

# Annual Report



*Learning, Responsibility and Self-Esteem*

# 2021

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## 1. Message from Key School Bodies

### Governing Body

The Annual Report for 2021 is provided to the community of TLK Youth College as an account of the School's operations and achievements throughout the year. As a key division of Tuggerah Lakes Community College Limited, the School has again provided a successful model of school education driven and guided by core values, including acceptance, learning, empathy, safety, commitment and opportunity.

Like the previous year, 2021 was a year requiring all members of the School's community to meet the challenge of a fast moving COVID-19 environment. We congratulate the students on their achievements and thank the Principal, teachers, staff, volunteers, State and Federal Government bodies, sponsors, businesses and service organisations, for their dedication and support. Without that support the School would not be able to provide the unique services and opportunities that characterise the School within our community.

We look ahead with confidence in the School's continued success and capacity to nurture student learning, responsibility and self-esteem within a creative and rewarding learning environment as demonstrated in 2021.

Sincerely,



David Mackay  
Chief Executive Officer  
Tuggerah Lakes Community College Limited



David Rayner  
Chair, Board of Directors  
Tuggerah Lakes Community College Limited

### Principal's Message

The 2021 year at TLK Youth College was unlike anything we had seen previously and may ever see again. Covid-19 continued to be hot on the agenda and increased in prevalence within NSW. There was concern for the health of many across several industries, including educational staff, students and community by the NSW Government, due to the Covid-19 outbreak and change in Covid-19 variants. With the resumption of extended lockdown conditions, that ended up lasting beyond one term of the academic year, our school was quick to implement our Covid-Safe learning plan. The complexity of the 2021 lockdown, was its length and concern amongst all, for their health and safety.

The staff (both teaching and auxiliary) did an amazing job in attempting to keep the students and families focused and motivated, whilst understanding many of the difficulties faced within the home environment. TLK Youth College remained open each day, accommodating several students on school site. These students were ones whom parents just needed a little bit of rest bite, students who are really struggling with mental health and need support in person, from school leadership, academic and support staff. During lockdown, our School provided loan technology and individual workbooks for each student. We also ensured students and parents were contacted everyday they were not on campus, via phone instruction and email, so everyone was supported.

As the school year concluded with scaling back of restrictions, we were able to re-establish face-to-face school routines and set a solid platform for students to return in 2022.

Sincerely,



Jay Osborn  
Principal  
TLK Youth College

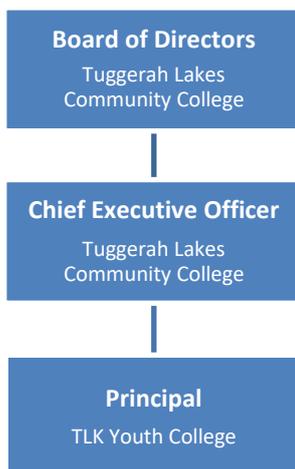
## 2. Contextual Information about the School

### Executive Summary

TLK Youth College is a registered and accredited non-denominational, independent secondary school, specifically designed for the inclusion of young people who may feel isolated or lost in a traditional school setting. The College provides youth an opportunity, and for many a second chance, to develop their capacity to learn and gain a sense of meaning and purpose within a supportive and inclusive environment.

### Business Structure

TLK Youth College is a registered business name and a division of Tuggerah Lakes Community College Limited. Tuggerah Lakes Community College Limited is a not-for-profit community-based provider of adult and youth education on the New South Wales Central Coast, with TLK Youth College, via the School’s Principal, reporting to the College’s Chief Executive Officer and College governance provided by a Board of Directors.



<b>Registration and establishment:</b>	September 2009 – December 2010
<b>Inauguration date:</b>	31 January 2011
<b>Re-registration:</b>	Year 9 - 12 – from January 2018 to December 2022
<b>BOS Number:</b>	78009
<b>DEEWR Number:</b>	29072
<b>Centrelink Number:</b>	28009

### History

TLK Youth College, formally known as TLK Alesco School, was established in 2011 and originally catered for school years 9 and 10, which later expanded to include years 11 and 12. Since its early beginnings, the College’s original purpose and aims have remained unchanged and clearly focused on providing a successful alternative educational model for Central Coast youth.

