



Fairfield
Blacktown
Campbelltown

ANNUAL REPORT

2021

Our vision

Empowered, resilient young people whose education enables them to make a positive contribution to the community

What we do

Warakirri College is an independent college for young people completing Year 10 and Higher School Certificate (HSC) studies. As a social impact initiative of MTC Australia, it's a different kind of college where students are encouraged to be themselves as they study in a flexible adult learning environment.

MTC Australia

MTC is a social enterprise that is committed to assisting people to gain employment through skills training, work experience and career planning. As an integrated service provider, MTC offers support through a variety of training courses and services that include case management for young people and a range of community initiatives.

As a public benevolent institution, MTC reinvests funds from its surplus back into the community which includes its support of Warakirri College Ltd of which MTC is the sole member.



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Chairperson's Message

2021 was a year in which the team at Warakirri College continued to provide exceptional holistic education to our students. This was despite the ongoing challenges of the COVID pandemic and the very real impact this has had on our students and their families. A heartfelt thanks to our school's leadership, teachers and staff for their efforts and congratulations to our students for their resilience in learning.

Thanks also to MTC and their Board for their continued support and the work invested in our future relationship. We look forward to our continuing relationship in the future.

Over the course of the year, our Board has continued our role in governance and oversight of the school's activities, in particular the progress of the implementation of our strategy and key initiatives.

Chairperson
Doug Taylor



Principal
Carolyn Blanden



Of note is the continued development of our new purpose-built campus in Campbelltown which has experienced delays resulting from COVID impacts and inclement weather. Also of note is the school's provision of distance learning for students not able to attend a school campus because of health and other reasons, this is an important innovation in the provision of education for students who prefer alternative delivery modes.

Over the course of the year, we welcomed Mark Harrison to our Board and have greatly appreciated his expertise, particularly as it relates to the development of our new campus. Thanks also to other Directors as well as our School Principal for her wonderful leadership of our school.

I commend this report to you.

Doug Taylor
Chair, Warakirri College

Principal's Message

As a Special Assistance School our priority has always been finding flexible and appropriate ways to best support our students and their families. Our goal is to support young people to become independent, contributing members of their community and we do this by providing positive experiences for students while they are at school and ongoing support after they graduate.

During 2021 the school remained open throughout lockdowns to provide a safe haven for students whose home situations were difficult. Each day a small number of students would come to school to receive academic or pastoral support.

Many students were loaned school computers or assisted with internet access. Teachers provided daily classes using the CANVAS student learning platform and held live conferences each day to engage with students and support their learning. The Student Learning Support Officers, School Counsellors and Social Worker made daily calls to students to ascertain their safety and mental health situation. Our Administration Team printed off hard copies of teaching and learning materials for students which were either collected by parents or delivered to the students' homes.

Despite the challenges of studying during the past two years of upheaval, students were able to complete their HSC assessments and examinations and several Warakirri students were offered early entry to universities, with other students being offered places at TAFE and universities after the results were published.

Warakirri was fortunate to receive a COVID ILSP grant from the NSW government for supporting our students with small group literacy and numeracy support classes.

A landmark event for our school was accreditation from NESA to become the first independent school in NSW to prepare students for their Year 10 RoSA and the HSC. We were delighted to welcome students from all over NSW to our Year 10 classes and Learning Hub events.

In 2021, Warakirri received approval from the NSW Department of Planning and State Rail for our fourth campus in Watsford Road, Campbelltown. The College engaged Lloyd Group as the Builder and in July we commenced construction of a two-storey purpose-built school that will serve 120 students.

This project has received a grant of \$1M from the NSW government administered by the Association of Independent Schools. It is anticipated that the building will open in late 2022.

Together with the staff of MTC Australia, the directors, teachers and staff of Warakirri College celebrate the success of each student completing Year 10 or the HSC in 2021.

We acknowledge the students' commitment and tenacity in overcoming personal and educational challenges and we wish them every success in the future as they transition to further education and employment.

