



Margaret Jurd College

Annual Report 2019



"Creating Positive Futures Together"

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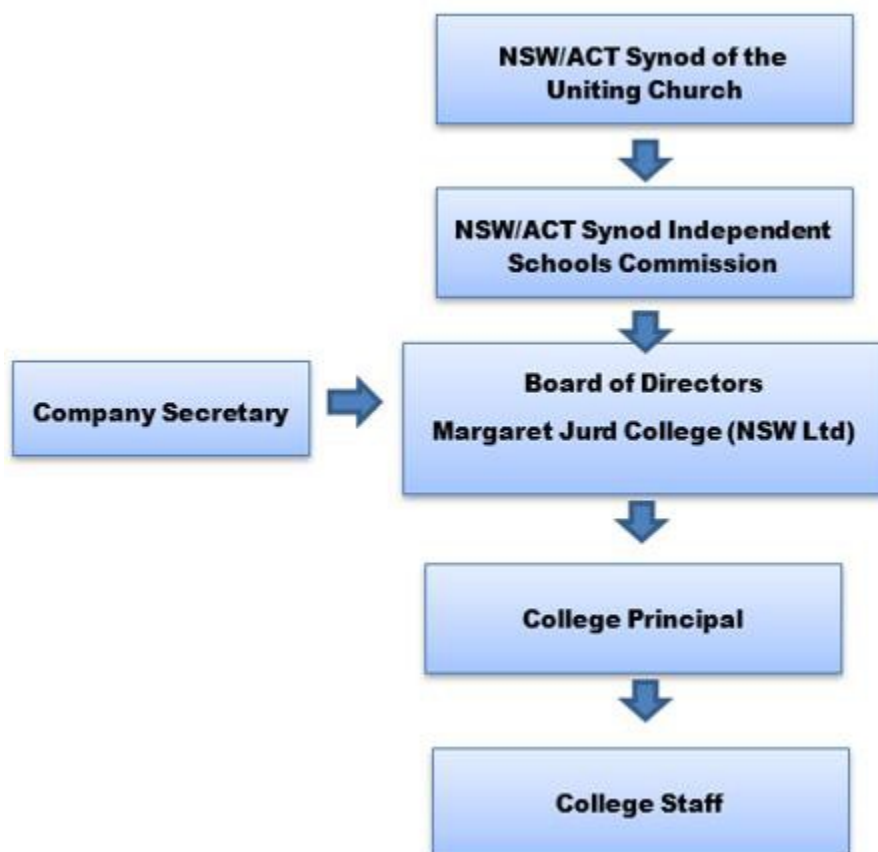
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Message from our Chair



GOVERNANCE

The Governance structure for Margaret Jurd College is set out below.

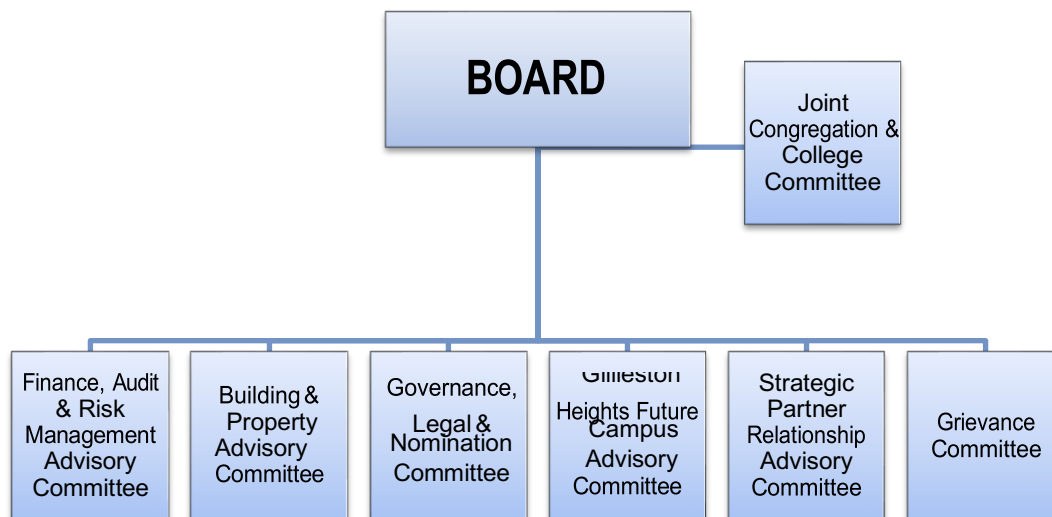


While operating as a standalone entity since 2015, the College has retained its strong connection with the NSW/ACT Synod of the Uniting Church (**Synod**).

The Board is committed to meeting compliance and regulatory standards. During 2019, in particular the Board addressed the following issues of governance:

- **Director retirement.** Following a period of more than three years' service on the Board, which followed a significant period of service on the previous Board of Governance, Margaret Kime retired as a director in June 2019. I take this opportunity to thank Margaret for her contribution to the governance of College.
- **Directors reappointed.** Following the constitutionally prescribed process, Jim Knowles, Jo Mills and Ross Coulton retired as directors of the College at the 2018 Annual General Meeting (held in April 2019) and, being eligible for such reappointment, were reappointed by the Synod Standing Committee as directors for further respective terms of approximately three years.
- **Board leadership roles.** David Hodges retired from the role of Deputy Chair of the Board following the 2018 Annual General Meeting and was replaced in that role by Ross Coulton.

- **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. During 2019, while continuing to recognise the paramount importance of having a skills-based Board, consideration was given to the benefits of over time, seeking to attract directors who represent a diversity of backgrounds and personal attributes.
- **Membership of the Company.** Pursuant to its Constitution, Margaret Jurd College (NSW) Ltd, a company limited by guarantee, is required to have four members. During 2019 it had only two members. This issue was brought to the attention of the Synod's Governance, Nominations and Remuneration Committee and, by extension, the Synod Standing Committee
- **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. With regard to the professional development for directors I take this opportunity to note the generous assistance provided to the College by our sister school, MLC Burwood, in providing access to director training offered by the Australian Institute of Company Directors.
- **Not-for-Profit Guidelines for Non-Government Schools.** During 2019 the NSW Department of Education published a revised edition of Not-for-Profit Guidelines for Non-Government Schools. Through its Governance, Legal and Nominations Committee the Board undertook a review of its policies and procedures to ensure that the College remains compliant with these guidelines.
- **Board Committees.** The Board has maintained its existing standing committee structure (depicted below), 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 in some instances. In addition to its standing committees, in 2019 the Board established several ad hoc committees, including those dealing with the recruitment of a new College Principal and the creation of a proposed Pathways Fund.



- **Interim Whistleblower Policy.** While continuing to maintain its existing interim Whistle Blower Policy pending the receipt of guidance from the Synod's Independent Schools Commission and / or the Synod Standing Committee in relation to this matter, towards the end of 2019 the Board developed a policy which accords with the requirements of the NSW Department of Education.

STRATEGIC PLANNING

In 2019 the Board again engaged the services of Dr Melisah Feeney of Bendelta to assist it in refining its five year Strategic Plan. It is anticipated that this plan will continue to guide the decisions of the Board and management until 2023.

PROPERTY, BUILDING AND PLANNING

Principally through its Building and Property Advisory Committee the Board continued to manage properties and other infrastructure for which the College has responsibility during 2019. These properties include the buildings and other infrastructure at the College's Shortland campus, the commercial property located in Beaumont Street Hamilton and the property located at Gillieston Heights.

Based on strategic planning relating to the proposed second campus for the College to be located at the Gillieston Heights property, in August 2019 the Board undertook a stakeholder consultation. This consultation, which was held at the Toronto Uniting Church and facilitated by Dr Feeney, resulted in the development of several strategic initiatives which are being managed by the Board's Gillieston Heights Future Campus Advisory Committee.

While in July 2019 the Shortland worshipping community, which is a part of the Wallsend Shortland Multi-Centre Congregation, vacated the Shortland Church as a site of regular worship, the Congregation retains the beneficial stewardship of that property. Consequently, a further Memorandum of Understanding between the Congregation and the College which regulates the College's use of that church property is to be agreed. It is anticipated that such Memorandum of Understanding will continue to provide for the College to make use of the Church Hall and associated kitchen facility and the Chapel in return for market-based, 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 Management Advisory 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. In 2019 an element of this regular process of review was the undertaking of a WHS and Compliance Audit which was undertaken under the guidance of the Finance, Audit and Risk Management Advisory Committee.

