

2024 Annual School Report

Craig Davis College

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Principals Message

This past year has been one with a high focus on impact and expansion. The positive impact we, as an organisation, can have in the wider community and the positive impact we, as a school, can have within our localised region and specialised sector of education allows us to opportunity to expand into newer areas or even expand our current reach in existing locations.

Our 5yr Strategic Plan commenced in 2024 and allowed our schools to start some core initiatives as part of our Business Plan. Our NOISE group expanded across all of our schools to give a voice to our students and to promote leadership opportunities; our Senior Executive worked closely with our research team at Youth Off The Streets to seek ways to collect data in measuring impact; our PLC sessions commenced and these created opportunities for our staff to be supported and empowered in their areas of expertise, thus having a greater impact in the classroom and school environment.

Our RTO expanded their reach by offering greater access to more non accredited short courses for our students; our scholarships program expanded its support by accepting a record number of recipients in the program including current and former school students; and we are exploring options in other regions to expand RTO courses as well as the possibility of a new school in 2026.

Furthermore, to ensure greater impact on localised level, we restructured our Senior Executive model. We welcome Aaron McDonald as our South Cluster Principal (Craig Davis College, The Bowen College, EDEN College) and John Martin moved into the role of North Cluster Principal (The Lakes College, Key College Redfern and Key College, Chapel Campus). Cath Harland commenced her duties in the newly formed role as Head of Education. This role oversees the RTO, the National Scholarship Program and our schools.

Nathaniel Baker officially moved into the position of Deputy Principal Wellbeing and Restorative Engagement whilst Amy Gill is our Deputy Principal Innovation and Impact.

Finally, our YOTS Education Framework continues to be rolled out, providing greater training in our practices as an organisation and ensuring our schools have a strong identity within the Special Assistance Schools sector.

We would like to thank the School Executive Leadership team for the important role they have undertaken as collaborative leaders of Youth Off The Streets schools and we also appreciate the support and guidance provided by the Youth Off The Streets Board, our CEO Judy Barraclough, our amazing YOTS Leadership Team, our volunteers and YOTS Corporate Services for their tireless efforts through the year.

This report provides a detailed account of the progress the College has made to implement and address priorities outlined in our Strategic plan and annual targets.

Aaron McDonald –Principal

School Content

Craig Davis College is an independent special assistance school, registered and accredited with NSW Education Standards Authority (NESA) and member of the Association of Independent Schools (AISNSW).

Craig Davis College, Cordeaux Heights was opened in February 2013 and provides education for young people who are either disengaged or at risk of becoming disengaged from mainstream education. Student progress is facilitated by Individual Learning Plans that provide opportunity to support students in Year 9 - 12 with students working towards achieving the RoSA, HSC, Vocational Education & Training (VET) or employment.

Our school programs aim to empower young people with learning strategies to make informed decisions towards creating a positive future.

Class sizes and structure

In 2024 there were a total of 51 students enrolled and of those students sixteen were Aboriginal and Torres Strait Islander, the other students were mostly of Anglo Saxon or European background.

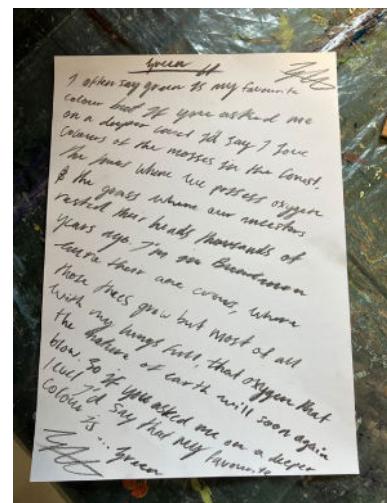
The school prides itself on its strengths-based approach, working with students who may be disconnecting from mainstream education. We provide disengaged and disadvantaged youth with an opportunity to continue their educational studies in a highly supportive, caring and nurturing environment.

The school provides a highly supportive environment, with classes comprising a maximum of 12 students and onsite access to specialist support staff. Teaching and learning practice is student centred, with program adjustments provided to support the individual needs of each young person in our care.

All teaching programs meet or exceed NESA accreditation standards. Curriculum delivery is adjusted to address the individual learning requirements of our students. Student strengths and areas requiring additional support are identified through pre-test screening procedures. Individual Learning Plans (ILP's) and implemented to ensure student's needs are identified, strategies are put in place and each student is supported to reach their full potential.

