



ODYSSEY HOUSE
NEW SOUTH WALES

ODYSSEY COLLEGE

ANNUAL REPORT 2020



MISSION, VISION AND VALUES

All residential Odyssey House NSW clients are enrolled into the school and therefore share our vision, mission and values.

Our vision

A world free of addiction.

Our mission

To build safe and healthy communities by reducing the impact of substance misuse 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.

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A MESSAGE FROM THE KEY SCHOOL BODIES

Principal

Odyssey College experienced a year of consolidation and change during 2020. I joined the team as new Principal in April just as COVID-19 was taking hold throughout the country, and we also changed the school name from the Progressive Learning Centre to Odyssey College. As we reflect on the year there is much to be thankful for.



Despite the impact of COVID-19, we carried out several building projects to enhance students' experience. We added new classrooms, each with state-of-the-art technology including Promethean interactive screens, along with tablets and a newly restored computer room. Construction of a covered outdoor learning area and adjacent gymnasium is due for completion in 2021.

As the College is located over two campuses, COVID-19 caused some degree of disruption as we stopped students from moving between campuses and introduced strict measures to prevent the disease entering our community.

As we prohibited any non-essential visits, residential clients were also prevented from seeing their families. Due to these strict measures, Odyssey College was spared any COVID-19 infections and had very low sickness rates throughout the year.

The College continues to offer a small but relevant curriculum:

- English Life Skills, Stage 6 Syllabus
- Mathematics Life Skills, Stage 6 Syllabus
- Visual Art Life Skills, Stage 6 Syllabus

- Industrial Technology (Timber) Life Skills, Stage 6 Syllabus
- PDHPE Life Skills, Stage 6 Syllabus
- Ceramics Content Endorsed Course, Stage 6
- Work and the Community Life Skills Stage 6
- Choir and Guitar Lessons

It is important to ensure coursework is relevant, respectful and meaningful for our students. We continuously improve programs so they provide residents with the skills that are necessary when they leave the residential program.

In July 2020, we introduced vocational training with a pilot program offering forklift licence and White Card courses, which were both successful. We have subsequently offered more courses throughout the year and are investigating the possibility of longer online courses in the future.

This annual report provides a snapshot of some of the year's successes and ambitious plans for the future. In 2020 we:

Odyssey College Highlights for 2020

- Administered 129 WRAT (Wide Range Assessment Testing) student screening tests to determine entry level for educational programs.
- Delivered regular Art Therapy groups for Detox students.
- Began a building program to provide more classrooms, improve technology and develop outdoor learning spaces including outdoor courts and a gymnasium.
- Developed a vocational program so students can participate in short and long-term courses to help them gain employment.
- Amended the curriculum to maintain its relevance for adult education.
- Introduced a PDHPE unit.



- Introduced forklift licensing and white card courses.

I would especially like to thank Odyssey House NSW CEO, Julie Babineau and Chair of the Board, Doug Snedden for their tireless work and passion for helping those who have fallen on hard times.

I would also like to acknowledge the School Advisory Committee, particularly our outgoing Chair, Stacey Quince, along with Acting Chair, Valerie Hoogstad and the newly appointed Chair, Dr Debra Keliher. Their insight and wisdom is invaluable and is of enormous benefit to the College and our students.

Peter Reuben
Principal



Chair of the School Advisory Committee

As Chair of the School Advisory Committee, I am enormously proud of the work taking place at Odyssey College. The College provides a range of New South Wales Educational Standards Authority (NESA)-approved educational and vocational programmes for residents of Odyssey House NSW.



It operates within the Odyssey House therapeutic community model and enables residents to develop their talents and skills with the goal of both future employment and a safe healthy life.

Our College Principal, Peter Reuben, has been tireless in his efforts to introduce new courses relevant to residents, develop staff and consider strategies for the future. His energy and vision in the role are exemplary. The talented College staff assess each student and create individual education plans to ensure their school experience is meaningful and engaging.

I thank Stacey Quince, former Chair of the School Advisory Committee and Valerie Hoogstad who took on the role of Acting Chair in 2020, for their generous work in steering the Committee. I also thank Julie Babineau, CEO, who leads the hugely important work of Odyssey House with total commitment and focus.

