



**WESTERN RIVERINA
COMMUNITY SCHOOL**

2021

Annual Report

Western Riverina Community School
Annual Report
12/31/2021

The development of this report's contents and design fulfils the NSW Education Standards Authority (NESA) requirement for registration and accreditation for Non-Government Schools in NSW.

This report provides a summary.

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

This report was compiled by:

David Martin: -CEO of Western Riverina Community College Inc.
-Principal Western Riverina Community School

The people contributing to this report were:

Sue Golsby-Smith:	Chairperson, Western Riverina Community College
David Martin:	Principal, Western Riverina Community School
Ann Pretty:	Deputy Principal,
Sue Tyrrell:	Head Teacher Administration Western Riverina Community School
Jasmine Dosseter	Head Teacher Student Wellbeing
Paula Blomfield:	Accountant (PC Accountancy Palla, Ave Griffith NSW 2680)
Paul Muir:	Financial Auditor (Mallinson Binks and Muir Banna Ave Griffith NSW 2680)

Western Riverina Community College (School) 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

Report completed: 20th May 2022

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.

Contents

School Profile	3
Purpose:	3
Vision:	3
Goals	4
Introduction.....	5
Context.....	6
Compliance	7
Continuous improvement and Professional Development.....	8
Memberships and Affiliations	9
WRCS Premises.....	9
Communications.....	9
Operational Dynamics	10
2020 Naplan Results	10
Record Of School Achievement.....	10
Stage 5 Year 10 Program	10
Professional Learning and Teacher Standards	11
Teacher Qualifications.....	11
Workforce composition	12
Student Attendance and Management of Non-attendance	12
Retention of students.....	Error! Bookmark not defined.
Post School Destinations	13
Enrolment Policies; Policy 6.1	13
School Policies Reviewed.....	14
Processes of Continual Improvement.....	15
Parent, Student and Teacher Satisfaction.....	15
Highlights of the Year	16
Summary of Financial Information.....	17
Summary of Financial Information continued	18
.....	18

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 to enable students to develop and generate a positive view and create successful futures.

Through the Strategic Plan, the school vision is nourished by organisational and school values, aligning to achieve articulated performance indicators. WRCS Empowering notions of values encompass a commitment to be,

- **A Respected** education provider through a commitment to developing knowledge addresses and provides for the learning and development needs of the community.
- **Be Consultative**, adopting strategies involving a commitment to developing the organisations' knowledge and practice through community consultation.
- **Act Equitably** through the continued development of an organisational culture that does not limit individuals' access based on gender, disability, race, social, cultural, religious, or philosophical perspectives. Further, the removal of barriers acts to reduce marginalisation through equitable practices.
- **Be Responsive**, and the College responds promptly to our community needs by providing appropriate tailored educational opportunities.

Additionally, the WRCS student body embeds values of Respect, Responsibility and Positivity

Pursuing the identified performance indicators during 2021, the school offered co-educational opportunities to students in Years 9 & 12. Moreover, educational activity complied with the NSW Schools stage five and six syllabi.

Within the WRCS educational model, students eligible to enrol in year nine and above benefit from learning activities centred on adult learning theory (Andragogy). Notions of Andragogical theory align with learning activities where mutual respect enables and engages students' voices. Further, such a philosophy recognises the value of a student's voice with a positive impact that informs and enhances learning. In addition to the WRCS educational philosophy, students have access to individualised, tailored learning opportunities combined with evolving structures that scaffold a supportive learning environment.

The learning environment develops through special assistance, allowing for increased student engagement. The WRCS approach recognises the individual as the central element of educational

planning, thereby enhancing learning to generate positive outcomes throughout an individual's life. These concepts would not be possible without the special assistance facilitated by Western Riverina Community 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 the NSW school syllabus—representing an instructional delivery approach centred on 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) and complete secondary schooling through year 12 (Stage six) in a registration only context.

The WRCS approach is all about learning outcomes conducted in compliance with the terms of NSW NESA registration only for NSW Stage Six. The WRCS approach reduces stresses in the student cohort by altering the weighting of assessments present in mainstream HSC studies, enhancing students' learning ability. The registration only approach means students do not receive an NSW Higher School Certificate. Instead, students completing 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 students with sound educational foundations whereby students move into post-school employment and or further education with the skills and knowledge to facilitate success in life.

