

**MARGARET JURD  
COLLEGE**

**Margaret Jurd College (NSW) Limited**  
**2018 Annual Report**

***CREATING POSITIVE FUTURES TOGETHER***



**A Ministry of  
The Uniting Church  
In Australia**

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**This report is published on behalf of the Margaret Jurd College (NSW) Limited Board of Directors and reflects the activities of Margaret Jurd College over the 2018 school year.**

# INTRODUCTION

## OVERVIEW

Margaret Jurd College provides an individualised holistic model of education which addresses the academic, vocational, social and wellbeing needs of approximately 70 students who are enrolled in Year 9 through to Year 12. The College is a registered special school which seeks to serve students with behavioural / mental health diagnoses together with histories of educational and / or life disadvantage. The mainstream schooling system fails to engage these students, often lacking the capacity to provide the intensive individual support required. Focusing on the unique circumstances of each individual, and challenging perceptions of what is possible, our program meets the requirements of the education system as well as the special needs of our students.

Our vision, "Creating positive future together", inspires us to work together with young people, families and the community to achieve our mission: to provide educational opportunities in an holistic, caring and supportive environment which empowers our students to make confident, positive life choices. The Principal is assisted by competent administrative staff and the Executive Team to support a diverse group of highly experienced teaching and wellbeing support staff. The Board of Directors has oversight of all operations and is committed to supporting the College and its goals by maintaining good corporate governance and by ensuring its financial health.

All staff members at Margaret Jurd College have a detailed understanding of every student. Giving consideration to the context of individual circumstances and the current social environment, an individualised education plan is developed with each student, based on the student's own aspirations and goals, and building on individual strengths. Small classes of up to 15 students operate with one teacher, one learning support officer and one caseworker. This allows the teacher to provide the relevant instruction, while the learning support officer assists students with set educational tasks. Each student also has access to an allocated caseworker who provides support for individual issues and referral to specialist services and community agencies to assist them to sustain engagement with school and to ease the transition to further education, employment and / or community participation.

The College delivers both Stage 5 and Stage 6 curricula with a focus on the achievement of a Record of School Achievement (ROSA) or the Higher School Certificate (HSC) as the point of exit at completion. Targeted transitions include entry into vocational training networks such as TAFE or other registered training organisations (RTO's) and employment options.

The College's holistic approach incorporates assistance with everyday requirements including provision of healthy meals and snacks, school uniforms and shoes, transport assistance and other practical supports tailored for individual student needs. This approach also encourages students to develop a sense of belonging, resulting in positive participation and improved attendance.

Margaret Jurd College is committed to providing a safe, secure environment for students to allow them to become valued members of the community and to find employment or another purposeful course in life (e.g., further studies or training) when they have completed their time with us.

## INFRASTRUCTURE

The College aims to build its reputation as a leader in offering an alternate quality education for students unable to be accommodated in mainstream schools. With this in view the College has completed a major building program to maximise educational opportunities at its current site at Shortland.

The College, with the assistance of the Uniting Church in Australia Property Trust (NSW), has also acquired land at Gillieston Heights to pursue appropriate opportunities to develop a second campus in the Hunter region. The College aims to complete a needs analysis and an educational model design for Gillieston Heights in the near future.

## HISTORY

Margaret Jurd College was born out of a vision to empower young people through supported education and care. In the 1980's Newcastle Youth Service (NYS) was a street service supporting young people at risk within the Newcastle area. Established as a ministry of the then Hamilton Uniting Church Parish, the service quickly became a vital part of the youth welfare sector in Newcastle. In 1985 the Board of NYS commenced a tutorial service, utilising the premises of the old Carrington Club Hotel, as an extension of the service. The need for supported alternative education including an accommodation service quickly became apparent and, as a consequence, an accommodation unit was established.

The institution which has become Margaret Jurd College was relocated to premises in Lambton and grew from a tutorial centre to a registered school in 1996.

In 2010 the College obtained funding through the federal government's *Building an Education Revolution* program to construct a purpose-built facility. The Uniting Church Shortland congregation was extremely generous in agreeing to a co-location arrangement whereby the Shortland campus of the College was constructed on land shared with the congregation. The College continues to share the site with the congregation and enjoy the benefits of the congregation's continued commitment to the College.

In 2012 the College reassessed the need for the residential unit, as demand for this type of service had declined significantly in line with the expansion of the youth accommodation sector in Newcastle. The decision to close the residential unit was made, resulting in an opportunity to expand the College's enrolment capacity and the curricula offered.

The vision for the College and the drive to bring that vision to fruition from the beginning came from Dr Margaret Jurd, a psychologist who was integral in every step of the NYS story. Dr Jurd's reputation for her work with disadvantaged youth established her as a widely-respected figure in the community. The school which is now known as Margaret Jurd College was renamed in her honour after her passing and continues to grow in the direction inspired by her.

## **VISION, MISSION STATEMENT and VALUES**

The Vision, Mission Statement and Values of Margaret Jurd College are set out below:

**VISION**                      Creating Positive Futures Together

**MISSION STATEMENT**    Providing young people with educational opportunities in a holistic, caring and supportive environment which empowers them to make confident, positive life choices.