OPERATIONS

While the Board has ultimate responsibility for the operation of the College on a day to day basis, the operation of the College is managed by the Principal. In January 2019 Melise Sutton, the former long serving Manager, and more latterly the Principal of the College resigned from that role. I take this opportunity to recognise the valuable service which Ms Sutton provided to the College over more than 14 years. It would be no exaggeration to say that the College would not exist in its present form, or even at all, were it not for the continuing efforts of Ms Sutton, particularly after the changes to the funding formula applicable to independent schools, which arose from amendments to the Commonwealth Education Act and came into effect in 2013.

On the resignation of Ms Sutton, the Board appointed Darren Twist, the College's then Teaching and Learning Co-ordinator, as Acting Principal. During the year the Board undertook a formal recruitment process and attracted a number of applicants for the permanent role of College Principal. At the conclusion of that process the Board was very happy to offer the appointment to Mr Twist. That appointment was finalised in November. The Board is very pleased to have attracted such a well-qualified and experienced person to take on the permanent role of Principal and looks forward to working with Mr Twist in the coming years in fulfilling the Board's vision for the College.

Arising from an initiative identified during the previous year, in 2019 the Board facilitated the undertaking of a staff cultural survey through the professional offices of MMG. The results of that survey have provided the Board and management with valuable insights and will continue to inform decisions regarding a wide range of activities and initiatives which will be undertaken in the immediate and medium terms. I take this opportunity to thank MMG for the very valuable assistance and support provided by them during and after the undertaking of the survey.

In the context of the operation of the College it is appropriate also for me to note that the College was nominated in, and was selected as a finalist in, the Special Schools category at the 2019 Australian Education Awards. This nomination and selection bears testimony to the level of excellence which has been attained by the management and staff of the College in seeking to assist our students to create the very best opportunities for themselves in their educational environment.

During 2019 the College has been engaged with The Hunter Presbytery, which among other things oversees mission activities of the Uniting Church in the Hunter region, in order to explore the possibility of establishing a chaplaincy service for the benefit of the students of the College. By the end of the year discussions were well advanced and Commonwealth funding for this initiative had been secured.

Further information regarding the operations of the College is set out in the Principal's Report which appears further below.

OTHER MATTERS

- **Joint Congregation and College Committee.** The Board continues to be mindful of its relationship with the Wallsend Shortland Multi-Centre Congregation, including by way of appointing representatives to a joint committee which is charged with the prime responsibility of managing that relationship.
- **Strategic Partnerships.** During 2019, through its Strategic Partner Relationships Advisory Committee the Board reviewed its existing and potential strategic partnerships with a number of third-party organisations. During 2019 philanthropic organisation Lenity Australia informed the College that it had decided to discontinue the generous support which it had provided to the College over more than four years. I take this opportunity to, in particular, acknowledge the support of Lenity Australia and to thank Lenity Australia for the very real difference that support has made to the wellbeing of our students.
- **Margaret Jurd College Award for Meritorious Service.** In 2017 the Board established the Margaret Jurd College Award for Meritorious Service in order to recognise individuals, groups or organisations who or which had undertaken one or more acts of exceptional service to the College and / or its antecedent organisations over time. There were three further recipients of the Margaret Jurd College Award for Meritorious Service in 2019, being Peter Evans, Suzanne Evans and Bryan Mcloughlin.

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 2019. 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, Darren Twist, and his 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
Board Chair

Message from our Principal



This year has seen a change in leadership at the College. We wished farewell to the former Principal, and I was welcomed into the acting role by the Board of Directors. Having been engaged at the College for almost 10 years it was my intention to continue the work that the College has specialised in for the past 34 years. I was also lucky to have adopted an effective and considered Strategic Plan that will continue to guide the College for a number of years to come.

The Vision for the College, as outlined in the Strategic Plan, shows a continued focus on a quality, holistic model of education, the strengthening of our student's wellbeing, a continued drive toward the engagement of the College Community and the encouragement of an innovative, ethical, financially astute organisation with a high performance culture. Together with staff I have brought the values of the College into the limelight with the continued focus on Faith, Respect, Responsibility, Equity and Justice.

This annual report continues to shed light on the achievements of the College students as well as identifying the challenges and the Colleges innovative approach to such challenges.

The College continues to focus not only on the wellbeing and positive mental health of its students but also, partnering with Family and Community Services, we continue to run groups for parents and the community so that we can all learn to better support young people. The College has engaged a clinical psychologist who is onsite each week to train staff and to engage with College students and families. This, along with our ever dedicated team of specialist teachers has culminated in the graduation of our largest cohort of year 12 students from the College to date. Each graduate should feel extremely proud of their achievements.

Over the course of the year the College has engaged with *Berry Street* a world-renowned organisation that specialises in Trauma Informed Practice. This Victorian based organisation has welcomed a delegation from the College on two occasions and we are looking at learning from their *Berry Street Educational Model* in the coming year. This will further enhance our abilities as a trauma-informed environment and allow us to better support our students and our community.

This year also saw the implementation of our Aboriginal Liaison Program with the College reaching out to the local Aboriginal community with the intention of continuing to implement practices that are both culturally sensitive and allow us to best support all of our students.

Moving into 2020 we give thanks for our community and their ongoing support through attendance at student events and support meetings. We are ever indebted to our staff and our Board of Directors as they work tirelessly in support of the young people at the College. We also thank the Uniting Church and all of the congregations for their continued engagement and generosity toward the College. We look forward to providing ever increasing opportunities for our students in the coming year.

Darren Twist
Principal

College Context

Margaret Jurd College is an independent, specialist College that exists as a mission of the Uniting Church in Australia. The College exclusively addresses educational needs of “at-risk students” with significant social, emotional and behavioural challenges.

The students referred to the College come from a range of backgrounds with the majority having experienced significant adverse childhood experiences leading to trauma. This then translates into a series of diagnosis including, but not limited to, Autism, Attention Deficit Hyperactivity Disorder, Oppositional Defiance Disorder, Generalised Anxiety Disorder, Major Depressive Disorder, speech and language difficulties, Post-Traumatic Stress Disorder, Adjustment Disorder, Reactive Attachment Disorder and learning difficulties. Students with these diagnosis often present with associated behaviours such as emotional dysregulation, defiance, withdrawal, helplessness and difficulties forming and maintaining friendships.

Margaret Jurd College employs specialist teachers and full-time caseworkers to allow the students to access education on the same basis as their peers, through rigorous, meaningful and dignified social and educational programs. The College’s social program uses Case Plans to allow the students to have a voice in the creation of their own social coping mechanisms.

The College also engages specialist external support such as a Clinical Psychologist and Clinical Social-Workers who specialise in young people with trauma to ensure our service delivery is effective and up-to-date. The College is also a registered service provider under Family and Community Services, delivering targeted support to students, parents/carers and the community at large. The College also employs crisis prevention strategies to understand and respond to student behaviour, such as functional behaviour and safety plans.

College Workforce Based on FTE...

