



**WESTERN RIVERINA  
COMMUNITY SCHOOL**

2019

# Annual Report

Western Riverina Community School

Annual Report

12/31/2019

This report is written for fulfilling the NSW Education Standards Authority (NESA) requirement for registration and accreditation for Non-Government Schools in NSW.

This report provides a summary of;

- o School performance in state wide tests and examinations
- o Teacher attendance, retention and standards
- o Enrolment profiles and policies
- o Key policies including welfare, discipline and grievance policies
- o School determined improvement targets
- o Financial information.

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Western Riverina Community College Inc. would like to thanks the following:

The Commonwealth Department of Education  
The NSW Department of Education and Committees  
The NSW Association of Independent Schools  
The Board of Directors  
All staff and students

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## School Profile

### Purpose:

To build, strengthen and reduce barriers within our community through the provision of education.

### Vision:

To provide alternate educational opportunities for school-aged Secondary Students. To achieve the Vision, Western Riverina Community School will;

1. Develop the schools' pedagogical practices and facilities to accommodate increased enrolments.
2. Provide a supportive alternative learning environment designed to enable students to develop and generate a positive view of their future.

The School vision entwines through the Strategic Plan, combined with articulated performance indicators. Strategically the vision is nourished by four identified values tuned to the School Strategic Objectives and Values;

- **Respected** education provider through a commitment to developing knowledge which addresses and provides for the learning and development needs of the community.
- **Consultative**, adopting strategies involving a commitment to the development of the organisations' knowledge and practice through community consultation.
- **Equitable**, through continued development of an organisational culture which does not limit access to individuals based on gender, disability, race, social, cultural, religious or philosophical perspectives.
- **Responsive**, the College is responsive, reacting promptly to our community needs through the provision of appropriate tailored educational opportunities.

Pursuing the identified performance indicators during 2019, the school offered co-educational opportunities to students in Years 9 & 10. Additionally, educational activity occurred in parallel and in compliance with the NSW Schools Stage five Syllabus.

Within this model, research determines students who are eligible to enrol in Year nine and above will benefit from learning activities centred in an Adult learning theory, Andragogy as opposed to pedagogy. Notions of Andragogical theory aligns to the provision of learning activities where mutual respect enables student voice combined with recognition the student

voice informs and enhances learning. Further to implemented educational philosophy, students have access to individualised, tailored learning opportunities combined with evolving structures constructing a highly supportive learning environment.

The learning environment develops through the application of special assistance, allowing for increased student engagement. Additionally, the WRCS approach recognises the individual as the central element of educational planning. Such approaches to planning generate positive outcomes where there is the creation of pathways, to visions of a positive future. For many WRCS students, such concepts would not be possible without the special assistance facilitated the school.

## Goals

Western Riverina Community School (WRCS) goals involve remaining dedicated to providing an alternative educational model for young people where the mainstream school environment has not catered to their individualistic educational learning needs. In this frame, WRCS blends strategic objectives to create a school whereby students engage in NSW school syllabus—representing an approach to instructional delivery centred in an andragogical slant to learning nested within an adult learning environment.

Through focusing on the creation of a learning environment aligned to adult learning theory, the school provides opportunities for "at-risk" young people. Such a focus allows young people the chance to achieve a Record of School Achievement (ROSA) and during 2019 complete school education to a year ten level. Further, the school will continue to contribute to developing the foundations for WRCS Students into 2020 and beyond. During 2019 NESA approved WRCS to provide stage six catering for students to enter and complete years eleven and twelve at WRCS.

## Introduction

During 2019 Western Riverina Community School (WRCS) entered the second year of operation. Year two progressed with many of the early teething problems consigned to the past. Furthermore, the increase in WRCS teaching numbers and growth in student support has added to the depth and breadth of School structures. In this frame, at the end of 2019, the school employed six teachers providing for a teaching cohort of 4.6 Full-Time Equivalents (FTE's). Further, support staff assisted the teaching cohort with 5.1 FTE's consisting of the Principal, Administrative Officers, Student Welfare and Student, Teaching Support. As the staff of the school increased as has enrolments.