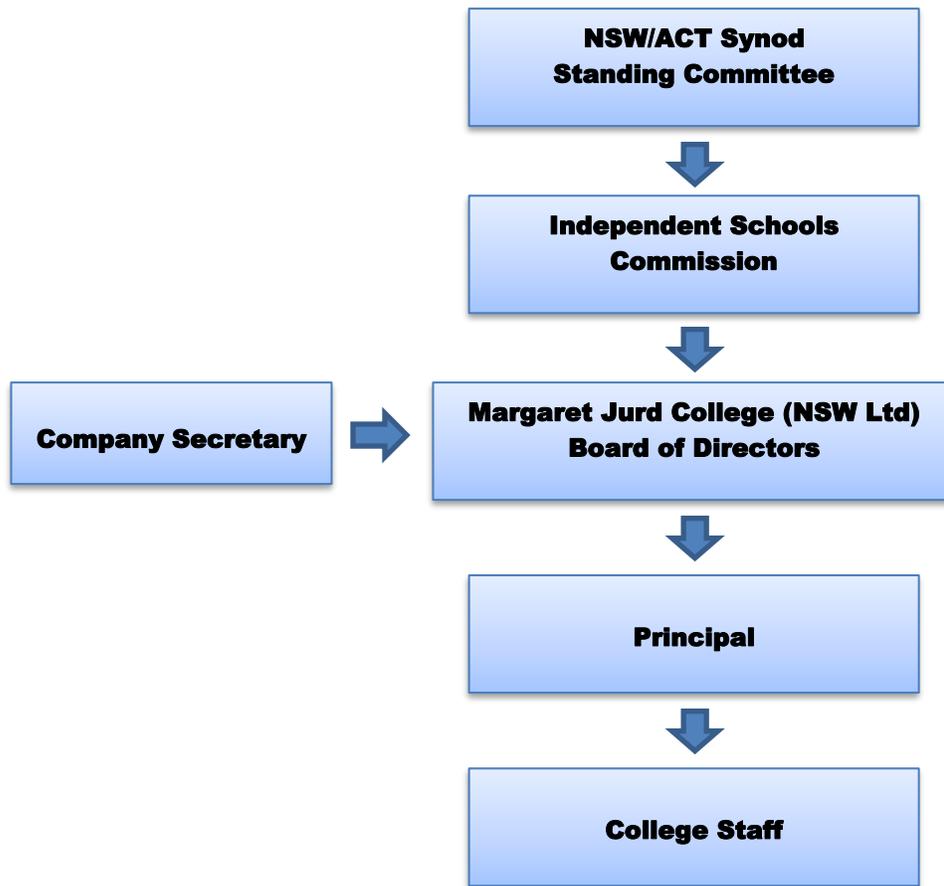
**VALUES**

- Faith
- Respect
- Responsibility
- Equity
- Justice

# CHAIR'S REPORT

## GOVERNANCE

The Governance structure for Margaret Jurd College is set out below. Requests for access to all levels above the Principal must be made in writing.

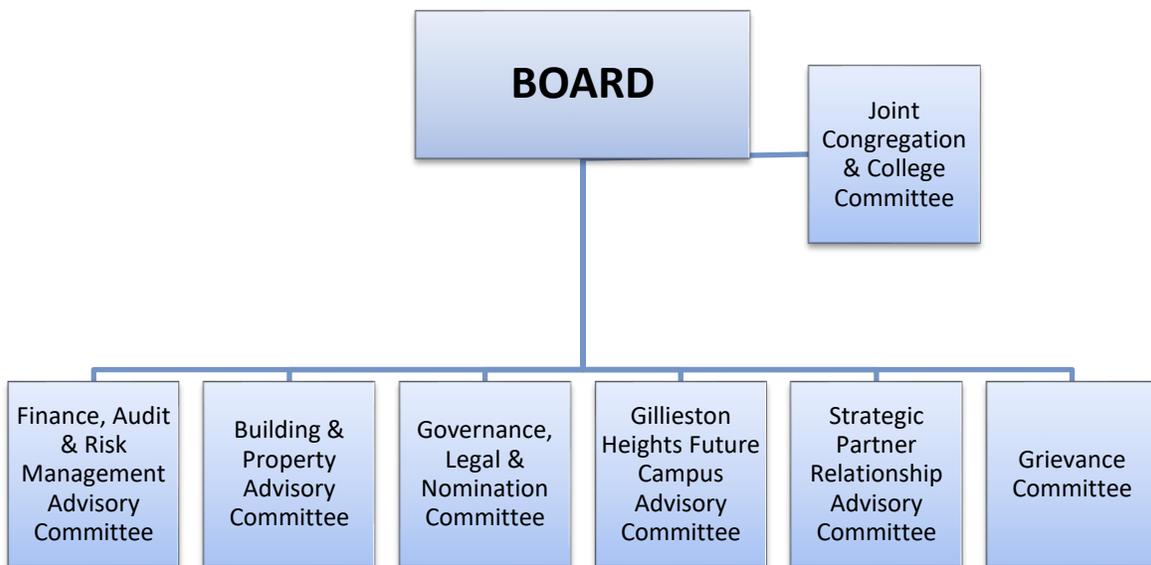


The Board is committed to meeting compliance and regulatory standards. While operating as a standalone entity, the College has retained its strong connection with the Uniting Church (Synod of NSW/ACT) (Synod).

During 2018 the Board addressed the following issues of governance:

- **Directors appointed.** Following the constitutionally prescribed process, Rev Garry Derkenne was appointed as a director with effect from 5 October 2018.
- **Board leadership roles.** David Hodges retired from the role of Chair of the Board following the 2017 Annual General Meeting (held in April 2018) and was replaced as Board Chair by Jim Knowles. David Hodges was elected to the role of Deputy Chair. The Board's Governance, Legal and Nominations Committee has made recommendations to the Board regarding Board leadership succession.

- **Director recruitment.** Principally through its Governance, Legal and Nominations Committee the Board continues to be active in seeking out potential candidates to fill Board roles as vacancies occur.
- **Director Induction.** The Board has developed and implemented a comprehensive process for the induction of recently recruited directors.
- **Professional Development.** The Board has continued to implement its policy of professional development for directors and has thus complied with the regulatory requirements associated with government funding.
- **Board Committees.** The Board has maintained its committee structure, which has greatly assisted the Board in dealing with its duties and obligations in an efficient manner. The memberships of the Board's committees have been reviewed and revised Committee Charters have been approved by the Board. In addition, the Board has established the Gillieston Heights Future Campus Advisory Committee with a view to providing dedicated focus to this important project.



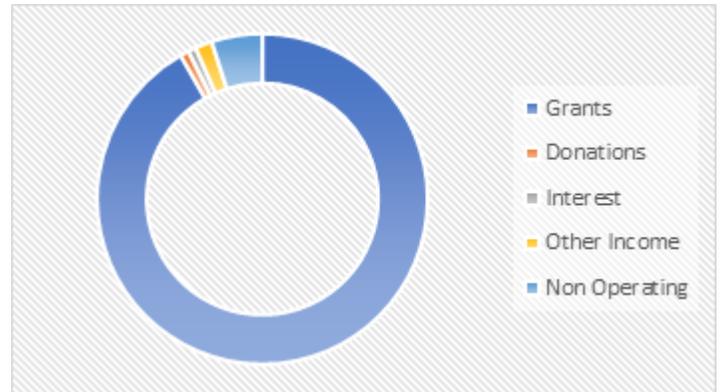
- **Interim Whistle Blower Policy.** The Board has maintained an interim Whistle Blower Policy pending the receipt of guidance from the Synod's Interim Schools Commission and / or the Synod Standing Committee in relation to this matter.

