



WARAKIRRI COLLEGE

ANNUAL REPORT 2012-13

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PRINCIPAL'S REPORT

2012 for Warakirri College will be remembered as a year that was marked by milestones, changes as well as challenges.

The College successfully re-registered as part of a secondary school's accreditation process with the NSW Board of Studies (Board). The College submitted key information in areas; Curriculum, student works and business documents which were reviewed by Board appointed Inspectors. In response, the Board enthusiastically supported the College to continue to operate from 2013 until 2017. Teaching and administration staff with assistance from Education and Training's Quality Assurance (QA) team, worked conscientiously to present the College at its best, as well as meet with Inspectors across both Campuses.

The Inspectors' praised the College for its commitment to continue to assist disadvantaged youth; particularly young people who had a history of falling out of mainstream schools and institutions.

In July the appointment of a Business Manager resulted in changes to the College's systems and lead to the implementation of a streamlined management system. This process was further strengthened with the appointment of an Administration Officer. These positions provide key administrative support to students as well as the College's teaching staff.

In the meantime MTC, as part of its business planning process into the Social Change division saw an organisation wide review that lead to a strategic alignment and move towards prioritising youth programs. For the College, this decision by MTC was particularly encouraging and timely.

The College went on to hold its first ever Orientation Week in November, attracting new students and commencing an important expression of interest process in preparation for strong enrollments in 2013.

A highly successful Graduation Day in December turned into a Campus celebration. It was a timely end to a year that also saw a good number of students return as senior students in 2013.

By the end of 2012, 36 students obtained a result under the NSW Board of Studies ROSA (replaced School Certificate) and 7 students sat for their exams under the High School Certificate. This is the largest number of students ever at our College to complete the year and signalled a new way forward with stronger than ever enrollments in 2013 particularly in the area of HSC.

Lisa Lillis
Principal
Warakirri College



MTC AUSTRALIA

MTC is a not-for-profit organisation that has been helping people to gain employment, skills training, work experience and self-confidence for over 20 years. As an integrated service provider we offer support through training courses, employment services, youth programs and community initiatives.

Operating from more than 30 locations, with close to 500 dedicated staff, we deliver quality services to those at risk of social and economic exclusion. With a focus on empowering and encouraging disadvantaged Australians, we assist over 35,000 people annually to complete accredited training, find meaningful work and become self-sufficient.

As a social enterprise, we apply commercial strategies to enable the reinvestment of our surplus into communities through services such as Warakirri College.

WARAKIRRI COLLEGE

Warakirri College is a division of MTC's Social Change. The College commenced operations in 2007 to assist young people experiencing major difficulties in completing their studies. The College does not charge school fees and the students age range is from 16 to 22 years old.

The College's Aboriginal name to Stand and Grow is about creating a learning environment that supports strong, young individuals who in the face of adversity, go on to complete their education. Many of our students experience a range of difficulties that include being socially, economically and culturally disadvantaged and isolated from the mainstream.

As a Special Assistance School the College's philosophy is driven by the development of a supportive and real world context that includes developing adult learning approaches to education within an integrated curriculum.

The College's diverse student body is seen as a major advantage, as our students' ancestry includes countries located in the Pacific Islands, Middle East and Asia. Our diversity also extends to students from Aboriginal and Torres Strait Islander communities and students from Anglo Australian and European descent.

Warakirri College operates across two main campuses and is situated in the central business districts of Fairfield and Parramatta. The College is accredited to provide Stage 5 or Year Ten component in both locations. In 2011 the College commenced the Higher School Certificate program at its Fairfield campus.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

As Warakirri College only offers Years 10, 11 and 12; there are no results for students in NAPLAN.

STUDENT PERFORMANCE IN STATE-WIDE TESTS & EXPLANATIONS

In 2012 the Record of Student Achievements or ROSA replaced results that were shown under the State's School Certificate.

The ROSA is a student achievement based on students completing a body of work thorough-out the year and known as Assessment Tasks. It is a more equitable achievement, and for Warakirri College; a student's performance can now be moderated throughout the year. This is a positive development for our students and has decreased the pressures associated with having to perform at one test previously known as the School Certificate.

The information detailed in this section therefore has been obtained from the NSW Board of Studies for Stage 5 and made under ROSA.

Therefore the results for Warakirri College are also shown as comparisons made against results for the State. This new tabulation of information is explained more fully below:

- 1 Mathematics is only offered at levels or Stages 5.1 and 5.2. Therefore Stage 5.3 is not offered by the College (the highest level of Mathematics taught in the state), so there are no results posted here.
- 2 School None (%) indicates the % of students that didn't complete their Assessments Tasks for the year;
- 3 The results for ROSA are graded from A to E, with grade A being the highest grade available & shown as a percentage. That is, the percentage of students at Warakirri College who received a result out of 100; and
- 4 Unlike in previous years, Bands 1-6 are no longer calculated or shown under ROSA.

