ANNUAL REPORT 2018

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indieschool

Albury Wodonga Community College | Indie School Wodonga

Registered School No: 2031

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The Board of the Albury Wodonga Community College

2018 has been another positive year for the Albury Wodonga Community College. As a large not-for-profit organisation with several divisions, of which Indie School Wodonga is one, we have undertaken to support more community needs for more young and unemployed people who need pathways and accredited training to confidently engage in the workforce.

Our Community College is fortunate to have Directors who cover many aspects of the education sector and I pay tribute to them in their voluntary efforts to support our company. The Directors acknowledge the skilled staff who deliver community services and educational outcomes in an ever increasing world of compliance. The role our senior managers play in support of other organisations is well regarded and feedback suggests, necessary, in the changing world of education and in line with regional needs.

Specifically in relation to the Indie School Wodonga, we continue to offer a successful alternative 'in school' setting for disengaged youth in Years 11-12.

It is evident to our Directors that the needs of these young people and their specific circumstances have not diminished since the establishment of the School in 2006. We feel sure that our School, in this location is a necessary provider of community based education in a student wellbeing focused setting.

We retain a positive outlook for the years ahead, with a determination to provide necessary and leading educational courses and community services.

We begin 2019 with strategic responses for community needs and a heartfelt commitment to help as many people as we can.

Thank you for your support to us.

Kevin Poulton
CHAIRPERSON

Board of Directors

KEVIN POULTON
Chairperson

Kevin was appointed to the Board of Directors in 2010 and is a media personality with local radio stations. He has wide knowledge of retail and event management, community needs and is involved with a range of community organisations. Kevin became Chairperson in 2015.

ROCHELLE CLEGG
Deputy Chairperson

Rochelle has nine years' experience in working for the Commonwealth Government in areas such as finance, governance, projects and IT systems. She has also been on various extracurricular committees and social groups including mentoring, wellbeing and charity groups. Rochelle was elected to the Board in 2018.

JAN WYATT-BROWN
Director

Jan has been a member of the Board of the Albury Wodonga Community College since 2005 and has extensive experience in education, community services and leadership. Jan served as Deputy Chairperson in 2007.

TIM FRAZER
Director

Tim, elected to the Board in 2016, has over 25 years' experience in financial management and accountancy. He has been a key contributor to many not for profit, community based organisations, Chairperson of Border Trust and entrepreneurial business owner of 'Yamstick' Farm NSW.

GLENN BOURKE
Director

Glenn was elected to the Board in 2018. Glenn has served in defence around Australia and overseas. He was previously an Executive Officer Army School of Ordinance. Other roles held with the army included Senior Instructor, Logistics Supervisor, WHS Officer.

Message from the Principal

2018 has been a fantastic year for the Albury Wodonga Community College's Indie School – Wodonga.
Being an alternative school allows for a smaller class size and one-to-one teaching. Strong welfare support allows students to access resources quickly to ensure continued improvement and success in their education as well as the future direction of their lives.

Village of Learning model: Our school caters to all types all learning styles to support our Year 11 and 12 students who are provided a flexible learning option through the Victorian Certificate of Applied Learning. The school focuses on building student knowledge and skills that will support them in workplace situations and assist them to gain employment or proceed to further training and education options in the future. There is a strong focus on engaging students in community projects and activities such as Uniting Care volunteerism that has a focus on teamwork and developing workplace skills.

In 2018 we have continued to look at ways in which curriculum was delivered to ensure all students have success. Almost 222 students across all programs participated in their VCAL programs with us. Thanks again goes to David Pickett as Deputy Principal and Anna Bownds as Lead Teacher, and to the team of teachers, welfare and administration staff.

Rodney Wangman
PRINCIPAL

Contextual Information

Educational Context of the School

Since the establishment of the Victorian Wodonga Indie School in 2006, the youth programs, contextualised within the wider mission of the Albury Wodonga Community College, has resulted in greater delivery of education by providing an alternative 'in-school' and pathway models for students at educational risk.