Executive Staff

5.0

Teachers

9.6

Caseworkers/Aboriginal Student Support Staff

8.0

Educational Support Staff

4.9

Total: 32.7

College Context cont'd

Student Composition

Total Enrolment
72

SWD
100%

ATSI
c.24-30%

Year level numbers
9 – 24
10 – 24
11 – 12
12 – 12

School Setting
Co-Educational

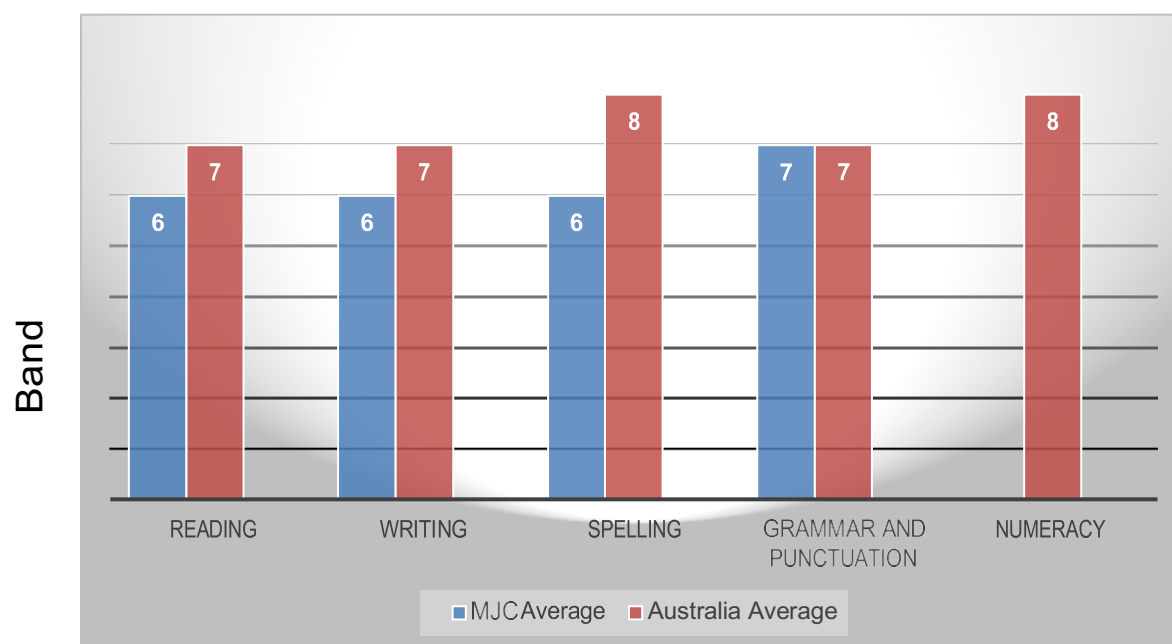
The College’s educational program involves the individual adjusting of teaching strategies and curriculum outcomes to allow the student to successfully engage in the full NSW Syllabus for the Australian Curriculum (Years 9-10) and the Higher School Certificate (Years 11-12). The College is fully registered for both the Record of School Achievement (RoSA) and the Higher School Certificate (HSC). Each teacher sits on an Individual Education Planning (IEP) team to map out the educational goals of the students and other relevant stakeholders. This allows targeted, individually adjusted plans in the classroom environment supported by the social program of the College.

The College is committed to providing educational experiences to students which are individualised, flexible and supportive. This approach aims to re-engage “at risk students” into education while strengthening their social support networks outside of the schooling environment.

The College intends to continue to empower young people in achieving their social and educational goals to become adults that positively contribute to their community.

Student Outcomes in Standardised Testing

NAPLAN: Average of Year 9 MJC Students in Each Band- School VS Australia Averages

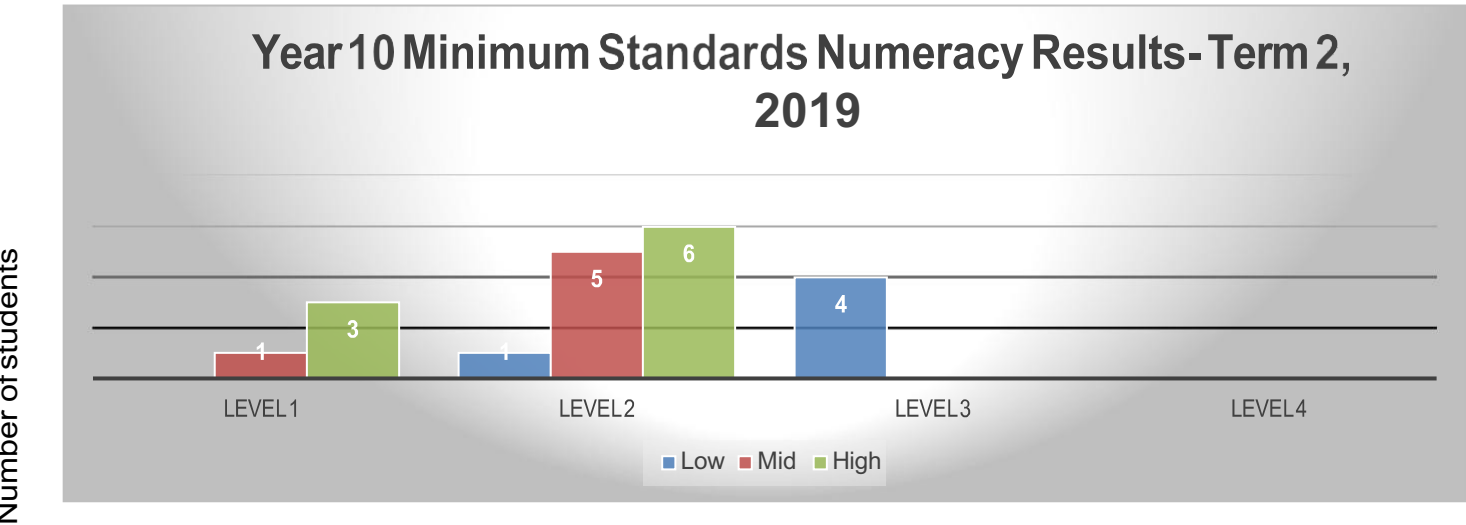
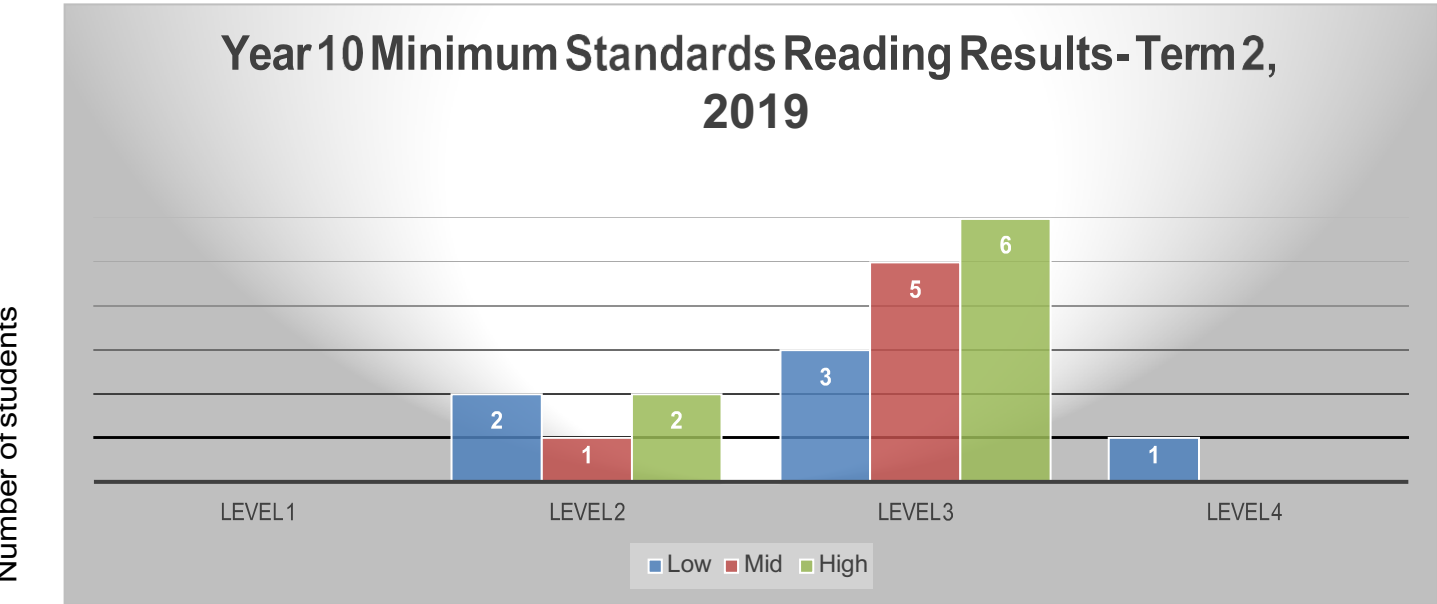


