

ODYSSEY HOUSE



ODYSSEY HOUSE
NEW SOUTH WALES

PROGRESSIVE LEARNING CENTRE

ANNUAL REPORT

2018

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1: A Message From Key School Bodies - Principal

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 1-12, the Chief Financial Officer is responsible for reporting area 13 (financial information) and the Marketing Co-ordinator is responsible for ensuring public availability of the report.

The Progressive Learning Centre (PLC) is the education unit at Odyssey House NSW, an adult drug and alcohol residential rehabilitation program located in South Western Sydney. The PLC is registered by the NSW Department of Education and Communities, through the New South Wales Education Standards Authority (NESA), under the Education Act 1990 and is a member of the Association of Independent Schools. The PLC delivers Stage 6 Life Skills syllabus, which provides course options for students with special education needs who can not access regular course outcomes.

Odyssey House NSW was founded in 1977 by Sydney businessman, Walter McGrath, following the death of his son from a heroin overdose. As a testament to his son, Mr McGrath committed himself to finding a program to help people suffering from problems with drug dependences.

Today Odyssey House offers residential and community services, as well as the Magistrates Early Referral Into Treatment (MERIT) program. Our residential services include withdrawal and residential rehabilitation services, mental health programs, a Parents and Children's Program and specialised groups services, and the Progressive Learning Centre (PLC).

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 (School Board is the Board of Management of Odyssey House). 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.

Students are involved in client satisfaction surveys throughout the year where students are actively encouraged to evaluate and make comment on all educational activities that they undertake and submit these to the teachers delivering the courses. 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 students 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 2018 students attended four plays performed by Sydney Theatre Company, the choir performed each term at the Narrellan BaptistsCare and Minto Market Place

PLC Highlights for 2018

- Achieved re-registration, in February 2018, from NESAs entitling us to operate for a further five years (until 31st December 2022)
- Administered 141 WRAT (Wide Range Assessment Testing) screening tests to students to determine entry level to educational programs, which is 21% greater than the previous reporting period.
- Updated numeracy and literacy diagnostic assessment tool from WRAT4 to WRAT5
- Facilitated the ESY (Extended School Year) extending the school year by four weeks, by providing extra classes and activities during the vocational periods in an effort to retain student numbers.
- Delivered weekly Art Therapy groups for the Detox students
- Delivered five Vocational Guidance groups for students, utilising the DISC model and a Self-Directed Search.
- Facilitated several choir performances at Narrellan BaptistCare, Minto Market Place and the Annual School Open day.
- Attended four plays at The Sydney Theatre company
- Provided a woodwork market stall and face painting at Open Day
- Staff facilitated Treatment Planning Groups and Individual Counselling
- Hosted secondary education school students from Hawker College, and students from Narrabundah School (Canberra).
- Exhibited student art works at Margot Hardy Gallery.

2. Contextual Information about the School and characteristics of the student body

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

Our vision: A world free of addiction.

Our mission: To build safe and healthy communities by reducing the impact of addiction on individuals, families, carers and communities.

Our values:

Professionalism - We are committed to excellence by maintaining our professional boundaries and fulfilling responsibilities in an accountable, inclusive and objective manner.

Creativity - We trust in our limitless potential.

Respect - We demonstrate consideration and regard for the feelings, beliefs and rights of others.

Integrity - We act with honesty and adhere to consistent moral and ethical values and principles through our personal and professional behaviours.

Many of our students in the program are stipulated to our care by the Courts and if they leave before completing the program may go to prison. Students 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 students, their admission has been determined by external influences. Subsequently, many initially display recalcitrant or defensive behaviour.

In the main, our students 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 PLC) provides a window of opportunity to address these needs. The PLC is dynamic and innovative in its approach as the traditional school system has largely failed our students and is not appropriate for their special needs.

PLC students are aged 18+ who may also have co-occurring mental health disorders. Mental health diagnosis reported on admission include: Anxiety, Bipolar Disorder, Borderline Personality Disorder, Depression, Post-Traumatic Stress Disorder and Schizophrenia.

As in previous years the trend towards students admitted with more challenging and increasingly complex conditions continues. The students in our care have the following characteristics:

- low self-esteem
- poor self-image
- low frustration level
- poor boundaries
- 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 students 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 objectives of Secondary Education with the aim of the Therapeutic Community. We have achieved this by developing specialised programs which meet the needs of our students 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 PLC 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 students ability to take control of his/her own life.

The PLC 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.