Carolyn Blanden
Principal



Warakirri College Ltd is an independent secondary college for Years 10–12, situated in Western and South-West Sydney. The college commenced operations in 2007 to assist young people aged 15 to 22 years experiencing major difficulties in completing their secondary education. In 2011 the Fairfield campus opened and in 2017 a second campus in Blacktown was opened by the Hon John Barilaro, Deputy Premier of NSW who was responsible for brokering a partnership between TAFE and Warakirri College. In March 2019 the College purchased a property in Watsford Road, Campbelltown. In June 2019 Cr George Brticevic, Mayor of Campbelltown opened the Campbelltown-South campus in Queen Street, Campbelltown.

Warakirri means to Stand and Grow; an Aboriginal term consistent with the college's commitment to creating an adult learning environment, encouraging students to engage with their teachers and peers respectfully, demonstrating sound values and good moral judgement.

The college encourages and supports students to develop strategies that build resilience and character despite the significant hardships that many students face.

As a Special Assistance School, Warakirri is proud of its culturally diverse staff and student body. Cultural Diversity is seen as a major advantage with students' ancestral links from countries located in the Pacific Islands, Middle East, North Africa and Asia, as well as students of Aboriginal and Anglo Australian and European descent.

Warakirri College is fully funded by the Commonwealth and NSW Governments and receives support from many community organisations. Enrolments come from young people connected to NGOs, charities and local high schools. Many community organisations support the College by presenting at the college's weekly assemblies and through excursions, courses, counselling and special programs.

Warakirri College engages six full-time Counsellors and Careers Advisors and the college assists students with accessing emergency accommodation, welfare services and post-school education and employment. The school has two full-time Outdoor Education Instructors who provide an extensive outdoor education program, conducting around 20 camps each year in addition to bushland and surf experiences. All students are encouraged to participate in these life changing opportunities.

Students are provided with all teaching resources, food, clothing and other needs such as prescription glasses or household requirements. The extent and depth of support for students is a key factor in enriching and diversifying the Warakirri educational experience. Warakirri College does not charge fees.

With the development of a Strategic Plan covering the period 2021 – 2025 the College has identified the following strategic priorities:

Strategic Priority 1. College Offering:

Build on the current Warakirri College Model to enhance the student experience, increase student engagement and prepare young people to make effective transitions to future learning and work.

Strategic Priority 2. College Reach

Maintain the three current campuses, open the new Campbelltown-North campus and establish 1–2 additional campuses by 2025 in order to extend the opportunities for young people across the Greater Sydney region to benefit from the Warakirri College experience.

Strategic Priority 3. Sector Leadership

Continue to provide sector leadership, working with other alternative education schools to share experience through professional associations, networks and advocacy.

Warakirri College offers the NESA curriculum for Stages 5 and 6, preparing students for a Year 10 ROSA and the Higher School Certificate (HSC). The HSC is delivered via the compressed model whereby students study three subjects each year, covering both Preliminary and the HSC in 12 months, completing 6 subjects over two years.

The school provides assistance that includes covering the cost of tuition, stationery, textbooks and excursions. There is no school uniform and students are provided with breakfast and lunch each day to assist with their nutritional needs and minimise any financial hardships. A small number of students live independently and without the support of a family environment. The vast majority of students come from families that receive support from Centrelink, or the students themselves receive these benefits directly.

In 2016 Warakirri College moved from being a division of MTC Australia Limited to becoming a company limited by guarantee, Warakirri College Limited. Warakirri College has its own Board of Directors. The College is a registered charity and public benevolent institution.

Warakirri College is registered and accredited with the NSW Education Standards Authority (NESA) with the next scheduled review to be undertaken in 2022.

Senior Secondary Outcomes

Results of Year 10 2021

In 2021 Warakirri College had 143 Year 10 students complete the NSW Record of School Achievement (RoSA).

Subject	Number of Students	Grades ABC %	Grades DE %
English	143	61	39
Mathematics	143	45	55
Science	143	61	39
Geography	143	49	51
History	143	50	50
PDHPE	143	55	45

Subjects (ATAR)	Number of Students	Bands 1-3 (%)	Bands 4-6 (%)	School Moderated Mean (%)	State Moderated Mean (%)
Modern History	46	100	0	46.61	72.85
Business Studies	19	84	16	53.43	73.32
English Advanced	26	77	23	61.15	81.92
English Standard	46	91	9	57.36	70.47
Food Technology	27	78	22	63.88	73.36
Geography	21	95	5	57.95	75.75
Mathematics Standard 2	28	61	39	58.20	69.15
Biology	37	84	16	58.99	73.38
Legal Studies	8	75	25	55.25	74.72

Results of the Higher School Certificate 2021

These results are consistent with those of previous years. With such a small cohort, statistical comparisons are misleading because one or two strong students in a year group would make a significant difference in the data.