The students of Odyssey College battle griefs we may never know, as they go about their learning. Their courage and persistence in their education is a lesson in itself. Within the Odyssey House vision of 'A world free of addiction' the College gives residents both practical and cognitive skills to lead fulfilling and healthy lives, free from substance misuse.

Dr Debra Keliher
Chair of the School Advisory Committee

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

The College

Odyssey College, at Eagle Vale in South West Sydney, is the education unit for residential clients of Odyssey House NSW. A second campus exists at Ingleburn. We teach relevant subjects to help clients transition to new lives at home, at work and beyond the Odyssey House therapeutic community.

During 2020, 187 people were admitted into the Odyssey House NSW Residential Program and each one of them also attended Odyssey College.

The College 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. It delivers Stage 6 Life Skills syllabus, which provides course options for students with special education needs who cannot 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 developing a program to help people overcome problems related to drug dependences.

The school has a closed enrolment policy and allows admission through referral only. The College Principal is delegated authority by the Odyssey House Board and reports to the School Advisory Committee as a sub-committee of the Board.

There are several community engagement opportunities throughout the year. These include Family Information Days when family and loved ones are invited to lunch, to attend seminars, ask questions and discuss concerns in a relaxed, friendly atmosphere.

Our students

In 2020, students came from varying backgrounds and ethnicities but shared the desire for a fresh start. Many were not equipped to cope with the school system and had developed learning difficulties. Odyssey College provides a window of opportunity to address clients' learning needs and gave these students another chance to effectively participate in the school system.

The College is dynamic, innovative and accommodating of all students, who must be over 18 years and enrolled in the residential rehabilitation program.

All of our teaching programs are designed to build trust, enhance self-esteem, encourage self-expression and develop self-identity. Our aim is to promote each individual's personal growth as they journey through their education so they flourish. Although they may not all finish their studies, our desire is that each student will develop a love of learning to help them succeed after therapy at Odyssey House.

In our educational programming, implementation and evaluation we have interconnected the objectives of secondary education with the aims of the therapeutic community, and meet student needs by providing relevant programs at the therapeutically optimum stage. Education is key to rehabilitation for residential clients. While all courses address NESAs syllabus outcomes they also provide the opportunity for students to develop new skills and a greater sense of confidence.



Student characteristics

In 2020, 187 residents studied at Odyssey College, including 17 Indigenous students (9%). Mean student attendance at the College was 62.8 days. All students are accommodated by the College regardless of disability or medical condition.

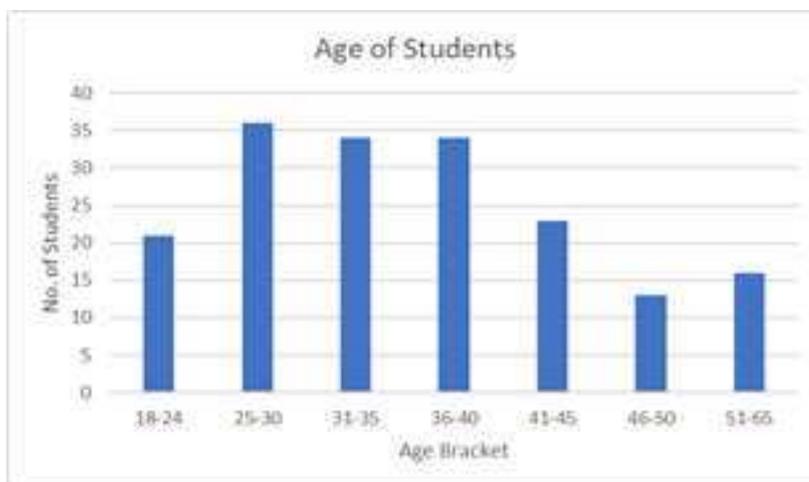
Students' participation in the education program is determined at Assessment Phase through analysis of their education, treatment plan, therapists' recommendations, case reviews and self-assessment. Continued enrolment in the education program is dependent on students' health and behaviour in the treatment program so some students may also withdraw.

Students enter the program via the following means:

- Court stipulation
- Drug court stipulation (Magistrates Early Release into Treatment Program)
- Probation and Parole referral
- Family referral Self referral

Gender and age

The composition of the 187 residents in the 2020 student body was 30% female (57 people) and 70% male (130). In 2020, residents were an average of 36.2 years of age at enrolment. This created a vibrant community in conjunction with students' varying backgrounds and ethnicities.



