



**WESTERN RIVERINA
COMMUNITY SCHOOL**

2022

Annual Report

Western Riverina Community School
Annual Report
12/31/2022

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.

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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

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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 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 2022, the school offered co-educational opportunities to students in Years 9 through to 12. Moreover, educational activity complied with the NSW Schools stage five and stage six registration only syllabi.

Within the WRCS educational model, students eligible to enrol in year nine through to twelve gain benefits 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's (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 with adult learning theory, the school provides specialised approaches to learning to support "at-risk" young people achieve their intended learning goals. 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 were studied during the 2022 educational year

- English Studies	200 hours
- Mathematics Standard	200 hours
- Visual Design/Design and Technology	200 hours
- Society and Culture	100 hours
- Exploring Early Childhood	100 hours
- Sport, Lifestyle and Recreation	100 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 registration only for stage six to a cohort of year eleven and twelve students.

In 2022 Western Riverina Community School (WRCS) entered its fifth year of operation. Year five began and ended with a strong, cohesive team of committed teachers and support staff. However, in the first half of 2022, the COVID Pandemic continued to overlay and interrupt plans. Nonetheless, armed with the lessons of 2020 and 2021, WRCS's improved information technology structures permitted organisational flexibility. Such flexibility ensured learning continued despite interruptions. Staff and students are to be congratulated for their acceptance of flexibility aligned to interruptions driven by COVID infections.

The ongoing growth of WRCS and an internally enforced enrolment cap align to ensure student numbers remain manageable within the existing building and provide students with access to a conducive learning environment. Considerations of space for the school are ongoing problems. A significant focus the school's principal during 2022 continued to work toward achievement and approval of a Development Application (DA) to support the development of a greenfield school site. To that end, WRCS received DA approval in April 2022. Although at the year's end, a construction certificate was yet to be approved acting as a barrier to the beginning of construction of the new school site.

Further to the above, financing became a problem as a result of inflation. The new school site project is a project funded outside of government funding. The project has been funded by WRCS through a bank loan and consolidated revenues. The impact of inflation has increased budgeted costs in the vicinity of thirty per cent. With such increases, the school could not fund the project in one stage. Therefore, to counter the shortfall in funds an application was made to and approved by Griffith City Council to amend the DA to allow for the staging of the project.

In light of the limitations at the current school site, 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 of new student acceptance centres on what is best for the applicant and the existing student body.

The WRCS 2022 student cohort evolved as a total of thirty-seven students. A breakdown of student numbers, destinations and achievements, is available in Table 1. 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, in the first instance looking toward year ten and year twelve students. At the beginning of 2022, 12 students commenced year ten, with nine students at the completion of the educational year received a Record of School Achievement (ROSA). While the year twelve group began the year with six students, and four received the WRCS Leaving Certificate. One student signed out before the years end as a result of gaining an Apprenticeship. While those who completed year twelve three gained permanent employment and one has moved to continue their studies at TAFE. While one student to our knowledge has not sought to engage in further education and or is currently without employment.

Year eleven students transitioning to the workforce saw two students during 2022 find permanent full-time employment. While one student transitioned to TAFE. Of the year ten students completing their ROSA in 2022, at the completion of the educational year two had gained permanent full-time employment.

Table 1. WRCS 2022 Enrolments

Year Level	Total Student enrolments 2022	Students enrolled at the end of 2022	Students completing year 12 2022	Students Completing Year 10 ROSA	Students entering the workplace in 2022	Students' further education or another school in 2022	unknown	Total
12	6	4	4	N/A	4	1	1	6
11	14	11	N/A	N/A	2	1	0	14
10	12	9	N/A	9	1	1	2	12
9	6	5	N/A	N/A	0	1	1	6
Total	38	29						38

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, from 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 fifth year of operation, WRCS continues to develop practices constructing a specific school context. In this sense, the maturing of the WRCS context continues to evolve through enhanced structures that develop students' abilities to generate new knowledge and wisdom. While the WRCS context emerged with support from many other NSW Special Assistance Schools, the WRCS personality evolves in tune with the context. The differences in WRCS context in comparison to other special assistance schools 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 and sees the school utilise the Berry Street Education model to inform practice in a space of trauma-informed learning. With this approach regardless of the stage of learning, the goal is to engage students. To enhance students' ability to learn and retain knowledge. Our approach derives 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, they will have the tools to lead prosperous lives and fully participate in society.

