



Alesco Senior College

Annual Report 2022





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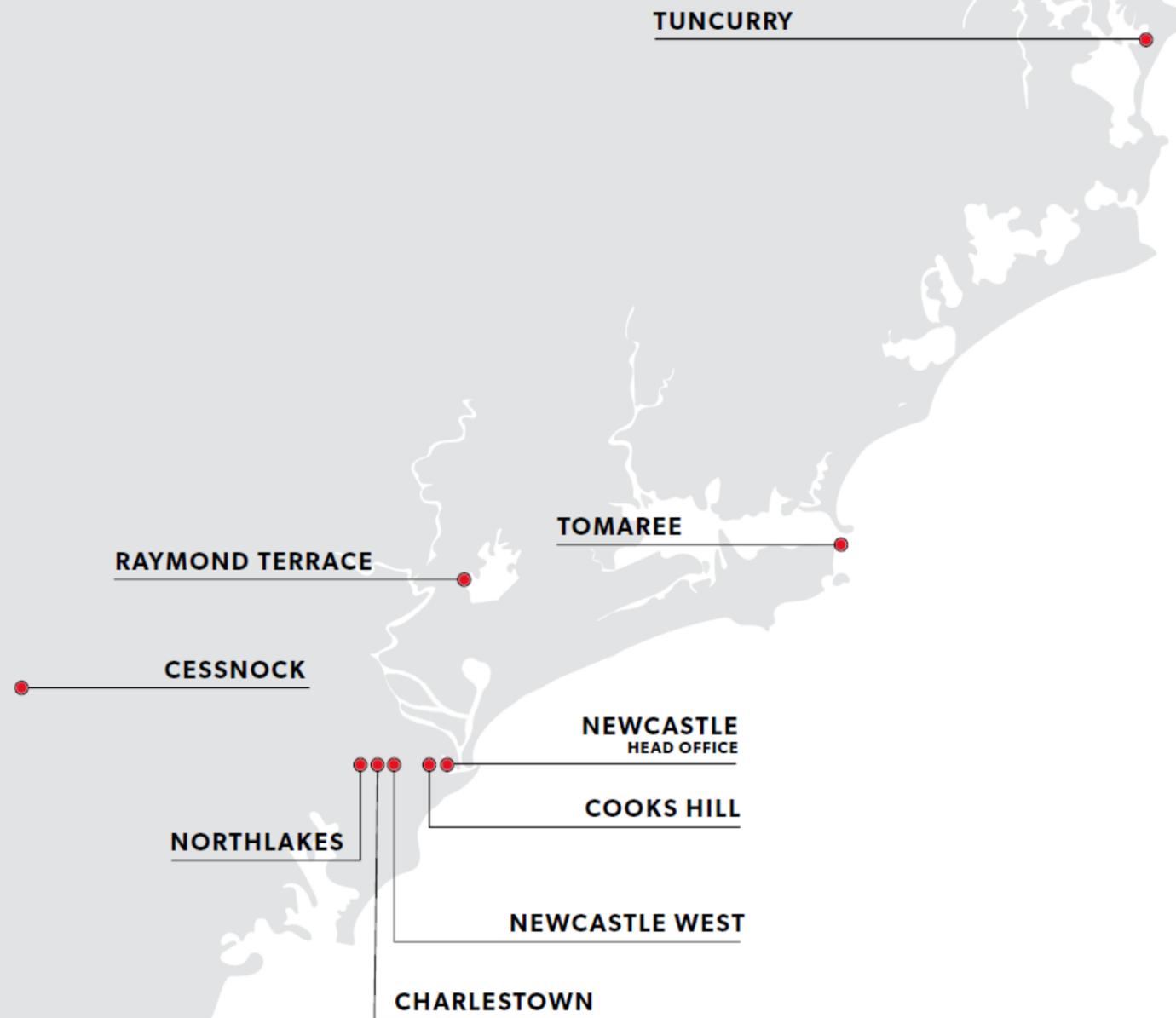
Acknowledgement to Country

Atwea College acknowledges the traditional owners and custodians of country throughout Australia and acknowledges their continuing connection to land, waters and community. We pay our respects to the people, the cultures and the elders past, present and emerging.

Diversity Statement

Atwea College also acknowledges the value of diversity our collective brings to us. A successful society is made up of many threads in the fabric we weave and we welcome people from all backgrounds, cultures, genders, age and orientation to help us make that success possible.

Our Footprint



Alesco Senior College

We are proud to present our 2022 Annual Report for Alesco Senior College, celebrating and recognising the educational journey of our students.

At Alesco Senior College, we are one school across multiple campus' and we embrace that we are truly **'the sum of our parts'**.

Each of our campuses contribute it's own vibrant character and diversity, creating a dynamic learning environment that nurtures the holistic development of our students. Our campuses are dedicated to creating safe, supportive and positive learning environments for young individuals who may face difficulties or barriers in traditional schooling.

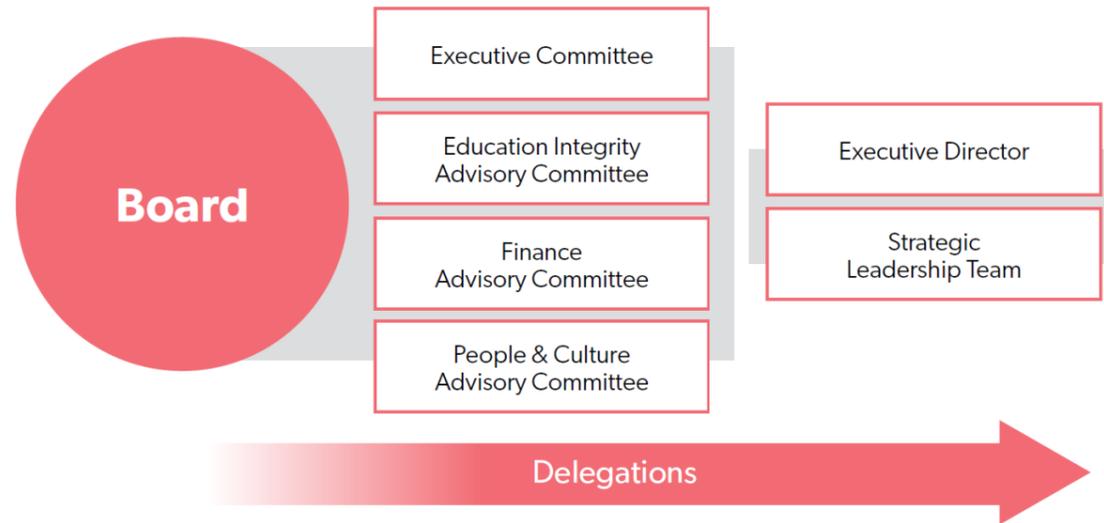
Our focus lies in collaborating with students to develop programs that better meet their individual needs, encompassing smaller class sizes and a relaxed, comfortable environment. With shared resources and collaborative initiatives, our students are part of an educational eco-system that empowers them to explore their passions.

As one school, Alesco fosters a sense of belonging and collective pride, encouraging our students to embrace their diversity, cultivate meaningful relationships and develop the skills necessary to unlock their potential.

As we reflect on 2022, we would like to express our gratitude to all our stakeholders for their continued support, and we look forward to another year of growth and milestones.

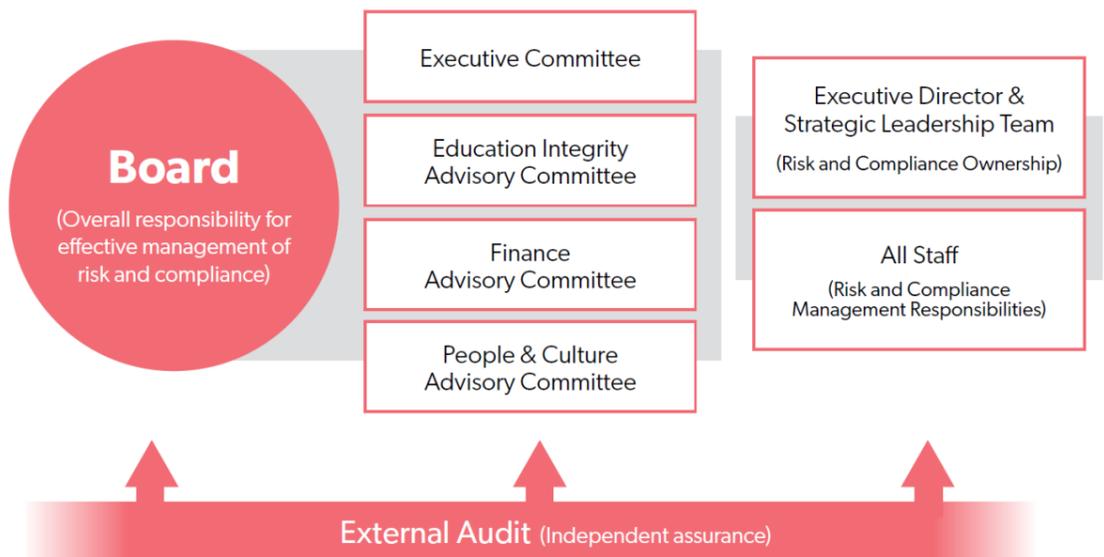
Governance Framework

The role of the Board is to set and oversee plans and policies for the sound management of Atwea College, including the company's culture, values, strategic direction, financial performance, operational objectives, remuneration framework and risk governance.



Risk Management Framework

The Board has adopted a Risk Management Framework for the effective management of material risks, comprising of the following key elements:



Vision

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

Mission

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

Values



Integrity

We demonstrate a consistent and uncompromising commitment to the highest personal, professional, and ethical standards.



Inclusion

We strive to create an environment where a diverse range of people can access opportunities and be valued. We intentionally design strategies for the active engagement of all, especially those who may need support for their successful involvement.



Innovation

We embrace new ideas and are open to moving forward with a positive curiosity to the possibilities. We challenge ourselves to continually improve and positively influence the things that can be achieved.



Board of Directors

Our Board of Directors provide independent oversight, coupled with skills and knowledge, that aid in collective sound ideas, counsel and decision-making support to the Executive Director and Senior Leadership Team.

The Board of Directors meet 6 times annually and participate in advisory committees to the Board in the areas of Education, Finance & Audit and People & Culture, dependent on their areas of expertise.

Identifying and developing initiatives to add value to our community and the education sector, our Board ensures that business decisions reflect and align with the organisation's Strategic Plan and values.



Chris Seysener

CHAIRMAN

Chris joined the Atwea College Board in 2016, becoming Chair of the Board in 2018, and currently sits on the Executive Committee. Committed to contributing to the Newcastle Community, Chris believes everyone has the right to an excellent education and that lifelong learning enables people to develop to their full potential, lead happy and fulfilling lives and better adapt to inevitable change.



Cass Phillpott

Cass is a qualified Chartered Accountant possessing 15 years' experience working in diverse financial positions and industries. Joining the Atwea Board of Directors in August 2022, her diverse professional history has given a broad knowledge base and strong skillset across areas of financial and management accounting, auditing, and statutory compliance. Cass is passionate about people, education and empowering students to achieve their full potential.



Seamus Fagan

Seamus is currently an honorary Associate Professor in the Academic Division of the University of Newcastle. Prior to his retirement, he was Director of the ELFS Centre, which hosted the largest enabling program (foundational courses for students who have had a challenging education experience) in Australia. Seamus has a lifetime commitment to ensuring education is for all, and firmly believes that all people have 'untapped' capabilities.