Student comment:

Since coming to Craig Davis College, it's been a second home, a second family, a safe space for all. Now although there has been ups and downs it's still our Craig Davis College, whether it comes to dancing in the kitchen or slipping down the stairs there's always someone to catch you, someone to lean on mentally and emotionally. Now to speak for the classes, each teacher is extraordinary at teaching and unique as a person, its truly amazing how many connections I have made with each teacher here, regardless that I hate math, there's always a silver lining and that's something special and something different you can't get a main-stream school. I love Craig Davis College.



School Performance 2024

Significant Outcomes

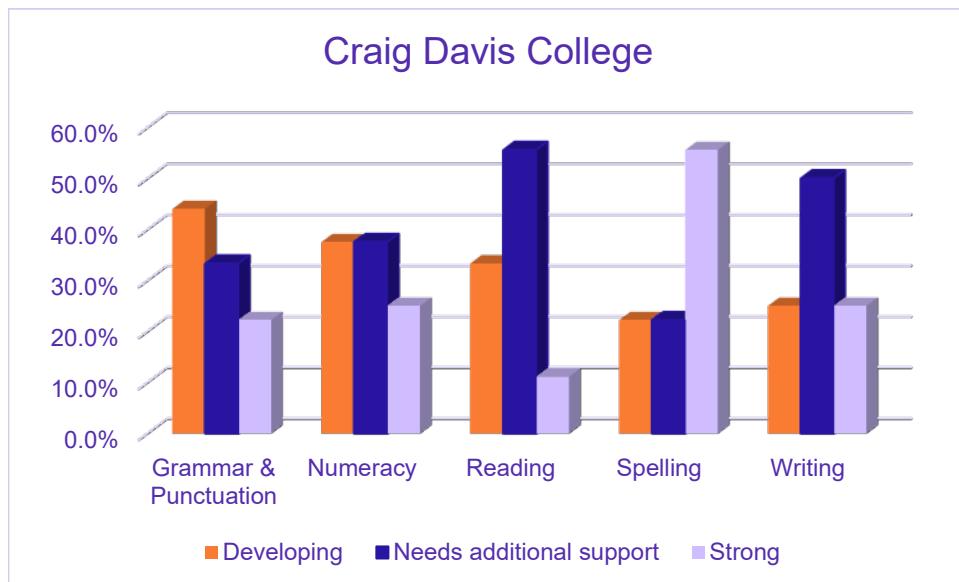
Education and Credentials:	No.
Participated in the program in 2024	51
Completed Year 9	14
Completed Year 10 and were eligible for a RoSA	13
Completed Year 11	12
Achieved HSC	3
Completed Year 12 and eligible for RoSA	4
Returning in 2025	40
Employment Skills	
First Aid	5
Learner Licence	11
Work experience	4
Wellbeing and Personal Growth:	
Engaged in regular counselling	24
Engaged in Wellbeing sessions	45
Duke of Edinburgh Award	6
Red Frogs	24
Love Bites	38
Sport:	
Youth Off The Streets Sports Gala Days	35
CDSSA Sports	12
School camp	28
Post School Destination	
Students returning in 2025 to complete their Year 10 RoSA	12
Students returning to complete HSC	6
Students enrolling in senior education (Stage 6)	21
Employment	8

Academic Outcomes

Record of School Achievement (RoSA)

The formal Record of School Achievement (RoSA) was awarded by NESA to 13 students who successfully completed year 10.

The National Assessment Program – Literacy and Numeracy (NAPLAN) for years 7 and 9 are reported as Strong, Developing or Needs Additional Support. This year there were 9 students who sat year 9 NAPLAN Online.



Higher School Certificate

Three students achieved their non ATAR Higher School Certificate in 2024.

Curriculum

The School offers a broad curriculum catering to the academic, psychological and vocational needs of the students. Individual Learning Plans (ILP's) are developed in consultation with students, parent/carers and key stakeholders to cater to the specific learning needs of each student. ILP's are monitored and reviewed regularly and updated at the commencement of each new school term.

Many of our students need intensive language, literacy and numeracy (LLN) support and intervention to facilitate re-engagement in the curriculum. Specific LLN strategies are required due to a range of challenges including significant gaps in schooling, family breakdown, alcohol and other drug issues and cultural factors.

LLN assessment is used to identify current level of proficiency with results used to inform ILP's and target specific areas of weakness or build upon recognised strengths. Appropriate LLN intervention strategies are implemented to increase students' ability to function in a classroom environment.

Staff received ongoing support from consultants from the Association of Independent Schools NSW (AISNSW).

Programs are designed to have relevance to the lives of our students within a social context.

Curricular and co-curricular content is often integrated across Key Learning Areas (KLA's) to allow essential scaffolding of knowledge for our students to maximise understanding and transfer of knowledge.