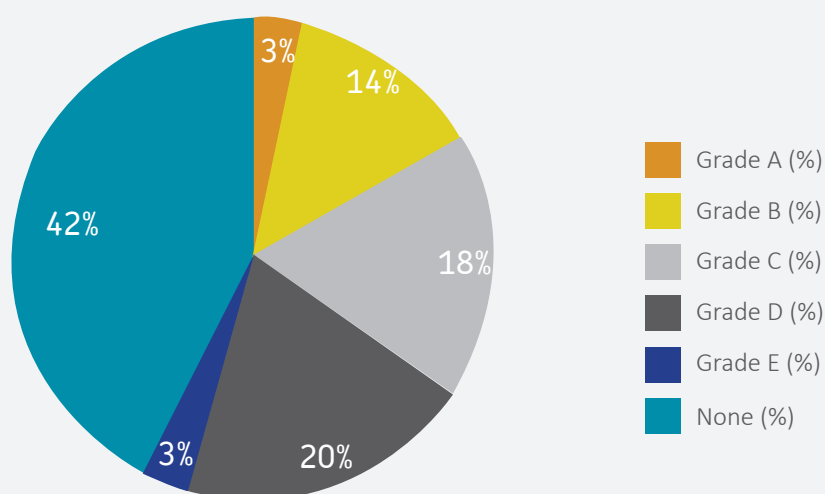
Table A - ROSA Results (% statistics)

2012 Stage 5 (ROSA) – School Group Statistics Reports from the Office of the Board of Studies shown as percentages							
Subject		School A (%)	School B (%)	School C (%)	School D (%)	School E (%)	School None (%)
English	36	2.78	16.67	19.44	19.44	2.78	38.89
Maths	36		5.56	19.44	36.11		38.89
Science	36	8.33	13.89	11.11	13.89	5.56	47.22
Geography	36	2.78	13.89	13.89	22.22	5.56	41.67
History	36	2.78	13.89	13.89	22.22	5.56	41.67
PDHPE	31	3.23	16.13	29.03	6.45		45.16

The explanation notes for Table A

- 36 students achieved results under ROSA across most subject areas;
- 5 students under PDHPE (Personal Development Health & Physical Education) did not complete their Assessment Tasks and therefore received no result for PDHPE. This result is also reflective of a trend across the state; that is a diminishing numbers of students completing PDHPE;
- There is a relatively high percentage of our students who did not complete ROSA;
- The majority of our students’ performance as a percentage; falls into Grades B, C and D; and
- There are a small percentage of student’s results falling into Grade A. This is typical of our school, that is; 3 to 4 students who are, above average and whose performance is of a very high standard.

Graph A - ROSA Results (% statistics)



Pie Graph A is the % of student results shown is explained below:

- The above is a pie graph showing results of actual % of students who received Grades from A to E;
- The pie graph shows that student’s results range across Grades B, C and D;
- There is a very small percentage of students whose results fall into Grade A; and
- There is a percentage of students (42%) who did not complete their ROSA . This means that the student failed to complete over 50% of subjects.

Table B - ROSA Results (actual numbers of students)

2012 Stage 5 (ROSA) - School Group Statistics Reports from the Office of the Board of Studies shown as actual numbers of students							
Subject		A Grade Student Numbers	B Grade Student Numbers	C Grade Student Numbers	D Grade Student Numbers	E Grade Student Numbers	School None (%)
English	36	1	6	7	7	1	14
Maths	36	0	2	7	13	0	14
Science	36	3	5	4	5	2	17
Geography	36	1	5	5	8	2	15
History	36	1	5	5	8	2	15
PDHPE	31	1	5	9	2	0	14

Table B and explanation notes and results for Warakirri College are below:

- This table includes the numbers of students at Warakirri College who's Grades ranged from A to E, with a concentration of results falling across Grades B to E. It shows a majority of student results are across levels referred to as above average, average and below average.
- Of particular importance are the 3 students whose results fall into A Grade in the subject which area Science. That is, 3 students at the College who achieved the highest result possible for this subject; and
- Equally is the number of students who failed to receive a result under ROSA and shown under the column; School None.