Todd Saddington

Todd began working in the stockbroking field after graduating from UNSW with a Bachelor of Commerce majoring in accounting and finance. He has held diverse roles across finance ranging from strategy to senior management positions. Currently, Todd is a Financial Controller at PBE Group. Todd is CPA qualified and has a passion for lifelong learning.

**resigned April 2022*



Kelsey Barrett

Kelsey brings 25 years experience in corporate sustainability strategy, policy development, program management and communications to Atwea's Board of Directors. Kelsey is the Founder and Director of Kumalie Group; a sustainability and impact communications advisory services consultancy. She attained a Bachelor of Commerce from the University of Newcastle in 1994 and studied accounting, marketing and law subjects.

**resigned December 2022*



David Larkman

David joined the Atwea College Board of Directors in 2020 and currently sits on the Audit and Finance Subcommittee. David's family come from an education background, and he values all forms very highly. He looks forward to helping more people access quality education to ensure that all who seek it can achieve their learning and life goals.



Jane McConville

Jane grew her passion for problem solving while undertaking a Bachelor of Law/ Environmental Science. Jane has consistently committed to developing and empowering others. She is committed to offering opportunities that showcase the strengths and careers of those returning to or staying out of the workforce.



Peter Collins

Peter lends his experience in coaching, industrial relations and working with councils and schools to the Atwea College Board. Peter has over 26 years as an HR operations practitioner and is currently the HR consultant with Hunter New England Health.



Merran Magill

Merran is a governance professional with legal, corporate governance, risk management, audit, contracts management, privacy, project management and meetings expertise. Originally joining the Board of Directors in 2015, she is an accomplished solicitor with a strong commitment to ethical behaviour and positive leadership.

**resigned December 2022*



Executive Director



Rowan Cox

Rowan has held this position since 2016 and played an enormously influential role in the recent evolution of Atwea College.

Rowan is responsible for setting Atwea's strategic direction and ensuring financial stability and sustainability. She is also tasked with overseeing the delivery of senior secondary and vocational education across Atwea College's seven campuses.

A co-founder and former Principal of Alesco Senior College, Rowan experienced what she describes as a 'challenging' adolescence where education wasn't stressed to her as a priority.

It is this experience that inspired her to ensure young people have access to alternative forms of education that suit their specific needs in order to pursue a sustainable future.

Rowan spent 10 years in several positions at WEA Hunter. These included, Manager VET and Equity, Deputy Director and General Manager, a position she held for over six years.

Possessing a Bachelor of Social Science (Sociology), Rowan also has qualifications in education, counselling, youth work and community welfare.

Rowan is passionate about making community-based education accessible to all members of the community without compromising on the quality of service provision.

Strategic Leadership Team



Nicola Bartlett

Adult Education Manager

After a career in the military, Nicola Bartlett pursued her zest for vocational education and training in 2017, joining Atwea College as Senior Education Manager. Nicola has worked in compliance for the energy, community and training sectors and has a Masters in Business Administration, Change Management, International Enterprise and Strategic Human Resource Management.



John Radvan

Operations Manager

With formal education in Management, Science and Law, John developed a strong interest in regulatory compliance. John created the Quality Assurance and Compliance unit at Atwea to centralise the extensive back-end administration of the growing organisation, creating a successful and functional team. John is extremely passionate about the opportunities that Atwea provides to its serviced communities.



Theresa Pantalone

Alesco Principal, Development

After identifying a lack of support services for young people in her local community, Theresa became actively involved in the youth sector and served on the Lake Macquarie Youth Advisory Committee. Prior to her time at Alesco Senior College, Theresa forged a 15 year career in the retail industry and management. Theresa holds a Bachelor of Arts, Diploma of Education and a Cert IV TAE (Training and Assessment).



Joy Robbins

People Strategy Manager

Joy leads our People & Culture team with over 20 years Human Resources experience across the globe; fostering a strong understanding of regional, cultural and people needs. She has a focus in Coaching, Internal Branding, Communications and Employee Experience programs. Joy holds a Masters in Business Administration, HR Dip, Grad Dip, HR Cert, Cert IV TAE, and MBTI Profile Accredited Assessor.



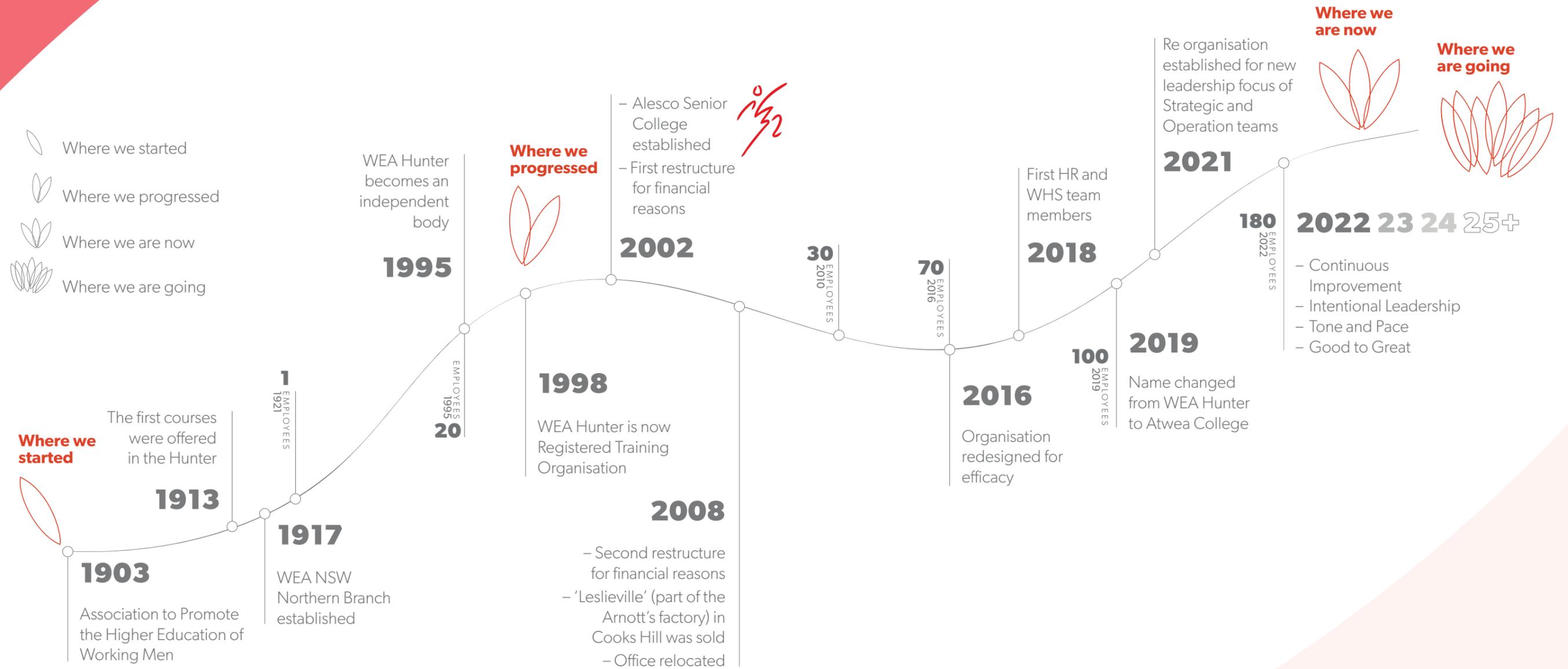
Glen Pearson

Finance Manager

Glen has spent his entire career working for community based organisations. As the former Chief Financial Officer of Hunter based Customer Owned Bank, The Mutual Bank, he brings experience in strategic development, system implementation and corporate governance. Glen holds a Masters in Business Administration and Bachelor of Commerce from the University of Newcastle and is a member of the CPA.



Our Evolution



Atwea College

Chairman Report



Chris Seysener
CHAIRMAN OF THE
BOARD OF DIRECTORS

I am pleased to support the 2022 Annual Report for Alesco Senior College, which saw Atwea as an organisation play to its strengths, continue its relentless focus to deliver quality and accessible learning opportunities and improve services.

During the year Atwea:

- Delivered our new Strategic Plan focused on the future of education and training in our communities
- Restructured Alesco, refreshed our employee value proposition, developed our people and leadership, and released a comprehensive Capability Framework
- Delivered material improvements to our Business Plan and budgeting processes, including a 3-year forecast aligned to the Strategic Plan to improve decision making
- Deployed Employment Hero and Sage Intacct to improve the efficiency of our operations

The progress made in 2022 would not have been possible without the combined leadership of the Board and Strategic Leadership Team and the strong operational and financial performance delivered by our people in what was at times a challenging year.

As Chairperson of the Board of Directors, I am grateful to have led a team of likeminded volunteers, who regularly come together and freely give their time, expertise, and guidance to provide sound leadership.

I am pleased to report that the organisations governance and oversight have matured significantly over the last 4 years, which culminated in 2022 with the work conducted by our Finance, Education and People and Culture Advisory Committees.

In 2022, the Finance Advisory Committee monitored our financial risk, applied significant focus to ensure that strong, prudent financial management processes and systems were maintained and drove improvements in our 2023 budgeting process. In addition, our Financial Delegations, Procurement, and Investment Policies were updated, to ensure sound operational and financial management were aligned with Atwea's growth in recent years.

The Educational Integrity Advisory Committee (EIAC), worked closely with Senior Leaders to reflect on the impact of COVID-19 on our learners now and in the future. It was this careful and considered deliberation that became a significant driver in the development of Atwea's Flexible Learning Framework that will be finalised in 2023. In addition, the EIAC contributed to the Strategic Plan and validated the internal controls used to monitor compliance to educational standards. The EIAC is

currently our only Advisory Committee with membership from outside the Board and external expertise. This team of insightful, intellectual people with experience across the education spectrum, is incredibly valuable to Atwea. As a team they genuinely understand and are passionate about Atwea's approach of balancing wellbeing and learning and its affect in driving the best outcomes for all our students.

As a people-centred organisation, the work achieved in 2022 by the People and Culture Advisory Committee was a key part of our success. Substantial work has gone into ensuring that leadership and clear decision making is maintained, a continuous focus on improving our employee engagement and ensuring our employee value proposition remained aligned with employment market and trends. The outcomes in both employee retention and recruitment throughout 2022 are evidence of this success.

Every year the Board undertakes a Board Performance Evaluation and assesses gaps in Board capability, to ensure we are effective and best placed to meet Atwea and member needs. This year's evaluation highlighted that while transparency, accountability

and strategic focus remain strong, a key area for improvement was to gain a greater understanding for the spaces Atwea operates in.

To that end, we've made a commitment to hold every other Board meeting in a campus, such that those responsible for governance experience where those decisions are implemented. I'd like to thank the teams at Raymond Terrace ACE and Charlestown Alesco campuses for hosting our first two campus Board meetings and the Cooks Hill campus team for our Strategic Planning Day.

We welcomed new Board member Cass Phillipott, who brings strong financial background to her Directorship, and we give thanks and acknowledge the hard work of Board members who departed in 2022; Todd Saddington, Kelsey Barrett and Merran Magill. I will also take this opportunity to thank the tireless efforts of Executive Director Rowan Cox and her team of Strategic Leaders in Nicola Bartlett, Therese Pantalone, Glen Pearson, John Radvan and Joy Robbins.

Given the volume of change over the last two years, 2023 will be a year of consolidation for Atwea, as we embed improvements made throughout 2022 and prepare for what lies ahead.

Despite reviewing our strategic plan, our vision to provide quality and accessible learning opportunities that enhance people's lives and unlocks potential remain unchanged. I believe our vision remains true to our purpose and that we play a critical role in enhancing people's lives through quality education. The education we deliver provides a ripple effect that not only improves the lives of the individual but also their families and communities.