## Product

The College offers an alternative approach to secondary education for youth who:

- Are eligible for enrolment in Stage 5 (Years 9 to 10) or Stage 6 (Years 11 to 12)
- Believe they are unsuited to continue their education in a traditional setting and
- Are ready and willing to take control of their learning and future.

The School's approach includes a focus on relationship building to develop student trust and hope, that can be built on to further develop skills. This approach supports students who face various barriers to learning and is backed by small class sizes, where personalised attention and assistance can be provided.

Students are encouraged to achieve their personal best in a relaxed, creative and rewarding learning environment, where opportunities and experiences are provided that foster the skills, values and attitudes needed both in life and for future employment, including creative and flexible thinking, emotional strength, moral integrity and a willingness to engage in life.

The commitment and approach applied by the School speaks for the belief that education is at the heart of empowering young people.

## Purpose and Aim

The purpose and aim of TLK Youth College is to nurture student learning, responsibility and self-esteem within a creative and rewarding learning environment that delivers pathways and accredited school education for young people seeking an alternative to traditional educational models.

## Culture and Values

The culture and values of TLK Youth College are characterised by:

- Acceptance
- Understanding
- Empathy
- Courage
- Safety
- Trust
- Respect
- Belonging
- Commitment
- Honesty

## Compliance

Auditing of the School's operations against regulatory requirements is undertaken by the New South Wales Education Standards Authority (NESA), including for re-registration and accreditation or on the basis of random inspection.

The operations of the School adhere to the requirements of key legislation and acts, including:

- The Australian Education Act, 2013
- Education Act 1990 (NSW)
- Ombudsman Act 1974
- Child Protection (Working with Children) Act 2012 (NSW).
- Commission for Children and Young People Act 1998
- Children and Young Persons (Care and Protection) Act 1998
- Institute of Teachers Act 2004

- Disability Discrimination Act 1992
- Work Health and Safety Act 2011 (NSW)
- Environmental Planning and Assessment Act 1979
- Food Act 1989
- Explosives Act 2003
- Building Code of Australia (2013).

Operational requirements for insurance, Goods and Services Tax (GST), workers compensation and payroll are implemented under the auspices of Tuggerah Lakes Community College Limited.

### **School Premises**

TLK Youth College is located on the New South Wales Central Coast at Old School Place, via Shannon Parade, Berkeley Vale.

On receipt of a Commonwealth building fund grant, the facility was built in 2010. Originally built for adult and community education, the building was reassigned for school use after completion and is owned by Tuggerah Lakes Community College Limited.

Fully fitted for educational services, the facility comprises a sustainably built, straw bale, eco-designed building within a bush setting. Students access the facility via local bus services or by car, generally driven by a parent/guardian.

### **Quality Control and Continuous Improvement**

Quality control and continuous improvement measures include:

- Ongoing professional development of employees
- Teacher accreditation workshops through AISNSW and other external bodies
- Programming in conjunction with the local NSW Education Standards Authority (NESA) liaison officer
- Benchmarking with similar schools
- Evaluation of teacher effectiveness
- Regular staff meetings
- Student and parent evaluation through Student report feedback.

### **Memberships and Affiliations**

TLK Youth College is a member of the New South Wales Association of Independent Schools (AISNSW), which provides a peak body to support the operations of independent schools.

The School also maintains networks with similar schools and a range of service organisations and agencies.

## Communications

The School believes in the importance of keeping open lines of communication with parents/guardians/carers and the greater school community in order to serve the best interests of the child. The School applies an ethical, open and transparent approach when communicating with students, parents/guardians/carers, the broader community and stakeholders. Communications also accord with privacy and legislative requirements.

- **Regular Communications**

Examples of regular communications include:

- At least two information sessions per year for any interested parties to attend. The session outlines aspects of the School's philosophy and the enrolment process.
- Two parent/teacher evenings per year where parents/guardians/carers can be given information such as:
  - An overview of the semester's curriculum
  - Ways to help at home
  - Relevant stage of child development
  - See student's work
  - Hear from specialist teachers about their subject
  - Ask questions
- A termly newsletter circulated to families containing relevant and specific information regarding upcoming events, including articles related to events, parenting and child development.
- Access to information and relevant forms available from the School's website.
- Individual meetings arranged by teachers with parents/guardians/carers as the need arises, and/or vice versa.
- Student reports given to parents/guardians/carers twice a year.
- Opportunity for parents/guardians/carers to pre-arrange meetings with teachers at a time convenient to both when needed.
- Invitations extended to visitors, members of parliament and the community to special events programmed throughout the year.