Introduction

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 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 six to a cohort of year eleven and twelve students.

In 2021 Western Riverina Community School (WRCS) entered the fourth year of operation. Year four began and ended with a strong, cohesive team of committed teachers and support staff. However, the COVID Pandemic continued to overlay and interrupt plans. Nonetheless, armed with the lessons of 2020, improved information technology structures permitted organisational flexibility. Such flexibility ensured learning continued despite interruptions. With the previous in mind, it would be remiss to not recognise the positive attitudes of staff and students during the year. Positive attitudes developed, aiding learning environment activities and achievement. All of which occurred in the face of uncertainty and ongoing disruption.

The ongoing growth of WRCS and an internally enforced enrolment cap space for the school are ongoing problems. Developing a greenfield school site will address the school accommodation issue. In this frame, WRCC lodged a Development Application (DA) in with Griffith City Council in July 2021. The project is to construct a small school consisting of four classrooms, staff, student amenities, and administrative office space. Initial planning hoped the project would see the site open for the beginning of term 1, 2022. However, at the close of 2021, the DA was yet to be awarded development consent.

While managing the student population focuses on awarding places to those best suited to the WRCS environment, capped enrolments are challenging for management. The decision-making process centres on what is best for the applicant and the existing student body. Outcomes linked to student achievement during the year illuminate enormous success for WRCS students.

The WRCS 2021 student cohort evolved as a total of thirty-seven students. A breakdown of student numbers, destination and achievement, are available in Table1. Table 1 provides a breakdown of ongoing enrolments progressing into 2022. Considering the nature of WRCS, it is pleasing that student engagement remained high in each of the year groups. Notably is the recognition of those students who achieved educational milestones, particularly in consideration many students enrolled at WRCS had disengaged from school. Therefore, reaching educational milestones represents enormous personal success for students.

Focussing on educational milestones, look toward year ten and year twelve students. With this in mind and adjusting the aperture to consider year ten students, ten students commenced year ten in 2021, with ten students receiving a Record of School Achievement (ROSA). While the inaugural year twelve group began the year with five students, five, three received the WRCS Leaving Certificate. While one

student signed out of school to begin an apprenticeship. At the same time, the remaining year twelve students signed out of school with a destination unknown. While students completing year eleven saw two students enter the workforce with three others departing school having reached the age of seventeen. While the year nine cohort remained steady, losing one student due to family relocation.

Table 1. WRCS 2021 Enrolments

Year Level	Total Student enrolments 2021	Students enrolled at end of 2021	Students completing year 12 2021	Students Completing Year 10 ROSA	Students entering the workplace in 2021	Students' further education or another school 2021	unknown	Total
12	5	3	3	N/A	1	0	1	5
11	13	8	N/A	N/A	2	0	3	13
10	11	9	N/A	9	0	0	2	11
9	8	7	N/A	N/A	0	1	0	8
Total	37	27						37

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 the secondary years, nine through to twelve.

The WRCS experience considers disengagement evolves from several factors: Students suffering anxiety and subsequent mental ill-health. Or students learning styles lead to disengagement and our disinterest in mainstream schooling. With this knowledge, Western Riverina Community College began the process of creating 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.

In the fourth year of operation, WRCS continues to develop practices that construct the educational context of the school. In this sense, the maturing of the WRCS context extends to building new knowledge and wisdom derived from those organisations that provided the substrate of the initial school philosophical foundations. However, as WRCS evolves, so does its personality in tune with the educational context. Such differences emerge from other alternate schools identified as special assistance schools. Differences may be subtle and may reflect the culture and or values of WRCS as other schools will also alter in adaption to their context.

Following the above WRCS approach considers the reduction of stress in students. Regardless of the stage of learning, the goal is to engage students. To enhance students' ability to learn and retain knowledge. Deriving positive outcomes occur through the placement of structures generating tailored support. In this way, there is a reduction in anxiety and stress, enabling learning. Why is this important? Because all students at WRCS have a right to develop sound foundational knowledge. Knowledge from which to develop wisdom. With wisdom, have the tools to lead prosperous lives while fully participating in society.

Compliance

Compliance remained central to WRCS activities during 2021. Compliance activities focused on

- Student attendance/absence
- Student and family data management
- NCCD compilation and collection
- Pedagogical compliance to WRCS Scope and Sequence
- Scope and sequence compliance to Syllabus.
- Enhanced child protection practices
- Professional Development tuned to teacher's professional standards
- Investment in support staff Professional Development
- Policy and Procedure Review
- Work Health and Safety
- Disability Standards
- Financial reporting and accountability
- Compliance with ASCA requirements
- Maintenance of Insurances

Legislation Central to School operation

Legislation influencing school operation, the school recognises and 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: insurances, management Goods and Services Tax (GST), Workers' Compensation, and Payroll.

[Continuous Improvement and Professional Development](#)

The Board's Professional Development (PD) activities within 2021 generated difficulties for Board members to engage with PD; however, the Board participated in a board retreat. The retreat saw Directors donate a weekend of their time to attend the retreat—activities aligned to review governance policies and procedures and consideration of the current risk register. However, board activities continued to centre on the present and the impacts of COVID. While also focussing on constant improvement with a gaze set on the horizon in consideration of the future.

Continuous improvement through the school

- Ongoing professional development activities of all school employees
- NSW Reportable conduct
- Student Health and well being
- Managing School construction projects
- Education First aid
- Use Hygienic practices for food safety
- QPR Suicide Prevention
- Courageously Navigating Hard conversations
- Chemical Safety in Schools basic induction
- Risk Management
- Youth Mental Health First Aider
- First Aid and CPR
- Cultural Considerations surrounding STEM
- Berry Street training
- Weekly staff meetings
- 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 maintains annual membership of Community College's Australia through the auspice body. Further, the auspice body is a member of the regional disability network. The school is a member of the Griffith Head Space Consortium, an active participant in the Griffith Interagency and Griffith Youth interagency, and plays an active role in the Griffith Educational Business Advisory Council (GEBAC), Wagga Compact, the Western Riverina Country University Centre.

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 activities 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 wellbeing of school students regarding child protection requirements.

The building is a well-maintained facility approximately twelve years old. Further, building design and construction enable 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.

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 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 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 general school information and facilitates complaints and grievances processes. The latter two platforms are also available to the broader community.

Operational Dynamics

2021 Naplan Results

The five WRCS year nine students enrolled at WRCS at that time participated in the 2021 NAPLAN testing. To this end, student results provided valuable benchmarking information enabling a tailored approach to developing teaching and learning goals. Learning programs and additional supports were tailored to improve attendance and enhance student learning. NAPLAN results in this round of testing provide a view of national benchmarks. Although, the benchmark is only relevant to student knowledge at testing. In this frame, it is essential to note that WRCS year nine students are in the first months of enrolment at WRCS. Therefore, students' knowledge develops from previous educational contexts. Nonetheless, there is recognition that NAPLAN results are lower than national averages.

Understanding data analysis requires an appreciation of student background and previous contexts. With such a focus, NAPLAN outcomes directly correlate with historic low attendance rates. Furthermore, assessments conducted at and after each student's enrolment at WRCS and participation in NAPLAN indicate substantial growth across all learning areas. In this sense, data trends would see student knowledge improves in conjunction with an overall increase in attendance.

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 must complete elements of year ten to receive an 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 in 2021. WRCS, in the 2021 year, had ten students achieve a ROSA. More comprehensive school year ten results are displayed in [table 2](#).

Table 2. Year 10 Stage 5 2021 Results (From schools online)

Course Name	Students in School	Students in state	School Pattern (%) Grade						State Pattern (%) Grade					
			A	B	C	D	E	N	A	B	C	D	E	N
English 200 hrs (300)	10	89368			50.00	30.00	20.00		13.32	28.80	35.62	15.64	5.98	0.63
Mathematics 200 hrs (323)	10	89574		20.00	40.00	30.00	10.00		15.34	22.86	32.01	22.68	6.57	0.54
Science 200 hrs (350)	10	89344		20.00	50.00	20.00	10.00		13.87	25.17	36.37	17.72	6.22	0.64
Geography 100 hrs (4015)	10	89378		10.00	70.00	10.00	10.00		15.90	27.94	34.11	15.25	6.30	0.49
History 100 hrs (4007 PDHPE	10	89382		10.00	40.00	40.00	10.00		15.54	27.95	34.29	15.18	6.52	0.51
200 hrs (2420))	10	68902		30.00	60.00	10.00			14.50	32.03	35.43	13.20	4.28	0.56

Consideration of data contained in Table 2. results requires a review of context and student history. These notions illuminate WRCS students' backgrounds with considerable disengagement in 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. However, while not mirroring state averages, positives in student achievement are evidenced through student performance as a significant step forward in overall student learning. 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 fourth year of school operation, frontline teaching totalled eight teachers in full and part-time employment. Pleasingly, the stability in the teaching workforce has also allowed a slight increase in enrolment places. To this end, this situation enables WRCS to prise the door to accept more students. But any increase in students occurs in consideration of the school's capability to continue providing quality learning. Therefore, total enrolments remained capped at thirty-five students.

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

Teacher Qualifications

All teachers employed at WRCS hold appropriate qualifications which address the requirements to be and work as a schoolteacher in NSW. Or are working 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 and facilitation of professional learning activities for all employees of the organisation. Once again, the COVID pandemic presented many challenges to ensuring WRCS Teachers could access Professional Development (PD) opportunities. Moreover, without the impacts of the COVID Pandemic, 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 2021.

Table2. Teacher Professional Development

Teacher Professional Development	Teachers Attended
Youth Mental Health	5
First Aid And CPR	2
Risk Management	5
Difficult Conversations	2
NSW Reportable Conduct Training	5
Student Wellbeing	5
School Management (Managing construction projects)	1
Food Hygiene Practices	2

Suicide prevention	5
Safe use of Chemicals	5
Australian Curriculum Conference Learning Plans	1
ATSI Perspectives into Curriculum Consolidation of Maths 21-6 Strands	2

Workforce composition

WRCS maintained a principal, deputy principal, head teachers – administration and student wellbeing in the following workforce. Five classroom teachers, one FTE administrative staff member and five classroom support personal. 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 syllabuses. Throughout 2021 Students maintained the following average attendance rates.

• Year 9 Average attendance	67%
• Year 10 Average	75%
• Year 11 Average	71%
• Year 12	85%
2021 total average attendance	<u>74.5%</u>

Once again, COVID has had its impact on student attendance. In this sense, the averages for attendance continue to be lower than those for pre-COVID. While the pandemic acts to reduce overall attendance, WRCS remains committed to improving student attendance. This commitment grows from the regularly reviewed attendance policy combined with the WRCS enrolment agreement.

Considering the abovementioned documents, WRCS management of non-attendance occurred in compliance with the WRCS attendance policy. The policy details the strategies and interventions crafted to ensure annual school goals align to achieve the intended annual attendance targets. Furthermore, strengthening the WRCS enrolment agreement has also seen overall growth in student attendance. The agreements establish boundaries to address poor attendance and or lack of engagement in learning. Notably, the documents act in unison, rewarding students for attendance and engagement in learning.

To address each year's cohort attendance during the year. The year nine average attendance is not as would be projected by school goals. However, with small numbers in year nine, outliers act to reduce attendances. Outliers evolve from a small group impacted by a range of external events which hinder school attendance. Attendance averages in the years ten and eleven were lower than expected. Once again, attributing lower attendance to COVID. While attendance averages recorded in 2021 are lower than planned. Although in consideration of context, averages are satisfactory given the context of a Special Assistance School. With context in mind, 2021 attendances are a testament to the work of school staff.

The efforts of WRCS to proactively manage and improve attendance grow from engaging with students' parents' guardians and ensuring students attend school as often as possible. 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 attendance—stage two consists of escalating the matter, requiring further contact to manage student participation.