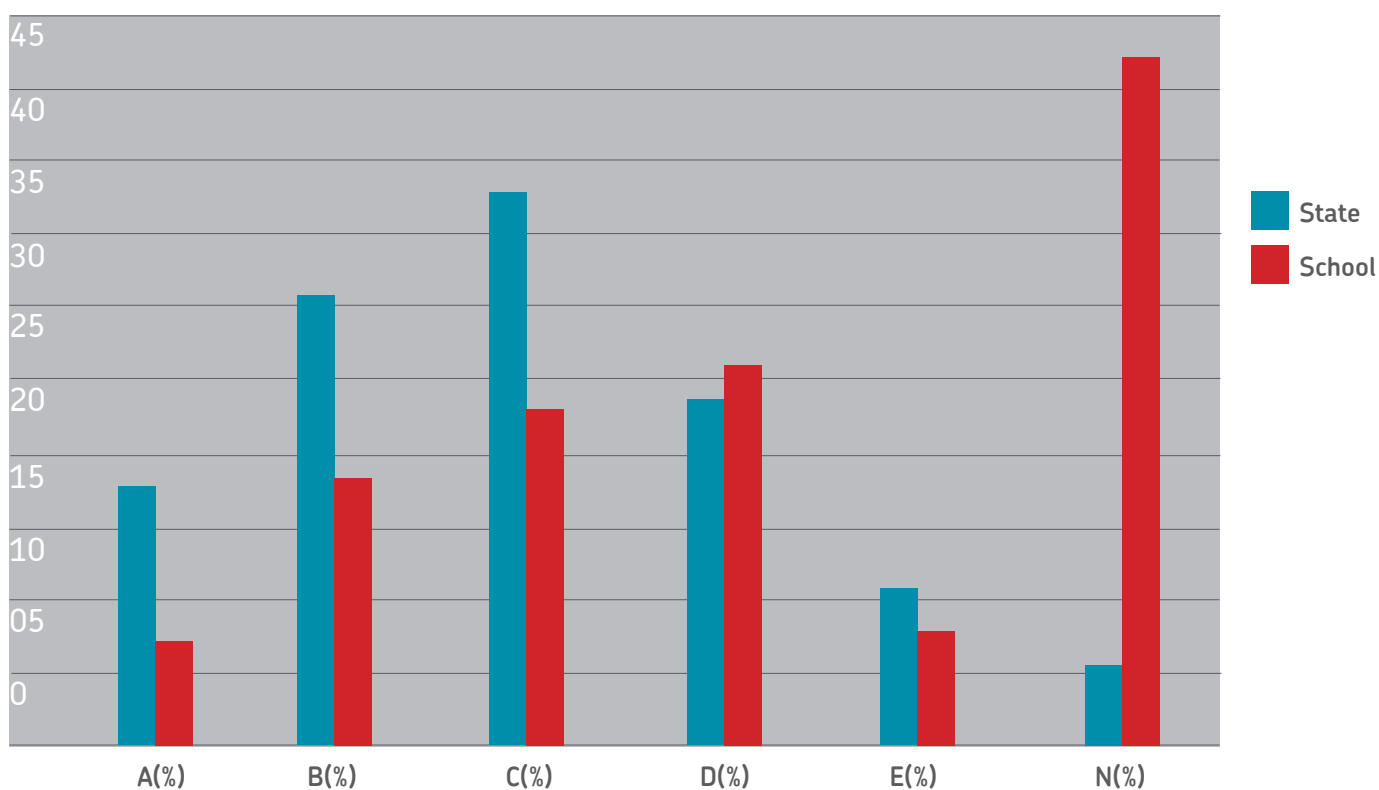
Table C - ROSA Results (State numbers and percentages)

2012 Stage 5 (ROSA) - School Group Statistics Reports from the Office of the Board of Studies shown as actual percentages of students across the state as well as							
Subject	Total	State A (%)	State B (%)	State C (%)	State D (%)	State E (%)	State None (%)
English	84761	12.46	27.03	36.63	16.63	6.30	1.23
Maths	84838	14.40	23.09	30.71	23.70	6.89	1.22
Science	84813	13.47	23.81	34.80	19.01	7.70	1.22
Geography	84786	12.78	24.28	34.23	19.47	7.94	1.30
History	84796	13.01	23.39	33.79	19.98	8.54	1.30
PDHPE	39044	15.24	31.87	34.01	12.88	5.08	.92

Table C and explanation notes are discussed below:

- These percentages show figures across the state;
- Interestingly, in subject area PDHPE they mirror our own figures which show a significant drop in students completing their Assessment Tasks under this particular subject area;
- Interestingly, figures for the state mirror Warakirri's results recorded across Grades B, C & D; and
- Warakirri's Special Assistance status attracts students who struggle to achieve high results. However in spite of their learning difficulties these students have made every effort to attend school and have completed over 50% of subjects. This is a highly positive result for the College.

