



**WESTERN RIVERINA  
COMMUNITY SCHOOL**

2024

# Annual Report

Western Riverina Community School  
Annual Report  
5/16/2024

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 WRCS 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:

Building, strengthening, and reducing barriers within the communities we serve through the provision of education.

### Vision:

Western Riverina Community School exists 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 for 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, addressing, and providing for the community's learning and development needs.
- **Be Consultative**, adopting strategies involving a commitment to developing the organisations' knowledge and practice through community consultation.
- **Act equitably** by continuing to develop an organisational culture that does not limit individuals' access based on gender, disability, race, social, cultural, religious, or philosophical perspectives. Further, removing barriers reduces marginalisation through equitable practices.
- **Be Responsive, responding** promptly to our community needs by providing appropriate tailored educational opportunities.

The WRCS student body also embeds values of Respect, Responsibility and Positivity.

During 2024, the school pursued the identified performance indicators by offering co-educational opportunities to students in Years 9 through 12. Moreover, educational activity complied with the NSW Education Standards authority stage five (ROSA) and stage six registration-only syllabi.

Within the WRCS educational model, students eligible to enrol in years nine through twelve 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, which positively impacts learning. In addition to the WRCS educational philosophy, students can access individualised, tailored learning opportunities combined with evolving structures that scaffold a supportive learning environment.

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

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 whose mainstream school environment has not catered to their individual 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 an environment aligned with adult learning theory, the school provides specialised approaches to learning to support "at-risk" young people in achieving their intended learning goals. Such a focus allows young people (WRCS Students) to complete NSW Stage Five, achieve a Record of School Achievement (ROSA), and complete secondary schooling through to year 12 (NSW Stage Six) in a registration-only context.

The WRCS Stage Six approach is all about learning outcomes conducted in compliance with the terms of NSW NESA registration only, 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 during the 2024 educational year.

- English Studies	200 hours
- Mathematics Standard	200 hours
- Visual Design	100 hours
- Food Technology	100 hours
- Society and Culture	200 hours
- Aboriginal Studies	200 hours
- Sport, Lifestyle and Recreation	200 hours

The philosophy of the above approach is to provide students with sound educational foundations to move into post-school employment 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 students to have a personal commitment to learning. This commitment enables WRCS to offer educational opportunities to disengaged young adults, allowing them to reconnect with school and learning. Through this re-engagement, students participate in the NSW School Syllabus stage five, pursuing the award of a ROSA. Furthermore, the school offered an NSW registration-only Stage Six curriculum to a cohort of year eleven and twelve students. In 2024, Western Riverina Community School (WRCS) entered its seventh year of operation, with year six beginning and ending with a strong, cohesive team of committed teachers and support staff.

The ongoing growth of WRCS, along with an internally enforced enrolment cap, helps to ensure that student numbers remain manageable within the existing building and provides students with access to a conducive learning environment. Space considerations for the school previously presented challenges. However, after seven years of planning and work, in September 2024, the School moved to the purpose-built site, which is located at 68 Kookora Street, Griffith, NSW 2680. The new school site provides for a total of sixty students and the associated staff.

The new school site has been constructed without funding, where the liability for expenses lies with the parent organisation and without the ability to access federal government Capital Expenditure Funding (CAPEX) due to the project not fitting the narrow moulds of funding criteria. The parent organisation's inability to access CAPEX resulted in a financial drain on the organisation's cash reserves and increased liabilities through the construction loan. Nevertheless, the project was completed without the costly input of planning consultants and development specialists as required by CAPEX guidelines. The completed project is a great success, driven by an organisation focused on enhancing the community through education.

The school occupied the new site for the school on September 24, 2024. The school's move to the new site signals the end of phase one of the school development project. The notion of phase one sits with the completion of all aspects of the project within the school fence. While phase two requires the completion of the required work that lies outside the school fence. To this end, the required works necessary for completion of stage two also sit outside of CAPEX guidelines. In this space, the completion of stage two requires further investment, of four hundred thousand dollars to be sourced to enable final project completion.