## FUNDING

The cost of providing an holistic educational program with high levels of support is very high. The College's budget is tight, and we need to attract a higher level of financial support to meet expansion needs. Currently Margaret Jurd College attracts grant funding from the following main sources:

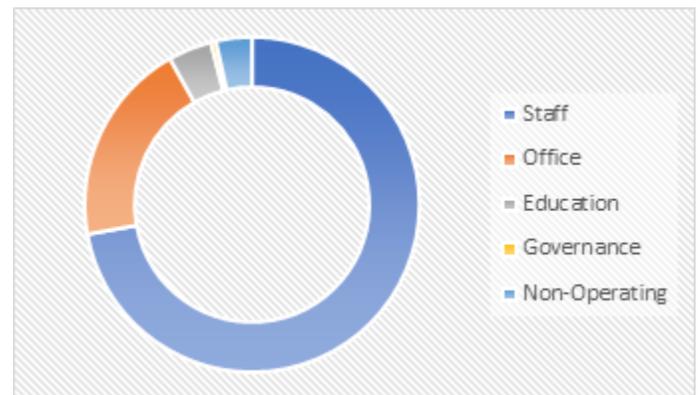
- Commonwealth Department of Education (DET) provides *per capita* funding; and
- NSW Department of Education and Communities (DEC) provides *per capita* funding.
- NSW Department of Family and Community Services (FACS) provides funding through the Early Intervention Placement Prevention Program (EIPP). This funding is vital as it provides our main income source for the College's casework program;

Other sources of financial support include The Hunter Presbytery, Lenity Australia and corporate and private donors.



## EXPENDITURE

The College's main area of expenditure is staffing. We employ the highest quality teaching and support staff available to provide a quality service to our students. Expenditure supported by investment income allows the Board to continually develop the College's infrastructure and maintain it to a high standard..



## FINANCES

The College's finances remain relatively sound. While the Principal and the staff continue to utilise the available funding to ensure the best education and welfare outcomes for the students, the Board maintains active oversight of the monthly accounts through its Finance, Audit and Risk Committee and monthly consideration of relevant reports. The College is operating within its annual budget. The Board appointed an external auditor in 2018 in compliance with regulatory requirements.

## STRATEGIC PLANNING

In 2018 the Board engaged the services of Dr Melisah Feeney of Bendelta to assist it in developing a five year Strategic Plan. It is anticipated that this plan will guide the decisions of the Board and management until 2023.

## PROPERTY, BUILDING AND PLANNING

Based on strategic planning activities undertaken in conjunction with the Principal the Board has pursued a series of strategic initiatives, including expanding the infrastructure at the College's Shortland campus and creating a potential opportunity to develop a second campus at Gillieston Heights.

- **The acquisition of land on which to build a second campus.** The Board continues to investigate options for use of the substantial site at Gillieston Heights (acquired in late 2017 through the Synod). It is the view of the Board that, pending access to appropriate funding for the construction of requisite infrastructure, the staged development of this site has the potential to provide a wonderful extension of the services the College is able to offer to disadvantaged children in the Hunter region and their families.
- **Stage Two of the Shortland campus building project.** Following extensive planning in 2017, construction of Stage 2 of the building project on the Shortland campus was completed in April 2018. The interim measures adopted by the College ensured that the construction work did not cause any significant disruption to the day to day operations. The Board takes this opportunity to acknowledge the contribution made by the staff of the College to ensure that this outcome was achieved.
- **A further Memorandum of Understanding with the Wallsend Multi-Centre Congregation has been agreed.** A Memorandum of Understanding with the Wallsend Multi-Centre Congregation provides for the College to make use of the Church Hall and associated kitchen facility and limited use of the Chapel in return for fair value cost sharing.

## RISK MANAGEMENT

The Board is vigilant in meeting its obligations to identify, mitigate and manage risks arising from the operation of the College. The Board's Finance, Audit and Risk Committee provides primary focus on these issues and reports to the Board monthly in relation to pertinent issues. In addition, the Board places reliance on a broad range of relevant Board and College policies which are reviewed and, where appropriate, revised on a regular basis.

## OPERATIONS

Information regarding the operations of the College is set out in the Principal's Report (below). It should be noted here, however, that the Board was most grateful to Mr Darren Twist, the College's Teaching and Learning Co-ordinator, who undertook the duties of Acting Principal during the absence on long service leave of the Principal Melise Sutton in July and August 2018.

## OTHER MATTERS

- **Joint Congregation and College Committee.** The Board continues to enhance its relationship with the Wallsend Multi-Centre Congregation, including by way of appointing representatives to a joint committee which is charged with the prime responsibility of managing the relationship between the Shortland congregation and the College as determined by a Memorandum of Understanding entered into by the two parties.
- **Strategic Partnerships.** The Board has invited a number of third party organisations to enter into a strategic partner relationship with the College and has formed such relationships with: The Wallsend Multi-Centre Congregation; The Hunter Presbytery; philanthropic organisation Lenity Australia; Pymble Ladies College; Sparke Helmore Lawyers; and NGS Super Pty Ltd. Further information regarding the relationships which exist between the College and these strategic partners is set out later in this report.
- **Margaret Jurd College Award for Meritorious Service.** There were three recipients of the Margaret Jurd College Award for Meritorious Service in 2018, being Stuart Davis-Meehan, Geoff Spitzkowsky and Margaret White.
- **History of Margaret Jurd College.** In September 2018 Mr Doug Saxon published *Creating Better Futures Together*, an updated version of his history of Margaret Jurd College, incorporating its antecedent organisations including the NYS and the Margaret Jurd Learning Centre. This project involved many hours of painstaking work done by Mr Saxon, all of which was undertaken on a pro bono basis. The Board is most grateful to Mr Saxon for the production and publication of this wonderful record of the work of the College over more than 30 years.

## RECOGNITION AND THANKS

The governance of the College is an important responsibility which is shared by a hard working group of committed directors. I take this opportunity to recognise the contribution made by each of my fellow directors who have given up their time and energy to serve on the Board during 2018. In particular, I take this opportunity to express my gratitude for the work of the Chairs of the respective Board committees. The role played by them and their committees is essential to the Board being able to undertake its duties and comply with its numerous regulatory obligations.

