

Oasis College

Annual Report 2021



Oasis Sydney

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Principal's Message

Oasis College is an independent secondary school for Years 11 and 12, located in the inner-city suburb of Surry Hills. The college delivers a NESA-accredited HSC program in a safe and supportive environment designed to support young people overcoming adversity.

The college believes every student has the right to an education that is responsive to their learning style. Our program recognises the diversity of student learning and the need for extra support in an alternative education setting. We approach the student experience at Oasis College holistically and acknowledge the need to deliver innovative, flexible and engaging learning. Our teachers are experienced in delivering lessons within an alternative education setting and our class sizes are small and well resourced.

The college delivers a comprehensive curriculum which conscientiously supports both our student's academic and therapeutic needs. The curriculum at Oasis College reflects our values and the importance of an individual learning response. We believe the achievement of an HSC will empower our students with the choice and control necessary to achieve their education, employment, and life goals.

The Oasis College curriculum provides students with opportunities to:

- Build independence
- Achieve their Higher School Certificate
- Realise their career aspirations
- Develop vocational pathways
- Improve their social and emotional wellbeing
- Cultivate artistic skills
- Build employability and relevant skills needed for their next step in life. For example, obtaining their learner and provisional license.

The year 2021 will be remembered by the students and staff at Oasis College. COVID 19 was still impacting all Australians. The school, like all Australians faced a challenging period and a re-think of what education might look like during a pandemic.

Following the relevant advice Oasis College moved our entire learning program online at the end of June 2021. The school was lucky in that we had been through this experience in 2020 so staff and students knew what to expect.

In our experience, students with trauma backgrounds need a school environment that is consistent and predictable. Some of the risks associated with disruption on this scale include; long-term disengagement from education, mental health issues, family and



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relationship breakdown, and isolation. Many of our students have a limited or no family support network and rely on the college for cooked meals and a social network.

The relationships between students and school staff within Oasis College is key to successful learning and remote learning presented some challenges to our usual way of doing things.

- Many of our students did not have a computer or internet access at home. Therefore, we had to lend school equipment and purchase internet dongles for our students.
- Many of our students prefer to use printed workbooks and find it difficult to learn online. Therefore, we printed booklets and course content for all our students to ensure they had the choice of how to learn.
- Early in the transition to remote learning our students reported mental health concerns and anxiety. To address this we set up daily calls with our youth worker to ensure student wellbeing. Moreover, our youth worker developed some mental health resources, hints and tips, to cope with the challenges of remote learning.
- Lessons and student work was uploaded to platforms such as google classroom and students had a daily check in from a teacher to support with the course content

As directed by the NSW authorities, the school was not open to staff or students and only partially open toward the the end of Term 4 2021.

I want to recognise our incredible staff and students who have shown great courage, effort and diligence every day. They have shown incredible resilience during this challenging period and adapted to everything in front of them. I also want to acknowledge both our corporate and community partners who believe in the values and purpose of our school. Your partnership is invaluable, and we hope to work alongside you for many years to come.

Finally, I want to acknowledge our incredible students in 2021. These students have shown resilience and determination to overcome adversity and achieve their HSC. We look forward to next year and wish all our students every success.

Hinekura Quinlan

Acting Principal



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Message from the Therapeutic Manager

Oasis College & Choices Therapeutic Program

Oasis's overarching therapeutic focus is the fostering of interpersonal connections and the development of safe relationships. Across its programs, including Oasis College, it is this focus that time and again proves to be the critical factor in predicting successful outcomes for young people.

Young people who find themselves at Oasis, whether as residents, program participants, or Oasis College students have invariably experienced significant obstacles when it comes to forming and maintaining safe relationships. Because of histories of childhood adversity and trauma they often discover that, despite their best intentions, they have learned to cope with stress in ways that are unsafe, unhealthy and inevitably counter-productive to the achievement of their goals. Focusing on relationships that restore choice, control and predictability to the lives of young people is fundamental to Oasis's Choices program and to the role it plays in supporting the students from Oasis College.

From January to December 2021, the Choices program continued its support of Oasis College in three ways, through the provision of:

- 1. Psychological Support & Intervention:** Face to face psychological sessions, offering students a range of mental health, trauma, and drug and alcohol support.
- 2. Street Media:** Creative and therapeutic activities. (on hiatus due to Covid19)
- 3. Trauma Informed Care:** Consultancy around the implementation and maintenance of the Trauma Informed Care framework of best practice.

Psychological Support & Intervention

The primary areas of clinical focus for Oasis College students referred for psychological support during 2021 included: Covid19 stress management strategies; depression, anxiety and stress management strategies; AOD harm minimisation and relapse prevention support; and CBT and DBT interventions for symptoms consistent with complex post-traumatic stress and developmental trauma.



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A small number of the students who engaged in counselling were referred to external providers for specialist psychological and neuropsychological assessments. The assessment reports and recommendations were used, with the involvement of College staff, to help tailor classroom support for individual students.

In an alternative education setting it is likely that critical incidents will occur from time to time. During 2021 however, there were significantly less incidents than in the previous year. Onsite psychologists continue to work with Oasis College staff to ensure that trauma informed protocols were in place and that support and early interventions opportunities for students were offered.