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Odyssey College is registered for Stage 6 and offers Life Skills courses. As such, it does not have accreditation for presenting candidates for the Higher School Certificate, and does not participate in National Literacy and Numeracy testing (NAPLAN).

After admission, each resident is assessed over four to six weeks to ascertain their suitability for the program. This assessment includes a Wide Range Achievement Test (WRAT) to determine the level of remedial education necessary. At the conclusion of this Assessment Phase a Treatment Plan is formulated and educational goals are set. All students have an Individualised Learning Plan.

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 assessed for each subject area with a rotation of subjects which enable students to complete their mandatory hours. Certificates of Attainment are presented to students who meet these requirements.



SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

Odyssey College is not accredited to award the Higher School Certificate. All classes are ungraded, however we continuously evaluate course outcomes to assist in evaluating the curriculum overall.

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Teacher Standards

Odyssey College employs eight teachers of whom seven work full-time and one part-time.

Five of the teachers have teacher qualifications from a higher education institution within Australia and the remaining teacher has a master's degree in her subject area (Ceramics), works one day per week and has more than 30 years teaching experience at Odyssey College.

The Principal has a master's degree in Teaching (refer below for Qualifications). The number of teaching staff employed by Odyssey College has increased throughout 2020 to cater for the learning needs of our residents.

CATEGORY	NO OF TEACHERS
Teachers with teacher education qualifications from a higher institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI_NOOSR) guidelines	7
Teachers with a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines	1

During 2020, COVID-19 created problems with attending courses and seeking professional development. As such, it became necessary to register online courses for all teachers. This was arranged through the Association of Independent Schools NSW and Teacher Training Australia.

All Odyssey College staff receive internal training at the commencement of each term. Courses are deliberately selected to ensure that they enable staff to develop their skills in working with our clientele.

Where possible, expert external providers are engaged to deliver training pertinent to professionals working with substance misuse students.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NO OF TEACHERS PARTICIPATING
Annual staff retreat / Strategic Plan Training Day	8
Disability Legislation Online Course	7
Practical Fire Training	7
Inclusion in Education	7
Working Memory and its Impact on Learning	7
Indigenous Cultural Awareness Work Ready Course	5
MoneySmart Maths	3
NCCD Term 2 Network Meeting: Evidence and Moderation	2
Proficient Teacher Orientation	2
HSC Marking Brief	1
School Governance (online)	1

WORKFORCE COMPOSITION

There are eight teaching staff employed within Odyssey College and one Administrative Support. One teacher identifies as Indigenous. All teachers are full-time permanent employees except for the Ceramics teacher who is part-time. Five of the teachers are female and three are male.

We have actively sought to employ a mix of experienced teachers and also new graduates, with two teachers aiming to move from provisional status to proficient within the next two years.

STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

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.



Post-School Destinations

Odyssey House Progressive Learning Centre provides a Vocational Guidance Program for all students in the latter stage of the Odyssey House residential program. This course has played a significant role in assisting graduates of the program to gain employment. Some of our graduates enrol in training courses for the first time in their lives while others gain employment for the first time.

There are four points of departure from the program and hence withdrawal from the school. This may occur after the Assessment phase, Foundations of Recovery (3 months), Core (6 months) and Senior (9 months). For a student to graduate from the program, they must spend time serving the community and this generally occurs at around 12 months. During 2020, 14 students graduated the Odyssey House Program.



ENROLMENT POLICY (AND CHARACTERISTICS OF THE STUDENT BODY)

Progressive Learning Centre Enrolment Policy



Reference number:	14.1
Version number:	3
Document owner:	PLC Principal
Document approval:	The Director of Residential Services
Document endorsement:	The PLC Advisory Committee on behalf of the Board
Document location:	Media Drive/Intranet
Date document approved:	May 2020
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14.1.1 Scope

1. The Progressive Learning Centre (PLC) is the Education Unit at Odyssey House (OH) and provides educational experiences to foster the personal growth of residents' in the OH therapeutic community. PLC is registered by the NSW Department of Education and Communities through NESA (NSW Educational Standards Authority) and is a member of The Association of Independent Schools.