Indie School(s) are classified by the Australian Department of Education as special assistance schools and cater to the most socio-economically disadvantaged youth aged 15-21 (Years 11 and 12). The school specialises in working with students with multiple barriers to mainstream school attendance. The student cohort is characterised as having large learning gaps and scoring in the lowest bands in terms of educational achievement. Over 90% of the student base comes from families who are long term beneficiaries of government support and over 80% are from single parent families with histories of poor attendance. The independent schools are part of a wider offering of not-for-profit community education services at Albury Wodonga Community College which is also an ASQA registered training organisation. The activities of the AWCC will continue to underwrite the good work of the Indie School from a budgetary and corporate perspective.

Indie School Wodonga is registered by Victorian Qualifications and Registrations Authority (VQRA) to deliver Years 11 and 12, flexible delivery of curriculum with the Victorian Certificate of Applied Learning (VCAL) programs.

The focus of our 'Indie' School is to re-engage students in a safe and welcoming environment with learning that is meaningful. Strategies to improve attendance and retention through individual assessment, the development of individual learning plans and educational pathways are key to achieving better long term employment outcomes for these students. Students are to go on to complete a senior secondary qualification as 'young people who disengage from school early are at a high risk for poorer current and future employment prospects' (Robinson and Meredith, July 2013).

Indie School have developed numerous partnerships with other schools, welfare and employment agencies, charitable organisations and prominent businesses and have a holistic approach to the development of these most disadvantaged students.

Indie students indicate their Barriers to Education as:

- Homelessness
- Mental Illness
- Involvement with Protective Services
- Domestic violence
- Bullying by peers or authority figures
- Chronic illness / disability
- Unstable peer interactions
- Family mobility – transience
- Low levels of numeracy and literacy
- Low self-esteem, efficacy
- Poverty

- Generational unemployment
- Dysfunctional family experiences
- Single parent families
- Lack of positive learning experiences and no educational support from home
- Adolescent pregnancy or fatherhood
- Limited or non-existent transport
- Lack of a significant appropriate role model
- Lack of access to technology
- Involvement with corrective services
- Behavioural Issues

How do we support our Students differently at Indie?

- Small class sizes,
- Reduced ratios of students to Teachers/Welfare Officer,
- Team teaching,
- Individual Learning Plans monitored frequently,
- Modified timetables/ schedules,
- 'Strengths based' approach to learning,
- Career Advice and Support, and
- Community focused learning.

Enrolments

- YEAR 11: 137 (2017), 181 (2018)
- YEAR 12: 22 (2017), 41 (2018)

Legend: 2017, 2018
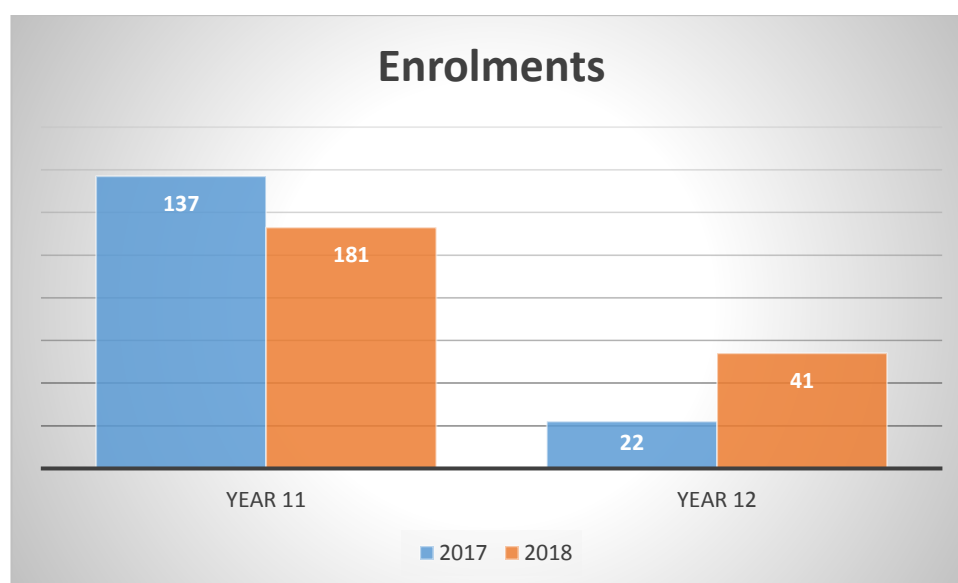
VCAL

In 2018 VCAL subjects were delivered to the students in Years 11 and 12 at the Foundation and Intermediate levels.

