



Annual Report 2019 Academic Year

Principal's Report:

I am pleased to report that Capstone College successfully completed its third year of operation. We achieved registration to extend to years 11 and 12 and have fully implemented the first year of this program.

It has been long process to get to this point and I firmly believe the effort has been worth it and we have set a solid foundation for the ongoing success of the College.

Capstone College is dedicated to supporting and investing in innovative education programs for socially disadvantaged young people in the Northern Midlands and the Northern region of Tasmania. Capstone Colleges' innovative approach to education provides students with intensive educational support, structured links to TCE studies, and support for work preparation initiatives.

This report has been prepared as a result of detailed examination of our overall college operations, curriculum delivery, staffing, administration and student outcomes.

I would like to acknowledge the time and effort of our Senior Co-ordinator (Robert Tuppack), Class Teachers (Sandi Dwyer, Jesse Reid, and Chris Beck), Student Support Teacher (Marian Quinn), Admin Manager (John Lindsay) and the Youth Case workers and support staff (Natasha Blackley and Penny Beeston). Also, our specialist contract Teachers (Stephen Cooper and Anna Ewer), and importantly our Glass instructors (Keith Dougall, Rosalie Hamilton, and Tom Pearson). And last but not least our Bus Drivers (Marcus Abetz, Rosalie Hamilton, and Stephen Hamilton) who welcome our students each day. At Capstone we also want to thank our Breakfast Club volunteers who provide hot breakfasts for students on arrival. And, a special mention to our Barista trainer (Brendan Dwyer) who has made our Hatrock Coffee truck an important training initiative both at College and community events.

Capstone College provides a unique opportunity for young people to re-engage with learning, the community, and their lives. I am particularly grateful for the students who make the effort to turn themselves around and contribute so much to College life.

Russell McKane

Principal

Capstone College



Staffing:

With our move to teaching years 11 and 12 our staffing grew in anticipation of meeting the growth demand. While our overall enrolment numbers grew, we were unable to maintain these staffing numbers and ultimately needed to make one position redundant. Other staff members reduced time allocation during the second part of the year. We farewelled Chris Beck and John Lindsay moved to Thailand.

All our teaching staff met the Tasmanian Teacher Registration Boards requirements as Teachers, and all our staff met the Working with Vulnerable Persons requirements.

Training

Staff were involved in Fusion core training at the start of the year. Three staff members did the 'Berry Street' classroom training and implemented many of the practices into our day routines at Capstone. Staff were encouraged and attended many individual training opportunities.

Staff were also involved in Moderation and TASC Training and all staff did the IST Working with Vulnerable People training.

The Principal attended the inaugural Deloitte Courageous Principals training and well as Principals network events with Christian School Australia.

Facilities:

2019 was a year of significant investment in infrastructure and resources. This has included:

- Upgrading Computer network and providing an LMS (Edumate) to track attendance, learning and welfare.
- Equipping 4 extra learning spaces with interactive white boards
- Completing the understory of the BER double story building initiated under Trinity College.
- Upgrading our Bus fleet with two new IVECO vehicles.
- Purchased a Mobile Coffee Barista truck under the small schools growth plan. Students have undertaken Barista training and served coffee at community events.
- In the three years of operation (2017-2019) Capstone has invested over \$440,000 in upgrading facilities.



Students:

2019

School facts

School sector	Non-government
School type	Combined
Year range	9-11
Location	Outer Regional

School staff

Teaching staff	6
Full-time equivalent teaching staff	5.8
Non-teaching staff	4
Full-time equivalent non-teaching staff	2.5

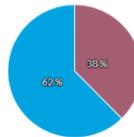
Student background

Insufficient student background data received to report socio-educational advantage data for this school

Students

Total enrolments: 16

Boys 10
Girls 6



Full-time equivalent enrolments: 16.0

Indigenous students



Language background other than English



Snapshot from My School Website at Census date

Student Welfare

Capstone College provides a high level of support for young people who have been excluded from mainstream education systems, the opportunity to re-evaluate their situation, and achieve success in a smaller and more supportive environment, to give these young people a chance to achieve what is seen as minimum education standards recognisable on par with their peers still in mainstream education systems (Year 10 Certificate and TASC certifications).

To this end we provide a fulltime Youth case worker who provides both on site and in community support to our students.

We also provide a learning support teacher (0.6 FTE) to help them navigate the learning environment. Most of our students receive NCCD funding support.

Student Attendance and Retention

Due to the life circumstances of students at the College, attendance varies from a few weeks to the entire year (albeit with interruptions throughout the year).

The College had a total of 17 enrolments for the 2019 but only 16 at Census day. This followed previous years trends but did not increase significantly given we were offering two new grade levels. Our retention rates are very good for a Special Assistance School, with 8 of our 12 students from 2018 continuing on in 2019. As important element is our drop-out rate of 25% during the year. Similar Special Assistance Schools regularly report rates around 50%.

Attendance is consistently trending at 65%. As a Special Assistance School our students are doing well. Many of our students have had more than 12 months of non-attendance before enrolling at Capstone.



Capstone Attendance Rate Term 3 2019

Student attendance rate	Percent ¹
All students	65%
Indigenous students	-
Non-Indigenous students	-

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	0%
Indigenous students	-
Non-Indigenous students	-

¹ When a school's results are unavailable or there are fewer than, or equal to, five Indigenous or non-Indigenous students, a dash '-' will be displayed. This is to protect the privacy of students.

Snapshot from My Schools Website

Parent, Guardian, and Community involvement:

The College acknowledges that students have a range of family structures and situations and this needs to be taken into account when engaging parents/guardians of students attending the college. Approximately 50% of our students are independent living or in supported accommodation.

The College involves parents/guardians of students in a number of ways:

- Student Interviews
- Ongoing Progress (Phone/Email)
- Bus pick up provides regular phone contact and support.
- Mid-Year and Yearly reports.
- Support from Youth Case workers – often extended to families.
- Significant contact with housing and youth support agencies.

Poatina Community

Students are provided with a hot cooked breakfast on arrival supported by 13 Poatina Community volunteers. We also supply food for students to self-manage lunch if they are unable to bring their own.

Poatina Community members are also involved in other support structures, including sport, recreation, technical facilities (Glass workshop) and general community involvement. This provides a normalised model of society for students who do not normally experience this.

Russell McKane

Principal