The WRCS 2024 student cohort evolved into thirty-seven students. Table 1 summarises student numbers, destinations and achievements, and ongoing enrolments progressing into 2024. Considering the nature of WRCS, it is pleasing that student engagement remained high in each of the year groups. Notably, those students who achieved educational milestones are recognised, particularly considering that many students enrolled at WRCS had disengaged from mainstream

school. Therefore, reaching educational milestones represents personal milestones and success for WRCS students.

Focusing on educational milestones, we first look at students in year ten. At the beginning of 2024, thirteen students commenced year ten. Nine of the thirteen students who began the year achieved a Record of School Achievement (ROSA) after the 2024 educational year. Looking at the educational achievements for the year twelve cohort, seven of this cohort completed year twelve and, in turn, earned the WRCS Leaving Certificate.

One-Year-Eleven students transitioned to the workforce and found permanent full-time employment in 2024. Additionally, two students in year ten gained permanent full-time employment as apprentices during the year.

**Table 1. WRCS 2024 Enrolments**

Year Level	Total Student Enrolments 2024	Students enrolled at the end of 2024	Students completing year 12 in 2024	Students Completing Year 10 ROSA	Students entering the workplace in 2024	Students' further education or another school in 2024	unknown	Total
12	4	4	2	NA	1	1	2	4
11	7	4	NA	NA		1	2	7
10	19	12	NA	15	2		5	19
9	14	12	NA	NA	NA	2	2	14
<b>Total</b>	<b>44</b>	<b>33</b>	<b>2</b>	<b>15</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>44</b>

### 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 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 that disengagement evolves from several factors: Students suffering anxiety and subsequent mental ill-health. Students' learning styles may lead to disengagement and/or disinterest in mainstream schooling. With such knowledge, Western Riverina Community College began creating the Western Riverina Community School with this knowledge. In the development of the school, the College sought support from numerous special assistance schools across NSW. The Special Assistance Schools gave the College the knowledge and wisdom to create a quality individualised learning environment.

2024 was the seventh year of operation, and WRCS continues developing practices, constructing a specific school context. In this sense, the maturing of the WRCS 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 continues to evolve in rhyme with the context.

The differences in the WRCS context compared to other special assistance schools may be subtle and reflect the culture and or values of WRCS, as other schools will also adapt to their context.

Following the above, the WRCS approach considers reducing stress in students and sees the school utilise the Berry Street Education model to inform practice in a space of trauma-informed learning. This approach aims to engage students and enhance their ability to learn and retain knowledge regardless of the learning stage. Our approach derives positive outcomes through the placement of structures generating tailored support. In this way, anxiety and stress are reduced, enabling learning. Why is this important? Because all students at WRCS have the 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 2024. On the back of the renewed NSW Education Standards Authority (NESA) five-year renewal of registration achieved in 2023, WRCS in 2024 continued attention to compliance.

Considering the above, WRCS embeds within its practices actions that support compliance. Such actions situate an investment in the professional development of its staff as well as the embedding of structures designed to enhance compliance. These actions ensure compliance is front and centre of the school operational centre. While also ensuring the school ensure the organisation remains focused on providing quality educational activities in parallel to compliance.

The following work practices and WRCS policies and procedures demonstrate the school's investment in continuous improvement and ongoing compliance during 2024.

