

ODYSSEY HOUSE



PROGRESSIVE LEARNING CENTRE

ANNUAL REPORT

2016

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1: A Message From Key School Bodies

Principal's Comments

The purpose of this report is to satisfy the educational and financial reporting requirements for non government schools as specified in section 3.10 of the Registered and Accredited Individual Non- government Schools (NSW) Manual.

The Principal, after consultation with school staff, is responsible for the preparation of reporting areas 1-13, the Chief Financial Officer is responsible for reporting area 14 (financial information) and the Marketing Co-ordinator is responsible for ensuring public availability of the report.

The Progressive Learning Centre is a non government school operating within Odyssey House. Odyssey House operates a not for profit long term residential rehabilitation facility for people suffering from long term substance misuse and is run by the Odyssey House McGrath Foundation. The Foundation celebrated its 39th Anniversary this year while the education unit celebrated 36 years of operation.

The Progressive Learning Centre is registered, as a "School of a Kind" by the NSW Minister for Education and Communities and is a member school of The Association of Independent Schools.

As the majority our students are institutionalised and on welfare benefits, it is not appropriate to have a School Council, parent representative body or Student Representative Council (there is representation of the school on the School Board as part of the Board of Management). There are, however, avenues for interested bodies and students to have input into the running of Odyssey House. There are scheduled Family Information Days throughout the year when family and loved ones are invited to lunch, attend seminars, and are given the opportunity to ask questions and discuss concerns in a relaxed, friendly atmosphere. Residents are involved in client satisfaction surveys throughout the year, there are inhouse resident meetings and students are actively encouraged to evaluate and make comment on all educational activities. Their responses are collated and analysed to monitor the effectiveness of the education service. A report on the findings is published bi-annually. These reports are analysed by staff to determine the need to make any adjustments to the program to improve its effectiveness.

All clients in the Odyssey House program participate in the education program. This program includes regular social activities which are extremely important to a population with predominantly anti-social behaviour. During 2016 students attended four plays performed by Sydney Theatre Company, the choir performed each term at the Narrellan Congregation Seniors Facility and Odyssey House's Celebration of International Women's Day. As in previous years we were delighted to have education students from the University of Western Sydney complete a placement with us as well as having Medical Students and TAFE students participate in various classes. Students from Narrabundah School (Canberra) also visit annually.

PLC Achievements for 2016

- PLC has previously passed Registration, in August 2012, from the NSW Board of Studies entitling us to operate for a further five years (until 31st December 2017) We have met with NESAs to discuss the Registration process for 2018.
- During the year the PLC staff administered 141 WRAT (Wide Range Assessment Testing) screening tests to residents to determine entry level to educational programs.
- PLC staff participated in the “Extended School Year” – attending for one week each vacation period – therefore extending the school year by four weeks, providing extra classes and activities in an effort to retain more Assessment Residents.
- Continued with Art Therapy on Thursdays for the Detox Residents (these residents/students are also involved with an intensive detoxification program to prepare them for the induction to the Assessment Program)
- Vocational Guidance groups for Level 3 residents are facilitated at least 4 times per year (once per Term) using the DISC model with 25 students completing.
- PLC continues with the “Mens Group” (226 males) – *Time Out for Men*- based on the Training Manual from the TCU/DATAR Project – as utilised by Odyssey House Melbourne. The “Women’s Group”, co-facilitated by PLC staff provided training for 64 females.
- Choir Gigs - four performances at Narellan Congregational Centre – which are always warmly received.
- The PLC attended 4 Plays (attended by 60 residents) at Sydney Theatre company as part of the Educational Program
- The PLC provided a woodwork stall and face painting at Open Day as well as the Choir performance
- PLC staff (Mel, Greg and Ted) facilitated Probes with the residents/students and provided Private Therapy for a number of residents throughout the year
- PLC staff participated throughout the year in hosting various Psychology, Medical, and Social Welfare students
- Greg completed electrical testing and tagging at the ARC, Aftercare and Cottages
- Clara, PLC Ceramics teacher, once again, donated her bronze sculpture (from the “Sculpture by the Sea” exhibition) to a fundraiser for auction.
- **Effectiveness of Courses:** Of the 473 evaluations completed during this reporting period, it is rewarding to note that the PLC objective which received the highest rating was that students believe that the PLC courses and job functions play an important part in the Odyssey House Program (4.86 on a 5 point Likert scale) – the next highest objective was that students believed that the PLC staff provided positive role modelling for them (4.73). These results indicate that students place a high value on the importance of PLC courses and respect the staff members who deliver them.