To support the delivery of VCAL subjects and enhance the student's opportunity to engage in learning within the wider community, the school has developed partnerships with:

- Uniting Care Wodonga
- Gateway Community Health
- Local employers (Work Placements)
- Nurture One Children's Centre
- North Albury Public School
- The North East Local Learning and Employment Network
- City of Wodonga
- Junction Youth Services
- DHS/Juvenile Justice
- Wodonga West Public School
- Albury Wodonga Regional Foodshare

Teacher Standards & Qualifications

The following chart outlines the qualifications and areas of teaching of school staff in 2018.

Teacher Name	Qualifications	VIT registered	Date employed by school	Teaching experience in years	FTE	Subjects taught
David Pickett	B.Bus (Charles Sturt 2003), Dip.Ed (La Trobe 2006)	Yes	11/01/2016	12	1	Deputy Principal
Ria Crisp	B.arts Dip Ed	Yes	2/03/2018	16	1	Literacy, Numeracy, PDS & PDS
Gayle Mundy	B.Ed 1982	Yes	29/01/2016	36	0.6	WRS, PDS, Literacy & Numeracy
Andrea Taylor	B.Ed Secondary Southern Queensland University	Yes	01/06/2009	9	0.7	Literacy, Numeracy, WRS, PDS
Anna Bownds	B. Arts 2005 (Latrobe University) Grad Diploma Education 2006 (Latrobe University)	Yes	01/02/2010	12	0.6	Literacy, Numeracy, PDS & WRS
Mark Crowhurst	B.Edu-Tech & Applied Studies (Charles Sturt 2005). TAE40110 (VETassess 2012) Cert IV in Assess & Workplace training (ACE2000)	Yes	27/01/2017	8	0.5	PDS & WRS

Staff Retention and Attendance

Staff retention at the end of 2018 was 75%

Professional Learning

There continues to be a strong focus on professional development of staff because of the context of our school.

Teachers seek as many professional learning opportunities as possible, both locally and at a state-wide level to broaden and hone their skills. It can be difficult for us to find the most appropriate training for staff managing students who have significant welfare issues, but in 2018 we were able to access some important training that supports the needs of both our staff and students.

Professional Learning Activity	Number of Teachers
Design thinking across the curriculum: Deeper learning through real-world projects (Minds Wide Open)	ALL
Corwin Learning – Visible Learning	ALL
Child Protection Legislation: Reportable Conduct and Allegations against Employees	ALL

Student Attendance, Retention and Outcomes

Our students generally arrive at Indie School through referrals from mainstream schools, welfare agencies or case managers working with families to get their children back into school. These young people are often poor school attendees and attendance is a constant concern for the school and continues to be a considerable challenge for our students.

Whole school attendance for each year level in 2018:
- Year 11 – 72%
- Year 12 – 78%

Student retention and destinations

Of the 41 students who commenced Year 12 studies at any stage during 2018, 23% entered the workforce, 21% have entered fulltime study, and the remaining students are looking for work or considering further study.

Of the 181 Year 11 students, 67% have returned to continue their studies our school, 16% have entered the workforce, and 11% have entered further educational studies.

Student Outcomes

Percentage of students achieving at or above expected outcomes.

Due to the nature of VCAL, Indie School students do not receive a 'score' or sit exams. They either complete their years study with a 'satisfactory' or 'unsatisfactory' on their completion of any level. This makes it difficult to measure VCAL students against National Benchmarks in specific areas.