Lastly, I would like to take the opportunity to thank our members. We are a member owned organisation, and although many of our members are our Directors and staff, it doesn't change the original intent of having a member owned entity. That is, it is our members who provide feedback, who create opportunity and who join together to ensure the successful future of Atwea College. Without their support to get in and get it done we wouldn't be able to positively impact so many students and communities.

I am incredibly proud of Atwea, the outcomes we deliver, the ways in which our people, staff and the Board alike commit to our values and the positive changes we create in the lives of so many students. Thank you for your continued support of Atwea.

Executive Director Report



Rowan Cox
EXECUTIVE DIRECTOR

For more than 100 years, we have been providing accessible quality learning for the communities in which we serve.

Alesco Senior College empowers our students by placing them at the centre of their education plan, offering engaging opportunities that span from innovative education programs to nurturing a balance between learning and wellbeing.

Our approach to creating a more positive impact is underpinned by our theory of change, which helps us to move and grow with our communities.

We strive to develop processes and tools that reflect both how we plan and manage for better outcomes and how we measure the type and degree of change that has resulted from our efforts. Through community, technology, and diversity, Atwea is empowering people to unlock their potential. The Atwea approach to true diversification is about finding the gaps in the educational landscape and creating the easiest possible way for people to connect and achieve.

2022 saw us come out of COVID-19 a stronger, more resilient organisation. Our capacity to accommodate staff and students with hybrid working and learning models widened our scope and our ability to serve the communities in which we operate.

In 2022, Alesco Senior College grew significantly. Alesco Senior College is a secondary school, where our focus is on the importance of maintaining wellbeing and learning in balance. We believe that in order for students to have the greatest chance of overall success the two elements of wellbeing and learning must work closely together. Alesco aims to reduce barriers to accessing education, so students can engage and participate in education to the best of their abilities, whilst gently challenging their potential.

Currently, Alesco Senior College offers education in Grades 9-12, as well as the successful Year 13 program.

As well as our sound programs of learning, which can lead to the achievement of the Higher School Certificate (HSC), we have a Wellbeing Program which provides students with long-term solutions for managing their emotions in a healthy and effective manner.

We now have campuses in Cooks Hill, Raymond Terrace, Abermain, Charlestown, Argenton, Tomaree and Tuncurry. In a 2022 student survey, 90% of students believe Alesco teachers try hard to help them learn, Alesco teachers meet the needs of a wide range

of learners, and the average 'happiness' rating was 82%. Student numbers increased and our new Year 13 program saw 22 young people experience a 'gap year' with a difference.

As a growing organisation we have seen staff numbers grow from 155 in 2021 to 175 in 2022. It was a tough market at the beginning of 2022, with experiences, like many education providers, in shortages of critical staff – teachers and trainers.

We saw this particular challenge ease off throughout 2022 and by the end of the year we were once again fully staffed. We have had an increased focus on recruitment, establishing our place as an employer of choice, and leadership, working with staff to solidify our culture and values of innovation, integrity and inclusion.

We launched the Atwea Capability Framework, which expresses the organisations values by defining and describing the behaviours, skills and knowledge expected of all staff in order for the organisation and our people to succeed.

The Capability Framework establishes a shared language to encourage and support communication across diverse teams and acts as a common

tool to clarify the way in which our individuals, teams and leaders work. The Capability Framework empowers all individuals and teams to learn and develop the core attributes required for success. It is a uniquely powerful tool that sets the foundation of Atwea's culture and aligns that culture with the organisation's strategy.

2022 was a year of investment for the organisation. We invested in property for our school, systems for our services teams to ensure efficient and effective technology is integrated in our every day lives and also invested in people, to ensure that our most valuable investment (our people) are well supported and have both capacity and capability to achieve our goals. Whilst our surplus was not as big in 2022 as it has been in the years leading up to it, it was a deliberate and planned strategy to ensure we provide a secure base for our organisation to move into our new Strategic plan cycle.

We thank our students, staff and community for their work and support in 2022. We value your contributions and commitment and celebrate your achievements.

As we look to the future, we are ready to embrace opportunities and will continue to look for innovative educational solutions that meets the needs of our students, staff and community.



Principal Report



Theresa Pantalone
ALESKO PRINCIPAL
DEVELOPMENT

I am delighted to share with you a recap of our school's accomplishments and successes for 2022.

We have had another exciting and successful year at Alesco.

Our graduation ceremonies were the highlight of the year, marking the end of an era and the start of a new journey for our students. We are proud of our graduates and wish them all the best in their future endeavours.

We have experienced increased enrolments this year, a testament to the quality of education we offer. We welcomed many new students to our school, and we are humbled by the confidence that families have shown in us. We are committed to ensuring every student is given the attention and support they need to reach their full potential.

Our school's vision for the future is aligned with our strategic plan and student-focused framework. We are committed to empowering students, providing a safe and supportive learning environment.

As part of our commitment to student wellbeing, we have implemented several initiatives to support our students. We are pleased to announce several new position appointments, including Head of Welfare and Support, Head of Teaching and Learning, as well as various Wellbeing and Learning Support Officers at each campus. These positions will help us better meet the needs of our students and families.

Thank you for your continued support, and we look forward to seeing you all in the new year.



Emily Large STUDENT OF THE YEAR



Emily began her time at Alesco in June 2019. Moving from a mainstream setting where her attendance had dropped to under 6%, Emily, by her own admission, had no interest in schooling and was unmotivated to make a change. Emily's schooling issues were also reflected in her personal life, as her mental health impacted her willingness to leave the house, or engage with professional help. Once accepted, Emily had a slow start to life at Alesco. Her attendance was sporadic, and she was highly anxious around her peers. Much of Emily's early days were spent with the Student Welfare Officer, completing any jobs that needed to be done around the campus.

Over time, Emily began to thrive in the Alesco setting. Her engagement in classes and other activities soared. She participated in a reading program with a local kindergarten class, helped organise fundraising events such as Biggest Morning Tea, helped with cooking and cleaning, and became the best of assistants for staff. Emily's social skills also developed very quickly, as she created meaningful and strong social connections with her peers and became a role model for other students. This improvement was reflected in Emily's personal life as she began hanging out with friends on weekends, and became more open to professional help for her mental health.

From a student with attendance under 6%, to one who now graduates with 98% attendance, future goals, and a renewed passion for life, Emily is the epitome of an Alesco student.

Emily's continuous improvement over the years has been repeatedly recognised. She has been the recipient of many awards including subject achievement awards, attendance awards, commitment awards, a Resilience award, and both the Long Tan Leadership and Future Innovators awards. However, more important than all this, during the last four years Emily has become an absolutely integral part of the Alesco school community. She has helped to shape and advocate for our positive school culture. Her warmth, kindness, dedication, and quiet determination to overcome, makes her the perfect role model for all other Alesco students. Her incredible contributions to our school have not gone unnoticed over the years, and she will be greatly missed as she graduates this year and pursues further study in Early Childhood Care and Education. From a student with attendance under 6%, to one who now graduates with 98% attendance, future goals, and a renewed passion for life.

Emily is the epitome of an Alesco student. She has shown what is possible and what can be overcome with persistence, strength, honesty and compassion for others. Her resilience and strength has had an everlasting impact on both students and staff and will be felt for years to come. She should be commended on how far she has come and we wish her every success in the future.

Alesco - One school, many campuses

Messages from key school bodies - our Head Teachers at each Alesco campus.

Raymond Terrace

Jenna-Maree Hackworth
HEAD TEACHER
RAYMOND TERRACE

2022 saw a new wave of enthusiasm within our staff and students.

Alesco Raymond Terrace had plenty to celebrate in 2022, including the opening and successful operation of Cafe Alesco at the Port Stephens library.

The momentum continued with an increase in the number and diversity of excursions, where our students embarked on adventures to Taronga Zoo, Go Karts, and Oakvale Farm, creating unforgettable memories and broadening their horizons.

In 2023 our staff are looking forward to engaging in welfare, personal development, and engaging the students in new wellbeing initiatives to support their Alesco journey.

Charlestown

Samuel Tassell
HEAD TEACHER
CHARLESTOWN

2022 was an extraordinary year for our campus, filled with a multitude of unforgettable experiences.

Our students were immersed in a range of adventures, including Philippa Anderson Surf School, Yula-Punaal Education & Healing Centre, RUOK? Day, Treetop Adventure Park, and the remarkable highlight of hosting our inter-campus student variety performance night, *Amaze! Set The Stage*.

These engaging activities not only provide valuable opportunities for personal growth and exploration but also create a vibrant sense of community and celebration among our students.

Our positive school culture has really started to shine, and 2023 will be a transformative year at Charlestown with an additional class and new staff joining our team. We are thrilled to continue to strengthen our culture as we grow together.

Argenton

Shani-Rae Doyle
HEAD TEACHER
ARGENTON

A safe and inclusive learning space gives our students every opportunity to succeed.

2022 was full of academic highlights including the implementation of literacy and numeracy programs, consistent literacy testing across the campus, participating in VET programs through Atwea College and the successful completion of nine HSC subjects.

Our campus also enjoyed many other successes including our hydro-gardening program, new and improved outdoor areas, learning about social enterprise and of course many excursions which help our students to connect with staff, each other and their community.

2023 will bring with it renovations to our physical space which is much anticipated. We will also be welcoming some new staff which is very exciting! We will continue to strive to create a space where inclusivity thrives and every student is equipped with the tools and opportunities to reach their individual goals.

Abermain

Sally-Ann Tassell
HEAD TEACHER
ABERMAIN

We've been able to provide opportunities for our young people to step out their comfort zones.

The collective efforts of our dedicated staff resulted in significant growth and cohesion as a team, ultimately translating into a positive and enriching experience for our students.

2022 provided an opportunity for Alesco Abermain to fully establish itself in its new building, transforming it into a welcoming and student-friendly environment where all young individuals could feel at ease, embraced and find a sense of belonging.

In 2023, we will welcome the largest new cohort of students in the history of Alesco Abermain which is an exciting milestone!

Tuncurry

Anna Davidson
HEAD TEACHER
TUNCURRY

A safe and inclusive learning space gives our students every opportunity to succeed.

At Alesco Tuncurry, 2022 was nothing short of active and engaging as we embraced many new initiatives for our students. A key highlight was the implementation of TAFE short-course opportunities for our Junior students to complete 'taster' courses of potential future careers.

We had student volunteers participate in a garden renovation and saw the creation of an incredible Indigenous mural, both of these helping us to develop a space that is welcoming, safe and inspiring to our students.

Looking ahead, 2023 looks bright as we excitedly welcome Tracy Wright, our new Principal of Alesco Operations. We are equally excited to be continuing work on significant wellbeing projects, and seeing the impact this has on our student cohort.

Tomaree

John Hodgson
HEAD TEACHER
TOMAREE

We celebrated significant academic progress for both our Junior and Senior students in 2022.

The introduction of attendance and punctuality wellbeing programs emerged as a highlight at Tomaree, as these initiatives fostered improved attendance rates and showed significant improvements in student attendance and participation.

Throughout the year, our efforts to engage and connect with the wider community resonated strongly, as Alesco continues to become more recognised in the wider community.

We look ahead to another year of growth, welcoming new teachers and a large intake of new students as the development of Alesco Tomaree continues with strength.

Cooks Hill

Nicole Bailey
HEAD TEACHER
COOKS HILL

2022 was a transformative year for both our dedicated staff and resilient students.

Our students demonstrated remarkable adaptability, highlighting the effectiveness of our resilience-focused well-being initiatives.