Finally, I would like to thank the College Principal, Melise Sutton, and her staff for their dedication and commitment to the students and the families who are served by the College. Without them the College could not possibly meet its vision of:

***Creating Positive Futures Together***

**Jim Knowles**  
**Chair**

## PRINCIPAL'S REPORT

It is pertinent to begin the annual report with a recognition of the College's achievement in the *Australian Education Awards 2018*. At this inaugural event Margaret Jurd College was acknowledged as a finalist in the Best Student Wellbeing Program category. This achievement was shared with seven other schools including Alexandra Hills State High School, Callaghan College Wallsend Campus, Carey Baptist Grammar School, Elizabeth College, Geelong Grammar School, Melbourne Girls Grammar and Parkmoure Primary School. We are proud to be amongst such an esteemed field and are as proud equally of our achievements that acknowledge our desire to put the wellbeing and education of our students at the forefront of what we do.

## CURRICULUM

Margaret Jurd College is a leader in the field of Special Education and 2018 saw the College continue on that journey. The delivery of Stage 5 and 6 continued, with a clear student focus being on the receipt of the NESA accredited *Record of School Achievement* or the *Higher School Certificate*.

Due to the histories of educational disadvantage, mental health diagnosis, autism, learning and behavioural disorders amongst the student population our specialist teachers must continually focus on innovative means of curriculum delivery and assessment to not only ensure that all relevant educational requirements are met but are also achievable and address each students' individual learning needs.

A focus on the individual needs of our students ensures that the educational program offered at the College acknowledges the students many strengths while also offering a strength-based approach to reducing the gaps in their education.

The College's focus on developing innovative programs across all Key Learning Areas (KLA's) in Stages 5 and 6 is a task relished by our specialist teachers. The school utilises both evidence-based practice and innovative strategies to ensure the best possible opportunity for our students to succeed. Some of these strategies and practices include smaller class sizes and higher staff to student ratios, innovative programming that ensures a focus on individualised adjustments to curriculum, and directions and instructions with a renewed focus on applied learning and information and communication technology. The educational aspects of the school are then coupled with robust emotional and social support for our students to ensure they see trackable growth in their academic and social life.

Our goal is to support students to achieve to their potential, from Life Skills through to extension. Adjustments to the curriculum, a quality learning environment, special provisions for both in-class work and assessments, targeted remediation through robust formative and diagnostic assessment and individualised learning programs are developed and implemented across the student body to ensure the best possible pathway to success.

Margaret Jurd College's continued focus is to offer a holistic provision of care. The program consists of two key elements: Education and Welfare. These two elements are discussed below.

## EDUCATION PROGRAM

In 2018 Margaret Jurd College delivered five classes across Years 9, 10, 11 and 12.

Seven teachers, employed for their specific fields of expertise and commitment to disadvantaged young people, delivered the Stage 5 and preliminary Stage 6 syllabi. The classes were structured as follows:

- Students were provided with an alternative individualised education program up to and inclusive of a Record of School Achievement (ROSA). Individual Educational Plans operating through SMART goals and informed through a rigorous process of formative diagnostic testing from a Learning Support Teacher ensured that each student's individual needs were identified and targeted.
- The College's timetable was arranged in a way which ensured that indicative hours of study were covered for all mandatory KLA's. The program was developed to acknowledge the individual learning needs of all students. Innovative teaching strategies including adaptive delivery modes and the use of a wide variety of educational frameworks and philosophies allowed continued flexibility and responsiveness within the classroom.
- The use of technology ensured that students were not only able to engage in learning and gain a practical understanding of the work covered but were also able to stay current and job ready in an ever changing technological environment.
- Adaptations to the learning environment included flexible learning spaces with adaptive furniture, access to a range of technological and emotional supports via the College wellbeing staff within the classroom.
- As in previous years in 2018 we relied heavily on the positive aspects of education with a robust rewards system that leads to positive reinforcement. Often on enrollment our students have never received awards or recognition for their positive efforts. At Margaret Jurd College this changes as their positive choices and efforts are recognised. Our aim is to move from external reinforcement to internal incentives. The reward of a certificate or a pen is lovely in the beginning, but the students soon move on to seek the reward of confidence in learning as they increase their knowledge and develop their skills.
- Assessments within the College were focused on the achievement of standards as opposed to specific criteria or ranked assessments - that is, recognising improvement within the student's own academic journey as opposed to a pass or fail or a competition when compared those around them. All assessment strategies utilised within the education program were in line with course descriptors, as outlined in the relevant syllabus documents.

## AREAS OF IMPROVEMENT AND CHANGE IN 2018

- The College created a Learning and Support Teacher Position to support the students with their literacy needs. This teacher has been responsible for the formative diagnostic testing of the cohort, teaching a school-based Literacy Support class, assisting teachers with targeted adjustments to resources and individual/group withdrawals for intensive support. The information gained has been valuable in the formulation of Individual Education Plans to help the teaching staff better understand the student and appropriately identify their educational needs and goals.
- New syllabi have been introduced within the school including Work Education, Work Studies, General Maths and Earth & Environmental Science.
- The construction of the new College administration building, encompassing student counselling rooms and an additional classroom was completed.
- The College's first cohort of Year 12 students successfully completed their final year of schooling.
- The introduction of a more robust and efficient IT Department that is fully resourced and staffed by an IT professional. This supports the direction of the learning environment by allowing students more effective access to online learning.

## TARGETS FOR 2019

- The introduction of Minimum Standards Assessment across the sector has seen a renewed focus on literacy support, with numeracy support given additional focus within the school.
- The support and structure around our HSC students was bolstered to ensure they are best placed to succeed.

## TEACHERS

In 2018 the College employed eight full-time equivalent (FTE) teachers. All teachers are employed for their dedication and experience in working with disadvantaged youth. Innovative programming and teaching styles allow teachers to use cross-curricular links in developing teaching programs, prioritising engagement and relevance to the students' lives. The College delivered Stage 5 mandatory subjects of Mathematics, English, Science, HSIE, PDHPE and Work Education and the preliminary Stage 6 subjects of English Studies, Modern History, Work Studies, Community and Family Studies, Earth & Environmental Science and General Mathematics. All subjects were programed in accordance with relevant syllabus documents.