14.1.2 Policy

2. The PLC has a closed enrolment policy which only allows admission through referral. As a rehabilitation service, only students 18 years old and over can be referred.
3. Enrolment at the PLC is mandatory for any individual participating in the OH residential rehabilitation program.
4. Enrolment is subject to interview at the Admissions and Intake Centre (AIC) at 199 Regent St, Redfern. As part of this process a member of the PLC staff will meet with individual students before offering a place.
5. Students enrolling at school for the first time must be 18 years of age or over at the time of enrolment.
6. Only limited courses are offered at the PLC with only Stage 6 non-examinable subjects accessible. Subject selection is the delegated responsibility of the School.
7. The School is committed to meeting the individual learning and other needs of its students. Accordingly:
 - the school will only accept and continue the enrolment of a student if it considers that its resources and facilities will meet their needs, with reasonable adjustments where necessary.

- the School reserves the right to refuse to enrol a student, if the School is not able to meet their needs, even with reasonable adjustments.
 - the School may also review any student's enrolment and may cancel the enrolment from the school if it is deemed that the School can no longer meet the student's needs.
8. The School has an absolute discretion in determining the weight of each of the factors it considers in determining whether to offer a place for the student.
 9. Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, and the student observing all behavioural codes of conduct and other requirements of OH Residential Services and the School which are applicable.

OTHER SCHOOL POLICIES

Odyssey College aims to provide educational and social experiences which foster personal growth and empower students to effectively participate in the wider community. During 2020, Odyssey College contracted Complispace to begin the process of writing and updating our policy requirements. This process is ongoing, and it is expected to be completed in early 2021.



STUDENT WELFARE POLICY

Progressive Learning Centre (PLC) Student Welfare Policy



Reference number:	14.4
Version number:	2
Document owner:	PLC Principal
Document approval:	The Director of Residential Services
Document endorsement:	The PLC Advisory Committee and the Quality and Clinical Safety Committee on behalf of the Board
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14.4.1. General

The NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-Government Schools (NSW) Manual requires that a school must have in place policies and procedures to ensure that it provides a 'safe and supportive environment' for all students.

14.4.2. Support

The School aims to promote a learning environment where teachers and pupils are mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters which affect them.

14.4.3. Security

The School implements measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and includes in its consideration such matters as:

- (a) appropriate levels of supervision including on-site and off-site activities;
- (b) security of buildings;
- (c) procedures in case of fire critical incidents ie. Odyssey House sites evacuation/lock down;
- (d) use of grounds and facilities;
- (e) travel on School-related activities; and

STUDENT WELFARE POLICY (CONT)

Progressive Learning Centre (PLC) Student Welfare Policy



- (f) other appropriate matters ie. Residential Services (where additional procedures need to be put in place e.g. supervision 24/7).

The implementation of these requirements and procedures is monitored for compliance on an ongoing basis in line with Odyssey House Residential Services policies and procedures.

14.4. 4. Supervision

Appropriate measures are taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

14.4.5. Conduct

The School has in place a Code of Conduct for staff and students which may be supplemented from time to time by specific rules and directives. The Code of Conduct includes such matters as:

- (a) the rights and responsibilities of students and staff within the School community including the rights and responsibilities of students and staff as members of the Odyssey House (OH) therapeutic community.
- (b) behaviour management;
- (c) the role of any School leadership system (or equivalent) in the School and the monitoring of that system; and
- (d) the management and reporting of serious incidents in accordance with the OH Incident Management System (IMS) .
- (e) The School has established and implemented appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of this policy.
- (f) The School has a student leadership system in place.

14.4.6. Complaints and Grievances

The School has in place processes for dealing with complaints and grievances raised by students These processes will incorporate, as appropriate, principles of procedural fairness.

14.4.7. Pastoral Care

- (a) Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling with the School through OH Residential Services.
- (b) The School takes reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.

STUDENT WELFARE POLICY (CONT)

Progressive Learning Centre (PLC) Student Welfare Policy



- (c) Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner in accordance with OH Residential Services policies and procedures.