Ted Foster

Principal

Odyssey House Progressive Learning Centre

2. Contextual Information about the School

Odyssey House “Progressive Learning Centre” (P.L.C.) is a school within a residential drug and alcohol rehabilitation program based on the Therapeutic Community model. The P.L.C. is an integral component of the program, playing a dynamic role in assisting the residents to overcome their addictions and subsequently lead self fulfilling lives.

Many of the participants in the program are stipulated to our care by the Courts and if they leave before completing the program will go to prison. Participants may have transferred from prison, be awaiting court hearings or be voluntary admissions (very often with family pressure to participate). In reality, for the majority of our clients, their admission has been determined by external influences. Subsequently, many initially display recalcitrant or defensive behaviour.

In the main, our clients have misused substances since early adolescence, resulting in serious impairment of their social and emotional development. Many have not been equipped to cope with the school system and have developed very low self-esteem. The inability to effectively participate in the school system has in turn led to significant under achievement.

The Education Unit at Odyssey House (the P.L.C.) provides a window of opportunity to address these needs. The P.L.C is dynamic and innovative in it’s approach as the traditional school system has largely failed our clients and is not appropriate for their special needs.

The people in our care have the following characteristics:

- low self-esteem
- poor self-image
- low frustration level
- depression
- lack of social skills
- substance abuse
- poor impulse control
- lack of self-identity

All of our teaching programs are designed to build trust, enhance self-esteem, encourage self-expression and develop self-identity. Our ultimate aim is to keep our clients alive and to promote their personal growth so that they may flourish. We do this within an educational context.

In our educational programing, implementation and evaluation we have married the aim

of Secondary Education with the aim of the Therapeutic Community. We have achieved this by developing specialised programs which meet the needs of our clients and by providing these programs at the therapeutically optimum stage.

The Therapeutic Community model is based on treating the cause of the addiction, not the symptom. The Education Unit plays a significant role in facilitating personal growth to effect this outcome.

The initial educational input is non-threatening, encouraging the client to utilise communication skills through creative modalities. As trust is developed, the educational experiences become progressively more challenging, enhancing the clients ability to take control of his/her own life.

The P.L.C plays an integral role in providing a wide range of positive experiences *within the wider community* as part of the rehabilitation process. This includes comprehensive programs incorporating recreational, sporting, social and creative activities. Our presence within the community has challenged preconceived stereotypes of people battling addictions and has subsequently created greater tolerance and understanding.

As in previous years the trend towards students admitted with more challenging and increasingly complex conditions continues.

The PLC plays an important role in providing educational opportunities denied to the majority of residents in the program due to their long- standing long term substance misuse. As many of the residents have started the abuse at an early age, some as young as four, many have missed out on basic education that most people in the community take for granted.

Many of our residents have truanted from school, left prematurely or spent a good deal of their time at school being punished for poor behaviour. Some have school phobia and it would be true to say that the majority did not have a positive education experience. The PLC aims to change that experience and negative attitude towards learning as well as enhance the residents self esteem in general. It also aims to provide new learning experiences which open doors to residents that they previously either were not aware of or thought were shut to them.

While all courses address Board of Studies syllabus outcomes they are also designed to address specific problems faced by people suffering from long term substance misuse.

In this way the PLC not only provides education for a group marginalised by society but also plays an active role in facilitating recovery from substance misuse so that residents are capable of re-entering society and becoming productive members.

Of the clients admitted to Odyssey House during 2016, over 50% presented with co-existing mental health and substance disorders. Alcohol dependence with a co-existing diagnosis of depression continued to be the most common diagnostic category.

During the 2016 year over 271 people were admitted into the residential rehabilitation program for treatment which includes an educational component.

3. Student Performance in National and Statewide Tests and Examinations

The Odyssey House Progressive Learning Centre is registered as a school providing education of a kind prescribed by the regulations. The Progressive Learning Centre does not participate in the National Literacy and Numeracy testing as it is not appropriate for our students.

On admission each resident is assessed over a four to six week period to assess their suitability for the program. This assessment includes a wide range achievement test to determine if they need remedial education. At the conclusion of this Assessment Phase a Treatment Plan is formulated and educational goals are set.