## RESOURCES

The College is a purpose-built facility comprising one science lab and five general learning areas which includes a flexible learning space (FLS) and a covered outdoor learning area (COLA). The five general learning areas are equipped with withdrawal rooms large enough for small group work where required.

All classrooms are fitted with interactive Promethean panels, which allows teachers to use online resources across their class. 1:1 devices for students and wireless access enables “click of a button” access to sources located externally to the school. The upgraded infrastructure of an individually designated fibre connection, large capacity wireless connection and Microsoft Surface devices provide access to the latest innovative technologies in our education programs.

The College also utilises the local community as much as possible in the delivery of its programs. For example, sport is an off-site program where we access local parks, public pools and local sporting facilities.

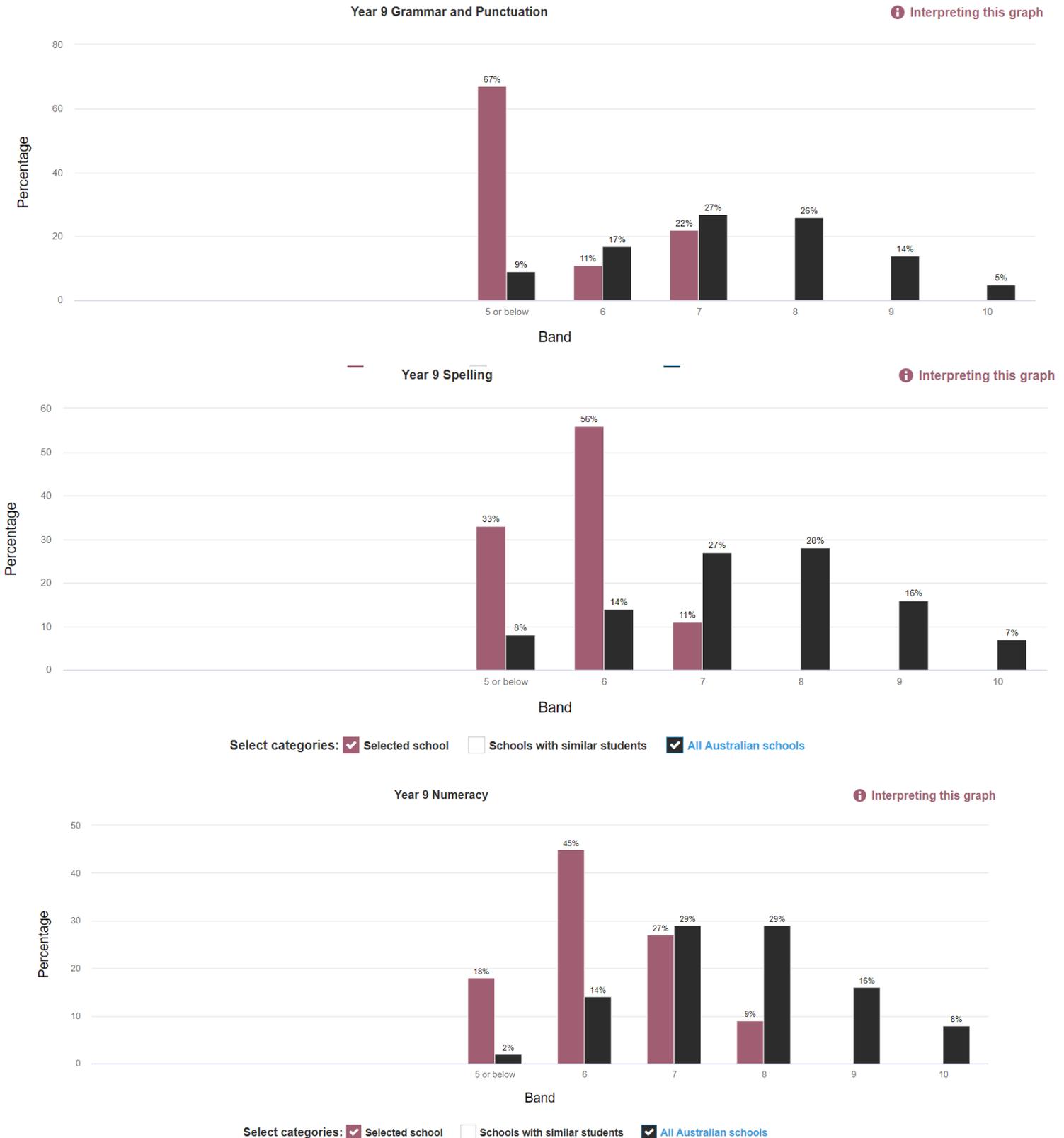
The staff who support the students are our greatest resource. In 2018 the College employed seven (FTE) wellbeing staff who supported and nurtured the students to success together with a School Counselor and a Wellbeing Co-ordinator. Add to the wellbeing staff the eight teachers and six student learning support staff and a Teaching and Learning Co-ordinator we have a staff student ratio minimum of 1:5 (in class). With a student body that presents some of the highest needs within secondary schools, this represents the minimum level of support that is required.

## **STAFF COMPOSITION**

- Teachers – 8
- Caseworkers – 7
- School Counsellor - 1
- Student Learning Support Officers – 6
- College Coordinator – 1
- Wellbeing Coordinator - 1
- Teaching and Learning Coordinator – 1
- College administration and general operational staff – 6
- Bursar / Business Manager – 1
- Principal -1

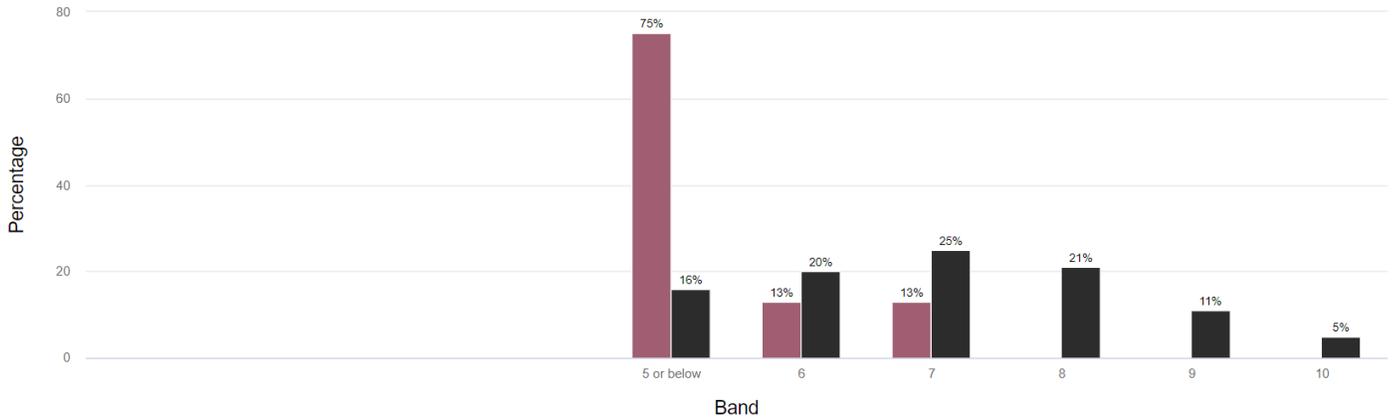
## STATE-WIDE TESTING

Margaret Jurd College participates in the NAPLAN testing. In 2018 Year 9 students participated in NAPLAN with the following results:



### Year 9 Writing

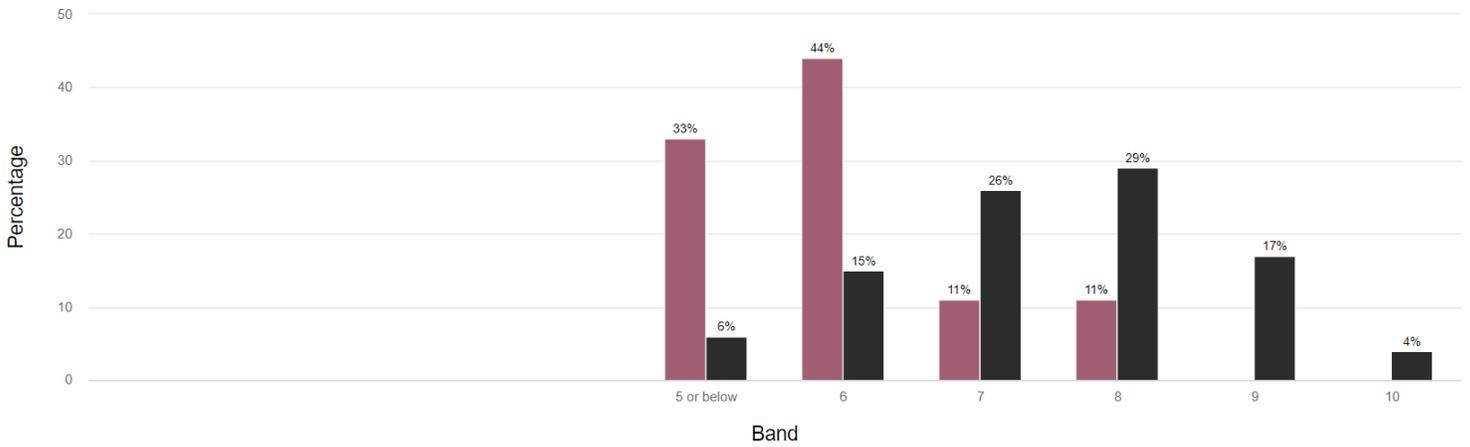
[Interpreting this graph](#)



Select categories:  Selected school  Schools with similar students  All Australian schools

### Year 9 Reading

[Interpreting this graph](#)



Select categories:  Selected school  Schools with similar students  All Australian schools

## RECORD OF SCHOOL ACHIEVEMENT

20 students were nominated for their ROSA at the completion of Year 10.

### 2018 Stage 5 (Year 10) School vs State Grading Pattern Comparison

Margaret Jurd College (11836)



Education  
Standards  
Authority

Hunter Area

14 February 2019

Course Name	Students		School Pattern (%)						State Pattern (%)					
	in School	in State	A	B	C	D	E	N	A	B	C	D	E	N
English 200 hours	18	85134			6	39	56		12	28	38	16	6	1
Mathematics 200 hours	18	85152			17	28	56		15	23	32	23	7	1
Science 200 hours	18	85201			17	44	39		13	25	36	18	6	1
Australian Geography 100 hours	18	85098	11	17	44	28			14	27	35	16	6	1
History 100 hours	18	84875	6	22	50	22			14	27	35	17	6	1
Work Education 100 hours	18	1047	11	50	39				13	28	35	16	8	
Personal Development, Health and P.E. 200 hours	18	62397	11	28	44	17			13	33	37	12	4	1

## RETENTION RATES AND STUDENT MOVEMENT

Due to the nature of our student cohort we see a large turnover in our student body throughout any given year. This is a consequence of so many of our students making poor behavioural choices which lead to their exit. Many of the students who exit the College, however, re-enrol at a later date when they are better prepared to make a commitment. This allows students to have greater power in their educational choices and leads to greater success throughout their enrolment.

The College provided enrolment for a total of 73 students throughout 2018 with a retention rate of 75%. Given the student cohort we work with have all been disengaged from schooling before arrival at Margaret Jurd College, a 75% retention rate demonstrates the success of the program. Our goal is to improve on this every year.

- 5 students completed Year 12 in 2018 transitioning out of the school.
- 12 students completed Year 11 in 2018 with 100% of these students moving onto Year 12 in 2019.
- 20 students completed Year 10 in 2018 with 55% of these students moving onto Year 11 in 2019.
- 18 students completed Year 9 in 2018 with 72% of these students moving onto Year 10 in 2019.

4 students, after completing their preliminary year, gained or sought to gain employment.

2 student, after completing Year 10, entered TAFE.

3 students reintegrated into mainstream schooling to commence Stage 6 after completing Year 10.

1 student, after completing Year 10, gained or sought to gain employment.

## TURNOVER OF STUDENTS

At Margaret Jurd College we understand that there is no one environment that can cater to the individualized needs of every student. Due to the nature of the student body 2018 saw 16 students transition to other settings before their enrollment had come to its conclusion. In some of these cases, student behaviour was the ultimate cause of student transition. Margaret Jurd College has a commitment to maintain a safe environment for all who attend. Many of the students who transitioned to other settings have the opportunity to apply to the College should they reassess their own need and determine that the College has more to offer them.