The PLC plays an important role in providing educational opportunities denied to the majority of students in the program due to their long- standing long term substance misuse. As many of the students 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 students 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 students self esteem in general. It also aims to provide new learning experiences which open doors to students that they previously either were not aware of or thought were shut to them.

While all courses address NESA 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 students are capable of re-entering society and becoming productive members.

Of the students admitted to Odyssey House during 2018, 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 2018 year 410 people were admitted into the residential rehabilitation program for treatment which includes an educational component.

Characteristics of the Student Body

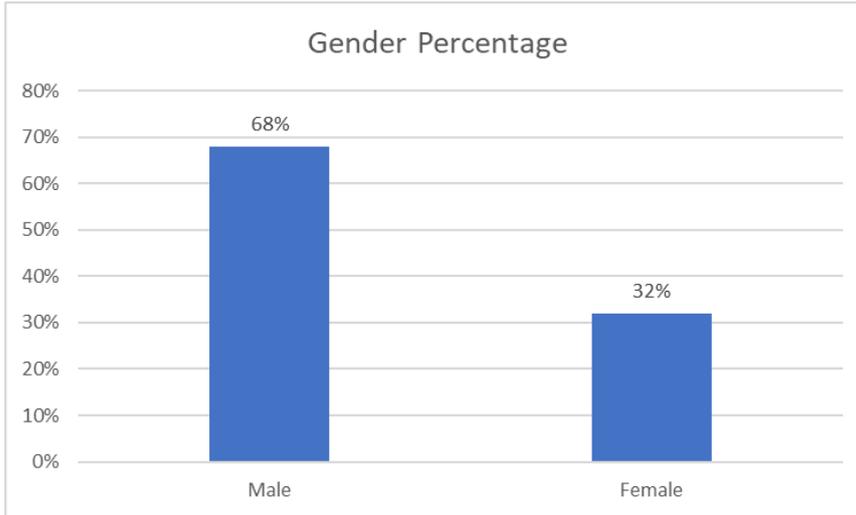
Students enter the program via the following means:

- Court stipulation
- Drug court stipulation (MERIT program – Magistrates Early Release into Treatment Program)
- Probation and Parole referral
- Family pressure (voluntary)
- Self referral (voluntary)

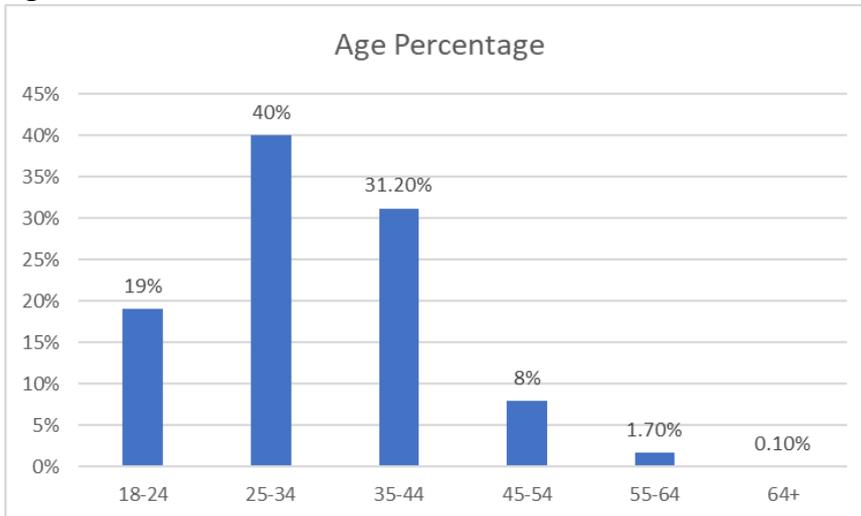
Students participate in an Assessment Phase where their suitability to engage in the Odyssey House program is determined. This assessment includes psychiatric, medical and educational review. All students are accommodated by the PLC regardless of disability or medical condition. A significant proportion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

The breakdown of our students for 2018 can be seen in the following tables.