Street Media

Oasis's Street Media program runs formal and informal creative activities that aim to expose young people to a wide range of art mediums and stimulate interest in areas they may not otherwise encounter. Street Media's involvement with Oasis College allows students to participate in excursions, onsite workshops and activities, and a variety of courses presented by industry practitioners and experts.

During 2021, Street Media activities were indefinitely placed on hold due to Covid19. The program reopened at the beginning of 2022. Programs scheduled for 2022 include:

- Music-based workshops (guitar, hip-hop, music production, song writing)
- A screen-printing workshop
- Creative arts activities, including drawing, painting
- Stop-motion film-making workshops
- Regular one-on-one and group music production and jam sessions
- Scheduled 'drop-in' times in which students could undertake their own explorations of various media

Previously students have reported that they liked the combination of formal and informal creative sessions. They also appreciated the relaxing and supportive atmosphere and the positive relationships they experienced with the coordinator, the presenters and with their peers. The same positive feedback is expected for 2022.

Trauma Informed Care



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At Oasis we recognise that the young people we work with have all experienced trauma in some form. Trauma can refer to physical, emotional, psychological, verbal and sexual abuse; deprivation; neglect; poverty; domestic violence; loss of a parent, primary caregiver or loved one; homelessness; accidents; natural disasters; warfare; torture; and terrorism. To ensure that no aspect of our organisation's service delivery risks re-traumatising the young people who come to us for assistance, Oasis has chosen to work within the therapeutic framework of Trauma Informed Care.

Trauma Informed Care recognises that early life events impact brain development and as a result can affect a child's biological, neurobiological, psychological and social functioning. During severe, repeated, and prolonged trauma, often referred to as complex trauma, the brain undergoes adaptations designed to maximize the child's chances of survival. These survival adaptations, while effective at the time, often mean that the young person learns to cope with life experiences, especially fear and stress, in ways that are unsafe, challenging, self-destructive and harmful to others. In a broader social context, coping in this way further marginalises and isolates the young person and reinforces their destructive coping patterns.

Using evidence-based principles from a variety of psychological modalities to guide practice, Trauma Informed Care supports the individual's capacity to choose safe coping options, build safe relationships, and move beyond their trauma history. The therapeutic goal of Trauma Informed Care is to restore to the individual's life the choice, control and predictability that was compromised by their experience of trauma.

By prioritising safety, trustworthiness, choice, collaboration and empowerment in every interaction, and by establishing and maintaining safe therapeutic relationships and professional boundaries at all times, Trauma Informed Care seeks to moderate the effects of trauma and reduce reliance on unsafe coping behaviour. Trauma Informed Care offers a distinct alternative to the traditional punitive, directive and disempowering hierarchies of 'care' which can reinforce trauma and stifle opportunities for self-development and growth.

Underpinning Trauma Informed Care is the fundamental understanding that because trauma often occurs as a result of unsafe relationships it can only be healed in the context of safe relationships. This means that anyone who comes into contact with a



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young person in a service setting such as Oasis, no matter how briefly, becomes a significant part of that young person's therapeutic journey.

The Trauma Informed Care framework has been central to the development of the processes and procedures that support the students and the day-to-day operation of Oasis College. In conjunction with the College's practice of Restorative Justice, Trauma Informed Care views challenging behaviour as an opportunity to discuss solutions, raise awareness, foster accountability, and work towards a more integrated and aware community, starting in this case, with the individual in the classroom. Ongoing training is required to ensure the framework is understood and implemented effectively by incoming and existing College staff.

The Choices Therapeutic Program looks forward to continuing its support of Oasis College in the coming year.

Dimitri Poulos

Therapeutic Program Manager

School Performance

2021 marked Oasis College's fourth year of operation. Year 11 and 12 students studied the following subjects:

- Mathematics Standard 1 (11236) and 2 (15236) – 2 unit
- English Studies 11 (30105) and 12 (15125) – 2 unit
- Community and Family Studies 11 (11060) and 12 (15060) – 2 unit
- Computing Applications 11 (35021) and 12 (35023)
- FSK20113: Certificate II in Skills for Work and Vocational Pathways (65244) 2 unit – Preliminary (11)
- SIT20316: Certificate II in Hospitality (26511) 2 unit – Preliminary (11) and HSC (12)



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Please note the table below showing student progress in each subject.

Year 11

Number of students who completed each subject to progress to HSC in 2022:

- 3 – Completed Mathematics Standard
- 3 – Completed English Studies
- 3 – Completed Community and Family Studies
- 3 – Computing Applications

Year 12

Of the 5 students who commenced Year 12, (2021), five completed every HSC subject.