Craig Davis College offers: Stage 5 English, Mathematics, History, Geography, PDHPE, Science and Service Learning. Stage 6 subjects offered in 2024 were Numeracy, English Studies, Work Studies, Investigating Science, Community and Family Studies (CAFS), Cert III Retail Studies, Cert II Outdoor Recreation and Sports Lifestyle and Recreation (SLR).



Teacher Professional Learning, Accreditation and Qualifications

In 2024 our school continued to access a comprehensive suite of professional learning opportunities through the AISNSW. This partnership has enabled staff to access both face-to-face and online training to strengthen their teaching practice, ensuring all learning opportunities are tailored to the specific and diverse needs of our students.

YOTS supports all teachers to engage in mandatory NESA accredited and teacher identified professional development. Furthermore, YOTS encourages all staff to actively engage in meaningful internal and external professional development to support the specific learning needs of our particular student cohort.

Professional Learning Communities at Youth Off The Streets

Youth Off The Streets is strengthening its commitment to professional growth through Professional Learning Communities (PLCs). These collaborative spaces bring together educators, youth workers, and counsellors to engage in ongoing dialogue, critical reflection, and shared learning. Grounded in professional standards, our 2024 PLC's focused on enhancing quality teaching, strength-based approaches, and evidence-informed practice with specific interrogation of the new NSW syllabus and its application to high-quality teaching and learning programs. We also explored policy, practice, and innovative strategies to support both staff and student growth, ensuring our approaches remain responsive, inclusive, and impactful. Together, we are building a learning culture that empowers both professionals and young people to thrive.

Teacher accreditation

All Teachers are accredited with The NSW Education Standards Authority (NESA).

Level of accreditation	No of teachers
Proficient teachers	8

Workforce composition

Our Staff is responsive and restorative, demonstrating Youth Off The Streets values of Passion, Respect, Integrity, Dedication and Engagement (P.R.I.D.E).

1 Principal
1 Deputy Principal
1 Deputy Principal of Innovation and Impact
1 School Manager
4 Full-Time Teachers
4 Part-Time Teachers
2 School Support Learning Officers
1 School Counsellor
3 Full time Youth Workers
1 Part time School Administration Assistant

All teachers have attained formal teaching qualifications and achieved a standard of professional competency recognised by the Minister of Education and Training from an Australian or recognised international higher education institution.

Specialised Student Support Worker

3 Full-Time workers

In 2024, our Student Support Youth Workers (SSYW) have continued to play a critical role in the wellbeing, development, and success of our students. Building on their foundations in case management and classroom support, this year has seen a significant refinement and strengthening of their role across each phase of the student journey—from intake to transition planning. Where the student journey framework has been implemented with fidelity, we have observed deeper engagement, improved attendance, and stronger connections between students, SSYW, and families.

SSYW are now leading goal-setting processes within Individual Learning Plans (ILPs), developing detailed student profiles and therapeutic web overviews, and contributing to multi-disciplinary planning discussions. The introduction and phased rollout of the 4D Assessment Protocol have empowered SSYW to track and tailor interventions with greater precision. With support from leaders and peers, they have begun implementing 4D action plans that guide targeted student support and align with school-wide wellbeing strategies.

The team continues to deliver direct support through mentoring, crisis assistance, service learning, and referral pathways, while also taking initiative in program development. In collaboration with the Youth Support Services team, SSYW have designed a new strength-based wellbeing program, trialling a structured 10-week model to embed resilience-building practices into weekly routines.

Scenario-based training in working with students impacted by AOD use has also enhanced the team's capacity to respond with empathy and structure.

Through regular PLCs and team reflection, SSYWs have emerged as key contributors to whole-school culture, navigating the balance between therapeutic priorities and classroom integration. Their leadership in student advocacy, wellbeing programming, and strategic interventions reflects their unwavering commitment to creating a safe, supportive, and empowering environment for every young person. Their work continues to shape the success of our schools, ensuring students are seen, heard, and equipped to thrive.

Student Learning Support Officers: Empowering Learning and Driving Impact

In 2024, our Student Learning Support Officers (SLSOs) continued to evolve as key contributors to student success, playing a strategic role in fostering inclusive, responsive learning environments across our Youth off the Streets (YOTS) schools. Far beyond the traditional teacher's aide, our SLSOs are proactive professionals who collaborate closely with teaching staff to drive academic achievement, student engagement, and wellbeing outcomes.