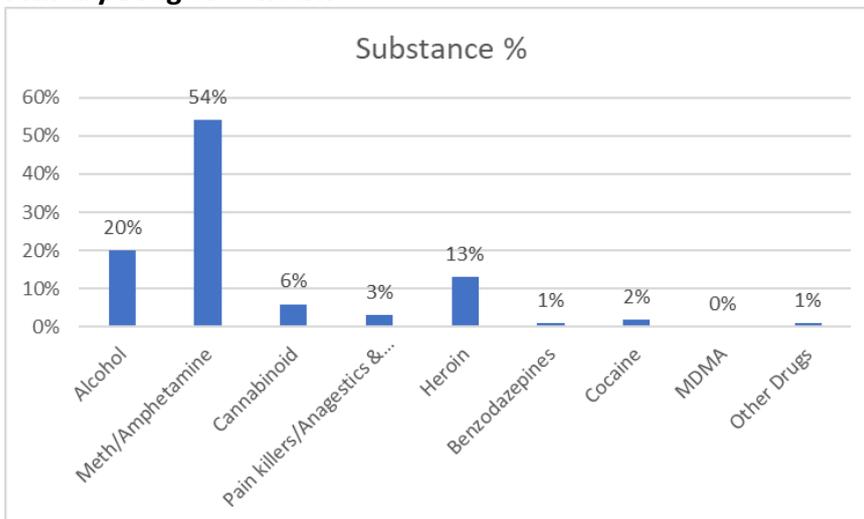
Gender:



Age:



Primary Drug of Concern



Meth/Amphetamine was the most commonly nominated principal drug of concern, accounting for 54%. This is an increase of 15% over the previous year. 20% of students naming alcohol as their primary drug of concern. This trend is linked to the increased incidence of mental illness among Odyssey House students, 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 students 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.

During the 2018 year, Odyssey House accepted 410 individuals. Of these admissions, 279 were males and 131 were females who were admitted to either the withdrawal unit or the Therapeutic Community.

Students' 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 students' health and behaviour in the treatment program.

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

The Odyssey House PLC registered for stage 6 and does not have accreditation for presenting candidates for the HSC. The PLC 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, students 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 students are required to complete a Self Evaluation on a weekly basis which is their personal assessment of progress made.

Students 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 students 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 5).

The WRAT-5 is a norm-referenced test of academic skills necessary for effective learning, communication and thinking. It is designed for individuals aged 5 to 85+ years of age and assists in the determination of learning ability and disability and in identifying the learning needs of students.

WRAT-5 Test Structure

The WRAT-5 provides derived scores and interpretive information for four subtests:

- Word Reading measures untimed letter identification and word recognition. The examinee reads aloud a list of letters/words
- Sentence Comprehension measures the ability to identify the meaning of words and to comprehend the ideas and information in a sentence using an untimed modified close procedure. Each item requires the examinee to read (aloud or silently) a sentence with a word missing, and then say the word that best completes the sentence
- Spelling measures an individual's ability to write letters and words from dictation without a time limit
- Maths Computation measures an individual's ability to count, identify numbers, solve simple oral maths problems, and calculate written maths problems with a time limit. Problems are presented in a range of domains, including arithmetic, algebra, geometry, and advanced operations
- A Reading Composite score is created by combining the Word Reading and Sentence Comprehension standard scores.

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 (Student Achievement)

The PLC does not have accreditation to award the Higher School Certificate. All classes are ungraded. We have no year 12 students. However, we continually evaluate our course outcomes to assist in evaluating the curriculum we deliver.

The course evaluations measure the extent to which the PLC is successful in meeting its objectives using the following indicators:

1. Develop students' knowledge, skills and attitudes
2. Provide students with positive educational experiences
3. Develop students skills in communicating, making decisions and/or solving problems
4. Improve students ability to express themselves
5. Improve students confidence in the task undertaken
6. Students feel better about themselves as a result of participating in the PLC course
7. Students receive positive role modelling from PLC staff
8. Student feel better equipped to stay in Odyssey House
9. Students rating the importance of the PLC courses in the Odyssey House program