Percentage of students achieving at or above National Benchmarks

As Indie School students are enrolled in years 11 or 12 they do not participate in any National Testing.

VCE/VET median study score

Indie School does not offer VCE and our VET is not scored.

Satisfactory completion rates

In 2018 47% of students enrolled and completed VCAL units. 13 students were successful in passing their VET requirements for the school's VCAL course.

Initiatives promoting respect and responsibility

The Indie School Philosophy

OUR VISION:

The Indie School will be a vibrant educational organisation at the forefront of meeting the changing needs of our community in a flexible, innovative and positive way.

OUR MISSION:

To respond to the learning needs of people in a positive manner.

OUR VALUES:

We believe that learning is intrinsically valuable and that it:

- Empowers the individual
- Promotes growth of the individual
- Provides opportunities and choice
- Improves quality of life, and
- Advances citizenship in our community

Purpose:

Indie School's educational philosophy is intricately linked to the School's vision and mission statements. The educational objectives listed below are intended to guide implementation of the mission specifically with respect to the dissemination of best practice in the teaching/learning process and in staff/student relationships.

This implementation involves:

- The development of the student's personal qualities and attitudes,
- The development of the student's knowledge, skills and understanding, and
- The effective management of the teaching / learning process.

Student Code of Conduct

The Student Code of Conduct relates to all aspects of the students' participation at the Indie School Wodonga.

Respect	• Respect for self • Respect for peers • Respect for staff
Responsibility	• For own learning • For own actions • For others reactions • For the school environment
Honesty	• Be honest with oneself • Be honest with others

Students are asked to conduct themselves in accordance with the code whilst enrolled at the school and engaging in school activities both on the premises and on school outings or excursions.

The Code of Conduct also serves as a guideline to teachers in assessing student's behaviour and attitudes towards their academic and social learning. The School Handbook (available on the website and at enrolment)

Parent, Student and Teacher Satisfaction

Students' Perspective

Many students expressed high satisfaction with the school.

Teachers know their subjects and how to teach those subjects to students:

"Very organised – plans ahead and is very fair with all our work and makes me enjoy stuff"

"(Teacher) Allows/provides class discussion which I like"

"He (teacher) never demeans me based on knowledge or gender"

Parents' Perspective

From past interviews, Parents see the school as highly effective in developing social skills in those who have previously had limited capacity to interact or who have had high anxiety problems. They feel that the programs at the school encourage advancement as the education is not rushed and it's an environment that the students feel comfortable coming to. Students feel comfortable as everybody has some sort of 'barrier to education' here, which means that the students are more likely to accept each other.

What are you happy with or what has the school done well (parents perspective):

"Always keeping the parents updated with either a phone call or text messages which was really great."

"Yes I am very happy with the timetable"

"Emotionally, he has improved a lot, his grades have picked up heaps this year"

"Attended to the students need"

Area for improvement:

"More homework"

"More school hours"

Staff Perspective

"I really enjoyed the end of year graduation and how successful and exciting it was for the students"

"The students were able to do many projects in VCAL i.e. build a play house for the local childcare centre"

"I enjoyed that the students were able to go on excursions to experience things they normally would, like attending the Henty Field days"

*"The increase in VETiS options that the students had this year"*

"The students were very adherent in following the expectations in the classroom around handing in phones and turning up to class on time from breaks!"
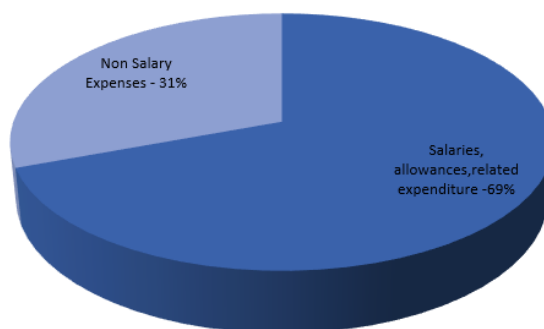
Educational and Financial Reporting

Indie School prepares its annual report as required under the Australian Education Act 2013 and the Australian Education Regulation 2013 and the Victorian Registrations and Qualifications Authority. This report complies with the requirements. A copy of the Financial Return required by DEEWR is attached to this report. The School's financial performance is reported in the Annual Report issued to all company members and submitted to ASIC.