Their professional growth has been supported through ongoing participation in Professional Learning Communities (PLCs), where they engage in peer coaching, reflect on practice, and develop practical resources to support a diverse range of learners. Notably, they are now trained in administering SAS and ACER assessments, enabling them to generate high-quality data that informs targeted, evidence-based interventions. This structured approach is strengthening our ability to meet individual learning needs and is now recognised at the board level for its contribution to strategic planning.

SLSOs are increasingly involved in curriculum planning and integration, holding term-start conversations with teachers to ensure their support aligns with key learning outcomes. This intentional approach allows them to work with both struggling and high-performing students in small groups, freeing teachers to deliver focused one-on-one instruction. Their work is essential in maintaining academic momentum and promoting differentiated learning.

We are immensely proud of the leadership our SLSOs demonstrate across our schools. Their commitment to professional practice, their student advocacy, and their role in creating supportive, high-impact learning environments exemplify our vision for inclusive education. Their contribution is not only measurable in improved data outcomes but also in the increased confidence, independence, and engagement of the students they support.

Staff Comment: After starting at YOTS this year, the first thing that stands out for me, is the dedication of the staff. Staff at CDC are dedicated and connected through a shared drive and commitment to see students succeed and thrive. They genuinely care about the students, and this is clear each day through their commitment and engagement during lessons, everyday conversations and the opportunities and extra curricula activities afforded to the students.

Students are proud of their school and the work they produce. Lessons at YOTS take into account the diverse needs of students to better support individual learners and bring out their best. CDC more than a place of learning, it is a family. There is a strong sense of belonging where students feel seen, supported and valued. The school is a safe place where young people can thrive both academically and personally.

Student Attendance and Retention Profile

Students completed their RoSA and/or moved onto Higher School Certificate study, returned to mainstream education, TAFE training or employment.

Due to the nature of our school setting, students stay between four weeks to two years. A four-week trial period is offered to ascertain the suitability of the school program to the young person's needs. If the setting or situation is unsuitable, we offer a variety of pathways in consultation with other educational service providers and in negotiation with the student, stakeholders, parents and carers.

Student attendance varied. For those who finished the year, the average attendance rate improved from the beginning of the school year.

Year Level	Attendance Rate
Year 9	64.87%
Year 10	73.55%
Year 11	56.36%
Year 12	72.52
Whole school	66.82

Parents/carers are notified of student absence on a daily basis. In the case of extended or regular absence, a meeting is scheduled with the student, family and stakeholders to identify and overcome barriers in support of improved attendance.

The safety and wellbeing of each student is paramount.

Management of non-attendance

All student absences at a Youth Off The Streets school is recorded and monitored within a set procedure and defined timeline.

The student management system (Sentral) is updated daily following morning check in, including information on late arrivals, SMS texts received and other notifications.

Absentee lists are confirmed by staff by conclusion of the day.

- An SMS notification or phone call is sent to the parent/carer or student who is absent.
- Documentation explaining absence must be received by the school within a set timeline.
- Poor school attendance is usually the result of personal or family circumstance. All staff will go to great lengths to contact and reintegrate a student back into Youth Off The Streets (YOTS).
- Where unsatisfactory school attendance is identified, staff will follow the YOTS Attendance Breach Flowchart. Steps will be followed in the attempt to support the student in making adjustments to improve attendance levels.

Student Enrolment Policy

1. Applications for enrolment may be made at any time by the parent/carer(s) of students or referring agency to commence at Youth Off The Streets (YOTS).
2. A *Student Enrolment Application* will be issued to the applicant for completion prior to interview. Assistance will be provided to complete the Enrolment Application if required.
3. The application will not be accepted unless critical student/family information is provided to YOTS with the completed Application.
4. The School will meet with parent/carer(s) of the student before offering a place.
5. The School will base any decision about offering a place to a student on:
 - A review of the critical information (*Enrolment Application*) provided to YOTS
 - Student/parent/carer(s) interview with School Manager and other key stakeholders
 - Consideration of how the School can meet the student's needs on a case by case basis
 - The student making a personal commitment to the Guidelines for Student Expectations at YOTS
6. The School has an absolute discretion in determining whether to offer a place for the student.
7. Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.



Students are drawn from a variety of schools within the Illawarra area, more specifically the Warrawong, Berkeley, Dapto, Albion Park and Warilla districts. Students have also been referred directly by parents, Department of Education - Home School Liaison Officers, Department of Communities and Justice (DCJ) and other Government and community agencies.

Currently we have students enrolled in years 9, 10, 11 and 12.

Students attended and actively participated in an initial enrolment interview with their parent/carer(s) also in attendance. Support workers and other key stakeholders are also invited. Prior to enrolment, an enrolment application is completed by prospective students where all relevant educational, psychological, paediatric and associated reports are requested. This background information provides the basis of an Individual Learning Plan for each student and the collection of the Nationally Consistent Collection of Data (NCCD).