Throughout the year, we continued our tradition of engaging excursions, including visits to Treetops, the Shark and Ray Centre, the Aquarium, RAW Challenge, and even a memorable trip to a Llama Farm. These excursions provided invaluable opportunities for students to forge positive relationships with their peers and staff while building self-confidence.

This year, we were particularly proud of our Senior students who excelled in their chosen subjects. Our VET Music Industry students achieved tremendous success, with a series of exceptional performances throughout the year.

We look forward to 2023 as we welcome back three members of staff from maternity leave, and introduce an additional Student Welfare Support Officer to aid in supporting the wellbeing initiatives for our students.

Year 13

Our Year 13 program is designed to assist students in their transition from school to work or further educational opportunities.

The program is an additional year of study that some high school students can choose to undertake after completing Year 12 (or the equivalent).

It develops 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.

From practical abilities like crafting resumes and cover letters to understanding payslips and completing employment forms, the program ensures students gain proficiency in various employment-related aspects. Students are given opportunities to attend mock interviews and practice dressing for interviews which enhances readiness for work.

In 2022, Alesco experienced a year of achievement with a small yet successful cohort of students in our Year 13 program. Despite persistent disruptions at the back end of COVID-19 lockdowns, these resilient students persevered and successfully completed their schooling, with many securing employment or progressing to higher education opportunities. Our ongoing challenge was to ensure consistency and meaningful engagement for students who had already endured significant disruptions to their learning in various subjects.

Year 13 Success Story

One particular success story was a student who, on top of committing to an extra year of education, was also a single mum with a toddler. She graduated at the end of 2022 with her classmates, and said that Year 13 not only gave her a chance to 'properly finish school', but also gave her the confidence to apply for entry to University.

Building upon the previous year's experience, we adapted and refined our course delivery approach, embracing a blended model that blended online and practical components. We explored innovative avenues for student engagement, leveraging platforms such as Zoom and Discord to facilitate dynamic interactions and maintain a vibrant learning community.

What we look forward to most in 2023 is the pilot of Alesco's first fully 'hybrid' subject delivery of Stage 6 Work Studies, which will be mandatory for all Year 13 students. The lessons will be streamed live, and students will be able to access these classes simultaneously across all our campuses. Students will have access to a specialised online classroom, as well as hardcopy resources. Their teacher will travel around the locations, allowing students face to face access to the teacher at least once a fortnight, not only for formal classes, but to focus on their school 'Exit Plan' as part of our Career and Future Pathways program.

Contextual Information

Alesco Senior College is a Special Assistance School. We place emphasis on the strengths in provision of services to students, including:

- The creation of a small, safe, supported environment;
- Staff work with students on a basis of empowerment, rather than a model of power and control;
- That access through education allows the inclusion of other support mechanisms.

Connected with these services are the key principles of Alesco:

- The student is the centre of the education plan, and all plans revolve around the needs of the student educationally, emotionally, and socially;
- That there is rigor in the educational program provided;
- Students have the opportunity to experience an adult learning environment and undertake a NESAs based curriculum.

Initiatives Promoting Respect & Responsibility

Alesco Senior College prioritises the needs of students, making their wellbeing the core of our educational approach. We recognise that student wellbeing is crucial for both academic and social growth, and we strive to create safe, supportive, and positive learning environments. Our policies and procedures are designed with a strong focus on promoting student wellbeing and ensuring their overall development.

Within the Alesco Senior College Student Handbook, student behaviour expectations are outlined through the Code of Conduct. The Code of Conduct affects all aspects of their participation at Alesco.

Code of Conduct

Respect: Respect for self
Respect for peers
Respect for staff

Responsibility: For own learning
For own actions
For the environment

Honesty: Be honest with oneself and honesty with others will follow. An honest relationship is a trusted relationship.

Students are asked to conduct themselves in accordance with the code whilst involved with Alesco Senior College, both on premises and on outings.

The Code of Conduct should serve as a guideline for teachers to assess student participation levels.

It is also a part of the Conduct Policy that the **three golden words** are adhered to: **safe, supportive, positive.**

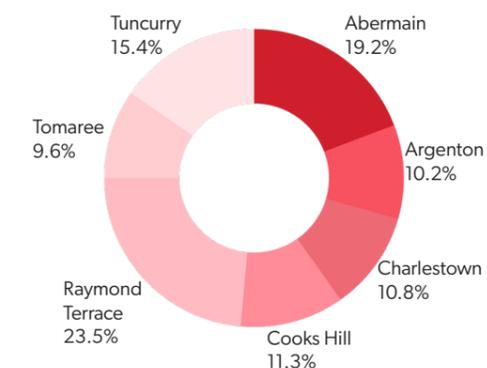
Student Body Characteristics

Our student body is dynamic and inclusive. Each of our students have different talents, interests, academic abilities, socioeconomic backgrounds and cultural diversities.

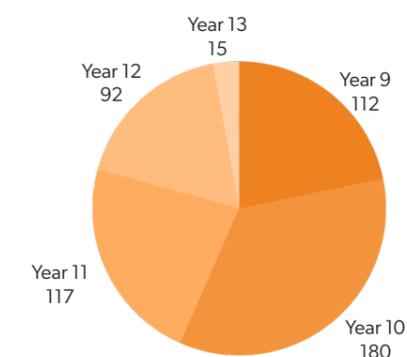
Alesco Senior College places emphasis on the engagement of the students and incorporated into our culture are beliefs including:

- Students are encouraged to be self-motivated. Therefore, there is no emphasis on being 'forced' to go to school. Alesco is a choice;
- Students have life experience which informs the way they learn. All students have different life experiences which mean there is no 'one size fits all' method. Each Alesco student, team and campus is unique;
- Students like to be respected. The way we communicate with our students, involve them in decision-making and allow them to make choices regarding their engagement in the program demonstrate our respect for their growing capacity as young adults in our community.

Indigenous Students



Students by Year



Granting of RoSA

In 2022, the formal Record of School Achievement was issued to 17 students. The distribution of RoSA grades, as entered into Schools Online reflected the following:

	English	PDHPE	Science	Geography	History	Maths	
A	0	0	0	0	1	B7	1
B	0	1	0	0	1	C5	5
C	4	4	7	5	4	D3	3
D	6	9	8	7	8	D4	3
E	7	3	2	5	3	E2	5
Total	17	17	17	17	17	Total	17

Senior Secondary Outcomes

Students in Year 12 undertaking vocational or trade training:

Total students	172	Active	50	Percentage	29.07%
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Students in Year 12 attaining a Year 12 certificate or equivalent VET qualification:

Total students	172	Students attaining	33	Percentage	19.19%
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HSC Results

Ancient History		
	Alesco	State
None	0%	1.58%
Band 1	20%	5.57%
Band 2	40%	10.66%
Band 3	0%	19.45%
Band 4	20%	29.35%
Band 5	20%	24.98%
Band 6	0%	8.37%

Business Studies		
	Alesco	State
None	0%	1.03%
Band 1	0%	1.35%
Band 2	44.44%	8.22%
Band 3	44.44%	25.21%
Band 4	11.11%	29.67%
Band 5	0%	24.12%
Band 6	0%	10.38%

English Studies*		
	Alesco	State
None	0%	49.44%
Band 1	100%	5.58%
Band 2	0%	27.45%
Band 3	0%	13.70%
Band 4	0%	3.60%
Band 5	0%	0.19%
Band 6	N/A	N/A

English Standard 2		
	Alesco	State
None	0%	0.51%
Band 1	0%	1.29%
Band 2	20%	10.64%
Band 3	60%	32.11%
Band 4	20%	40.05%
Band 5	0%	14.81%
Band 6	0%	0.55%

Note: this exam is optional*

Business Services		
	Alesco	State
None	0%	15.44%
Band 1	0%	43%
Band 2	0%	6.6%
Band 3	40%	20.18%
Band 4	40%	30.45%
Band 5	20%	24.42%
Band 6	0%	2.44%

Community and Family Studies		
	Alesco	State
None	0%	1.6%
Band 1	0%	0.66%
Band 2	8.33%	4.58%
Band 3	75%	19.83%
Band 4	16.66%	40.97%
Band 5	0%	26.60%
Band 6	0%	5.71%

Food Technology 2		
	Alesco	State
None	0%	2.41%
Band 1	0%	3.75%
Band 2	50%	9.33%
Band 3	50%	28.61%
Band 4	0%	26.36%
Band 5	0%	20.97%
Band 6	0%	8.55%

Legal Studies 2		
	Alesco	State
None	0%	1.02%
Band 1	66.66%	5.12%
Band 2	33.33%	9.9%
Band 3	0%	18.46%
Band 4	0%	24.95%
Band 5	0%	26.07%
Band 6	0%	14.48%

Design and Technology		
	Alesco	State
None	0%	0.13%
Band 1	0%	0.66%
Band 2	37.5%	2.97%
Band 3	62.5%	17.33%
Band 4	0%	34.84%
Band 5	0%	34.29%
Band 6	0%	12.73%

Earth and Environmental Science		
	Alesco	State
None	0%	0.75%
Band 1	0%	0.66%
Band 2	66.66%	7.94%
Band 3	33.33%	22.62%
Band 4	0%	36.09%
Band 5	0%	26.41%
Band 6	0%	5.48%

Mathematics Standard		
	Alesco	State
None	0%	30.78%
Band 1	16.66%	1.66%
Band 2	0%	6.77%
Band 3	33.33%	15.85%
Band 4	16.66%	26.60%
Band 5	33.33%	15.61%
Band 6	0%	2.70%

Modern History 2		
	Alesco	State
None	0%	0.77%
Band 1	25%	2.56%
Band 2	25%	8.54%
Band 3	50%	20.72%
Band 4	0%	33.24%
Band 5	0%	24.41%
Band 6	0%	9.76%

Note: this exam is optional*

Education Awards

Each year Atwea hosts an awards evening, coinciding with Adult Learners Week. This celebration serves as a chance to recognise our adult learners and their achievements. Initially these awards included our Atwea RTO students, however in the spirit of evolution in 2022, the Adult Vocational Education Awards (AVEA's) were born. The 2022 AVEA's included both our Atwea and Alesco students, as well as recognition of our wonderful Educators.

The AVEA's are now a significant date in the Atwea calendar, providing a platform to acknowledge the hard work, dedication and perseverance of our students and teachers.