Albury Wodonga Community College - Wodonga School Recurrent/Capital Income - 2018

- Fees & Other 0.8%
- State Recurrent Grant 11.9%
- Commonwealth Recurrent Grant 87.3%
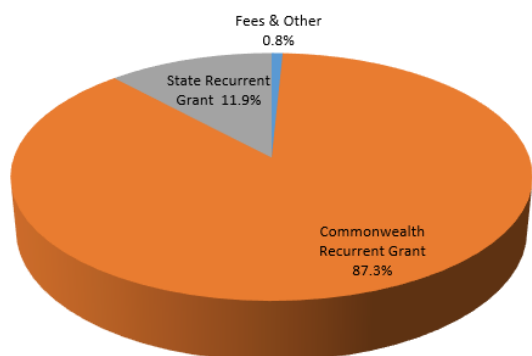
Albury Wodonga Community College - Wodonga School Recurrent/CapitalExpenditure 2018

- Non Salary Expenses - 31%
- Salaries, allowances,related expenditure -69%

Income Statement for the year ended 31 December 2018	2018	2017
Revenue – Government Grants	4,809,457	3,124,753
Administration Expenses	(1,198,448)	(677,524)
Program Expenses	(235,465)	(261,976)
Employee Expenses	(3,358,296)	(2,102,186)
Development Expenses	(48,608)	(2,385)
Internal Service Expenses	(2,819)	-
Gross Profit (loss)	**(34,179)**	**80,682**
Other Operating Income	1,000	1,357
Profit (loss) for the period	**(33,179)**	**82,039**

Income statement for the year ended December 31, 2018

A summary is provided. More detailed information is available from reception@awcc.edu.au upon request.

School Policies and Procedures
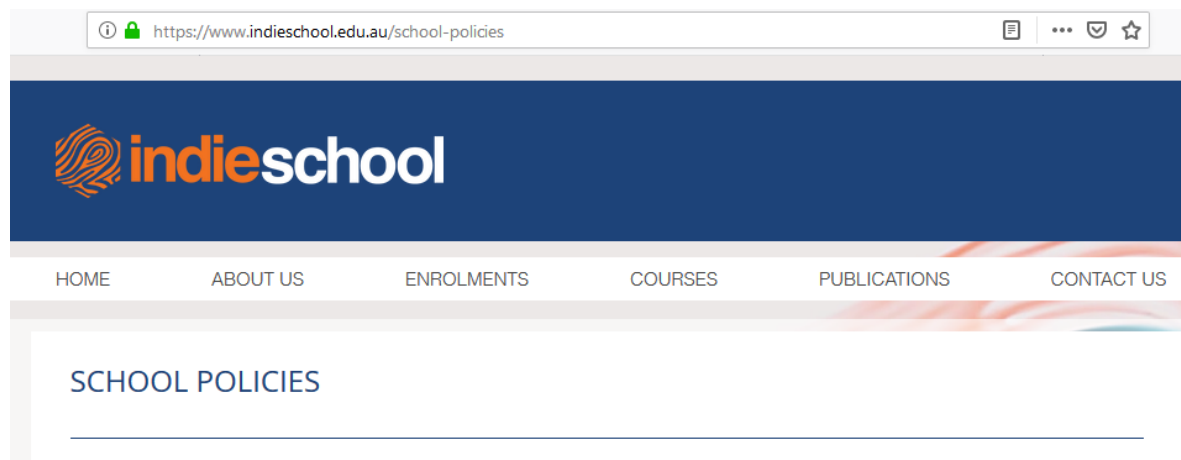
To maintain the school registration it is necessary that the school focusses on ensuring that its policies and procedures emphasise strong governance and reflect and promote a "duty of care" for all students.

