9 provides information on inputs and techniques to determine valuation.

##### **Key estimates - receivables**

The receivables at reporting date have been reviewed to determine whether there is any objective evidence that any of the receivables are impaired. An impairment provision is included for any receivable where the entire balance is not considered collectible. The impairment provision is based on the best information at the reporting date.

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Notes to the Financial Statements For the Year Ended 31 December 2021

#### 4 Revenue and Other Income

	2021	2020
	\$	\$
Revenue from contracts with customers		
- Government per capita grants	12,280,443	10,575,072
- Government incentives	4,285,839	2,969,757
- Course fees	134,555	380,774
- Capital grants	54,357	285,000
- Other revenue	183,394	201,674
	<u>16,938,588</u>	<u>14,412,277</u>
Other Income		
- Parking income	4	2,764
- Interest received	9,058	37,988
- Rental income	10,276	15,863
	<u>19,338</u>	<u>56,615</u>

#### 5 Result for the Year

The result for the year includes the following specific expenses:

Finance expenses	171,663	147,045
Depreciation and amortisation expense	1,395,877	1,229,299

#### 6 Cash and Cash Equivalents

Cash on hand	56,660	10,278
Bank balances	3,666,323	2,421,247
Deposits at call	-	1,149,565
	<u>3,722,983</u>	<u>3,581,090</u>

#### 7 Trade and other receivables

CURRENT		
Trade receivables	2,617,125	1,172,271
Provision for impairment	(388,509)	(59,369)
	<u>2,228,616</u>	<u>1,112,902</u>
Accrued income	56,580	(90,203)
	<u>2,285,196</u>	<u>1,022,699</u>

#### 8 Other Financial Assets

CURRENT		
Term deposit investments	1,133,708	1,122,637

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Notes to the Financial Statements For the Year Ended 31 December 2021

#### 9 Property, plant and equipment

	2021	2020
	\$	\$
LAND AND BUILDINGS		
Freehold land		
At cost	<u>5,069,000</u>	3,966,000
Buildings		
At independent valuation	3,311,000	2,230,625
Accumulated depreciation	<u>(301,257)</u>	<u>(209,800)</u>
Total buildings	<u>3,009,743</u>	2,020,825
PLANT AND EQUIPMENT		
Capital works in progress		
At cost	<u>44,491</u>	2,381,805
Plant and equipment		
At cost	3,955,583	3,108,863
Accumulated depreciation	<u>(2,043,728)</u>	<u>(2,221,126)</u>
Total plant and equipment	<u>1,911,855</u>	887,737
<b>Total property, plant and equipment</b>	<u><u>10,035,089</u></u>	<u>9,256,367</u>

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Notes to the Financial Statements For the Year Ended 31 December 2021

#### 9 Property, plant and equipment

##### (a) Movements in carrying amounts of property, plant and equipment

Movement in the carrying amounts for each class of property, plant and equipment between the beginning and the end of the current financial year:

	Capital Works in Progress	Land	Buildings	Plant and Equipment	Total
	\$	\$	\$	\$	\$
<b>31 December 2021</b>					
Opening balance	2,381,805	3,966,000	2,020,825	887,737	9,256,367
Additions	44,491	-	-	1,393,706	1,438,197
Revaluation	-	264,000	16,393	-	280,393
Transfer	(2,381,805)	839,000	1,251,000	291,805	-
Disposals	-	-	(88,240)	-	(88,240)
Depreciation	-	-	(190,235)	(661,393)	(851,628)
<b>Closing balance</b>	<b>44,491</b>	<b>5,069,000</b>	<b>3,009,743</b>	<b>1,911,855</b>	<b>10,035,089</b>
<b>31 December 2020</b>					
Opening balance	-	3,966,000	2,104,902	990,330	7,061,232
Additions	2,381,805	-	-	482,919	2,864,724
Depreciation	-	-	(84,077)	(585,512)	(669,589)
<b>Closing balance</b>	<b>2,381,805</b>	<b>3,966,000</b>	<b>2,020,825</b>	<b>887,737</b>	<b>9,256,367</b>

Land and buildings are stated at fair value, unless otherwise stated, which has been determined based on the following valuations:

- 100 Laman Street, Cooks Hill land and buildings were valued by Taylor Byrne Pty Limited as at 31 December 2018.
- 154 Beaumont Street, Hamilton land and buildings were purchased at market value during the year ended 31 December 2017. The buildings were valued by Acumentis Pty Ltd during the year ended 31 December 2021.
- St Albans Close, Charlestown land and buildings were purchased at market value and capital improvements undertaken to commence operations during the year ended 31 December 2021.

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Notes to the Financial Statements For the Year Ended 31 December 2021

#### 10 Leases

##### Right-of-use assets

	Buildings \$	Office Equipment \$	Total \$
<b>Year ended 31 December 2021</b>			
Opening balance	1,923,123	430,861	2,353,984
Additions	498,193	328,127	826,320
Depreciation	(322,786)	(182,443)	(505,229)
<b>Balance at end of year</b>	<b>2,098,530</b>	<b>576,545</b>	<b>2,675,075</b>
<b>Year ended 31 December 2020</b>			
Balance at beginning of year	1,987,032	552,224	2,539,256
Additions	226,998	-	226,998
Depreciation	(290,907)	(121,363)	(412,270)
<b>Balance at end of year</b>	<b>1,923,123</b>	<b>430,861</b>	<b>2,353,984</b>

##### Income Statement

The amounts recognised in the statement of profit or loss and other comprehensive income relating to leases where the Company is a lessee are shown below:

	2021 \$	2020 \$
Depreciation of right-of-use assets	(505,229)	(412,270)
Variable and short term lease payments	(96,160)	(95,963)
	<b>(601,389)</b>	<b>(508,233)</b>

#### 11 Trade and Other Payables

##### CURRENT

Trade payables	125,989	29,812
Sundry payables and accrued expenses	200,399	298,667
	<b>326,388</b>	<b>328,479</b>

#### 12 Borrowings

##### CURRENT

Secured bank loan	-	78,047
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##### NON-CURRENT

Secured bank loan	-	595,487
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## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Notes to the Financial Statements For the Year Ended 31 December 2021

#### 12 Borrowings

##### (a) Security

In 2020 the bank loan was secured by a registered first mortgage over freehold land and buildings located at 100 Laman Street, Cooks Hill NSW.

##### (b) Unused facility

The Company repaid the loan facility during the year (2020: \$850,000).

#### 13 Other Financial Liabilities

	2021	2020
	\$	\$
CURRENT		
Amounts received in advance	<u>1,891,410</u>	<u>751,224</u>

#### 14 Employee Benefits

Current liabilities		
Long service leave	161,686	134,333
Provision for employee benefits	<u>706,719</u>	<u>531,741</u>
	<u>868,405</u>	<u>666,074</u>
Non-current liabilities		
Long service leave	<u>241,047</u>	<u>149,740</u>

#### 15 Reserves

##### (a) Asset revaluation reserve

The asset revaluation reserve records fair value movements on property, plant and equipment held under the revaluation model.

##### (b) Asset realisation reserve

The asset realisation reserve records realised gains on sale of non-current assets.

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Notes to the Financial Statements For the Year Ended 31 December 2021

#### 16 Financial Risk Management

The main risks Workers Educational Association - Hunter Limited is exposed to through its financial instruments are credit risk, liquidity risk and market risk consisting of interest rate risk. The Company's financial instruments consist mainly of deposits with banks, local money market instruments, short-term investments, accounts receivable and payable, bank overdrafts and leases.

Atwea College does not engage in the trading of financial assets for speculative purposes.

The totals for each category of financial instruments, measured in accordance with AASB 9, are as follows:

	2021	2020
	\$	\$
<b>Financial assets</b>		
Held at amortised cost		
Cash and cash equivalents	3,722,983	3,581,090
Trade and other receivables	2,285,196	1,022,699
Other financial assets	1,133,708	1,122,637
<b>Total financial assets</b>	<b>7,141,887</b>	<b>5,726,426</b>
<b>Financial Liabilities</b>		
Trade and other payables	326,388	328,479
Borrowings	-	673,534
<b>Total financial liabilities</b>	<b>326,388</b>	<b>1,002,013</b>

#### Objectives, policies and processes

The company's policies for managing each of these risks is summarised below. The policies are subject to Board approval and are reviewed regularly.

#### Liquidity risk

The company manages liquidity risk by monitoring forecast cash flows and ensuring that adequate liquid funds or unused overdraft facilities are maintained.

#### Credit risk

The maximum exposure to credit risk excluding the value of any collateral or other security held, is equivalent to the carrying value and classification of those financial assets (net of any provisions) as presented in the statement of financial position.

The significant majority of Accounts Receivable relate to the training subsidies due from the NSW Government in accordance with the Smart and Skilled Contract. The number of payment instalments and amounts are based on qualification and course delivery. Certificates are not issued until accounts are finalised.

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Notes to the Financial Statements For the Year Ended 31 December 2021

#### 16 Financial Risk Management

##### Market risk

The company constantly analyses its interest rate exposure on all interest bearing loans. Within the analysis, consideration is given to potential renewals of existing positions, alternative financing and the mix of fixed and variable interest rates.

##### Interest rate risk

The company is exposed to interest rate fluctuations on its cash at bank and cash on deposit and on fixed interest securities included in financial assets at amortised cost. It does not have a material risk in relation to interest bearing loans.

The company actively monitors interest rates for cash at bank and on deposit to maximise interest income. The company accepts the risk in relation to fixed interest securities as they are held to generate income on surplus funds.

##### Sensitivity analysis

The following sensitivity analysis is based on the interest rate risk exposures in existence at the end of the reporting period.

An increase of 100 basis points or a decrease of 50 basis points would have increased/(decreased) profit or loss by the amounts shown below. This analysis assumes that other variables are held constant.

	100 basis points increase	50 basis points decrease
2021	48,000	(24,000)
2020	40,302	(20,151)

#### 17 Members' Guarantee

The Company is incorporated under the *Australian Charities and Not-for-profits Commission Act 2012* and is a Company limited by guarantee. If the Company is wound up, the constitution states that each member is required to contribute a maximum of \$ 11 (2020: \$5) each towards meeting any outstandings and obligations of the Company. At 31 December 2021 the number of members was 49 (2020: 49).

#### 18 Key Management Personnel Remuneration

The totals of remuneration paid to the key management personnel of Workers Educational Association - Hunter during the year are as follows:

	2021	2020
	\$	\$
Short-term employee benefits	857,203	594,426
Long-term benefits	10,795	56,287
Termination benefits	48,051	-
	<u>916,049</u>	<u>650,713</u>

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Notes to the Financial Statements For the Year Ended 31 December 2021

#### 19 Auditors' Remuneration

	2021	2020
	\$	\$
Remuneration of the auditor of the Company for:		
- auditing or reviewing the financial statements	<u>22,300</u>	<u>21,750</u>

#### 20 Contingencies

In the opinion of those charged with governance, the Company did not have any contingencies at 31 December 2021 (31 December 2020: None).

#### 21 Related Parties

The Company's related parties are as follows:

- Directors

The names of the persons who were Directors of Workers' Educational Association - Hunter Limited at any time during the year are as they appear in the attached Directors Report and attached Directors meeting attendances.

Transactions between related parties are on normal commercial terms and conditions and are no more favourable than those available to other parties unless otherwise stated.

#### 22 Cash Flow Information

<b>(a) Reconciliation of result for the year to cashflows from operating activities</b>		
Surplus for the year	1,133,117	1,839,527
Non-cash flows in profit:		
- depreciation and amortisation expense	1,395,877	1,229,299
Changes in assets and liabilities:		
- (increase)/decrease in trade and other receivables	(1,262,497)	(543,355)
- (increase)/decrease in other assets	(82,255)	(26,060)
- increase/(decrease) in income in advance	1,140,186	409,327
- increase/(decrease) in trade and other payables	(2,091)	57,679
- increase/(decrease) in grant income in advance	15,032	601,807
- increase/(decrease) in employee benefits	293,638	234,924
Cashflows from operations	<u>2,631,007</u>	<u>3,803,148</u>

#### 23 Events after the end of the Reporting Period

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the Company, the results of those operations or the state of affairs of the Company in future financial years.

## **Workers Educational Association - Hunter**

ABN: 61 062 580 634

### **Notes to the Financial Statements For the Year Ended 31 December 2021**

#### **24 Statutory Information**

The registered office and principal place of business of the company is:

Workers Educational Association - Hunter

289 King Street

NEWCASTLE, NSW 2300

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Directors' Declaration

The Directors declare that in their opinion:

- there are reasonable grounds to believe that the Company is able to pay all of its debts, as and when they become due and payable; and
- the financial statements and notes satisfy the requirements of the *Australian Charities and Not-for-profits Commission Act 2012*.

Signed in accordance with subsection 60.15(2) of the *Australian Charities and Not-for-profit Commission Regulation 2013*.



.....  
Christopher Seysener - Chair



.....  
Rowan Cox - Executive Director

Dated 02/03/2022

## INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF WORKERS EDUCATIONAL ASSOCIATION – HUNTER

### Report on the Audit of the Financial Report

#### Opinion

We have audited the financial report of Workers Educational Association - Hunter (the Company), which comprises the statement of financial position as at 31 December 2021 the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the directors' declaration.

In our opinion the financial report of Workers Educational Association - Hunter, has been prepared in accordance with *Division 60 of the Australian Charities and Not-for-profits Commission Act 2012*, including:

- a) giving a true and fair view of the Company's financial position as at 31 December 2021 and of its financial performance for the year then ended; and
- b) complying with Australian Accounting Standards to the extent described in Note 1 and *Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013*.

#### Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the Company's financial reporting responsibilities under the *Australian Charities and Not-for-profits Commission Act 2012*. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

#### Independence

We are independent of the Company in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (including Independence Standards) (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

## Other Information

The directors are responsible for the other information. The other information comprises the information included in the Company's annual report for the year ended 31 December 2021, but does not include the financial report and our auditor's report thereon.

Our opinion on the financial report does not cover the other information and accordingly we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## Responsibilities of Directors for the Financial Report

The directors of the Company are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards to the extent described in Note 1 and the *Australian Charities and Not-for-profits Commission Act 2012*. The directors' responsibility also includes such internal control as the directors determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

The directors are responsible for overseeing the Company's financial reporting process.

## Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

## Auditor's Responsibilities for the Audit of the Financial Report (cont'd)

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide the directors with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, action taken to eliminate threats or safeguards applied.



PKF



MARTIN MATTHEWS  
PARTNER

2 MARCH 2022  
NEWCASTLE, NSW

## Workers Educational Association - Hunter

ABN: 61 062 580 634

### Disclaimer

#### For the Year Ended 31 December 2021

The additional financial data presented on page 30 is in accordance with the books and records of the Company which have been subjected to the auditing procedures applied in our statutory audit of the Company for the year ended 31 December 2021. It will be appreciated that our statutory audit did not cover all details of the additional financial data. Accordingly, we do not express an opinion on such financial data and we give no warranty of accuracy or reliability in respect of the data provided. Neither the firm nor any member or employee of the firm undertakes responsibility in any way whatsoever to any person (other than Workers Educational Association - Hunter) in respect of such data, including any errors or omissions therein however caused.