14.4.8. Communication

- (a) The School provides both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and wellbeing. This may include communications between some or all of the following: student, spouse or other significant family member of the student; teacher; counsellor; Principal; OH Residential Services staff; representative of an appropriate government, welfare, health or other authority.
- (b) All of the above policies and procedures will apply when the School has made arrangements for students of the School to undertake courses, subjects, tutoring or other education either on or off-site or where the School has made alternative residential arrangements for the purposes of their schooling.
- (c) Teachers, staff and any other persons involved in the provision of education or other services for students of the School who are undertaking courses, subjects, tutoring or other education either on or off-site which have been arranged by the School, or who are involved, at the request of the School, in OH Residential Services for the purposes of their schooling, will be subject to the requirements of relevant police screening.
- (d) Any student undertaking distance education, outside tutoring, or accessing accommodation arranged by the School but outside of the School will have equal access to counselling and other student welfare services as appropriate.
- (e) All of the above policies will be implemented in a manner that is appropriate to the School, its students and the OH Residential Services and with regard to the relevant legislative requirements that apply to the School and the students within its care.

Reference: AISNSW

DISCIPLINE POLICY

Progressive Learning Centre (PLC)

Discipline Policy



Reference number:	14.3
Version number:	3
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14.3.1 Introduction

It is publicly recognised that a strength of independent schools is the ability to maintain discipline and deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

The students of the School in Odyssey House are over 18 years of age and reside within a Residential Rehabilitation program. The disciplinary action taken by the School will be the same as that used in the Odyssey House Residential Rehabilitation program.

14.3.2 Procedural Fairness

The NSW Government has accepted the recommendations of Part 1 of the Review of Non-Government Schools (Grimshaw Review) which includes requiring schools to develop policies relating to discipline that includes suspension, expulsion and alternatives to corporal punishment (which must be precluded).

To be registered, it is a requirement of a non-government school to have disciplinary procedures that are based on principles of procedural fairness.

The following is an extract from the Odyssey House Residents Manual:

Procedural fairness is a basic right of all when dealing with authorities.

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- *know the allegations related to a specific matter and any other information which will be taken into account in considering the matter.*

DISCIPLINE POLICY (CONT)

Progressive Learning Centre (PLC) Discipline Policy



- *know the process by which the matter will be considered.*
- *respond to the allegations.*
- *know how to seek a review of the decision made in response to the allegations.*

The 'right to an unbiased decision' includes the right to:

- *impartiality in an investigation and decision making.*
- *an absence of bias by a decision-maker," and*

The review mechanism adds to the fairness of the process."

Odyssey House PLC holds the view that the right of review or appeal depends on the circumstances of each individual case and it is not a necessary component of providing procedural fairness.

14.3.3 Guidelines and potential consequences

- Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.
- Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.
- The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in the student being asked to exit the School, the student and Odyssey House Residential Director will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
- The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion from the OH Residential Program.

DISCIPLINE POLICY (CONT)

Progressive Learning Centre (PLC) Discipline Policy



- The school prohibits the use of corporal punishment in disciplining students attending the School.
- The School doesn't explicitly or implicitly sanction the administering of corporal punishment by non school persons, including parents, to enforce discipline at the school.
- The following are suggested options only to assist your school in determining when and how to apply processes that might result in the suspension or expulsion of a student, and what review and appeal rights, if any, are afforded to students in such situations.
- Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:
 - (a) informed of the alleged infringement.
 - (b) informed as to who will make the decision on the penalty.
 - (c) informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
 - (d) afforded a right of review of appeal.
- The Principal will reach a preliminary decision in relation to the allegation and any proposed penalty and advise the student of the view. The student would be advised that if they wish this preliminary decision to be reviewed, they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final decision or amend the preliminary decision based on the additional information provided; or

The Principal in consultation with the Director of Residential Services is the body that makes the final determination in relation to disciplinary matters that may result in suspension or expulsion.

References: AISNSW

COMPLAINTS AND GRIEVANCES RESOLUTION

Odyssey House Complaints and Grievances



Reference number:	14.5
Version number:	2
Document owner:	PLC Principal or Manager
Document approval:	The Director of Residential Services and Director of Community Services
Document endorsement:	The PLC Advisory Committee and the Quality and Clinical Safety Committee on behalf of the Board
Document location:	Media Drive/Intranet
Date document approved:	May 2020
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14.5.1 SCOPE

Odyssey House has the following Procedure to deal with complaints and grievances of a general nature that may be held by students and clients.

Odyssey House recognises that students and clients may have a complaint or grievance over an Odyssey House related issue. This procedure provides a mechanism by which they can seek to have that complaint or grievance addressed. An outcome of this procedure may be that the complaint or grievance is found to be groundless.