Policies and procedures are made available to staff and students at the beginning of each year at orientation. For staff full text versions are available for viewing in Dropbox. Full text versions of relevant policies are available to students and parents via the Indie School website, through a request to staff and sections of relevant policies are printed in the Student Handbook.

The school policies cover areas such as Child Safety, Behaviour Management & Support, Attendance, Assessment and Reporting, Discipline Procedures, Curriculum Review, Drugs in Schools, Internet and Mobile Phone Use, Management of Illness, Anaphylaxis Management, Codes of Conduct and Teaching and Learning. Policies are reviewed on a regular basis to ensure compliance with any changes in legislation or changes to school procedures or requirements.

The school maintains the following policies in relation to Child Safety, Anti-Bullying, Discipline and Complaints and Grievances.   These policies are available on the Indie School website and are regularly reviewed as part of the Schools continuous improvement process:

- Child Safety Policy (Victoria)
- Discipline Policy
- Anti-Bullying Policy
- Complaints Policy and Procedures

The Curriculum

The Indie School Wodonga provides students with the opportunity to complete their secondary schooling through the Victorian Certificate of Applied Learning (VCAL). There are three levels in VCAL – Foundation, Intermediate and Senior. Students can complete their secondary qualification through completion of any or indeed each VCAL level dependant on the student's capacity for learning and, in the senior level of VCAL, the student's ability to show signs of becoming an autonomous learner.

Units of work which the students complete depend on the level in which the student is enrolled. At the Indie School Wodonga, we believe that it is vital that students make the transition from the final years of schooling to post school destinations and into the workforce. For this reason the curriculum of the school has been specifically designed, continually improved and adapted to the needs of the young people who enrol at our school.

The curriculum focuses on core values, communication and team work through projects and hands on models that build in their complexity across the various levels of the VCAL. This is strongly supported by the range of project partnerships and programs that have been developed to support the learning of VCAL students.

Literacy and numeracy tasks are designed specifically to target everyday life skills and the required skills for a smooth transition into further study or work; and finally personal development and growth in the student's sense of self, sense of worth and the resiliency required to move forward in their lives.

As part of their VCAL program, students enrol in VET Certificates currently offered by the AWCC College. These certificate courses count towards the units required to successfully complete a VCAL certificate. Unit *credits* may be carried over to the following year's study in VCAL where students are able to complete a further level of VCAL, whether that is at intermediate or senior level.

Project Based Modules

We are continually discussing ways to deliver outcomes through project based activities. This will include continuation of the Volunteering in the Community and Recycling program. Students again had the opportunity to participate in cooking meals for Uniting Care, running a stall at a local youth festival in Wodonga, *Know Your Gizmo* and attending community based forums.

School Camps/Excursions

Due to the nature of the students at the school, the cost of large excursions is beyond the means of most students and families. The school focuses on ensuring that students engage in low cost and high outcome excursions related directly to building their capacity to engage in community activities as well as build work related and communication skills. Where an excursion may entail additional costs the school will undertake fundraising or seek sponsorship to ensure that students are provided with opportunities that enhance their studies.

Student Engagement

In 2018 individual student attendance ranged from low-to-high for the student cohort. Considering the nature of our students, any attendance over 50% is a major achievement especially for those who have not previously managed to maintain their attendance at a mainstream school on a regular basis, overall our attendance was between 72 – 78%.

Community Engagement and Interaction

Students are provided with a variety of meaningful and exciting learning activities within the local community which are incorporated their VCAL outcomes. We have provided opportunities that engender respect and responsibility within our students both within the school and the wider community. These include:

- ANZAC and Remembrance Day – Student Leaders represent the school on these civic occasions.
- Many fundraising opportunities for community organisations and major charities, and local events with not for profit and community organisations.
- VCAL students also cooked meals as part of their studies for Uniting Care, once a week for two terms. The meals were used to hand out to members of the community.

Scholarships

The Albury Wodonga Community College has established several scholarships which are presented to students on graduation night. These scholarships are provided by individuals and community partners to assist students with the costs of further education. By offering these scholarships, students who plan to continue their studies post school are supported and encouraged to continue their learning that leads to appropriate employment pathways.