PKF



MARTIN MATTHEWS  
PARTNER

2 MARCH 2022  
NEWCASTLE, NSW

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## Workers Educational Association - Hunter

ABN: 61 062 580 634

For the Year Ended 31 December 2021

### Statement of Profit or Loss

	2021	2020
	\$	\$
<b>Group</b>		
Revenue from contracts with customers		
Government per capita grants	12,280,443	10,992,799
Government incentives	4,285,839	2,552,030
Course fees	134,555	380,774
Capital grants	54,357	280,000
Other revenue	183,394	201,674
	<u>16,938,588</u>	14,407,277
<b>Other income</b>		
Parking income	4	2,764
Interest received	9,058	37,988
Rental income	10,276	15,863
	<u>19,338</u>	56,615
<b>Total revenue</b>	<u>16,957,926</u>	14,463,892
<b>Expenses</b>		
Employee benefits expense	(10,351,232)	(8,894,631)
Administration expenses	(1,367,522)	(1,225,011)
Depreciation and amortisation expenses	(1,395,877)	(1,229,299)
Occupancy expenses	(862,099)	(590,090)
Direct training expenses	(1,676,416)	(543,289)
Finance costs	(171,663)	(147,045)
	<u>(15,724,809)</u>	(12,632,365)
<b>Operating surplus for the year</b>	<u>1,133,117</u>	1,834,527

## Workers Educational Association - Hunter

ABN: 61 062 580 634

For the Year Ended 31 December 2021

### Statement of Profit or Loss

	2021	2020
	\$	\$
<b>Alesco Senior College</b>		
<b>Revenue from contracts with customers</b>		
Government per capita grants	12,280,443	10,992,799
Course fees	141,551	32,947
Capital grants	54,357	270,000
Other revenue	134,880	161,069
	<u>12,611,231</u>	<u>11,456,815</u>
<b>Other income</b>		
Parking income	3	2,209
Interest received	6,794	30,359
Rental income	-	12,677
	<u>6,797</u>	<u>45,245</u>
<b>Total revenue</b>	<b>12,618,028</b>	<b>11,502,060</b>
<b>Expenses</b>		
Employee benefits expense	(8,123,477)	(6,923,946)
Administration expenses	(875,107)	(1,140,011)
Depreciation and amortisation expenses	(1,095,327)	(981,416)
Occupancy expenses	(682,462)	(471,691)
Direct training expenses	(419,104)	(240,468)
Finance costs	(142,447)	(117,515)
	<u>1,280,104</u>	<u>1,627,013</u>
<b>Operating surplus for the year</b>	<b>1,280,104</b>	<b>1,627,013</b>

## Workers Educational Association - Hunter

ABN: 61 062 580 634

For the Year Ended 31 December 2021

### Statement of Profit or Loss

	2021	2020
	\$	\$
<b>Adult and Community Engagement</b>		
<b>Revenue from contracts with customers</b>		
Government incentives	4,144,288	2,552,030
Course fees	134,555	347,827
Capital grants	-	15,000
Other revenue	48,514	40,605
	<u>4,327,357</u>	<u>2,955,462</u>
<b>Other income</b>		
Parking income	1	555
Interest received	2,265	7,629
Rental income	10,276	3,186
	<u>12,542</u>	<u>11,370</u>
<b>Total revenue</b>	<b>4,339,899</b>	<b>2,966,832</b>
<b>Expenses</b>		
Employee benefits expense	(2,227,755)	(1,970,685)
Administration expenses	(492,415)	(84,998)
Depreciation and amortisation expenses	(300,550)	(247,883)
Occupancy expenses	(179,637)	(118,400)
Direct training expenses	(1,257,312)	(302,821)
Finance costs	(29,217)	(29,530)
	<u>(146,987)</u>	<u>212,515</u>
<b>Operating surplus for the year</b>	<b>(146,987)</b>	<b>212,515</b>



# Alesco Senior College Annual Report

# 2021

## Incorporating Campuses:

Alesco Senior College - Newcastle

Alesco Senior College - Raymond Terrace

Alesco Senior College - Cessnock

Alesco Senior College – Tuncurry

Alesco Senior College – Tomaree

Alesco Senior College – Northlakes

Alesco Senior College - Charlestown

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This report is written for fulfilling the NSW Board of Studies requirement for registration and accreditation for Non-Government Schools in NSW.

This report provides a summary of;

- **School performance in state wide tests and examinations**
- **Teacher attendance, retention and standards**
- **Enrolment profiles and policies**
- **Key policies including welfare, discipline and grievance policies**
- **School determined improvement targets**
- **Financial information.**

This report was compiled by:

Theresa Pantalone – Principal, Alesco Senior College – Atwea College

Sarah Harris – Executive Assistant, Alesco Senior College – Atwea College

Therese would like to thank all of the Alesco Senior College teaching staff and support staff who contributed to this report.

It is important that we publicly acknowledge the work of the staff of Alesco Senior College, for without their dedication, commitment and tenacity, the successes highlighted in this report would simply not be possible.

**Alesco Senior College would like to thank the following;**

The Department of Education Employment and Workplace Relations

The NSW Department of Education and Communities

The NSW Association of Independent Schools

The Board of Directors for Atwea

All the staff and students of Atwea

Report Completed: March 2022

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## Principals Report

2021 again highlighted our resilience and the strength and quality of the Alesco Senior College community. As we reflect on the year we can be proud of the flexibility and leadership we demonstrated in adapting to change.

The many celebrations and achievements highlight the ability of our students to overcome the adversity of the times and commit to their education. All of our students should feel proud of their accomplishments and the resilience they demonstrated.

The highlight of 2021 was the opening of our Charlestown campus and Alesco Senior College was proud to be able to again offer opportunities for young people who are looking to complete their education in an alternate setting. Alesco Charlestown commenced with 45 students and continued to grow through the year with strong leadership and a dynamic team.

Alesco Senior College farewelled 2021 with end of year graduations and the pride in students completing the year was one of the highlights of 2021.

Finally, I would like to thank all of the Alesco staff for their invaluable contribution and commitment to the students and the school. The success of 2021 is the result of the support they gave to our students both academically and holistically in at times difficult circumstances.

We look forward to 2022 with hope and anticipation and wish everyone the best of luck for their future endeavours

**Theresa Pantalone**  
**Principal**



## School Profile

Alesco Senior College primarily offers students in Years 9 - 12 the opportunity to complete their education in a setting which focuses on tailored programs to meet their individual needs.

We also run a small Year 13 career preparation program for students who are ready to work in an environment that offers individual support, personalised planning and a pathway into Vocational Training.

Alesco Senior College has campuses located in: Newcastle, Cessnock, Charlestown, Raymond Terrace, Northlakes, Tomaree and Tuncurry. We stand by our policy of a zero tolerance for bullying, which is implemented into all of our campuses. Alesco also has Student Welfare Officers onsite in each campus to assist students in finding a balance between personal well-being and academic outcomes. In addition to this, we have a Well-being Program which provides students with long term solutions for managing their emotions in a healthy and effective manner.

The school promotes quality education as a main priority, whilst also guiding the students to become confident and capable individuals that are well prepared for their journey in life.

## Mission Statement

To value young people and provide them with a safe supportive educational environment where students feel they belong and their rights and views are respected, whilst encouraging them to develop skills to become confident, respectful, capable individuals that are well prepared for their journey in life.

## Aim

Our aim is to offer education to young people whose circumstances have previously prohibited them from succeeding in mainstream education. We provide opportunities for these young people to reach their potential in an environment that is designed specifically to support inclusion and individual needs.

## Goal

Alesco Senior College strives to provide vulnerable young people the opportunity to achieve success in a smaller and more supportive environment.

## Operational Dynamics 2021 Newcastle Campus

Alesco Cooks Hill has had another excellent year despite many setbacks and challenges with COVID-19. Both Staff and students worked exceptionally well with yet another lockdown during Term 3. We are extremely proud of our senior students as they continued to soldier on through a difficult time in such a critical term leading up to their HSC examinations. Unfortunately during this time we were unable to run our transition class in Term 4, but we are looking forward to offering this as an option in the upcoming year. Cooks Hill Campus continued our participation in the Content Endorsed Cours (CEC) Numeracy course along with our other subjects including English Studies, Business Studies, Aboriginal Studies, Marine Studies and Hospitality.



We were luckily able to attend more excursions this year by ensuring that we adhered to Covid safe practices. We attended Maitland Gaol, Tree Tops Adventure Park, Biame Caves, Revolution , Go Karts and Taboggan Hill Park. We also had fun days at school with Fun Shirt Friday, Drumming workshop, an Easter Egg hunt and our weekly staple of family lunch.

A big hit was our ‘Party in the Past’ to conclude Term 2 and year 10’s history unit. Students were able to demonstrate the knowledge that they have gained through the term through preparing meals that were time period specific and preparing blurbs to sum up each decade we progressed through. It was so wonderful to see everyone get dressed up and get into the spirit of the day by trying some very interesting foods!

During Term 3 we moved back to remote learning. Again, Staff at Cooks Hill Campus were able to quickly develop and adjust resources so that students could continue their learning online. Since they were a hit last time during remote learning Wellbeing and food packs were given out to students to ensure that we were able to support all our students through such a difficult time both through their education and wellbeing needs. Another thing that was implemented to help students with being off campus was daily challenges that got students up and about! Our Wear it Purple day was online and it was so nice to see everyone get into the spirit of the day by wearing purple and joining our zoom.

Thanks to a donation from Sharon Claydon (MP – Federal Member for Newcastle) we were able to create a wellbeing space for students, this includes a grassed area with shade sail, beanbag chairs and heaters! We would like to thank Sharon again for this grant and her constant support of Alesco Cooks Hill.

The year concluded with our graduation ceremony being held on campus this year. Despite it being small and intimate, with only staff and students being able to attend in person we were able to add our own special touches to make it one of the most memorable days at Cooks Hill Campus. We had a jumping castle and a very special appearance from our favourite animal, the llama! In reflecting on

2021, despite another lockdown we have successfully managed to foster the culture of Alesco in our students for their return in 2021. For those not returning in 2021 we hope that your time at Alesco Cooks Hill has been able to provide you with what you need in your post schooling endeavours.

Nicole Bailey – Head Teacher Alesco Cooks Hill Campus.

### Raymond Terrace Campus

What a year 2021 was for our Raymond Terrace Students! Raymond Terrace ran five classes, including one Year 9, two Year 10, and two senior classes. Senior subjects studied included English Studies, Mathematics Standard 1, Legal Studies, Photography, Sport, Leisure and Recreation, VET Community Services and VET Beauty Services.

Our Senior 2 students worked exceptionally hard during a rollercoaster of a year to complete their HSC. We are incredibly proud of their achievements during this difficult year, and applaud their resilience.



Year 10 Students organised the “Step Back in Time” dress up day in Term 2 for the Popular Culture Unit in History. The students created meals from the past and dressed in fashion from the last 80 years.

SLR students attended the local cross fit gym every Wednesday morning, challenging their physical and mental strengths with intensive exercise.

Raymond Terrace welcomed our new Student Welfare Officer, Kate, at the beginning of Term 3 right before the beginning of lockdown. Kate had the challenging job of engaging with students during lockdown and building rapport with them from behind the keyboard, and did so successfully.

The Term 3 lockdown saw students engage in online learning once again, this time teachers felt more confident and prepared for the change and the transition was seamless.

One of our very talented students ran an online drawing workshop for teachers and staff where they gave instructions on how to draw yourself as a cartoon character. Students played Online Bingo with staff and connected every Friday for Staff and Students Zoom Lunch.

We concluded the year with three separate graduation ceremonies for each year group, each celebrating the achievements of our students and showcasing their strength and resilience during a difficult year. Our Senior 2 Formal was small and quiet with a dinner in Newcastle followed by photos by the water. We held our Christmas party in the student lounge, treating our wonderful students to a special lunch.

Despite a very difficult year, our students once again demonstrated their immense resilience. Congratulations to the staff and students of Raymond Terrace Alesco for all their achievements.

Jenna Hackworth – Head Teacher Alesco Raymond Terrace Campus.

### **Cessnock Campus**

2021 came with many challenges and triumphs for Alesco Cessnock. We ran four classes, a Year 9 class, a Year 10 class and two Senior Classes.

Our Senior 1 and 2 classes completed 6 HSC courses in 2021. These were English Studies, Mathematics Standard 1, Aboriginal Studies, Geography, Visual Design and VET Hospitality.

Aboriginal Studies had a huge engagement rate and was a great opportunity for us to engage with our local Indigenous community. We connected with a local Aboriginal elder, Uncle Warren Taggart, who was able to take us to see the amazing Baiame Caves and tell us the history of the land and the story and significance of the site. Baiame Caves is a heritage listed site, which holds a huge significance to the local Indigenous people and Australia's history. Our students were able to engage with country and learn from not only Uncle Warren but from our teacher Mark, about the history of the Indigenous people of Australia as well as the Indigenous people from multiple other countries.

Geography was also offered for the first time in 2021, with great success. Students were able to go on multiple excursions to explore the natural landscape and learn from their teacher Sophie about our environment, how the earth works as well as about multiple countries and communities around the world.

Our VET Hospitality class was a huge success again this year, with 100% completion rate. Our trainer Deb worked very hard with our students to ensure that they were able to complete their qualification, even with the impact of COVID-19 restrictions.

We went on multiple excursions before the COVID-19 lockdown in Term 3. These included Revolution Trampoline Park, Newcastle Museum, Newcastle Art Gallery, the Hunter Valley Zoo, Strike Charlestown, Baiame Caves, Glenrock, and Unexpected Exit.

During the lockdown period, students were given the opportunity to engage with online learning, as well as sent work packs for students who were unable to access technology during this time. There were also many social opportunities offered to students where students and staff were able to catch up and socialise through Zoom. We were able to connect through trivia games, as well as bingo and dress up days.

When we returned to face-to-face learning, students were offered project-based learning opportunities to complete in their time at school. These included art projects, sustainability themed research projects, woodwork projects and were adjusted to suit the individual interests of the students.

Senior students returned in Term 4 to a timetable of study periods to prepare for their upcoming HSC exams. The determination and motivation shown by our Senior students was incredible. Everyone came to all study periods ready and willing to study and prepare in every way that they can. They were open to all teacher feedback, and really demonstrated hard work and perseverance.

All students did everything they could to ensure that the lockdown period would not impact on their results and them achieving their personal best.

Whilst it was very hard to navigate COVID-19 in 2021, it demonstrated the resilience and strength of our students and staff, who persevered during the hard times, and who were able to overcome the barriers that were put in front of them.

The year ended with a school-based graduation ceremony and senior formal, that was students and staff only due to COVID-19 restrictions. We were able to stream the graduation ceremonies live to our families and carers at home, who were unable to be there in person. This graduation was important to ensure that even with all of the disruptions throughout the year, our students were still able to be celebrated and congratulated on their achievements and their resilience that was shown throughout the year. Our Senior Formal was also a huge success, with our hall being transformed into a beautiful venue for the occasion. Students were able to have a formal sit-down dinner, followed by cake for dessert. Students enjoyed taking photos with their peers and staff using the photobooth and passing their yearbooks around for signing during the night.

Before the end of Term 4 we held our annual Christmas Lunch Celebration on campus which saw all of the students get together for a big Christmas feast, and to chat about the year that was. This is a really important event in our annual calendar, as some of our students do not have the opportunity or the means to celebrate Christmas. It was a great success, and saw a huge attendance of students come together to celebrate.

2021 came with many challenges and obstacles, but overall showed the amount of resilience and strength in both our students and staff to be able to be flexible and overcome anything that is thrown their way. I congratulate everyone on a successful 2021 at Alesco Cessnock.

Sally Tassell – Head Teacher Alesco Cessnock Campus.

### **Forster/Tuncurry Campus**

Tuncurry campus is made up of 7 staff comprising of both teaching and support staff. All staff have a common goal of supporting student learning and removing barriers to educational access. Staff meet regularly to discuss and plan for enhancing student outcomes in the areas of education and wellbeing.

In 2021 the outdoor wellbeing space came to life with a complete renovation of the schools outdoor area. This calming outdoor space serves an area for students to use during breaks and in times of stress. The space includes a complete outdoor kitchen that is used regularly for school events, breakfasts and lunches.

Using the expertise of specialist trained teachers the Tuncurry campus was able to offer HSC Music 1 for the first time. This offered a new and exciting creative outlet for students and an opportunity to excel in a skills based HSC course. The campus purchased an electric keyboard, electric drum kit, guitars, microphones, speakers and amps to ensure the class had the most up to date industry standard equipment.

Over the course of the year teachers continued to work on their professional learning to remain up to date with the most current knowledge in teaching, student wellbeing and child protection. At the end of the year staff began the training process to competently deliver *The resilience Project* in 2022, an evidence-based program that helps students learn core strategies to build resilience with a focus on gratitude, empathy and mindfulness.

Our commercial kitchen was used extensively with students regularly cooking in Food Technology, the Kitchen Breakfast Program, catering for school lunches and celebrating days like Harmony Day and NAIDOC week.

Community engagement remains a high priority and many opportunities were available to students to volunteer and engagement with the community. For example Homebase Green Bike, MidCoast Council Graffiti Busters and The Manning River Turtle Conservation project where students made model baby turtles that collaboratively formed a part of a large mother turtle. This project raised awareness for the endangered Manning River Turtle.

Kate Townsend – Head Teacher Alesco Coast Campus.

### Tomaree

Although we experienced the second year of lockdowns and related challenges, as did all schools, we still managed to maintain a level of overall community, supportive safe culture and academic achievement that we would normally wish to see in any typical school year.