Warakirri College has a wide range of students of varying abilities and social disadvantage. These mean scores do not reflect the fact that several students applied for University and gained places, while in many other cases students were the first in their families to complete Year 10 or their HSC.

Subject (Non ATAR)	Number of Students	Grades ABC %	Grades DE %
Numeracy	16	63	37
Mathematics Standard 1	2	100	0

Student outcomes in standardised national literacy and numeracy testing

Warakirri College only offers Years 10 and the HSC.

Students do not participate in the NAPLAN program.



Teacher qualifications, accreditation, and professional learning

30

Teachers with a Bachelor degree or AEI-NOOSR equivalent

0

Teachers with TAE

All teachers at Warakirri College delivering NESA curriculum courses are accredited by NESA and have a degree and a teaching qualification.

Teacher accreditation status

25

Teachers accredited at Proficient Level

5

Teachers with Provisional accreditation

Professional Development undertaken in 2021

During the year all teachers undertook at least the minimum hours of professional development required for maintenance of their accreditation. The School supported teachers, administration staff and school counsellors to attend regular professional development training.

Teachers and counselling staff individually completed courses with accredited providers, most commonly at the Association of Independent Schools (AISNSW). Most of the courses were delivered online, due to COVID restrictions. These courses were specific to each staff member's subject areas or roles within the College.

Professional Learning Activity	Staff participating
Briefings by NESA: Renewal of School Registration and Accreditation and Renewal of TAA Approval	Principal, Deputy Principal and Curriculum Coordinator
AISNSW National Flagship Program	Deputy Principal
Child Protection Training Update	27 Teachers Executive staff Curriculum Coordinator 29 Support Staff
Macqlit Training – Macquarie University	Diverse Learning Coordinator and 1 Student Learning Support Officer
Cars and Stars Reading Comprehension Program	Diverse Learning Coordinator and 3 Student Learning Support Officers
Vicarious Trauma and ways to enhance student learning – Tim Connell	28 Teachers and 24 Support Staff 6 Executive staff
Deep Learning – Jessica Connor	25 Teachers
Developing Assessment for students with a disability – Leanne Woodley AISNS	24 Teachers and Student Learning and 5 Support Officers
AISNSW School Counsellor's Conference "Looking Back and Looking Forward"	1 Counsellor
Canvas Training	24 Teachers and Executive staff
Sapphire Training	1 Curriculum Coordinator
Intersectional Approaches in Youth Research: A panel discussion – University of Western Sydney	Deputy Principal
AISNSW Research Conference	Principal and 1 Head of Campus
Dr Tony Atwood – Understanding Autism Spectrum Disorder: A Different Way of Thinking, Learning and Managing Emotions	2 Teachers
DBT Training: Clinical skills for working with people with self-harm, suicidal ideation and complex mental health problems including personality disorder – Project Air Strategy	1 Counsellor
The use of play and being creative in therapy with children, adolescents and adults with trauma and complex challenges- Peter Black, Project Air Strategy	1 Counsellor
Trauma Perspectives in Child Mental Health- Berry St Take Two	1 Counsellor

Workforce composition

In 2021 Warakirri College employed the following:

Staff	Number	FTE
Principal	1	1.0
Deputy Principal	1	1.0
Curriculum Coordinator	1	1.0
Head of Campus	3	3.0
Distance Education Coordinator	1	0.8
Disabilities Coordinator	1	0.6
School Counsellor	5	4.8
Social worker	1	1.0
Careers Advisor	3	1.4
Teachers	30	28.2
Student Learning Support Officers	10	8.6
Administration Support Workers	10	5.6
Total	67	57

Student Attendance, Retention and Post School Destinations

Student Attendance 2020

Year Group	Semester 1	Semester 2
Year 10	48%	51%
Year 11 and 12	59%	60%
Whole School	56%	56%

A poor attendance rate is a common challenge for schools that cater for students from highly disadvantaged communities; particularly where families are experiencing financial hardships and other pressures such as intergenerational unemployment and mental health issues. The risk of these students disengaging from school is very high, particularly for students with an entrenched history of school avoidance prior to enrolling at Warakirri College. Each year there are students who have their enrolment terminated due to lack of attendance. These students are referred to the DET Home School Liaison Officers if they are under 17 years.