The 2019 school year began with approximately twenty-three students, and during the year enrolments peaked at a total of twenty-five enrolments. The existence of WRCS has provided the largely disengaged student cohort with the opportunity to re-engage in school and learning. Through re-engagement with formal education, students participated in NSW School Syllabus Stage Five pursuing the award of a ROSA. While in 2018 the school found Teacher recruitment challenges. However, the success of the school illuminated a positive school image throughout the community generating requests for employment.

With the developing positive school image generated community images extended to the teaching community whereby the understanding of the schools' activities articulated appropriately qualified and accredited teachers approaching the school to gain employment. Furthermore, the growing teacher cohort, in turn, broadened, deepened the capabilities of the school to continue to provide engaging learning activities providing solid foundations of knowledge within the student cohort. Moreover, with the development, expansion of experience provides the raw materials for positive future visions.

While the first year of operation 2018, occurred in a roller coaster of nervous anticipation, new events, new knowledge, new activities and with elements of clairvoyance. 2019 proved to be very a journey down familiar roads removing the unfamiliar and in the absence of too many surprises. Most importantly, the school gained further recognition from NESA tuned to WRCS's commitment to the operation of the school and a school which operates within boundaries of compliance to legislation and standards-aligned to the provision of Secondary School education in NSW.

## Context

Notions underpinning the evolvement of the Western Riverina Community School emerged from the knowledge of a community-wide need for an alternate secondary school model to support year nine and ten students who are, were disengaged, disinterested in mainstream schooling in the Western Riverina. Armed with this knowledge, Western Riverina Community College began the process to create the Western Riverina Community School. In the development of the school, the College sought support from numerous special assistances schools across NSW. The Special Assistance Schools provided the College with the knowledge and wisdom to move forward in creating a quality individualised learning environment.

WRCS students are young adults disengaged mainly from mainstream schooling due to a variety of factors. In this sense, a student's attendance before enrolling at WRCS, aligned with minimal participation in formal education. Conversely, once an individual engaged at WRCS, our student's engagement, attendance also increased.

Further to the above student participation is enhanced by the provision of supporting structures whereby students want to come to WRCS. Such structures allowed students to become embedded in the school and therefore drive student participation and engagement in personal learning journeys.

In consideration of the enormous amount of hard work to establish the school, the Board of both the College and the School have their sights set toward our guiding organisational objectives. These objectives are driven by a commitment to the purpose to build strengthen and reduce barriers in the communities we serve through the provision of education.

While the establishment of WRCS generated a certain amount of angst and uncertainty tuned to attracting staff and building school culture and an organisation, the community would view and accept as a quality alternative to mainstream schooling. In this frame, the organisation in the second year has achieved goals as planned. Furthermore, WRCS has solidified its place in the community, and this positioning aligns to the Objectives of WRCS and the Western Riverina Community College (***Improving our community through education***).

## Compliance

During, 2019 as a Special Assistance School received a recommended monitoring from NESA and inspection to consider the application for the approval to extend educational offerings of the school to include NSW Stage six syllabus, years 11 & 12. In the scope of monitoring and of registration and accreditation NESA investigated areas of compliance aligned to the following;

**Teaching Staff** – Considerations of implementation of practices to support Australian professional Standards for teachers.

**Safe and Supportive Environment** – Ascertaining implementation of WRCS policy, procedure aligned to child protection.

**Attendance Policies and Procedures**- Ascertaining evidence of WRCS Attendance policies, register of enrolments, register of daily attendance.

**Curriculum** – Ascertaining compliance with stage 5 subjects tuned to History, Science and English.

**Stage 6 Proposed Curriculum Years 11 and 12** - Ascertaining the quality of WRCS Scope and sequence in alignment to NSW stage six Syllabus. Also, considerations of WRCS assessment policies and the developed details compliance to standards.

**Provisions of certification attesting to the School Financial Viability** – The Australian Independent Schools (AIS) NSW conducted an assessment of the school's financial viability based on 2018 financial reporting budget projections provided by the WRCS. To this end, The AIS provided the Financial Viability Certification with an acceptable medium risk rating.

In consideration of the above NESA determined the Western Riverina Community School to be compliant to standards. Additionally, the actions of compliance initiated a recommendation and later approval from the NSW Minister for Education supporting WRCS provision of Stage 6 in 2020.