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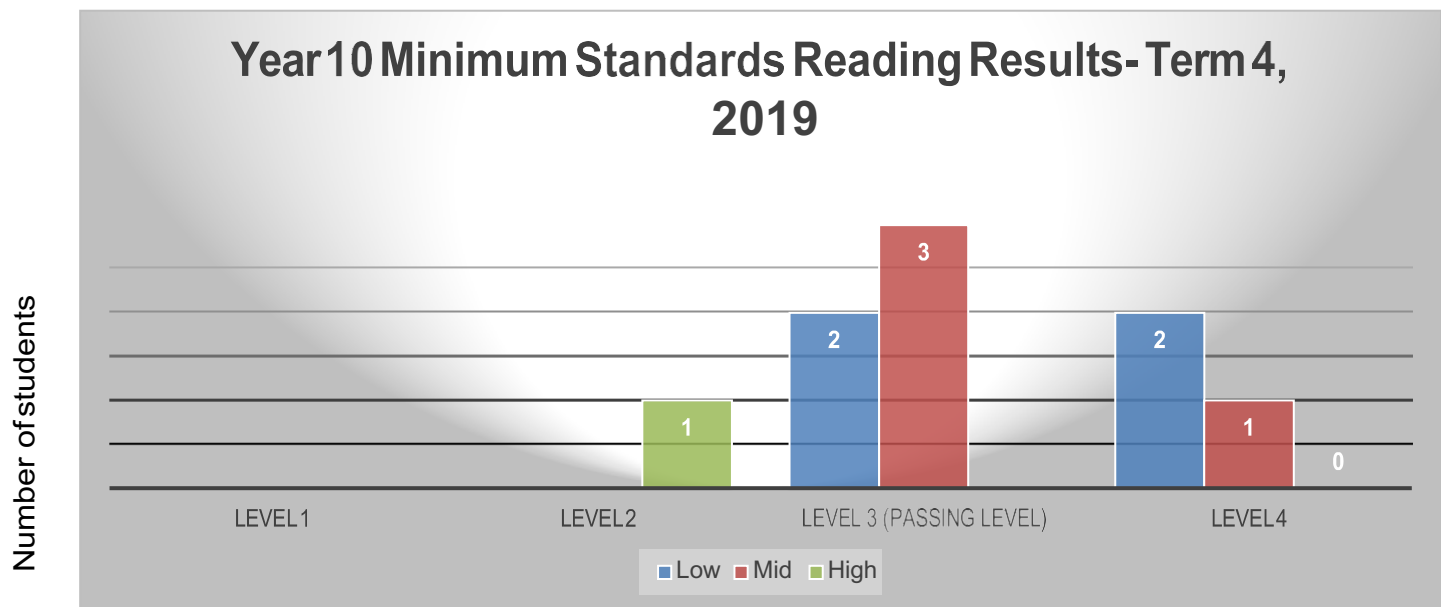
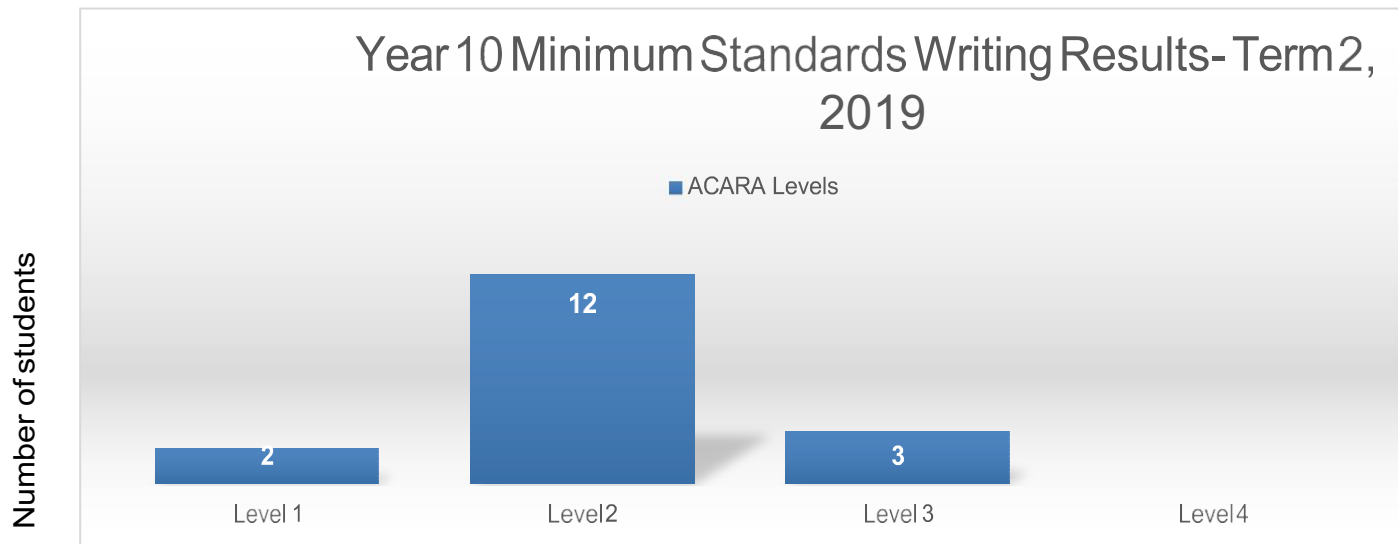
1. These figures do not take into consideration students from the College who were absent or exempt from participation.
2. The College's data is not represented on the MySchool website due to the unique nature of its cohort.
3. NAPLAN is sat within the first few months of a student's enrolment at the College. The College benefits from the comparison between NAPLAN data and Minimum Standards data, the latter being collected after a student has been engaged with the College for a significant period.

Student Outcomes in Standardised Testing

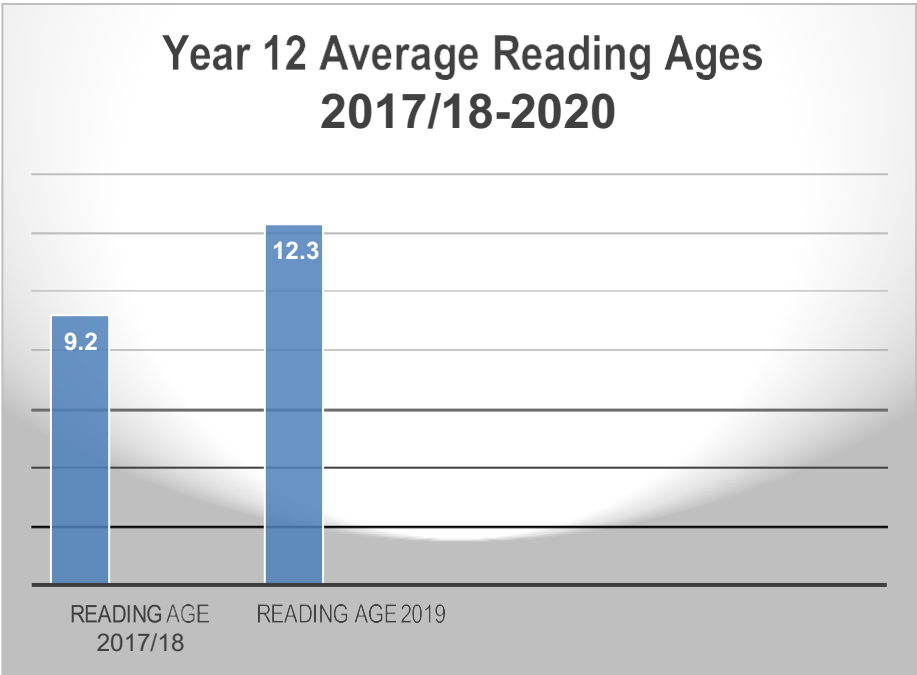
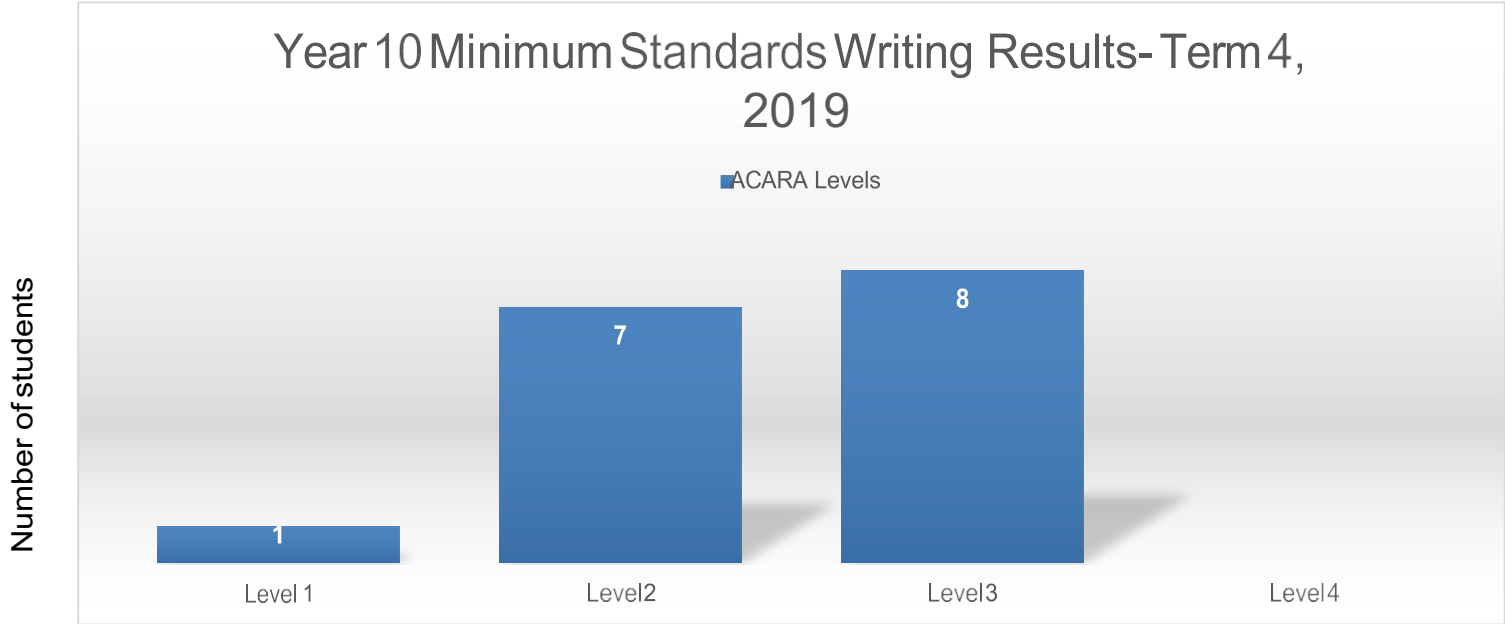
Minimum Standards: The achievement levels of the first attempt of the year 10 cohort of 2019 MJC students.