The College continues to review its policies and practices including building strategies to address student non-attendance. A range of measures to reduce non-attendance have been implemented including changes to teaching methods, systematic follow up for non-attendees, daily SMS messages to carers and parents of any student who does not attend by 10 am, phone calls from the College staff, letters to parents, caseworkers and care-givers together with revised documentation collection procedures for recording the reasons for non-attendance and school follow-up. In 2021 the College employed a Social Worker to support students and their families with attendance challenges.



2021 Student Retention from Year 10 to Year 11

Campus	2021 Year 10 Students	2021 Year 10 leavers	% retained in school 2021	Progressed to Year 11 2021	Repeat Year 10 2021
Fairfield	43	10	77%	28	5
Blacktown	66	7	89%	45	14
Campbelltown	61	7	89%	39	15
Distance Education	21	17	19%	3	1

Post School Destinations

Year 10 leavers' post-school destinations included enrolling at TAFE NSW to study graphic design, aged care and health services. Employment destinations included scaffolding, stonemasonry, warehousing and fast food/hospitality.

Year 12 graduate post-school destinations included enrolment in University courses in the areas of health science, teaching (secondary), community services, psychology, policing and nursing, law and business administration. Students enrolled at TAFE studied Community Services, Youth Work, Retail and Health and Beauty. Employment for graduate students was in the areas of retail, hospitality, warehousing, construction and real estate.

Enrolment Policies

Although the policies were reviewed at the end of 2019, the enrolment policy is largely unchanged from previous years. The Enrolment Policy reflects the mission of the college:

To enable young people facing challenging circumstances to complete secondary schooling and enhance their access to further education and employment.

In 2021 enrolment interviews were generally conducted by each Head of Campus, the Principal, Deputy Principal or the Distance Education Coordinator. In accordance with policies and procedures, the suitability of a student was determined according to the following assessment criteria:

- Assessing the student's capacity and preparedness to re-engage in education;
- Making note of any learning or behavioural difficulties and/or disabilities that would need support following enrolment;
- Ensuring that the student has achieved an academic level Year 9 or equivalent;
- Assessing the student's levels of social, cultural & economic disadvantage;
- Noting that applicants had a general proficiency in speaking, reading and writing English;
- Recording the nationality and country of birth of the applicants and visa details if relevant;
- Recording if the student is from Aboriginal or Torres Strait Islander community background;
- Recording if the student is experiencing a range of issues that include being marginalised or isolated as well as some level of mental health or physical impediment; and
- Recording any mental or physical health issues reported by the student or parent/carer
- Recording demographic data about education level and employment of parents.

The school endeavours to liaise regularly with each student's family, caseworkers, youth workers, Department of Communities and Justice workers and relevant health care professionals to ensure that the student's needs are being addressed holistically.

In order to maintain their enrolment, students must not engage in bullying, violent behaviour or conduct that might harm or threaten other students, staff or school property. The most common reason for students' enrolments being terminated is persistent non-attendance, followed by behaviour that is threatening to students or staff.

The Enrolment Policy and Termination of Enrolment Policy together with all other policies were reviewed in January 2021 - see Appendix 1.

Summary of other school policies

The Student Welfare Policy (Pastoral Care Policy) outlines the College's commitment to addressing the holistic needs of the students who are acknowledged as having particularly difficult life circumstances that result in challenging behaviours. This policy was reviewed in January 2021.

The Discipline Policy outlines the processes that are followed in the event of a breach of the disciplinary code. The Discipline Policy applies the principles of procedural fairness and involves parents or caregivers in these processes in the event of a suspension or expulsion. This policy was reviewed in Jan 2021.

