



Warakirri  
College

**Annual Report**



**2022**



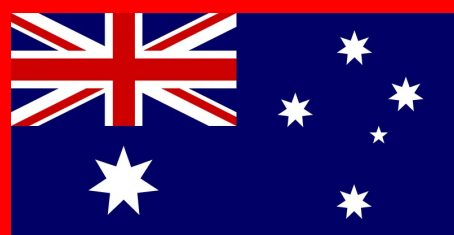


**Fairfield**

**Blacktown**

**Campbelltown**

**Distance Education**



Phone: 02 9914 3250  
Email: [info@warakirricollege.nsw.edu.au](mailto:info@warakirricollege.nsw.edu.au)  
Level 1, 3 Hamilton Road  
Fairfield NSW 2165  
[warakirricollege.nsw.edu.au](http://warakirricollege.nsw.edu.au)

This report is prepared by Warakirri College to meet the educational and financial reporting requirements for 2022, in accordance with the Australian Government's Australian Education Regulations 2013 and the NSW Education Standards Authority requirements for Registered and Accredited individual non-government schools.

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## *Message from the Board Chair*

On behalf of the Warakirri Board, I pass on our thanks to the students we have the privilege of partnering with in their education. Our Board takes very seriously the role of our school in providing excellent educational opportunities because we know that great education can improve the lives of people and build stronger communities.

We also acknowledge the vitally important role of parents and carers in supporting their child's education and continually look for new ways to work together.

The last year has been in the shadows of the COVID pandemic and the Board expressed its gratitude to our School Principal, teachers and staff for their unwavering support for our students and commitment to finding new ways to adapt to our ever changing environment.

The Warakirri Board Members are all volunteers who invest a considerable amount of time in providing effective governance for this important school.

Our Board continues to pursue our strategic directions, ensure we fulfil all fiscal and regulatory requirements whilst keeping a close eye on our risks. All of this is done to ensure we fulfil our mission of supporting 'empowered, resilient young people whose education enables them to make a positive contribution to the community.'

*Doug Taylor*  
**Chair**





## *Message from the Principal*

Warakirri College offers young people the opportunity of a quality holistic education to optimise their personal growth and encourage high aspirations.

To this end our staff work diligently to meet the social and emotional needs of our students, to extend their academic progress and offer them a wide diversity of extracurricular experiences.

In 2022 NESA undertook an inspection of the College's operations and reviewed our policies, procedures, programs and governance. I am pleased to report that all campuses of the school have received registration and accreditation for the Year 10 RoSA and Higher School Certificate for another 5 years.

As the College has grown and its work has become more widely recognized in the alternative schools sector, we have been asked to share our story more widely.

This year Warakirri gave presentations at the Doing Schools Differently Conference in Adelaide, the Alternative Schools Conference in Bathurst and the Australian Council of Educational Leadership Conference in Sydney, where Warakirri was

recognized as a Future School. The award of a Menzies Foundation School Leader Fellowship has broadened the school's network, supported our collective efficacy and initiated our ongoing relationship with Katherine High School in the Northern Territory.

Our staff at Blacktown and Fairfield campuses have continued our AIS research project focusing on literacy acquisition for Stage 5 and 6 students. We acknowledge the support of Professor Pamela Snow and Assoc Prof Tanya Serry from La Trobe University, Speech Pathologist Dr Julia Starling from the University of Sydney and Dr Rachel Perry from the AIS NSW which has assisted with funding for the project. Together with funding from the NSW government for COVID ILSP, this project has provided for intensive literacy enhancement interventions which assist out students to better access the curriculum and enhance their self-confidence as learners.

This year our Distance Education program has expanded and it has been good to see young people from beyond western Sydney having an opportunity to complete their Year 10 RoSA, when they might not



otherwise have been able to do so. We acknowledge the groundbreaking work of Tammie Drady and her team who work with these very special students.

It is important that we acknowledge the significant support the College receives from community organisations across Western Sydney. These organisations assist us to provide wraparound services to assist our students and they provide funding or donations-in-kind of food and experiential opportunities. We are appreciative of this ongoing support which enriches our students' education.