Subject	Band		School Assessment / 100
	2	3	
Community and Family Studies			
English Studies			
Mathematics Standard 2			
Computing Applications			



Vocational Education and Training (VET) Courses:

FSK20113 Certificate II in Skills for Work and Vocational Pathways – Preliminary (11)

- 4 students commenced the course
- 1 student satisfied the requirements to continue to HSC FSK Skills Course in 2022
- 2 students received a Statement of Attainment for competencies achieved
- 1 student did not complete

SIT20316 Certificate II in Hospitality – Preliminary (11)

- 7 students commenced the course
- 3 students satisfied the requirements to continue into the HSC Hospitality course in 2022
- 3 students received a Statement of Attainment for competencies achieved
- 1 student did not complete

SIT20316 Certificate II in Hospitality – HSC (12)

- 5 students commenced the course
- 1 student awarded the full qualification, Certificate II in Hospitality
- 4 students received a Statement of Attainment for competencies achieved



Extracurricular Activities in 2021

The extra-curricular activities offered at Oasis College are listed below. Though due to the impact of COVID-19, not all activities could be offered this year. Consequently, there was an inevitable downturn in student engagement in extra-curricular activities in 2021. Our hope is that extra-curricular activities will be able to be offered on a more regular basis in 2022 and with that, we expect to see a return to pre-COVID-19 student engagement levels in extra-curricular activities.

- **Art** – through the Oasis Youth Support Network Street Media Program
- **Counselling and casework** (as appropriate) – through on-site case workers and psychologist
- **Drive for Life** – providing free opportunities to attain a driver's licence including driving lessons and help with the online driving test
- **Freeway** – recreation and leisure activities, such as Sydney Zoo, Strike bowling and Laser Tag, Sky Zone
- **Music** – through Street Media which has a fully-equipped recording studio and musical instruments
- **Street Media** – photography, graphic arts and music
- **Sport and physical education** – our on-site gym has the latest equipment and access to personal trainers to improve health initiatives
- **Therapeutic courses** – such as mindfulness and relaxation
- **Health initiatives** – such as an optometry and vaccination clinic, as well as regular access to Kirketon Road Centre health clinic. Plus, a series of informative workshops on sexual health, alcohol and other drugs, and hepatitis
- **Cultural experiences** – such as a trip to the National Art School, the War Memorial, and the Sculptures by the Sea
- **Gritify** – a team-based sport and activity program which incorporates learning about health and fitness, stress factors in life, and resilience builders
- **Occupational training: First Aid Certificate (HLTAID003/009/010/011)**
- **Other learning experiences** –HSC & Career Expo and Youth link

During the COVID-19 Sydney lockdown period students received lesson by lesson academic support from teachers as well as additional support from the Youth Worker.

Our Youth Worker offered students assistance with any lack of food, financial hardship, or need for psychological support. Suggestions were provided to students about



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engaging in creative pursuits, socialising with others where possible, and prioritising their self-care including physical health throughout the lockdown period.

To promote student interest and engagement whilst in lockdown hyperlinks for a broad range of interactive experiences were provided. These included physical workouts, meditation and yoga sessions; virtual tours of art galleries, museums, and musical offerings; as well as to places of interest like zoos, aquariums, and several travel attractions.

Support Services and Partners of Oasis College

Oasis College is privileged to have several established partnerships. This year we could only work with some of our partners in a more limited capacity than usual due to the impact of COVID-19. However, our partnerships remain strong and as we can, we look forward to strengthening these relationships in 2022. Listed below are our major support service providers:

- Association of Independent Schools of NSW
- Crown Street Grocer
- Kirketon Road Centre
- Mobileyes
- NSW Health
- Oz Harvest
- TAFE NSW
- The Property Industry Foundation
- The Youth Partnership
- Virgin Active
- William Angliss Institute



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Initiatives Promoting Responsibility and Respect

In 2021 Oasis College students did a great job of getting creative despite restrictions on external activities due to the impact of COVID-19. Each term students held meetings to come up with events and activities they would enjoy. Several suggestions would be put forward, voted on, and prioritised in order of preference. Staff would then help with facilitating the activities. This included revitalising classroom and courtyard spaces at the College, activities like making terrariums, sewing face masks, and making snack packs for frontline hospital workers, and planning the end-of-year graduation event for Year 12.

Students did a great job on the redesign of the classroom and courtyard spaces. To create a sensory breakout space in both classrooms' students incorporated comfortable low-level seating, a table, and storage area for a range of tactile activities like colouring books, kinetic sand, and puzzles. The outdoor courtyard (where students eat recess and lunch) got a re-paint, some additional and repurposed artworks, and lots of plants including new raised garden beds with flowers. Students worked well together to create a more ambient and natural feeling space for everyone to enjoy.

For the end-of-year graduation event for Year 12, went to a local restaurant and celebrated their achievements with the Year 11 students and staff members.



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Workforce composition, qualifications, and professional development

Oasis College provides a high-quality teaching program to our Year 11 and 12 students. The average class size is 9 students to one teacher with a focus on individualised teaching and learning. Note the summary of staff below:

- A Principal and Education Accreditation Coordinator to oversee the operational management.
- Three full-time teachers to oversee up to 20 students.
- One Education Support Worker to support the social and emotional development of our students; one full-time and one part-time.

Our staff represent diverse ethnic backgrounds and add to the cultural diversity of our school experience. None of our teaching staff identify as Aboriginal or Torres Strait Islander people.

Across 2021 our students had three teachers in total. Three teachers held proficient teacher accreditation. In addition, our teachers are degree qualified with two holding bachelor degree qualifications and two holding masters degree qualifications.