Through Ministerial approval, eligible students will be able to attend and engage in completing the NSW Syllabus Stage 6 (years eleven and twelve) in a registration format only. The registration only approaches means WRCS Students will not receive an NSW Higher School Certificate. However, students completing years eleven and twelve will receive the WRCS Leaving Certificate. Further, the school determined to proceed with the registration only format aligned with the school goals as a strategy to provide a structure which best supports the student in learning generating greater depth and breadth in knowledge to carry them positively into the future.

## **Legislation Central to School operation**

Legislation influencing school operation, the school, recognises, embeds critical elements of the following Legislation and associated Regulations.

- The Australian Education Act,2013
- Education Act 1990 (NSW)
- Ombudsman Act
- Child Protection (Working With Children) Act of 2012
- Commission for Children and Young People Act 1998
- Children and Young Persons (Care and Protection) Act 1998
- Institute of Teachers Act 2004
- Disability Discrimination Act 1992
- Work Health and Safety Act 2011 (NSW)
- Environmental Planning and Assessment Act 1979
- Food Act 2003
- Explosives Act 2003
- Building Code of Australia

Further to the above, WRCS auspicing body Western Riverina Community College Inc. Maintains and facilitates the following services and or operational necessities for School operations; these include insurances, management Goods and Services Tax (GST), Workers Compensation and Payroll.

## **Continuous improvement and Professional Development**

During 2019 the Board of WRCS participated in Governance training through AIS NSW, all Board members completed mandatory hours of professional development tuned to Governance Training and Risk Management. Total Board Professional Development hours equalled one hundred and eight hours.

### **Continuous Improvement**

- Ongoing professional development activities of all school employees
- NSW AIS New Principal Induction Course
- NSW AIS Board Governance Modules
- Benchmarking with similar Special Assistance Schools
- Programming consultations in conjunction with NESA
- Evaluation of pedagogical effectivity
- Regular staff meetings
- Student and parent evaluation

- Participation in Special Assistance Schools Communities of Practice.

## Memberships and Affiliations

The School maintains a membership of AIS NSW, and through the Auspice body, maintains annual membership of Community College's Australia. Further, the Auspice body is a member of the regional Disability network. The School is a member of the Griffith Head Space Consortium, and is an active participant in the Griffith Interagency and plays an active role in the Griffith Educational Business Advisory Council (GEBAC), Wagga Compact and the Western Riverina Country University Centre.

## WRCS Premises

The location of the School premises is in the Western Riverina region of NSW. Further, the physical location of the School is within the Western Riverina Community College Building Located at 23 Hickey Crescent Griffith East NSW. The building is a school by day and an Adult Learning centre after hours. However, at times Adult learning activity may also occur during School hours. In unavoidable situations where such circumstances arise, the College and School provide structures which ensure the adequate risk mitigations are in place providing for appropriate health and wellbeing of School Students with particular reference to child protection requirements.

The building is a well-maintained facility approximately ten years old. Further, building design and construction enables community learning activities. The repurposing of the building by the auspice body for the use of the school saw an increase in office space and the dedication of specific classrooms for school use only. Additionally, during 2019 additional office space was created to cater to the growing School workforce. Furthermore, with the increase in student numbers, classrooms are dedicated to school activities allowing students to make space their own and to protect the privacy of school students.

## Communications

The School places a focus on maintaining communications with Students, Parents and key stakeholders and the broader community. To this end, preparation of school newsletters, social media posts and or more widespread notifications ensures all communications adopt strategies aligned to maintain adherence to respective legalisation such as the Privacy Act and WRCS Policy and Procedure.

Actions of communications occur via School Student Welfare Officer and Teachers who regularly communicate with Students Parents and or Guardians. Further, the school maintains a closed School Facebook page for students and their families, while there is also an externally available Facebook page and school Website. The content on these digital platforms contains

content such as general School information and allows for the facilitation of complaints and grievances processes. The latter two platforms are also available to the broader community.. Further communication with parents and or Guardians occurs with quarterly scheduled 'parent-teacher meetings and newsletters.

## Operational Dynamics

### 2019 Naplan Results

During 2019 100% of the enrolled year, nine students participate in 2019 NAPLAN testing. To this end, student results provided valuable benchmarking information enabling a tailored approach to teaching and learning goals to enhance the learning of each student. Student NAPLAN results in this round of national testing provided a comparable benchmark of student knowledge representing valuable information shaping learning activities to areas requiring development. Nevertheless, demonstrable student learning and development post NAPLAN results provided significant proof of all students maintenance of an upward trajectory in evident student knowledge.