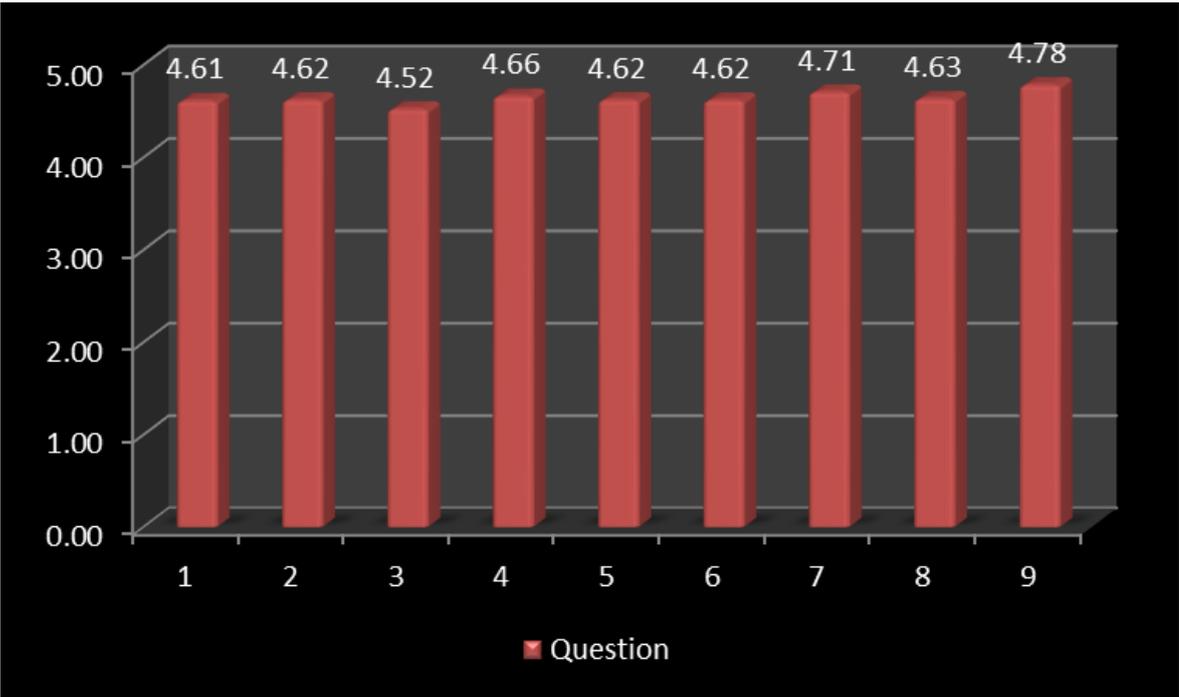
Methodology

All students are invited to participate in filling out the course evaluations after having completed or experienced individual courses within the Progressive Learning Centre. This is done twice per term during weeks 5 and 10.

A five-point "Likert" scale is used and reports are compiled on a biannual basis. The nine questions on the evaluation form relate to the objectives of the PLC. These results provide information regarding the effectiveness of each course and the Progressive Learning Centre as a whole.

Students are encouraged to provide comments stating what they both learnt and benefited from after attending the course.

Effectiveness of PLC courses



Sample Number = 511

Mean = 4.66

Highest rating = 4.78 (Qu.9)

Lowest rating = 4.52 (Qu.3)

Of the 511 student 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 classes play an important part in the overall Odyssey House Program (4.78 on a 5 point Likert scale) – the next highest objective was that students believed that the PLC staff provided positive role modelling for them (4.71). These results indicate that students place a high value on the importance of PLC classes and respect the staff members who deliver them.

5. Teacher Professional Learning, Accreditation and Qualifications

Teacher Standards

There are six teachers employed in the PLC. Three of these teachers are employed full-time and three are employed on a part time basis.

Five 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 (Ceramics), works one day per week and has more than 30 years teaching experience at Odyssey House. The Principal has a Masters degree in Special Education and all of the teachers are very experienced. (Refer Theme 6 for Qualifications).

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 1 – 30+ 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	5
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 students. 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	6
Practical Fire Training	6
Food Handling	6
Intergrated Services	6

Senior First Aid – Resuscitation Certificate	5
Keeping Children and Young People Safe	5
Annual staff retreat / Strategic Plan Training Day / Therapeutic Community	5
Proficient Teacher Orientation	3
AIS Annual Briefings	2
Managing workplace behaviours	2
VET exam committee	1
Literacy Block Training	1
Mental Health First Aid	1
Readers Program MultiLit	1
The AIS Visual Arts Conference	1
3D Printing	1

(The average expenditure per teacher on professional learning in 2018 was \$400)

6. Workforce Composition

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

Full-time Teachers

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

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

Visual Arts Teacher: Bachelor Art (Humanities)/ Bachelor Teaching (Secondary), 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

English Teacher: Bachelor Primary Education (Honours), Diploma Community Services

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

NB: There are no Indigenous teaching staff.

7. Student Attendance and Retention Rates and

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 students recovery from addiction.

