

Wonthaggi Pathways and Transitional Setting

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Hot Spot

Was created from an identified need for schools and community organisations (eg. Wonthaggi Police, Child Protection, SSS team, Wonthaggi schools) to collaborate to support young people and their families

Main concerns were an extraordinary number of students transitioning to WSC who had learning needs, major behavioural issues or who lived in out of home care and the community issues being caused by young people not regularly attending school

These meetings have been crucial for information sharing and developing support for these students, their families and their school

It was in these meetings that it was identified that Wonthaggi and Bass Coast require more community support agencies and school programs to try and prevent young people disengaging from education

Partnership formed

Responding to an identified local need a partnership between

- Bass Coast Health
- Student Support Services
- Wonthaggi Secondary
- Wonthaggi Primary
- Wonthaggi North Primary
- Bass Coast Specialist School

was formed to implement and sustain a flexible learning option setting in Wonthaggi

WPaTS

The proposed vision for WPaTS is to provide a socially inclusive education in which at risk young people receive the support they need to enable them to stay engaged or support re-engagement with their local government schools.

This is not a destination school but a pathways and transition setting to support vulnerable at risk young people

Evaluate and diagnose : What's the need ?

The recent Dropping of the Edge report (2015) places Wonthaggi as one of the most disadvantaged postcodes in Victoria.

This report highlights the complex web of disadvantage.

The report found that in disadvantaged postcodes there were a number of dominant features.

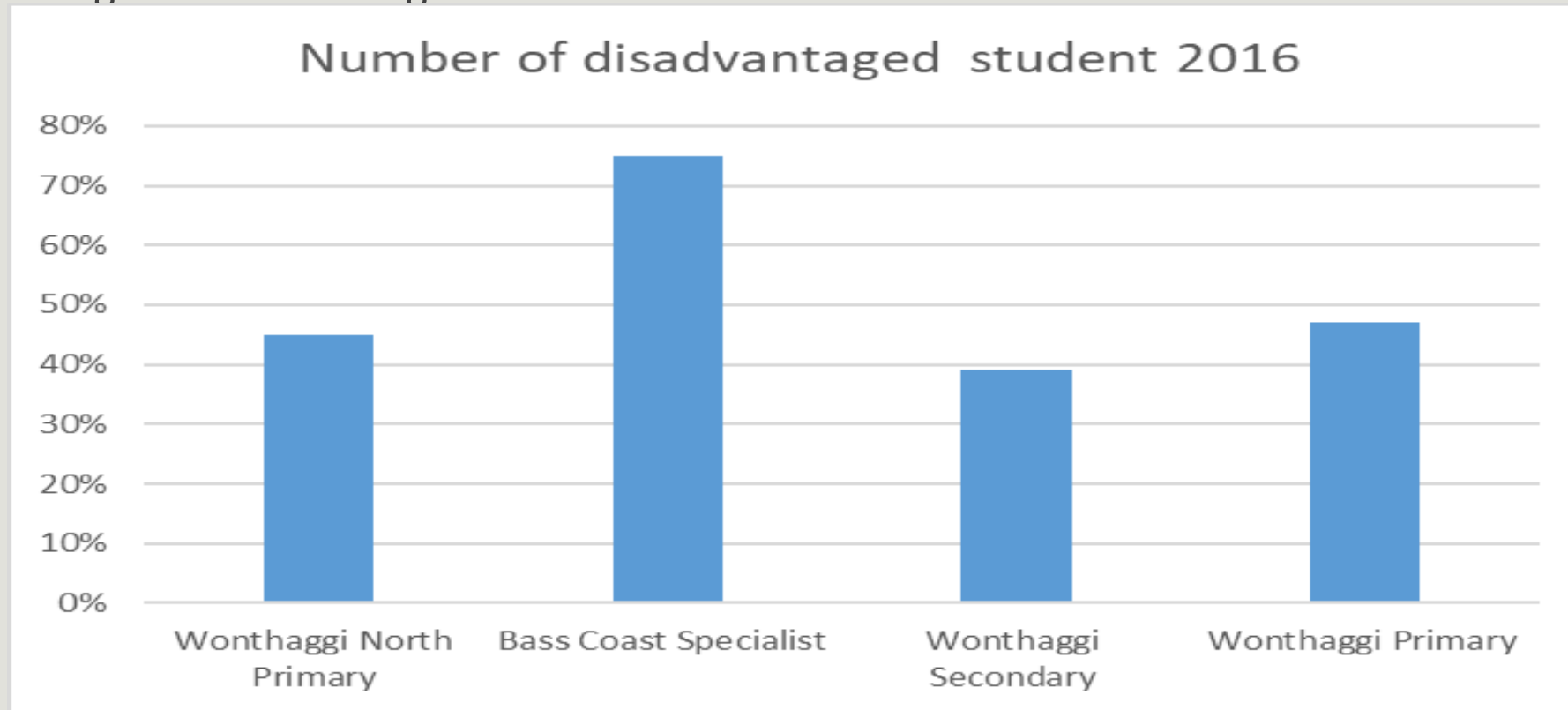
They include :