Student Outcomes in Standardised Testing



Student Outcomes in Standardised Testing



Staff Qualifications and Professional Learning

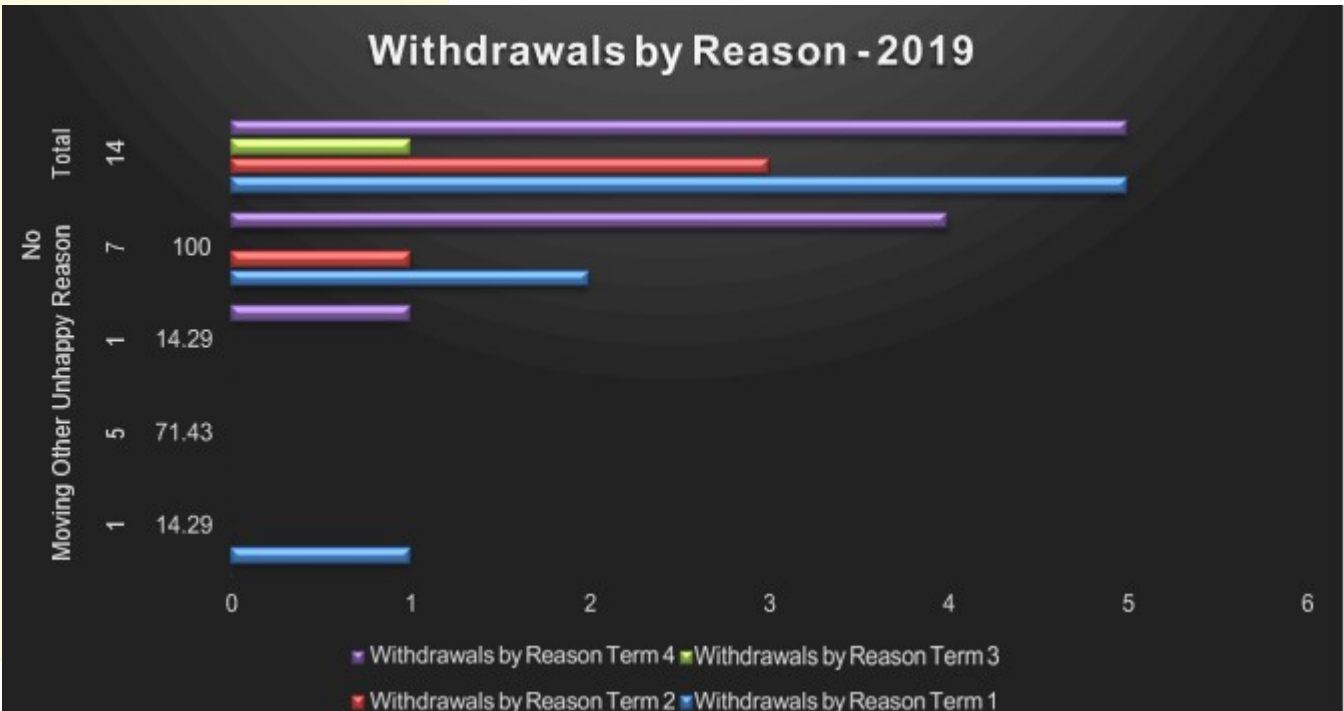
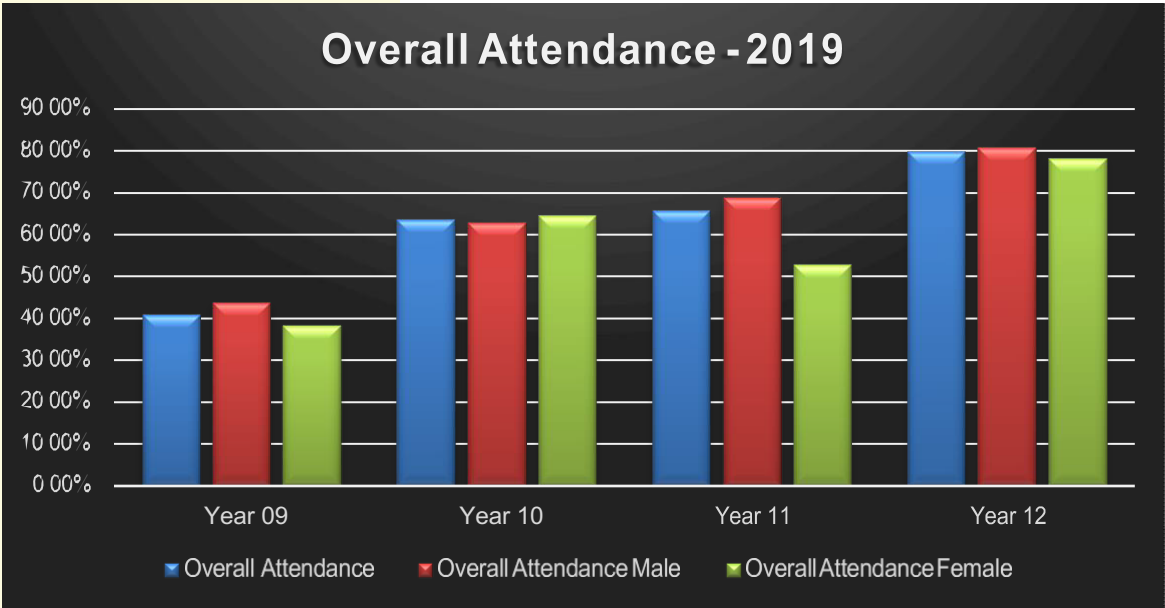
	Teachers	Caseworkers
New-Graduate	2	
Proficient	5.6	
Experienced (ST1)	2	
Graduate		1
Non-Graduate		7

External Expert	Training	Attendees
AISNSW	School Improvement Program	5 (Leadership Team)
Redstone Psychology	Tree of Life	2 (Casework Team)
Bree Collins Therapy	Responding to escalated behaviours	12 (Teaching Team)
Samaritans	Tuning into teens	2 (Casework Team)
Samaritans	Smooth Sailing	2 (Casework Team)

Staff Qualifications and Professional Learning

Training	Focus	Attendees
Child Protection	Student Welfare	All Staff
Reportable Conduct Training	Student Welfare	All Staff
Class and Kind Investigation Training	Student Welfare	2 Staff
Chemical Safety in Schools	Student Welfare	Science Department
Managing School Construction Projects	Governance	2 Executives/2 Directors