Graph B - ROSA results (state numbers & percentages shown against the school)



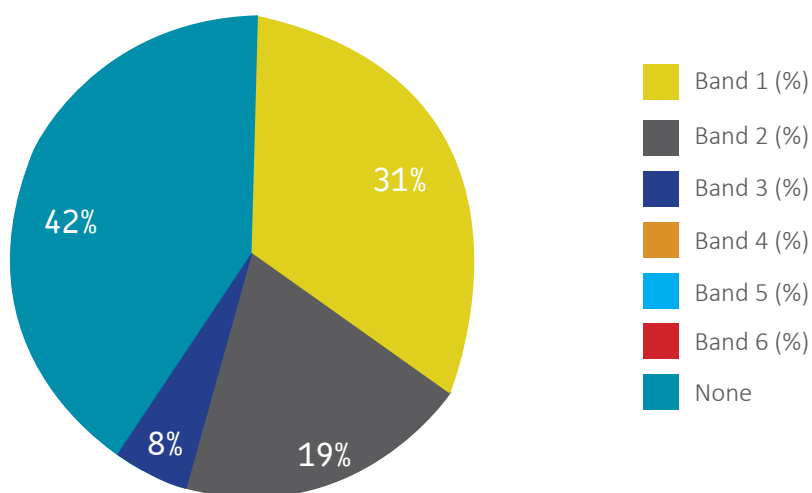
Graph B and explanation notes are discussed below:

- The College statistics are shown as percentages or results (comparisons) made across the state;
- As indicated previously, most student results fall into Grades B, C and D;
- N stands for N Determinations (where no results have been posted) and indicates non-performance; that is a student who does not complete one or more of their Assessment Tasks;
- Reasons for non-completion are due to non-attendance and failure to hand in work. The reasons are varied and include mental health and domestic insecurity; and
- It should be noted that given the College's diverse and complex student body, there is a small percentage of students who have performed very well against state figures.

Table D and results for the Higher School Certificate (Bands 1-6)

Higher School Certificate 2012							
Subject	Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	N (%)
Standard English 2 unit	33.33	16.66	8.33	0	0	0	0
General Maths 2 unit	16.66	33.33	0	0	0	0	50
Ancient History 2 unit	45.45	9.09	0	0	0	0	45.45

Graph C and results for HSC (Bands 1 to 6)



Pie Graph C - % results in pie graph format (explanation next page)

Table E and results for HSC (Bands 1-6 Warakirri College)

Higher School Certificate 2012 Group Statistics Reports from the Office of the Board of Studies shown as actual numbers of students							
Subject	Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	N (%)
Standard English 2 unit	4	2	1	0	0	0	5
General Maths 2 unit	2	4	0	0	0	0	6
Ancient History 2 unit	5	1	0	0	0	0	5

Tables D, E and Pie Graph C with explanation notes shown below:

- These results show an average of 6 students who completed their results for HSC across three subject areas;
- The bands represent a standard of achievement; that is the highest Band is number 6, the lowest band or result is Band number 1;
- The College offers a compressed curriculum or methodology; and
- Although the numbers of students enrolled in the HSC was not particularly high; the number of students who completed their HSC exams was over 90%. That is, only one student failed to sit for an exam in subject areas English and Ancient History.

Retention Rates & Comparative Data 2007 to 2012 of Total Numbers of Graduates achieving Year 10 – ROSA

Table F – Retention Rates

YEAR	Retention Rate	Students achieving School Certificate & ROSA
2007	27%	8 (School Certificate)
2008	57%	15 (School Certificate)
2009	75%	17 (School Certificate)
2010	80%	20 (School Certificate)
2011	74%	34 (School Certificate)
2012	70%	36 (ROSA)

Table F and explanation notes shown below:

- The student retention rates is based on an average number of enrollments of students made throughout the year;
- The average is calculated using census figures for the year – census calculations are made using dates which are provided by state and federal funding agencies; and
- The average therefore is calculated using enrollment figures that are collected thorough-out the year. In February the College recorded 42 students. In July this figure increased to 63. By August, our census statistics showed 49 enrollments. These figures were averaged to give a result for 2012.

THE ISSUES IMPACTING WARAKIRRI STUDENTS

Table G

Parramatta	2012	Fairfield	2012	Combined Campuses	2012
Issues/Key Areas		Issues/Key Areas		Issues/Key Areas	
Retention		Retention		Retention	
Behaviour	10	Behaviour	22	Behaviour	32
Truancy	7	Truancy	8	Truancy	15
Medical		Medical		Medical	
Housing/Family		Housing/Family		Housing/Family	
Transfer	1	Transfer	1	Transfer	2
Bullied	6	Bullied	8	Bullied	14
Total no. of students	24	Total no. of students	39	Total no. of students	63

Table G and explanation notes below:

- This table highlights the range of issues impacting students at the time of enrollment. The information is sourced from the interview conducted with the student prior to their enrollment in order to identify student behaviours and suitability; and
- When collecting this information the College always maintains a supportive and helpful environment and teachers work closely with the student's Case Manager (if available) and referral services to ensure that the student is able to attend school and is steadily working towards completing their studies.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Warakirri College employs six teaching staff that work across two campuses. Following the resignation of the Head of College, the position of Business Manager was created in July. In March that year, a newly appointed role led to the creation of a College Administration Officer.