Stage three involves notifying the student of withdrawal of enrolment. Further to the above, on withdrawal of enrolment actions consist of notification to remove the student's enrolment by sending notification to the NSW Department of Education and the NSW Department of Education Home School Liaison Officer (HSLO).

Correspondence aligned to the three stages managing non-attendance totalled five letters during 2021. Furthermore, the staged process's implementation saw that no students reached stage three in 2021. In comparison to 2020, there was a significant drop in non-attendance letters (21). This reduction in non-attendance correspondence aligns with strengthening the enrolment agreement.

Post School Destinations

Of the ten students who completed their ROSA, nine returned to WRCS to continue year eleven, and one returned to the mainstream school environment. While students who left school from year eleven saw the school assist these students into employment. Employment destinations generally consisted of entry into apprenticeships or traineeships. While the fledgling year twelve cohort, three students finished the year while two moved into permanent employment before completing the year.

Enrolment Policies; Policy 6.1

WRCS is a school specifically designed to re-engage disengaged 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 focus 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 and 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 learning 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	Reviewed in 2021	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 wellbeing at risk. All staff are responsible for recognising and reporting the risk of harm or concerns about any school's students. Additionally, the school's role is 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 2021 each of these policies was reviewed and considered in the current context. The policies remained compliant with legislation and continued to be documents detailing processes that match school operations.</p>	<p>The full text of the 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 school's discipline policy uses the WRCS Behaviour matrix to manage 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 and report on activities that an individual feels are outside of WRCS, philosophies, policy or 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. Further, WRCS recognises that it is necessary to maintain confidentiality, privacy, and anonymity in many instances where complaints, grievances, and feedback are received. In this frame, feedback is provided in line with the school's website's published policy www.wracs.nsw.edu.au.</p>		
<p>Attendance policy The school is 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 on disciplinary or exclusionary practices. Regular school attendance is essential if students are to maximise their potential. WRCS, in partnership with the students and their support people, is responsible for</p>		

<p>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) be maintained in a form approved by the Minister.</p>		
<p>Enrolment Policy and Student Enrolment Agreement. 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. The school cannot cater to functionally illiterate students who require intensive behaviour or health support. 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 constructing 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 for their lives in a post-school world.

Considering the above, WRCS progressed through 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. Other activities focused on building student resilience and developing a positively evolving culture. The WRCS culture is nourished and grows by school values. The values developed in consultation with students and recognition of the organisation's aspirations for students 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 2021 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 and 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 WRCS and provided 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

Throughout 2021 despite the impacts of COVID there were several standout events within and outside of the school. National Bandanna Day proved to be a great success in raising money for a worthy charity. The school facilitated the sale of bandannas, cakes, biscuits etc., generating a sizeable donation to Canteen charity.

Project-based learning evolved with several themes entwined throughout the school year.

1. Water Sustainability

The water project looked at water uses within our community. Students investigated sustainable, ethical practices in using and commodifying water as a finite resource. Additionally, the project investigated local industries evolving from irrigation. Industry visits included visits to the Whitton Malthouse and the Cotton Gin.

2. Conflict throughout time

The conflict throughout time theme investigated how and why conflict occurs and further how to manage conflicts. Integrated into this project included an excursion to Canberra. The visit to Canberra's purpose centred on a visit to the Australian War Memorial on the theme of conflict and a researching conflict.

3. Christmas Markets

Student activities were growing from WRCS business studies developed products for sale in the Christmas Market held at the end of 2021. The market was a success, with students raising funds for the equipment and materials at the new school site. WRCS students also determine the use of funds.

4. Political Visit

As the Federal Member for Farrer, Susan Ley was unavailable to see the WRCS students during the Canberra excursion. Susan visited the school later in the year. The Federal Member and the Environment Minister's visit developed an illuminating discussion exploring several environmental management practices and the management of invaluable Indigenous cultural artifacts.

Summary of Financial Information

During the 2021 School financial year and supported by the WRCS Accountant and the appointed Auditor, the organisation solely used funding provided to operate WRCS according to 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, funds/ funding to support the school's operation remain compliant with the Education Act and funding Contracts and Guidelines. Additionally, during 2021 the school did not incur nor make any third-party payments.