As the year came to a conclusion we celebrated the achievements of our students as they graduated from Warakirri having completed their Year 10 RoSA or HSC. Many of our students were the first person in their family to receive these awards. With the assistance of the Careers Advisor at each campus, our graduates are now enjoying University studies, TAFE courses, apprenticeships and a wide variety of employment opportunities. We congratulate them on overcoming the significant challenges that brought them to our school and celebrate with them as they embrace their future with confidence.

2022 has been a difficult year for many schools and I thank our team of dedicated teachers, student learning support officers, administration staff and the counselling team for their commitment and dedication to the students in our care. I also acknowledge the important contribution of the College Executive in navigating the challenging environment in which we operate.

We are fortunate to have a highly effective Board of Directors, who have given so generously of their time and expertise to guide our College throughout the year. Their support for the executive team and the staff in general has been greatly appreciated and I thank them for their commitment to our students and the progress of our school.

*Carolyn Blanden*  
**Principal**





## ***Contextual information and characteristics of the student body***

Warakirri College Ltd is an independent secondary college for Years 10–12, situated in Western and South-Western Sydney. The college commenced operations in 2007 to assist disadvantaged young people aged 15 to 22 years to complete their secondary education. In 2014 the Fairfield campus was expanded 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 and is nearing completion of the construction of a purpose-built educational facility for our fourth campus. In June 2019 Cr George Brticevic, Mayor of Campbelltown opened the Campbelltown South campus in Queen Street.

Warakirri College enrolls students experiencing a range of difficulties that include social, economic or cultural disadvantage and physical or social / emotional disabilities. The college was founded by MTC Australia, a public benevolent institution, that reinvests funds from its surplus back into the community. Warakirri College was a wholly owned subsidiary of MTC Australia until 31 December, 2022.

The College is a registered charity receiving funding from State and Commonwealth Governments.

Warakirri College is registered and accredited with the NSW Education Standards Authority (NESA) until 31 December 2027.

The 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 a compressed model whereby students study three subjects per year, covering both Preliminary and HSC courses in 12 months, completing the qualification over two years.

The college does not charge fees and provides assistance that includes the cost of tuition, stationery, textbooks and excursions. There is no school uniform and students are given 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.

## Student outcomes in Year 10 and senior secondary

Warakirri College offers Years 10 and the HSC.  
Students do not participate in the NAPLAN program.

In 2022 Warakirri College had 158 Year 10 students complete the NSW Record of School Achievement (RoSA).

### Results of Year 10 2022

In 2022 Warakirri College had 158 Year 10 students complete the NSW Record of School Achievement (RoSA).

Subject	Number of students	Grades ABC %	Grades DE %
English	157	61	39
Mathematics	158	48	52
Science	157	66	34
Geography	156	34	66
History	156	47	53
PDHPE	158	82	18

### Results of the Higher School Certificate 2022

Subjects (ATAR)	Number of Students	Bands 1 - 3 %	Bands 4 - 6 %	School Moderated Mean %	State Moderated Mean %
Ancient History	24	83	17	49.98	71.98
Business Studies	34	88	12	53.42	73.95
English Standard	38	89	11	56.87	69.88
English Studies Examination	11	100	0	51.58	56.21
Food Technology	45	91	9	54.00	71.78
Investigating Science	60	85	15	56.05	71.31
Legal Studies	21	90	10	50.75	73.78
Mathematics Standard 2	22	82	18	59.23	70.87



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

Warakirri College has a vast range of students of varying abilities and social disadvantage. The mean scores do not reflect the fact that some 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.

### Student Attendance, Retention and Post School Destinations

#### *Student Attendance 2022*

Year Group	Semester 1	Semester 2
Year 10	50%	49%
Year 11 and 12	55%	69%
Whole School	53%	59%

#### *2022 Student Retention from Year 10 to Year 11*

Campus	2022 Year 10 Students	2022 Year 10 Leavers	% retained in school 2023	Progressed to Year 11 2023	Repeat Year 10 2023
Fairfield	40	15	63	24	1
Blacktown	56	14	75	49	3
Campbelltown	65	8	88	47	16
Distance Education	30	19	37	10	1



## ***Student Attendance, Retention and Post School Destinations***

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 before enrolling at Warakirri College. Each year some students have their enrolment terminated due to lack of attendance. These students are referred to the Department of Education 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 parents and carers of any student who does not attend by 10 am, phone calls from College staff, letters to parents, caseworkers and caregivers together with revised documentation collection procedures for recording the reasons for non-attendance and school follow-up.