- high unemployment
- high levels of interaction with the criminal justice system,
- overall level of education low
- high levels of disability existed

These features impact on many of the young people in our local schools.

What this looks like in our schools

Percentage of disadvantaged students in our schools



Putting Faces on the Data

My son wasn't going to school.

He had lost his confidence and had low self esteem. He had long term suffering losing himself not trusting people. he couldn't put his foot in the door.

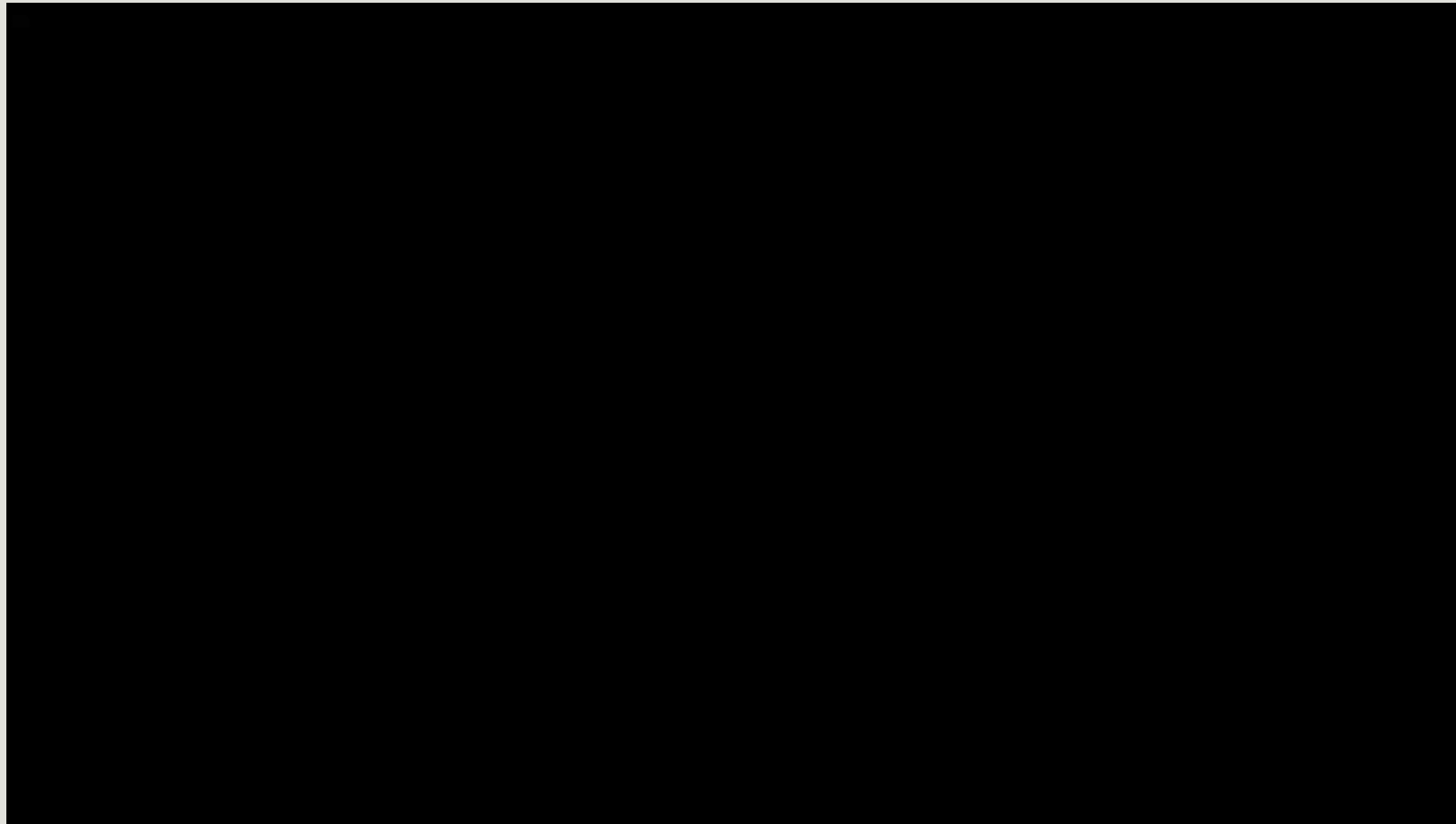
That's when WPaTS came along. It was a great idea

I was so happy we were picked out to join.