School Policies

All school policies can be accessed through the Youth Off The Streets website: [Independent & Alternative High Schools | Youth Off The Streets](https://www.youthoffthestreets.org.au/independent-alternative-high-schools)

Summary of Policy	Changes in 2024	Access to full text
<p>Enrolment Process</p> <p>Youth Off The Streets schools have been granted status as a Special Assistance School through the NSW Education Standard Authority Registration and Accreditation process. The schools offer an individualised academic program to students which is responsive to their individual circumstances, identifying the appropriate level of challenge and achievement for each student. An important aspect of the teaching and learning programs at our schools is the provision, review and implementation of an Individualised Learning Plan (ILP) for each student.</p> <p>Our schools provide an alternative educational setting for students with high-level needs and cater for students with a disability, as well as students who are at risk of disengaging from education and or have behavioural or learning difficulties, or whose needs are better met by flexible learning structures that may not be available in mainstream schools.</p> <p>The schools continue to develop specially adapted programs and structures designed to re-engage students in education and prepare them for further training and employment.</p>	Reviewed and updated in 2023 and will be updated in 2025	Available on the YOTS Website
<p>Anti-bullying</p> <p>Youth Off The Streets (YOTS) recognises its duty of care to provide a safe and supportive learning environment where individual differences and diversity is respected.</p> <p>YOTS is committed to providing all students with a healthy and safe place free from bullying and intimidation. Bullying is not</p>	Reviewed and updated in 2023	Available on the YOTS Website

Summary of Policy	Changes in 2024	Access to full text
<p>acceptable and does not align with our values.</p> <p>Youth Off The Streets will not accept unreasonable and inappropriate behaviour, which intimidates, offends, degrades, insults or humiliates anyone possibly in front of peers, students, staff or visitors and which may include physical or psychological behaviour.</p> <p>The school provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officers.</p> <p>Anti-bullying programs and resources are provided to students/parents/carers to raise awareness of bullying.</p> <p>At enrolment, students are required to commit and sign Guidelines for Student Behaviour reinforcing the school's anti-bullying policy.</p>		
<p>Discipline</p> <p>Our aim is to provide the highest standard of support to our students to promote growth, stability, safety, welfare and general wellbeing.</p> <p>Youth Off The Streets has adopted Restorative Practices as a means of implementing discipline whilst improving school culture. Restorative Practice provides a framework for our students to be accountable for their actions, to repair any harm caused and for them to re-engage in learning. Restorative practice enables solutions to be created where all stakeholders feel valued and accepted. It is about staff working with the students, rather than to them or for them. Restorative Practice focuses on accountability and repairing the harm rather than retribution and punishment.</p> <p>Consultation with the student, parents/carer(s) provides a supportive and</p>	Reviewed and updated in 2023 and will be updated in 2025	Available on the YOTS Website.

Summary of Policy	Changes in 2024	Access to full text
<p>coordinated approach to support the well-being of each student.</p> <p>A Discipline Process Flow Chart ensures decision making is based on principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion.</p> <p>The use of corporal punishment is not permitted under any circumstances at Youth Off The Streets.</p> <p>The school does not explicitly or implicitly sanction the administration of corporal punishment by school staff or non-school persons including parents to enforce discipline at school.</p>		
<p>Complaints and grievances resolution</p> <p>Youth off the Streets (YOTS) Promotes a culture that values complaints and their effective resolution. YOTS expects staff to be committed to fair, effective and efficient complaint handling. The YOTS Complaints policy provides guidance on the principles, roles and responsibilities of our Complaint Management System. We are committed to seeking and receiving feedback and complaints about YOTS services, systems, practices, procedures and complaint handling. YOTS will address each complaint with integrity and in an equitable, objective and unbiased manner.</p> <p>The YOTS Complaints Fact Sheet provides a succinct and easy to understand guide for student/parent/carer(s) to make a complaint and provide feedback.</p> <p>Additionally, the School enrolment Referral Pack contains information directing student/parent/carer(s) to government agencies who can independently investigate a complaint.</p>	<p>This policy was reviewed and updated in 2024</p>	<p>Available on the YOTS Website</p>
<p>Child Safe Policy</p> <p>YOTS has a duty of care to children and young people, to take reasonable steps to keep them safe from harm and provide a safe environment. All workers, Board</p>	<p>This policy was reviewed and updated in 2022 and will be updated in 2025</p>	<p>Available on the YOTS Website</p>

Summary of Policy	Changes in 2024	Access to full text
<p>members and service providers are responsible for the care and protection of children and young people.</p> <p>This policy sets out the behaviours expected of YOTS workers not just while interacting and engaging with young people but also the way we advocate and speak about young people with stakeholders. These behaviours are underpinned by the National Principles for Child Safe Organisations and the NSW Child Safe Standards.</p>		

Parent and Caregiver Information

The staff encourage and welcome parent/carer participation in all aspects of school life. Parents/carers are required to attend initial intake interviews and subsequent case conferences. There is ongoing parental contact to discuss issues of concern and to inform parents/carers of positive behavioural changes.