Student Attendance, Retention and Post School Destinations



Enrolments Summary and Retention Data

January 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	15	14	0	29	29.00
Year 11	13	3	0	16	16.00
Year 12	6	6	0	12	12.00
Year 09	4	4	0	8	8.00
TOTAL ENROLMENTS	38	27	0	65	65.00

February 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	16	15	0	31	31.00
Year 11	13	3	0	16	16.00
Year 12	6	6	0	12	12.00
Year 09	6	3	0	9	9.00
TOTAL ENROLMENTS	41	27	0	68	68.00

March 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	16	14	0	30	30.00
Year 11	12	3	0	15	15.00
Year 12	6	6	0	12	12.00
Year 09	6	3	0	9	9.00
TOTAL ENROLMENTS	40	26	0	66	66.00

April 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	16	14	0	30	30.00
Year 11	12	3	0	15	15.00
Year 12	6	6	0	12	12.00
Year 09	7	3	0	10	10.00
TOTAL ENROLMENTS	41	26	0	67	67.00

May 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	15	14	0	29	29.00
Year 11	12	3	0	15	15.00
Year 12	6	5	0	11	11.00
Year 09	5	3	0	8	8.00
TOTAL ENROLMENTS	38	25	0	63	63.00

June 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	14	14	0	28	28.00
Year 11	12	3	0	15	15.00
Year 12	6	5	0	11	11.00
Year 09	5	3	0	8	8.00
TOTAL ENROLMENTS	37	25	0	62	62.00

July 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	17	18	0	35	35.00
Year 11	12	3	0	15	15.00
Year 12	6	5	0	11	11.00
Year 09	5	5	0	10	10.00
TOTAL ENROLMENTS	40	31	0	71	71.00

August 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	17	17	0	34	34.00
Year 11	12	3	0	15	15.00
Year 12	6	4	0	10	10.00
Year 09	4	7	0	11	11.00
TOTAL ENROLMENTS	39	31	0	70	70.00

September 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	17	16	0	33	33.00
Year 12	11	2	0	13	13.00
Year 09	4	7	0	11	11.00
TOTAL ENROLMENTS	32	25	0	57	57.00

October 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	16	16	0	32	32.00
Year 12	11	2	0	13	13.00
Year 09	4	7	0	11	11.00
TOTAL ENROLMENTS	31	25	0	56	56.00

November 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	16	16	0	32	32.00
Year 12	11	2	0	13	13.00
Year 09	4	7	0	11	11.00
TOTAL ENROLMENTS	31	25	0	56	56.00

December 2019

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	15	16	0	31	31.00
Year 12	11	2	0	13	13.00
Year 09	4	7	0	11	11.00
TOTAL ENROLMENTS	30	25	0	55	55.00

From the 2019 year 12 class we saw 10 students successfully graduate and achieve their HSC. These students, along with 8 other students who chose to move on, have post school destinations as follows:

Destination	Number
University	1
TAFE	4
Workforce	4
Other Educational Settings	4
Unknown	4

Attendance Policy

Creating Positive Futures Together



Attendance Policy

DocumentGuide	DocumentInformation
Policy Title	Attendance Policy
Document I.D.	3.01
Applicable to	College Principal College Leadership Team College Administration Team College Teaching Team College Wellbeing Team
Document Owner	College Principal
Approval Date	
Approved By	College Board
Approval Duration	
Last Review Date	June 2019
Next Review Date	November 2020
Related Documents	(External) NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-Government Schools (NSW) Manual (Local) Attendance Letter of Concern (Local) Attendance Warning (External) Student Enrolment Unknown

Context

Margaret Jurd College (the College) is a Ministry of the Uniting Church in Australia. A registered non-government secondary special school established to support disadvantaged young people who have complex needs due to the following:

- Mental health/behavioural disorder at a level that is recognised as a disability in accordance with the Department of Education and Training criteria.
- Complex trauma history
- Autism

Margaret Jurd College is dedicated to providing students with a supportive alternative to mainstream schooling. We embrace young people who want to complete secondary schooling that live with mental health conditions that can be seen as challenging behaviours.

Rationale

The College must balance its welfare requirements with its attempts to fully engage students considered “at risk”. The College will create the best possible environment to ensure students are able to attend and succeed.

Any decision to withdraw a student based on attendance will be done under the requirements of due process and procedural fairness with an understanding that the student, where possible, must be passed onto another organisation that can ensure the students welfare if it is deemed that the College is not the most appropriate place for that to occur.

Policy

The Principal of Margaret Jurd College maintains a register, in a form approved by the Minister, of the enrolments and daily attendances of all children at the College. This includes information for each student as required by Section 3.8 of the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-Government Schools (NSW) Manual.

Procedure

- 1.1 Student attendance is recorded each school morning (school morning is defined as a morning on which a school activity has been organised; morning is defined, for the purpose of this document, as being before 10:00am) and maintained on the College’s online database, *Edumate*. The prescribed codes to be used are found in section 5 of this document.

What	Who	When
Student attendance is marked on <i>Edumate</i>	Teaching staff	Each school morning

- 1.2 If a student is absent from the College and the parents/carers have notified the College as to the reason why, administrative staff are to modify the attendance register to reflect the given reason. If possible this is to be done before 10:00am.

What	Who	When
Student absence reasons are added to <i>Edumate</i>	Administrative staff	Each school morning

- 1.3 If a child is absent from the College and a reason has not been supplied then an automated text message notifying parents of student's absence is sent to parents/caregivers. This text message prompts a response for parents to provide a return text to explain the absence. If this is received, the reason is added to *Edumate* within 5 days of the notification having been received.

What	Who	When
<i>Edumate</i> sends automated text messages to parents and carers notifying a student's absence	IT Officer	To be maintained at all times.
Student absence reasons are added to <i>Edumate</i> after being received by text.	Administrative staff	Within 5 days of the text being received.

- 1.4 If a student is absent from the College without a reason being supplied, the Caseworker is to attempt to make contact with the parents/carers within 5 days to understand why the student absence occurred. If a reason is supplied to the Caseworker then it must be entered into *Edumate* within the prescribed 5 day limit.

What	Who	When
Contact with a student's parents/carers is to be made to understand the reason behind an unexplained absence.	Caseworkers	Within 5 days of an unexplained absence.
Absence reasons added to the <i>Edumate</i> register.	Caseworker or Administrative Staff	Within 5 days of an unexplained absence.

- 1.5 If a student is absent from the College for 5 consecutive days the student's Caseworker will attempt to make contact with the parents/carers to ascertain a reason for the absence.

What	Who	When
Contact with a student's parents/carers is to be made to understand the reason behind an unexplained absence.	Caseworkers	After 5 consecutive days of an unexplained student absence.

- 1.6 If contact with a student's parent or carer cannot be established after an absence of 5 consecutive days then the College will contact the parent/carers in writing to express their concern regarding the student's attendance and request the parent/carers contact the College to meet with the Wellbeing Coordinator (see **Template Folder/ Attendance-Letter of Concern**).

What	Who	When
Written concern asking parent/carers to attend a meeting at the College.	Wellbeing Coordinator or delegate	After 5 consecutive days of an unexplained student absence and failed attempts in Caseworker contact.
Meeting with parents/carers after no contact and 5 consecutive days absence.	Wellbeing Coordinator and students Caseworker.	If/when a parent responds to the written letter of concern.

- 1.7 If the parent/carers does not respond to the written letter of concern and the student continues to be absent for a following 5 days a written letter of warning (See **Template Folder/ Attendance Warning Letter**) will be sent to the student's parent/carers outlining that the student's placement will be at risk if the student does not attend within the following fortnight. The letter will also outline that the Department of Education will be notified regarding the student's unknown enrolment and a potential Risk of Significant Harm, Neglect, notification will be made.

What	Who	When
Final letter of attendance warning	Campus Coordinator or delegate.	After an attendance concern letter has been sent and a subsequent 5 consecutive days of an unexplained student absence occurs.

- 1.8 After a further 10 school days of non-attendance after the Warning Letter has been sent to the parent/carers then the student's file will be submitted to the Leadership team for discussion. Any and all extenuating circumstances will be considered and, if deemed necessary the Attendance Procedure can be recommenced at any of the previous stages. If it is assessed that the student should be withdrawn from the College then a letter will be sent to the parent/carers outlining the Leadership team's actions (see **Template Folder/ Letter of Student Withdrawal**). A *Student Enrolment Unknown* form will be submitted to enrolments@det.nsw.edu.au (See **Template Folder/ Student Enrolment Unknown**). After being notified by the Leadership team, the IT Officer will mark the student as **Withdrawn** from *Edumate*. A Risk of Significant Harm Report (Neglect) will be made if deemed appropriate by the student's Caseworker and the Wellbeing Coordinator.

What	Who	When
Letter of student withdrawal sent	Principal or delegate	After student attendance is discussed at the Leadership team meeting and a withdrawal is deemed appropriate.
Notification of student Enrolment Unknown submitted	Teaching and Learning Coordinator or delegate.	After student attendance is discussed at the Leadership team meeting and a withdrawal is deemed appropriate.

Student is withdrawn from enrolment on <i>Edumate</i>	IT Officer	After student attendance is discussed at the Leadership team meeting and a withdrawal is deemed appropriate.
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- 1.9 If it is deemed necessary to withdraw a student from the College it may be necessary to send a further letter to the parent/carer to outline some other organisations or educational environments that may be better placed to provide the student with the services they need. This can also be done verbally by the Wellbeing Coordinator or the student's Caseworker (see **Template Folder/ Letter of Suggested other Service**).

What	Who	When
A letter of suggested other services sent to parent/carer	Wellbeing Coordinator or delegate	After student's withdrawal from the College.

The following symbols are to be used on Manual Attendance Registers. *Additional symbols must not be used.*

Symbol	Meaning
X	The first and last day that the student attended for each term.
a	The student was absent on that day.
Pa	The student was late or was absent for part of a day. The time of arrival or departure must be recorded.
A	The student's absence is unexplained or unjustified. This symbol must be used if: <ul style="list-style-type: none"> No notice has been provided by parents within seven days of the occurrence of the absence. The absence has been explained by the parent, but the reason provided is not accepted by the Principal.
S	The student's absence is due to sickness or as the result of a medical or paramedical appointment. This symbol is recorded above the 'a' symbol where: <ul style="list-style-type: none"> A medical certificate is provided or the absence was due to sickness and the Principal accepts this explanation as reasonable. Principals may request a medical certificate in addition to explanations if the explanation is doubted or the duration of the absence is more than 4 days.
L	The student's absence is due to leave approved by the Principal. Principals may approve up to 15 days leave in a school year for students of compulsory school age. Additional leave for students not of compulsory school age may be granted at the Principal's discretion. This symbol is recorded above the 'a' symbol where a parent provides an explanation that is due to: <ul style="list-style-type: none"> Misadventure or unforeseen event. Participation in special events not related to the College. Short family holidays that cannot be taken within normal vacation period.

	<ul style="list-style-type: none"> • Domestic necessity such as serious illness of an immediate family member. • Attendance at funerals. • Recognised religious festivals or ceremonial occasions. • Short-term employment in the entertainment industry. <p>Leave should not be recorded for any student of compulsory school age on more than 15 days in a school year.</p>
E	The student was suspended from College.
M	The student was exempted from attending College.
F	Senior student participating in flexible timetable not present because they are not required to be at College.

Student Enrolment Policy

Creating Positive Futures Together



Student Enrolment Policy

Document Guide	Document Information
Policy Title	Student Enrolment Policy
Document I.D.	3.21
Applicable to	College Principal College Staff College Students Parents and Caregivers of Students
Document Owner	College Principal
Approval Date	
Approved By	College Board
Approval Duration	
Last Review Date	November 2017
Next Review Date	November 2020
Related Documents	

Context

Margaret Jurd College (the College) is a Ministry of the Uniting Church in Australia. A registered non-government secondary special school established to support disadvantaged young people who have complex needs due to the following:

- Mental health/behavioural disorder at a level that is recognised as a disability in accordance with the Department of Education and Training criteria.
- Complex trauma history
- Autism

Margaret Jurd College is dedicated to providing students with a supportive alternative to mainstream schooling. We embrace young people who want to complete secondary schooling that live with mental health conditions that can be seen as challenging behaviours.

Policy

College staff will review the following criteria in detail to ascertain the suitability of the new enrolment.

- Diagnosis
- Recent emotional state
- History of violence as both perpetrator and/or victim
- Substance use/abuse issues
- Trauma history
- Current family situation
- Family history
- Educational history
- Current level of academic achievement
- Time out of school
- Expressed desire to be enrolled
- Will the College be able to cater to the needs of the student?
- Will enrolment at Margaret Jurd College benefit the student?
- Can the student access other schools that would better suit their needs?

Procedure

- Staff will interview the student and parent/caregivers to explore all of the above-mentioned areas through a series of questions.
- Staff will complete a history check on the student by contacting previous school/s, support services, psychologist's, counsellors etc.
- Parental consent will be sought prior to completion of the history check. If consent is not given the staff will invoke their legal right under **Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998** to ensure that the placement of the student is safe for both the existing students and the new student. The information from the interview and the history check will be presented to the Principal for decision.

Other School Policies: Anti-Bullying Summary

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious(overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying is not tolerated at the College and any suspected bullying can be reported to the Campus Coordinator.

Examples of such behaviour could be continual use of one or more of the following:

- Social isolation from the group.
- Spreading of stories and rumours.
- “Joking” and “mucking about” that includes name calling, pushing, encroaching on another’s personal space.
- Harassment or discrimination based on race, gender, disability, religion or physical attributes.
- Vilification.
- Hurting someone physically.
- Online slander of a student or people they care for from an individual or a group of individuals.

The full policy can be viewed at www.mjc.nsw.edu.au

***Margaret Jurd
College is
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schooling. We
embrace young
people who want
to complete
secondary
schooling and will
continue to
provide them with
a safe
environment free
from bullying.***

Other School Policies:

Policy Summary	Changes in 2019	Access to full text
Wellbeing Policy		
The College will make all reasonable efforts to ensure students are provided with a safe, caring and supportive environment. This is done so through the College's staff and organisational structure, modified programs and modified practice.	No Changes to the Policy were made throughout 2019.	The full text can be requested in hard copy from the College by parents or viewed on the College's internal share drive by staff.
Anti-Bullying Policy		
The policy gives the reader an understanding of bullying and ensures a mechanism for which complaints regarding such behaviour can be made to the College with a procedure for resolution of such issues.	No Changes to the Policy were made throughout 2019.	The full text can be accessed on the school website, www.mjc.nsw.edu.au Requested in hard copy from the College or viewed on the College's internal share drive.
Student Behaviour Management Policy		
The policy outlines the College's focus on due process and procedural fairness. It outlines both the most effective method of discipline and the process by which such decisions are made.	No Changes to the Policy were made throughout 2019.	The full text can be a Requested in hard copy from the College by parents or viewed on the College's internal share drive by staff.

Complaints Policy

The College is committed to ensuring that students, parents, carers, staff and other College stakeholders have a method by which they can have their grievances addressed by the College. The College policy outlines the principles of avenues for escalation of a grievance, due process and procedural fairness.

The Policy was reviewed endorsed and published in 2019.

The full text can be accessed on the school website, www.mjc.nsw.edu.au
Requested in hard copy from the College or viewed on the College's internal share drive.

College determined priority areas for improvement

Creating Positive Futures Together

Mission

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

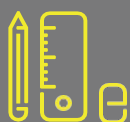
Our Values

- Faith
- Respect
- Responsibility
- Equity
- Justice

Our Intent

We deliver holistic education

We are widely recognised for our commitment to having a positive impact on young people's lives, through delivering holistic education for those who have special needs which have not been accommodated in mainstream education.



We create a culture of wellbeing

We focus on the unique circumstances of each individual and support personal growth, positive development and wellbeing. We challenge perceptions of what is possible in ourselves and our students.



We build strong community connections

Generating networks of influence we create a strong community where no young people are left behind or are prevented from participating in meaningful ways.



We build organisational capacity

We develop our capability to grow our footprint and expand our offerings. We use resources wisely and adopt policies, procedures and practices which sustain the College in the long term.



Our Strategic Goals



All school determined priority areas are based on the College's Mission, Values, Intents and Goals.

School identified areas for improvement

Intentions for 2019-2020	
Leadership and management	Implement a new, best practice, robust risk management framework that covers all areas of the organisation.
Wellbeing / Educational Practice	Engage more fully in the Trauma Informed Practice for Education to better address the needs of students who are effected by trauma.
Wellbeing / Educational Practice	To develop a specific and effective approach to the implementation and tracking of initiatives promoting Respect and Responsibility within the College.
Master Planning	Develop an effective master plan that addresses the growth needs of the College in the years to come.
Financial	Develop an effective marketing campaign to empower parent/carers/ students and the wider community to find the College and enroll those students who are <i>falling through the educational cracks</i> .

A note on initiatives promoting respect and responsibilities....

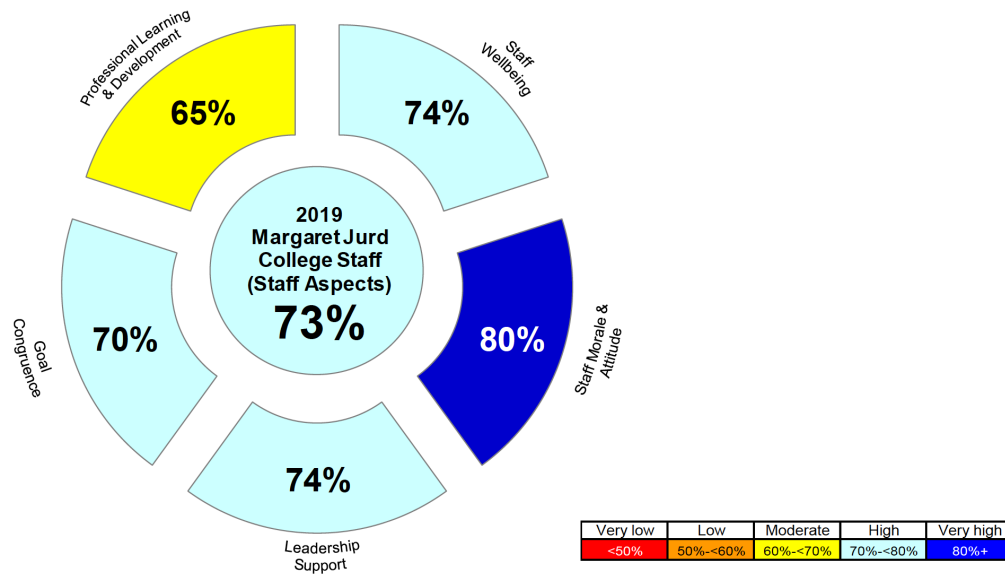
Until now all Caseworkers have had these two goals incorporated into their case plans as social goals for students. It has been recognised by the College that these two initiatives cannot be implemented in only one area of the College but instead must become a whole school approach.

Moving into 2020 the College will be developing and running a targeted, whole school approach to these two values.

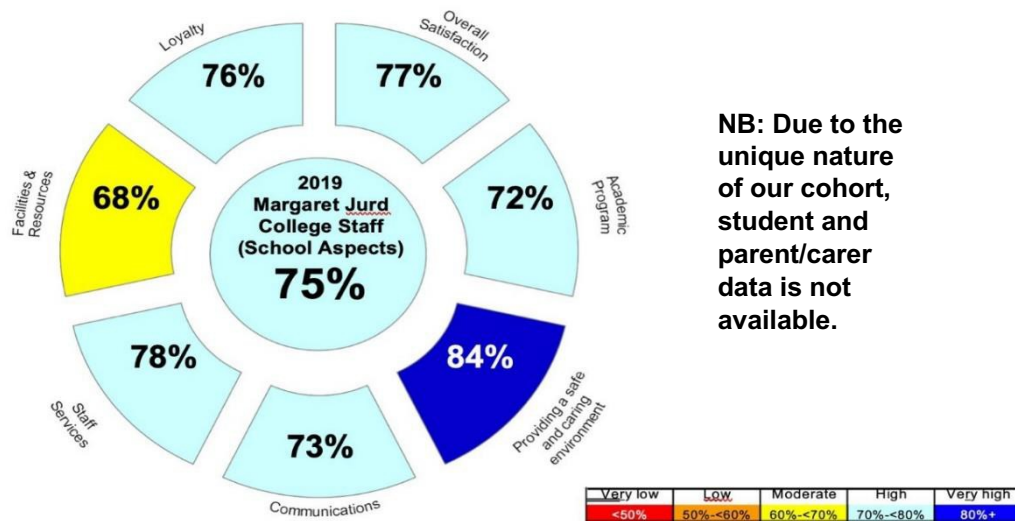
Satisfaction Report

In 2019, Margaret Jurd College undertook a large scale staff survey aimed at identifying staff satisfaction levels at the College. The results are as follows:

Overview of Key Areas – Staff Aspects



Overview of Key Areas – College Aspects



NB: Due to the unique nature of our cohort, student and parent/carer data is not available.

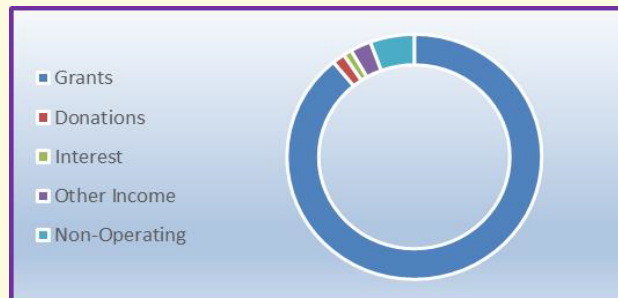
Finance Report

FUNDING

The cost of providing a holistic educational program with high levels of support is significant. 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:

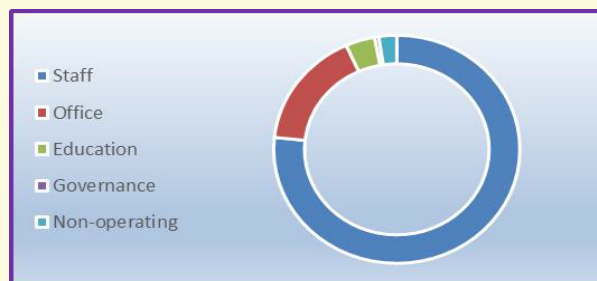
- Department of Education, Skills and Employment provides *per capita* funding; and
- NSW Department of Education (DE) provides *per capita* funding.
- NSW Department of Community and Justice (DCJ) provides funding through the Early Intervention Placement Prevention Program (EIPP). This funding is vital as it provides our main income source for the College's casework program;

During 2019 other sources of financial support included The Hunter Presbytery, Lenity Australia and corporate and private donors.



EXPENDITURE

The College's main area of expenditure is staffing. We employ the highest-level 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 our students, the Board maintains active oversight of the monthly accounts through its Finance, Audit and Risk Management Advisory Committee and monthly consideration of relevant reports. The College is operating within its annual budget.

After several years of engagement with its previous auditor, towards the conclusion of 2019 the Board determined to have Nexia Australia appointed as the College's external auditor.

A final word from our Key Stakeholders:

The following is a poem written by a graduating member of the class of 2019:

Four Years

Words that I can use to explain these four years... Insane, hectic and filled with many fears.
But also, these four years have been some of the best, amazing, memorable and all the rest.

Four years ago, I made a very difficult decision

To change my life, because I had a vision

A vision that I could love my life and not live in fear.

A life that I could lead, one that I could steer Four years ago, I walked in the school gate

Never did I know that these years would be so great

Four years of laughing, screaming and a whole lot of crying

Four years of learning to not wish that I was dying

Four years of learning English, Science, work studies and Maths P.E, Literacy, History and CAFS

Four years of many blood, sweat and tears

Four years of overcoming so many fears

Four years with the teachers who everyday taught me

Four years of learning many forms of maturity

Four years with my caseworker who holds a place in my heart

Because without him I wouldn't know where to start

Four years of making memories with a crazy bunch of friends

Who I wish all the best in life right to the end

Four years of learning and finding the real me

The girl who doesn't hide behind insecurity

In four years, I proved those who said I wouldn't make it

Look where I am now I did it because I never quit

Four years I got an education

I have learnt courage, strength and determination

Today's the day I graduate, and my life will start

Just know that you will all have a place in my heart

Today I stand before all of you I can't thank you enough

Because individually you have all held me when times were tough

I stand here reading this poem trying not to cry

And I say to Everyone here at Margaret Jurd College I bid you all goodbye.