- Student and family data management
- NCCD compilation and collection driven by staff training and considerations of best practice
- Pedagogical compliance with syllabus tuned to WRCS curriculum and Scope and Sequence
- Enhanced child protection practices
- Professional development tuned to teachers' professional standards.
- Investment in supporting staff professional development
- Policy and procedure review
- Work health and safety, including building management.
- Disability Standards in Education
- Financial reporting and accountability
- Compliance with ASCA requirements
- Maintenance of and review of appropriate insurance coverage



### 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 Persons' 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
- Teachers Accreditation Act 2004
- 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

In addition to the above, WRCS's 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 WRCS Board consists of six volunteer Directors, all of whom appropriately address and or meet the requirements of being Fit and Proper Persons tuned to being Directors of a Not-for-Profit School. Moreover, the skills of the Board represent a broad range of knowledge, skills and cultural backgrounds, all of which span to provide expertise extending to all areas of the school's operation. Additionally, the 2024 Board's Professional Development (PD) activities in 2024 saw the board participate in a board retreat. The retreat saw Directors donate a weekend of their time to attend the retreat—professional development and governance processes aligned to review policies and procedures, and consideration tuned to future planning in recognition of the current contexts. Additional WRCS board professional development activities included completing AIS NSW online governance modules, combined with professional development activities aligned to their paid employment.

Continuous improvement through the school

Ongoing professional development activities for all school employees

Training and practices that support trauma-informed positive education strategies.

- NSW Reportable conduct and allegations
- NSW Teacher Proficiency

- Identifying and responding to children and young people at risk
- First aid in an educational setting
- Child Protection induction Training
- Child protection update
- Identifying and responding to children and young people at risk
- Supporting students with Challenging behaviours Module 1-5
- Teaching proficiency (NESA)
- SOE Skills Set Community Health and Wellbeing
- Responding to domestic violence
- Berry Street Education Model
- Use Hygienic practices for food safety.
- First Aid and CPR
- Weekly staff meetings
- Participation in Special Assistance Schools Communities of Practice.
- Participation in the creation and evolution of the Community Education Australia Special Assistance School community of practice.

#### Memberships and Affiliations

Through the parent entity, the school maintains membership in AIS NSW and an annual membership at Community Education Australia. The auspice body is also a member of the regional disability network. The school is a Griffith Headspace consortium member and actively participates in the Griffith Interagency and Griffith Youth Interagency, Wagga COMPAC, and the Western Riverina Country University Centre.

#### WRCS Premises

The school premises are in the Western Riverina region of NSW. Further, the school's physical address is 68 Kookora Street, Griffith, NSW 2680. The parent entity is located at 23 Hickey Crescent, Griffith, NSW 2680.

The school premise is a new building occupied in September 2024. As the building is new the building is a well-maintained facility less than one year old year old. Further, the building design and construction have centred on the specific needs of WRCS at the time of construction. The facility features four classrooms, a student kitchen and amenities and a state-of-the-art Information Technology infrastructure. Additionally, staff have access to specific offices and amenities reserved for staff use only.

The school focuses on maintaining communications with students, parents, key stakeholders, and the broader community. To this end, preparing school newsletters, social media posts, and more widespread notifications ensures that all communications adopt strategies aligned to adhere to respective legislation, such as the Privacy Act and WRCS Policy and Procedure.

Communication actions occur via the School Head of Teaching and Learning and the Student Well-Being coordinator, who communicate regularly 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, an externally available Facebook page, and a 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

#### 2024 NAPLAN Results

Ten-year-nine students enrolled at WRCS participated in the 2024 NAPLAN testing. An additional two students enrolled after the 2024 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. However, the benchmark is only relevant to student knowledge during 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 data analysis requires appreciating the student's background and previous contexts. With such a focus, NAPLAN outcomes directly correlate with historically low secondary school 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 enhancements in student knowledge in conjunction with an overall increase in attendance at WRCS.

### Record of School Achievement

#### Stage Five Year Ten Program

A student who leaves school before moving into the 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 Five Syllabus were awarded a ROSA in 2024. WRCS, in the year 2024, had fifteen students achieve a ROSA. More comprehensive school year ten results are displayed in [Table 2](#).