We still found many ways to be able to connect with our community and with our young people and develop a strong rapport that would continue to enhance each student's development, wellbeing, and achievements throughout the year. Some examples of this included offering the students a range of experiences they may not normally have. Experiences and activities that challenged and encouraged the students. Activities such as team building and culture building workshops, both within the school, outside of the school, and digitally in those weeks of lockdown.

While in lockdown trying to find diverse ways to connect with our young people in ways that would support their wellbeing in a more holistic way became incredibly important and so the “Alesco Master Chef” Challenge was developed. Each week we planned, packed and delivered a new Wellbeing and self-care package that included a meal kit.



A part of that meal kit was a weekly video tutorial created by the staff for the students to follow along and learn how to cook. We are currently considering turning these simple recipes into a basic Alesco Life skills cookbook.

Once we were able to transition back to face-to-face classes early in term 4, we decided to combine all curriculum areas into one major school project entitled Survivor. This project consisted of a range of modules that developed student skills, knowledge, and ability in basic and complex survival skills. Skills such as finding water in the middle of nowhere, building shelter, navigating by the stars and

your surroundings. This project-based learning unit was able to develop student achievement across all the KLA and was also just a fun and interesting way to round out the year.

As always Graduation, as small and low key as it was due to Covid restrictions, was still a highlight of the year and truly demonstrated the resilience of the young people and the community they help build every year.

Wendy Ratcliffe – Head Teacher Alesco Tomaree Campus.

### Northlakes

2021 was the 3rd year of operation for the Northlakes campus with students enrolled in both stage 5 and stage 6. We finished the year with a total of 78 students graduating in Year 9, 10, Senior 1, Senior 2 and Senior 3 studies.

Stage 5 students studied core subjects that included English, Mathematics, PDHPE, History, Geography and Science. They also had the opportunity to participate in many experiential learning and community engagement opportunities such as hydroponic gardening, outdoor art projects, excursions to Tree Tops, Frisbee Golf, Glen Rock hike, Hunter Valley Zoo, Port Stephens Toboggan Park, paddle boarding, ice skating not to mention lots of fishing in lake Macquarie. We also celebrated many whole school activities such as Wear it Purple Day, Harmony Day and our well-being weeks that were ran each term.



Our Stage 6 students studied HSC courses in Numeracy, English Studies, Visual Design, Sport, Lifestyle and Recreation, Community and Family Studies and VET Community Services. Despite the second year of COVID challenges, our HSC students managed to show courage and resilience to remain determined to complete their studies which we were all so very proud of.

2021 also saw the completion of our amazing outdoor wellbeing space that now provides our students with an additional area they can use to support their personal wellbeing throughout the day.

Our end of year graduation was held at the campus, with many proud parents and carers watching on through video link from afar. We ended this day on a high with a school carnival event including a water slide, slurpee machine and fairy floss maker.

We would like to sincerely thank each and every one of the amazing Northlakes team members that worked so hard to make 2021 another great success. We are so proud of the amazing achievements of all our students, and take great pride in watching them all achieve such amazing things.

Grant Dennis – Head Teacher Alesco Northlakes Campus.

## Charlestown

2021 was Alesco Charlestown's inaugural year as a campus – A year of triumph for our campus and Alesco Senior College as a school.

We met our first cohort of students in February and as the year went on, our numbers grew, and we were joined by more like-minded young people in need of greater support at school. Alesco opens that door for our students, providing a safe, supportive, positive learning environment in which students feel respected, understood and valued as the brilliant human beings that they are.

With students spread across three classes; Year 9, Year 10 and Senior 1, our amazing team immediately began delivering regular, structured classes in Semester 1, providing academic support for students, as well as vital support with student wellbeing. Seniors were offered Mathematics Standard 1, Visual Design and Community & Family Studies.

We were fortunate to be able to go on some fun and exciting excursions which included our Newcastle Show excursion, Revolution Sports Park, Fort Scratchley, Yulla-Pnaaal Education & Healing Centre and Hunter Valley Zoo.

The year was not without its challenges, with the COVID-19 pandemic impacting all schools significantly, sending us into an extended non-face-to-face period of remote learning during Semester 2. During this time, our intuitive and adaptive staff facilitated online Zoom classes, tutoring sessions, wellbeing check-ins, and delivered content through Google Classroom to keep students engaged. While some students were able to adopt this new way of learning, for some, it just wasn't possible due to household responsibilities or access to technology. Some students found opportunities to gain casual employment during the lockdown period in order to support their families with household bills and ease the impact of the pandemic on their families. Such courage, resilience and determination from our young people was inspiring.

Once we were able to return to campus, students participated in project-based learning (PBL) and undertook multiple projects in areas of interest which included music and song writing, visual arts, podcasting, robotics and narrative writing.

Our first year has been incredibly successful and we look forward to continuing to grow and strengthen our school community in 2022.

Sam Tassell – Head Teacher Alesco Charlestown Campus.

## Key Learning Area (KLA) Reports

Alesco Senior College continued to offer the same Key Learning Area's in year 9 and 10 as offered in previous years. Due to the nature and previous learning experience of our student body, we focus strongly on the KLAs required to complete Stage 5. We continue to focus on subjects such as Mathematics, English, Science, Human Science and It's Environment (HSIE) and Physical Development, Health & Physical Education (PDHPE). Alesco offers limited 'electives' to students, however, provides plenty of opportunity for this type of learning through the various noncurricular activities offered at each campus such as Financial Literacy and Unlimited Potential (UP).

## Stage 5 Programs

### English

Our Year 9 English course gives our students the opportunity to explore a variety of different text types including films, novels, short stories, poems, recounts etc. Our students also explore many different genres including horror, fantasy and comedy. Our students learn about literary techniques, composing texts and responding to different text types. This course allows students to develop the skills needed to continue on to our Year 10 course with confidence.

The Year 10 English course was redesigned for 2021, all staff and students across Alesco enjoyed the new programs and assessment tasks. The new units were designed to cover a wider variety of texts rather than being built around a single text. Students studied a range of Biographies and Autobiographies, creating their own autobiography as well as writing a biography on their chosen person from popular culture. Students proudly shared their biographies with staff and friends, taking pride in their efforts and finished work. A new Australian Cultural Identity unit was studied; The Changing Footsteps of Australia, looking at texts written by Indigenous Australians as well as studying the influence of Asia in Australia. Shakespeare is a mandatory text for the course, students studied *Romeo and Juliet* and showed their understanding of the text by creating a detailed 'Police Report' of their chosen murder in Verona, putting the text into a new and modern context.

### Mathematics

In Year 9 Maths, students covered a variety of topics including earning money, algebra, linear relationships, geometry and congruence, area and surface area, and data. Students completed assessment tasks involving the creation of a board game and the design of a dream home. Due to the pandemic, students engaged in online learning through the Maths Online program.

In Year 10 Mathematics in 2021 the students studied the topics of Algebra, Trigonometry, Linear Relationships, Data and Statistics and Probability. A change we made from previous years, was for students to create their own topic tests as part of their overall assessment. We also integrated Mathematics into our STEM unit building kites. This gave students the opportunity to use their Maths skills in a practical application.

### Human Society and Its Environment (HSIE)

In 2021, students have studied a variety of topic areas in HSIE at Alesco Senior College. For all of the students across the Alesco Campuses, we investigated units of the History syllabus. These included the Industrial Revolution, and both of the World Wars, with a centralised focus on historical events that heavily involved Australian soldiers. Excursions were quite limited due to the pandemic, however, students still managed to visit the Newcastle Museum and their Inventions Display, which ranged from the rotary phones, to the development of the Steam Engine. Unfortunately, due to the second lockdown, we were unable to visit the Sydney Jewish Museum to further investigate the tragedies of the Holocaust.

For the second semester, students were to investigate units of the Geography syllabus. Students studied a variety of topic areas which included Sustainable Biomes, Food, Changing Places, and Migration. All of these units correlate into looking at the Earth as a holistic organism and environment. Fieldwork investigations and excursions were also quite limited, however, the students

went to Stockton beach to investigate erosion and how vegetation interacts with the immediate environment.

Last year was a most challenging year!

Both in situ and online learning became the norm. All students need to be commended for their determination and continued efforts.

Semester 1- History, studies created a great learning platform for “Rights and Freedoms”; our changing world, racism, colour and sexual biases, daily lives in an ever- changing society, globally and specifically Indigenous Australian.

‘The Modern World and Australian, Popular Culture’.

The students were emersed in a world of change that was repeated and reinvented in the areas of; music, fashion, food, political and social trends

Semester 2 – Geography, ‘Human Wellbeing and Wellbeing in Australia’ and ‘Environmental Change and Management’ the students focus being Technology played a major role as field studies were unavailable (due to COVID) Focus areas of study were, Stockton break wall and the severe erosion, the changing environment, climate change, pollution, biodiversity, biosphere, environmental stewardship, ecological footprint recycle, reduce and reuse

### Numeracy

The Numeracy CEC Stage 6 syllabus is designed to offer opportunities for students to reason numerically and think mathematically.

The Numeracy CEC course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

Students have the opportunity to develop these skills and apply them to situations in personal and community, workplace and employment, and education and training contexts. This course offers students the opportunity to prepare for post-school options of employment or further training.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

Students learn to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions in order to manage situations and solve problems relating to their present and future needs.

Alesco has been a part of the pilot delivery of Numeracy CEC since 2020

## Science

Students across Alesco start Year 10 Science by learning about the Universe, Big Bang Theory and the formation of galaxies. Different sized balls, skewers, string, paint and glitter in science classrooms at the start of the year proved popular as a way of exploring this learning as staff and students tried to express the sizes and distances in space. Students then explored physical and chemical reactions and had fun with many hands-on experiments, staff at all campuses buying up big on mentos and fizzy drink as students built geysers and measured variables such as height of the reaction, temperature of liquid, types of drinks and the number of mentos, only to discover that cleaning up the mess is not as much fun as making it. Year 10 students also learnt about Reproduction and Genetics, completing assessments on genetic responses and diseases. Interruptions to face to face learning due to Covid meant that this cohort missed out on undertaking their major science projects, a relief for some and disappointment for others.

## PDHPE

With positive changes to the curriculum in recent years, 2021 saw a year of stabilization that allowed us to reflect on said changes and then further develop and embed on a deeper level the necessary skills and content needed to succeed in this course. Although we had another year of lockdowns we needed to maintain health and safety, which made tracking the physical components difficult however, we were able to find ways to embed these into a project-based learning activity in 4th term to ensure all students were able to participate and achieve their outcomes.

The Stage 5 PDHPE Program had a complete makeover for 2021 to align with the new PDHPE curriculum. Students across all campuses explored how they can respond positively to changes and challenges that they may face in the future. Students looked in depth at issues such as drug and alcohol use in young people, safe and respectful relationships, self-awareness, planning for the future and improving their health literacy. PDHPE has a strong focus on preparing students for the future and building resilience.

## Stage 6 Pathways Program

The Pathways style HSC program has continued to provide opportunity for our students to complete their schooling. Being able to complete just 3 subjects per year rather than the 6 subjects required in traditional school settings, allows for the varied and at times difficult situations that is reality for so many of our students.

## English Standard

This course offers students the opportunity to engage with such a wide diversity of wonderful and thought-provoking literature. From wonderfully authentic Australian texts such as Craig Silvey's Jasper Jones to literary classics such as The Crucible by one of the Grandfathers of modern American playwrighting, Arthur Miller. We also studied the quintessential and ever so relatable Australian classic The Castle (Rob Sitch) and then blew our minds with MT Anderson's FEED. Each text, all though vastly different, held the student's interest and caused a great deal of discussion and thoughtful contemplation.

To ensure that, should we need to move to an online delivery mode in 2021, we worked the course entirely online even when we were face to face with each student designing and maintaining their own 'Journey through English' blog. This formed the major part of their overall work for this subject and also a portfolio of writing they could maintain and take with them on completion of their HSC.

### **English Studies**

The English Studies Program is designed for students to be able to refine their knowledge in English and provides students opportunities to become more competent and confident communicators. This course allows students to study a range of texts and to broaden their personal, social, academic and workplace knowledge. In the course students study 2 common modules, 'English in the workplace' and 'Text and Human Experience' along with 4 elective modules through both the HSC and Preliminary Course.

The English Studies program provides students with a diverse range of approaches to texts so that students can engage with, understand and appreciate the different cultural heritages, and differences that make up Australian and global societies. The course also encourages the development and refinement of literacy skills from both collaborative and individual tasks so that students have the skill base for post-school training and education.

### **Mathematics Standard 1**

The Mathematics Standard 1 course is designed to assist students in improving their numeracy by building confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills, as well as positive attitudes. When students become numerate, they are able to manage a situation or solve a problem in real-world contexts, such as everyday life, work or further education. This course offers students the opportunity to prepare for post-school options of employment or further training.

The Mathematics Standard 1 course content builds upon Stage 5 knowledge and understanding, comprising of Algebra, Measurement, Financial Mathematics, Statistical Analysis, with the addition of Networks and Paths. With the course being offered at the Charlestown, Cessnock and Raymond Terrace campuses this year, students demonstrated high levels of engagement, as well as success across these three campuses.

### **Community and Family Studies**

Another successful year in CAFS was experienced by all seniors. With the use of the virtual baby all students were able to experience firsthand both the joys and difficulties of parenthood. CAFS always presents an easy to follow curriculum where students are able to relate the course content to either their own, their families or the lives of their friends. It draws on real life experiences and the classes are always filled with lively discussions and flashbacks. The information the students gain from CAFS is not only useable for the HSC, but it provides them with lifelong skills and provides students with an insight into not only the pressures of raising a family but utilising resources, management strategies and groups within the community.

### **Business Studies**

The Business Studies course ran at Cooks Hill Campus with 19 students. Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in real life contexts, building on skills which students can use beyond their school years. Students learnt about planning a small business by creating business plans for their chosen venture, from Furry Costume Design to Coffee Houses and Gardening Supplies. Students considered all aspects of starting a

business including considerations such as the type of trader to register with the ATO, establishment costs, advertising platforms and financing the business as a whole.

Students developed general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

### **Aboriginal Studies**

Aboriginal Studies focuses on the historical and contemporary experiences of both Indigenous Australians, and other international indigenous peoples. Throughout the course, students explore pre-colonial Indigenous culture, the impact of colonisation on First Nations peoples, and the struggle for social justice and legislative change. Aboriginal Studies offers both Aboriginal and non-Aboriginal students a unique opportunity to engage with their local Indigenous community. This year, Alesco students from both our Cessnock and Cooks Hill campuses were invited by Wonnarua Elder, Uncle Warren, to visit Baiame Cave. This heritage listed cave painting is one of the most significant of its kind on the east coast of Australia. Both students and staff would like to thank Uncle Warren for his ongoing relationship with our school and for his willingness to share his extensive knowledge of Aboriginal culture with our young people.

### **Legal Studies**

Raymond Terrace students undertook the challenging Stage 6 Legal Studies course in 2021. They persisted admirably during long periods of online learning due to the pandemic and learned many valuable lessons about law and society. Our elective options included 'Indigenous Peoples' and 'World Order', which gave students an insight into many relevant international issues, including the rising tensions between Russia and Ukraine. Students should feel proud of their efforts and results in this difficult course under difficult conditions.

### **Ancient History**

In Ancient history we learned about a vast array of ancient societies as well as how to investigate the past, from Celtic society to Ancient Egypt. Ancient Pompeii under the rule of Rome, Sparta and the ancient Greeks were all studied in depth. We went to the cinema to watch a motion picture on mummies in the Egypt of antiquity along with virtual tours of museums around the world.

### **Sport Leisure and Recreation**

Sport, Lifestyle and Recreation students experienced a wide range of different sports and activities that are free or cheap for our young people to participate in. Students went on many excursions including disc golf in Rathmines, standup paddleboarding in Lake Macquarie, ice skating, fishing, hiking, beach volleyball and Revolution Park. Students learned first aid and CPR, completed research tasks on healthy living and developed a deep understanding of the dangers of recreation and performance enhancing drugs. The students were engaged and motivated in both the practical and theory side of the course.

### **Digital Media**

This is the first time this subject has been delivered at the Raymond Terrace Campus. The students

learned about the history of photography from early photographic practices using chemicals to digital photography and beyond. The course included practical activities using digital SLR cameras, where students explored photographic techniques, concepts and practices. The students explored a wide variety of artists and their practice and learnt how to discuss and breakdown artworks using appropriate language.