### ***Post School Destinations***

Year 10 leavers' post-school destinations included study at TAFE and apprenticeships/traineeships mostly in mechanics, business administration and real estate.

Year 12 graduate post-school destinations included enrolment in tertiary education in Visual Arts, Community Services, Beauty and Nursing.

Employment for graduate students was in the areas of retail, hospitality, building, childcare and real estate.







## ***Initiatives promoting respect and responsibility***

Warakirri students come from backgrounds of social disadvantage and they and their families are generally recipients of Centrelink support.

The Love Bites Respectful Relationships Program is run at each campus. The Police Youth Liaison Officers present regularly at college Gatherings (assemblies) on anti-violence, and the importance of safe and respectful behaviour.

The college ran several Reconciliation Week activities at college Gatherings.

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

## ***School-determined priority areas for improvement***

<b>Priority Area 2022</b>	<b>Action Taken in 2022</b>
<b>Improve students' literacy skills</b>	<p>The College was granted funding as part of AISNSW's Research in Schools Program. Research mentors from La Trobe University's SOLAR Program are assisting with this two-year project.</p> <p>A speech pathologist was employed to conduct diagnostic testing and devise and implement literacy interventions with a focus on training Warakirri staff to deliver interventions.</p>
<b>Online Stage 6 marking software</b>	<p>The College implemented the use of this software for marking exams.</p>
<b>Staff professional development in the areas of mental health and trauma-informed care</b>	<p>Youth Mental Health First Aid Training was conducted at the start of 2022 for all staff.</p> <p>College staff attended training at Allambi Care in trauma-informed approaches to working with young people and a trainer conducted an introductory session on the Therapeutic Crisis Intervention (TCI) model.</p>



## **Teacher qualifications, accreditation, and professional learning**

*Teachers with teacher qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR).*

**37**

*Teachers having a Bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.*

**1**

### **Teacher Accreditation Status**

<b>Level of Accreditation</b>	<b>Number of Teachers</b>
<b>Conditional</b>	<b>1</b>
<b>Provisional</b>	<b>7</b>
<b>Proficient Teacher</b>	<b>30</b>

### **Workforce composition - School Staff 2022**

Teaching staff	<b>38</b>
Full-time equivalent teaching staff	<b>32.2</b>
Non-teaching staff	<b>44</b>
Full-time equivalent non-teaching staff	<b>27.1</b>



## ***Professional Development undertaken in 2022***

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

Several days throughout the year are dedicated to whole staff professional development and these days are programmed to meet the development needs of both the teaching and support staff.

Teachers and counselling staff individually completed courses with accredited providers, most commonly at the Association of Independent Schools (AISNSW). These courses were specific to the staff members' subject areas or roles within the College.





## ***Professional Learning Activity and Provider***

**No. of Staff  
Participating**

<b>Trauma-informed Approaches in Working with Vulnerable Young People - Allambi Care</b>	<b>60</b>
<b>Accidental Counsellor - a 3-hour introduction on how to respond to young people in crisis</b>	<b>10</b>
<b>Mental Health First Aid - Neraki Training 2-day course</b>	<b>64</b>
<b>Design for Deep Learning (AISNSW) - 3 hours</b>	<b>35</b>
<b>Child Protection Update - Deputy Principal</b>	<b>68</b>
<b>Literacy Acquisition Training - SOLAR La Trobe University</b>	<b>38</b>
<b>Successful Learning Conference - Sydney University School of Education and Social Work</b>	<b>1</b>
<b>Doing School Differently Conference - AAFIE</b>	<b>2</b>
<b>NCCD Update - Disabilities Coordinator</b>	<b>6</b>
<b>Vicarious Trauma in the Workplace - Prosper Project</b>	<b>1</b>
<b>Needs-Based Framework Training and Therapeutic Crisis Intervention- Allambi Care</b>	<b>3</b>
<b>Alternative Education Conference - Skillset Senior College</b>	<b>28</b>
<b>Anti-Discrimination Legislation - Executive Masterclass (AISNSW)</b>	<b>3</b>
<b>The Adaptive Leadership Framework: The Balcony and the Dance Floor</b>	<b>1</b>

## ***Parent, Student and Teacher Satisfaction***

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.