**Table 2. Year 10 Stage 5 2024 Results (From schools online)**

Course Name	Students in School	Students in the state	School Pattern (%) Grade						State Pattern (%) Grade					
			A	B	C	D	E	N	A	B	C	D	E	N
English 200 hrs (300)	15	93089	0	0	33.33	46.67	20		12.17	29.48	36.83	15.32	5.10	1.09
Mathematics 200 hrs (323)	15	6478	0	20	53.33	26.67			14.63	21.47	34.42	21.49	7.49	.49
Science 200 hrs (350)	15	93183	0	6.67	60	33.33			12.90	24.28	36.51	19.19	6.15	.96
Geography 100 hrs (4015)	15	93128	0	6.67	46.67	26.67	20		14.82	29.28	35.09	14.55	5.51	.75
History 100 hrs (4007)	15	93091	0	6.367	60	33.33			14.92	28.36	35.21	15.06	5.66	.81
PDHPE 200 hrs (2420)	15	73077	0	46.67	40	6.67	6.67		12.43	34.99	37.35	10.76	3.57	.90

Consideration of data contained in Table 2 Considering the comparative results and subsequent positioning, it would be expected that WRCS students, given their re-engagement in school, would also see each student's learning trajectory grow. WRCS students' backgrounds evolve with considerable disengagement in school attendance and learning. Furthermore, the student cohort has experienced varying levels of social isolation and 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 WRCS providing a tailored pathway to educational success.

#### Professional Learning and Teacher Standards Teaching Staff

As the school entered its seventh year of operation, frontline teaching totalled eleven teachers in full, part-time and casual employment. The stability in the teaching ranks continues to support school enrolments. The cap on enrolment has been increased to forty-five nonetheless, WRCS continues to see the school maintain a waiting list for prospective students. Of the eleven-teaching staff employed by the school during 2024 and their respective NESA accreditations, eight maintained proficient accreditation status, while three were progressing through provisional or conditional accreditation requirements.

#### Teacher Qualifications

All teachers employed at WRCS hold appropriate qualifications that address the requirements to be accredited by NESA and work as a school teacher in NSW. The exception to the above are individuals with conditional accreditation. These staff members are working towards developing appropriate documentation to support an application to NESA for accreditation, completing additional qualifications from a higher education institution, and holding a bachelor's degree recognised in Australia.

WRCS is committed to investing in the provision and facilitation of professional learning activities for all organisational employees. To this end, professional development activities continued to align with organisational values and an investment in a learning culture.

Table 2. details all PD activities attended during 2021.

Table2. Teacher Professional Development

<b>Teacher Professional Development</b>	<b>Teachers attending Training</b>
Teaching proficiency (NESA)	1
Identifying and responding to children and young people at risk	5
First aid in an educational setting	6
Child Protection Induction Training	3
Child protection update	11
Identifying and responding to children and young people at risk	5
Supporting students with Challenging behaviours Module 1-5	5
Berry Street Education Model	3
AIS NSW Special Assistance School reference group	1
Participation in the creation and evolution of the Community Education Australia Special Assistance School Community of Practice	6
NSW Reportable conduct and allegations	5

#### [Workforce Composition](#)

WRCS maintained the following leadership positions: a school principal, a head of teaching and learning, and two head teachers, covering administration and student wellbeing, sitting under the leadership group. Additionally, the school maintained the following roles: 6.1 Full-Time Equivalent (FTE) classroom teachers, 1 part-time school counsellor, 1.4 FTE administrative staff members and 5.4 FTE individuals employed as teaching support personnel. 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 2024, 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 act to reduce average student attendance. Additionally, as mentioned above, Outliers are those students with very low attendance. Furthermore, as the school is small, the few outliers negatively impact the overall average attendance.

**Table 3. WRCS 2024 Average Attendance**

• Year 9 Average	77.8%
• Year 10 Average	70.77%
• Year 11 Average	80.6%
• Year 12 Average	73.5%

**2024 total average attendance** **75.66%**

### **Managing Attendance/Non-Attendance**

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 WRCS enrolment agreement and as such 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 the 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). However, in providing students with procedural fairness, tuning to WRCS Policy and procedure means the action to cancel a student's enrolment is nested within procedural fairness.