### **Marine Studies**

This is the second time this subject has been delivered at Alesco Senior College Cooks Hill Campus. The students studied the topics Marine Safety and First Aid, The Marine Environment, Humans in the Water, Dangerous Marine Creatures, Seafood Handling, Commercial and Recreational Fishing and Coral Reef Ecology. The students enjoyed a variety of excursions, including Newcastle Baths, Nobbys Beach, Shark and Ray Centre and Fishing locations around the city.

### **Computer Applications**

A new course offered in 2021 centering around computers and related information technology and how these have become such an integral part of contemporary life. Information Computer Technology (ICT) is now such a key part of our everyday life, we see it every day in the workplace, in the education space, in our downtime, it drives our entertainment and recreation. It has opened new ways of working and learning and now offers society entirely new styles of career and educational pathways.

Throughout the course, students learnt to work with multiple platforms and devices for a range of needs. We investigated the evolution of technology and got to see mobile phones the size of a briefcase and a portable computer (an original MAC) that was so large it had to be carried in an overnight bag. We also learned how to take apart a computer, put it back together, boot it up and have it work. This is a course that I would encourage other campuses to take up and enjoy in the future.

### **Food Technology**

Food Technology was taught at the Tuncurry campus in 2021, students learned fundamental cooking and hygiene skills as well as gained knowledge on The Australian Food Industry and Nutrition. Students conducted in depth studies on the Australian food delivery company The Dinner Ladies, emerging technologies such as Laser Labelling and the water blob and investigated different types of packaging materials and labelling legalities.

The school purchased a commercial grade ice-cream maker and as part of an assessment task students designed a new ice cream flavour from conception all the way through to making the final product in the ice cream maker.

Students went on an excursion to Riccardo's Tomatoes and picked their own strawberries which they made jam with. They used a bottling technique to preserve the jam.

### **Music 1**

The Music 1 course was completed for the first time with great enjoyment and success. The students enjoyed all of the key course components including composition, listening analysis and performance. The course covered a wide range of topics including Popular Music, Art Music, and Film Music, with opportunities to engage in all of the key course components under these genres. The students benefitted from individual assistance in developing skills on their chosen instruments, and opportunities to perform pieces together as a group. They were also able to familiarise themselves with a range instruments, and a variety of music technologies including GarageBand, as many fantastic resources were purchased for the course.

This course offered our students a chance to develop their understanding of and skills in Music, and the students all grew in confidence throughout the course.

### Design & Technology

This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It is a great course for those students who thrive in a more practical learning experience as it focuses on hands-on practical activities which develop knowledge and skills in designing and producing. The course involves the development, realisation and documentation of design projects specifically aimed at addressing needs in our local community. The Major Design Project and supporting folio component was a fascinating opportunity for students to design their ideal/dream home and ‘build’ it to scale. This required students to select and apply appropriate design, production and evaluation skills while also considering environmental needs and impact.



### Geography

Students at Cessnock campus enjoyed learning more about their local and global community through the completion of the Senior Geography course. In the preliminary component of this course, we investigated biophysical processes that happen in the environment, focusing on Glenrock State Conservation Area. We were able to visit Glenrock and made our way along Yuelarbah Track towards the lagoon, taking note of the functioning of the biosphere that surrounded us. We also undertook a significant independent research project based on the role of community groups in our local community. In the HSC course, we went to Newcastle to investigate the urban renewal occurring in the city and discussed issues such as urban decay and gentrification. We studied the role of viticulture in the Hunter Valley, focusing on a local case study, Tamburlaine Organic Wines. This course allowed students to get outside of the classroom and apply their knowledge of different types of environments to the world around them.

### Work Studies

The Stage 6 Work Studies program is designed to assist students in their transition from school to work. It develops deeper knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. This program has proven to be very effective for our Year 13 students in particular. Alesco students learn practical skills in the course such as writing a resume and targeted cover letter, writing job applications and filling in employment related forms. In the program, students produce a career portfolio, and explore a range of workplace issues they may face in their place of work. Students are given opportunities to attend mock interviews and practice dressing for interviews which enhances their readiness for work.

### Visual Design

The students had great success in Visual Design this year with the production of some outstanding artworks. The Preliminary course was completed with the creation of “Album covers” that students

upcycled from vintage records. An excursion to the Maitland Art Gallery was planned, and students saw the virtual reality artworks by artists Simon Ward and Jess Johnson. Term 2 we studied the conceptual framework and created a T-shirt design that reflected each student's individual artistic practise. Term 3 was a busy term where students created small architectural designed buildings and we visited Newcastle art gallery, The Lock Up Gallery, Watt Space Gallery as well as photographing the local architectural structures of the Newcastle CBD. Term 4 was a challenging term for our students due to Covid but through resilience our students were able to complete the last term of studies.

## Vet in Schools

The role vocational education and training (VET) courses play in helping students prepare for further education, training, employment and lifelong learning is widely recognised by key stakeholders in education. At Alesco we know that this is a really valuable career pathway opportunity for our students who would otherwise not be able to access this training outside of school.

For all NSW school students in Years 9–12 VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment).

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

COVID – 19 and the associated lockdowns and restrictions were set to have an impact on our VET in Schools again in 2021. In the previous year, we had adapted and modified our course delivery to a more 'blended' model and found innovative ways to get through the practical and workplacement components of our courses. In our Certificate in Beauty Services – Make-up course, we sent make-up kits home, and the trainer did remote observations of salon procedures using Zoom and the student's family members.

Despite all the challenges that 2021 presented to VET in Schools, we still delivered Beauty Services (Make-up), Community Services – Introduction, Hospitality (food and beverage) and Music Industry to 80 students across all our 7 Alesco campuses.

## Additional Program Reports - Individual Programs and Support Student Learning Support Officers

Alesco Senior College's Student Learning Support Officers (SLSOs) aid students with their academic, social and emotional development and contribute to the positive inclusion of all students in the classroom and the wider community.

The SLSOs role is to support the students learning within the classroom, working with students individually, or in small groups, encouraging attendance and strengthening engagement and participation. The SLSOs also provide valuable feedback to teachers on the ongoing progress of each student, assisting in the preparation and implementation of an Individual Education Plan (IEP).

SLSOs undertake assessment of the students' literacy and numeracy capabilities, identifying where additional support is required and implementing support structures. Progress monitoring is undertaken to ensure students are on track in key areas. SLSOs also implement comprehensive testing and gather documentation for Year 12 students who elect to use disability provisions in their HSC exams.

Alesco’s Student Learning Support Officers take part in professional development learning and staff development days throughout the school year, to maintain and improve knowledge and skills, focusing on improving student learning, engagement and wellbeing.

SLSOs participate in, and assist with, the organisation of events and activities throughout the year and contribute to the everyday running of the school.

This year Alesco took part in the Intensive Learning Support Program which was funded by the Association of Independent Schools NSW. Teacher Janet Martinez supervised SLSOs who worked with students one on one or in small groups, depending on their learning and intervention needs. Students in Years 9 and 10 worked on comprehension, spelling, and reading fluency while seniors focused on essay writing, preparing them for their HSC.

Abermain SLSO, Belinda Wells was nominated for Teacher’s Aide of the Year through Australian Teacher’s Aide. Belinda started with Alesco in 2016 as a Student Welfare Officer. At the 2021 Atwea Staff Reward and Recognition ceremony, Belinda received the Recognition for Integrity award.

### Teacher Aide of the Year

Student Learning and Support Officer Belinda Wells was nominated for Australian Teacher’s Aide’s ‘Teacher’s Aide of the Year’ award.

Belinda, who now works at our new Cessnock Campus, started with Alesco Cessnock in 2016 as a Student Welfare Officer. Before this, she worked with Father O’Riley’s Youth off the Streets as a youth worker for 2 years.

Belinda’s passion in life is to take each challenge head-on and offer support to others. She is a passionate and dedicated worker who thoroughly enjoys coming to work every day. She finds working with young people very rewarding especially when you see them make any improvements over time. Belinda enjoys the smaller class sizes at Alesco as she gets to work closely with the students and observe them working hard and building on their skills and knowledge. She loves watching them thrive with the ultimate goal of completing their schooling. Belinda works intensively with identified student’s one on one or in a small group setting to enhance their educational needs.



Belinda teaches the reading program which has been highly successful for students who have taken part. In 2018, Belinda created resources and developed a reading program for a number of students. This program had successful results for all students who participated. One student who took part started with a reading age of 8 years old. When they completed the program their result improved to a reading age of 12.5 years. This student has now graduated from school and recently visited the

campus and told Belinda that they continue to read every day. Belinda also teaches small groups of Year 9, Year 10 and Senior students in the Intensive Learning Support Program which focuses on numeracy and literacy.

Belinda chose to work with Alesco because she can advocate for, and support, at risk youth. When she was completing high school herself, she was facing her own struggles and adversities. She received an abundance of support from one teacher in particular, as well as receiving not one, but two educational scholarships through the Hunter Mentor Collaborative. With this support, she was able to finish her Year 12 studies. It was then she knew she wanted to help and support young people as a career.

In 2020 at the Atwea Staff Reward and Recognition ceremony she received two awards, Recognition for Integrity and Recognition for Innovation. In 2018 she made it as a finalist for the Advocate for Children and Young People Youth Advisory Council, and in 2016 was Youth Sector Youth Worker of the Year and also nominated for Young Person of the Year.

### **Student Welfare Officer**

At Alesco Senior College the wellbeing of our young people is our central focus. Our students have struggled to find success with education in the past and we strive to empower them to make informed life choices and address barriers to learning and find success in their Education goals.

In order for our students to find success in education, the Alesco model provides a balance between education and wellbeing. We offer a safe, inclusive and supportive environment and Student Welfare Officers are able assist the students through a client-centered approach that meets their individual requirements where required, through advocacy support and linking students in with appropriate services in the community.

Student Welfare Officers are able to share valuable welfare needs with teachers and support staff to ensure that students have the best opportunity for successful learning outcomes.

Although during the COVID lock down period a lot of our training has been online we have still made sure that we continued professional development so our Student Welfare Officers are recourses with the latest skills and strategies to assist students.

### **Communities of Practice**

Throughout 2021, the Communities of Practice Facilitator (COPF) continued to run regular inter-campus subject meetings where teachers from the same subject area come together as a 'faculty' to share ideas about teaching practice, resources and facilitated conversations about their specific subjects. In 2021, the COPF worked with all staff in 30 subjects across years 9 to 13. It was a tricky year at times with lockdowns and students trying to learn remotely. During this time more student work was loaded onto digital platforms and student work was posted out.

A 3-Tiered system of assessment was implemented across all KLA's. This allows for more choice from students in how they complete assessment tasks and allows teachers to collect work more easily from students who may be struggling. It has proven to be very successful thus far, with many staff requesting individual support to implement task adjustments. Many assessment tasks were updated during this process and *all* tasks now have clear connections between the task, outcomes being

assessed and the marking guidelines. The process of doing this fed directly into the creation of a new Half Yearly and End of Year Reporting system which was rolled out as a part of the new Sentral Student Management System.

Many Teacher Professional Development opportunities went on-line and the COPF sought over 50 external opportunities for staff to participate in. These opportunities assist with Teacher Accreditation Maintenance as well as keeping staff connected to their field of education, especially while working in isolation.

A COP framework was created to better outline the role of the COPF as it grows and adapts to the changing needs of Alesco Senior College, five main areas of focus were established; Best Practice, Innovation, Knowledge Creation and Sharing, Problem Solving and Philosophical Reason. Within each of these are five further areas which were identified as key importance within the COPF role, these are; Philosophy Aligning, Mentoring, Facilitating, Motivating and Supporting. The Framework provides all staff with a clear picture of how the role can support individual staff, groups of staff, individual campuses and the school as a whole.

Finally the COPF was involved in the creation of the Alesco Literacy Support Team who in 2022 will implement key literacy supports across the School.

## School Activities

### ANZAC Day

Alesco campuses reflected this year on the Anzac spirit. Learning all about why we celebrate each year, all those who sacrificed themselves to give us the freedom we experience today. By always displaying good spirit, unselfishness, courage and tenacity of strength. Regardless of our gender, sexuality, regardless of our race or religion, or any other difference that might just make us different. We are one. We reflect on our past with pride - but let us also work with each other to build a positive and peaceful tomorrow for all Australians. For our students, this is a day to collectively give thanks to all those men and women who have put their lives at risk and in many cases paid the supreme price for the freedom we have today.



### Wellbeing Week 2021

Wellbeing Week was a success for all the students at Alesco. Throughout the week, students participated in a number of activities to support and promote their wellbeing. Students contributed to their community by making sock puppets for a local childcare centre and Easter cards for a local retirement home. Students were also lucky enough to have an excursion to Hunter Valley Zoo where they got up close and personal with some exotic animals. Alesco Cooks Hill had Benjie from Earthen Rhythms visit the school for a Drumming



workshop. All staff and students had an amazing time learning drumming skills. Many of the students described themselves as feeling ‘calm’, ‘energised’ and ‘happy after the experience’.

### Financial Literacy Program

Financial Literacy has become an essential part of Alesco Senior College with each campus taking unique approaches to teach students the importance of understanding money matters and how financial literacy impacts on different aspects of life.

Some campuses are able to run a café project such as Cooks Hill’s Alescafe or the Raymond Terrace Library Café, where students plan, buy, make and distribute a selection of lunches to staff and local businesses. Other campuses make products for sale or assist external services to run programs or provide services, while some campuses have students run fund raising events and plan the financials around excursions or campus events.

No matter the setting or activity, all students in Stage 5 can learn skills such as administration, bookkeeping, stocktake, stock rotation, pricing, planning, barista skills and food safety operations. The Alesco Financial Literacy Program complements formal financial maths learning which is also studied in Stage 5 Mathematics.

### Adult Learners Week

Adult Learners Week is coordinated by Adult Learning Australia, the national peak body for adult and community education. It is a UNESCO initiative supported in Australia by the Commonwealth Department of Education, Skills and Employment and run each year in the first week of September.

### The 2021 theme – Change Your Story

Covid-19 has created an urgent challenge in Australia that alternative education pathways can help to solve.

This year’s theme for Adult Learners Week – Change Your Story — promoted the idea that people can take their lives in a new direction, make a fresh start and create a new future through adult education. With social distancing requirements in place, Atwea and Alesco had to rapidly shift to offering more online courses and activities. Alternative and adult education and learning has proven that it can help people adapt to some of the challenges they face in our rapidly changing world. It

can provide people with new knowledge, skills and confidence to successfully remain in or return to work. It is also particularly important to support disadvantaged adults and school students to re-engage with learning and improve their opportunities through further education.

We celebrated the week with a virtual awards night, and congratulations to all the recipients:

Trudi Van Vuuren – The Allen Melling Memorial Award

Cindy Park – The Ray Sandy Memorial Award

Jacinta Cook – The Paul Mather Memorial Award

Kathryn Puckeridge – Outstanding Tutor of the Year

Amy-Kate Sales – Outstanding Student of the Year

## **2021 Formal**

Senior students from all our Alesco campuses elected to celebrate the end of 2021 with small graduations followed by formals. Due to the pandemic visitors were not able to attend in person but campuses provided viewing through a zoom link to ensure families/carers/ friends were able to be part of the end of year events.

Campuses also provided small formals for the Senior students where they could dress up and enjoy great food and music. It was wonderful to see students enjoy their final time at Alesco with their friend and celebrate their journey in style.

## **Highlights of the Year**

### **ADF Long Tan Leadership Awards**

The ADF Long Tan Youth Leadership and Teamwork Awards started in 2006 to recognise students who demonstrate leadership and teamwork within both the school and the broader local community. At the same time, they recognise those who display strong values, such as doing one's best, respect for others and "mateship", characteristics that are integral to Australian society.

The awards are an important initiative by the Australian Government in conjunction with the Australian Defence Force, designed to encourage senior students – tomorrow's leaders – to actively participate in the life of their schools and local communities. In 2007 some 2100 schools participated. The number of schools participating today is over 2400.

The Battle of Long Tan holds a special place in the hearts and minds of Australians. In recognition of one of the defining moments in Australian military history, in August 2006 the then Prime Minister announced that it would be fitting to name the awards the 'ADF Long Tan Youth Leadership & Teamwork Awards'. It is also a fitting tribute to the Long Tan veterans, as the very traits they demonstrated such as determination, mateship, teamwork, tenacity, compassion and leadership, are the same attributes we hope to encourage and recognise in students.