- **Digital Media Communication**

Examples and strategies include:

- Staff may correspond directly with students via telephone and via their TLK Youth College email address.
- Staff check their school emails daily or as soon as practical.
- Staff do not add students as friends on their Facebook and vice versa.
- Staff do not send SMS texts to students and vice versa
- Staff do not give their or other employees' private contact details to students or others such as parents/guardians/carers.

### 3. Student Outcomes in Standardised National Literacy and Numeracy Testing

#### NAPLAN Results 2021 (from 'My School' website)

Year 9	Reading		Writing		Spelling		Grammar		Numeracy	
	522 480-564		487 430-544		554 507-601		531 484-579		512 476-548	
	SIM 524	ALL 577	SIM 492	ALL 551	SIM 546	ALL 580	SIM 514	ALL 573	SIM 529	ALL 588

### 4. The Granting of Records of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) receive the New South Wales Record of School Achievement. In 2021, TLK Youth College offered all student leavers an opportunity to apply for a Record of School Achievement (RoSA) and two (2) students applied.

#### Year 10 Results 2021 (from Schools Online)

Course Name	Students in School	Students in State	School Pattern (%)						State Pattern (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
English 200 hours	12	89368			25	33	42			13	29	36	16	6
Mathematics 200 hours	12	89574			8	50	42			16	22	32	23	7
Science 200 hours	12	89344				25	75			14	25	36	18	7
Australian Geography 100 hours	12	89378			17	33	50			16	28	34	16	6
Australian History 100 hours	12	89382				42	58			16	28	34	16	6
Information and Software Technology 100 hours	12	1995			8	50	42			22	30	29	13	6
Personal Development, Health and PE 100 hours	12	19669			42	16	42			19	37	31	10	3

Many students have been disengaged from education or have been overcoming individual challenges impacting on their education for some time prior to enrolment. As a result, this is reflected in the percentage of students who achieved an A or B grade in any given subject as compared to the State average. The School employs both a literacy and numeracy specialist to support improvement in literacy and numeracy levels across the School for students assessed as most in need. A lower grading of students is a reflection of the School's consistent effort to reengage our young people with education and to equip them to achieve their maximum potential.

## 5. Results of the Higher School Certificate

TLK Youth College's seventh graduating group of year 12 students completed their Higher School Certificate in 2021 and the School and its local community remain very proud of their achievements. For many young people, this is the first time that a family member has completed any formal level of higher school education. The results embrace and recognise the positive achievement for some of our students in simply being able to complete school. The below table outlines relevant results over the past three years.

Subject	Year	No. of Students	Band 1-3	Band 4-6
English: Standard	21	6	School: 6 (100%) State (42%)	School: 0 (0%) State (58%)
	20	6	School: 6 (100%) State (42%)	School: 0 (0%) State (58%)
	19	4	School: 4 (100%) State (48%)	School: 0 (0%) State (52%)
Mathematics: Standard 2	21	6	School: 6 (100%) State (49%)	School: 0 (0%) State (51%)
	20	6	School: 6 (100%) State (50%)	School: 0 (0%) State (50%)
	19	4	School: 4 (100%) State (43%)	School: 0 (0%) State (57%)
Modern History	21	6	School: 6 (100%) State (35%)	School: 0 (0%) State (65%)
	20	6	School: 6 (100%) State (34%)	School: 0 (0%) State (66%)
	19	4	School: 4 (100%) State (34%)	School: 0 (0%) State (66%)
Geography	21	6	School: 5 (100%) State (26%)	School: 0 (0%) State (74%)
	20	6	School: 5 (100%) State (29%)	School: 0 (0%) State (71%)
	19	4	School: 4 (100%) State (27%)	School: 0 (0%) State (73%)
Family and Community Studies	21	6	School: 6 (100%) State (28%)	School: 0 (0%) State (72%)
	20	6	School: 6 (100%) State (30%)	School: 0 (0%) State (70%)
	19	4	School: 4 (100%) State (30%)	School: 0 (0%) State (70%)

## 6. Senior Secondary Outcomes

2021 started with eight (8) students enrolled in Year 12, with six (6) completing their High School Certificate. Two (2) students were N-Determined (non-completion of course requirements)

Eight (8) students participated in a Vocational Education and Training (VET) course with four (4) completing a full VET qualification in Certificate II in Community Services.