However, internal recognition of NAPLAN results as an average is lower. Nevertheless, it is essential to understand data analysis requires an appreciation of Student background. With such a focus, NAPLAN outcomes have a direct correlation with historic low attendance rates in previous educational contexts. Furthermore, assessments conducted after each students enrolment at WRCS and participation in NAPLAN indicate substantial improvements in all learning areas assessed by NAPLAN. In this sense, data trends would see students continue to improve in conjunction with an overall increase in attendance.

## Record Of School Achievement

### Stage 5 Year 10 Program

A student who leaves school before the successful completion of year 12 and completes the required elements of year ten receives an NSW Record of School Achievement (ROSA). As Western Riverina Community School offers year 9 & 10 only those, who have adequately addressed all elements associated with the completion of NSW Stage 5 Syllabus were awarded a ROSA during 2019. WRCS after the 2019 educational year, had eleven Students achieve a ROSA. More comprehensive school year ten results are displayed in the table below.

## Year 10 Stage 5 2019 Results (From schools online)

Course Name	Students in School	Students in State	School Pattern (%)						State Pattern (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
English 200 Hrs	11	86213		36	45	18			12	28	37	16	6	1
Mathematics 200 Hrs	11	86388			73	18	9		15	23	32	23	7	1
Science 200 Hrs	11	86261		27	73				13	25	36	19	6	1
Geography 100 Hrs	11	86165			42	42	17		14	27	36	16	6	1
History 100 Hrs	11	86185		9	45	27	18		14	27	35	16	6	1
PDHPE 100 Hours	11	21471		20	60	10	10		16	36	35	10	3	1

In consideration of the data from above and as previously stated, 2019 academic results require a review of context and individual student history. These notions illumine WRCS students histories involve minimal school attendance throughout their secondary schooling. Furthermore, the student cohort has experienced varying levels of social isolation, combined with heightened anxieties. The existence of such dynamics acts to influence academic achievement. Nonetheless, student achievement while not mirroring state averages, the view is evidence of Student performance present as significant steps forward. Moreover, such results would not have occurred without the existence of WRCS to provide a tailored pathway to educational success.

## Professional Learning and Teacher Standards

### Teaching Staff

As detailed earlier in this report during the second year of operation, the numbers of appropriately qualified teachers employed by the school grew. Nonetheless, with growth in teachers, was the maintenance of the approach to adopting the strategy of capping enrolments, ensuring provision of quality educational activities in a highly supportive learning environment. To this end, completing 2019 educational year The schools teaching staff Totaled six teachers. Of the six teaching staff alignment with NES A accreditation requirements, five determined as proficient while one teacher is progressing through the condition of provisional accreditation.

## Teacher Qualifications

All of the School teachers' qualifications addressed the requirement as having a teacher or working towards education qualifications from a higher education institution and holding a Bachelor degree recognised in Australia.

WRCS is committed to investing in the provision, facilitation of professional learning activities for all employees of the organisation. This organisational approach nests in corporate values. The table below details all professional development activities attended.

Teacher Professional Development	Teachers Attended
Firstaid Course	2
YOTS Special Assistance School Conference 2 Days	6
AIS NSW PDHPE New Syllabus training 2 days	1
Course in the management of Anaphylaxis	7
Course in the management of Asthma	7
Course in the Management of CPR	7
AIS NSW Governance Training	1
AIS NSW New Principal Induction Course	1
Bridges Out Of Poverty	2
AIS NSW NCCD Application Evidence	1
AIS NSW Reportable Conduct	6
AIS NSW Programming Integrated STEM	1
Youth Mental Health First Aid (Suicide)	1

## Workforce composition

WRCS during 2019 maintained the following workforce a Principal, Head Teacher, Assistant Head Teacher, Student Welfare Officer, four classroom Teachers, one FTE Administrative staff member and four Teaching Assistants. All employees are either Australian Citizens or Australian permanent residents; additionally, three employees have indigenous heritage.

## Student Attendance and Management of Non-attendance

Western Riverina Community School is a Special Assistance School providing educational activities in line with the NSW Stage 5 Syllabus. During 2019 Students maintained the following attendance rates.