Oasis College teachers participate in ongoing professional development with accredited providers such as the Association of Independent schools. Note the summary of professional development undertaken:

Description of Professional Learning	Provider
Safeguarding Children	Australian Childhood Foundation
Emergency Response Warden & First Attack Fire Fighter	Emergency Management Services (EMS)
External Clinical Supervision	Australian Nurse Teachers' Society
Restorative Practice Training	Australian Nurse Teachers' Society
Certificate of Proficient Teacher Accreditation	NSW Education Standards Authority (NESA) / The Association of Independent Schools of NSW
Obligations in Identifying and Responding to Children and Young People at Risk	The Association of Independent Schools of NSW



Description of Professional Learning	Provider
Designing for Learning Webinar	The Association of Independent Schools (AIS) NSW
VET Schools – NESA Schools Online Webinar	The Association of Independent Schools (AIS) NSW
Vocational Education and Training (VET) RTO Axcelerate Management Webinar	The Association of Independent Schools of NSW
Vocational Education and Training (VET) RTO Update Webinar	The Association of Independent Schools of NSW
	The Association of Independent Schools of NSW
	The Association of Independent Schools of NSW
School Governance	The Association of Independent Schools of NSW
SITHFSA001 – Use Hygienic Practices for Safe Food Handling.	Clear to Work
E-Cigarette & Vaping: Know the facts	National Drug & Alcohol Research Centre
First Aid Certificate HLTAID003 / 009 / 010 / 011	CPR First Aid
Aboriginal and Torres Strait Islander Cultural Learning	Centre for Cultural Competence Australia
KRC COVID-19 Virtual Information Session	Kirketon Road Centre (KRC)
Social Mission Culture Orientation Program	The Salvation Army
Code of Conduct (eLearning)	The Salvation Army
Food safety (eLearning)	The Salvation Army
Managing Health Risks at Work – Foundational Training (eLearning)	The Salvation Army
Managing Health Risks at Work – Supporting Co-Workers (eLearning)	The Salvation Army
Safety – COVID – 19 Prevention (eLearning)	The Salvation Army



State of Mind Capability Program (eLearning)	The Salvation Army
Description of Professional Learning	Provider
WHS – Emergency Preparation and Response (eLearning)	The Salvation Army
Assisting Clients with Medication (eLearning)	The Salvation Army
Zero Tolerance – Appropriate Workplace Behaviour (eLearning)	The Salvation Army
Complaints: Recording Client Incidents (eLearning)	The Salvation Army
Incidents – Recording Client Incidents (eLearning)	The Salvation Army
WHS – Manual Handling (eLearning)	The Salvation Army
Privacy Awareness (eLearning)	The Salvation Army
Safeguarding Principals (eLearning)	The Salvation Army
TSA Today (eLearning)	The Salvation Army
Safeguarding at TSA (eLearning)	The Salvation Army



Student Attendance and Characteristics

Use data for graphs (see email attachments)

In 2021, across the year Oasis College enrolled 7 students in Year 11; , and 5 in Year 12. Many of our Year 11 students had disengaged from mainstream schooling entirely and were returning to an education setting following a sustained period of absence. The following data gives an overview of attendance and student characteristics.

Student Attendance

As a Special Assistance School, Oasis College acknowledges many of its students are at risk of disengaging from school. We provide a number of supports to improve attendance and enable students to maintain their enrolment and complete school.

Strategies to assist students to maintain their attendance include, but are not limited to:

- Daily calls and texts messages from our Education Support Worker
- Letters sent to parents or caregivers advising of non-attendance.
- Ongoing case management from our Education Support Worker.
- Case conferencing with parents, principal, and all concerned stakeholders to improve attendance.
- Implementation of an attendance improvement plan alongside a parent or caregiver; with a view to re-engaging students in the classroom.

For some of our students we find the HSC program may not be suited to their current circumstance and thus impacting their attendance. In this case we will work with the student to find an alternative program to meets their needs. In extreme cases we may terminate the enrolment of a student at our college. NESAs and the appropriate learning engagement officer is notified if the student is under 17.

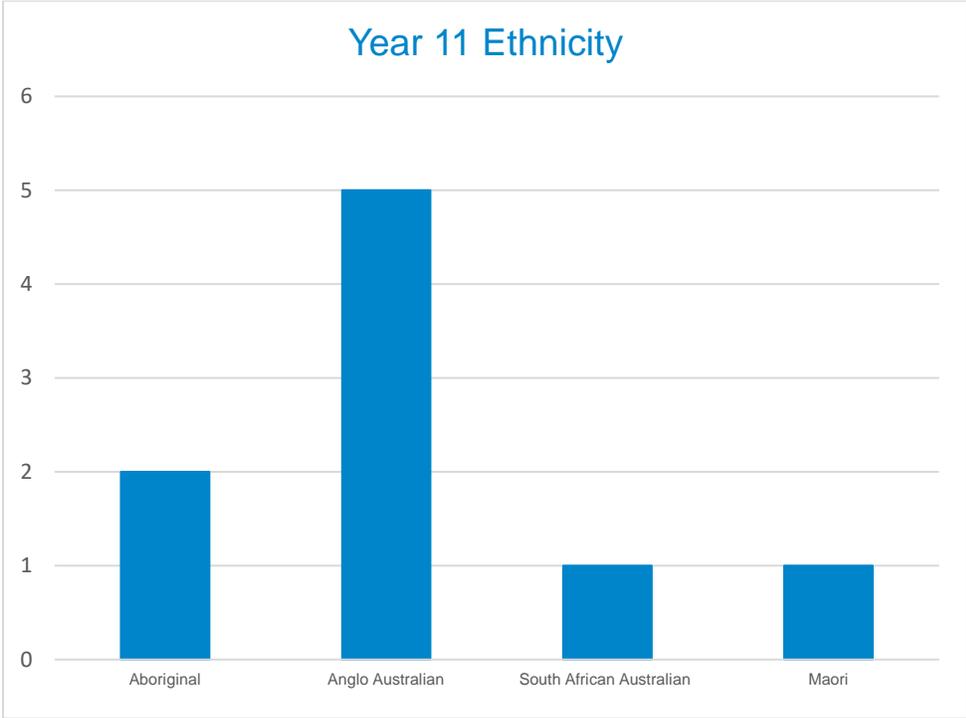
	Term 1	Term 2	Term 3	Term 4 (Y12)
Year 11	55.95 %	65.29%	54.37%	59.3%



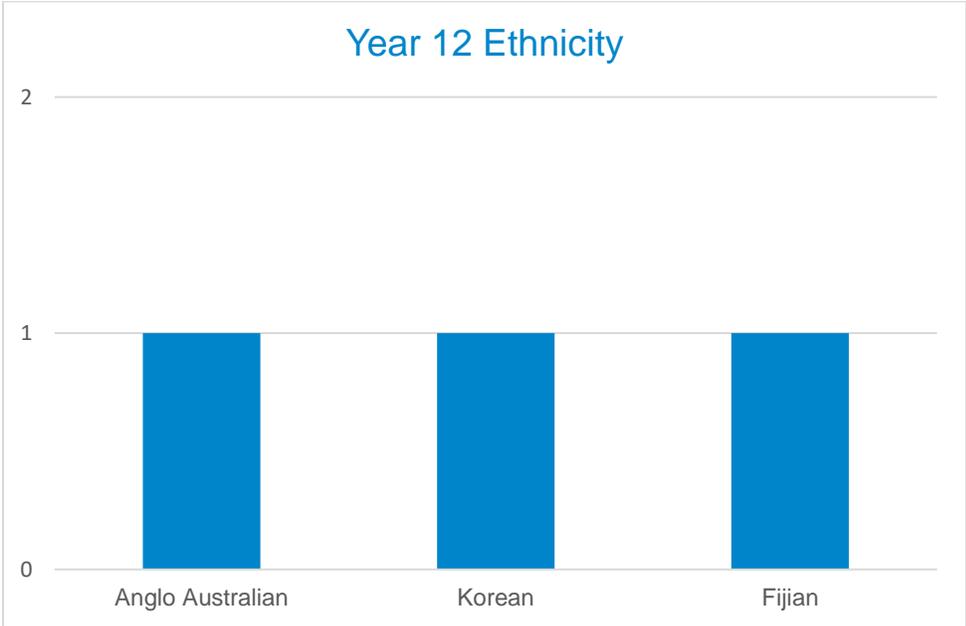
Year 12	52.56 %	38.3%	34.69%
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Student Characteristics

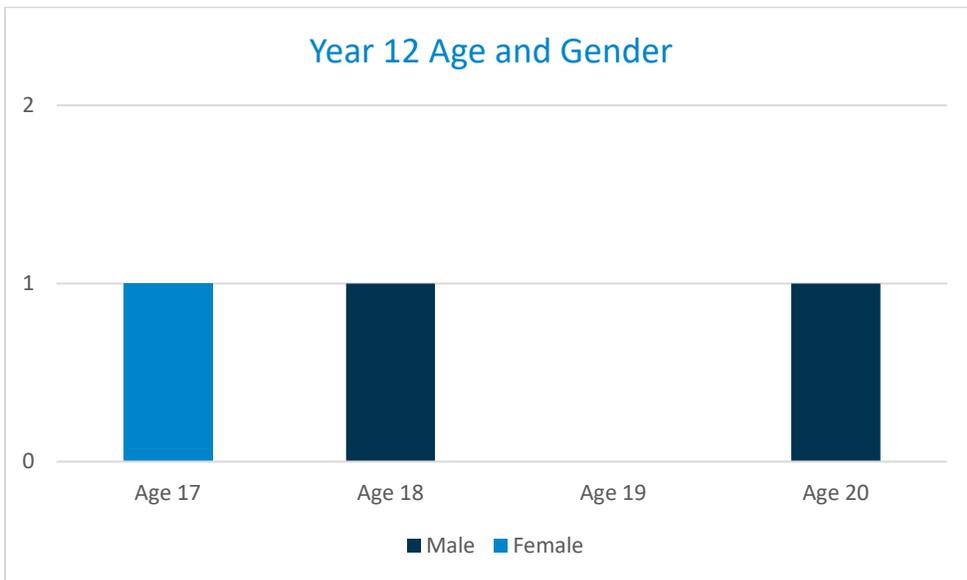
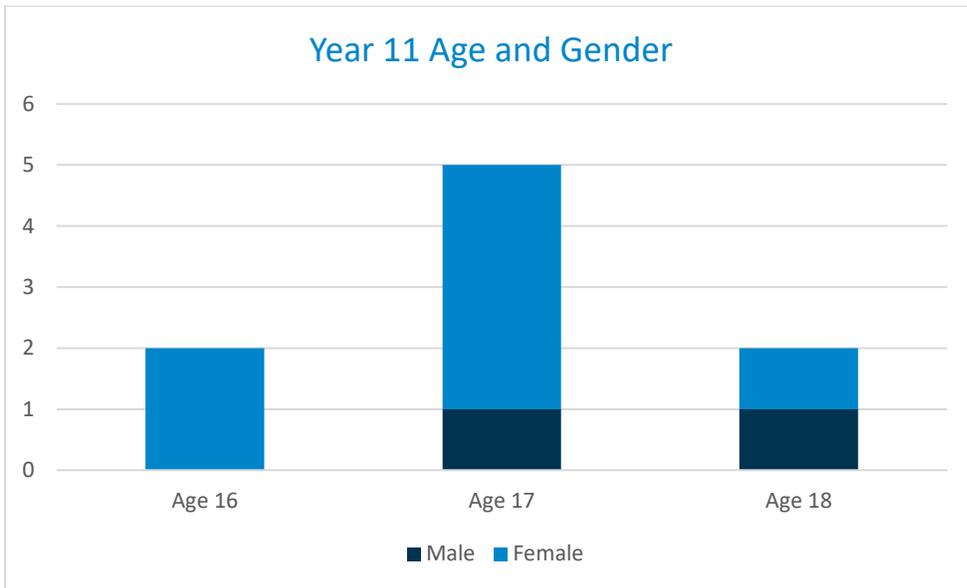
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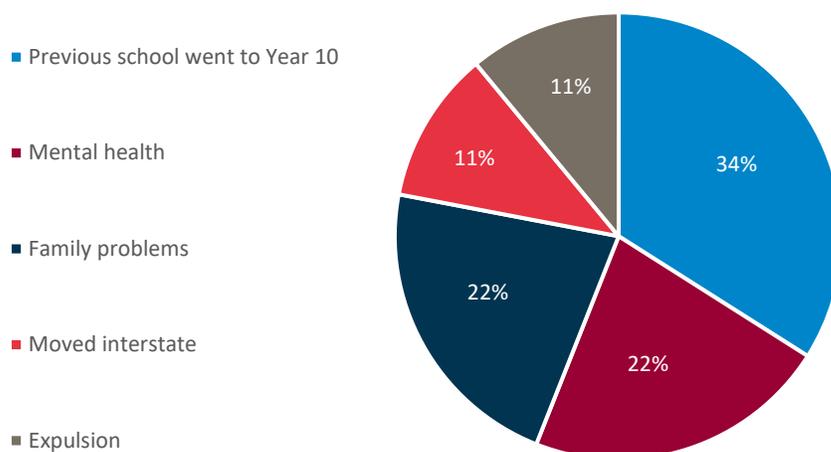
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Year 11 Reasons for disengaging from education (prior to Oasis College)



Below 2021 data entered for student destinations

Main destinations of Year 11 students	Number of students	Percentage of students
Continue learning at Oasis College	4	57%
Apprenticeship/work	1	14%
Unsure	2	28%
Total Year 11 students	7	100

Main destinations of year 12 students	Number of students	Percentage of students
Further study	1	20%
Apprenticeship/work	3	60%
Unsure	1	20%
Total Year 12 students	5	100



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Parent, Student, and Institutional Testimony

Parent Testimony

Our daughter started Oasis College during the first term of year 12.

After struggling with mainstream education and coming from a selective high school, she was referred to Oasis College to complete her education in a supported environment.

During her time at Oasis, our daughter has improved her academics through a one-on-one individual learning approach that is sensitive to her goals and outcomes as well as supportive and understanding of her mental health.

As parents, we have noticed a significant improvement in her overall wellbeing and enjoyment to learn.

Oasis has provided fantastic support to our daughter through smaller class sizes, eliminating heavy task loads, listening to and working with her when she is finding a task difficult, and working to encourage her goals in a unique setting where she is able to utilise her love and passion for art into each of her core subjects.

Oasis is a fantastic school with wonderfully sensitive and compassionate staff, who have the ability to sit with your child and listen and create plans that help them move through their senior education with confidence and hope, eliminating the pressure and anxiety from learning.

Each child deserves the right to enjoy school, be encouraged and create their future goals, Oasis College has provided so much support to our daughter's learning. We are forever grateful we found this school.

Student Testimony

Oasis College is a good fun place to hang out and interact with others. With a good environment we all get along most times. Good, yummy food and excursions. Teachers can get on your nerves but other than that they are lovely.



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Student Testimony

Oasis has taught me skills that go beyond the classroom. I have been able to get sober after years of substance abuse and complete a year of schooling for the first time since 2018. I now know I can do tasks on time and socialising well with my peers. Coming to a new school is always hard, but the staff at Oasis made me feel comfortable in a new setting and made class time enjoyable. The staff are always supportive and fun, they are a big reason why I am going to graduate this year. Coming to this school was a huge step for me but seeing how much I've grown in only a year is crazy to me. I am proud of myself for coming this far and I am grateful to Oasis for helping me get here.