Qualification/ Certificate	Percentage completed
Higher School Certificate	66%
Certificate II in Community Services	50%

## 7. Professional Learning and Teacher Standards

Staff professional development opportunities in 2021 were impacted by COVID-19 government restrictions. This included maximum participant limits at courses and/or course suspension, postponement or cancellation. There were opportunities for upskilling during staff meeting times. In addition, the following professional learning activities were undertaken by staff throughout 2021:

Professional Development	Teachers Attended
Mental Health First Aid Training (2 days)	1
Assist Mental Health Training (2 days)	1
BeYou Mental Health – Anxiety Focus	10
BeYou Mental Health – Trauma Focus	10
NCCD Term 2 Network Meeting: Implementation and Support	2
AISNSW Annual General Briefing	2
Preparing for Renewal of Registration/Accreditation in 2022	2
AISNSW School Registration Policy Requirements, via zoom	2
AISNSW RoSA/HSC Curriculum Requirements, via zoom	2
Regulatory Lens: Quality of Student Learning, via zoom	2
Chaplaincy Conference (2 days)	1
2 x NESA Briefings regarding 2022 Inspections and Manuel	2
Mandatory Child protection provided by Kids Guardian	10

TLK Youth College had five full-time equivalent (FTE) and one part-time teacher. In addition, the School had a part time literacy specialist, a part time numeracy specialist, a part time student wellbeing support officer and Chaplain during 2021.

Level of accreditation	Number of Teachers
Conditional	0
Provisional	0
Proficient Teacher	6
Highly Accomplished Teacher(voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	6

### Teacher qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution and holding a bachelor degree within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	6

## 8. Workforce Composition

TLK Youth College had one Principal, one head teacher/head of student wellbeing, four teachers, one literacy specialist, one numeracy specialist, one student wellbeing support officer/Chaplain, and one administration staff member during 2021. All staff were Australian citizens with no Indigenous heritage.

## 9. Attendance

### Student Attendance

TLK Youth College is a Year 9, 10, 11 and 12 school with the following student attendance rates in 2021:

- Year 9 average attendance rate was 77%
- Year 10 average attendance rate was 68%
- The Year 11 average attendance rate was 74% and
- The Year 12 average attendance rate was 61%.
- Percent of students attended school on average each school day in 2021 was 70%.

### Management of Non-Attendance

The School understands that many students may have issues and circumstances at home which prevent them from attending regularly.

The Principal or delegate will:

- Follow-up with students and parents/guardians if a student consistently misses certain subject periods
- Ensure there is a conversation with the student in relation to the circumstances of any unexplained consistent absence upon their return
- Follow-up with nominated parent/guardian of any student who is absent for more than a week without contact with the School.

Students circumstances are considered in making sure they are supported if facing challenges which are restricting them from attending school. The Principal or delegate will also reaffirm with the student the legal ramifications of being absent from school consistently.

The School may develop an Attendance Plan in consultation with a nominated parent/guardian/carer, and/or a guardian approved by a youth service (e.g. Department of Communities Justice or Children and Adolescent Mental Health) for students who have enrolled with or are developing poor attendance patterns. These plans may include:

- Suitable and achievable programs (e.g. student attends partial day then increases up to fulltime re-engagement)
- Monitoring and timely reporting of student absence
- Student welfare initiatives
- Curriculum changes and
- Review date/s.

## 10. Retention of Year 10 to Year 12

The student retention rates for Years 10 to 12 in 2021 were as follows:

- Retention rate for Year 10 was 46% (26 enrolled, 14 withdrawn)
- Retention rate for Year 11 was 44% (18 enrolled, 10 withdrawn) and
- Retention rate for Year 12 was 75% (8 enrolled, 2 withdrawn).