Every five weeks students complete an evaluation of each education course in which they have participated. These course evaluations measure the extent to which the PLC is successful in meeting its objectives using nine indicators. The quantitative/qualitative evaluations also evidence the benefits each resident gains from courses undertaken.

Consistent with the philosophy of a self help program residents are continually required to monitor their own educational progress which is documented in a variety of ways and at regular intervals.

Curriculum outcomes are set and assessed for each subject area taught on a five weekly basis. Certificates of Attainment are presented to students who meet these requirements.

Additionally residents are required to complete a Self Evaluation on a weekly basis which is their personal assessment of progress made.

Residents are also involved in monthly case reviews where their educational progress is reviewed.

The main aim of all interventions at Odyssey House is to break the addiction cycle and return our clients to the community as productive members of society. The educational classes and Vocational Guidance program run by the PLC plays a significant role in this transition.

On entry each student is assessed on a wide range achievement test (WRAT 4).

The WRAT-4 is a norm-referenced test of academic skills necessary for effective learning, communication and thinking. It is designed for individuals aged 5 to 94 years of age and assists in the determination of learning ability and disability and in identifying the learning needs of residents. It provides an evaluation of word reading, sentence comprehension, spelling, and mathematics skills and allows the generation of percentiles, school grade equivalencies, and descriptive classifications based on the standardised norms for English speaking people of particular age groups.

The continued use of this assessment tool has proven to be very effective in ensuring all our students with literacy or numeracy problems are identified early in the program so they can be included in remedial classes to rectify the educational deficits which may have played a significant role in their substance misuse. All students have a Personalised Learning Plan.

4. Senior Secondary Outcomes

The PLC does not have accreditation to award the Higher School Certificate. All classes are ungraded. We have no year 12 students.

5. Professional Learning and Teacher Standards

Teacher Standards

There are 5 teachers employed in the Progressive Learning Centre. Three of these teachers are employed full-time and two are employed on a part time basis.

Four of the teachers have teacher qualifications from a higher education institution within Australia. The one teacher who lacks formal teacher qualifications has a Masters degree in her subject area, works one day per week and has more than 26 years teaching experience at Odyssey House. The Principal has a Masters degree in Special Education and all of the teachers are very experienced.

The staffing of the PLC has been very stable facilitating continuity in service delivery. The length of service of teaching staff at Odyssey House ranges from 3 – 20+ years.

Category	Number of Teachers
Teachers having teacher education qualifications from a higher institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI_NOOSR) guidelines, or	4
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines, or	1

Professional Learning

All Odyssey House staff receive internal training each year. Expert external providers are engaged to deliver training which is pertinent to professionals working with substance misuse clients. Odyssey House also hosts a one day forum each year during Drug Action Week where papers are presented on the latest research findings and programs operating in our field.

Description of Professional Learning Activity	No of Teachers Participating
Infection Control Training	5
Practical Fire Training	5
Food Handling	5
Keeping Children and Young People Safe	5
Senior First Aid – Resuscitation Certificate	5
Annual staff retreat / Strategic Plan Training Day / Therapeutic Community	4
Mind Matters (Mental Health)	1
Work Place Health and Safety	1
Women in Leadership	1
Learning with Whole self	1

(The average expenditure per teacher on professional learning in 2016 was \$520)

6. Workforce Composition

There are 5 teaching staff employed within the Progressive Learning Centre. There are three full time teachers and 2 part time teachers (0.8 and 0.2)

Full-time Teachers

Principal: M. Ed. Stud; Bach. Ed. Stud;), Dip. Teach Soc. Sci Cert, Senior First Aid Cert

Visual Arts Teacher: B.A. (Vis, Arts), Dip. Ed (Sec), Cert. IV Workplace Assessment and Training, Senior First Aid Cert.

TAS Teacher: Bachelor (Design &Technology), Bachelor Teaching, Fitting & Machining Trade, Cert IV Workplace Assessment and Training, Senior First Aid Cert

Part-time teachers

Computer/Maths Teacher: Bachelor of Arts/Bachelor of Teaching,

Certificate 1 – Computing; Senior First Aid Cert

Ceramics Teacher: Dip (Creative Arts), M.F.A

NB: There are no Indigenous teaching staff.

7. Student Attendance and Management of Non-Attendance

All classes are ungraded and students do not sit for any external examinations. Our students are in fulltime care and therefore attend the appropriate classes unless they are sick or have medical or legal appointments, such as court appearances, which they must attend. As such, management of non attendance is not an issue for our school.