Although teaching and administrative staff undertook areas of training that are relevant to their own practises; in 2012 the College commenced delivering Staff Development Days. These days were held at the beginning or end of each term and provided an opportunity to table key issues and share in one another's learning. A summary of Warakirri's staffing levels and professional learning outcomes therefore is shown on the next page.

Table H: List of Staff and Professional Development

Teachers and Staff	Type of Professional Learning
<p>Anna Bazzi Backhouse (Commenced July) Business Manager Fairfied & Parramatta Campuses</p>	<ul style="list-style-type: none"> • Business Manager’s Training • Staff Development Days
<p>Russell McKane Head of College</p>	<ul style="list-style-type: none"> • SMART Board Training
<p>Josephine Miszczuk (Commenced March) Administration Officer Fairfied & Parramatta Campuses</p>	<ul style="list-style-type: none"> • Copyright Survey Training • Risk and Compliance 101 • Staff Development Days
<p>Hinekura Quinlan Lead Teacher Parramatta Campus</p>	<ul style="list-style-type: none"> • Motivating Engaging and Managing students effectively • Naplan Marking • One Note • SMART Board Training • Staff Development Days
<p>Marilyn Paul Lead Trainer Fairfied Campus</p>	<ul style="list-style-type: none"> • Fire Warden Training • Guiding Behaviour in Secondary Schools • Naplan Senior Marking • SMART Board Training • Staff Development Days
<p>Natalie Liddell PDHPE Teacher Fairfield & Parramatta Campuses</p>	<ul style="list-style-type: none"> • Rock and Water Program • SMART Board Training • Staff Development Days
<p>Marjana Mitrovik Mathematics Teacher Fairfield & Parramatta Campuses</p>	<ul style="list-style-type: none"> • SMART Board Training • Understanding Financial Mathematics • Using Geogebra to Illuminate Stage 5 & 6 Mathematics • Staff Development Days
<p>Lubna Sayed Science Teacher Fairfield & Parramatta Campuses</p>	<ul style="list-style-type: none"> • SMART Board Training • Staff Development Days
<p>Anita Separovic English & History Teacher Fairfield Campus</p>	<ul style="list-style-type: none"> • Inspiration in Teaching Business Studies • Rock and Water Program • SMART Board Training • Staff Development Days

WORKFORCE STRUCTURE

The Workforce Structure in 2012 changed to include the appointment of new roles and responsibilities which have led to more streamlined management process. These roles include the appointment of a Business Manager with responsibilities for improving the operation of the College and maintaining an important link with MTC's Education and Training division. The role of Administration Officer expanded to include an additional role, and by the conclusion of 2012, this role re-located to MTC's Quality Assurance team based in Education and Training's head office in Bankstown. Changes to the College's teaching team in 2012, lead to increases here also and the addition of a part time teacher in Science who is based across both Campuses.

Therefore the College's Workforce Structure in 2012 shows increases across teaching and administration staff. This is also on track with MTC's own strategy to re-align its operations and continue to develop programs targeting youth. Below is a summary of the College's Workforce Structure:

Table I: Staff Complement

Teacher/Campus	Key Learning Areas	Full Time/Part Time
Lisa Lillis Principal	Non-Teaching Staff	Full Time
Anna Bazzi Backhouse Business Manager Fairfield & Parramatta Campus	Non-Teaching Staff	Full Time
Josephine Miszczuk Administration Fairfield & Parramatta Campus	Non-Teaching Staff	Full Time
Russell McKane Head Of College	Head Teacher Stage 5 English Stage 5 History Stage 5 Geography	Casual Teaching
Hinekura Quinlan Lead teacher Parramatta Campus	Stage 5 English Stage 5 History Part time PDHPE- Sport Stage 5 Work Studies	Full Time
Marilyn Paul Lead Teacher Fairfield Campus	HSC Coordinator Preliminary/HSC English Preliminary/HSC Ancient History Preliminary/HSC Society & Culture Stage 5 English Stage 5 History Stage 5 Geography	Full Time
Natalie Liddell PDHPE Teacher Fairfield and Parramatta Campus	Stage 5 PDHPE Stage 5 Geography Preliminary HSC Geography	Full Time
Marjana Mitrovik Mathematics Teacher Fairfield and Parramatta Campus	Stage 5 Maths Stage 5 History Preliminary/ HSC General Maths	Full Time