- Year 9 Average attendance 85.8%
- Year 10 Average 76.4%
- Average School Daily attendance 81.1%

During 2019 student attendance occurred with increases in annual averages in comparison to 2018. In this frame, the school management of non-attendance occurred in compliance with the stated attendance policy. This policy detailed the strategies and interventions crafted to ensure annual school goals aligned to average attendance reaching 85%.

In respect to developed school attendance goal, average attendance data identifies the year nine cohort, exceeded the intended 85% attendance goal. However, year ten attendance provided an average negatively impacting on overall school average attendance. Nonetheless, the annual average attendance rate of 81.1% is pleasing, given the context and nature of WRCS.

Further to the above, WRCS was proactive in its activities to grow student attendance. In this area, staff worked with students parents guardians to ensure student attended School. The policy to manage poor attendance adopts a three-stage strategy.

Stage one involves correspondence sent to Parents and or Guardians requesting a meeting to discuss a students attendance.

stage two consists of an escalation of the matter, requiring further contact to manage student participation.

Stage three involves notifying the student, of withdrawal of enrolment.

Further to the above, additional action where enrolment is withdrawn consists of notification to remove the student's enrolment to the NSW Department of Education and the NSW Department of Education Home School Liaison Officer (HSLO).

As a result of the process detailed above occurring during 2019, seven letters were sent to Parents and or Guardians to generate improved student participation. Pleasingly, the seven pieces of correspondence distributed to parents happened within the boundaries of stage one of the process.

## Retention of students

Retention of Students and total enrolments for 2019

- Total Year 9 Students enrolled 11
- Total year 10 Students enrolled during 2019 17

## Post School Destinations

Of the eleven students who completed their ROSA, six students returned to WRCS to continue year eleven studies. In comparison, the five students not returning to WRCS have pursued further education or employment. One student enrolled in TAFE to complete their HSC and is seeking opportunities to begin a career as a Nurse. While the remaining four secured work as Apprentices or Trainees. Within year nine cohort of students, the students who did not return to WRCS in 2020 relocated from Griffith and have returned to the mainstream school environment.

However, once again, it is essential to note each departing student have gained skills, knowledge and confidence to progress with their lives—all the better for their experiences at WRCS.

## Enrolment Policies; Policy 6.1

WRCS is a school specifically designed to re-engage disenfranchised and 'at risk' young people. WRCS aims to provide opportunities to young people, primarily aged 15-17 years, who are unable to complete their education within the traditional school environment. The selection criteria for WRCS focuses on eight key areas:

- Learning difficulties/disabilities
- Behavioural difficulties/disabilities
- Social disadvantage
- Age
- Academic achievement
- Financial disadvantage
- ESL/ATSI
- Isolation

However, WRCS cannot cater to functionally illiterate students. Or students who require intensive behaviour or health support; support for such students found in alternate educational settings. In such situations, WRCS will offer suggestions alternatives should the need arise. Further to the above, WRCS provides case management to all students enrolled at WRCS, but the WRCS is not in a position to manage students who cannot operate within the adult learning environment.

## School Policies

WRCS incorporates the following policies as the key to school operation.

Summary of Policy	Changes in 2019	Access to the full text
<p><b>Student Welfare</b> WRCS seeks to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk. All staff have a responsibility to recognise and report the risk of harm or concerns about any of the school's students. Additionally, it is the school's role to provide Special Assistance to ensure support to our students ensuring their abilities to maintain attendance at school and to achieve identified learning goals. Moreover, students of the school can develop a positive vision of their futures beyond school.</p>	<p>During 2019 each of these policies were reviewed and considered in the current context the policies remained compliant to legislation and continued to be documents detailing processes which match school operations.</p>	<p>The full text of the Schools Welfare policies can be accessed through the School's Principal</p>
<p><b>Anti-Bullying</b> WRCS recognises the predominant causal effect for students disengaging from school becomes founded on an instance of Bullying. In the appreciation of this knowledge, the school's aim is to ensure actions of Bullying and or harassment are not tolerated. Further, WRCS also recognises actions of Bullying raise student stress levels which in turn impede a students ability to learn. Therefore WRCS Students should feel safe in the learning environment.</p>		
<p><b>Student Discipline</b> WRCS does not support corporal punishment. The Schools discipline policy draws on the WRCS Behaviour matrix to manage the instance of poor student behaviour. The matrix is the foundation for the school's processes to provide, warnings, Time outs or where warranted expulsion.</p>		
<p><b>Reporting Complaints and Grievances</b> School stakeholders and the wider community retain the right to complain, report on activities which an individual feels are outside of WRCS, philosophies and or policy or procedure. Additionally, the school actively seeks feedbacks from Students, Parents, Guardians and the wider community. Maintaining such a focus allows the school to utilise feedback to build a continuous environment. Further, WRCS recognises in many instances where complaints, grievances, feedback are provided it is necessary to maintain confidentiality, privacy and or anonymity. In this frame, such feedback can be provided in line with the published policy available on the School's Website <a href="http://www.wracs.nsw.edu.au">www.wracs.nsw.edu.au</a></p>		