Each Alesco campus selected one student from each of Year 10 and Senior 2. Recipients of the Long Tan Youth Leadership & Teamwork Award received a certificate and a financial reward - \$250 for a Year 10 student and \$550 awarded to a Senior 2 student.

### Paul Mather Memorial Award: Overall Outstanding Student of the Year, Jacinta Cook

The late Paul Mather was a member of Atwea’s Board of Directors who championed the need for the establishment of our Alesco Learning Centre now known as Alesco Senior College. He did everything he could to encourage and secure its establishment in 2002. This award is given to an Alesco student who has shown outstanding commitment and resilience to their learning journey.



### The 2021 Paul Mather student of the year is Jacinta Cook from Tuncurry Campus.

Jacinta is an outstanding student of the Tuncurry Alesco campus. Due to reasons beyond her control, Jacinta recently found herself without a home. The family’s housing situation has separated the family, with Jacinta separated from her parents and staying at various people’s homes. Despite these circumstances Jacinta maintains a positive outlook on her personal and school life. She maintains excellent attendance, coming to school each day. While she is at school she is engaged and participates fully in all aspects of classroom learning and whole school activities.

Jacinta is a teacher’s dream student and it can be easy to forget her difficult personal situation because she soldiers on so well. Jacinta is proactive and has jumped through hoops to obtain identification documents allowing her to get a job and get her L plates. She has stayed back after school to complete a resume and do a phone interview for Woolworths, which she was successful in. She has also stayed back after school hours to complete a Driver Access program to help her obtain her L plates.

On top of all this Jacinta is kind hearted and inclusive, often subtly taking the time to talk to and involve students who would usually sit out by themselves. Jacinta is a genuine young person who is currently living through circumstances way beyond her control, she takes it in her stride and gets on with her life, never complaining.

Congratulations to our other nominees; Jade Tau, Annelise Brown and Tyson Dann.

### Newcastle Permanent Charitable Foundation Grant

We are so excited to announce, thanks to a very generous grant from the Newcastle Permanent Charitable Foundation and in partnership with UK manufacturer IPC Irwin, Alesco has received seven brand new mobile science benches - one for each of our campuses!



The benches were originally designed with consultants from the UN for a United Nations project in Africa. The specifications were developed to be extremely robust as they were being moved between buildings across sometimes rough terrain as well as

from room to room and had to have a long life for everyday use. That was around 25 years ago and they are still in use.



Since then they have been used in schools, colleges and universities around the world. This is the first time they have been imported to Australia. They come complete with equipment for specific science subjects such as forensics, electricity and electronics, microscopy, data logging, chemistry and biology.

A huge thank you to Justin Henderson, Grant Dennis, IPC Irwin and the Newcastle Permanent Charitable Foundation for making this project happen.

The benches arrived in the last few weeks of Term One, they've been unpacked and once they have been checked over, we can't wait to start using them with our students. They are going to make such a huge impact on the way we teach Science and the way our students engage with their education.

### Registration and Accreditation

The NSW Education Standards Authority (NESA) is responsible for monitoring the compliance of non-government schools with the registration and accreditation requirements of the Education Act 1990. Registration is a non-government school's licence to operate under the Act. Accreditation authorises a non-government school to present candidates for the award of the Record of School Achievement and/or Higher School Certificate.

Alesco Senior College is a registered and accredited non-government school and as such must undergo audit with NESA. Our registration and accreditation was due in 2019, inspectors awarded Alesco Senior College the best possible registration and accreditation outcome, classifying the school as 'Low Risk' and allocating the maximum 5 years of approval.

### Staff

In 2021 we employed 40 teachers and 19 support staff, including 10 Student Learning Support Officers, 7 Student Welfare officers and 2 school support positions. Alesco staff come from a diverse range of backgrounds with a variety of skills and training. Some staff are primary trained teachers who bring with them to Alesco the advantage of experience in explicit reading and literacy teaching. These skills are highly needed in Alesco as many students have gaps in their learning and benefit from explicit literacy and numeracy classes.

### Staff Attendance

Our hardworking and dedicated teachers and support staff support each other to maintain consistency and espousal of student development within the ethos of Alesco Senior College. Alesco students do not generally respond well to casual teachers, feeling anxious around people who they have no rapport with, this makes employing casual teachers a disadvantage for students. When staff are unable to be at work, Alesco workers assist the students by stepping up and taking on extra duties to fill the temporary gaps. This is not usual practice within schools, yet Alesco staff often see this as an extra opportunity to build further rapport with students who they would not normally teach.

Alesco Senior College maintained excellent staff attendance rates in 2021. Our staff are very committed to their positions, each other and their students, this is reflected in their high

attendance. All absences taken by teachers and support staff was approved. Leave taken included sick leave, personal leave or leave without pay. Study leave and any special leave allocated by the school were not included in the attendance figures.

### **Teaching Standards**

All Alesco Senior College teachers responsible for curriculum delivery have teaching qualifications from a higher education institute within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Listed over are the qualifications of our staff

<p><b>Theresa Pantalone – Principal</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts</li> <li>• Diploma of Education, Secondary</li> <li>• NESA Accreditation: Proficient</li> </ul>	<p><b>Loren Hull - Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Master of Teaching, Secondary</li> <li>• Bachelor of Environmental Management and Science</li> <li>• PhD in Ecology/Environmental Science</li> </ul>
<p><b>Nikki Bailey – Head Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts</li> <li>• Bachelor of Teaching, Secondary</li> <li>• NESA Accreditation: Proficient</li> </ul>	<p><b>Michelle Iacono – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Communications, Public Relations</li> <li>• Master of Teaching, Secondary</li> </ul>
<p><b>Andrew Beaton – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Science, Agriculture</li> <li>• Honours, Animal Reproduction</li> <li>• Graduate Diploma in Education, Secondary.</li> <li>• Certificate IV in Training and Assessment</li> </ul> <p>NESA Accreditation: Proficient</p>	<p><b>Andrew Jenkins - Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Master of Arts</li> <li>• Bachelor of Social Science</li> <li>• Graduate Diploma Education</li> <li>• Graduate Diploma Law</li> </ul>
<p><b>Jessica Becklar – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Fine Arts</li> <li>• Bachelor of Teaching, Secondary</li> <li>• Master of Special Education, General</li> <li>• NESA Accreditation level: Proficient</li> </ul>	<p><b>Mere Johnson – Senior Student Welfare Officer</b></p> <ul style="list-style-type: none"> <li>• Diploma of Management</li> <li>• Diploma of Community Services</li> <li>• Certificate IV Youth Work</li> <li>• Certificate IV TAA</li> </ul>
<p><b>Kym Booker – Student Welfare Officer</b></p> <ul style="list-style-type: none"> <li>• Diploma of Applied Social Science</li> <li>• Certificate III, Education Support</li> </ul>	<p><b>Tanya Johnson - Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Science, Human Movement</li> <li>• Graduate Diploma of Education</li> </ul>
<p><b>Christopher Breton – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts</li> <li>• Bachelor of Teaching</li> <li>• NESA Accreditation: Proficient</li> </ul>	<p><b>Jodie Keil - Student Welfare Officer</b></p> <ul style="list-style-type: none"> <li>• Certificate IV in Education support</li> <li>• Certificate IV in Youth Work</li> </ul>
<p><b>Erin Butler – Student Welfare Officer</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Social Work</li> </ul>	<p><b>Colleen Knight – Student Learning Support Officer</b></p> <ul style="list-style-type: none"> <li>• Certificate III, Education Support</li> </ul>
<p><b>Mitchell Byrnes – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts/Teaching, Secondary</li> </ul>	<p><b>Janet Martinez – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Education, Languages/Asian Studies</li> <li>• Post Graduate Certificate in Adult TESOL</li> <li>• Certification IV Training and Assessment</li> </ul>

<b>Sally- Ann Tassell – Head Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Fine Art</li> <li>• Bachelor of Teaching Secondary</li> </ul>	<b>Darren McDonald – Classroom teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Education, Secondary</li> <li>• NESAs Accreditation: Proficient</li> </ul>
<b>Rachel Davies – Student Welfare Officer</b> <ul style="list-style-type: none"> <li>• <i>Bachelor of Psychology (Honours) - University of Newcastle (Current)</i></li> <li>• Advanced Diploma of Arts, Acting</li> </ul>	<b>Jessica Miller - Classroom Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Education, Primary</li> </ul>
<b>Anna Davidson – Classroom Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Art/Teaching</li> </ul>	<b>Julia New – Student Learning Support Officer</b> <ul style="list-style-type: none"> <li>• Certification III Community Services (Children's Studies)</li> <li>• Certification III Education Support.</li> </ul>
<b>Mark Dawson – Classroom Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Art, Education</li> <li>• Bachelor of Nursing</li> </ul>	<b>Sarah Harris – Executive Assistant to the Principal</b> <ul style="list-style-type: none"> <li>• Certification III Business Administration</li> </ul>
<b>Gino Di Felice – Student Learning Support Officer</b> <ul style="list-style-type: none"> <li>• Bachelor of Arts, Psychology</li> <li>• Graduate Diploma in Education Primary</li> </ul>	<b>Wendy Ratcliffe - Head Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Arts, Classical Civilisation, History, Drama</li> <li>• Diploma in Education, Secondary</li> <li>• Master of Education - Educational Leadership</li> <li>• NESAs Accreditation: Proficient</li> <li>• Certification IV TAA, Cert IV Youth Work</li> </ul>
<b>Grant Dennis – Head Teacher</b> <ul style="list-style-type: none"> <li>• Graduate Diploma, Education</li> <li>• Bachelor of Business and Commerce</li> <li>• Certificate IV in TAE</li> </ul>	<b>Julie Richardson – Teachers Aide</b> <ul style="list-style-type: none"> <li>• Certificate III Student Learners Support Officer</li> </ul>
<b>Laurie Emmerson – Classroom Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Arts, Visual Arts</li> <li>• Post Graduate Diploma in Education</li> </ul>	<b>James Riley – Classroom Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor Arts, English, Ancient History</li> <li>• Bachelor of Teaching</li> </ul>
<b>Lana Fairhall – Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Teaching, Secondary</li> </ul>	<b>Sally Shotton – Student Learning Support Officer</b> <ul style="list-style-type: none"> <li>• Diploma in Community Services</li> </ul>
<b>Sarah Fergus – Student Welfare Officer</b> <ul style="list-style-type: none"> <li>• Bachelor of Social Work</li> </ul>	<b>Josephine Smith – Classroom Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor Arts, Fine Art</li> <li>• Bachelor of Teaching, Secondary</li> </ul>
<b>Jenna-Maree Hackworth - Head Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Fine Arts</li> <li>• Master of Teaching (Secondary)</li> <li>• NESAs Accreditation: Proficient</li> </ul>	<b>Joanne Sternbeck – Student Welfare Officer</b> <ul style="list-style-type: none"> <li>• Certificate IV in Education support</li> <li>• Diploma in Community Services</li> </ul>
<b>Annika Halvorson – Classroom Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Natural History Illustration</li> <li>• Master of Teaching, Primary</li> <li>• NESAs Accreditation: Proficient</li> </ul>	<b>Samuel Tassell –Head Teacher</b> <ul style="list-style-type: none"> <li>• Bachelor of Arts/Bachelor of Education, Primary</li> </ul>

<p><b>Sharni Rae Hazelwood - Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Teaching, Secondary</li> <li>• Bachelor of Arts, English, History</li> <li>• NESA Accreditation: Proficient</li> </ul>	<p><b>Kate Townsend – Head Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Education</li> <li>• Master of Special Education</li> </ul>
<p><b>Rhia Heath - Student Learning Support Officer</b></p> <ul style="list-style-type: none"> <li>• Certificate IV Education Support</li> <li>• Certificate IV Leisure and Health</li> </ul>	<p><b>Belinda Wells - Student Learning Support Officer</b></p> <ul style="list-style-type: none"> <li>• Certificate IV in Outdoor Sport and Recreation</li> <li>• Certificate IV in Youth Work</li> <li>• Diploma in Community Services Work</li> <li>• Certificate IV in Education Support</li> </ul>
<p><b>Justin Henderson – Year 13, VET Coordinator</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts, Fine Art</li> <li>• Graduate Diploma Fine Art</li> <li>• Master of Teaching, Secondary</li> <li>• NESA Accreditation: Proficient</li> </ul>	<p><b>Kelly White – Communities of Practice Coordinator</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts, Fine Arts</li> <li>• Graduate Diploma, Secondary Education</li> <li>• Certificate IV TAA</li> <li>• Certificate IV in Community Services, Welfare</li> </ul>
<p><b>Juliet Hinchcliffe – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Education Humanities</li> <li>• NESA – Accreditation at Level: Proficient</li> </ul>	<p><b>Andrew Woodward – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Teaching, Primary</li> <li>• Bachelor of Early Childhood Education</li> <li>• Graduate Certificate of Editing and Publishing</li> </ul>
<p><b>John Hodgson – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Education</li> <li>• Bachelor of Physical Education and Health Personal Development</li> <li>• Diploma Information and Technology</li> <li>• Master of Special Education</li> </ul>	<p><b>Star Young – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Science</li> <li>• Diploma of Teaching and Learning</li> </ul>
<p><b>Michael Gray – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Teaching/Bachelor of Health &amp; Physical Education, University of Newcastle, 2004</li> <li>• Master of Business (Sport Management), Deakin University 2016</li> </ul>	<p><b>Michelle Blue – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts</li> <li>• Diploma of Education</li> </ul>
<p><b>Sandra Sternbeck – Student Learning Support Officer</b></p> <ul style="list-style-type: none"> <li>• Certificate IV in Training and Assessment</li> <li>• Certificate III in Education Support</li> </ul>	<p><b>Lia Bundy- Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Music</li> <li>• Bachelor of Arts</li> <li>• Masters of Teaching</li> <li>• Masters of Theology</li> <li>• Associate Diploma of Musical Theatre (Performance)</li> <li>• Graduate Certificate Values Education</li> </ul>
<p><b>Ally Walker- Student Welfare Officer</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Social Work</li> </ul>	<p><b>Kylie Face- Student Learning Support Officer</b></p> <ul style="list-style-type: none"> <li>• Certificate III in Education Support</li> </ul>

<p><b>Jennifer Chidgey – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Education Home Economics</li> <li>• Bachelor in Educational Studies Special Education</li> <li>• Graduate Diploma in Educational Studies</li> </ul>	<p><b>Tracey Stenland – VET coordinator</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Business (Marketing Major)</li> <li>• Associate Degree in Adult &amp; Vocational Education</li> <li>• BSB1107 Diploma of Management</li> <li>• TAE40116 Cert IV Training &amp; Assessment</li> <li>• CHC40999 Cert IV Community Services (Youth Work)</li> <li>• Advanced Certificate in Alcohol &amp; Other Drug Work (equivalent to a Cert IV)</li> <li>• BSA30197 Cert III in Business Office Administration</li> </ul>
<p><b>Sophie Green – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Commerce</li> <li>• Master of Teaching Secondary</li> </ul>	<p><b>David Torres-Smith – Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts</li> <li>• Bachelor of Teaching Secondary</li> </ul>

## Staff Development

In 2021 our staff undertook a number of opportunities for Professional Development in formal and informal settings, both within the school through a variety of external providers. All Alesco staff take part in term Professional Development days to discuss and plan the current dynamics of the overall programs as well as participating in Communities of Practice meetings.

Each week, teachers attend Student Welfare meetings which provide the opportunity to work together to devise strategies of best practice when working with our young people. These meetings may also include on occasion, information sessions regarding student health and welfare issues within a campus. Weekly Team Meetings are held at all campuses, the operations of the campus and associated WHS issues are discussed as well as planning of the various extracurricular activities that are offered to students. Additional learning support is discussed, and staff have opportunity to share ideas, concerns and triumphs.

Community Of Practice (COP) meetings are run for each KLA, on average one per term as well COP meetings for the Student Learning Support Staff. Curriculum and Pedagogy are the amongst main ideas discussed at these meetings.