Anita Separovic English and History Teacher Fairfield Campus	Stage 5 Coordinator Preliminary/HSC English Preliminary/HSC Business Studies Stage 5 English Stage 5 History Stage 5 Geography	Full Time
Lubna Sayed Science Teacher Fairfield and Parramatta Campuses	Stage 5 Science Stage 5 Work Studies Stage 5 Geography	Part Time (3 days)

Table I - explanation notes are provided below:

- In 2012 five teaching staff performed full time duties with three staff teaching across both Campuses;
- One teacher in subject area Science was also employed;
- The attendance rate for direct teaching staff in 2012 was 90%;
- All teachers at Warakirri meet the accreditation requirement for the Institute of Teachers Act 2004 and are registered with the NSW Institute of Teachers; and
- Management and administrative staff received industry training that was provided by the education sector. For example the Business Manager's training was delivered by the Association of Independent Schools.

WORKFORCE COMPOSITION & STUDENT BODY DIVERSITY

Warakirri College has a diverse student population which reflects its unique location in Western Sydney. That is, the key cultural groups that are also based in this area mirror the College's varied student body and staff. Additionally as an employer of over 400 staff; MTC's own workforce is considered, culturally diverse. Therefore our students come from CALD communities and this diversity is an appealing characteristic, Students therefore are encouraged to embrace Multiculturalism, appreciate diversity and see it as a pathway to building better societies.

Table J: Student and Staff Cultural Diversity

Culture	Students	Teachers & Staff
Aboriginal/Torres Strait Islanders	3	0
African	0	0
Anglo/Australian	14	3
Asian	1	1
European	1	4
Middle Eastern	8	1
Pacific Islander	4	1
South American	2	0

SENIOR SECONDARY OUTCOMES & STUDENT ATTENDANCES

Table K: Fairfield Campus Figures

Total number of students enrolled in the School Certificate	Gender	% of total student population measured across Gender	% of total student population that have gained a qualification	Total number of students that have completed their ROSA
10	M	58%	56%	9
7	F	42%	44%	7
Totals 17				Totals 16

Table L: Parramatta Campus Figures

Total number of students enrolled in the School Certificate	Gender	% of total student population measured across Gender	% of total student population that have gained a qualification	Total number of students that have completed their ROSA
6	M	32%	38%	6
13	F	68%	62%	10
Totals 19				Totals 16

Information regarding Tables K & L is summarised below:

1. These tables highlights student attendance numbers, total student populations using gender information and statistics for students that gained qualifications for ROSA;
2. Note; given the College's Compressed Curriculum and the commencement of Year 11 in 2012, there are no results for the HSC currently; and
3. The attendance figures include records made in May 2012 for a period of 20 days.

POST SCHOOL DESTINATIONS

Warakirri College's expansion into HSC has had a positive impact on Post School Destinations. That is, a high number of students have, after completing Year 10, enrolled in HSC at Warakirri College. This is a significant development and with growth in student numbers, this post school destination has the capacity to build the College's reputation as a place where senior studies is even encouraged.

Below are the numbers of Post School Destinations shown across both Campuses. This information is made against a transient school population and information at times, is difficult to obtain.

Table M - Post School Destinations for the Fairfield Campus

Student Number	Post School &/or other destination
653	Enrolled in HSC at Warakirri College
183	Enrolled in HSC at Warakirri College
468	Working
441	Enrolled in HSC at Warakirri College
698	Interested in Tattooing
610	Enrolled in HSC at Warakirri College
899	Enrolled in HSC at Warakirri College
457	Working & Studying at TAFE

Table N - Post School Destinations for the Parramatta Campus

658	Enrolled in HSC at Warakirri College
867	Unknown
816	Enrolled in HSC at Warakirri College
905	Enrolled in HSC at Warakirri College
152	HSC at another school
036	TAFE
420	Unknown
913	Enrolled in HSC at Warakirri College
812	HSC at another school
107	TAFE & working
859	Enrolled in HSC at Warakirri College
840	Enrolled in HSC at Warakirri College
786	Enrolled in HSC at Warakirri College
875	Left country
727	TAFE
381	Unknown
344	TAFE
697	Enrolled in HSC at Warakirri College

STUDENT ATTENDANCE & MANAGEMENT OF NON-ATTENDANCE

In 2012 the College reviewed its policies and practises using the College's Staff Development Days and teacher meetings in order to tackle non-attendance. Strategies to address non-attendance were openly discussed. The results concluded that a range of factors impacted non-attendance including the quality of teaching, student management and Campus environment which is also influenced by the College leadership and parent organisation, MTC Australia.

The College implemented changes that included conducting art activities, meeting regularly with students and implementing a Youth Connections program in Fairfield. All these activities lifted the morale of students. student artworks were displayed in a new space in the Fairfield Campus, the Corridor Art Space – featuring the names of students and the title of their works.