<p><b>Attendance policy</b></p> <p>The school is a school specifically designed to re-engage disenfranchised and 'at risk' young people. As such, the attendance policy and procedures of the school and actions generated by them should be taken in the light of positive action rather than a basis of disciplinary or exclusionary practices.</p> <p>Regular attendance at school is essential if students are to maximise their potential. WRCS, in partnership with the students and their support people, are responsible for promoting the regular attendance of students.</p> <p>While parents are legally responsible for the regular attendance of their children, school staff, as a part of their duty of care, monitor part or whole day absences.</p> <p>The Education Act (1990) (Section 24) requires that attendance registers (rolls) be maintained in a form approved by the Minister.</p>	<p>The WRCS Attendance Policy holistically reviewed during 2019. Holistic changes in the policy reflected the developed practices of the school in 2019 to ensure the school had a workable policy, procedures to manage attendance. Plus the intent and practice of the policy remained compliant to the Legislative frameworks surrounding school student attendance.</p>	
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## Processes of Continual Improvement

During the first and second year of WRCS operation, WRCS continued to focus efforts on the construction of educational, learning activities aimed toward establishing processes through which WRCS students would develop solid foundations in Language Literacy & Numeracy. Moreover, such foundations would also provide foundations for their future lives in a post-school world.

In consideration of the above, WRCS implemented personalised learning pathways with a process of quarterly review further supported by input from Parents and or Caregivers. This process Identified clear pathways to post-school opportunities. Further activities focussed upon building student resilience and development of a culture which positively evolves. The WRCS culture grows and is produced by school values in consultation with Students and recognition of the organisation's aspirations centred in notions of Respect, Responsibility and Positivity.

## Parent, Student and Teacher Satisfaction

Given the small size of WRCS student cohort, there is ample opportunity for maintaining relationships to the Student Cohort and with Parents and Guardians. As 2019 progressed, numerous activities occurred providing Parents, Guardians, Caregivers & Students with the opportunity to provide feedback. Most importantly, WRCS remains open to stakeholder input and centres the operation in the ideals of continuous improvement.

Further to the above, during formal activities, comments, feedback received assisted with change further enriching the school environment. Additionally, WRCS did not receive any formal complaints during the year. In this frame, consideration of actions of interaction with stakeholders generated positive outcomes for all.

Continuing in the quest for feedback from our teachers also generated positive input to shape the school culture and positive improvements in practice. Teachers remained engaged with the WRCS and provided a level of commitment beyond organisational expectations. However, our Teachers reflected the nature of the teaching role at a Special Assistance School while rewarding also requires additional emotional investment. Moreover, such investments develop to be emotionally demanding. Similarly, school support staff also reflect the teacher's considerations of the Special Assistant School context.

### Highlights of the Year

Significant highlights of the 2019 educational year cover many areas from the students' perspectives; highlights align to the two overnight excursions. The first of these excursions involved travelling to Billabong Farm at Echuca, While the second excursion included going to Kiama. Both journeys provided valuable learning experiences which informed contextual aspects of programmed areas of study.

Secondly, a successful application for a NAIDOC week grant-generated funds to support NAIDOC week celebrations. While the school centres learning activities to recognise Aboriginal Culture, the receipt of the NAIDOC Week Grant enabled the students to embed themselves and deepen their knowledge. The NAIDOC week celebrations conducted activities whereby students and the community participated in numerous activities, events which immersed participants in Aboriginal culture.