The Discipline Policy is read in conjunction with the Corporal Punishment Policy which states that "Corporal punishment of students at Warakirri College is prohibited and excluded as an unacceptable method of disciplining students. Warakirri College does not explicitly or implicitly sanction the

administering of corporal punishment by non-college persons, including parents/carers to enforce discipline. This policy was reviewed in Jan 2021.

The Complaints and Grievances Policy outlines who can make a complaint or suggestion and includes the form in which that complaint or suggestion can be lodged and to whom including what processes are used in responding to the complaint or suggestion. This policy was reviewed in January 2021.

The Student Anti-bullying Policy and the Student Code of Conduct (Appendix 2) highlight the importance of respect, responsibility, and honesty and describe the actions that staff or students should take to preclude the existence of any form of bullying or harassment including cyberbullying. This policy was updated in January 2021.

Policies are available to be viewed on request. The Student Code of Conduct is read, explained and signed at the enrolment interview.

School determined priority areas for improvement

Priority Area 2021	Action Taken in 2021
Increased student access to literacy and numeracy support	Warakirri College employed 10 Student Learning Support Officers over the three campuses, receiving support from the Covid ILSP Grant Funding
Increased access to School Counsellor Support for students struggling with complex mental health issues	In 2021 the College increased the number of School Counsellors to five working across the three campuses
Social Work support to increase student engagement by working closely with families and external service providers	The College employed a Social Worker, initially part-time, then increasing the role to full-time later in the year. This role works closely with the student and their family to connect them with support services in the community to foster increased engagement with school
Upgrade of facilities at the Fairfield Campus	Refurbished the Fairfield Campus including new carpet, painting and furnishings
Student access to an online Learning Management System (LMS)	Implemented the use of the Learning Management System, Canvas, across all three campuses
Distance Education program	The College enrolled 20 Year 10 students in the first year of the Distance Education Program and 4 students completed their Preliminary HSC courses, then transitioned back to on-campus studies to complete the HSC

Initiatives promoting respect and responsibility

Due to the Covid-19 pandemic, many of the guest speakers we would usually have at the College's Gatherings (assemblies) presenting on a range of topics to promote respect and responsibility were unable to attend.

Anzac Day commemorations were held at each campus, NAIDOC week was recognized and the Fairfield Campus celebrated Harmony Day with activities organised by students.

Parent, Student and Teacher Satisfaction

The College is very proud of its community reputation as a place where young people can be given a chance to complete their education. We receive repeat referrals from local high schools and community organisations in addition to the Department of Communities and Justice (DCJ). Many students refer their friends or family members for enrolment.

Warakirri does not use survey tools to receive feedback from parents because the parents rarely return any such material that is sent home. Feedback from parents is generally in the form of emails or letters/cards expressing gratitude for the positive changes or achievements of their children.

Student Feedback:

"Warakirri College has taught me many life lessons and shown me my true strength and potential"

ANNA, YEAR 11

"I have achieved completing my HSC and getting marks I never thought I was capable of"

MITCHELL, YEAR 12

"The staff are the most amazing people. They don't feel like teachers, they feel like family"

ZEINAB, YEAR 10

Staff Feedback:

"I am finding the College has an excellent culture of highly committed and talented staff. It is a pleasure to be a part of the team"

"As a growing school, I feel there are regular opportunities for advancement"

"I am grateful to be working with so many people who are committed to doing the best they can for their students and their colleagues"

The main sources of data about stakeholder satisfaction are:

Student exit surveys: whenever a student leaves they complete a survey about the school premises, resources, pastoral care, teaching and teacher/student relationships. These surveys have been very positive.

Social Media: comments about the school on Facebook by parents have been very positive.

Student attendance rates: our information is that government schools that serve the same demographic as Warakirri tend to have an attendance rate of around 30%. Our attendance rate is 48-69% which shows that students feel safe and engaged.

Student retention rate: student retention rates are always higher than we anticipate from enrolment data. A large number of students proceeded to Year 11, having indicated on enrolment that they would leave at the end of Year 10. When questioned about this they replied that school was a very safe and pleasant place to be, so they had decided to stay.

Student referrals: many students come to enrol in the college as a result of students or parents of students referring friends. We have a positive reputation as an inclusive school and therefore have a significant number of students who are LGBTQIA+. This group is a source of mutual support for each other and they find the atmosphere of acceptance to be very positive.