In Parramatta, an upgrade with new furnishings resulted in creating a homely and attractive learning environment.



ENROLLMENT POLICIES & CHARACTERISTICS OF THE STUDENT BODY

This is largely unchanged from previous years and in accordance with Warakirri College's Policies and Procedures; and under Policy number 1.22 the Enrollment Policy states:

Warakirri College is a school specifically designed to re-engage disenfranchised and at risk young people.

In 2012 enrollments undertaken in the second half of the year were conducted by a minimum of two staff that included at least one teacher. In order to determine the suitability of a student. Unchanged therefore are the following assessment tools that assist the College in the enrollment process and are in-line with our policy and include:

- Assessing the student's capacity to re-engage in education;
- Making note of any learning or behavioral difficulties and/or disabilities;
- Ensuring that the student has achieved an academic level Year 9 or equivalent;
- Assessing levels of social, cultural & economic disadvantages;
- Noting if English is a second language;
- Noting if the student is from a CALD community or Aboriginal & Torres Strait Islander community background; and
- Noting if the student is experiencing a range of issues that include being marginalised, isolated as well as some level of mental health issue or impediment.

We also maintain where possible a range of other issues and factors that influence the welfare of the student and include the following:

- Interaction with parents and guardians: as part of the College's philosophy and approach is also where available and possible maintaining the involvement of the student's guardians and/or parents. This also includes contact with the student's case manager and/or youth-worker to ensure that the student's needs regarding their family and home life are also being met.
- Student Welfare, Student Discipline and Procedural Fairness. These areas are also managed in-line with the College's policies and procedures. In respect of Policy 1.27 Procedural Fairness, see below:

Procedural fairness is a basic right of all individuals dealing with authorities.

This includes the fundamental right "to be heard" and the right to an "impartial decision". An example of a strategy relating to student discipline may include negotiating community service hours, excluding the student from class time, entering into a mutual respect contract and even mediation.

Warakirri College Policies and Procedures are located in several locations:

- Hard copy files are located at both campuses;
- Electronic copies are located on the Warakirri Computer Drive Folders which is managed by MTC's IT Support Staff. Files located in these drives are backed up on a daily basis; and
- Files are also available at MTC Australia's head office in Marrickville and with Education and Training's Quality Assurance Team which is located in Bankstown.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

In 2012 the College continued to implement a range of strategies designed to improve its operations. Together with the Quality Assurance Team, the College has implemented a Risk Matrix across the areas shown below:

- Teaching Staff
- Curriculum
- Premises & Buildings
- Facilities
- Safe and supportive environment
- Discipline & Attendance
- Management & Operation of the School
- Educational & financial reporting

In 2012 the College's Parramatta Campus undertook an upgrade which included refurbished teaching rooms and more functional student spaces.

With a dedicated Quality Assurance officer, the College's policies and procedures are now on scope and being updated to reflect the College's operation. Other College documents such as enrollment forms and student reports were also amended in 2012.

In 2012 the College began to attract key sources of funding from both state and federal agencies. This has led to additional monies being ploughed back into the College and having a major and very positive impact on how the College operates. Students for example are offered a modest breakfast and lunch to assist them with meeting their education needs.

Initiatives promoting respect and responsibility

This has included re-developing the Student Code of Conduct and implementing processes to assist students with understanding the expectations and protocols of the College. Teachers in particular discussed a range of strategies as part of Staff Development Day training conducted throughout the year commenced a process engineered around developing student values and building a culture of respect. The impact was immediately felt by students who have, for the main part embraced change. For others however this was a step too far in their eyes, and of their own accord, these students exited the College.

Essentially the relationship between teacher and students is at the heart of any College. The comments and phrases in the Student Satisfaction Levels highlights the positive impact of teachers' work on students.

EVENTS OF 2012

Below is a list of highlights that include activities that Warakirri student's participated in, as follows:

- In June Parramatta students attended the Careers Expo at Homebush Bay.
- In August the NSW Board of Studies conducted an inspection at the Fairfield Campus and awarded the College a further five years registration from 2013 to 2017.
- In October the school conducted Open Days across both Campuses which were attended by over 70 people including Transition to Work coordinators from local high schools.
- In November the College also ran its first ever Orientation Week at Fairfield which was very well attended by current and new students. Sessions were designed by teachers and included Business Studies, Rock & Water, apprenticeship & traineeship sessions.
- In December the school conducted a first ever cross Campus Graduation Day which was attended by over 80 students, parents, teachers and members from the Australian Defence Force and the local Fairfield RSL Club in honour of the ADF Long Tan Awards. This momentous day resulted in awards and presentations by students and for the first time ever – student photographs which also featured close family members and friends.
- Parramatta students continued to participate in our partnership project with Bendigo Bank's local branch managers as part of a special financial literacy and personal management course. This was the fourth year that we have participated in this partnership.