Odyssey House will seek to ensure that any complaint or grievance is resolved at the earliest opportunity and in a timely manner and allow reasonable periods of time for discussion.

14.5.2 COMPLAINT INVESTIGATION PROCEDURE FOR ALLEGED REPORTABLE CONDUCT BY A MEMBER OF STAFF

a) Making Allegations - Allegations made by a student or other Odyssey House Community member against a member of staff for alleged reportable conduct:

- Should be made in writing to the Principal or Manager either by letter marked CONFIDENTIAL or in person. If inappropriate to contact the Principal or Manager, the Director of Residential Services of Odyssey House (OH) should be contacted
- Should be made confidentially and will be treated as confidential.
- Will be acknowledged in writing by the Principal or Manager, the Director of Residential Services or their delegate.

b) Definition of Reportable conduct is defined as follows: -

- any sexual offence or sexual misconduct committed against, with or in the presence of a child (including a child pornography offence or an offence involving child abuse material).
- any assault, ill-treatment or neglect of a child; and
- any behaviour that causes psychological harm to a child whether or not, in any case, with the consent of the child The Principal or Manager, the Director of Residential Services or

COMPLAINTS AND GRIEVANCES RESOLUTION (CONT)

Odyssey House Complaints and Grievances



their delegate will respond to the complainant in writing and keep them informed throughout the investigation and of the investigation final findings if appropriate.

14.5.3 GENERAL COMPLAINTS AND GRIEVANCE PROCEDURE

The student or client complaint or grievance must initially be dealt with as close to its source as possible, with graduated steps for further discussion and resolution at higher levels of authority, for example:

(a) Student or client grievances with other students and clients. If a student or client has a grievance with the way he/she has been dealt with by other students and clients. He/she may:

(i) ask his/her class teacher or therapist to help resolve the grievance.

(ii) if the complaint or grievance is not resolved, he/she may take the matter to the Principal or Manager.

(b) Student or client grievance with a staff member or Odyssey House process.

When a student or client has a grievance with a staff member or Odyssey House process, he/she may take the following step. Discuss the matter with the staff member or other trusted adult. If the student or client and trusted adult that was consulted believe it is appropriate, one or both may discuss the matter with the staff member who is the subject of the complaint.

(c) In the situation where the grievance/complaint is against the Principal or a Manager, the student or client should contact the Director of Residential Services of Odyssey House. In the event the matter remains unresolved then the process described below should be pursued.

(d) Any complaint or grievance which arises shall, where possible, be settled by discussion at its source between the student concerned and the responsible staff member e.g. Class Teacher or therapist. Should it be inappropriate for one of these staff members to be approached e.g. that person is the perceived source of the complaint or grievance then the student should approach the Principal or Manager or the Director of Residential Services, preferably in writing, as to the substance of the complaint or grievance, request a meeting with the Principal or Manager or the Director of Residential Services for bilateral discussions and state the remedy sought.

(e) If the student or client remains dissatisfied then it is acknowledged that they may be entitled to seek assistance from an external person or other appropriate authority. Should that action be taken by the student then Odyssey House may also seek external advice in respect of the matter.

References: AISNSW

SCHOOL-DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Staff Development Opportunities for staff development were limited throughout 2020 due to COVID-19 and the limitations in collegiality as there is such a small number of teachers. Each first day of term has been allocated to staff development.

Teaching A more thorough approach to individualised learning plans will be implemented with more testing to be completed. Partnerships in VET Courses (Business Cert II, Hospitality Cert II) are planned. Expansion of the Vocational Short-Course program to offer greater variety of courses.

Facilities Improved kitchen facilities to accommodate Hospitality and a greater variety of sporting and recreational facilities.

Resources Improved educational diagnostic testing and more frequent testing.

Community Involvement Community involvement is limited due to the nature of Odyssey College being a Rehabilitation Centre. Art exhibitions are being planned in local galleries to highlight the skills of our students.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Odyssey House NSW provides recovery through its therapeutic community, which is based on respect and responsibility, and has a framework of levels through which clients must progress. Each level has a specific focus aimed at increasing respect and responsibility. Movement through these levels is only possible by demonstrating respect for others and taking on increasing amounts of responsibility.

Students have many responsibilities within the organisation – cooking, cleaning, gardening, reception, provision of stationery and toiletries, supervision of visits, escorts for appointments. Level 4 of the program includes a four month ‘commitment’ to voluntarily work in return for the program and its benefits. Respect and responsibility are therefore inherent in every aspect of the program including the education unit.