Parental engagement in our school serves to encourage a well informed and united partnership, promoting consistency of expectation for our students. Parents/carers are also invited to attend school excursions, presentation days and other Youth Off The Streets events.

Our students may be in the care of Family and Community Services (FaCS) and/or receive support from FaCS caseworkers. Our schools are committed to working closely with these caseworkers to ensure the welfare of the students. We actively promote improved relationships with the students' families. Our case workers, support workers and counsellors assist with this endeavour.

Parent comment:

My son gets up early every morning ready for school before the rest of the family have even woken up- this never happened at his previous school! His attendance has increased beyond what we could ever have expected. In fact, he told us that there was no way he was attending a family holiday if it was in school time as he didn't want to miss any school!

Just want to say a huge thank you for what you have done and continue to do for these kids.

Aboriginal and Torres Strait Islander Education

Youth Off The Streets Cultural Services have the perspective that First Nations (Aboriginal and Torres Strait Islander) young people are an important cultural group, and we aim to provide an intensive support service to them. In the event that there are no First Nations students enrolled we will continue to run cultural awareness groups for the whole school.

The needs of our First Nations students are identified and met through the delivery of a curriculum that recognises and respects their cultural heritage. Our established Cultural Services team has continued working with our First Nations students, supporting their school attendance.

Every opportunity is taken for our First Nations and non-indigenous students to share in the cultural experience. Local elders and mentors spend time with all students undertaking important cultural services and events such as smoking ceremonies, art, didgeridoo making and playing, and dance.



Equity

Youth off the Streets has a policy of inclusivity, taking pride in being accepting of all individuals and groups within our school community. Equity themes are constantly reinforced through the curriculum and student welfare initiatives.

Equity and inclusion are constantly reinforced through the curriculum. These values are modelled and embedded within all teaching and learning experiences. Staff ensure a culture of equality and inclusivity are promoted and reinforced within our school. The curriculum is accessible to all students, with program delivery and learning activities differentiated on the basis of individual need.

Alcohol and Other Drug Education

Alcohol and Other Drug education is delivered within the PDHPE program and through co-curricular programs. All students have access to the Dunlea Alcohol and Other Drug Youth Service. Dunlea is a Youth off the Streets service that offers an informative, effective, non-threatening Cognitive Behaviour Therapy Program focusing on a harm minimisation approach to alcohol and other drug education where group and individual counselling sessions are available.

Specific School Initiatives

Power Within program

This program is centred on domestic family sexual violence awareness and youth. Our students participate in workshops which aim to help them identify the cycle of violence and assist in individual awareness of their own circumstances. Early intervention is essential to start the conversation and for students to be aware they are not the only ones living in, been apart or been present to DFSV.

The team consists of 3 DFSV specialist workers and 1 DFSV Lead.

Power Within will be delivered to the following schools on a yearly basis.

Key College Chapel School Campus Year 9 & 10, Merrylands
Eden College Years 9-12, Macquarie Fields,
The Lakes College Years 9 & 10, Blue Haven
The Bowen college Years 9 & 10, Maroubra
Key college Years 9 & 10, Redfern
Craig Davis college Years 9-12, Cordeaux Heights

Power Within is a tool that can be customised to each school and talks a lot around the cycle of abuse, DFSV signs and different approaches to Partner/dating violence and communication, developing a safety plan which is being used currently in our schools.

The program outlines:

- The ability to develop an understanding of domestic family Sexual violence with a focus on the types and components of DFSV
- To raise awareness of the prevalence of DFSV
- The ability to develop an understanding of the types and nature of DFSV
- Power and gender issues
- Healthy vs unhealthy relationships
- Bullying and its role in DFSV
- Definition of a bystander, their power and relationships to DFSV
- Unhealthy stereotyping
- What's a red and green flag when dealing with DFSV
- Silence of violence LGBTQIA+
- Consent and sex
- Pornography & Social media

The early intervention program (Power Within) increases awareness and has started important conversations which have continued to develop, support and knowledge around domestic family sexual violence situations.