Compliance

Compliance remained central to WRCS activities during 2022. 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
- Building maintenance

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") No 51
- Children's and young person's act 1998 ("Care and Protection Act") No 157
- Children's Guardians Act 2019 ("Children's Guardian Act") No 25
- Crimes Act 1990 ("Crimes Act") No 40
- Institute of Teachers Act 2004 No 65
- Disability Discrimination Act 1992
- Work Health and Safety Act 2011 (NSW)
- Environmental Planning and Assessment Act 1979 No 203
- 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: insurance, management Goods and Services Tax (GST), Workers' Compensation, and Payroll.

Continuous Improvement and Professional Development

The Board's Professional Development (PD) activities within 2022 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 tuned to future planning in recognition of the current context. However, board activities continued to centre on the present noting COVID impacts and pursuing the construction of the new school site.

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, and an active participant in the Griffith Interagency and Griffith Youth Interagency, Wagga Compac and the Western Riverina Country University Centre.

WRCS Premises

The location of 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 the appropriate health and wellbeing of school students with particular alignment to ensuring child safety and compliance with child protection requirements.

The building is a well-maintained facility approximately thirteen 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 ensure 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 of Teaching and Learning and the Head Teacher Student Well-Being through regular communication with students' parents and guardians, including 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 grievance processes and child protection policies. The latter two platforms are also available to the broader community.

Operational Dynamics

2022 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 develop 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 the above consideration of data analysis requires an appreciation of student background and previous contexts. With such a focus, NAPLAN outcomes directly correlate with historically low attendance rates at secondary school. 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 at WRCS.

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	91663	10	10	40	30	10	10	12.28	28.81	36.16	15.86	5.87	1.02
Mathematics 200 hrs (323)	10	92011		30	50	20			14.54	21.99	32.20	23.62	6.77	0.88
Science 200 hrs (350)	10	91753		20	50	30	10		12.60	23.92	36.73	19.39	6.42	0.94
Geography 100 hrs (4015)	10	91636			80	10	20		15.03	27.91	34.74	15.58	5.93	0.81
History 100 hrs (4007)	10	91654			60	20			14.75	27.70	34.46	15.91	6.31	0.86
PDHPE 200 hrs (2420)	10	71151		60	20	20			12.49	33.16	37.20	12.16	4.13	0.86

Consideration of data contained in Table 2 Considering the comparative results and subsequent positioning, it would be expected WRCS students given their re-engagement in school would also see the learning trajectory of each student grow. WRCS students' backgrounds evolve with considerable disengagement in school attendance and learning. 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 its fifth year of operation, frontline teaching totalled ten teachers in full and part-time employment. The stability in the teaching ranks continues to support school enrolments that are capped at thirty-five students. The cap on enrolment also continues to see the school maintain a waiting list for prospective students. Of the ten-teaching staff employed by the school during 2022 and their respective NESA accreditations, eight were proficient, while two are progressing through provisional accreditation requirements with NESA.

Teacher Qualifications

All teachers employed at WRCS hold appropriate qualifications which address the requirements to be accredited by NESA and work as a schoolteacher in NSW. The exception to the above is two individuals with provisional accreditation who are working towards the development of appropriate documentation to support an application to NESA for accreditation and or completing additional 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. That is, 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
Identifying and Responding to Children and Young People At Risk - Self-paced Learning Experience	9
First Aid and CPR	2
Personalised Learning Processes for Aboriginal Students	5
Preparing for Renewal of Registration/Accreditation in 2023	4
Supporting Students with Challenging Behaviour Module 1-5	2
Autism Spectrum: Universal Supports - Self-paced Learning Experience	4
First Aid and CPR	4
RoSA/HSC Curriculum Requirements for Registration and Accreditation	2
COVID ILS Program: Network Meeting- Monitoring the Effectiveness of Small Group Interventions	4

Compass: Navigating Whole-School Wellbeing Initiative 2023 - Information Webinar	1
Attendance, Exemption and Enrolment Requirements for Schools	4
School Registration Policy Requirements	2
NCCD Term 2 Network Meeting: Application and Moderation	2
Middle Leaders Online	1
Leading Staff Wellbeing	2
Senior Leaders Online	1
Aboriginal Cultural and Community Virtual Yarns - Term 1 Webinar Series	1

Workforce composition

WRCS maintained the following leadership positions in the following roles a school principal, a head of teaching and learning, and two head teachers – covering administration and student wellbeing sitting under the leadership group the following roles were maintained six FTE classroom teachers, one FTE administrative staff member and five individuals employed as teaching 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 2022 Students maintained the following average attendance rates. The school's goal for attendance is to maintain an average student attendance of 80% or higher. To this end, many of our students attend school exceeding the goal of 80% average. However, the impact of outliers, that is students with very low attendance negatively impacts the attendance average given the small size of the school.