PLC Classes	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Educational Assessment												
Male WRAT completed	4	9	11	7	14	8	6	7	6	6	11	6
Female WRAT completed	3	6	7	2	6	0	0	5	7	2	3	4
Total Educational Assessments	7	15	18	13	20	8	6	12	13	8	14	10
No. x students with measurable improved educational outcomes	0	0	47	13	2	7	9	0	8	4	9	10
Vocational Guidance												
Classes Run	0	2	0	0	2	0	0	2	0	0	2	0
Participants	0	12	0	0	10	0	0	12	0	0	10	0
Resumes completed	0	6	0	0	5	0	0	6	0	0	4	0
Completions	0	6	0	0	5	0	0	6	0	0	4	0
Mathematics												
Classes Run	1	12	10	4	14	11	6	11	11	8	12	8
Participants	5	42	34	16	27	40	24	33	26	21	41	25
Completions	0	0	3	4	0	3	4	4	2	0	4	5

English												
Remedial English												
Classes Run	1	20	13	8	12	6	2	3	10	9	14	6
Participants	1	40	65	32	24	32	8	12	6	19	12	10
Completions	0	0	0	4	0	0	0	0	4	0	0	5
Assessment English												
Classes Run	1	20	13	8	5	3	2	5	3	2	4	3
Participants	11	40	65	32	111	36	28	68	31	26	78	62
Structure English												
Classes Run	1	20	13	8	0	15	12	3	19	14	19	17
Participants	11	44	66	32	0	18	16	60	20	8	7	17
Assessment Workshops												
No. x Visual Arts W/S	2	20	19	10	23	19	12	22	20	13	21	13
Female Participants	6	70	71	34	34	28	13	66	54	24	48	40
Male Participants	8	150	128	73	210	115	39	88	83	61	128	81
No. x Woodwork W/S	2	20	19	10	23	19	12	22	20	13	21	13
Female Participants	6	70	71	34	34	28	13	66	54	24	48	40
Male Participants	8	150	128	73	210	115	39	88	83	61	128	81
Total Workshops Run	4	40	38	20	46	38	24	44	40	26	42	26
Total Participants	28	440	398	214	488	286	104	308	274	170	352	242
Electives												
No. x Visual Arts classes	2	20	19	10	23	19	12	22	20	13	21	13
Participants	10	92	86	49	102	84	66	98	89	66	98	41
No. x Woodwork classes	2	20	19	10	23	19	12	22	20	13	21	13
Participants	6	56	86	49	119	81	66	71	72	60	79	47

Computers												
Classes Run	2	12	9	5	14	11	7	11	11	8	12	8
Participants	10	45	26	22	55	41	27	44	26	21	41	25
Completions	0	0	4	5	2	4	4	4	2	0	4	5
Ceramics												
Classes Run	0	8	8	4	6	6	4	8	8	6	8	6
Participants	0	22	30	17	20	19	14	22	24	13	18	9
Completions	0	0	0	0	2	4	3	2	0	4	1	3
Choir												
Classes Run	0	4	2	2	3	4	1	5	4	2	4	2
Participants	0	59	30	35	60	98	19	102	59	24	57	34
Detox Art Workshop												
Classes Run	0	2	1	2	3	1	1	2	3	1	1	0
Participants	0	11	3	9	7	5	4	9	9	3	7	0

Post-School Destinations

Odyssey House Progressive Learning Centre provides a Vocational Guidance Program for all students 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 2018, 23 students graduated the Odyssey House Program.

8. Enrolment Policies

All students 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 students who have classes must attend those classes. Since some students 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 students 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.

Other School Policies

The aim of the Progressive Learning Centre is to provide educational and social experiences which foster personal growth, empowering students 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 students, the policies and procedures of Odyssey House are consistent throughout the whole organisation. These policies are in keeping with the spirit of the NESA requirements.

All not-for profit organisations are 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.

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

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

As our students have low frustration levels, are impulse driven and often lack social skills, there is a very structured process in place so that students 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: Students 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 I: This level provides students with tools to facilitate them learning how to become assertive in order to get their needs met through negotiation. Once they have demonstrated this skill they progress to ;-

Level II: Students 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 III: At this level students are given the opportunity to practice developing a responsible approach towards others 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 students. This is usually the most difficult and therefore the longest phase of the program. When completed students progress to:-

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

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

When students fail to demonstrate the behaviour appropriate to the level they are in, they can be demoted to a more junior level in order to practice the appropriate

behaviour required of them or given learning tools to modify the behaviour. If students 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.

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 students 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 for teachers to gain a better understanding of how to deal with student grievances. The policy and procedures were devised by a psychiatrist specifically for our population.

9. School Determined Priority Areas for Improvement

AREA	PRIORITIES
Staff Development	All staff to research and attend courses relevant to their teaching area and improve levels of professionalism. Maintain ongoing support and supervision of three Provisional teachers seeking Proficient status. Maintain School Management Plan 2017 – 2019, which will include ongoing staff professional development.