In addition to this, other professional development activities completed by staff members included a range of learning areas including:

- Child Protection
- Cybersecurity
- Lifeline Mental Health First Aid
- Lifeline Accidental Counselling
- Minus18 Creating LGBTQIA+ Inclusive Classrooms
- Technology, Sex & Relationships
- Numeracy Conference
- SMH Schools Summit
- Potential School Based of NESA Registered Professional Development
- Supervising Accreditation at Proficient 1

- Supervising Accreditation at Proficient 2
- Teaching Students with Autism Spectrum
- Coach to Cope
- Supporting Students with Disability in Stage 6 AIS
- Adjusting to Teaching during COVID-19
- Staying Connected when Emotions Run High
- NCCD Case Study E-Learning for Secondary Schools
- Teaching Assistants in Inclusive Schools
- Security Beyond the Office
- Protect Yourself from Ransomware
- Travel Security Challenge Game
- How to Deal with Mobile Scams
- Nationally Consistent Collection of Data: Application & Evidence
- Supporting Sensory Regulation in School
- Live Talk from Hugh Van Cuylenburg at Civic Theatre in relation to the Resilience Project
- Building Stronger Communities
- Building New Pathways
- Bringing the Heart our Nation into our Classrooms AIS

## Student Profile

With classes from year 9 to Senior 3, students at Alesco Senior College are generally in age range just under 15 years of age to 18+ years of age. It is preferable that students be at least 15 years of age when starting the program, due to the adult learning environment.

Our students come from a large geographical area including Newcastle, Lake Macquarie, Central Coast, Cessnock, Maitland, Port Stephens and the Mid North Coast. A high percentage of students are diagnosed with some form of mental health, many with diagnosed anxiety and/or depression. The campuses in 2021 had a split of 32% male, 65% female and 3% Gender Variant.

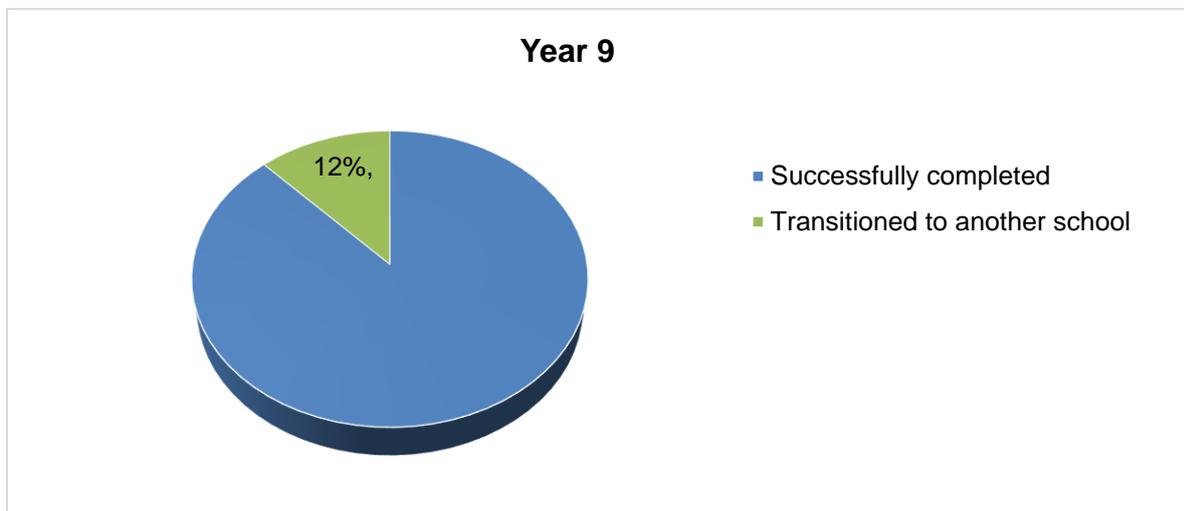
## Retention Rates

In 2021 student retention rates across the campuses were at 79% on average.

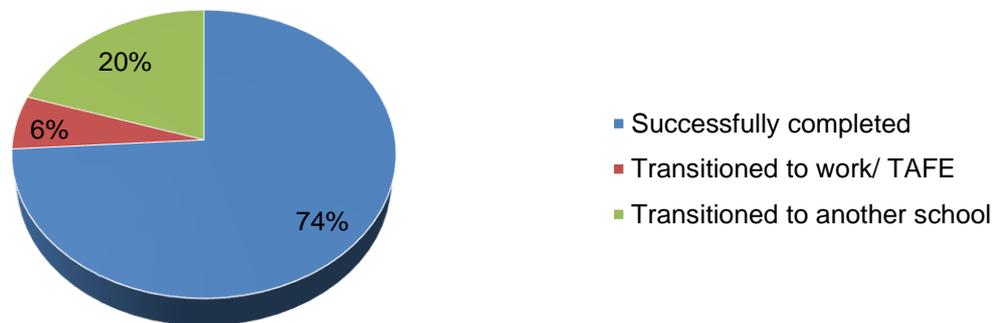
Of the students enrolled:

- **88 students completed Year 9**
- **139 students completed Year 10**
- **121 students completed Senior 1**
- **87 students completed Senior 2**
- **26 students completed Year 13**

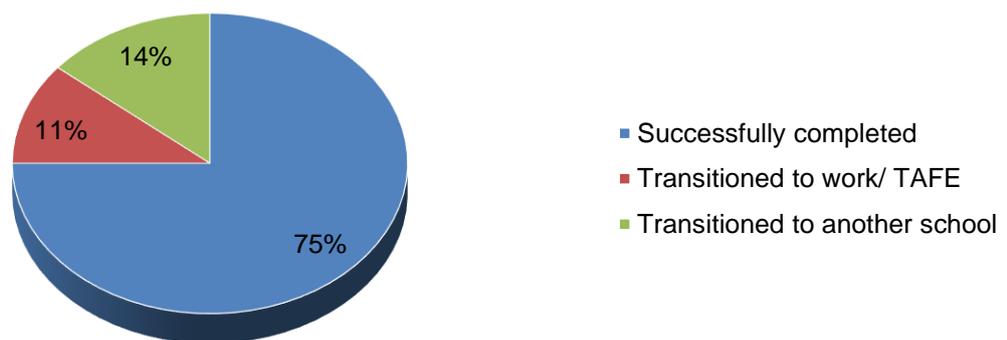
YEAR	Retention Percentage%	RETENTION / PATHWAYS – student numbers
Year 9	88%	88 completed and transitioned into Year 10 11 continued to another school
Year 10	74%	139 completed and transitioned into the Senior 1 program 11 transitioned to the workforce/TAFE 37 continued to another school
Senior 1	75%	121 completed and transitioned into the Senior 2 program 17 transitioned to the workforce/TAFE 23 continued to another school
Senior 2	34%	57 completed School 30 continued at Alesco Senior College into Year 13 or further study at ATWEA College
Year 13	N/A	6 completed (exit plan unspecified) 20 transitioned to workforce or further study



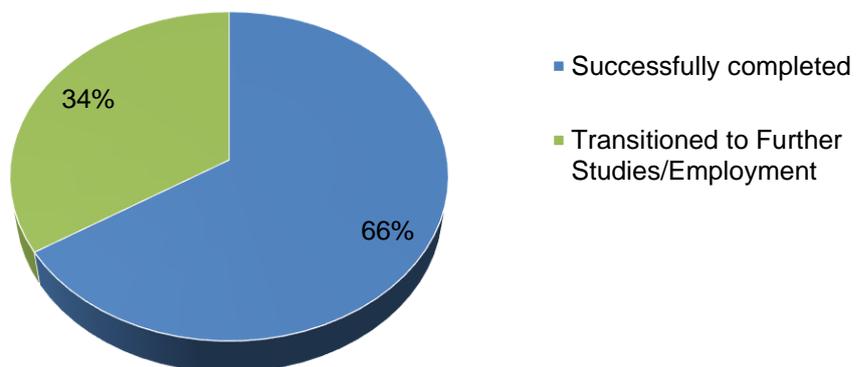
### Year 10

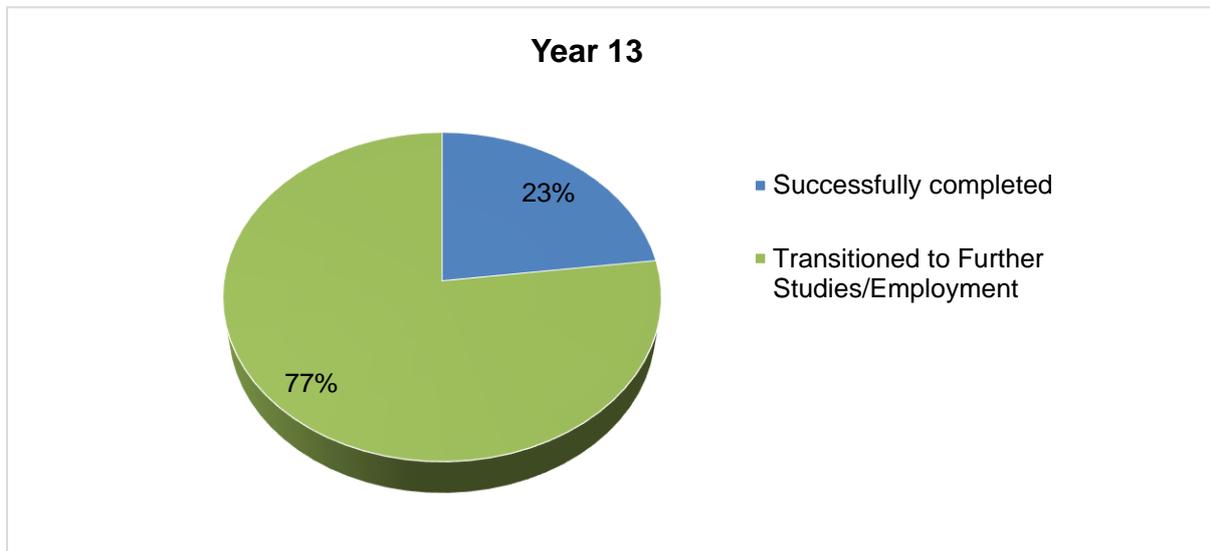


### Senior 1



### Senior 2





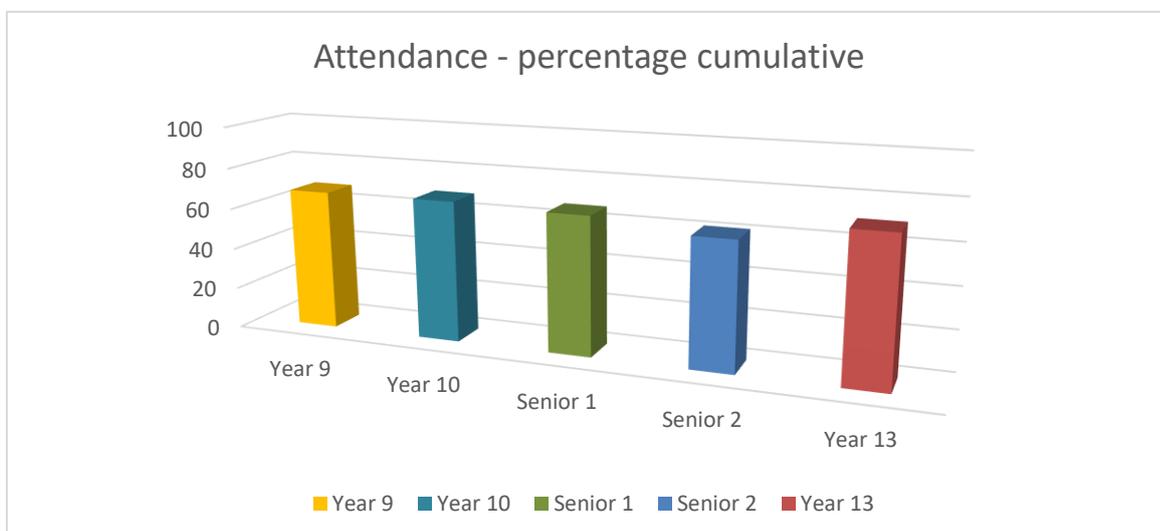
### Student Attendance

Alesco Senior College encourages its students to maintain an attendance rate of 85% or higher consistently across the year. This is not always possible for our students, as occasionally life circumstances can prohibit them from being able to attend school regularly at certain times.

In 2021, the overall average attendance rate for students who *completed* the school year was 67.24%. This is a 3 percent downturn on the past year and Alesco will continue to implement different strategies to continue to try and improve this figure which is a statewide and in fact, national issue due to the longer term effects of the pandemic.

Considering the impact of COVID 19 the data remained fairly consistent across year cohorts.

### 2021 Attendance Summary – all students



### Management of Non-attendance

Student attendance is checked daily in accordance with NSW legal requirements. Staff of ASC are required to ensure that records are current, accurate and accessible. Attendance of individual students is discussed weekly at staff meetings, Alesco Senior College encourages and monitors regular attendance through the following:

- attendance updates are provided and discussed at weekly meetings
- regularly absent students are referred to the Student Welfare Officer
- use of a Parent/Carer Attendance Contact Form to ensure accurate reporting

### Early Intervention

Encouraging attendance is a core responsibility and belief of Alesco Senior College. Early Intervention at the school is aimed at reducing poor attendance and increasing the number of students who finish a school year and ultimately complete Senior 2.

Early Intervention at Alesco Senior College acknowledges each student's individual situation such as health, housing and relationships, however, all students whose circumstances impact adversely on their attendance are offered support to address the underlying problems and are given intervention options to help address their attendance.

- Students are contacted by phone on their first day of absence.
- Alesco Senior College provides opportunity for students, parents/ caregivers, Head Teachers and Student Welfare Officers to meet regularly to assist with attendance.
- Alesco Senior College re-engagement provides support to students who are at risk of disengagement and with low attendance records.
- Alesco Senior College will work with current students, parents/carers and support networks to address the underlying disengagement and help them to re-engage in their education.
- Students involved in the re-engagement program are assigned to the Student Welfare Officer who will communicate with them regularly.

### Promote Respect and Responsibility

The central aim of Alesco is to provide quality education for all students in a safe, supportive, positive adult learning environment. For this to occur, our school needs to be a place where every student can learn and grow with confidence. We believe students develop best where teaching and learning occurs in a context of positive student wellbeing. We are committed to the maintenance of a positive school tone and the recognition of improved and continued good behaviour leading to the establishment and development of a secure and caring learning environment. Our school seeks to provide for the staff, students and the school community with a consistent structure for student management and wellbeing. It provides the classroom teacher with executive support in promoting positive behaviour and establishes a framework where students are encouraged to reflect on the consequences of their behaviour choices.

Alesco Senior College does not focus on academics alone. The wellbeing of our students is an integral part of how our campuses are structured and managed. Alesco Senior College offers the standard NSW curriculum across all subjects, as well as additional classes that foster students personal growth and development, building self-esteem and resilience, self-reliance and most importantly ensuring that students develop community respect and responsibility.

Some of the actions conducted throughout the year to promote wellbeing and personal and social responsibility were:

- NAIDOC week

- Building futures to develop student study nook/new outdoor kitchen
- Fit for Service
- Wellbeing week
- Halloween celebrations
- Mardi Gras
- ANZAC Day
- Hydrofarm
- The Manning River Turtle Conservation Project
- Harmony Day
- Bullying No Way Day
- Amaze Performance Night
- Ten pin bowling & laser tag excursion
- CSU Explore Day
- Kindess Day
- International Womens Day Celebrations
- Zoom dress up days, trivia and games
- Christmas lunch celebrations
- Revolution Trampoline Park
- Newcastle Museum
- Newcastle Art Gallery
- The Hunter Valley Zoo
- Strike Bowling
- Bajame Caves
- Glenrock
- Unexpected Exit



### Harassment, Discrimination and Anti-Bullying

Alesco Senior College has strong values concerning any form of harassment, discrimination or bullying as set out in school policy. Every student has the right to expect that he or she will spend the school day free from bullying and intimidation. Alesco rejects all forms of bullying. This applies to all bullying behaviour, including cyberbullying that occurs at school, and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

Students who bully, harass, or intimidate another student may have their placement at Alesco suspended or withdrawn. Alesco Senior College values appropriate behaviour from all involved in the school, staff, students, parents/carers and visiting services or community members and respects and embraces individual differences and diversity in all people.



### Academic Performance

Students at Alesco Senior College are always encouraged to try their best and to work to the best of their ability. Many students have diagnosed learning disabilities, struggle with mental health issues or have non-traditional living arrangements. Students at Alesco learn how to navigate these barriers and achieve quality learning outcomes.

Students at Alesco Senior College, like all students across NSW have the opportunity to complete school in a number of ways depending on their choice of subjects. At Alesco we believe that ‘completing school’ is the ultimate academic aim, and we do not place emphasis on how a student wishes to finish school. All students who complete school have achieved the best possible educational outcome on their own terms. At Alesco we encourage students to complete school with either a ROSA or an HSC. In addition, if a student chooses, they can apply for the external university ranking or ATAR. The ROSA, HSC and ATAR all have different completion requirements and are dependent on the number and type of subjects that students choose.