**Parent/Carer communication:** parents and carers will often email to let the college know how their young person has changed positively as a result of attending Warakirri.

**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.





## *Student, Parents and Teacher Feedback*

*“The staff are amazing and helpful, and my schoolwork has improved”*

**(Chloe, Year 11)**

*“The College has helped with education and my mental health so that I can now pursue a career in Youth Work”*

**(Charlotte, Year 11)**



*“The teachers are able to engage with the students due to the small class sizes”*

**(Jamie, Year 11)**



*“Holly loves the way the teachers support her learning. She comes home every day to discuss what they have learnt at school”*

*“Trinity loves going to Warakirri. She is eager to get up and go to school every morning”*

**“I feel that Grace is doing well with distance education as she isn’t struggling like she was prior to now, and has gained confidence”**

*“Teachers have opportunities for professional growth and diversity of experience. Higher duties roles are available even for younger staff.”*

*“I think the size of the campuses creates more career opportunities than a traditional school.”*

*“Warakirri College is very progressive compared to other schools when it comes to learning and engagement.”*



## ***Enrolment Policies***

The enrolment policy (Appendix 1) is largely unchanged from previous years and is in accordance with MTC Australia's Policies and Procedures. The Enrolment Policy reflects the mission of the school:

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

In 2022 enrolment interviews were generally conducted by each Head of Campus, the 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:

- a. Assessing the student's capacity and preparedness to re-engage in education;
- b. Making note of any learning or behavioural difficulties and/or disabilities that would need support following enrolment;
- c. Checking that the student has achieved an academic level of Year 9 or equivalent;
- d. Assessing the student's levels of social, cultural & economic disadvantage;
- e. Noting that applicants had a general proficiency in speaking, reading and writing English;
- f. Recording the nationality and country of birth of the applicants and visa details if relevant;
- g. Recording if the student is from an Aboriginal or Torres Strait Islander community background;
- h. Recording if the student is experiencing a range of issues that include being marginalised or isolated as well as some level of mental ill health or physical impediment;
- i. Recording any mental or physical health issues reported by the student or parent/carer; and
- j. 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 any number of health care professionals to ensure that the student's needs are being addressed.***

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

### ***Summary of other school policies***

*All College policies were reviewed in January 2022  
and are available to be viewed on request.*

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.

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 2022.

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.

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.

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. The Student Code of Conduct is read, explained and signed at the enrolment interview.



## 2022 Summary of Financial Data

### Revenue

- 74.5% Commonwealth Recurrent Grant
- 18.2% State Recurrent Grant
- 3.8% State Capital Grant
- 2.8% All Other Grants
- 0.7% Other Income



### Expenses

- 76.3% Staffing Costs
- 11.2% Property Costs
- 6.0% Administration Costs
- 3.0% Depreciation
- 2.6% Student Services
- 0.9% IT Costs





## ***Appendix 1 – Enrolment and Termination 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**

To guide staff in the selection of students for enrolment at Warakirri College, acknowledging that the College aims to assist young people to reconnect with education and complete their schooling.

#### **2. SCOPE**

This policy applies to all Warakirri College staff involved in the process of enrolling new 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**

##### **5.1 Selection**

5.1.1. Warakirri College primarily seeks to support students suffering from social or financial disadvantage 2-day 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.

## **5.2 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.

5.2.3 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.



### **5.3 Acceptance**

5.3.3 Successful applicants will receive a letter confirming their enrolment.

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

### **5.4 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 parents/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.

## 5.5 *Withdrawal*

5.5.3 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.

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

5.5.5 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.

## 5.6 Termination of Enrolment

5.5.1 Refer to the following:

P 082 Termination of Enrolment Policy





## ***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**

5.2 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 healthcare needs of the student or in other circumstances.

5.2 The procedure for termination of enrolment will vary depending on the circumstances.



5.3 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.

5.4 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.

5.5 Should the College receive no response or an inadequate response then the termination of enrolment will be confirmed by a second letter.

5.6 Where a student has indicated that they are receiving income from Centrelink the College will notify Centrelink of the termination.

5.7 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 NESAs 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 conscientiously and responsibly in all College activities;
6. Be cooperative 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:



