



**WESTERN RIVERINA
COMMUNITY SCHOOL**

2020

Annual Report

Western Riverina Community School

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12/31/2020

The development of this reports contents and design is to fulfil the NSW Education Standards Authority (NESA) requirement for registration and accreditation for Non-Government Schools in NSW.

This report provides a summary of;

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

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Western Riverina Community College Inc. extends thanks to the following:

The Australian Government the Department of Education, Skills and Employment Commonwealth

The NSW Department of Education

The NSW Association of Independent Schools

The Board of Directors

All staff and students

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The development of this annual report centres on addressing a portion of the annual reporting obligations of a non-government school in NSW. Other than provisions for use aligned to government requirements, the use of any part and or reproduction of this report requires written approval from Western Riverina Community School.

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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 and organisation Strategic Objectives and Values;

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

Pursuing the identified performance indicators during 2020, the school offered co-educational opportunities to students in Years 9 & 12. Additionally, educational activity occurred in parallel and compliance with the NSW Schools Stage five and six syllabi.

Within the WRCS contextual educational model, research determines students eligible to enrol in year nine and above will benefit from learning activities centred on adult learning theory, Andragogy as opposed to pedagogy. Notions of Andragogical theory align with 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, creating a 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 generate learning and positive outcomes where the student

can produce positive views of the future. For many WRCS students, such concepts would not be possible without the special assistance facilitated by 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 where 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.

By focusing on creating a learning environment aligned to adult learning theory, the school provides "at-risk" young people opportunities. Such a focus allows young people (WRCS Students) to achieve a Record of School Achievement (ROSA) school education to a year ten level and years eleven and twelve. WRCS gained approval to deliver the NSW Syllabus aligned to stage six in 2020. The WRCS approach to the NSW stage six evolves as a registration only approval by NESA.

Our approach in registration only centres on the educational activity for NSW Stage Six is all about learning. Our approach reduces stresses in the student cohort by removing the weighting of assessments present in mainstream HSC studies thereby enhancing students' ability to learn. The registration only approach means students do not receive an NSW Higher School Certificate. Instead, students who complete stage six at WRCS receive the WRCS Leaving Certificate.

The WRCS Leaving Certificate encapsulates the learning achievements of students who study the following subjects to gain the WRCS Leaving Certificate

- English Studies 200 hours
- Mathematics Standard 270 hours
- Visual Design 200 hours
- Society and Culture 200 hours
- Exploring Early Childhood 200 hours

The philosophy of the above approach is to provide WRCS students with sound educational foundations from where they can move into post-school employment and or further education with skills and knowledge to facilitate success in life.

Introduction

In 2020 Western Riverina Community School (WRCS) entered the third year of operation. Year three began with a strong team of committed teachers and support staff. However, the impact of the COVID Pandemic shutdown impacted educational planning and delivery. The eventuation of the COVID and the nationwide shut down in March 2020 generated a move to an online environment within two weeks. Such an exercise in a typical year would require six months of planning to implement. Therefore, testament to resilience to staff and students was the ability to adapt.

The COVID shutdown saw many of the WRCS staff working from home. However, the school remained open every day for students to come to school. The decision to remain open was one nested in supporting the well-being of students. For many WRCS students, the school represents a safe place and one where the school could ensure students continued to engage in learning while also providing broader supports invested in student well-being. Likewise, for students who remained at home during the lockdown, WRCS staff maintained daily contacts. Contacts evolved either online or via mobile phone. Such interactions saw delivery and collection of schoolwork also generating a sense of student overall well-being and facilitation of actions for support and improvement in health and well-being.

The total students enrolled and attended during 2020 was fifty - four while the year started with thirty-two and twenty-seven students completed the year. Considerations of fluctuations in enrolment occur due to year 11 students beginning the year at school and subsequently transitioning to employment and or further education through Apprenticeships and Traineeships. While anecdotally requests for positions grew at the school because of mainstream shutdown with indications many students struggled with the alteration to the school environment. With the above in mind, year nine and year ten cohort increased. The school also sought further improvement in student attendance. In this frame, the number of students enrolling but not attending added to the overall higher number of students. However, a negative of habitual non-attenders sought to reduce overall attendance averages.

The existence of WRCS continues to provide school-aged young adults with an opportunity to re-engage in learning. However, enrolment at the school requires the student to have a personal commitment to learning. This commitment enables WRCS to provide educational opportunities to the disengaged young adults to re-engage in school and learning. Through re-engagement, students participated in NSW School Syllabus Stage Five, pursuing the award of a ROSA. Further, the school also offered NSW stage 6 to a cohort of year eleven students.

With the growing school cohort, the WRCS workforce also grows. The school workforce in 2020 grew to have a permanent full and part-time workforce of fifteen, comprising a Principal, Teaching staff inclusive of a Head Teacher, two assistant Head Teachers, and five classroom Teachers. Additionally, students received learning support through five Classroom Support Officers and Administrative Support.

Context

Western Riverina Community School as an evolving entity continues to grow to provide opportunities for young people to re-engage in learning and complete their secondary schooling. The considerations of school emergence grow from the need for an alternate secondary school model to provide an alternative school setting for disengaged, disengaging youth. The school provides educational opportunities for young people eligible to attend school in years nine through to twelve.

Essentially disengagement evolves from several factors: Student suffering anxiety and or subsequent mental ill-health. Or students learning styles lead to disengagement and or disinterest with mainstream schooling. 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 assistance schools across NSW. The Special Assistance Schools provided the College with the knowledge and wisdom to create a quality individualised learning environment.

WRCS has emerged from and access to knowledge and wisdom of others to establish the WRCS philosophical foundations. However, as WRCS evolves, as does its personality in tune with the educational context. Such differences emerge from other alternate schools identified as special assistance schools. Such differences may be subtle and may reflect the culture and or values of WRCS as other schools will also alter in adaption to their specific environment.

In the previous educational year, a significant change for WRCS was thinking to progress a program for stage six activities. The notion being to facilitate learning options developing as an approach centred on the student and the students' ability to learn and retain knowledge. The registration only model of stage six in NSW requires the curriculum to align to constructs as identified by NESA. The approach by WRCS in stage six while running in parallel to an HSC eligible program there is a crucial difference. The removal weighting of constant assessment of an HSC the WRCS approach centred on students learning, achieving, and demonstrating curriculum learning outcomes.

Following from the above WRCS approach considers the reduction of stress in students. Regardless of the stage of learning, the goal is to enhance student's ability to learn and retain knowledge. Through the placement of tailored supports, there is a reduction in anxiety and stress, thereby enabling learning. Why is this important? 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 increase.

Considering 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. Driving these objectives is a commitment to build, strengthen, and reduce barriers in the communities we serve through education.

Compliance

In 2020 as a Special Assistance School received an inspection from NESAs aligned to the implementation of the WRCS stage six program. Subsequently, NESAs recommended the NSW Department of Education provide Ministerial approval for ongoing holistic school registration to December 2023. The NSW Education Minister provided approval in July 2020.

In the scope of the inspection for monitoring and of registration and accreditation, NESAs 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.

Legislation Central to School operation

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

- Australian Education Act,2013
- Education Act 1990 (NSW)
- Ombudsman Act
- Child Protection (Working With Children) Act of 2012 ("WWC Act")
- Children's and young person's act 1998 ("Care and Protection Act")
- Children's Guardians Act 2019 ("Children's Guardian Act")
- Crimes Act 1990 ("Crimes Act")
- 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 overarching 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

The Board's Professional Development (PD) activities within the year 2020 generated difficulties for Board members to engage with PD; however, the Board remains in front of compliance targets tuned to Board PD. However, Board activities continued centred in the present and the impacts of COVID. While also focussing on constant improvement with a gaze set on the horizon to consider the future.

The future gaze saw a review and redevelopment of the school strategic plan inclusive of a commitment to developing a greenfield site for WRCS. Further considerations of the Board look at Director performance and considerations to enhance WRCS Governance.

Continuous Improvement through the school

- Ongoing professional development activities of all school employees
- Mental Health First Aid for Non -Suicidal Self-Injury
- Cultural Considerations surrounding STEM
- Teaching Indigenous Kids about money (knowing Growing Showing)
- Managing attendance and use of attendance coding.
- Creative interventions to assist clients of all ages.
- Berry Street training
- Regular, weekly staff meetings
- Student and parent evaluation
- Safer Roads Program (NSW AIS)
- 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 and the Griffith Youth interagency.

WRCS Premises

The location of the school premises is in the Western Riverina region of NSW. Further, the school's physical location 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 ensuring adequate risk

mitigations provide for appropriate health and well-being 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. However, with the school's growing success, planning continues to progress toward creating a purpose-built school. With this planning, the site licence for a Crown Reserve will likely see the development progress toward development consent and construction in 2021.

Communications

The school focuses on maintaining communications with Students, parents, 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.

Communication actions occur via the School Assistant Head Teacher Student Wellbeing through regular communication with students' parents and guardians, including quarterly scheduled parent-teacher meetings and newsletters. Further, the school maintains a closed school Face Book page for students and their families, while there is also an externally available Face Book page and school website. The content on these digital platforms contains general school information and allows for the facilitation of complaints and grievances processes. The latter two platforms are also available to the broader community.

Operational Dynamics

2020 Naplan Results

In 2020 the NAPLAN was cancelled.

Record Of School Achievement

Stage 5 Year 10 Program

A student who leaves school before moving into NSW stage six- years eleven and twelve of schooling is required to complete elements of year ten to receive a NSW Record of School Achievement (ROSA). Those who have adequately addressed all elements associated with completing the NSW Stage 5 Syllabus were awarded a ROSA during 2020. WRCS, in 2020 year, had eleven students achieve a ROSA. More comprehensive school year ten results are displayed in [table 1](#).

Table 1. Year 10 Stage 5 2020 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	None
English 200 hrs (300)	11	87056	9.09	9.09	54.55	27.27			12.81	28.52	36.25	15.83	5.86	0.73
Mathematics 200 hrs (323)	11	87400		36.4	9.09	36.36	18.18		15.35	22.24	32.26	23	7	0.65
Science 200 hrs (350)	11	87109		36.4	27.27	36.36			13.24	24.59	35.99	19	6	0.66
Geography 100 hrs (4015)	11	87026		9.1	54.55	36.36			15.36	27.82	34.53	16	6	0.56
History 100 hrs (4007)	11	87048		9.1	54.55	36.36			15.05	27.28	34.69	16	6	0.64
PDHPE 100 hrs (2420)	11	65028		9.1	63.64	27.27			13..93	32.54	36.43	10	3	0.66

Considering the data from above and as, 2020 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, while not mirroring state averages, student achievement is evidence of student performance 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 the school entered the third year of school operation, frontline teaching totalled eight teachers in a combination of full and part-time employment. Pleasingly, the growth in teachers has also allowed an increase in enrolment places whereby WRCS can open the door to accept more students. However, ensuring the school's capability to continue providing quality learning, total enrolments remained capped at thirty-five students.

Of the eight-teaching staff aligned with NESAs accreditation requirements, six are proficient, while two are progressing through provisional accreditation with NESAs.

Teacher Qualifications

All teachers' qualifications addressed the requirement to have a teacher or work towards education qualifications from a higher education institution and hold a bachelor's degree recognised in Australia.

WRCS is committed to investing in the provision, facilitation of professional learning activities for all employees of the organisation. Once again, COVID presented many challenges in this space to ensure WRCS Teachers could access PD opportunities. Moreover, without the COVID, teachers would have benefitted from an increased range of PD activities. Nevertheless, PD continued in line with

organisational values and an investment in a learning culture. Table 2. details all PD activities attended during 2020.

Table2. Teacher Professional Development

Teacher Professional Development	Teachers Attended
Cultural Considerations surrounding STEM (CSIRO)	1
Teaching Indigenous Kids about money (knowing Growing Showing) (Money Smart)	1
Managing attendance and use of attendance coding (NSW AIS)	5
Creative interventions to assist clients of all ages to express emotions and gain personal insights (LEAD Professional Development Ass inc.)	1
NSW DET Code of Conduct Corruption prevention Child protection WHS induction Emergency Care Child protection awareness Data Breaches	1
NSW Reportable conduct	7
Berry Street Training (Berry Street)	3
Project-Based Learning (AIS NSW)	2

Workforce composition

WRCS maintained the following workforce a Principal, Head Teacher, Two Assistant Head Teachers – Administration and Student Wellbeing. Five classroom Teachers, one FTE administrative staff member and four Teaching Assistants. All employees are either Australian Citizens or Australian permanent residents.

