



# CORRIDORS COLLEGE

showing doorways to opportunities

## Corridors College Annual Report 2010

Since its inception in 1998 Corridors College has exclusively worked with Youth at Risk of not completing Secondary Education. In the beginning this was aimed at completion of year 10. Corridors' now provides a Year 12 pathway past the completion of Year 10, graduating with a Western Australian Certificate of Education.

To enable our students in the completion of their high school education Corridors invests significant resources in their social, emotional and physical well-being. This often requires significant attention before students will engage in any meaningful or systematic way with learning.

To facilitate engagement we have a modified program, which is exclusively run on Vocational Education and Training principles. In our initial program we predominantly focus on Literacy and Numeracy along with Social and Emotional Learning. Our WACE graduation program is a series of stage I Curriculum Council units in English, Mathematics, Information Technology and Career and Enterprise. Upon completion of both programs students have exceeded their twenty (20) units quota required for their WACE. Corridors has an ungraded school finds it difficult to track students exiting the school to attend work or future study. One function of being a CARE school is high rates of extended non-attendance that precludes a close tracking of their future trajectories into a post secondary world.

Practically, we provide a Breakfast and Lunch program along with food parcels and personal hygiene packs if required. The school works hard to be a 'Safe House' for students whose social support is fragmented, dysfunctional or non-existent. Young Mums are encouraged to bring their babies to school where they are supported in their parenting role as well as educationally.

Being an Independent Curriculum and Re-engagement School (CARE) Corridors exclusively enrolls educationally disengaged students in the High School years.

### **Staffing:**

To facilitate the learning of our target student group requires committed, highly qualified and experienced staff working with the students. Our current teaching staff all hold, as a minimum, Bachelor Degrees in the prime teaching discipline along

with appropriate teacher education qualifications and personal experience which enables them to be registered as full members of the Western Australia College of Teaching.

Two teachers hold Master Degrees and one holds a Doctorate. All staff are supported in the Vocational Education and Training (VET) domain of the school and are encouraged to complete a Certificate IV in Training and Assessment which is the qualification required to train and assess students in VET qualifications.

Staff are professionally and personally enriched through professional learning opportunities as a group and individually. Constantly working with at risk students requires staff to be at the top of their game at all times. We are strongly supported by the Western Australian Association of Independent Schools. They provide much of our professional learning and subsidises Corridors staff in recognition of the work we do and the low socio economic status we hold which is 85, the lowest of any urban school in Australia. Corridors also contributed some \$5,600.00 towards staff professional learning other than that provided by AISWA.

To fully engage our students requires more than the academic content of traditional teaching. Teaching staff, are ably supported by tutors who work with the teachers and who have skills in areas such as Youth Work, Indigenous Issues and IT.

The administration staff of the school interfaces with the daily needs of the students and staff. They provide vital support to students, staff and the community.

### **Students:**

Over the past six years there has been a healthy positive trend in student attendance for all students:

Year	2006	2007	2008	2009	2010
Indigenous	15%	20%	40%	46%	32%
Non Indigenous	25%	50%	57%	76%	49%

However, a high churn rate of students throughout the year has resulted in a significant influx of chronic non-attenders into the school. This has resulted in the global attendance percentage to fall significantly when measured at the end of the year. These results are particularly gratifying given that all are long term disengaged (non-attenders) from mainstream schools prior to their enrolment at Corridors. We thank the whole of the Corridors community for their positive support of the students attending school.

Again this year our students were offered age appropriate National Standardized Testing, NAPLAN. This style of test is unusual for our students, as we do not have assessment processes that require students to sit formal extended examinations.

Statistically, the sample size is too small to give meaningful data, nor are we able to derive trend data with so few students completing the NAPLAN test. However, the

results are important in giving feedback to the students by informing staff, parents and students in their development of future individual education plans.

Given the physical, emotional, social and education issues faced by most students on their enrolment, Corridors works with them to resolve outstanding issues, which continue to hinder their educational engagement and progress.

The general trend for Corridors' students is to engage with the world of work when a suitable placement becomes available or to engage in further training through the TAFE system.

Parents, students and staff have high degrees of satisfaction in their engagement with Corridors College. Parents are pleased that there is a safety net school into which their troubled children can fall and be positively supported in a harm minimization culture during the most difficult period of the child's life. Students have high satisfaction levels as it is extremely rare for them to pressure parents into changing schools because they don't like or fit into the curriculum and culture of Corridors. Each member of our staff could gain employment at a higher rate of salary than what they are currently paid and our turnover is extremely low.

**Funding:**

Commonwealth Grants	\$590,224.00
State Grants	\$338,504.00
Targeted Grants	\$171,233.00
Fees	\$ 18,277.00
Interest & Other Income	\$ 37,620.00

We thank the parents and the wider community of carers in their ongoing support for the students and work of the College. Without your unstinting support the students would be more impoverished and the College would not exist.

Kind Regards

Terry Parsons  
Principal

19<sup>th</sup> August 2011.