<p>Integrity in Education</p> <p>Sharni Doyle</p>	<p>Inclusion in Education</p> <p>Juliet Hinchliffe</p>	<p>Innovation in Education</p> <p>Wendy Ratcliffe</p>
<p>Alesco Student Award for Integrity</p> <p>Olivia Mudie</p>	<p>Alesco Student Award for Inclusion</p> <p>Mia Moorhouse</p>	<p>Alesco Student Award for Innovation</p> <p>Archer Steinfield</p>
<p>Alesco Teacher of the Year</p> <p>Grant Dennis</p>	<p>Paul Mather Memorial Award: Alesco Student of the Year</p> <p>Emily Large</p>	

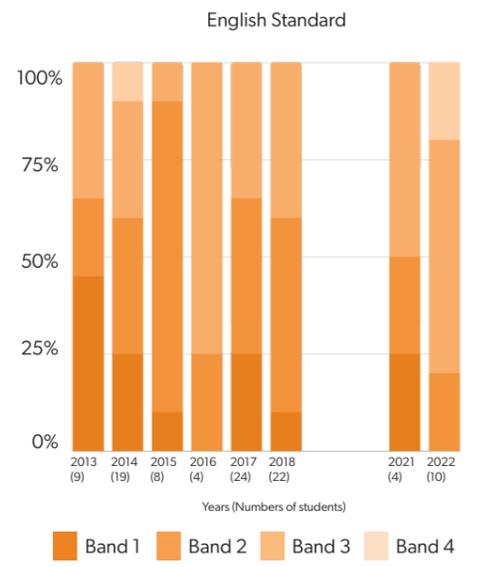
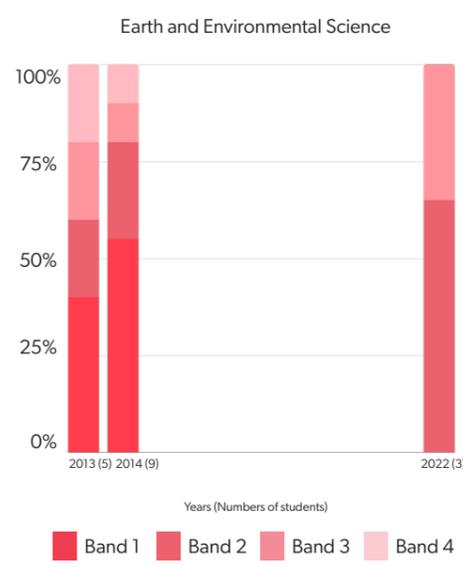
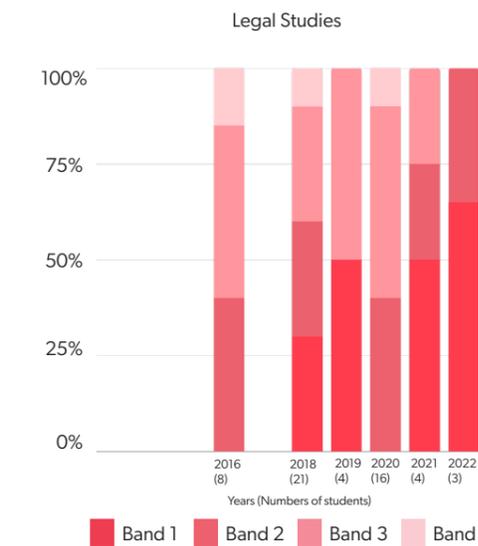
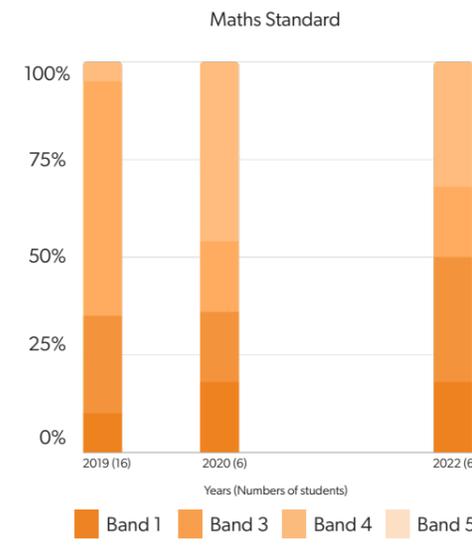
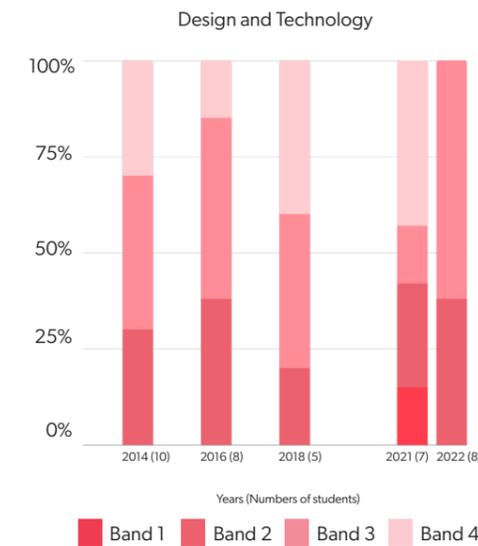
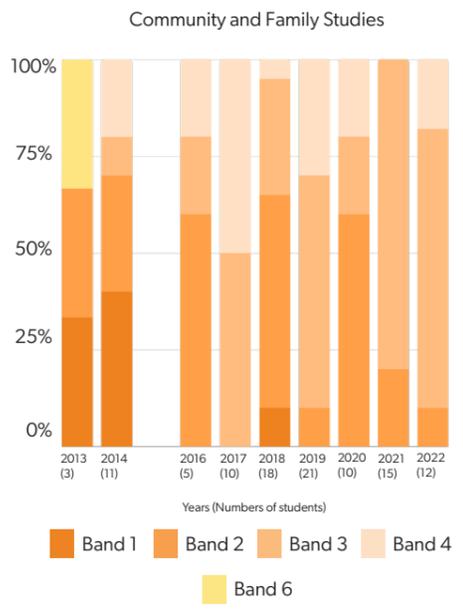
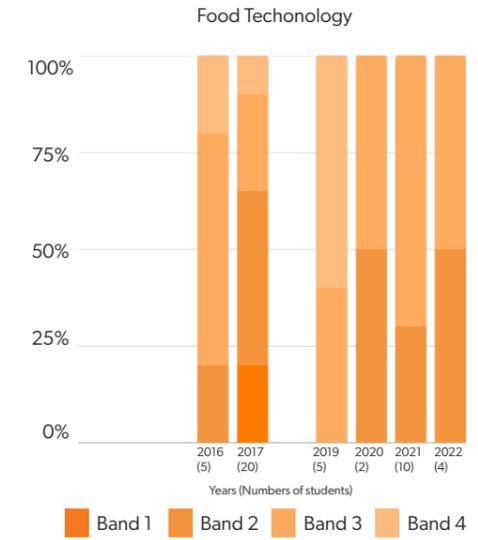
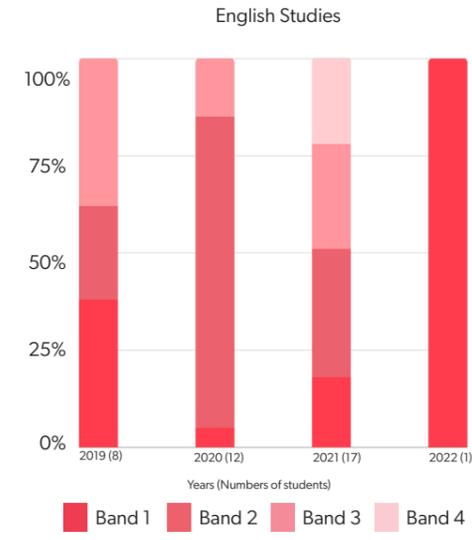
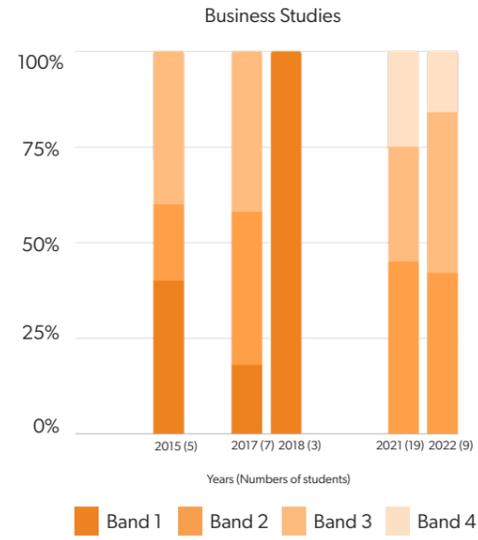
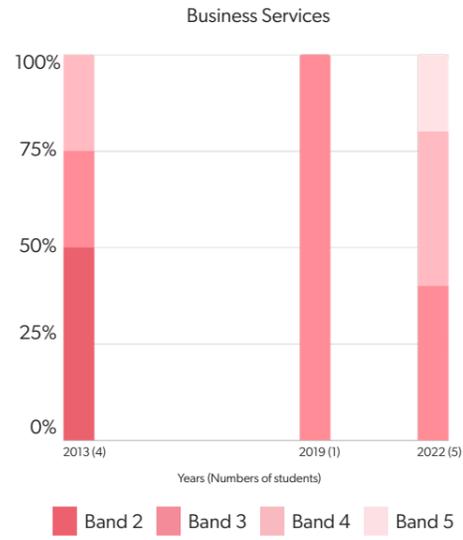
Students' words

“For the first time I can explore my academic skills with confidence and support from both teachers and peers.”

“This is the only school that has actually taught me life skills.”

“love that Alesco treats us like adults and helps us learn in ways we can understand.”

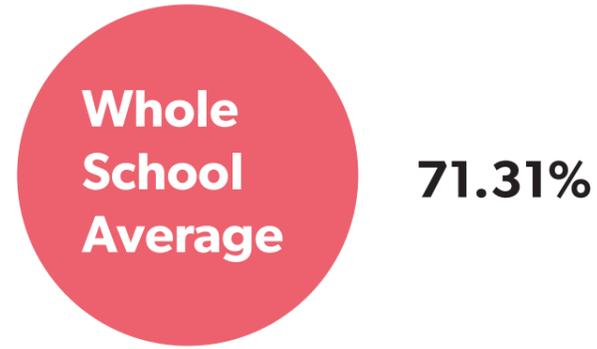
Trends in HSC Student Performance



Student Attendance

Whole school student attendance average by Year level:

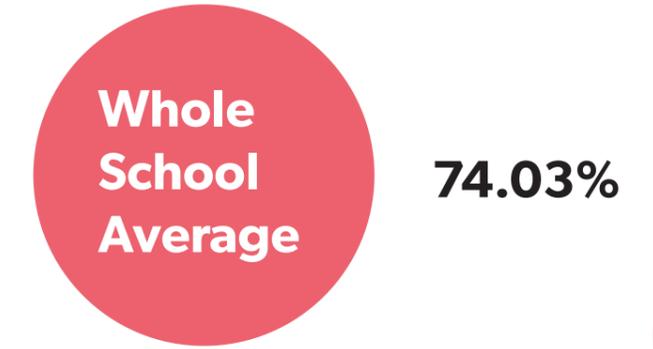
Year Level	Average
Year 9	69.46%
Year 10	69.53%
Year 11	72.9%
Year 12	76.7%
Year 13	67.98%



Retention of Year 10 to Year 12

Whole school retention rates by Year level:

Year Level	Retention %
Year 9	88.39%
Year 10	74.44%
Year 11	73.5%
Year 12	53.26%
Year 13	93.33%



Management of Non-Attendance

Students at Alesco receive information regarding the responsibilities of students and caregivers in relation to attendance in the Alesco Student Handbook. Students and caregivers are reissued the information regarding attendance at intervals determined by the students adherence to the attendance expectations.

Encouraging attendance is a core responsibility and belief of Alesco. Early Intervention at Alesco is aimed at reducing poor attendance and increasing the number of students who finish a school year and ultimately complete Year 12.

Early Intervention at Alesco 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.

To comply with the legal requirements of NSW, Alesco Senior College diligently checks student attendance on a daily basis.

Alesco Senior College actively promotes and monitors regular attendance through various measures, including providing attendance updates and discussions during weekly meetings, referring consistently absent students to the Student Welfare Officer, and utilizing a Parent/Carer Attendance Contact Form to ensure precise reporting.