### Senior Subjects

2021 followed in the footsteps of 2020 with many changes to the delivery of all subjects, school-based assessments and NESA Examinations. When at school, students needed to follow social distancing and mask wearing rules, HSC exams were delayed and most external marking was completed internally by staff under new NESA guidelines.

Schools across NSW faced new rules for assessment, with the School Principal being able to decide on the number, type and weighting of School Based Assessments. These changes were negotiated through COP meetings, staff were able to assess what was achievable for students and collectively decide what to use as assessment. Student work was collected via any means possible and students worked hard to complete tasks during a very difficult year.

Many assessments within Alesco Senior College were changed to better suit the circumstances. Staff continued to update programs and assessments, to clearly show connections between the student tasks, the outcomes being assessed and the marking guidelines. Staff also worked on assessments to

include a new 3-Tier System allowing for more flexibility and accountability for staff and students alike.

Throughout 2019, 2020 and 2021 Alesco Senior College was part of the NESA Numeracy Pilot Program, an alternative maths course for Stage 6 students. 2021 saw this course cemented as a new syllabus course for NSW. Congratulations to the staff (and students!) who participated in the pilot.

During this sometimes-difficult year, there were 8 new Stage 6 programs written in Syllabus areas of:

- English Standard 1 (ATAR)
- Music 1 (ATAR)
- Design and Technology (ATAR)
- Geography (ATAR)
- Business Studies (ATAR)
- Computer Applications (CEC)
- Digital Media (CEC)
- Work Studies (CEC)

This is a huge task at the best of times and staff who undertook this additional workload need to be acknowledged for the extra work and commitment required create these programs.



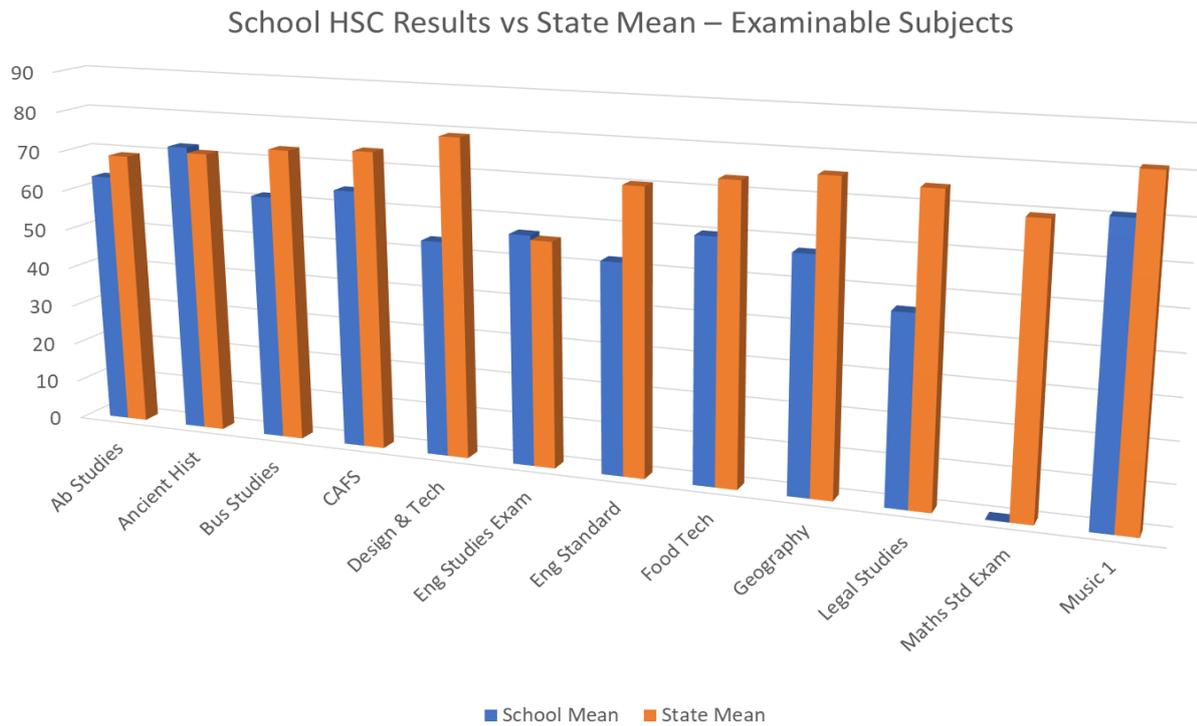
### HSC Facts & Figures

The HSC is the most popular high school credential in Australia with 76399 students studying one or more HSC courses in 2021. At Alesco, we had 158 students enrolled in HSC courses across all campuses.

There are 149 Board developed HSC courses in total, covering a broad range of subjects, are available to meet students' diverse needs. In 2021, Alesco offered a massive total of 21 HSC subjects and 4 VET in Schools Subjects, and considering the size of our school, this is outstanding. VET in schools was offered to students across multiple campuses again in 2021 within COVID guidelines.

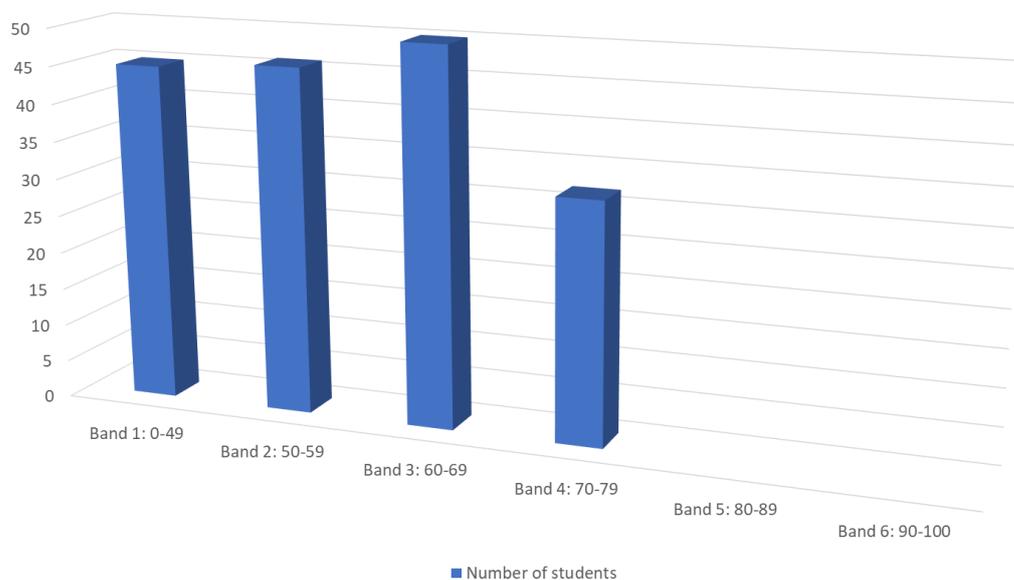
The COVID pandemic and associated lockdowns were expected to impact on the learning outcomes for all students across NSW (and the country), but we achieved consistent results again this year. This is a testament to the hard work from our young people, and Alesco's team of dedicated staff, who worked through the pandemic.

## HSC Results vs State Mean

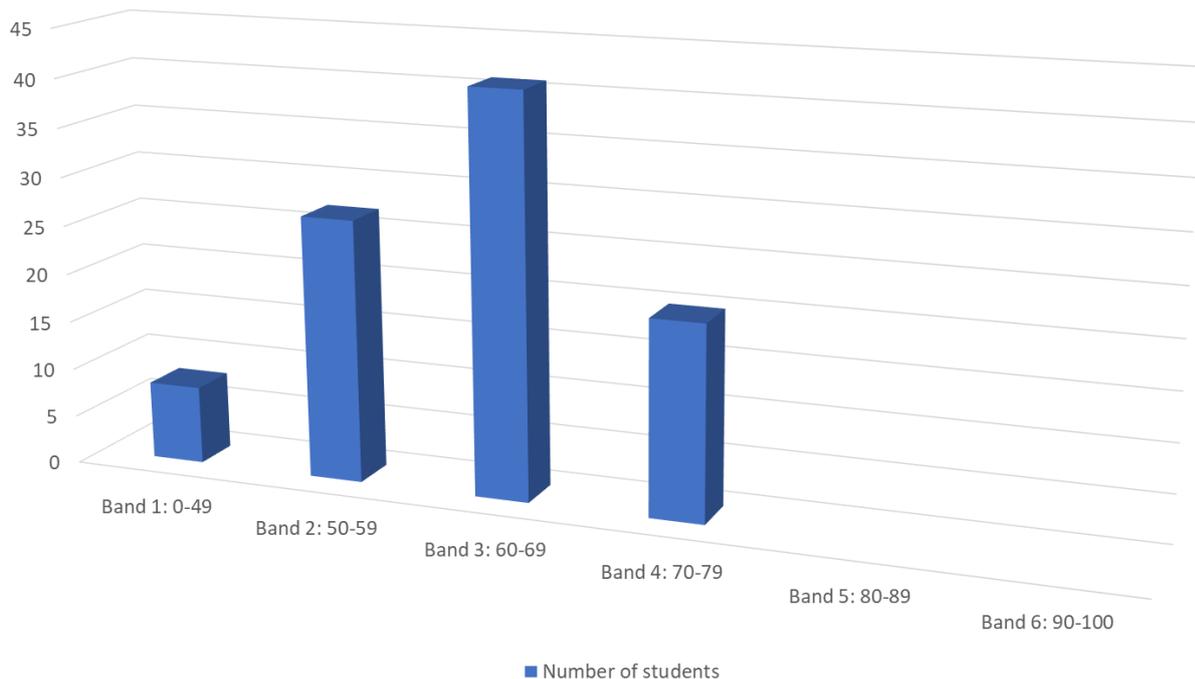


We came in over the State Mean in two subjects this year: Ancient History at 1.34% above, and English Studies (Exam) at 1.07% above.

Band Distribution 2021 – School-based Assessment Subjects (non moderated)



## Band Distribution 2021 – Examinable Subjects



We had a total of 52 students achieve a Band 4 (70-79%) in their chosen subject(s) which is a great achievement again for our young people, considering some of the exams go for up to 3 hours.

Subjects with higher variations should not be dismissed as being ‘bad’ results, these subjects are often extremely content heavy and require a level of home study that most Alesco Senior College students are not able to do due to their varied lives and living circumstances, learning difficulties and/or mental health issues.

Staff at Alesco Senior College encourage students to complete subjects that interest the student rather than subjects that are perceived as ‘easy’ or do not have examinations.

### Years 9 and 10

Year 10 Students completed NSW standard curriculum classes; you can read more about these in the Stage 5 section of this report. Mandatory NSW curriculum studied at in 2021 Alesco included:

- English
- Maths
- HSIE (including History and Geography)
- Science
- PDHPE

All campuses have 5 lessons available per week to deliver programs to Stage 5 students that are alternate to mainstream curriculum. These 5 lessons per week are often where the best learning happens and where students develop a love of lifetime learning. It is with these lessons that staff are able to focus on the needs and interest of the students at their individual campuses, teach real life skills, help our young people grow and most importantly - have fun.

Additional lessons provided to Year 10 students in 2021 across the different campuses included:

- Financial Literacy – via classroom applications, School or Community based café’s, student enterprise ideas, fundraising etc.
- General Literacy – Literacy includes more than just reading and writing. Some staff, specifically some SLSO’s, have worked tirelessly to improve basic literacy with our students.
- Reading – A specific focus on reading is often needed to help students read better independently. Using a variety of Reading programs at different campuses staff, again often our SLSO’s, patiently assisted students with improving reading. Life changing skills outside mainstream curriculum.
- General Numeracy – knowing what to do with numbers, how to read them and what they mean in different circumstances can be confusing for students with gaps in their learning. Alesco provides bridges to assist students with their learning gaps using board games, basketball, cooking, shopping etc. Students gain skills outside the normal maths classroom.
- Unlimited Potential (UP) – everyone loves UP! UP is where students and staff get to be creative and try new ideas while learning new skills. From surfing, painting or cooking to bike maintenance, potting up plants, woodwork or actually building lunch shelters, students have the ability to guide these lessons to achieve their ‘Unlimited Potential’!
- #Respect – is an external program delivered by trained internal Alesco staff. It focuses on healthy and respectful relationships. Students learn about and discuss issues that are important in their lives developing skills to assist them beyond school.
- Wellbeing – The philosophy of Alesco is built on ensuring our students are feeling as good as they can on any given day. Wellbeing at Alesco can take many forms; visitors from external services, yoga classes, LGBTIQA+ events, nail painting, clothing giveaways. A large focus during lockdown was on student wellbeing. Staff zoomed students, made care-packs, food hampers and put together mindfulness activities. Alesco always has student (and staff) wellbeing at the forefront, every day.

## Class Sizes

Class sizes vary due to enrolments, the number of students in each year and student subject selection. We aim for 15 students per class, with a maximum of 17 students per class.

Year	No of Year 9 classes	No of Year 10 classes	No of Year 11 classes	No of Year 12 classes
2020	6 cohorts of students	6 cohorts of students	6 cohorts of students (Combined into Seniors 1 and 2, studying 19 subjects in 38 different teaching classes)	6 cohorts of students (Combined into Seniors 1 and 2, studying 19 subjects in 38 different teaching classes)
2021	7 cohorts of students	7 cohorts of students split into 9 year 10 classes; two campuses had 2 classes of year 10 students.	7 cohorts of students (Combined into Seniors 1 and 2, studying 22 subjects in 36 different teaching classes)	7 cohorts of students (Combined into Seniors 1 and 2, studying 22 subjects in 36 different teaching classes)

## Policy Overview

In addition to the School's mission and goals, the School aims to protect students from any sort of harm. The following policy extracts indicates the School's commitment to student welfare in addition to the Child Protection Legislation.

Alesco Senior College is committed to:

- Providing a safe environment for students
- Preventing harm to a student in any form within the school
- Dealing seriously with any reports that a student is at risk of harm in a prompt and appropriate manner
- Educating students concerning their rights and equipping them with appropriate skills for avoiding and reporting uncomfortable or abusive situations
- Preventing harm to a student in any form within the school
- Training staff to recognise and appropriately deal with and report situations where a student may be at risk of harm.

## Enrolment Policy

Alesco Senior College is classified as a Special Assistance School due to its focus on assisting young disadvantaged and disengaged students. Therefore, Alesco Senior College is also a selective school. Priority for placement is given to those students who meet the selection criteria and who demonstrate that they have the commitment to their future and their educational opportunities. All students who apply for enrolment at Alesco Senior College must undertake an interview before places will be offered. Parents are also asked to supply any supporting evidence to assist in the decision to offer a student a placement. This includes previous school reports, principal reports, referral agency reports and any medical or behavioural assessment reports that are available. Failure to provide these documents may prohibit the student from being offered a place at the school. Wherever possible, attention is given to gender balance within each year level, however the ratio of gender applying to positions does create some variation in this matter.

## Student Welfare Policy

The school's policy aims to ensure students and staff are clear on the requirements, obligations and regulations relating to student welfare.

The purpose of this policy is to:

1. Promote and maintain a Safe, Supportive and Positive environment
2. Ensure that the rights and responsibilities of all students are protected
3. Ensure the well-being, safety and health of students is a priority in all school policies, programs and practices.
4. Ensure principles of equity and justice will be evident in all the school plans, programs and procedures.
5. Ensure the school will be an inclusive environment which affirms diversity and respects difference.

Alesco is a special assistant school and provides support for young people with emotional and social needs. It is the policy of Alesco that all students feel that this school is a safe place where they can learn and receive support with their mental health. This means that all students and staff must respect and accept that people have different beliefs, values and backgrounds.

Alesco is a safe school and strives to foster a safe environment that is supportive and inclusive of LGBTI students.

### Anti-Bullying

All students of Alesco Senior College are made aware of their rights and responsibilities with regards to the issue of harassment, bullying and violence. It is against the law to harass any other person in relation to their age, race, sexuality, culture, religion, marital status or gender, appearance or disabilities.

Insults and harassment related to these things are a form of bullying and violence and will be handled in the same way as physical violence, and not tolerated. This applies to both the classroom, the school grounds and where applicable off school grounds.

Students are made aware that all staff at Alesco Senior College take any form of harassment and bullying behaviour very seriously and that they, the student, have every right to feel safe and supported in our school environment therefore coming forward with any concerns they may have around these issues, either for themselves or for another student, is considered by the staff as being a positive decision and one that will be listened to and actioned by the Principal.