All students are on Individual Education Plans so that non-attendance due to court, medical appointments, illness, etc do not adversely affect the completion of their courses.

Students consistently report in evaluations for all course run by the Progressive Learning Centre that the education classes help them stay in Odyssey House and research has shown that the longer we can maintain a substance misuser in treatment the better their prognosis. Therefore, the school plays an important role in assisting the residents recovery from addiction.

8. Post School Destinations

Odyssey House Progressive Learning Centre provides a Vocational Guidance Program for all residents in Level 3 of the Odyssey House residential program. This course has played a significant role in assisting graduates of the program to gain employment. The course assists graduates to find employment which is suited to their personality type and will not be a relapse cue for them. This is extremely important for our students as if they gain employment which does not suit them, or places them at risk, they are likely to relapse. Some of our graduates enrol in training courses for the first time in their lives while others gain employment for the first time.

During 2016, 25 students graduated the Odyssey House Program.

9. Enrolment Policies and Characteristics of the Student Body

Enrolment Policy

All residents of the Odyssey House Drug and Alcohol Rehabilitation Program participate in courses provided by the Progressive Learning Centre. No-one is exempt from attending. As the program is residential in nature all residents who have classes must attend those classes. Since some residents are bailed to the program by the courts, an hourly roll is taken to check that every-one is where they are scheduled to be. The only times residents are not required to be in class is if they have been medically cleared by the nursing staff, they have a court appearance or have dental, medical or legal appointments. Teachers can therefore keep a close check on students attendance.

Characteristics of the Student Body

Residents enter the program via the following means:

- court stipulation
- drug court stipulation (MERIT program – Magistrates Early Release into Treatment Program)
- Probation and Parole referral
- family pressure (voluntary)
- self referral (voluntary)

Residents participate in an Assessment Phase where their suitability to engage in the Odyssey House program is determined. This assessment includes psychiatric, medical and educational review. All residents are accommodated by the PLC regardless of disability or medical condition. A significant proportion of our clients have dual diagnosis - that is, they have a co-occurring mental health problems as well as an addiction.

ATS (Amphetamine Type Substances) was the most commonly nominated principal drug of concern, accounting for just over one in three admissions (39%). This is a decrease of 3% over the previous year – with 22% of clients naming alcohol as their primary drug of concern. This trend is linked to the increased incidence of mental illness among Odyssey House clients, substance related depression accounting for 51% of co-existing diagnosis. Obviously this has implications for the educational unit at Odyssey House. The educational component of residents treatment plans not only increases their skill level but can also play a significant role in increasing the self esteem of a population suffering with depression.

The statistics relating to the principal drug of concern of people entering the program throughout the year are as follows:-

Ice	124	46%
Alcohol	50	18.5%
Heroin	46	17%
Cannabis	33	12%
Other	22	6.5%

(Including Speed, Benzodiazapines, Bupenorphine Cocaine, Codeine, Ecstasy, Methadone and Morphine).

During the 2016 year, Odyssey House accepted 271 individuals. Of these admissions, 180 were males and 91 were females who were admitted to either the withdrawal unit or the Therapeutic Community.

Residents' participation in the education program is determined by education assessment, their treatment plan, therapists' recommendations, case reviews, and self assessment. Continued enrolment in the education program is dependant upon the residents' health and behaviour in the treatment program.

10. School Policies

The aim of the Progressive Learning Centre is to provide educational and social experiences which foster personal growth, empowering clients to effectively participate in the wider community without the influence of drugs or alcohol.

Policies affecting the running of the PLC are the policies of the Therapeutic Community of which the PLC is an integral component. As the therapeutic community is a multi disciplinary facility which employs teachers, psychologists, therapists, nurses and financial staff to provide service delivery to our clients the policies and procedures of Odyssey House are consistent throughout the whole organisation. These policies are in keeping with the spirit of the Board of Studies requirements.

All not-for profit organisations are now required to be accredited in order to continue to receive government funding, so to this end, all policies of Odyssey House are reviewed on a monthly basis (scheduled) before an external accreditation process takes place. Odyssey House was successful in gaining accreditation from the previous review and excelled in several areas and is up for review again at the end of this calendar year.