Representative Sport

2024 was another busy year for YOTS sports. Students had opportunities to participate in 6 YOTS GALA days. There was high participation, reflecting the student's enjoyment of the focus on "fun" competition, playing netball, basketball, swimming, athletics, ultimate frisbee and the RAW Challenge (outdoor ninja style obstacle course)

The students also had the opportunity to represent YOTS under the banner of the umbrella organisation CDSSA. A joint YOTS team was selected to play in representative ultimate, netball, rugby league and athletics carnival days.

For the first time, YOTS sent 2 young people to participate in the snow sports competition, Interschools at Perisher Ski fields. The two young people from Chapel and Craig Davis College competed in Boardercross, GS and Slope Style snowboard competitions. This was an amazing opportunity for these young men to experience the friendly competition in the snow sports arena.

All the sporting events allow for student strengths in sport to be highlighted, whilst supporting important social and physical interactions with other students within our YOTS schools as well as those in mainstream independent schools.

The Duke of Edinburgh's Award (DoE) is a youth centered award programme founded in the United Kingdom in 1956 by the Prince Phillip, Duke of Edinburgh which has since expanded to 144 nations. It can be completed by any young people aged 14 – 24yo.

The award has 4 components the young people must complete: providing service, learning a skill, participating in a physical activity and planning for and participating in a practice adventurous journey (AJ) and a qualifying AJ.

It aims to promote confidence, independence, leadership skills, teamwork, empathy, resilience, determination and social skills.

Youth Off The Streets is the only alternative education organisation offering the Duke of Edinburgh Program to its young people.

What started as a trial Bronze Award in 2022 with 5 young people from the Chapel Program has grown to 21 young people across all 7 schools in 2024 with plans to introduce the Silver level of the Award in 2025.

During 2024, the young people were involved in cooking for the needy (Cook for Good), working with the elderly, caring for animals, learning a musical instrument, learning a new language, coffee making, ultimate frisbee, gym training and skate/snow board training.



The practice AJ is held at Basin Camp ground in the Ku Ring Gai NP where the young people are assisted by the award Leaders from their schools about setting up and packing down camp sites, using trangia's to cook their meals, menu planning and snorkelling over a 2 day, 1 night period. This is followed by their qualifying AJ at Lady Musgrave Island in the Great Barrier Reef. They spend 3 days, 2 nights on a remote island where they put the skills they learned in their practice AJ into action. The AJ to Lady Musgrave island gives the young people the opportunity to not only advance their camping skills but also their social confidence, leadership, resilience, determination and fosters their feelings of mastery, belonging, generosity and independence in a pristine unique environment.

The young people reflected on gaining the confidence to know they can achieve anything if they really want it, that hard and challenging things bring great learning and remote environments are to be appreciated.

Technology

Students have access to 20 laptops this year which are stored to enable easy access for both classrooms. Technology is utilised across all Key Learning Areas to access information, research content, produce literature and explore marketing presentation products. The campus was also connected to wireless high speed internet to allow easier access to research materials and new content media such as video presentations and webinars. We also have three Smart Boards which are incorporated into all subject areas.

Work Education and Experience

Students complete work education programs to help develop the confidence and required skills needed to apply for and maintain employment.

The program guides students through the process of preparing and applying for work-experience and employment. Students gained experience in creating their own resumes; work ready skills and requirements; how to apply both in person and online; attending job interviews (appropriate presentation and communication); and expectations of employers.

These programs resulted in students applying for casual work, succeeding in their applications and maintaining employment while completing Year 10.

Students completed work experience in a mechanics workshop, coffee shop and pet shop.

Registered Training Organisation - Outdoor Recreation

Fourteen students enrolled in the Certificate II in Outdoor Recreation program at CDC. The course included both theory and practical experiences. Five students successfully completed the full qualification, demonstrating strong engagement in a hands-on learning environment.