Correspondence aligned to the three stages of managing non-attendance during 2024 totalled twenty-eight. Furthermore, the staged process's implementation saw that there were no students who reached stage three of the process. While twenty-one letters were sent as per stage one of the policy. Considering stage two of the policy saw seven attendance letters sent. Additionally, the school also recognised significant improvements in individual student attendance through three further pieces of correspondence. Although several students signed out of the school under the age of seventeen, and they did not provide the details of a new school and or there was no contact with a new school. In such circumstances, WRCS notifies the NSW Department of Education that the student's destination is unknown.

### **Post-School Destinations**

Of the fifteen students who completed their ROSA, twelve returned to WRCS to continue year eleven, while students who left school in year eleven during 2024 saw the school assist these students into

employment. Employment destinations generally consisted of entry into apprenticeships or traineeships.

In the year twelve cohort, two students finished the year. Of these students, one moved into permanent employment, while one student continues to seek employment opportunities.

#### 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 2024	Access to the full text
<b>Student Welfare</b> 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.	In 2024, each of these policies was reviewed and considered in the	
<b>Child Protection</b>		

<p>Education has an important role in supporting children and young people and identifying problems that may put their safety, welfare, or well-being at risk.</p> <p>All staff members, including all contractors and volunteers, are responsible for reporting risk of harm concerns about children and young people within their roles and providing support to children and young people.</p> <p>Staff members who fail to adhere to this policy may breach their terms of employment.</p> <p>Child protection reforms introduce an obligation for government and non-government agencies to coordinate decision-making and delivery of services.</p>	<p>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><b>Anti-Bullying</b></p> <p>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><b>Student Discipline</b></p> <p>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><b>Reporting Complaints and Grievances</b></p> <p>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.</p> <p>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 <a href="http://www.wrcs.nsw.edu.au">www.wrcs.nsw.edu.au</a>.</p>		
<p><b>Attendance policy</b></p> <p>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.</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</p>		



<p>their children, school staff, as a part of their duty of care, monitor part or whole day absences.</p> <p>The Education Act (1990) (Section 24) requires that attendance registers (rolls) be maintained in a form approved by the Minister.</p>		
<p><b>Enrolment Policy and Student Enrolment Agreement.</b></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><b>Evacuation and lockdown policies</b></p> <p>This policy outlines the framework the school applies to critical incidents and emergencies <b>in the Case of a Major Emergency</b>. The policy guides what is classed as an emergency and is supported by <b>Policy 5.6.2: Emergency and Critical Incident Management Plan</b>. 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><b>Duty of Care</b></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 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 preventative steps that schools can take to mitigate risks.</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. Throughout 2024, 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 in further enriching the school environment. Additionally, WRCS did not receive any formal complaints during 2024 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 2024

- Relocated to purpose-built school facility in September 2024
- Year 11 Students involved in RYDA (Rotary Youth Driver Awareness) workshops in Leeton.
- The whole school participated in an Indigenous Medicine workshop with Michael Lyons
- Staff and students participated in Harmony Day lunch, where students were involved in planning and preparing meals for staff and students.
- Stage 6 travelled to Sydney for their wellbeing excursion, where they learnt how to navigate public transport and participated in a variety of engaging activities.
- Students and staff cooked for the Care Van as a volunteering opportunity
- Refugee week - students listened to a guest speaker and watched a film
- NAIDOC Week celebrations, with involvement from the local community
- Attendance at the Employment Expo at the Yoogali Club
- Female students completed workshops with Soroptimist International
- WRCS Swimming carnival.
- WRCS Athletics carnival.
- Whole of school excursion to Camp Jungai (Northern Victoria)
- Wheelchair Rugby

- Reconciliation Cup (Basketball Competition).
- Narrandera tour of First Nations Cultural Sites.
- Participated in an on-country pathway.
- Staff attending Bridges out of Poverty training.

#### Summary of Financial Information

During the 2024 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 the associated guidelines. Additionally, during 2024, the school did not incur or make any third-party payments.

Please see the next page.