Warakirri conducted Open Days across both Campuses which were attended by over 70 people including Transition to Work coordinators from local high schools.

In December the school conducted a first ever Campus Graduation Day which was attended by over 80 students, parents and teachers.



STUDENT SATISFACTION LEVELS

Students at Warakirri have usually been marginalised, bullied or unable to integrate well into mainstream schools. Upon entering the College, the students' experience a far more relaxed Campus environment; that includes feeling safe and supported.

In previous years we have featured student comments made as part of The Exit Surveys. In 2012 we commenced a new way of recording this information to include comments made by current students – some of whom will go onto complete their HSC in 2013. Their comments provide the best measure yet of not only how satisfied they are but how well the College, in their eyes is performing.

The student satisfaction levels therefore are indicated using student's own words and statements:

The teachers at Parramatta made me want to go to Fairfield to do my HSC. I choose to continue after they helped me figure out what I would like to do as a career. After Warakirri I hope to go to University.

Student No. 1

My experience as a student at Warakirri has helped me understand the importance of education and a better future. I have become more independent and responsible for my studies.

Student No. 2

Without Warakirri I would of not felt safe or confident enough in myself and my abilities, to have returned to school. Now I have plans to begin a career in speech and hearing Sciences and gain a Masters in Audiology. I owe it all to the Warakirri College and its kind and motivating teachers.

Student No. 3

Coming here I have become more confident, made friends that have become like family. I am more focused and organised with my school work. And I am happy.

Student No. 4

Warakirri was a turning point in my life before I was home doing nothing for two years. Now I am studying to active my dream of being a writer.

Student No. 5



STUDENT STORIES

AMBER'S STORY

My name is Amber Stoecker and I am 17 years of age. I am studying my HSC at Warakirri College. This place has really helped me by boosting my confidence and helping me with my anger issues. I have also become much better at reading.

In 2011, I thought to myself that I would never go back to school. I would never be able to finish my Year 10 certificate – let alone commence my HSC! I was always in trouble and hanging out with the wrong crowd. I didn't trust any-one, I didn't care about myself or other people.

One day I got into trouble with the Law. I was taken to the police station and lectured about how I had to change my life. I had police officers previously visit my house to help me get back to school - multiple attempts which didn't work. A police officer named Sarah talked to me about ways of turning my life around. She made me call her each week with ideas, suggesting places I could go to. But TAFE wouldn't accept me because of poor attendance, so it was then that a friend told me about MTC and Warakirri.

I came for an interview. I liked the sound of Warakirri. It wasn't long and after I started that I developed a sense of pride. That is I knew I had made the right decision and it was a good choice at that.

Warakirri has changed my life. I completed my Year 10. Being here at Warakirri makes you a better person. When I look back at myself say two years ago, I can barely recognise who I am. I now see myself in a good way and I thank Warakirri for that.

TROY'S STORY

My name is Troy Matar and I am 18 years old and a student at Warakirri College. I made it through Year 10 at Warakirri Parramatta and passed with good results and I am now moving on to complete my HSC.

After moving away from my old home, I was transferred into a new high school where I was constantly bullied and picked on. After telling the teachers multiple times about the bullies, they did nothing to stop the students from teasing me. I got to the point where I had enough and left the high school.

After doing nothing for about a year and a half, I found out about a free retail course and decided to enrol. After I completed it they recommended that I go to Warakirri to finish my year.

After I enrolled at the school, I was happy to see that it was a nice friendly environment which gave me the confidence to finish my schooling.

After I'm finished with Warakirri I'm going to get a temporary retail job so I can financially support myself until I can activate my real goal which is to be a writer and director of video games.

SUMMARY

Warakirri's overarching philosophy is based on an expectation that students learn to put the past behind them and make a commitment towards their education. This includes participating in classroom activities and discussions as well as fulfilling the Curriculum requirements.

Students everywhere are faced with difficult and challenging times. However, the College's emphasis on a cohesive style of teaching, low student to teacher ratio allows for a more concentrated and holistic approach. Teachers spend quality one on one time with students with the aim of developing a more confident individual who is better able to engage with their learning and society at large.

In 2012 the College's successful re-registration and re-accreditation process signaled a new way forward with an opportunity to imagine the College expanding beyond its existing framework. For the first time ever, students attempted HSC, paving the way for the first cohort of HSC graduates in 2013.

Embracing change therefore has been a key driver in shaping the College's processes, developing the College's policies and strengthening the back office support. These changes have had a positive impact on providing a level of care for teachers and importantly, Warakirri students.

2012 has been a year marked by change and for the better.





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