The Alesco Student Attendance Policy includes process maps for the following scenarios:

- Daily roll marking
- Student attendance management
- General attendance
- Sporadic attendance
- Where a student proactively leaves
- Withdrawal
- Appeal
- Re-engagement

Post-School Destinations

Year 9	
Successfully completed	92.9%
Transitioned to another school	4.5%
Unknown	2.6%

Year 10	
Successfully completed	71.7%
Transitioned to another school	2.8%
TAFE	2.8%
Apprenticeship	3.9%
Unknown	16.7%

Year 11	
Successfully completed	57.3%
Transitioned to another school	1.7%
TAFE	3.4%
Apprenticeship	1.7%
Employment	5.1%
Unknown	30.8%

Year 12	
Successfully completed	51.1%
Further study	12.8%
Employment	4.3%
Unknown	31.9%

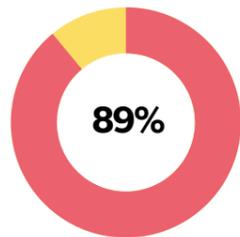
Year 13	
Successfully completed	60%
Apprenticeship	6.7%
Employment	13.3%
Unknown	20%

Successfully completed - students completed the school year successfully and either continued at Alesco or did not disclose a post-school destination

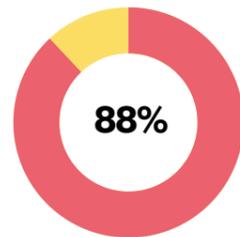
Unknown - students withdrew from the school year and did not disclose a post-school destination



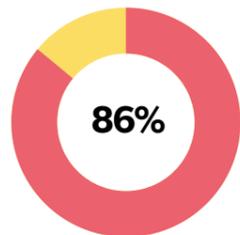
STUDENT FEEDBACK



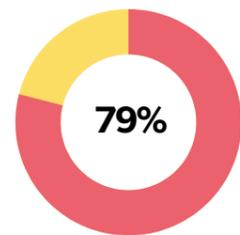
89% of students said their teachers always try hard to help them learn.



88% of students said they always feel safe at Alesco.



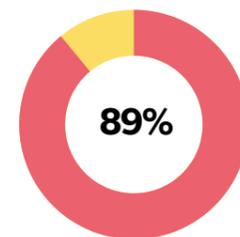
86% of students said Alesco teachers try to meet the needs of a wide range of learners.



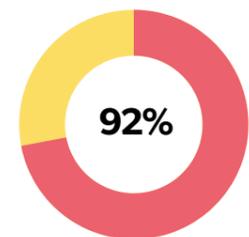
79% of students said Alesco is a supportive and positive environment.

NB: Results from 135 students spanning each Alesco Senior College campus'.

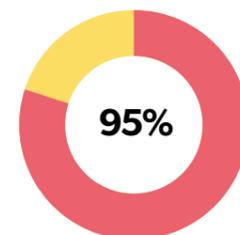
PARENT FEEDBACK



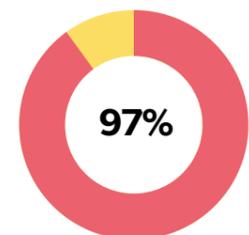
89% of parents said Alesco staff are approachable when they have questions or need to advocate for their child.



92% of parents said staff know and appreciate their child's qualities.



95% of parents said the school tries to bring out the best in each child.



97% of parents said they are likely to recommend Alesco.

NB: Results from 81 parents spanning each Alesco Senior College campus'.



Professional Development

In 2022, Alesco staff actively participated in a diverse array of professional development opportunities, which encompassed both internal engagements facilitated by our People and Culture team, as well as external pursuits involving accredited and non-accredited learning programs. Alesco staff understand the value of continuous development and embrace it wholeheartedly, acknowledging the positive impact it has on the educational journey of our students.

DESCRIPTION

- Coach to Cope Training
- Gender Inclusivity and Diversity Workshop
- Hunter Homeless Connect
- Trauma Informed Practice Training
- KnowBe4 Cyber Security Training
- Giving and Receiving Feedback presented by Teaching in Practice Team
- Change Management/Emotional Intelligence Training presented by People and Culture
- Support and Strategy meetings presented by People and Culture
- Allocating Grades Consistently
- Relationships, Sex Education and Consent in the Modern World
- New School teaching at Alesco
- Differentiation in schools
- Chemical Safety in Schools Basic Induction
- Autism: Differentiating the Curriculum
- Differentiated Instruction – Proven Strategies for Success
- Personalised Learning Processes for Aboriginal Students
- Promoting and Protecting Student Wellbeing and Mental Health
- Building student wellbeing and resilience
- Engaging reluctant learners
- Child protection training - 2022 update
- Respectful Relationships: A Collaboration between PDHPE and Wellbeing
- Positive Practices for Classroom Management: Small Changes, Big Impact
- Art on Trial – Strategies for Teaching Secondary Art History and Art Criticism
- Identifying and Responding to Children and Young People at Risk

Beyond Blue:

- Mental Health Communities
- Family Partnerships
- Learning Resilience
- Early Support
- Responding Together

- Regular meetings with Police Youth Liaison
- Youth Interagency Meetings
- First Aid for Teacher Wellbeing
- Autism Spectrum: Universal Supports – Self-paced Learning Experience
- Autism Awareness and Strategies for the Educational Environment
- English 7-10 New Syllabus Implementation
- Numeracy Stage 6 syllabus
- Developing Mathematical Reasoning
- Youth Mental Health First Aid
- Understanding Behaviour
- Introduction to Functional Behaviour Assessment (FBA)
- Building Powerful Proportional Reasoning - Ratios and Proportion
- Common Approach Training
- CPR and Anaphylaxis Training - 2022 update
- Green Mean Go! Stage 4 and 5 Road Safety Exploration
- Simultaneous Equations Professional Learning
- Understanding Behaviour Support Planning
- Sticky Stuff
- Alternative Schools Conference
- Grammar Tools for Writing
- Strategies & Insights to inform your practice
- PAT Progressive Achievement Approach
- Marine Teachers Association NSW AGM & PD
- IEU Behaviour Management – Upholding the right
- The Resilience Project MidCoast partnership Program Secondary
- Personalised learning pathways
- Anti-Racism Policy Training
- The Neuroscience of Learning and Leading

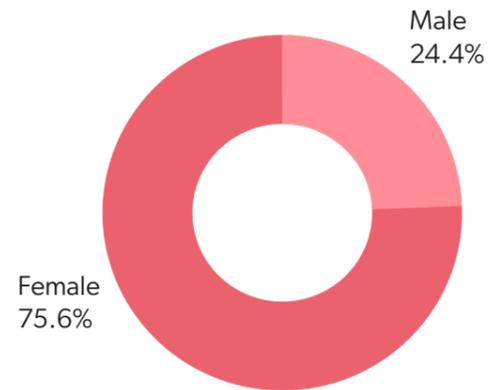
Teaching Accreditation Status

Conditional	5
Provisional	0
Proficient Teacher	38
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total Teachers	43

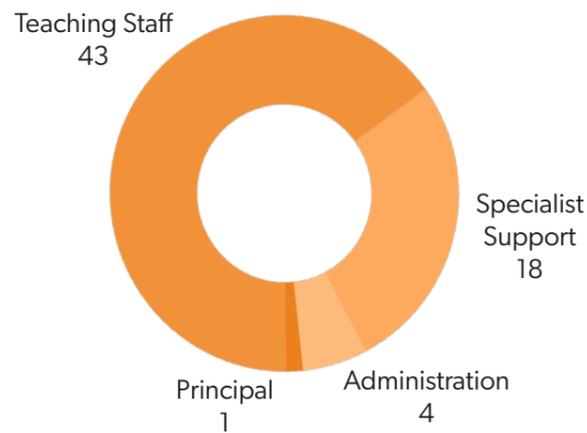


Workforce Composition

Staff Gender

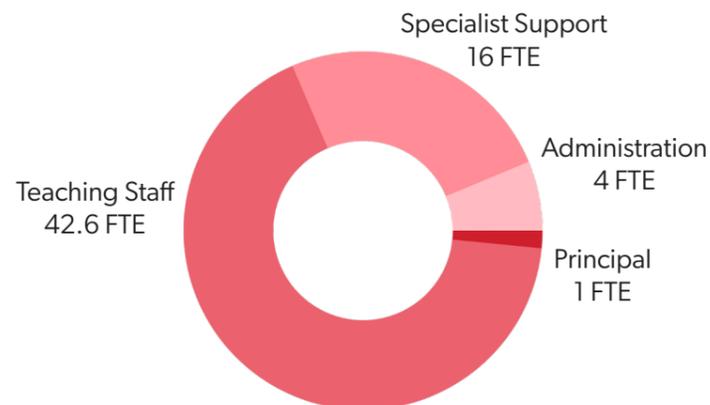


Staff Function



Note: Specialist Support includes Student Welfare Officers and Student Learning Support Officers

Staff FTE



“Classroom practice at Alesco means creating a safe space for all of our young people.

To feel safe to be able to learn, to be able to fail safely, to be able to have a positive learning experience.

That’s our main goal at Alesco - to support wellbeing and academics at the same time.”

Sally Tassell
Head Teacher
Abermain Campus

Teachers’ words

“My team are great, my work challenging. I feel supported.”

“My role is enjoyable and the staff I work with are passionate about what they do. I’m looking forward to more cross team collaborations and staff development.”

“The Alesco model backs our students 100%. We are people in their lives that never let them down. We are giving young people a genuine chance at a new start.”

“I am feeling so motivated, positive and enthusiastic about delivering on many of the changes we are making to Alesco to help us reach our vision and goals. Change is not easy for some, but I am committed to supporting others to evolve and get on board along the way.”

“One of my staff shared with me that he is waiting to wake up every day because he is so excited - this is a dream job for him.”

Note: Alesco Senior College had one employee identifying as Indigenous in 2022.

Achievement of 2022 Priority Areas

The table below provides a snapshot of Alesco’s progress on priority areas for 2022. Evaluating and reflecting on the years challenges and achievements, this serves as valuable reference for future planning. We are proud to have achieved many strategic improvements in 2022:

Strategic Target	Achievements
Increase feedback from internal and external stakeholders	<ul style="list-style-type: none"> Increased the use and analysis of data and regular student feedback to ensure the programs are reflective of student needs. Introduced processes to validate the HSC subject offerings, rationale, Scope and Sequence and Assessment Schedule and outcomes via the Academic Board further to the Corporate Board. Developed and actioned opportunities for regular curriculum review through staff feedback surveys to ensure that staff are confident in the delivery of their own programs. <p>Ongoing: Developed and implement a longitudinal study on student post school outcomes to gauge the value of a student’s experience at ASC in relation to further life outcomes.</p>
Implement systems and strategies to ensure compliance to all accreditation standards	<ul style="list-style-type: none"> Implemented procedures across all campuses to ensure staff are compliant with NESAs regulations in regard to curriculum assessment whilst taking into account the needs of students. Implement procedures in conjunction with PaC to ensure teaching staff are accredited – working towards proficiency or maintaining proficient teacher accreditation. Implement processes in conjunction with QaC for participation in the Internal auditing activity to be implemented for Alesco against NESAs Standards. Ensure SWOs, SLSOs and teaching staff understand the requirements of NCCD reporting by streamlining the documentation requirements .
Improve vocational pathways outcomes for all students	<p>Ongoing: Implementation of Career Pathways programs for all students.</p> <p>Increase variety of VET subjects with an emphasis on more practical options including post school opportunities.</p>
Implement systems and processes to ensure consistency in the model of ‘one school, many campuses’	<ul style="list-style-type: none"> Increase administrative resources to support Alesco teams to maintain consistency in compliance across all campuses. Develop and maintain a student waiting list register. <p>Ongoing: Develop and implement a campus manual to provide HT with all necessary documentation, policies and procedures to ensure consistency throughout.</p> <p>Develop a school wide plan for open days and other community events where staff and students are able to participate to build community networks.</p>
Continue to implement facilities and asset strategies to develop the program capabilities long term	<ul style="list-style-type: none"> Submit BGA grant application for the stage two development of Charlestown campus for implementation in 2023. Complete stage 2 Northlakes campus with BGA grant. Develop a partnership with the RTO and Alesco with the development of a VET in school campus <p>Ongoing: Increase and improve staff and student facilities Coast Campus.</p> <p>Transfer of all online classroom resources to Canvas to be ready for Flexible online learning in 2023.</p>

Priority Areas for Improvement 2023+

As we look ahead, the 2023-2025 Strategic Plan provides a guide through priority areas of improvement for Alesco Senior College. Setting the stage for our collective efforts and defining the path towards achieving our goals, the Strategic Plan serves as a compass, empowering us to make informed decisions and steer Alesco towards an impactful future.