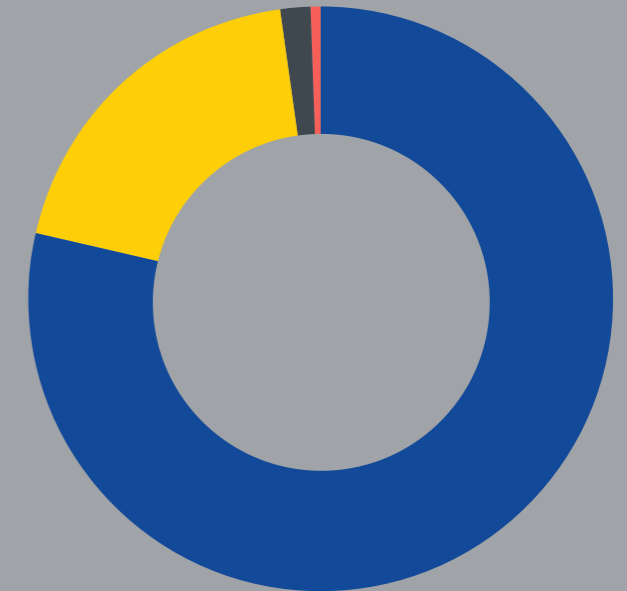
Staff Satisfaction Survey: staff are surveyed at various times of the year to guide the College's Executive Team on where to prioritise further support and improvements in the college.



Summary of Financial Data

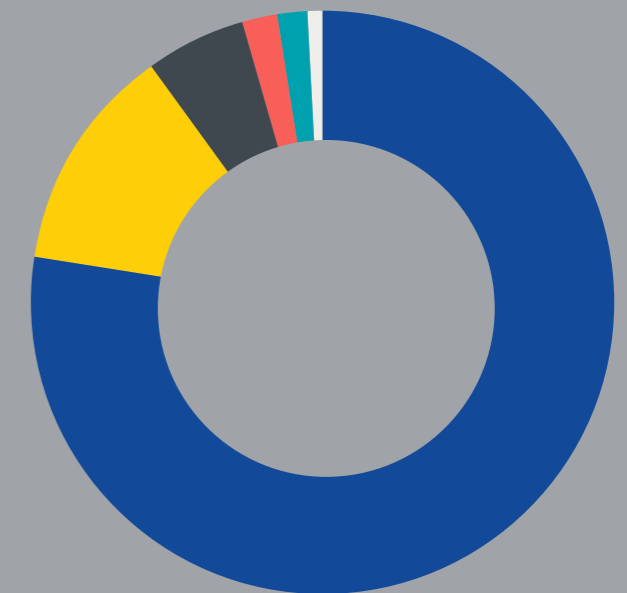
INCOME

- 78.7% Commonwealth Recurrent Grant
- 19.1% State Recurrent Grant
- 1.9% All other Commonwealth Grants
- 0.3% Other Income



EXPENSES

- 77.7% Staffing Costs
- 12.7% Property Costs
- 5.5% Administration Costs
- 2% Depreciation
- 1.7% Student Services
- 0.6% IT Costs



Appendix 1: Enrolment Policies

P 073 Enrolment Policy

"The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the [Education Act 1990 No 8 \(NSW\)](#) and of the NSW Education Standards Authority (NESAS) requirements for registration of the school."

1. PURPOSE

Warakirri College endeavours to provide an inclusive learning environment to meet the needs of young people who have become disconnected from mainstream schools. Supportive, professional staff encourage students to maintain their enrolment and to complete their secondary education.

2. SCOPE

The policy applies to all Warakirri College staff: Managers, Teaching and Administration Staff and Warakirri students.