Institutional Testimony

I have had the pleasure of knowing Nidia since 2020 when Nidia was onsite here at the college as part of the VET Teacher Training Program.

Throughout this time her inspirational spirit was not only on show to other teachers in the program but, to our trainers here at the college as well.

In what was a difficult time for training during a pandemic, her composure and assistance with our staff and other teachers was very much appreciated.

Since this time, Nidia has supported the college with a number of excursions and visits with her school groups.

In addition, over the past two years, we have also had the pleasure of hosting 5 students from Oasis, each who have assisted the college in a number of ways.

Throughout these placements, the oasis college students spirit and assistance extended well beyond the café experience and flowed through to other areas of business for example the stores.

Our stores team leader Rhonda mentioned recently they were some of the most delightful young people she had ever met.

I am very proud of our association with Oasis and thank Nidia for her support,



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Enrolment Policy

Many of the students attending Oasis College have multiple barriers to education, such as histories of trauma, substance abuse, homelessness, family breakdown, mental health, legal concerns, financial difficulties, and disability.

The young people to be enrolled have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand a specialist education response. Examples may include young people in out of home care, Indigenous young people, young offenders, young people affected by homelessness, newly arrived and refugee young people, young parents and carers, young people with disabilities and young people with mental health concerns.

Oasis College has been purposely designed to work with young people from our community who are at-risk and disengaged from mainstream schooling.

Oasis College provides an enrolment process that is:

- Welcoming to both the students and parents
- Safe and secure
- Relational
- Empowering for the student to tell their story
- Flexible in the delivery depending on the capabilities of the student and/or parent
- Trauma Informed

The Enrolment Policy was last reviewed in January 2021 and is attached (in full) to this report.



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Summary of School Policies

Oasis College has 53 school policies and 23 processes. All school policies and processes are available upon request.

Student Welfare Policy (Reviewed January 2020)

This policy ensures the social, physical and emotional wellbeing of our students to ensure they are actively engaged in learning. The Oasis College school community fosters the social, physical, educational and emotional development of students in a supportive manner. Teaching and support staff work with the student, Principal, carers and/ or other stakeholders to enhance student welfare.

Student Discipline Policy (Reviewed January 2020)

Oasis College's approach to the discipline of students will be based on procedural fairness. The principal will determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties will be procedurally fair.

Student Bullying Policy Procedures (Reviewed January 2020)

The purpose of this policy is to protect students from bullying and to respond appropriately when bullying does occur. Students at Oasis College have a right to a safe and supportive learning environment that is free from negative and hurtful experiences. Oasis College has a zero tolerance approach to bullying and is committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. *Oasis College Restorative Justice Framework* is used when dealing with bullying incidents. Bullying incidents involving school students that are addressed via this policy include bullying before, during and after school.



Dispute Resolution and Complaints Policy and Procedure (Reviewed January 2020)

The purpose of this policy and procedure is to ensure that student, parent and employee disputes and complaints are dealt with in a responsive, efficient, effective and fair way.

Oasis College Surry Hills views complaints and disputes as part of an important feedback and accountability process. Oasis College acknowledges the right of students, parents and employees to complain when dissatisfied with an action, inaction or decision of the school and the school encourages such feedback. Oasis College recognises that time spent on handling disputes can be an investment into better service to students, parents and employees.

Oasis College is to facilitate a student and parent's ability to raise complaints and to appeal decisions. All complaints and appeals are to be addressed promptly, confidentially and with fairness. Students and parents are entitled to make an appeal against any decision.

The student/ parent's ability to raise complaints is important in ensuring that:

- The student's needs are being met
- Service provision is adequate and transparent
- Communication is facilitated between the student/ parent's and the service

Please note, due to teaching and support staff being employed by The Salvation Army, when there is an employee/volunteer workplace dispute, employees are to be directed to procedures located in The Salvation Army Grievance Handling Policy and Procedure.

All policies are available from the Principal upon request.



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School Improvement Targets in 2021

**The targets from 2020 largely remain in place for 2021. This is due to the disruption of COVID 19 across 2020 and the impact this had on our school improvement targets.*

Target 1- Expand Vocational Education offering at Oasis College

- . This supports the college vision of providing pathways to employment and offers students the opportunity to gain practical vocational skills.

Target 2- Improve our transition to employment/further study pathways

- Oasis College provides work experience opportunities to our students and plans to expand this program in 2021. We want every student to leave Oasis College with a pathway towards employment or further education.

Target 3- Build improved relationships with parents and caregivers

- Based on our experience from last year we believe improved relationships with parents and caregivers will deliver better outcomes for our students and improve attendance.



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Summary of Financial Information



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The Salvation Army Australia Territory

Territorial Headquarters

261-265 Chalmers Street, Redfern, New South Wales, 2016
PO Box A435, Sydney South, New South Wales, 1235

P 02 9466 3000

Oasis College Surry Hills **Statement of Financial Position** **as at 31 December 2021**

	2021	2020
	\$	\$
Current Assets		
Cash Balance	128,443	170,901
Imprest	700	700
Total Current Assets	<u>129,143</u>	<u>171,601</u>
TOTAL ASSETS	<u>129,143</u>	<u>171,601</u>
Current Liabilities		
Creditors	17,478	24,697
HR Provisions	21,290	36,115
Total Current Liabilities	<u>38,768</u>	<u>60,812</u>
TOTAL LIABILITIES	<u>38,768</u>	<u>60,812</u>
NET ASSETS / (LIABILITIES)	<u>90,375</u>	<u>110,789</u>
Accumulated Funds		
Accumulated Funds Surplus	90,375 <small>Note 2</small>	110,789
TOTAL ACCUMULATED FUNDS	<u>90,375</u>	<u>110,789</u>

Note 2 Surplus of \$90,376 as at 31 December 2021 relates to The Salvation Army Contribution.