The key areas of focus for improvement within Alesco, as outlined within the Strategic Plan are as follows:

- Goal 1**

Enhanced services to current students

 - 1.1 The reinforcement that education and wellbeing in balance is a recipe for success in learning outcomes.
 - 1.2 Increased partnerships and networks to provide long term success for students.
 - 1.3 Providing more innovative and engaging learning opportunities increase access to diverse learner groups.
- Goal 2**

Expand services to new students and communities

 - 2.1 To provide better access to new student and community groups to the Atwea model of learning.
 - 2.2 To increase the income diversity of Atwea.
 - 2.3 To grow the model of wellbeing and learning in balance.
- Goal 3**

Quality staffing and leadership in focus

 - 3.1 Employee engagement and value proposition embedded in practice.
 - 3.2 Continued development of culture that reflects Integrity, Inclusion, and Innovation.
 - 3.3 Attract and retain staff aligned to the Atwea model of education.
 - 3.4 Increase leadership capability and capacity at all levels of the organisation.
- Goal 4**

Responsive and sustainable operational delivery

 - 4.1 Social, environmental, and organisational governance is demonstrated in practice.
 - 4.2 Demonstrated relevant and responsive risk management in practice.
 - 4.3 The delivery of a positive experience which meets the functional needs of staff and students.
 - 4.4 Demonstrated synergy; effectiveness and efficiency, through improved connectivity.



School Policies

Alesco Enrolment Policy

Scope

This policy relates to all Alesco campuses.

Purpose

The purpose of this policy is to provide information on the requirements to apply, enrol and record student enrolment for Alesco Senior College, as well as how to end an enrolment with Alesco.

Policy

Alesco Senior College is a special assistance school that primarily caters for students who have disengaged from a traditional learning model, usually as a result of social and emotional difficulties, or family breakdown.

Alesco Senior College provides opportunities to young people, primarily aged 15-19 years. Case management is offered to all students who are enrolled in the school.

If a student's application for enrolment is not accepted the student and their parent/caregiver shall be contacted to provide the reason as to why and any recommendation that can be made for the applicant's consideration. The student may apply again later if the enrolment requirements are met and/or a position becomes available.

An individual case-by-case decision is made in regard to each student's enrolment that is determined by evaluating the current capabilities of the staffing team in campus, the current needs of the existing student cohort and the individual needs of the student applying for enrolment.

Each Alesco campus offers slightly different programs based on the needs of the students.

Application for enrolment

All prospective students must complete an Application for Enrolment Form.

The school is subject to the Privacy and Personal Information Protection Act 1998 (NSW) and the Health Records and Information Privacy Act 2002.

The information provided on the application form will be used to process a child's application for enrolment, which may include a risk assessment. It will only be used or disclosed for the following purposes:

- General student administration relating to the education and welfare of the student
- Communication with students and parents or carers
- To ensure the health, safety and welfare of students, staff and visitors to the school
- State and National reporting purposes
- For any other purpose required by law.

For students undertaking VET in Schools subjects, further privacy notices apply, as below:

Under the Data Provision Requirements 2012, Workers Educational Association – Hunter (the authorising body of Alesco Senior College) is required to collect personal information about students and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER). Personal information may be used or disclosed by Workers Educational Association – Hunter for statistical, administrative, regulatory and research purposes.

Workers Educational Association – Hunter may disclose your personal information for these purposes to: Commonwealth and State or Territory government departments and authorised agencies; and NCVER.

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- Populating authenticated VET transcripts;
- Facilitating statistics and research relating to education, including surveys and data linkage;
- Pre-populating RTO student enrolment forms;
- Understanding how the VET market operates, for policy, workforce planning and consumer information; and
- Administering VET, including program administration, regulation, monitoring and evaluation.

NCVER will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Waitlist for enrolment

Alesco Senior College maintains a waitlist of students who have applied to the College but who have been unable to be placed in the campus.

When a position becomes available, at the prospective campus, the student waitlist is the first point of reference for the Head Teacher or Student Welfare Officer in filling the position.

Interview for enrolment

Following the review of their application and supporting documentation, an application which meets the criteria will be offered an individual interview. The panel, comprising of the Head Teacher and Student Welfare Officer (or another appropriate member of staff), will note student responses throughout the course of the interview, which will remain on the student's file (this also applies to waitlist students) and referred to a later date if needed.

Prior to deciding the interview panel may seek further information regarding the applicant.

Applicants are notified by telephone, by either the Head Teacher or Administration staff, as soon as the panel make a decision. If an applicant is unsuccessful they will be provided with an explanation, in writing should they request it, and given appropriate feedback to assist them in making future decisions in regards to their education.

Register of enrolment

The school retains student enrolments for a period of five (5) years before the register is archived.

The register of enrolment, and supporting documentation, will be kept in the student's file in the School Student Management System.

The College abides by the Privacy and Personal Information Protection Act 1998 (NSW) and uses a child's information only to process an application for enrolment and other matters that relate directly to the education and welfare of the student.

Retaining student files

At the conclusion of the calendar year in which the student completed their enrolment with Alesco, the student file is to be closed, ensuring that all details regarding attendance, learning outcomes achieved and any correspondence from the school is included.

Records regarding student attendance, assessments and any notification or disciplinary actions taken, must be stored electronically and as a hard copy for a minimum of seven (7) years. After this time has expired the records are to be destroyed.

Access to information regarding the attendance and learning outcomes of the student

The parent/s or carer/s who are listed in the contact information on the student application are considered the custodial parent.

Where there are legal reasons for not sharing information with other specifically identified people in the students' lives, these shall be noted on file and adhered to.

Where a non-custodial parent makes an enquiry regarding a student and there is no legal reason prohibiting information sharing, the Head Teacher or nominated person shall verbally share attendance information and learning progression summaries and may provide information in writing if requested.

Withdrawal of student enrolment

If a student chooses to withdraw their placement at the College, they will need to inform the Head Teacher of the campus, and if aged under 17yrs provide information in regards to their next learning destination.

Each student choosing to withdraw their placement needs to be notified that the position for their placement will be held vacant for a maximum of 4 weeks after their withdrawal.

Where the whereabouts of a student, who is below seventeen (17) years of age and who is no longer attending the school, is unknown then the school shall contact the Department of Education & Training Officer (DET) and provide the student's name, age and last known address.

This contact with the DET shall be marked in the student's file prior to the file being closed.

Where a student is Withdrawn by the school, they shall be informed of the decision in writing with the date of withdrawal, reasons for withdrawal and any recommendations included. This letter shall be kept on file.

Process map

View on next page

Related documents, forms, and legislation

Alesco Application for enrolment <https://fs28.formsite.com/weahunter/ae1qntw4i3/index.html>

Privacy and Personal Information Protection Act 1998 (NSW); <https://www.legislation.nsw.gov.au/acts/1998-133.pdf>

Health Records and Information Privacy Act 2002; <https://www.legislation.nsw.gov.au/acts/2002-71.pdf>

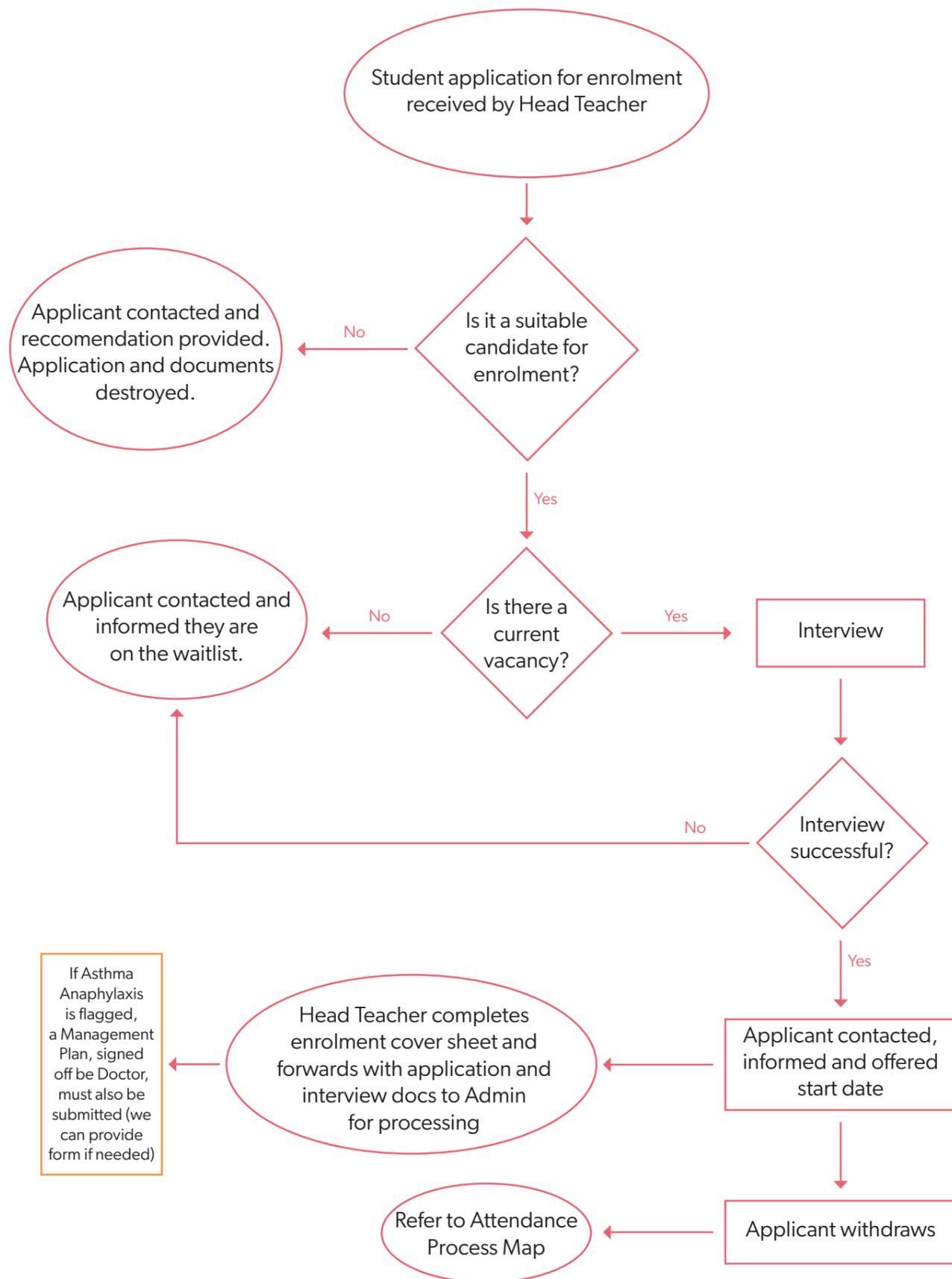
Education Act 1990 (NSW); <https://www.legislation.nsw.gov.au/inforce/fc4bcf6a-d005-68af-fa91-fd9a7d10cd09/1990-8.pdf>

Review

This policy review period is: 2 yearly

Policy Owner	Principal		
Review Panel	Principal, Head Teachers	Approval Authority	Executive Director
Date of Endorsement	17/10/2022	Next Review Date	17/10/2024
Risk Rating	Insignificant	Version	1.1
Library Location (Internal)	X:_POLICY & PROCEDURE\Alesco Student Policies		

Enrolment Policy Process Map



Other Policies

Prior to commencement with Alesco Senior College, all students receive our Student Handbook. Information on our policies is found within this handbook, and students and caregivers are encouraged to reach out to student support to gain access to specific policies.