PARENT, STUDENT AND TEACHER SATISFACTION

Parent satisfaction

Parent satisfaction is not applicable to the College as all students are over the age of 18 and are in residential rehabilitation. On enrolment, each student signs a declaration to acknowledge that no formal qualifications are awarded in relation to the Higher School Certificate or ROSA grades. Odyssey House acts in loco parentis. However, feedback about student progress is given regularly to internal medical and therapeutic staff.



Student satisfaction

Student satisfaction however is paramount. Many have had limited previous schooling, therefore the education unit must not only meet their educational needs, but also their psychological needs to encourage their willingness and participation. We determine student satisfaction through:

- assessment of College reputation
- written comments for self-evaluations, case reviews and course evaluations
- records submitted through the Odyssey House grievance procedure.

Odyssey College's reputation is overwhelmingly positive. Students refer other students to classes, give teachers suggestions about who they think would benefit from classes and make enquiries regarding their expected participation. On completing courses students are awarded Certificates of Achievement at the weekly assembly and speak about the benefits they have gained from completing the course. In this way, students hear about the benefits from participation directly from their peers.

During our General Meeting (whole school assembly), students shared PowerPoint presentations with the whole Odyssey House staff and student cohort to show off their computer skills. Students from both Woodwork and Visual Arts also showed their creative projects during this time and often gave them to loved ones.

Teacher satisfaction

Teacher satisfaction is assessed in three ways:

- staff appraisals
- student evaluation of courses
- supervision.

All College staff 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.



SUMMARY FINANCIAL INFORMATION

Odyssey House NSW

Statement of profit or loss and other comprehensive income

For the year ended 30 June 2020

		2020	2019
	Note	\$	\$
Revenue	2	11,436,575	11,450,758
Investment income	2	45,527	68,762
Employee benefits expense	5	(8,353,643)	(8,094,398)
Depreciation and amortisation expense	13,23	(957,206)	(329,854)
Operating expenses		(2,784,580)	(3,374,987)
Finance costs	23	(67,681)	(224)
Loss before tax		(681,008)	(279,943)
Income tax expense		-	-
Loss for the year		(681,008)	(279,943)
Other comprehensive income		-	-
Total comprehensive loss for the year		(681,008)	(279,943)

SUMMARY FINANCIAL INFORMATION

Odyssey House NSW

Statement of financial position

For the year ended 30 June 2020

	Note	2020 \$	2019 \$
Assets			
Current assets			
Cash and cash equivalents	8	2,938,650	1,473,690
Trade and other receivables	9	228,383	348,406
Inventories	10	33,552	36,201
Financial assets	11	7,520,000	1,520,000
Other assets	12	95,381	62,707
Total current assets		10,815,966	3,441,204
Non-current assets			
Other assets	12	142,710	143,991
Right of use asset	23	1,158,948	-
Property, plant and equipment	13	2,520,660	2,874,332
Investment property	14	940,068	940,068
Total non-current assets		4,762,386	3,958,391
Total assets		15,578,352	7,399,595
Liabilities			
Current liabilities			
Trade and other payables	15	1,262,465	982,002
Lease liability	23	424,916	-
Other liabilities	3	7,491,564	246,576
Provisions	6	784,071	654,784
Total current liabilities		9,963,016	1,883,362
Non-current liabilities			
Lease liability	23	890,338	-
Provisions	6	137,382	232,351
Total non-current liabilities		1,027,720	232,351
Total liabilities		10,990,736	2,115,713
Net assets		4,587,616	5,283,882
Equity			
Contributed equity		15,000	15,000
Retained earnings		4,572,616	5,268,883
Total equity		4,587,616	5,283,883

PUBLICATION REQUIREMENTS

Odyssey College is committed to public disclosure of information regarding College education services and activities in this Annual Report through the Odyssey House NSW website (www.odysseyhouse.com.au). Odyssey College will provide this Annual Report, on request, to anyone responsible for a student who is unable to access the internet.



ODYSSEY HOUSE
NEW SOUTH WALES



Mailing address
PO Box 3304
Redfern NSW 2016

Donations
T: 1800 644 661
www.odysseyhouse.com.au

Registered Charity Number CFN 12596
ABN 49 001 418 257