Note 1. Basis of preparation of the Statement of Financial Performance and Financial Position

The Statement of Financial Performance and Statement of Financial Position ("the Statements") have been prepared for the sole purpose of complying with the reporting requirements of the Agreement relating to Oasis College Surry Hills (the School) with the Australian Government Department of Education and Training, and NSW Department of Education (the Funding Bodies) and must not be used for any other purpose.

The Statements are prepared in accordance with the historical cost convention and have been prepared applying the recognition and measurement requirements set out in Australian Accounting Standards as issued by the Australian Accounting Standards Board which apply to calendar year ended 31 December 2021. The Trustees of The Salvation Army (New South Wales) Property Trust (the Trust) have determined that the accounting policies adopted are appropriate to meet the needs of the Trustees of the Trust and the Department and have determined that it is not necessary to include all the detailed disclosures, including a statement of cash flows, required by Accounting Standards and other mandatory professional reporting requirements in Australia.

The Program is a division which forms part of the Trust and accordingly is not conducted through a separate legal entity.

The Statements include all employee costs and related annual and long service leave accruals and entitlements related to employees employed by the Trust who provide service to the program. The Trust also charges management fees and facility related expenses to the Program and provides support income from time to time.

Cash at the end of the financial year represents cash held by the Trust for the Program.



Oasis Sydney



The Salvation Army Australia Territory

Territorial Headquarters

261-265 Chalmers Street, Redfern, New South Wales, 2016
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Oasis College Surry Hills Statement of Financial Performance for the year ended 31 December 2021

	2021 \$	2020 \$
Revenue from Ordinary Activities		
Government Funding - Federal	319,033	310,063
Government Funding - State	79,758	77,005
Interest Received	172	1,991
Salvation Army Contribution	115,050	115,000
Revenues from Ordinary Activities	514,013	504,059
Expenses from Ordinary Activities		
Education/Training	960	536
Domestic	-	2,252
Student Support Costs	8,389	10,423
Maintenance	9	222
Minor Purchases	1,836	6,292
Utilities	3,586	3,946
Motor Vehicles	8,595	10,413
Catering	1,963	-
Employees Salaries	359,462	374,685
Payroll Oncost	29,963	46,841
Administration	9,128	6,046
Service Delivery Charges	61,105	58,215
Others	47,521 Note 1	21,825
Property Costs	-	425
Brokerage	1,910	2,834
Expenses from Ordinary Activities	534,427	544,955
(DEFICIT)	(20,414)	(40,896)

Note 1 Others: IT Equipment \$33,254, Training \$3,168, Telephone Handset \$2,759, Audit Fees \$2,630, Professional Fees \$2,537, Consultancy Fees \$2,287, and Lease Rental \$886.

<insert here>



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Appendix: Enrolment Policy and Procedure



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Appendix: Enrolment Process



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Attendance 2021

Term 1		Term 2	
Student Name	Number of days	Student Name	Number of days
Amy Roy	36	Amy Roy	31
Angus Cox - Paton	9	Angus Cox-Paton	29
Holly Scheepers	17	Holly Scheepers	12
Eliana Wihapi	23	Elaina Wihapi	16
Emma Hill	21	Emma Hill	40
Alyrah Prime	31	Alyrah Prime	31
Mikhail Lowman	10	Mikhail Lowman	13
Daniel Hitchings	7	Daniel Hitchings	14
Earon Bonic	21	Michael Campbell	19
Alex Swain	6	Earon Bonic	21
		Alex Swain	0
		Elana Chellos	4

Term 3

Students transitioned to fulltime remote learning.

Term 4

Students fulltime remote learning until week 6 where students and staff attended school 2 days a week

Students struggled with remote learning and found it hard to engage with online learning. Staff members and the Youth Worker monitored student engagement in Google classroom and continued to contact students daily.



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Year 11

Student Name	Ethnicity	Gender	Age	Reason for leaving previous school
Alex Swain	Anglo Australian	M	16	Previous school went to Year 10
Mikhail Lowman	Russian	M	16	Mental Health
Michael Campbell	Indigenous	M	17	Mental Health
Daniel Hitchings	Indigenous	M	17	Family Problems
Emma Hill	Indigenous	F	17	Previous school went to Year 10
Alyrah Prime	French	F	16	Moved interstate
Elana Chellos	Greek	F	17	Mental Health
Year 12				
Angus Cox-Paton	Anglo Australian	M	19	
Amy Roy	Phillipino	F	17	
Holly Scheepers	South African	F	17	
Eliana Wihapi	Maori	F	19	
Earon Bonic	Anglo Australian	F	17	

**Oasis Sydney**