## 11. Post School Destinations

Of the six (6) students who completed their HSC in 2021, three (3) students have managed to secure placements into further education or work. We are very proud of their efforts and many of the students continue to share their success stories with us.

One (1) student has moved interstate and secured a part time job in the hospitality industry. One (1) is working locally in hospitality. One (1) is working in the trade industry whilst awaiting a TAFE placement. One (1) has not been in communication since graduation and two (2) are still seeking part-time employment while deciding the career path they would like to follow.

We applaud each of these students in making something of the post school opportunities given to them. Unfortunately, due to Covid-19 the school sessions planned, with job seeking, career planning and skills attainment, prior to leaving TLK Youth College, were unable to happen, due to students being in lockdown.

## 12. Enrolment Policy and Characteristics of the Student Body

### Student Enrolment Policy (8.1)

#### 8.1.1 Preamble

TLK Youth College is a Special Assistance School specifically designed and equipped to re-engage disenfranchised and 'at risk' young people. TLK Youth College caters for students seeking to complete Year 12 Higher School Certificate (HSC), Years 10 and 11 Record of School Achievement (RoSA), including preliminary HSC attainment, as well as Year 9 for students who choose to regain educational motivation and make a fresh start.

Student Enrolment Policy outlines TLK Youth College's enrolment processes and is designed to ensure that relevant information is gained from potential students before enrolment acceptance.

### 8.1.2 Scope

The Student Enrolment Policy applies to student enrolment processes at TLK Youth College.

### 8.1.3 Definitions

**Learning difficulties/disabilities:** refers to difficulties in acquiring knowledge and skills to the normal level expected of those of the same age, especially because of mental disability or cognitive disorder.

**Mental Health difficulties/disabilities:** refers to a health condition that changes a person's thinking, feelings, or behaviour (or all three) and that causes the person distress and difficulty in functioning.

**Behavioural difficulties/disabilities:** refers to behaviour difficulties that are conditions that are more than just disruptive behaviour. They are related to mental health problems that lead to disruptive behaviour, emotional and social problems. Attention Deficit Disorder (ADD) is an example of a behaviour disorder.

### 8.1.4 Policy Statement

TLK Youth College aims to provide opportunities to young people, primarily aged fourteen (14) to nineteen (19) years, who are not seeking or are unable to complete their education within the traditional school environment.

Selection criteria may focus on one or more of the following:

- Feeling isolated or lost in a traditional school setting
- Social disadvantage or isolation
- Low academic level
- Aboriginal and/or Torres Strait Islander heritage
- English as a second language
- Learning difficulties/disabilities
- Mental Health difficulties/disabilities
- Behavioural difficulties
- School attendance difficulties.

Note: TLK Youth College does not cater for students who are functionally illiterate or require intensive behaviour or health support.

All students who apply to attend TLK Youth College within the designated intake times may be offered an interview as part of the application process. Student's acceptance into the program is dependent on their presentation at interview and their demonstrated ability to work within the policies and philosophy of TLK Youth College.

All students who are enrolled at TLK Youth College may need to undergo a literacy and numeracy assessment if deemed necessary by TLK Youth College. This may be conducted prior to enrolment if required.

### 8.1.5 Procedures

#### 8.1.5.1 Information Required Upon Application to TLK Youth College

As a school that assists students in a range of circumstances, TLK Youth College requires particular information from potential students when they are applying to enrol.

This information may include:

- Personal details including name, age, address, date of birth (note: proof of identity through birth certificate, passport or other identification is required)
- Parent/guardian/carer contact details if aged under 18 years at time of application

- Current living arrangements
- Emergency contact details
- Referral details where relevant
- Demographic Information such as Aboriginal and Torres Strait Islander
- Disability, medical condition/s and/or medication requirements where applicable
- Assessment/support details including any reports from psychologists, psychiatrists, and/or counsellors
- Previous education details
- Other training or employment information.

This information will be gathered through the *Application for Enrolment Form*. No application will be accepted without this application form.