Information on anti-bullying and discipline policies are within our Student Management and Student Welfare Policies and Procedures.

Alesco Student Welfare Policy and Procedure

Purpose	<ol style="list-style-type: none"> To promote and maintain a Safe, Supportive and Positive environment To ensure that the rights and responsibilities of all students are protected The well-being, safety and health of students is a priority in all school policies, programs and practices. Principles of equity and justice will be evident in all the school plans, programs and procedures. The school will be an inclusive environment which affirms diversity and respects difference.
Amendments 2022	No changes in 2022
Public disclosure	Available upon request

Student Management Policy

Purpose	<ol style="list-style-type: none"> Ensure correct procedures regarding student discipline and Student Code of Conduct, including rights and responsibilities of students and staff. Provide clear information to students and parents regarding student management including discipline and consequences of breaches of policy. Provide clear information to students and parents regarding student property including but not limited to mobile phone use, clothing, and access to student records. Provide clear information to students and parents regarding restricted activities either by law or legal age, including but not limited to; driving, weapons, alcohol and other drugs. Provide clear information to students and parents regarding student leadership opportunities. Provide clear information to students and parents regarding student feedback, evaluations and complaints. Management and reporting of critical or significant incidents and emergencies
Amendments 2022	No changes in 2022
Public disclosure	Available upon request

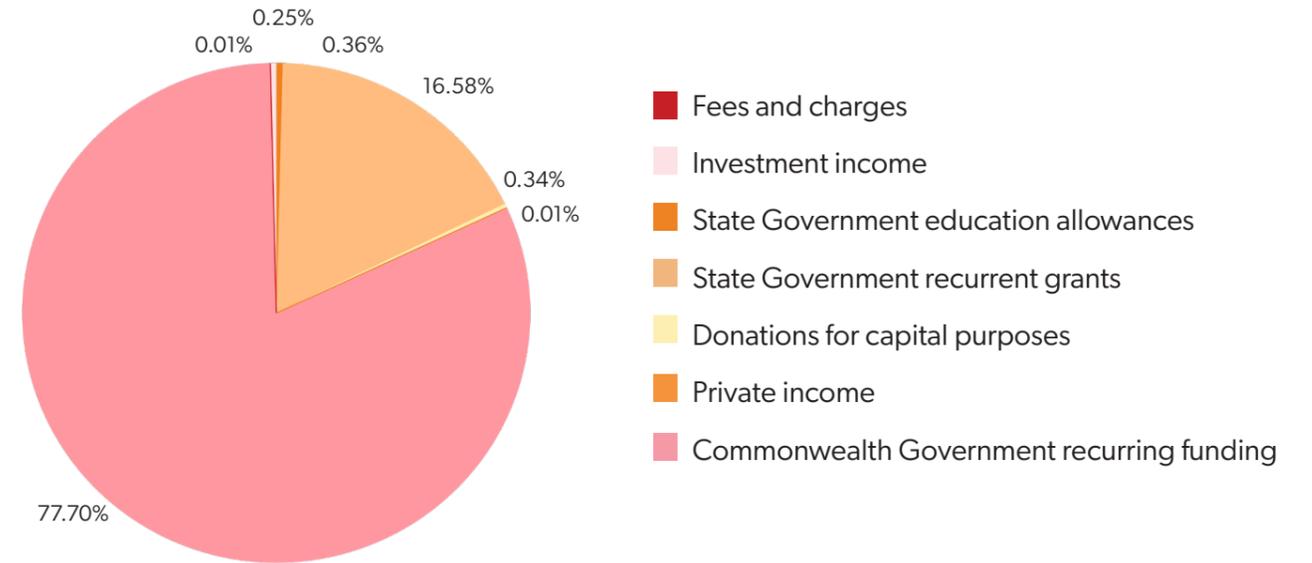
Complaints Policy and Procedure

Purpose	<ul style="list-style-type: none"> This policy is based on providing and maintaining services that are fair and reasonable and afford a forum where issues or inadequacies can be raised and resolved. This process provides opportunity for complaints to be recorded, acknowledged and dealt with in a fair, efficient and effective manner. The objective of this policy is to ensure that Atwea College staff act in a professional manner at all times. This policy provides stakeholders with a clear process to register a complaint. It ensures all parties involved are kept informed of the resulting actions and outcomes.
Amendments 2022	No changes in 2022
Public disclosure	Publicly available on the Atwea College website

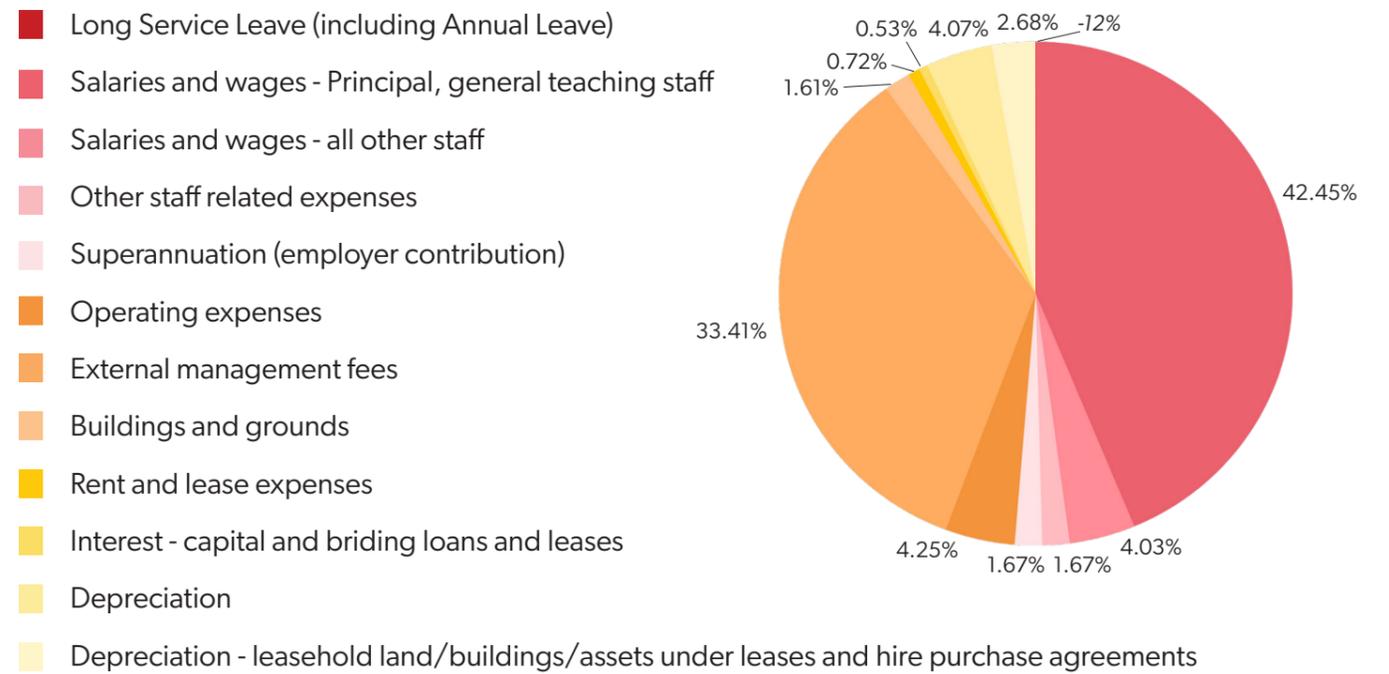


Financial Report 2022

Recurrent/Capital Income



Recurrent/Capital Expenditure



Acknowledgements

Atwea College would like to acknowledge all of the organisations who have supported us during 2022 and we highlight the following:

Non-Government Organisations

Alsco
Aon
Approved Fire Gear
Australian Institute of Management
BCA Certifiers
Beyond Church
Black Diamond Group
Black Dog Institute
Booktopia
Brownsmith Unit Trust
CCSG Collect Pty Ltd
Cessnock Business Chamber
Clarkson Legal
Colliers International (Newcastle) Pty Ltd
Commercial Collective
Community Business Bureau
Community Colleges Australia
Copyright Agency Limited
De Witt Consulting
Department of Education
Diamond IT
DocuSign
Dr Khan
Eckersleys
Elcom Technology Pty Ltd
Elernmore Vale Men's Shed Inc
Employment Hero Pty Ltd
Formsite
Frontline Hobbies
Giuntabell
Graphika
GWG Partners Pty Ltd
Hip Pocket Workwear & Safety
Hunter Water Corporation
Instructure
ish Group
JB Hi-Fi Business
Jennings Print Group
Monday.com Ltd
MTA
Newcastle Toyota
Newcastle Weekly
NEX
Optus
Origin Energy
Oz Harvest
Paysmart
PCYC
PKF Newcastle
Port Port Stephens Coaches
Hunter Toastmasters
RapidClean
RTC Group
RTO Materials Ltd
Sage Painting
Santdell Pty Limited
Sapio Pty Ltd
Scion Audio and Events
Seed People Consulting Pty Limited
SEEK Limited
Sentral Education
Service Industry Skills
Sexton Bus Company
Skin Deep Learning Pty Ltd
Sparke Helmore Lawyers
Stuart & Dunn
SWS Signage
The Fruit Box Group
The Mobile Shredding Company
The Uniform Place
Viatek
WJ & LM Carstens
Zoom

Government Organisations

Association of Independent Schools NSW
Australian Skills Quality Authority
Cessnock City Council
City of Newcastle
Midcoast Council
NSW Ambulance
NSW Department of Education
NSW Education Standards Authority
NSW Food Authority
NSW Government Education Standards Authority
NSW Government Planning
Port Stephens Council

Life Members

Ms Donna Bain*
Ms Kath Blaxland*
Mr Tom Blunden*
Ms Jan Brown*
Mr Martin Coates
Mr John Collins*
Mr Brett Gleeson
Mr Ben Grushka
Mr Brian Keegan*
Mr Mike McCluskey
Ms Margaret (Meg) McNaughton
Mr Allan Melling*
Ms Glenys Morgan
Ms Anna Starrett

**deceased*





Atwea College

atwea.edu.au

enquiries@atwea.edu.au

Phone 02 4925 4200

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 30 May 1994 to omit "Limited"
from its trading name.

RTO 90020.

Principal Training Venues

289 King Street, Newcastle NSW 2300

796 Hunter Street, Newcastle West NSW 2302

100 Laman Street, Cooks Hill NSW 2300

27 Chapman Street, Charlestown NSW 2290

7 James Street, Argenton NSW 2284

15 William Street, Raymond Terrace NSW 2324

72 Port Stephens Street, Raymond Terrace NSW 2324

7 Austral Street, Nelson Bay NSW 2315

31 Manning Street, Tuncurry NSW 2428

9B Hall Street, Cessnock NSW 2325

298 Cessnock Road, Abermain NSW 2326

Registered Office

289 King Street, Newcastle NSW 2300

Registered Trading Names

Atwea College

WEA Hunter

WEA - Hunter Adult Education and Training

Workers Educational Association - Hunter

WEA Coast

Alesco Senior College