### Student Attendance Policy

Alesco Senior College is a Special Assistance School and provides opportunities for students with emotional and social needs to complete their education. Alesco Senior College acknowledges that education is important and regular attendance at school is essential for students to achieve their educational best and increase their career and life options. The attendance of students at the College is recorded daily and students are assisted and supported in their daily attendance and participation.

Alesco Senior College is committed to supporting the attendance of all students enrolled at the school. ASC have firm procedures in place to maintain daily attendance registers of all students in their care. ASC, as a part of their duty of care, support and monitor regular attendance of students so that they are able to work toward their full learning potential.

Alesco Senior College works in partnership with students/parents/carers/case workers to encourage and support regular attendance by:

- providing attendance data to students or parents/carers via phone contact or in writing
- initiating contact with parents/carers/caseworkers when concerns arise
- referring identified students to Student Welfare Officer
- regular contact (weekly or fortnightly) with the Student Welfare Officer
- providing daily breakfast for all students
- monthly meetings with students, parents/carers, support worker for students with identified attendance concerns
- providing work packs for students when required
- first day of absence contact via phone with students
- provide opportunities for students to be involved in positive experiential learning activities twice per term
- Early Intervention strategies

### Student Management Policy

The central aim of Alesco is to provide quality education for all students in a safe, supportive, positive adult learning environment.

For this to occur, our school needs to be a place where every student can learn and grow with confidence. We believe students develop best where teaching and learning occurs in a context of positive student wellbeing. We are committed to the maintenance of a positive school tone and the recognition of improved and continued good behaviour leading to the establishment and development of a secure and caring learning environment. Our school seeks to provide for the staff, students and the school community with a consistent structure for student management and

wellbeing. It provides the classroom teacher with executive support in promoting positive behaviour and establishes a framework where students are encouraged to reflect on the consequences of their behaviour choices.

Alesco encourages positive student behaviour through providing:

- Student Awards (Curriculum and non-curriculum)
- Annual Student participation in Campus class guidelines
- Meals (breakfast and lunch)
- Student run Canteens/ Café's
- Wellbeing Days
- All Campus excursions
- Senior Camp
- Incidental local excursions

### Discipline

Any student who is believed to be in breach of the Student Management Policy or is displaying continual offensive behaviour may be subject to actions under the Student Management Policy. A breach of this policy is conduct that impairs the reasonable freedom of any person (whether or not a student) to pursue his or her studies or work at Alesco Senior College, on or off premises.

No student at Alesco is subject to any form of corporal punishment as a part of the Student Management Policy, nor their enrolment nor attendance at Alesco Senior College. Alesco follows the Children (Education and Care Services) National Law (NSW) No 104a 2010 that states it is an offence for an approved provider of an education and care service to subject a child being educated and cared for by a service to use any form of corporal punishment or any unreasonable discipline in the circumstances. Furthermore, Alesco explicitly sanctions the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the proposed school.

All Alesco students are given the 'right to respond' to allegations regarding their conduct. Right to Respond or the 'hearing rule' includes the right of the person against whom an allegation has been made. All Alesco students have the right to an unbiased decision'. Alesco ensures that Procedural Fairness is utilised in all circumstances.

A student commits a breach if they engage in any of the following conduct:

- Assaults or threatens to assault another person
- Engages in any offensive conduct or any unlawful activity.

For the purposes of this policy, offensive conduct includes but is not limited to, any of the following;

- spitting, littering, using offensive language
- being under the influence of alcohol,
- being under the influence of a drug (other than medication that has been prescribed by, and taken in accordance with the instructions of, a registered medical practitioner)

For the purpose of this policy, unlawful activity includes but is not limited to, any of the following

- using, possessing or supplying any prohibited drug or substance
- stealing the property of another person.

Other reasons a student may breach the policy includes:

- Removes, damages or uses any property of the School without having permission from the organisation or a member of staff.
- Obstructs a member of staff in the performance of the member's duties especially where this may raise safety concerns,

- Repeatedly and wilfully disobeys or disregards an order or direction of a member of staff, including a direction regarding appropriate behaviour or safety,
- Repeatedly commits or engages in any dishonest or unfair act in relation to an examination or other form of academic assessment,
- Repeatedly discriminates against a person. This may include but is not limited to discrimination on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability, or religion.
- Incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of the age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability, or religion of the person or members of the group.
- Ongoing and deliberate bullying of another person including but not limited to repeated verbal, physical and/or social behaviour, in person or online, via various digital platforms and devices whether it is obvious (overt) or hidden (covert).

Conduct does not cease to be a breach if activities take place elsewhere beyond the school premises. For the avoidance of doubt, a breach of discipline may be committed by an act that involves a transaction or communication in person or in writing or by telephone or other telephonic or electronic means which may include any and all forms of social media.

### Complaints and Grievances

Students have the right to complain or report any misgivings at any time. Matters concerning the classroom will be dealt with by the teacher in charge of that class.

For issues concerning the teacher the matter will be handled by the Head Teacher.

For matters involving the Head Teacher the student will make their complaint to the Principal.

For complaints regarding the Principal, the student will make their complaint to the Executive Director.

- A Student maintains the right at all times to have grievances aired
- A Student can at any time, submit queries, questions or complaints anonymously
- For any complaints regarding the classroom, the student is to be encouraged to speak to the teacher in charge of that particular class. The teacher can consult with the Head Teacher if unsure of action path to follow.
- If a student feels they have not had the issue dealt with adequately enough, or the issue involves that particular teacher the student can opt to speak with the Head Teacher.
- If the complaint is still left unattended in the students' eyes, or the complaint is regarding the Head Teacher the student can make an appointment to speak with the Principal.
- If necessary the staff involved with the student complaint will follow procedures outlined in the Grievance and Dispute Resolution Policy

As well as the school's own policies and procedures, the Atwea Policy & Procedures Manual incorporates the following related policies and procedures:

- Orientation and Induction of New Staff Policy
- Working with Children's Checks Policy
- Prohibited Employment Declaration Policy
- OH&S Procedures
- Staff Evacuation Procedure
- Occupational Health and Safety Policy
- Bomb Threats Procedure & Checklist
- Critical Incidents Policy
- Harassment Policy

All policies have a date of review and are endorsed by the Executive Team. The date is listed in the Policy. All staff/students/parents/carers are informed of any new or changed policy and procedure that is applicable to them.

All Alesco Policy and Procedure manuals are available to staff and students at their request and are stored on internal drives.

### **HSC Policy**

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the statewide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment

To be eligible for the award of the Higher School Certificate, students must:

- have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed HSC: All My Own Work (or its equivalent);
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations

If a student is ineligible for the award of the Higher School Certificate at the end of Stage 6, the student may, with the approval of the Principal:

- repeat some or all Stage 6 courses;
- accumulate new Stage 6 courses to meet the eligibility requirements for the HSC;
- complete the requirements for the HSC within 5 years of the first HSC examination being sat

### **Financial Overview**

#### **Government Funding**

The school receives funding from the Commonwealth Department of Education, Employment and Workplace Relations as a Special Assistance School. The NSW Department of Education also provides some funding on a per capita basis.

The Association of Independent Schools of NSW (AISNSW) has the responsibility of administering the Australian Government's Capital Grants Program (CGP) and the NSW Government's Building Grants Assistance Scheme (BGAS) for independent schools in NSW. It does this through a separate entity called the AISNSW Block Grant Authority Ltd (BGA). Each year these Governments allocate a fixed 'block' of money to be administered by the BGA to independent schools in NSW for capital works projects on a needs basis.

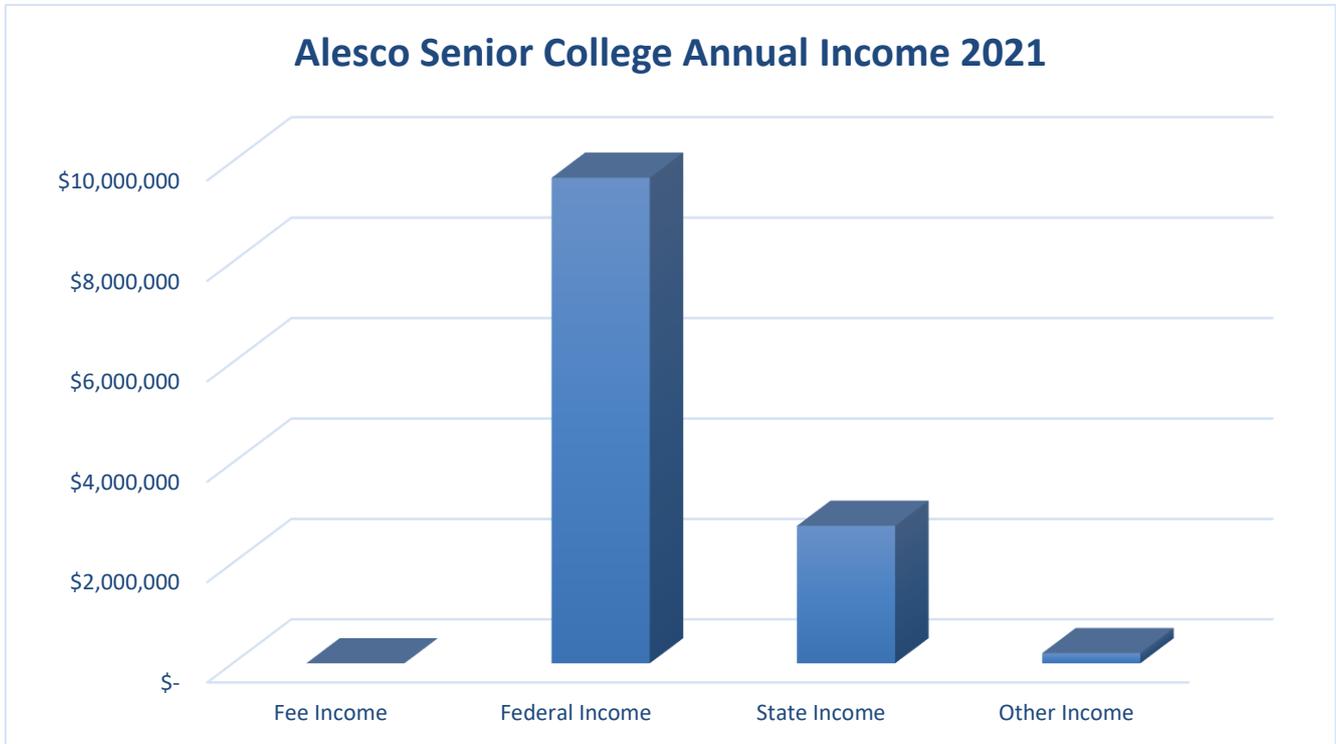
Revenue from these sources is principally used to pay for recurrent expenditure such as salaries and on-costs, teaching consumables and resources and general operating expenses.

#### **Student Fees**

Alesco Senior College does not have compulsory school fees. We are committed to ensuring that all students have the opportunity to access educational opportunities regardless of financial status. We do have a voluntary resource fee for each student annually. These fees represent a very small amount of our overall income and we will continue to rely predominantly on government funds to support the education of our students.

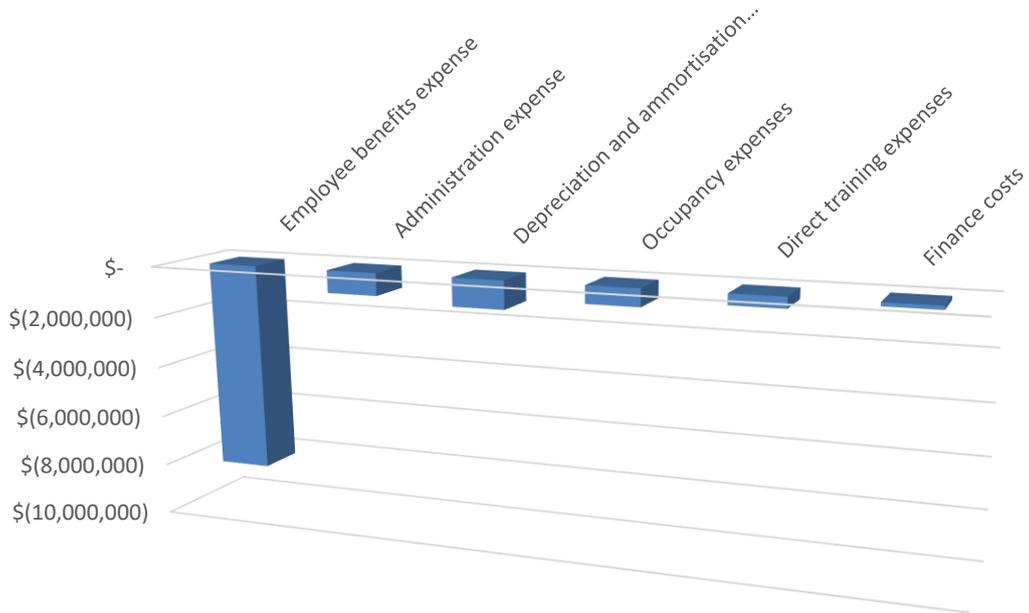
- Year 9 & 10 Resource Fee: \$50 annually
- Year 11 & 12 Resource Fee: \$60 annually

### Annual Income 2021



Alesco Expenditure 2021

Alesco Senior College Annual Expenditure 2021



## Target Results for 2021

Team	Strategic Objective	Operational Target	KPI's
Alesco	2, 3, 10, 11, 12, 13, 14	Provide clear and supported transition from school to further education / employment	Successfully implement Year 13 Program Establishment of Career Pathways Programs into Year 13 Implement VIS Program Implement Longitudinal Studies Program
	2, 3, 8, 11, 12, 14	Develop a plan for growing the model and extending service delivery	Identify Stage 4 Philosophy and impact on the model Commence mapping of roll out plan Commence planning of Year 13 for open enrolment
	1, 2, 5, 9, 11	Ensure facilities and/or premises meet the needs for delivery of the programs	Completion of long term lease negotiations for Tomaree Campus Establish a long tern plan for Coast Campus Apply for BGA Grant for NorthLakes Campus
	1, 2, 3, 4, 5, 9, 10, 11, 14	Improve and consolidate existing service delivery for consistency and continuity	Increase student numbers to 420 Successfully use grant money from Local Schools Community Funds Increase onboarding for staff

## Student, Staff and Parent Testimonies

*Thank you Nikki, You and your team have changed Brodie's life and made him so happy.  
It is amazing what a caring, understanding environment can achieve.  
He wants to learn and comes home happy each day.*

*This means the world to me.*

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*Thank you to the teachers yesterday, as she was very apprehensive of 1st day back at school, so I encouraged her that all the children have been off the same amount of time, so is a new adventure. She rang in the afternoon, saying how she enjoyed the day!!! Thank you.*

*Thanking you all for the work you do to help the children.*

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*We received the letter about Emily possibly getting an award the day after the ceremony so to say both Emily and I were blown away is an understatement. I was so moved and beyond emotional and excited, I cried all day. Emily has come so far and to receive the RESILIENCE AWARD is absolutely amazing... Thank you to Erin, Rhia and the whole school team you have at Alesco. Emily has grown and overcome so much by attending your school. Have a wonderful Christmas and see you all next year.*

*THANK YOU ALL.*

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*So proud of my beautiful son Brodie for Graduating Year 9 today. You beat me... A huge thank you to Alesco Senior College. Quite simply, the best school in the world. You have made Brodie so happy. Your work and care for the students is life changing... Thank you so much and you smashed it my boy.*

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## Acknowledgements

Alesco Senior College is a registered and accredited non-government school specifically designed to support the needs of students who would be unlikely to find success in the traditional schooling environment. Under the auspice of Atwea, an Adult and Community Education provider - the school has been operating in Newcastle since 2002. Since its inception, the school has gone on to support hundreds of students find success through an education model which balances the needs of the young people with a solid academic program. It is formal school education in a non-institutional environment and for some young people this is the place in which they feel most comfortable to complete school and find the confidence to move onto bigger and better things.

Alesco Senior College gratefully recognises the support of:

- NSW Department of Education and Communities
- The Commonwealth Department of Education
- NSW Association of Independent Schools

We also thank Atwea College for its support in 2021 and countless other teachers, staff, friends and families, work placement hosts, politicians and community support workers.



<https://Atwea.edu.au/high-school-at-alesco/>

*Proudly auspiced by*



ATWEA COLLEGE

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