#### 8.1.5.2 Enrolment Procedure

- Upon receipt of an Application for Enrolment Form, contact will be made with the parent/guardian/carer. A suitable interview time may be made for all parties.
- The Principal or appointed delegate will personally interview each applicant before enrolment and consider each applicant's interview responses regarding their ability and willingness to support the TLK Youth College ethos. A tour of the facilities may take place during the interview.
- TLK Youth College will then send a School Verification and Request for Student Background Information Form to the student's previous School to obtain pertinent information (e.g. current year level, welfare and discipline matters). The Principal or appointed delegate will review such information upon return and make a decision regarding acceptance and start date.
- The Principal or appointed delegate will inform the applicant verbally about the outcome of their application and, if successful, a commencement date may then be arranged.
- Student's accepted for enrolment will be entered into the Student Database, including details of their commencement date. An Information Pack may also be sent to the nominated parent/guardian/carer.

#### 8.1.6 Relevant Forms

Application of Enrolment Form

New Application Interview Form

School Verification and Request for Student Background Information Form.

#### 8.1.7 Review

This Policy will be subject to periodic review and may be amended or updated when required.

#### 8.1.8 Version History

Version	Approved By	Approval Date	Date of Effect	Sections Modified
1 <sup>st</sup> March 2010	Board of Governance	1 <sup>st</sup> March 2010	1 <sup>st</sup> March 2010	Policy released.
30 <sup>th</sup> April 2012	Board of Governance	30 <sup>th</sup> April 2012	30 <sup>th</sup> April 2012	Minor amendments to wording.
1 <sup>st</sup> February 2013	Board of Governance	1 <sup>st</sup> February 2013	1 <sup>st</sup> February 2013	Minor amendments to wording.
30 <sup>th</sup> April 2015	Board of Governance	30 <sup>th</sup> April 2015	30 <sup>th</sup> April 2015	Minor amendments to wording.
15 <sup>th</sup> December 2016	Board of Governance	16 <sup>th</sup> February, 2017	16 <sup>th</sup> February, 2017	Amendments to wording and updated to new format.
10 <sup>th</sup> December 2020	Board of Directors	10 <sup>th</sup> December 2020	10 <sup>th</sup> December 2020	Minor amendments to wording.

## Characteristics of Student Body

Students who attend TLK Youth College are young people who, for many and varying reasons, cannot complete education in a mainstream school. Some students may have been previously labelled naughty, troubled or delinquent. Some have experienced trouble by being a bully, harassing other students, disrespecting teachers, swearing loudly, not wearing a uniform, rude gestures and/or generally being out of control. In fact, some of our students neatly fit that description. This includes students who have been suspended, in school and out of school, and see detention as a comfortable place to spend lunch, or have been on warnings, discipline levels, report cards, supervision before being finally expelled from their previous school. We even have students who are generally banned from returning to the mainstream school system.

Many students come from highly disadvantaged and vulnerable families, living in low socio economic regions of the Central Coast, however, this is not always the case. Some are students who were overwhelmed by the large volume of people at a mainstream school or couldn't deal with the competitive mainstream environment. Some students missed a year of school because their family was on the move and no one was available to help them catch-up. Several students were victims of serious bullying before coming to the School, while others experienced an emotional or psychological challenge and didn't feel sufficiently supported in a mainstream system. Some students are from families who are genuinely interested in exploring alternative educational models. A number of students are in State Care. At TLK Youth College all of these students are working alongside one another.

## 13. Key School Policies

Key policies of the School incorporate:

Summary of Policy	Changes in 2021	Access to full text
<p><b>Student welfare</b> The TLK Youth College seeks to provide a healthy, safe and supportive environment for students. TLK Youth College expressly prohibits corporal punishment of any kind and does not explicitly or implicitly sanction the administering of corporal punishment.</p>	No changes were made during 2021.	The full text of the school's student welfare policy can be accessed by request from the principal.
<p><b>Anti-bullying</b> TLK Youth College is committed to eliminating all forms of bullying and harassment. The School believes that it is the right of every member of the school community to work and learn without fear of bullying or harassment of any kind.</p>		
<p><b>Student Discipline</b> TLK Youth College is committed to appropriate student behaviour management. Student behaviour management will utilise the School's Discipline Pyramid to form the basis for warnings, School time-out or expulsion.</p>		