Teaching	Participate in External supervision. Extend the scope of education to include TAFE course access. Utilise all full –time teaching staff in running educational units in therapy groups and becoming active members of the therapy teams.
Facilities	Create new dust-proof room in the Industrial Arts building to facilitate a Laser-cutter and computer. Remove/replace old wooden windows in the classroom area – with aluminium sliding windows. Fill and cap disused pool for recreational facilities. Build new volleyball court on the Ingleside site. Replace existing Air conditioning units in classrooms.
Resources	Purchase new IT equipment and software, supporting the Laser Cutter. Upgrade current computer classroom/facilities. Introduce more digital resources into the English classes.
Community Involvement	Continue to source opportunities for community involvement for students/students. (Includes staffing BBQ's at various local shops/stores). Increased visits to retirement villages for the school choir as. Continue to provide students with access to the local dragon Boating Club (which participates at Darling Harbour and Sydney Harbour).

11. Initiatives Promoting Respect and Responsibility

Odyssey House is a Therapeutic Community where respect and responsibility are the cornerstones of Therapeutic Communities. The Odyssey House Therapeutic Community is structured in levels through which the students 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 students have displayed many anti social behaviours including criminal activities ranging from traffic offences to more serious crimes. Resocialisation is a major part of their therapy and this resocialisation focusses on teaching trust, respect and responsibility.

Each level through which the students 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?"

Students 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 students fulfil roles in assisting the Assessment students in the workshop activities. Visual Arts students make covers for the English Exercise books, bookmarks for the library books, placemats for the dining room. 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.

12. Parent, Student and Teacher Satisfaction

Parent satisfaction is not applicable to our situation as all students attending the PLC are over the age of 18 and are in residential rehabilitation. Odyssey House acts in loco parentis. However, regular feedback is given internally to medical and therapeutic staff of student/resident progress.

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 PLC
- 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 students 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 students hear about the benefits from participation directly from their peers. PowerPoint presentations are shown to the whole of Odyssey House staff and students 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 students 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 students’ 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 students must practise using in order to progress through the program. This is an essential part of their therapy program. It is essential that students 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. 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.

13. Summary Financial Information

Odyssey House NSW – School (A Division of Odyssey House NSW)

ABN 49 001 418 257

Statement of Profit or Loss and Other Comprehensive Income For the Year Ended 31 December 2018

		2018	2017
	Note	\$	\$
Revenue	5	2,138,783	2,256,681
Investment income	5	6,036	5,425
Other income		2,199	1,718
Operating expenses		(943,596)	(765,532)
Employee benefits expense	6	(783,868)	(675,313)
Depreciation expense	6	(38,530)	(41,481)
Surplus for the year		381,024	781,498
Other comprehensive income for the year		-	-
TOTAL COMPREHENSIVE INCOME FOR THE YEAR		381,024	781,498

Odyssey House NSW – School (A Division of Odyssey House NSW)

ABN 49 001 418 257

Statement of Financial Position
As at 31 December 2018

	Note	2018 \$	2017 \$
Assets			
<i>Current assets</i>			
Cash and cash equivalents		992,047	985,918
Trade and other receivables	7	1,702,471	1,306,240
Other assets	8	3,092	-
Total current assets		<u>2,697,610</u>	<u>2,292,158</u>
<i>Non-current assets</i>			
Property, plant and equipment	9	<u>251,687</u>	<u>290,217</u>
Total non-current assets		<u>251,687</u>	<u>290,217</u>
Total assets		<u><u>2,949,297</u></u>	<u><u>2,582,375</u></u>
Liabilities			
<i>Current liabilities</i>			
Trade and other payables	10	-	25,410
Provisions	11	<u>118,028</u>	<u>106,720</u>
Total current liabilities		<u>118,028</u>	<u>132,130</u>
Net assets		<u><u>2,831,269</u></u>	<u><u>2,450,245</u></u>
SCHOOL FUNDS			
Member's fund		-	-
Retained earnings		<u>2,831,269</u>	<u>2,450,245</u>
TOTAL SCHOOL FUNDS		<u><u>2,831,269</u></u>	<u><u>2,450,245</u></u>

14. Publication Requirements

Odyssey House Progressive Learning Centre, is committed to publicly disclose all information regarding education, services and activities (including the Annual Report) on the internet through the Odyssey House website (www.odysseyhouse.com.au).

Odyssey House PLC will provide this information, on request, to a person who is responsible for a student and is unable to access the internet.