Tom has been fantastic and my son has his trust. We are taking small steps building his confidence.

Parents comment on her son's involvement

Putting Faces on the Data





Priortise and Set Goals

Regular attendance at school is crucial for the development of a student's educational and social skills.

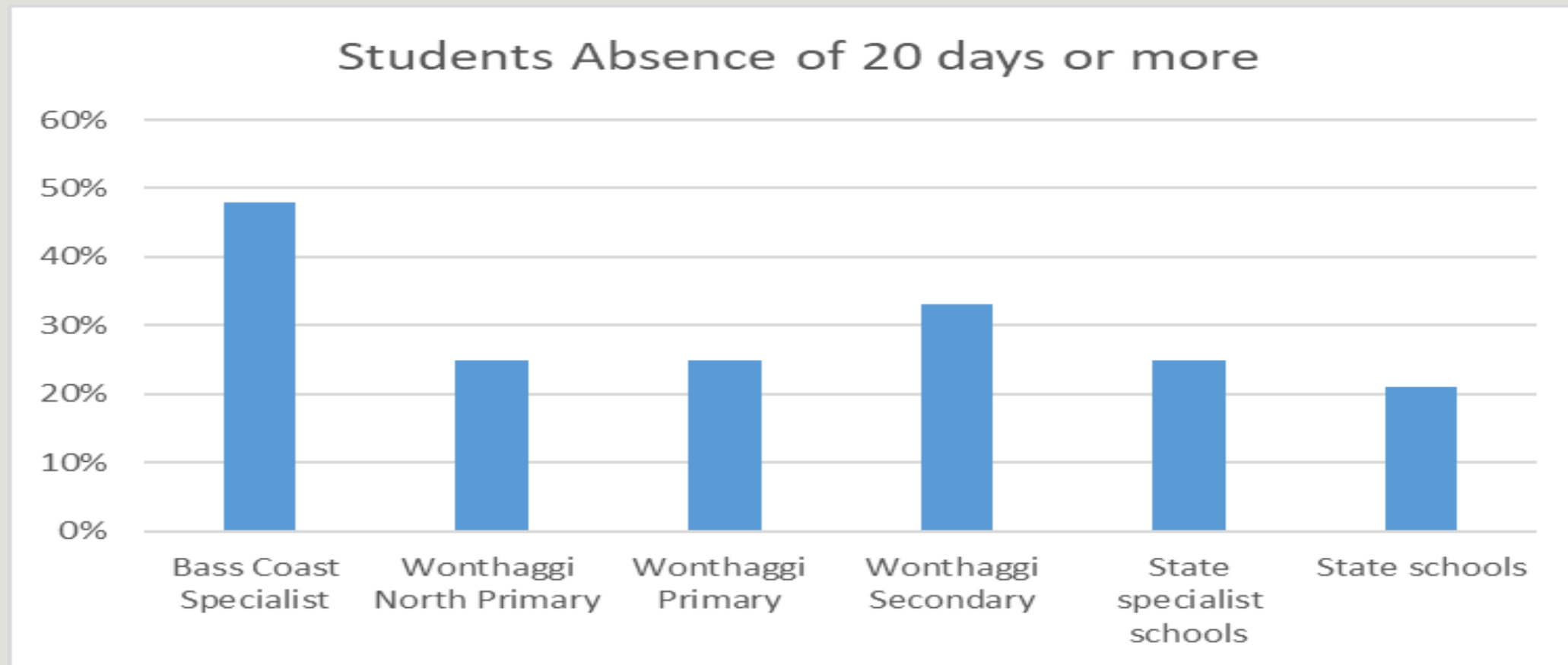
Students with high levels of non-attendance are disadvantaged both academically and socially and miss out on key stages of interaction with peers significantly impacting on their academic progress and success.

All partnership schools have absenteeism figures higher than the state, when we unpack this further in each school there are a number of students with significant absenteeism that is impacting on their educational outcomes.