Student Welfare Policy

The Progressive Learning Centre aims to provide a safe and supportive environment which:

- Provides teaching programs designed to build trust, enhance self esteem, encourage self expression and develop self identity.
- Fosters personal growth so that our students develop the courage to deal with their debilitating fears, learn new skills, re-enter society, and subsequently lead self fulfilling lives.
- Supports the aims of a Therapeutic Community.

Discipline Policy

Residents are required to abide by the rules set down by Odyssey House and are required to follow the directions of staff and residents in positions of authority.

As our residents have low frustration levels, are impulse driven and often lack social skills, there is a very structured process in place so that residents may make mistakes and learn from them in a safe, supportive environment. There are tangible incentives for positive behaviour - “you earn what you get and you get what you earn”.

The program is structured in the following way:

Assessment Phase: Residents are assessed to see if they are medically and psychologically suitable for the program, they can behave themselves and are willing to engage in the Odyssey House method of treatment. If so, they progress to:-

Level 1: This level provides residents with tools to facilitate them learning how to become assertive in order to get their needs met. Once they have demonstrated this skill they progress to ;-

Level 11: Residents in this level are put in positions where they have to take responsibility for things and practise being in positions of authority. This is an important role for people who for the main part have displayed extreme anti-social behaviour. Once competency is demonstrated at this level, progression is made to;-

Level 111: At this level residents are given the opportunity to practice developing a responsible approach towards people and are given considerable authority within the program. This includes the responsibility for the smooth running of daily activities, implementing disciplinary action for lower levels, demonstrating they are a responsible authority figure and role modelling positive behaviour and attitudes to the other residents. This is usually the most difficult and therefore the longest phase of the program. When completed residents progress to:-

Level IV: This is where residents concentrate on re-entry issues, primarily, can they be responsible for themselves. The final stage is:-

Candidate Out: This stage focuses on whether residents can leave the protected environment of Odyssey House and involves living and working outside the program.

When residents fail to demonstrate the behaviour appropriate to the level they are in they are demoted to a more junior level in order to practice the appropriate behaviour required of them.

If residents break any of the five cardinal rules of Odyssey House they are discharged for inappropriate behaviour but may be offered re-induction up to four times in a twelve month period.

Thus Odyssey House has a very structured, practical discipline policy and procedures which emphasises self control, accepting positions of authority, leadership roles, positive role modelling and the opportunity to make mistakes in a safe and supportive environment.

The full text of Odyssey House Discipline Policy is in the Staff Manual which is available to all staff.

Policies for Complaints and Grievances Resolution

Odyssey House has well established policies and procedures for dealing with complaints and grievances. The same policy and procedures apply to both residents and staff.

Complaints and grievances are dealt with in a safe, supported environment in a timely manner to avoid escalation of grievances with a volatile population. The full text for the policy and procedures for complaints and grievance resolution is provided in the Staff Handbook. The policy and procedures were devised by a psychiatrist specifically for our population.

11. School Determined Improvement Targets

2016 Priorities Areas for Improvement

AREA	PRIORITIES
Staff Development	All staff to attend courses to improve levels of professionalism Developed a three year School Management Plan 2014 – 2016 to provide ongoing direction
Teaching	Utilise all full –time teaching staff in running educational units in therapy groups and becoming active members of the therapy teams. Employ an additional teacher. Participate in External supervision. Extend the scope of education to include TAFE course access and School of Volunteer Management Certificate 11
Facilities	Implemented water and energy saving initiatives – energy efficient lighting, air-conditioner BGA Grant approved for ceiling in the workshops just completed. A new room for the ceramics class as the previous one has become run down and outdated.
Resources	Purchase new IT equipment, second electronic whiteboard for Maths and Computer class and develop Horticulture Programs in the Greenhouse provided by a Grant.
Community Involvement	Continue to source opportunities for community involvement for students/residents.

12. Initiatives Promoting Respect and Responsibility

Odyssey House is a Therapeutic Community and practices which encourage respect and responsibility are the cornerstone of Therapeutic Communities. The Odyssey House Therapeutic Community is structured in levels through which the residents must progress. The movement through these levels is only possible by demonstrating respect for others and taking on increasing amounts of responsibility.

Due to long standing substance abuse residents have displayed many anti social behaviours including criminal activities ranging from traffic offences to murder. Resocialisation is a major part of their therapy and this resocialisation focusses on teaching trust, respect and responsibility.

