



**WESTERN RIVERINA
COMMUNITY SCHOOL**

2025

Annual Report

Western Riverina Community School
Annual Report
6/15/2025

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 of school performance in state-wide tests and examinations, teacher attendance, retention and standards, enrolment profiles and policies, key welfare, discipline and grievance policies, school-determined improvement targets and financial information.

- 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 alternative educational opportunities for school-aged secondary students. To achieve this 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 2025, 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 in Years 9 to 12 benefit from learning activities informed by adult learning theory, or andragogy. This approach promotes mutual respect, recognises the importance of student voice and supports students to take an active role in their learning. In addition to this educational philosophy, WRCS provides individualised and tailored learning opportunities within supportive structures that help scaffold student engagement, participation and achievement.

Special assistance strengthens the learning environment by increasing opportunities for student engagement. The WRCS approach recognises the individual student as central to educational planning and supports learning in ways that can generate positive outcomes throughout a student's life. These outcomes are made possible through the specialised support provided 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 2025 educational year.

Subject	Indicative Hours
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

In 2025, Western Riverina Community School (WRCS) entered its eighth year of operation and continued to provide school-aged young people with an opportunity to re-engage in learning. The school remained focused on supporting students whose previous educational experiences had been disrupted by disengagement, anxiety, social isolation or other barriers to participation in mainstream schooling. Enrolment at WRCS requires a personal commitment to learning, and this expectation underpins the school's adult learning environment, where students are supported to reconnect with education, rebuild confidence and work towards recognised learning outcomes.

During the 2025 school year, students participated in NSW Stage Five learning pathways leading to the Record of School Achievement (ROSA), while Stage Six students continued through WRCS's registration-only senior secondary curriculum. The year was also significant because it was the first full year of operation from the purpose-built school site at 68 Kookora Street, Griffith, following the move in September 2024. The new site provided a stable and purpose-designed learning environment for students and staff, supporting the school's continued growth while allowing enrolment numbers to remain manageable within the school's facilities and individualised support model.

The development of the new school site represented a major organisational investment by Western Riverina Community College as the parent organisation. The project was completed without access to federal Capital Expenditure Funding (CAPEX), placing responsibility for the construction costs with the organisation. Despite these financial pressures, the completed site strengthened WRCS's capacity to deliver education in a setting designed around the needs of its students. In 2025, the benefits of this investment became increasingly evident through improved stability, clearer learning spaces and a stronger physical foundation for the school's special assistance model.

The school's occupation of the Kookora Street site in late 2024 marked the completion of the first phase of the school development project, being the completion of works within the school boundary. In 2025, WRCS continued to operate from this site while recognising that further external works remained part of a future second phase. Due to financial constraints, no further action was taken during the year to complete those external works. Even so, the school's first full year in the new

facility supported continued consolidation of teaching, wellbeing, administration and student engagement practices.

Across 2025, WRCS recorded 56 total student enrolments across Years 9 to 12, with 44 students enrolled at the end of the year. Table 1 summarises enrolments, student destinations, achievements and ongoing enrolments. Considering the special assistance context of WRCS, student engagement remained a central focus across each year group. Educational milestones achieved during the year are particularly significant because many students enrolled at WRCS after periods of disengagement from mainstream schooling. For these students, completing learning requirements, maintaining attendance, transitioning into employment or continuing into further study represents both personal achievement and evidence of the school's re-engagement model in action.

In 2025, seventeen Year 10 students completed requirements for the Record of School Achievement, and three Year 12 students completed their final year at WRCS. Post-school transitions also formed an important part of the year, with students moving into employment, apprenticeships, traineeships, further education, another school setting or continued enrolment at WRCS. These outcomes demonstrate the value of maintaining a flexible, supportive and individualised learning environment that enables students to build foundations for post-school pathways.

Table 1. WRCS 2025 Enrolments

The 2025 year therefore reflected consolidation, growth and continued refinement of the WRCS model. The school maintained its focus on reducing barriers, strengthening student wellbeing, supporting attendance, delivering NSW curriculum requirements and helping young people identify realistic pathways beyond school.

Year Level	Total Student Enrolments 2025	Students enrolled at the end of 2025	Students completing year 12 in 2025	Students Completing Year 10 ROSA	Students entering the workplace in 2025	Students' further education or another school in 2025	unknown	Total
12	5	3	3	NA	2	1	2	5
11	23	16	NA	NA		1	5	6
10	20	19	NA	17	2	1	0	20
9	8	6	NA	NA	NA	2	0	2
Total	56	44	3	17	3	5	9	

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.

2025 was the eighth 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 2025. On the back of the renewed NSW Education Standards Authority (NESA) five-year renewal of registration achieved in 2023, WRCS in 2025 continued attention to compliance.

Considering the above, WRCS embeds actions that support compliance within its everyday practices. These actions include investment in staff professional development and the use of structures designed to strengthen compliance monitoring and implementation. Together, these

practices ensure compliance remains central to school operations while supporting the organisation's focus on providing quality educational activities.

The following work practices and WRCS policies and procedures demonstrate the school's investment in continuous improvement and ongoing compliance during 2025.

- **Student Dress Policy amended** to clarify that student shirts must have sleeves.
- **Governance Policy created or updated** following the WRCS Board Retreat and related governance review work.
- **Board Charter created or updated** to strengthen Board role clarity, governance expectations and oversight responsibilities.
- **IT Break Glass Policy adopted** to support emergency access to critical IT systems and continuity of operations.
- **Employee Handbook / Policy Manual updated** during May 2025, moving through revised versions and applying across WRCC and WRCS staff contexts.
- **Right to Disconnect Policy included in the current controlled document suite**, supporting employee wellbeing and reasonable work-life boundaries.
- **Employee Code of Conduct / Code of Conduct reviewed or maintained** to reinforce child-safe practice, professional boundaries, reporting obligations and expected staff conduct.
- **Policy review processes strengthened** through Board Retreat actions, controlled document updates and ongoing compliance review.
- **Child-safe, governance and operational risk controls reinforced** through updates to policies and supporting procedures.
- **Current policies and procedures aligned with ongoing compliance requirements**, including NESA registration obligations, child protection, governance, WHS, staff conduct and operational continuity.

Legislation Central to School Operation

Legislation and regulatory requirements central to school operation include, but are not limited to, the following Acts, Regulations, standards and registration requirements.

- Australian Education Act 2013 (Cth)
- Australian Education Regulation 2013 (Cth)
- Education Act 1990 (NSW)
- Education Regulation 2017 (NSW)
- Teacher Accreditation Act 2004 (NSW)
- Teacher Accreditation Regulation 2023 (NSW)
- Child Protection (Working with Children) Act 2012 (NSW)

- Child Protection (Working with Children) Regulation 2013 (NSW)
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Children's Guardian Act 2019 (NSW)
- Crimes Act 1900 (NSW)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Anti-Discrimination Act 1977 (NSW)
- Privacy Act 1988 (Cth)
- Health Records and Information Privacy Act 2002 (NSW), where applicable
- Work Health and Safety Act 2011 (NSW)
- Work Health and Safety Regulation 2017 (NSW)
- Environmental Planning and Assessment Act 1979 (NSW)
- Food Act 2003 (NSW), where applicable
- Australian Charities and Not-for-profits Commission Act 2012 (Cth), where relevant to governance and not-for-profit obligations
- Australian Charities and Not-for-profits Commission Regulation 2022 (Cth), where relevant to governance and not-for-profit obligations
- National Construction Code / Building Code of Australia, as applicable to premises and building compliance
- NSW Registered and Accredited Individual Non-government Schools Manual, as issued by NESA

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 seven volunteer Directors, each of whom meets the Fit and Proper Person requirements expected of Directors of a not-for-profit school. Collectively, the Board brings a broad range of knowledge, skills, professional experience and cultural perspectives, providing governance expertise across the key areas of school operation. During 2025, Board professional development included participation in a Board Retreat, where Directors generously donated a weekend of their time to review governance practices, consider policy and procedure updates, and contribute to future planning in response to the school's current and emerging context. Additional professional development activities included completion of AIS NSW online governance modules, along with relevant professional learning undertaken by Directors through their paid employment.

Continuous improvement through the school

Ongoing professional development for school employees supported improvements in teaching practice, student wellbeing, compliance and school operations.

- Staff completed training in child protection induction, child protection updates, and identifying and responding to children and young people at risk, strengthening child-safe practice across the school.
- Staff participated in NSW Reportable Conduct and Allegations training to reinforce understanding of reporting obligations and appropriate responses to concerns.

- Teachers engaged in NESA teacher proficiency and accreditation-related professional learning, supporting teacher quality and ongoing professional standards.
- Staff completed First Aid, CPR, and First Aid in an Educational Setting training to support student safety and emergency preparedness.
- Staff undertook training in supporting students with challenging behaviours, strengthening classroom management and positive behaviour support.
- Staff participated in the Berry Street Education Model, reinforcing trauma-informed practice and strategies that support student engagement and learning readiness.
- Staff completed training in responding to domestic violence, supporting improved awareness of student and family wellbeing needs.
- Staff completed hygienic practices for food safety training, supporting safe delivery of food-related learning activities and student programs.
- Staff participated in Skills Set Community Health and Wellbeing training, strengthening the school's capacity to respond to student wellbeing needs.
- Weekly staff meetings supported shared reflection, communication, review of student needs, operational planning and consistent practice across the school.
- Staff participated in Special Assistance School Communities of Practice, supporting shared learning, sector engagement and improvement in alternative education practice.
- WRCS contributed to the development and evolution of the Community Education Australia Special Assistance School Community of Practice, supporting broader sector collaboration and continuous improvement.
- Collectively, these activities strengthened student support, child safety, trauma-informed practice, teacher capability, compliance awareness and operational resilience.

Memberships and Affiliations

Through the parent entity, the school maintains membership in IS 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, 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 two years 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

2025 NAPLAN Results

In 2025, only three WRCS students participated in NAPLAN testing, and of these students only one completed all elements of the assessment. As a result, the school does not consider the 2025 NAPLAN data to provide a broad or representative measure of overall student achievement across the WRCS cohort. Nonetheless, WRCS considers NAPLAN to be a valuable tool when interpreted carefully and in context. The information generated through NAPLAN is used alongside teacher judgement, classroom assessment, attendance information, wellbeing data and individual learning plans to inform adjustments to pedagogical activity. In this way, NAPLAN supports, rather than defines, the school's student-centred approach to learning, ensuring that teaching strategies and learning supports remain responsive to the needs, strengths and circumstances of each student.

Record of School Achievement , Stage Five, Year Ten Program

A student who leaves school before moving into NSW Stage Six, being Years 11 and 12, must complete the required elements of Year 10 to receive a NSW Record of School Achievement (ROSA). In 2025, seventeen WRCS students completed the Stage Five requirements and achieved a ROSA. More comprehensive Year 10 results are displayed in Table 2.

Table 2. Year 10 Stage 5 2025 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)	17	93820	0	29	59	12			12	30	37	15	5	1
Mathematics 200 hrs (323)	17	93162	12	18	71				14	21	34	22	8	1
Science 200 hrs (350)	17	93968	0	41	47	12			13	25	37	19	6	1
Geography 100 hrs (4015)	17	93929	6	25	69				15	30	36	14	5	1
History 100 hrs (4007)	17	93822	6	25	63	6			15	29	36	15	5	1
PDHPE 200 hrs (2420)	17	74791	0	25	56	13	6		13	37	36	10	3	1

Table 2 indicates that WRCS Year 10 Stage 5 students achieved results that reflect meaningful progress within the school's special assistance context. Across the core Stage 5 learning areas, student achievement was concentrated predominantly in the B and C grade bands, with some results extending into the D grade band. While the overall pattern does not mirror state-wide results, the data should be interpreted considering the WRCS student cohort, many of whom enrol after periods of disrupted attendance, disengagement from mainstream schooling, social isolation and heightened anxiety. In this context, the achievement of Stage 5 outcomes and progression towards the Record of School Achievement represents a significant educational milestone. The results demonstrate that, through tailored learning pathways, trauma-informed practice and individualised support, WRCS continues to provide students with a genuine opportunity to re-engage in learning and achieve recognised educational outcomes.

Professional Learning and Teacher Standards

Teaching Staff

As the school entered its eighth year of operation in 2025, frontline teaching totalled eleven teachers in full-time, part-time and casual employment. Stability within the teaching team continued to support school enrolments. The cap on enrolment increased to forty-five, and WRCS continued to maintain a waiting list for prospective students. Of the eleven-teaching staff employed by the school during

2025, 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 schoolteacher in NSW. The exception to the above is 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.

2025 Teacher Professional Development attended by WRCS Teachers

- Teaching proficiency / NESA accreditation-related professional learning — 1 teacher.
- Identifying and responding to children and young people at risk — 5 teachers.
- First Aid in an Educational Setting — 6 teachers.
- Child Protection Induction Training — 3 teachers.
- Child Protection Update — 11 teachers.
- Supporting Students with Challenging Behaviours, Modules 1–5 — 5 teachers.
- Berry Street Education Model — 3 teachers.
- AIS NSW Special Assistance School Reference Group — 1 teacher.
- NSW Reportable Conduct and Allegations — 5 teachers.
- Updated syllabus training activities — 2 teachers
- Middle Leaders Program — 1 teacher.
- Creative Arts print-making training — 1 teacher.
- Special Assistance School Communities of Practice — 2 teachers
- New Science curriculum / syllabus work — 1 teacher
- Life Skills pattern of learning and differentiation training — 2 teachers
- NCCD training— 2 teachers

- AIS NSW professional learning on supporting the needs of individual students, including life skills implementation — 2 teachers

Workforce Composition

WRCS maintained the following leadership positions: a school principal, a head of teaching and learning, and one head teacher, covering administration. While a student wellbeing lead supported holistic student wellbeing practices. This role sat in parallel with leadership group. Additionally, the school maintained the following roles: 6.1 Full-Time Equivalent (FTE) classroom teachers, 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 delivering educational activities in line with the NSW Stage Five and Stage Six syllabuses. During 2025, attendance remained a key operational focus, with the school seeking to maintain an average student attendance rate of 80% or higher. While many students achieved attendance above this benchmark, the overall school average was affected by a small number of students with very low attendance. In a small school context, these outliers can have a significant impact on the overall attendance average. WRCS therefore continued to monitor attendance closely and respond to emerging patterns of non-attendance through individualised student support, family contact and staged follow-up processes.

Table 3. WRCS 2025 Average Attendance

• Year 9 Average	57.69%
• Year 10 Average	76.45%
• Year 11 Average	72.70%
• Year 12 Average	70.40%
2025 total average attendance	<u>69.31%</u>

Managing Attendance/Non-Attendance

WRCS managed attendance through its regularly reviewed Attendance Policy, the WRCS Enrolment Agreement, wellbeing structures and ongoing communication with students, parents and guardians. The Attendance Policy frames non-attendance management as a positive engagement strategy rather than a disciplinary or exclusionary process. The Enrolment Agreement also supports this approach by clearly identifying the expectations attached to enrolment and the student's commitment to learning. Where a student's attendance declined, staff used these documents to guide conversations with students and families, reinforce expectations and identify practical supports that could assist the student to re-engage with school.

Actions taken to manage attendance in 2025 included regular monitoring of part-day and whole-day absences, contact with parents and guardians, individualised support planning, flexible learning

responses where appropriate, and wellbeing follow-up for students experiencing barriers to attendance. Where attendance concerns continued, WRCS implemented its three-stage non-attendance process. Stage One involved written correspondence to parents or guardians requesting a meeting to discuss attendance concerns. Stage Two involved further contact and escalation to support improved student participation. Stage Three involved formal notification that withdrawal of enrolment may be considered if attendance concerns remained unresolved.

Any decision to withdraw enrolment is managed in accordance with WRCS policy and procedural fairness. Where a student under the age of 17 leaves the school without a confirmed destination, or where contact with a new school cannot be confirmed, WRCS notifies the NSW Department of Education and/or the Home School Liaison Officer. This ensures the school continues to meet its duty of care and attendance obligations while maintaining a supportive and engagement-focused approach for students who may have experienced previous disruption to schooling.

During 2025, attendance management actions included staged correspondence with families, meetings and follow-up conversations, wellbeing support, and recognition of improved attendance where individual students demonstrated stronger engagement. These actions reflected WRCS's commitment to treating attendance as part of student wellbeing, learning access and re-engagement. The approach also recognised the school's special assistance context, where many students enrol after periods of disrupted attendance, disengagement from mainstream schooling, anxiety, social isolation or other barriers to regular participation.

Post-School Destinations

Student post-school outcomes in 2025 highlight the value of WRCS's individualised and student-centred approach to learning. During the year, two students gained highly sought-after apprenticeships, including one student who entered a non-traditional trade pathway. Another student transitioned from school during the year to begin training with the Australian Armed Forces. These outcomes represent significant achievements for young people who have worked to re-engage with education and build confidence, skills and direction for life beyond school. While some students continued at WRCS or moved into further education and training, only two Year 12 students who completed their schooling have not advised the school of their post-school destination. Overall, the destinations known to WRCS demonstrate positive movement into employment, training and future-focused pathways.

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 for functionally illiterate students or students who require intensive behaviour or health support. Support for these students is more appropriately provided in alternative educational settings. In such situations, WRCS will offer suggestions and referral options where possible. Further to the above, WRCS provides case management to all enrolled students. WRCS cannot manage students who are unable to demonstrate a commitment to their learning or who do not commit to learning within the school's adult learning environment.

School Policies Reviewed

Table 4. 2025 WRCS Policy and Procedure Changes and Updates

Policy / Procedure Area	2025 Change or Update	Purpose / Impact
Student Dress Policy	The Student Dress Policy was amended to clarify that student shirts must have sleeves.	Strengthened clarity for students, parents and staff regarding student dress expectations and supported consistent implementation of the policy.
Governance Policy	A Governance Policy was created or updated following the WRCS Board Retreat and associated governance review work.	Strengthened governance practice, clarified expectations for oversight, and supported ongoing compliance with not-for-profit school governance obligations.
Board Charter	The Board Charter was created or updated to clarify Board roles, governance responsibilities, meeting expectations and oversight functions.	Improved role clarity for Directors and strengthened the Board's capacity to provide strategic oversight, compliance monitoring and risk management.
IT Break Glass Policy	An IT Break Glass Policy was adopted to provide emergency access arrangements for critical information technology systems.	Supported business continuity, cyber security resilience and access to essential systems in circumstances where normal administrator access may be unavailable.
Employee Handbook / Policy Manual	The WRCC/WRCS Employee Handbook and Policy Manual was updated during May 2025, moving through revised versions and applying across WRCC and WRCS staff contexts.	Updated employee guidance relating to employment conditions, staff conduct, workplace health and safety, organisational expectations and school operations.

Right to Disconnect Policy	The Right to Disconnect Policy was included in the current controlled document suite.	Supported employee wellbeing, reasonable work-life boundaries and alignment with contemporary employment obligations.
Employee Code of Conduct / Code of Conduct	The Employee Code of Conduct / Code of Conduct was reviewed or maintained as part of the current controlled document suite.	Reinforced expectations relating to child-safe practice, professional boundaries, staff conduct, reporting obligations and workplace behaviour.
Policy Review and Controlled Document Access	Policy review processes were strengthened through Board Retreat actions, controlled document updates and improved access to the policy and procedure catalogue.	Strengthened governance visibility, document control, compliance monitoring and Board oversight of key school policies and procedures.
Child Safe, Governance and Operational Risk Controls	Child-safe, governance and operational risk controls were reinforced through updates to policies, procedures and supporting governance processes.	Supported compliance with child protection, school registration, workplace health and safety, governance and operational continuity requirements.
Attendance Policy and Enrolment Agreement	Attendance management continued to be supported through the Attendance Policy and WRCS Enrolment Agreement, including staged responses to non-attendance.	Reinforced attendance as a positive engagement and wellbeing strategy, supported family communication, and strengthened procedural fairness in non-attendance management.
Current Policies and Procedures	Current policies and procedures were reviewed and aligned with ongoing compliance requirements, including NESR registration obligations, child protection, governance, workplace health and safety, staff conduct and operational continuity.	Supported WRCS's ongoing commitment to continuous improvement, compliance, risk management and safe school operations.

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

During 2025, WRCS continued to monitor parent, student and teacher satisfaction through regular communication, formal and informal feedback opportunities, parent and caregiver contact, student wellbeing conversations, staff meetings and ongoing engagement with families. The small size of the school enabled staff to maintain close relationships with students, parents and guardians, allowing concerns, feedback and suggestions to be identified and responded to in a timely manner. Feedback received during the year contributed to continuous improvement in student support, communication, teaching practice, wellbeing activities and school operations. No formal complaints were received from parents or students during 2025. Staff feedback also remained an important part of school improvement, with teachers and support staff contributing to reflection on practice, student engagement, curriculum delivery and the demands of working in a Special Assistance School context. Overall, feedback from parents, students and teachers indicated continued support for WRCS's personalised, supportive and relationship-based approach to education.

Highlights of the Year 2025

The 2025 educational year was one of consolidation, growth and positive student outcomes for Western Riverina Community School. In its eighth year of operation, WRCS continued to strengthen its role as a Special Assistance School by providing a personalised, trauma-informed and relationship-based learning environment for young people who had experienced barriers to engagement in mainstream schooling. A major highlight was the school's first full year operating from the purpose-built Kookora Street site, including the official opening of the new school facility, which provided students and staff with a more stable, suitable and purpose-designed learning environment. Across 2025, WRCS recorded 56 total student enrolments across Years 9 to 12, with 44 students enrolled at the end of the year. Seventeen Year 10 students completed requirements for the Record of School Achievement, and three Year 12 students completed their final year. Student post-school outcomes were also significant, with three students entering the workplace, including two students who gained highly sought-after apprenticeships and one student who entered a non-traditional trade pathway. Another student transitioned during the year to begin training with the Australian Armed Forces, while five students moved into further education or another school setting. The year also saw continued investment in student wellbeing, attendance support, practical learning, family communication, staff professional learning and trauma-informed practice through the Berry Street Education Model. Governance and compliance were further strengthened through Board professional development, controlled document updates, policy review activity and improvements to child-safe, governance, operational risk and business continuity arrangements. Collectively, these highlights demonstrate WRCS's continued commitment to reducing barriers, supporting student engagement, strengthening educational achievement and helping young people build realistic and positive pathways into life beyond school.

Key activities from 2025 include

- WRCS welcomed students and staff back for the 2025 school year through the first newsletter of the year, which included study tips, wellbeing information, school updates and career advice.
- The new WRCS school site was officially opened at the end of February 2025, marking a significant milestone for students, families, staff and the broader school community.
- Students and families were involved in activities connected to the official opening of the new school site, supporting community connection and visibility of the school.
- WRCS continued to provide practical, hands-on learning experiences designed to strengthen student engagement and support individual learning needs.
- Stage Six students participated in fundraising activities to support the planned wellbeing excursion to Melbourne.
- Fundraising activities included a trivia night; cake stall and Easter raffle.
- The Stage Six wellbeing excursion to Melbourne was planned as a student engagement, wellbeing and broader learning opportunity.
- WRCS students participated in the Hospitality Job Camp, alongside students from other local schools.
- Hospitality Job Camp students visited local hospitality and tourism venues in Griffith, supporting exposure to employment pathways and industry settings.
- Students engaged in attendance encouragement and recognition activities, including letters recognising improved attendance.
- WRCS continued to monitor and support student wellbeing through regular check-ins, family communication and wellbeing follow-up.
- Students accessed individualised learning and wellbeing support to assist with engagement, confidence and participation.
- Student activities continued to reflect WRCS's focus on re-engagement, practical learning, wellbeing, community connection and post-school pathways.

Summary of Financial Information

During the 2025 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 2025, the school did not incur or make any third-party payments.