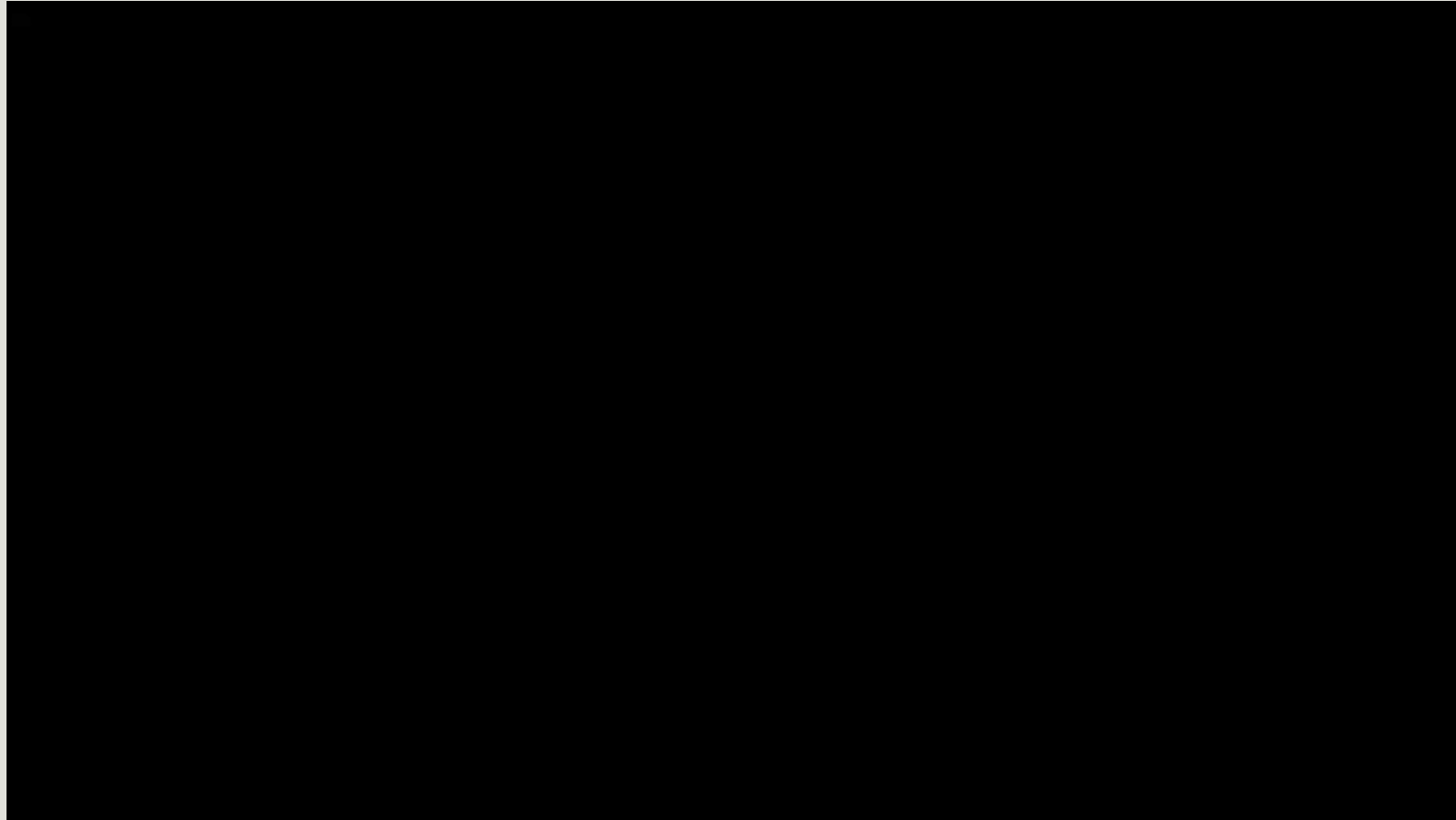
These young people need the support of WPaTS

Prioritise and Set Goals

Prioritise students with low attendance



In action



Early success

15 students have enrolled and been through the induction process

Very positive parent support with all parents attending inductions where required

Two students has already returned to mainstream. They continue to be monitored with reports of improved self esteem. Parents can't believe improvement

All students have ILP and IEP's developed

All these documents include a transition goal

Eight students have over 95% attendance currently .

Connections with base school are developing - one student attended a school excursion

Another has started a part-time timetable at his primary school

Site retention-Webbs Shed.

We are currently working with the Department of Education to retain the Department owned site of Webbs shed. If this is successful we will have full access to the site once the new secondary college is built.

What we need to help this process and to cater for our growing numbers is:

- A portable either double or single to be place at the back of Webbs Shed and proceeds to have it transported and installed.
- This would allow the program to start working out of the site immediately.

Putting Faces on the Data