<p><b>Reporting Complaints and Grievances</b>                  Students and/or parent/guardians have the right to complain or report any misgivings at any time. Queries, questions or complaints can be submitted anonymously into Administration Support.                  TLK Youth College is committed to the principles of procedural fairness. Where there is a perceived difference between an individual’s actions and School rules and expectations, the School will aim for a fair and impartial decision, reached by an objective decision making process.</p>		
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### 14. School Determined Improvement Targets

In 2021, the School’s two chosen areas for greatest improvement related to (1) Student Numeracy and Literacy Support and (2) Student Wellbeing and Mental Health Support.

Due to challenges faced in 2020 with the COVID-19 environment, it was felt there was a great need to consolidate school improvement targets from the previous year. The above two areas relate to key support needs which may have significant impact and benefit on student learning and well-being.

Extra staffing was allocated towards the above two areas in recent years, which has seen marked improvements since implementation. We have many students initially tested at an equivalent stage 2 or 3 level (i.e. an early school year level). After just twelve (12) months of intensive literacy and numeracy support we have seen those students progress a full stage, which has been really encouraging to see.

During 2021 the School continued its recent its approach to wellbeing with a more direct focus around mental health, due to individual struggles related to COVID-19 requirements. There were obvious signs the students were struggling with the changes in the world and the School managed to get additional mental health support workers assisting in an auxiliary capacity and participating in consultations via zoom and other electronic media through the lockdown conditions.

### 15. Initiatives Promoting Respect and Responsibility

Both respect and responsibility are embraced within School’s motto of ‘Learning, Responsibility and Self-Esteem’. The School encourages students to be totally honest in every aspect. In return, staff will be totally honest with the students in a tactful and caring manner. Teachers will listen to students and respond in a non-judgemental manner. This in turn promotes respect between staff and students, inspiring students to be responsible for their actions.

Respect and responsibility are a continual area of focus, which includes the engagement of guest speakers from external organisations through the year to provide relevant presentations, including examples of positive student behaviours.

## 16. Parent, Student and Teacher Satisfaction

In 2021, TLK Youth College was unable to conduct an annual parent, student and teacher survey questionnaire as done in previous years, that focused on a range of issues. Instead this was conducted verbally via phone communication with both Parents/guardians and students. Out of this, the following analysis was attained:

### Parents/Guardians/Carers

Of the 68% of respondents, the majority of the parent/guardian/carer's either agreed or strongly agreed that the School achieved its vision and mission. Parents/guardians/carers noted that the strengths of the School were in areas such as school leadership, united staff, care and wellbeing, nurturing of the students, meeting their emotional needs, safe and secure environment, and being offered support in multiple areas of their life.

### Students

The 61% of student respondents saw the strengths of the School in the areas of student support, wellbeing, care, communication between teachers and students, encouragement, relationship centredness, and additional support and guidance.

### Staff

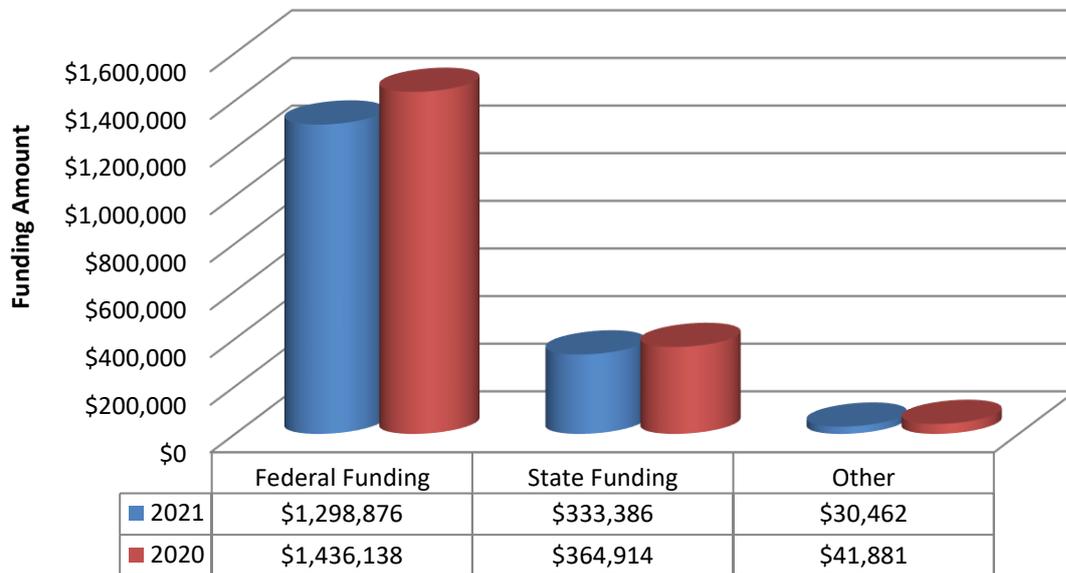
Of the 90% who responded, the staff noted that the School's key strengths were found in the areas of communicating and collaborating as a team, student wellbeing and care, honesty, perspectives and opinions are valued, integrity, making an impact, values and ethos, valued, as well as a safe and secure environment.