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 five and six Syllabus. During 2020 Students maintained the following attendance rates.

- Year 9 Average attendance 71.4%
- Year 10 Average 72%
- Year 11 Average 57%

Student attendance was impacted by the Pandemic. in this sense, the averages for attendance were lower in comparison to 2019. Regardless, the school management of non-attendance occurred in compliance with the stated WRCS Attendance Policy. This Policy details the strategies and interventions crafted to ensure annual school goals align to achieve the defined annual attendance goals and management of student non-attendance. Further to the attendance policy WRCS extensively reworked the student enrolment agreement in 2020.

The rework of the Enrolment Agreement occurred in consultation with the NSW AIS and the college also sought legal opinion. The purpose was to strengthen the commitment of students with reference to personal engagement in learning. Furthermore, the underlying intent is to drive student engagement and in turn reduce student non-attendance.

In respect to developed school attendance goal as stated above COVID acted to impact attendance in 2020 attendance averages were understandably lower than planned. The average attendance data identifies the year nine cohort, attendance for 2020 was 71.4%. While, year ten attendance provided an average attendance of 72% and year eleven average attendance was 57%. Considering the difficulties in the way in which the year panned out it is understandable the year developed to negatively impact on overall school average attendance. Despite the best efforts of the school.

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 students 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 student's 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 Attendance Policy procedures, twenty-four letters were sent to Parents and or Guardians to generate improved student participation. Most of the correspondence distributed to parents occurred in the boundaries of stage one of the process.

Retention of students

Retention of Students and total enrolments for 2020

- | | |
|-----------------------------------------------|-----|
| • Total Year 9 Students enrolled | 11 |
| • Total year 10 Students enrolled during 2020 | 16 |
| • Total year 11 Students enrolled during 2020 | 11 |
| • Total year 12 Students enrolled during 2020 | nil |

Post School Destinations

Of the eleven students who completed their ROSA, ten students returned to WRCS to continue year eleven, stage six studies. The one student not returning to WRCS pursued further education at TAFE. While students who left school from year eleven saw the school assist these students into Apprenticeships and or Traineeships or TAFE. However, in this cohort there were students who left school when they reached seventeen years old and did not have planned path to post school employment and or education.

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 15-18 years, who cannot 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 these students will be 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. WRCS cannot manage students who cannot demonstrate commitment to their learning and who do not commit to learn within the adult learning environment.

School Policies Reviewed

Table 3 incorporates the following policies as the key to school operation.

Table 3.

Summary of Policy	Changes in 2020	Access to the full text
<p>Student Welfare WRCS seeks to support children and young people and identify where problems arise that may put their safety, welfare, or well-being at risk. All staff have a responsibility to recognise and report the risk of harm or concerns about any school's students. Additionally, it is the school's role to provide Special Assistance to ensure support to our students, ensuring their ability to maintain attendance at school and achieve identified learning goals. Moreover, students at the school can develop a positive vision of their futures beyond school.</p>	<p>In 2020 each of these policies was reviewed and considered in the current context. The policies remained compliant to legislation and continued to be documents detailing processes that match school operations.</p>	<p>The full text of Schools policies and procedures can be accessed by contacting the WRCS Principal</p>
<p>Anti-Bullying WRCS recognises the predominant causal effect for students disengaging from school becomes founded on an instance of Bullying. In appreciating this knowledge, the school aims to ensure that Bullying and harassment are not tolerated. Further, WRCS also recognises bullying actions raise student stress levels which in turn impede a student's ability to learn. Therefore, WRCS Students should feel safe in the learning environment.</p>		
<p>Student Discipline 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, suspensions or warranted expulsion.</p>		
<p>Reporting Complaints and Grievances 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</p>		