Further, in the realms of student success and activities, eleven Students completed their Record of School Achievement (ROSA) the achievement of the ROSA is considered by many as an event without fanfare. However, within the WRCS context, the accomplishment of the ROSA by WRCS students sits as a significant milestone in our students learning journey. Moreover, it is likely without WRCS; none of the eleven would have achieved their ROSA. Such an achievement would not happen without the dedication of students and staff to generate vital outcomes for each student.

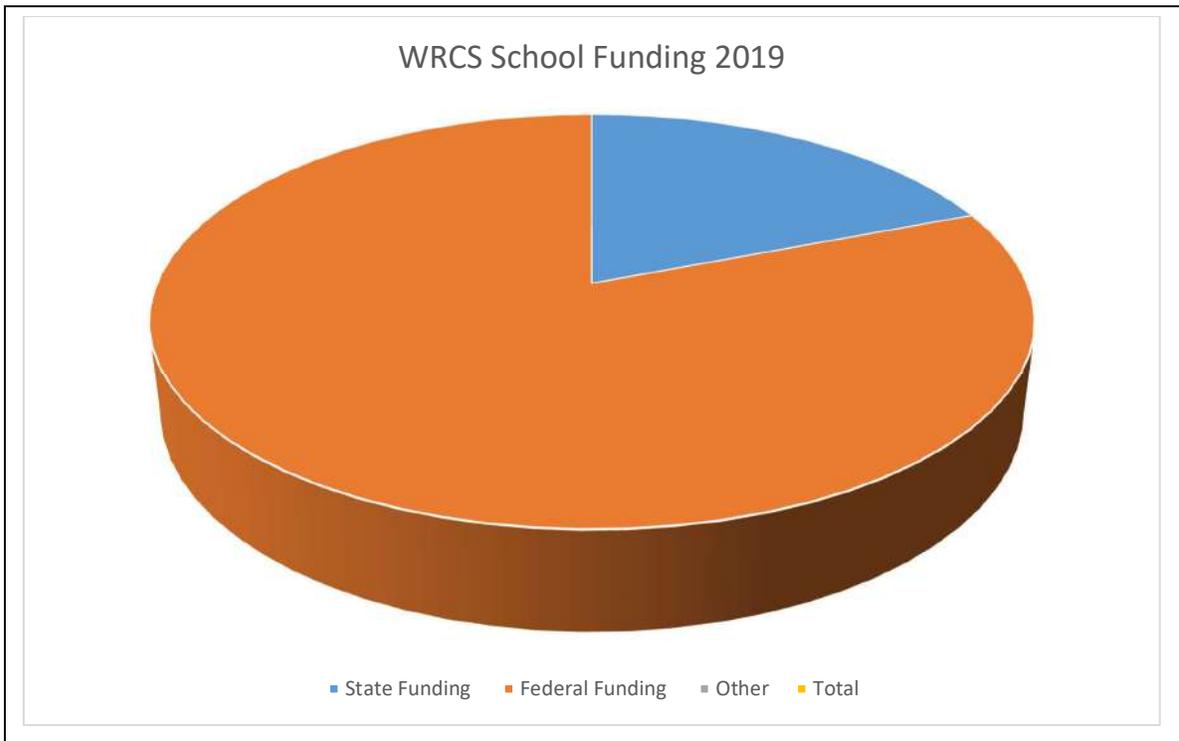
Lastly, in the realms of student achievement, the continuation of the student rewards program has set the framework for student achievement. Within school goals tuned toward deepening learning outcomes, WRCS cannot progress these ideals without student attendance. Therefore, student reward program provides cyclical improvements in attendance. The notion

is Student presence equals increased learning, equals enhanced learning, equals individual success in education.

End of year celebrations provided an opportunity for all of the family to come together and celebrate WRCS year's achievements. Again, importantly WRCS end of year celebrations represented a cohort of students with historically low school attendance. Yet, at years end a room full of WRCS students and their families celebrated with friends their achievements at a school they call their own.

### Summary of Financial Information

During the 2019 School financial year and supported by the Auditor found the organisation solely used funding provided to operate WRCS inline line with legislative requirements. To this end, purchases and payments facilitated by the school remain in line with the maintenance of a Not for Profit School. Further, the use of funds/ funding to support the school's operation remain compliant to the Education Act and funding Contracts and Guidelines. Additionally, during 2019 the school did not incur nor make any third-party payments.



## Summary of Financial Information continued