Table 3. Average Attendance

• Year 9 Average	77%
• Year 10 Average	75%
• Year 11 Average	76%
• Year 12 Average	83%
2022 total average attendance	<u>77.75%</u>

WRCS's goals in maintaining student attendance grow from the regularly reviewed attendance policy combined with the WRCS enrolment agreement. Importantly, both documents are the heavy lifters driving student engagement. Often where a student's attendance is below average or there is a level of disengagement a conversation referencing their commitments as per the enrolment agreement acts as a catalyst to improve individual student attendance.

Further to the above, 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 thirteen letters during 2022. Furthermore, the staged process's implementation saw that no students reached stage three in 2022. Comparing the process to actions in 2021 saw an increase in attendance letters being sent. Consideration of the increase can be linked to COVID infections and extended absence from students being unwell. However, the implantation of a requirement to provide medical certification acted to improve unexplained attendance.

Post School Destinations

Of the ten students who completed their ROSA, eight returned to WRCS to continue year eleven, while students who left school from year eleven during 2022 saw the school assist these students into employment. Employment destinations generally consisted of entry into apprenticeships or traineeships.

In the year twelve cohort, four students finished the year. Of these students two moved into permanent employment, one student continued with post-school studies one has not gained employment nor engaged in post school studies.

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 critical policies as the key to school operation.

Table 3.

Summary of Policy	Reviewed in 2022	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 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 2022 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 school's 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</p>		

<p>positive action rather than a basis on 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, is 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) be 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 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>		
<p>Evacuation and locked down policies</p> <p>this policy outlines the framework the school applies to critical incidents and emergencies in the Case of Major Emergency. The policy provides guidance on what is classed as an emergency and is supported by Policy 5.6.2: Emergency and Critical Incident Management Plan. The intention is to minimise trauma and distress to students and staff, reduce damage to property and to ensure the teaching and learning program is maintained or resumed. Furthermore, mitigations developed within these policies also act to ensure employees are aware of procedures surrounding evacuation and lockdown procedures.</p>		
<p>Duty of Care</p> <p>the Duty of Care policy is intended for all staff who are involved in managing the duty of care and risk assessment for particular activities that students may potentially participate in during school. The document summarises the issues in managing the duty of care during supervision, sports, excursions and exchange programs. The information also reviews the duty of a school where bullying may be a concern as well as</p>		

preventative steps that schools can take to mitigate risks.		
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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. Throughout 2022, 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 2022 from parents or students. 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

Not so much a highlight, but it is worth noting that during 2022 COVID continued to impact the school's operation. To this end, widespread COVID illness acted to reduce staffing and student attendance. Nevertheless, there were many standout moments during the year with once again the school celebrating and participating in several events,

1. National Bandanna Day- raising funds for the Canteen Charity
2. Quicksmart - Literacy and numeracy program to counter lost school time resulting from COVID infections and lockdowns
3. WRCS Proud and Deadly Awards – A celebration of achievement and recognition of our first nations people.

4. Stage 5 Road Safety Week – a project-based learning week of activities tuned to deepening road safety knowledge for our stage five students.
5. Guest Speaker – Luke Kennedy, the Author of two novels and is a motivational speaker with a particular focus on presenting his story of a troubled background and how he turned his life around.
6. Excursion to Jindayne, this excursion was a long time in the making having been postponed numerous times as a result of COVID. Nevertheless, the excursion tied into many pedagogical activities such as broadening knowledge of renewable energy, water management, climate change and of course for many the excitement of the first time seeing snow and witnessing snowfalls.
7. The school also participated in Moorambilla Voices, the vision of Moorambilla is bold! They are a regional choir of excellence that encompasses our regional children and youth. They draw on the cultural legacy and spirit of the country with recognised leaders. They do this to spark national conversations on inclusion and respect. The school was honoured to have one of our students lead Moorambilla performances.
8. Stage 6- Sydney Wellbeing Excursion. This excursion centres on supporting student wellbeing and generating knowledge of transport systems that are quite foreign to regional students.
9. Celebrating Refugee Week the school attended a viewing of the movie Scattered People- this movie evolves through the eyes and hearts of two Iranian musicians, Scattered People is a story about the healing power of music, bringing together people, cultures and countries while exploring Australians' attitudes towards people seeking asylum. Scattered People is about the power of music to create change and restore hope.

Summary of Financial Information

During the 2022 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 remains compliant with the Education Act and funding Contracts and Guidelines. Additionally, during 2022 the school did not incur nor make any third-party payments.