3. DEFINITIONS

NESA The NSW Education Standards Authority (NESAS) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017

4. REFERENCES

Section 47 of the [Education Act 1990 No 8 \(NSW\)](#)
P.082 Termination of Enrolment Policy

5. POLICY

1. Selection

- 5.1.1 Warakirri College primarily seeks to support students suffering from social or financial disadvantage, medical, psychological or emotional challenges or who have become disconnected from mainstream education.
- 5.1.2 Warakirri College cannot cater for students who are functionally illiterate in English or who require intensive behaviour or health support. Access to a Counsellor/Social Worker is available to all students who are enrolled in the school, but the College is not in a position to manage students who cannot operate within the adult learning environment.
- 5.1.3 All students who apply to attend Warakirri College will be required to attend an interview as part of the application process. If practicable a Parent / Guardian / Caregiver/Case Worker is required to attend to learn about the College and contribute to the information shared. Candidates 18 years or over may be able to attend an interview alone. Candidates under 18 must be accompanied by a responsible adult.
- 5.1.4 Applicants are expected to make a full disclosure of relevant details at the interview and if a student is accepted and undisclosed information relevant to the acceptance decision becomes available, then the Student's enrolment may be reviewed at the discretion of the Head of Campus or Principal.
- 5.1.5 A student's acceptance into the College is dependent on their presentation at the interview, the documentation they provide and their demonstrated ability to work within the policies and philosophy of Warakirri College.
- 5.1.6 All applicants must provide proof of age and evidence of Australian citizenship or permanent resident status or a 200 or 202 class visa. Photocopies of the supporting documents are placed in the student files.
- 5.1.7 Acceptance into the College's Distance Education program is decided based on the following criteria:
 - a) Regardless of several interventions, the student is unable to regularly attend and engage in face to face learning at a Warakirri Campus.
 - b) The student has a confirmed medical diagnosis and their GP or specialist has recommended studying via distance education for health/mental health reasons (written confirmation required).
 - c) The student has an unforeseen or unique circumstance that prevents their attendance at school.

2. Enrolment

5.2.1 Students enrolled at Warakirri College may be required to undergo a Literacy and Numeracy assessment or other cognitive testing, if the teaching staff deems it necessary. This assessment may be conducted prior to enrolment or post- enrolment at the discretion of the relevant teaching staff.

5.2.2 Except in exceptional circumstances, (e.g. Refugee status) prospective students are required to provide evidence of prior learning and a copy of the most recent school report from the last school they studied at. If necessary, Warakirri College will contact the past school to confirm details of the prospective student's enrolment and reasons for leaving or to obtain a copy of the report. Where required, further contact may be made with other relevant organisations before a student's enrolment application is accepted.

3. Students entering Year 10 enrolment must demonstrate that they have had significant participation in year nine studies, or equivalent or that they are suitable for year 10 enrolments as determined by the Principal or Head of Campus.

2. Acceptance

2.3. Successful applicants will receive a letter confirming their enrolment.

2.4. Copies of all supporting documents and credentials provided by the student are kept in the student's file.

3. Monitoring

5.4.1 Warakirri College teachers monitor the progress of individual students including those enrolled in Distance Education. Teachers review all students weekly to check they are returning course work regularly.

5.4.2 For students younger than 17 whose attendance is identified as being less than 50% the Head of Campus/Distance Education Coordinator will ensure that a broad range of strategies are put in place to support the student.

For 'On Campus' students these may include:

- An attendance transition plan
- Regular meetings with parent/carer/guardians
- Ongoing communication from the Head of Campus and School Counsellor

For Distance Education students these strategies may include:

- A part-time program for Year 10 i.e. a student does some of the required courses in a year
- A Years 11- 12 pathways program i.e. a student completes Stage 6 over three years
- Ongoing communication from class teachers and Warakirri College's Social Worker via phone, email and home visits.

5.5 Continued enrolment

5.5.1 Continued student enrolment 'On Campus' is conditional on regular attendance, adherence to the student code of conduct and regular completion of schoolwork.

5.5.2 Continued student enrolment in Distance Education is conditional on the student's regular completion of schoolwork or engagement in their individual learning plan.

5. Withdrawal

5.3. Warakirri College recognises the commitment they ask of their students will not suit everyone's needs and respects the right of any candidate to withdraw their application for inclusion in Warakirri College.

5.4. If a candidate chooses to withdraw their application for enrolment this does not mean they cannot apply again at a later date.

5.5. Should a student terminate their enrolment at the College, following a period of attendance, the College will consider a request to re-enrol, at the discretion of the Principal.