Each level through which the residents progresses has a specific focus aimed at increasing respect and responsibility. Specifically the resident must be able to satisfactorily demonstrate that they can answer the following questions for each level in order to progress through the structure;-

Assessment Phase: “Can I behave myself?”

Level 1: “Can I use the tools of the House to negotiate for my needs?”

Level 2: “Can I be responsible for things?”

Level 3: “Can I demonstrate a responsible attitude towards others?”

Level 4: “Can I be responsible for myself?” (Re-entry phase of program)

Candidate Out: “Can I leave the protected environment of Odyssey House?”

Residents are responsible for the running of the organisation – cooking, cleaning, gardening, reception, stationery and toileting supplies, supervision of visits, escorts for appointments, etc and in level 4 of the program they have a four month “commitment” where they are expected to voluntarily work for the program in respect for what the program has contributed to them. Thus respect and responsibility are concepts which are inherent in every aspect of the running of the program including the education unit.

In the PLC a resident works as a teacher’s aide to assist in classes and in the preparation of teaching resources, in Visual Arts and Woodwork more senior residents fulfil roles in assisting the Assessment residents in the workshop activities. Visual Arts students make covers for the English Exercise books, bookmarks for the library books, placemats for the dinning room and Visual Arts and Woodwork students make items for sale at our Open Day each year. The Woodwork department repairs and builds items for the facility as requested and the choir performs at our fundraising events and at a local retirement village. There is an emphasis on giving and being responsible for yourself and ultimately demonstrating a responsible attitude towards others in all classes run by the PLC in keeping with the philosophy of a therapeutic community.

13. Parent, Student and Teacher Satisfaction

Parent satisfaction is not applicable to our situation as all students attending the Progressive Learning Centre are in residential rehabilitation and Odyssey House acts in loco parentis.

Student satisfaction however is paramount. As most of our students have engaged in antisocial behaviour before entering Odyssey House and many of them are school phobic or have had limited previous schooling, the education unit must not only meet their educational needs, but also their psychological needs in order for them to be willing to attend and participate.

There are three main ways we gauge student satisfaction:-

- reputation of the Progressive Learning Centre
- written comments for Self Evaluations, Case reviews and PLC Course Evaluations
- the Odyssey House grievance procedure (“Encounters”)

The reputation of the PLC is overwhelmingly positive. Students refer other residents to classes, give teachers suggestions regarding who they think would benefit from classes and make enquiries regarding their expected participation. Upon completing courses students are awarded Certificates of Achievement at the weekly assembly and speak about the benefits they have gained from completing the course. Thus residents hear about the benefits from participation directly from their peers. PowerPoint presentations are shown to the whole of Odyssey House staff and residents During our General Meeting (whole school assembly) to show off their computer skills gained. Students from both Woodwork and Visual Arts will also often show their creative projects during this time and then be encouraged to give to their loved ones to help repair damages that may have been created during their addiction.

There are several forms of written communication regarding the students satisfaction with participation in PLC classes. Every week residents complete Self Evaluations. In these they comment on their participation in classes and courses. Their progress and satisfaction with the educational component of the residential program is also monitored by Therapy Staff in residents’ case reviews.

At the completion of each course students complete a formal education evaluation. This evaluation requires quantitative and qualitative responses. All comments are read by the teacher and the Principal so staff are constantly receiving feedback from students as to their satisfaction with the course. This data is compiled every 6 months and the results analysed by staff at their weekly staff meeting to determine that the courses offered are meeting students needs and students are satisfied with them.

In addition Odyssey House has a well established grievance procedure which residents

must practise using in order to progress through the program. This is an essential part of their therapy program. It is essential that residents learn to deal with conflict and disappointment in a positive way so they do not resort to substance abuse in order to relieve pent up feelings.

Teacher satisfaction is gauged in three ways:-

- Staff Appraisals
- Student Evaluation of Courses
- Supervision

All staff of the PLC complete a major annual appraisal as well as a briefer bi-annual appraisal. These appraisals convey each staff member's goals, achievements, inservice training and constructive criticisms which are then discussed with the Principal before final signing off by both parties.

Student evaluations of courses occur twice each term. Teachers collect and collate the statistical data from the evaluations which is presented in a bi-annual evaluation of the PLC's effectiveness. This allows staff to measure the ongoing effectiveness of their teaching and course content and contributes to teachers sense of achievement and satisfaction.

All PLC staff attend supervision on an individual basis with the Principal in order to review aims, goals, resolve difficulties and ensure work satisfaction.