## ATTENDANCE

Reporting period:  Semester 1  Term 3

Student attendance rate	Percent <sup>1</sup>
All students	62%
Indigenous students	56%
Non-Indigenous students	64%

Student attendance level (proportion of students attending 90% or more of the time) <sup>2</sup>	Percent <sup>1</sup>
All students	10%
Indigenous students	1%
Non-Indigenous students	12%

## WELLBEING PROGRAM

### CASE MANAGEMENT

All students are provided with case management through our wellbeing team. Case management enables young people to set their goals and take practical steps towards achieving them. Students learn how to look toward their future and strategically understand the impact their choices and behaviours have on their capacity to achieve their goals. Case management also provides valuable emotional care and support as students work through the issues which culminate in adverse behaviours. Students access specialist service provision through referrals made possible through strong networking links and collaborative working partnerships.

### WELFARE SUPPORT

Margaret Jurd College is a not-for-profit organisation. As a ministry of the Uniting Church we ensure that the welfare rights and needs of students and families are addressed through the provision of services and referrals. Examples of this include the College's breakfast, morning tea and lunch programs. Students are provided with breakfast to start their day, fresh fruit at recess and a nutritious lunch. We quickly see an improvement in general wellbeing as the students' diets directly link to their ability to stay focused in class and learn.

The College maintains strong links with services which provide material aid and financial relief for the purpose of student and family referral. Caseworkers endeavour to provide relief in a discreet manner without judgment or prejudice. Partnerships with other agencies allow the process of accessing support to be well directed and caring. This allows the College to address the physical and material needs of students and families in a way that maintains individual dignity.

The College maintains a budget line for material aid, including clothing, food, educational resources, etc. This allows the College to support students in the event that external agencies are unable to do so.

In 2018 we supplied Christmas hampers and partnered with Adamstown Uniting Church to provide support with utility bills for our neediest families at Christmas time.

## **PARENTS / FAMILIES**

Members of staff at the College maintain regular contact with parents/families through the College's wellbeing team. This contact is used to collaborate on how to work best to meet the needs of the child. Parents/caregivers are kept informed of their child's general progress and are consulted regarding interventions, strategies and adjustments to curriculum. It is our aim to draw on the support of the family and include them where possible in their child's schooling. It is through these avenues that we receive the valuable feedback necessary to deliver the work that we do. We are fortunate to have honest, open relationships with our families where they can express their personal areas of need and report on areas of improvement.

In 2018 parenting groupwork programs were offered in the areas of parent skills groups and parent support groups. These groups were facilitated by staff from our wellbeing team and very well received by parents.

## **STRATEGIC PARTNERS**

The College is supported by the following strategic partners in a variety of ways:

- The Wallsend Multi-Centre Shortland Congregation, through the Shortland congregation, donated the land on which we now reside. We share this space with the Shortland congregation which provides a beneficial ministry to our students. The welcomed donation of land not only provided us a space to build our College it also provides that message of "you are welcome and wanted" to students who have not felt that sense of belonging in other schools.
- The Hunter Presbytery started the College as a residential tutorial centre as a ministry of Hamilton Wesley Uniting Church and the Newcastle Youth Service 32 years ago. A continued close relationship with the Presbytery provides a supportive link and an advocate in the broader church.
- Lenity Australia provided the funds necessary to distribute high quality uniforms and footwear to all students. This program, which could not be funded without the generosity of this organisation, is a highly valued addition to the College's student provisions.

- Pymble Ladies College (PLC) provide valuable advice and support. Historically we have been supported by PLC's innovative technologies team and building and planning team. We have plans to collaborate in relation to the professional development of staff across both schools.
- NGS Super Pty Ltd provide the staff of the College with beneficial professional development opportunities.
- Sparke Helmore Lawyers provides generous pro bono legal advice and have been a real asset to the College since becoming our partner. Advice in the areas of corporate law and industrial relations has proven to be particularly valuable.

## GENERAL

### FEES

The College fees for 2018 were \$30.00 per week. Fees could be subsidised or waived in the event of economic disadvantage or financial hardship. **No student will ever be denied access to Margaret Jurd College based on an inability to pay.**

### REFERRALS

As in previous years the best way to refer to the College was through the online enquiries form available at [www.mjc.nsw.edu.au](http://www.mjc.nsw.edu.au). Staff at the College were able to guide families and/or referring agents through the process and provide any support needed.

Once an application has been lodged applicants will need to forward any relevant reports required. From this point a case conference will be arranged to assess the young person's needs and the suitability of the placement. If it is assessed that the young person would benefit from the placement their name is added to the waiting list, which is subject to priority based on need.

### DEMAND

The College commenced 2018 with full enrolment. Referrals were received continuously throughout the year. Our enrolments and waiting list continue to grow.

### COLLEGE PERFORMANCE

Low self-esteem combined with a self-belief of inability to achieve underpins many of the disruptive behaviours presented by students at the College. The support provided through case management and individual education plans assists students to achieve in areas in which they have struggled in the past.

The outcomes of students completing Year 10 Stage 6 have been reported above. The College's retention rate of 75% is a commendable achievement within a student cohort who have been disengaged from education prior to commencing at Margaret Jurd College.

## COLLEGE POLICY REVIEWS

Margaret Jurd College maintains a Policies and Procedures Manual for the safety and security of students, staff and visitors to the campus. The College's Policies and Procedures Manual is subject to ongoing review, particularly with regard to changes in legislation, regulatory requirements and student needs.

To access the College's Policies and Procedures Manual please contact the Principal:

PH: (02) 49517314 (02)49517345

FAX: (02) 49517396

Email: enquiries@mjc.nsw.edu.au

## ACCESS TO COLLEGE POLICIES

All policies pertinent to parents and caregivers have been reproduced in full in the Margaret Jurd College Parents' Handbook.

**The following policies and procedures of particular relevance, extracted from the College's Policies and Procedures Manual, applied throughout 2018.**

## ENROLMENT PROCESS FOR STUDENTS POLICY

Margaret Jurd College provides quality education and care to students who are unable to maintain mainstream school. Students enrolled at the College have a history of challenging behaviours inclusive of diagnosed mental health disorders under the DSM V and challenging life circumstances that have led to their exclusion from mainstream schooling. Students are assessed based on individual need prior to their enrolment to ensure that they fulfil the criteria of enrolment at Margaret Jurd College.

### Policy

All students at Margaret Jurd College must proceed through the referral process and provide all relevant medical, psychological and educational reports as requested prior to acceptance in the College.

### Enrolment Criteria

All students who are considered for enrolment must be unable to maintain mainstream schooling.

Students are assessed based on individual need inclusive of diagnosis e.g. mental health, hearing, autism etc. The majority of students enrolled have been diagnosed at a level that qualifies them as a student with a disability. Specialist medical and psychological reports are forwarded to the NSW Association of Independent Schools for assessment and confirmation of disability status.

Students presenting with behaviours indicative of a medical/psychological disorder but not yet assessed will be provided with referral support to access the specialist care required. Students who do not have formal diagnosis however present with challenging behaviours due to disadvantage, are considered for enrolment. The College maintains placements every year for disadvantaged students.

## Procedure

Parents/caregivers apply for their child through completion and lodgement of the Margaret Jurd College application for enrolment. As part of this process the College requests supply of medical/psychologists reports, school reports and school counsellor reports from previous schools' enrolments, behaviour risk management reports and school transfer information.

Campus Coordinators arrange a meeting (Case Conference) with the parents and the child requesting enrolment. All relevant details are discussed in detail at this meeting to ascertain suitability of placement.

Campus Coordinators collate all information collected and conduct a needs assessment and risk assessment based on information collected through history checks from previous schools (see Margaret Jurd College Student Assessment Process) and case conference outcomes.

Needs assessed as high include mental health or other relevant diagnoses, life risk factors, student's ability to maintain mainstream schooling, emotional and/or social needs based on histories of abuse or neglect, support network or access to alternative schooling if not accepted.

Students are notified of their acceptance to the College and placed on the waiting list. Students are placed from the list in accordance with needs assessment and time waiting. A letter of offer of enrolment stating all contractual obligations and expectations between the parents, student and the College is forwarded to the parents once a position becomes available.

## OTHER NOTEABLE POLICIES

The College maintains extensive policy documentation including a *Grievance Policy* for students, parents and caregivers, an *Access and Equity Policy* and a *Child Safety Policy*. These policies ensure that Margaret Jurd College provides an environment that not only teaches but also models the rights and responsibilities of students and their families through the service we provide. The full policy documentation can be made available to individuals should they contact the College.

***This report has been compiled using data for the 2018 calendar year and reflects the policies and procedures relevant to the 2018 school year.***

**Darren Twist**

Acting Principal

# STRATEGIC PARTNERS

*In supporting the initiatives referred to below each of our strategic partners have demonstrated a determination to make a real difference to the lives of young people who have experienced (and in many cases continue to experience) severe disadvantage and trauma. Without the opportunity represented by Margaret Jurd College, supported by our strategic partners, the respective futures faced by our students could not be regarded with any degree of optimism. With the help of our strategic partners, however, Margaret Jurd College is in a position to work towards “Building Positive Futures Together” with these young people.*

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## PRINCIPAL STRATEGIC PARTNER



The Uniting Church in Australia

Wallsend Multi-Centre Congregation (Shortland Congregation)

Margaret Jurd College exists in its current form and at its current location only as a consequence of the generosity of the Shortland Congregation of the Uniting Church. In 2010, the Congregation extended a warm welcome to the College as it opened its then new campus on Sandgate Road Shortland, to which it relocated from earlier and generally unsuitable accommodation. The construction of that campus was possible only because the Congregation agreed to allow the College to co-locate with them on the land which was until then occupied only by the Congregation. Since that relocation the College has enjoyed the spiritual, practical and financial support of the Congregation which has contributed very significantly to the capacity of the College to provide holistic support for our students, including but not limited to the delivery of appropriate educational opportunities.



**LENITY AUSTRALIA**  
Charity, Humanity.

Lenity Australia has provided generous support to Margaret Jurd College in funding the development of a large and colourful mural on a prominent wall within the campus which promotes among the students and staff of the College a better and more sensitive understanding of indigenous culture and youth culture. Lenity Australia has also assisted the students of the College by providing very generous funding for College uniforms and foot wear, the provision of which has helped our students to build self-esteem and which has generated a real sense of cohesion among the College community. In addition, Lenity Australia has funded the acquisition of teaching and learning resources which have enhanced our staff's capacity to deliver educational outcomes for our students.

Website: [lenityaustralia.com](http://lenityaustralia.com)

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## MAJOR STRATEGIC PARTNERS



The Hunter Presbytery of  
the Uniting Church in Australia

Margaret Jurd College, both in its current form and in its previous iteration as the Margaret Jurd Learning Centre, would not have existed without the ongoing support of The Hunter Presbytery for over 30 years. The governance of the former Margaret Jurd Learning Centre, and more latterly Margaret Jurd College prior to its incorporation as a company limited by guarantee has relied very heavily on The Hunter Presbytery. In addition, The Hunter Presbytery has committed to providing financial support for staff development opportunities, thereby assisting our staff to be better prepared to deliver appropriate educational outcomes for our students.

Website: [hunter.uca.org.au](http://hunter.uca.org.au)

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Sparke Helmore is a prestigious law firm with its roots in the Newcastle region. The firm operates a pro bono program whereby it provides legal advice to pro bono clients at significantly reduced cost. Margaret Jurd College is very grateful that we have been taken on by Sparke Helmore as a pro bono client. In the highly regulated fields of education and charitable activity it is a great comfort to the College to know that a firm such as Sparke Helmore is available to assist with the inevitable challenges which arise from time to time. That Sparke Helmore, like Margaret Jurd College, has its roots in the Newcastle region is a gratifying feature of this relationship.

Website: [sparke.com.au](http://sparke.com.au)

## STRATEGIC PARTNERS



Pymble Ladies College, popularly known as PLC, has supported Margaret Jurd College by providing a range of support services including making available chaplaincy services to or students at a time of particular difficulty and need and by assisting with staff professional development activities.

Website: [pymblelc.nsw.edu.au](http://pymblelc.nsw.edu.au)



NGS Super Pty Ltd has made available to Margaret Jurd College for each of the 2017/2018, 2018/2019 and 2019/2020 financial years funds for the purpose of sponsoring staff professional development, thereby assisting our staff to be better prepared to deliver appropriate educational outcomes for our students.

Website: [ngssuper.com.au](http://ngssuper.com.au)