6. Termination of Enrolment

5.5.1 Refer to the following:

P 082 Termination of Enrolment Policy

Appendix 1: Enrolment Policies

P 082 Termination of Enrolment Policy

1. PURPOSE

Warakirri College endeavours to provide an inclusive learning environment to meet the needs of young people who have become disconnected from mainstream schools. Supportive, professional staff encourage students to maintain their enrolment and to complete their secondary education.

2. SCOPE

The policy applies to all Warakirri College staff: Managers, Teaching and Administration Staff and Warakirri students.

3. DEFINITIONS

[NESA](#) The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017

4. REFERENCES

[Education Act 1990 No 8 \(NSW\)](#)

5. POLICY

1. A student's enrolment may be terminated by the College in the following circumstances:
 - f. The student exhibits violent, threatening, aggressive or abusive behaviour or damages school property or acts in a manner that is offensive or could reasonably be expected to damage school property or be harmful to staff or students.
 - g. A student consistently behaves in a way that obstructs the learning or jeopardises the well-being of other students. This may include bullying, misbehaviour in class, refusing to follow reasonable instructions from College staff, refusal to conform to school expectations,
 - h. A student persistently acts in a manner that is contrary to the Student Code of Conduct.
 - i. A student has a high rate of absenteeism and does not provide documentation or supporting evidence from a parent/ carer/ guardian/ health professional/ Juvenile Justice or Youth Worker etc to justify the absences.
 - j. The Principal, in consultation with College staff, determines that it is no longer in the interests of the student or the school community for the enrolment to be continued. This may occur in situations where the College is unable to meet the learning, social or health care needs of the student or other circumstances.
2. The procedure for termination of enrolment will vary depending on the circumstances.
3. In the event of summary termination of enrolment, the College will contact the student's parent or guardian (if applicable) or the student and notify them by telephone or in-person that the student should not return to the college. This notification will be confirmed by mail.
4. Where a student has discontinued attendance, the College will send a letter expressing a preliminary intention to terminate enrolment within 14 days unless due cause can be shown as to why the enrolment should be maintained.
5. Should the College receive no response or an inadequate response then the termination of enrolment will be confirmed by a second letter.
6. Where a student has indicated that they are receiving income from Centrelink the College will notify Centrelink of the termination.
7. Where a student is under 17 years, the College will either oversee transfer to an alternative education provider or contact the State Department of Education to notify them of the student's termination of enrolment. The College will notify NESA of the termination of enrolment as required.

Appendix 2

Student Code of Conduct

As a student at Warakirri College, I know I have the right to:

1. Enjoy a safe and supportive learning environment free from discrimination or harassment;
2. Speak to Warakirri staff about any issues in my personal life or life at school that may adversely affect my education or welfare either at school or at home.

As a student at Warakirri College, I know I have the responsibility to follow the Student Code of Conduct and I understand that my position in the College will be at risk if I breach this code.

At Warakirri College students agree to:

1. Act in a manner that is respectful and supportive of staff and students;
2. Take responsibility for their actions;
3. Come to class on time, prepared for lessons with appropriate books, completed homework and necessary equipment;
4. Supply a note for all absences, including partial absences;
5. Participate in a conscientious and responsible manner in all College activities;
6. Be co-operative in class and support other students' learning;
7. Take responsibility for personal belongings and respect those of others;
8. Dress in a manner that is respectful of others, in keeping with workplace dress codes and the Warakirri College Student Dress Code;
9. Turn off electronic devices during class time and hand in mobile phones as requested by teachers;
10. Not bring weapons or dangerous items of any kind to the College;
11. Not bring or be under the influence of alcohol, illegal drugs or non-prescribed medication;
12. Not graffiti or damage any item on College premises;
13. Not smoke less than 10m from any College premises;
14. Not commit or engage in any dishonest or unfair act in relation to an examination or other form of academic assessment;
15. Not engage in any offensive conduct or unlawful activity.

I have read and understand all items in this contract, and I agree to comply with it to the best of my ability. I understand that if I do not honour any part of this contract, I can expect to face disciplinary action and that my position at the College will be under review. I understand that I am able to discuss or get clarification on any item in this contract or related College policies and procedures at any time upon request.

Student's Name:

Student's Signature:

Date:

If applicable:

Name of parent/guardian:

Parent/guardian's signature:

Date:



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