<p>procedure. Additionally, the school actively seeks feedback from Students, Parents, Guardians, and the wider community. Maintaining such a focus allows the school to utilise feedback to build a continuous environment.</p> <p>Further, WRCS recognises in many instances where complaints, grievances, feedback received it is necessary to maintain confidentiality, privacy and or anonymity. In this frame, feedback is provided in line with the published policy available on the School's Website www.wracs.nsw.edu.au</p>		
<p>Attendance policy</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 school attendance 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. 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. The Education Act (1990) (Section 24) requires that attendance registers (rolls) maintained in a form approved by the Minister.</p>		
<p>Enrolment Policy and Student Enrolment Agreement.</p> <p>The schools' design is to re-engage disenfranchised and 'at risk' young people. Our school aims to provide opportunities to young people, primarily aged 15-18 years, unable to complete their education within the traditional school environment.</p> <p>The school cannot cater to functionally illiterate students or who require intensive behaviour or health support.</p> <p>The Student Enrolment Agreement is an addendum document to the enrolment Policy. The agreement extensively reviewed during 2020 added depth to the enrolment policy to support student engagement and attendance.</p>		

Processes of Continual Improvement

A commitment to continuous improvement exists as a critical goal of WRCS. This goal centres on the construction of educational learning activities empowering students to build foundations in Language Literacy & Numeracy, allowing each student to springboard to successful post-school futures. 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 the development of a culture that positively evolves. The WRCS culture is nourished and grows and by school values. The values developed in consultation with Students and recognition of the organisation's aspirations centred on Respect, Responsibility, and Positivity.

Parent, Student and Teacher Satisfaction

Given the small size of the WRCS student cohort, there is ample opportunity to maintain relationships with the Student Cohort and Parents and Guardians. As 2020 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 on the ideals of continuous improvement.

During formal feedback activities, comments, feedback received assisted with 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 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

Had the year panned out differently in the absence of COVID, we would see different activities reported here. The significant highlight was that the school continued to function during a nationwide lockdown. Additionally, once lockdown ended, attendance returned to be over 80% in the second term of 2020. This achievement requires recognition of the contribution by school employees to have things return to normal in an abnormal year.

Other events of significant interest align to the two different project-based learning activities 1. International First Nations People. 2. Road Safety Project.

1. International First Nations People

This project facilitated studies where groups chose and studied an international culture; the learning activities saw the development of holistic presentations to the school of the culture studies, including critical aspects of that culture illuminating learning outcomes.

2. The Road Safety Project integrated

A student well-being/PDHPE project funded through AIS NSW, the NSW State and the Australian Governments. The project activities within this project revolve around developing awareness in WRCS

students aligned to become safe road users focusing on safe use on rural roads. To achieve the intended learning outcomes activities, looked at local traffic conditions and spoke with instructors on the necessary skills for driving tests. Additionally, the safe driver project activities covered ground in using safety restraints and consultation with community members on the importance of safe road use. Additionally, the project garnered support from the NSW Advocate for Children and Youth, Bronnie Taylor NSW MP, NSW Police, NSW Births Deaths and Marriages, PCYC and the NSW AIS being mar partners in achieving the project outcomes.

3. Excursion to Billabong Farm

The only excursion of 2020 involved visiting Billabong Farm at Echuca; the journey to the farm provided valuable learning experiences which informed contextual aspects of programmed areas of study.

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, and the eleven would not have achieved their ROSA.

Lastly, in the domains of student achievement, the continuation of the student rewards program has set the framework for student achievement. Within school goals set toward deepening learning outcomes, WRCS cannot progress these ideals without student attendance. Therefore, the student reward program provides cyclical improvements in attendance. The notion is student presence equals increased learning, equals enhanced learning, equals individual success in education.

The 2020 end of year celebrations provided an opportunity for students and their families to come together and celebrate WRCS year's achievements. Again, notably, 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 2020 School financial year and supported by the WRCS Accountant and the appointed Auditor, the organisation solely used funding provided to operate WRCS in 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 with the Education Act and funding Contracts and Guidelines. Additionally, during 2020 the school did not incur nor make any third-party payments.

Western Riverina Community School Income 2020