### Results

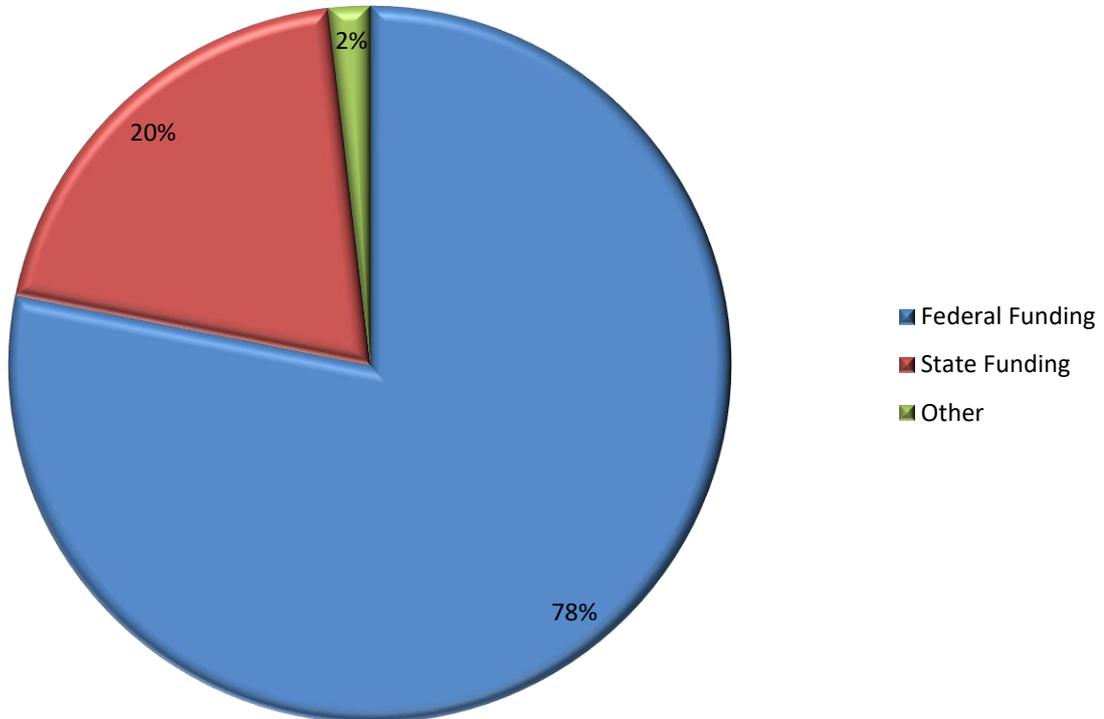
Overall, the majority of respondents in 2021 reflected that students, staff and parents/guardians/carers alike were satisfied with the School's overall performance and the changes being made in the young people's lives. Feedback and overall results for the School remained affirmative during periods of lockdown/remote learning due to the COVID-19 pandemic, including acknowledgment of the care and compassion shown by staff and the positive impact this had on students.

## 17. Summary Financial Information

### Income Comparison - 2020-21



### Income Breakdown for 2021



## Expenditure Breakdown for 2021