Improvement Targets

School Improvement Strategies 2018

Strategic Direction	Priority Area	Improvement Targets & Measures	Evaluation/Recommendation
Engaging lifelong learners	Attendance rates	Increase average student attendance rate to 70%	Average attendance in 2018 averaged between 50-80% for a majority of the student cohort
	Retention rates	Increase in levels of retention and completion rates/engagement with education to 70%	Retention improved closer to the 74% goal. Continue for 2019
	Pre-testing to meet individual needs	100% of enrolments pre-tested	Testing of all students at the start of term II had reached 100%

Continual testing look to implement twice yearly testing to look at areas of growth and support development of target curriculum to areas where needed |

Strategic Direction	Priority Area	Improvement Targets & Measures	Evaluation/Recommendation
	Changes to Individual Learning Plan	Students with adjusted learning to have in place by mid-year	ILP's created at different times during the year based on enrolments and for need (changes in circumstances)
Fostering Excellence in Teacher	Staff professional learning	Staff specific PD VCAL VALA Assessment Masterclass 2018	On-line PD was implemented successfully in 2018 as well staff accessing individual PD during the year. Targeted PD on mental health and Autism for best student outcomes in the classroom
	Staff PD – John Hattie's Visible Learning	Second year cycle based on John Hattie's Visible Learning research: • Teacher as the evaluator • Know thy impact	All staff trained in 2018 for the year in a three year cycle Visible Learning booked for 2019
	Teacher Feedback Parental Feedback Student Feedback	Feedback implemented in 2018: Parental feedback positive Student feedback positive Teacher aid impact in challenging subjects e.g. Literacy/numeracy	Student Code of Conduct key focus of school in 2018 Staff retention focus around best teacher practice and focus and research based evidence for whole-school PD Employment of a second teachers aid so each campus has an aid to be utilised in all classes
Organisation and Culture	Improved communication with parents	Daily text messaging regarding attendances Phone contact for positive learning and social behaviours to be made by teachers Increased engagement through social media platforms regarding communication	Student attendances on the improve for another year. Parents prefer responding to text messaging Phone contact positively received New enquiries take a majority of the engagement activity. Most current student engagement is around return timetabling clarification for special events/return from holidays
	Developing confident, responsible citizens	100% staff committed to modelling high expectations	Standards set around teacher planning as an example of student expectations with work that is definable against rubrics for standards Daily greetings and punctuality modelled to students
	Building Resilience	Resilience promoted through the curriculum Outside 'experts' brought in to discuss and promote processes and strategies to build resilience	Learning activities through PDS, WRS and literacy aimed to develop confidence and resilience Morning check ins with classroom teacher Daily dairy entries for students to express thoughts and feelings

Strategic Direction	Priority Area	Improvement Targets & Measures	Evaluation/Recommendation
	Fostering a culture of evidence based practice	Unit plans include outcomes and elements being taught against, stating the intended learning to take place, implementing rubrics for each lesson to guide students understanding of what is expected. Provide effective feedback from teacher to student, student to student and self-regulated feedback	Using curriculum planning documents and assessment planning documents to set out units of work that address the VCAL curriculum requirements Visible Learning implementation of *learning intentions and success criteria* to guide each students progression Process and self-regulation feedback encouraged by teachers and learners following Hattie's four levels of feedback
	Continuous improvement	Review of policies and processes in line with continuous improvement schedule Updates on websites to show school progress	Policies and procedures reviewed in a monthly cycle at staff meetings Parents feedback sought informally and formally (at the end of each year) – informal feedback has proven most effective, parents aren't as successful in completing surveys and posting back with the provided envelopes

Principal	Rodney Wangman
Deputy Principal	**David Pickett**
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Email	**reception@awcc.edu.au**
Website	**www.indieschool.edu.au**

This report can be accessed:

- Online at https://www.indieschool.edu.au/publications
- Via email to reception@awcc.edu.au
- Via phone request to 02 6043 8222.