Pathway Activities and Industry Exposure

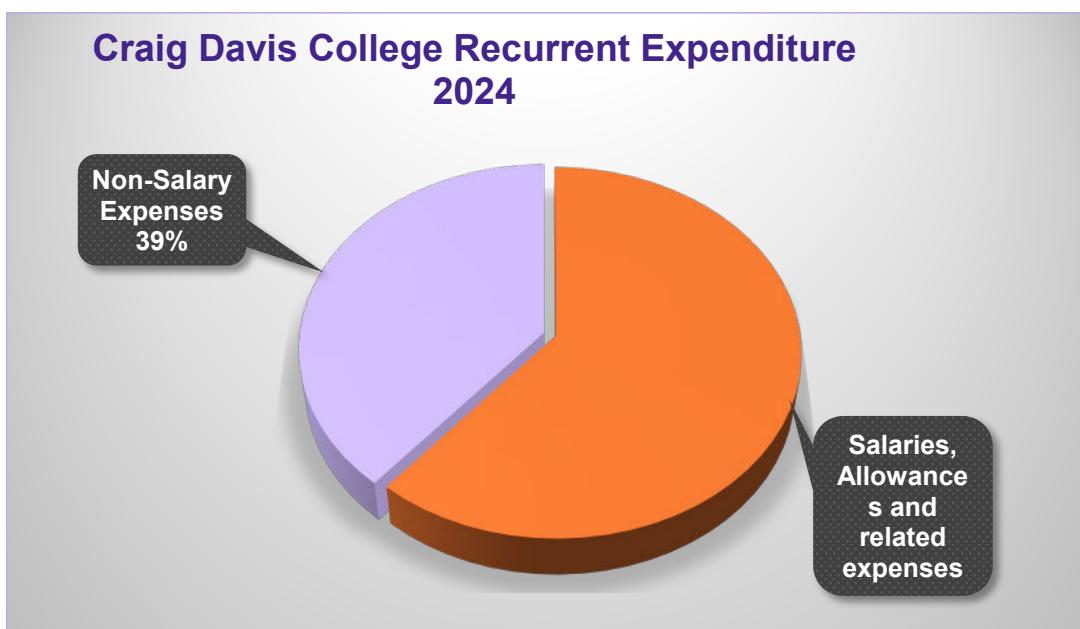
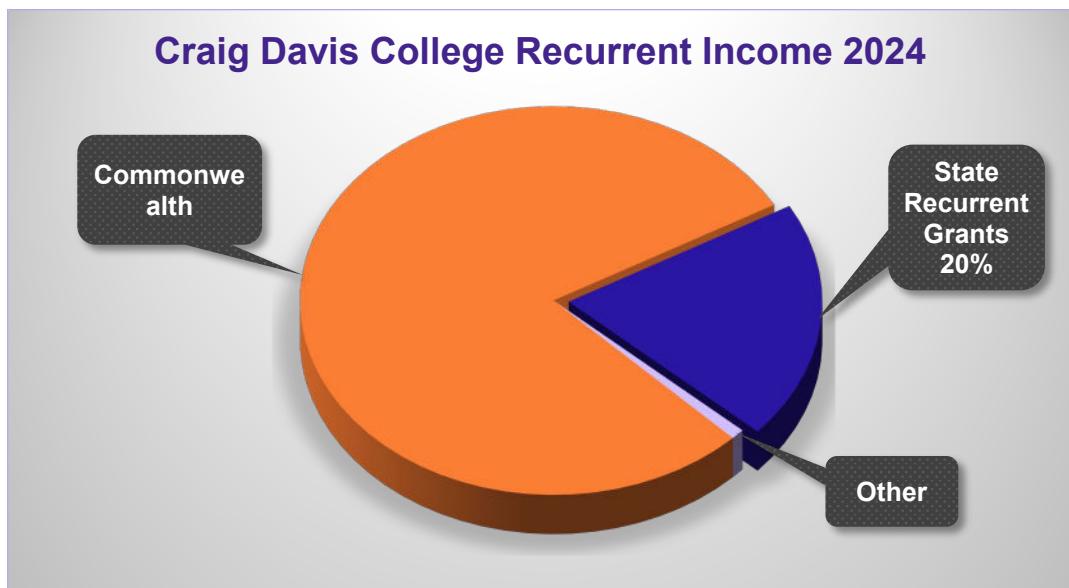
Students attended TAFE campus tours and short YES programs to explore industry-based learning. These sessions helped connect course content to real-world outcomes and provided valuable insight into future training and career options.

Youth Transition and Support Services

Youth Off The Streets provided one-on-one support to students through interview coaching, resume preparation, work experience placements, and pre-employment workshops at multiple sites. Students accessed services such as Dress for Work and Dress for Success, with four students receiving assistance to obtain birth certificates. Additional support was provided for Tax File Number (TFN) and Unique Student Identifier (USI) applications.

By the end of 2024, twenty students had successfully transitioned into employment after completing accredited training through Youth Off The Streets' Registered Training Organisation (RTO).

Financial Summary



Further details concerning the statement can be obtained by contacting the school.

This report was prepared with the assistance of: Aaron McDonald – Principal, Paula Brown - School Manager, Melinda Daher Administration (Schools), Johnny Hao – Accountant.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Aaron McDonald - Principal