



Margaret Jurd College

Annual Report 2020-2021



"Creating Positive Futures Together"

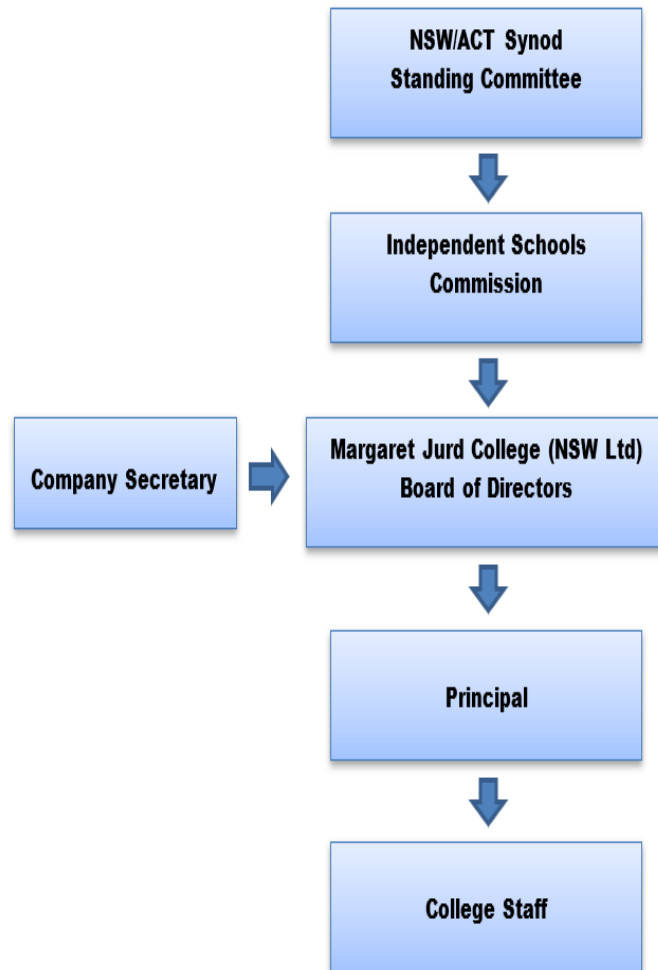
Table of Contents

Message from our Chair.....	3 - 6
Message from our Principal.....	7
College Context.....	8 - 9
Student Outcomes in Standardised Testing.....	10 - 13
Staff Qualifications.....	14
Student Attendance, Retention and Post School Destinations	15
Enrolment Summary and Retention Data.....	16
MJC Attendance Policy.....	17-23
MJC Enrolment Policy.....	24 - 26
Other College Policy's.....	27 - 29
College Determined Priority Areas for Improvement.....	30 - 32
Satisfaction Report	33
Financial Report	34
A Final Word From our Key Stakeholders	35

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 2020, in particular the Board addressed the following issues of governance:

Director retirement. After almost five years of service to the Board as the past Chair, Deputy Chair and also Chair of the Governance Legal and Nominations Committee David Hodges retired in May 2020.

Elise Briggs served as a director for almost five years, when she retired in August 2020. She served as the Chair of the Finance, Audit and Risk Management Advisory Committee. Following her retirement, she is still deeply associated with the College, serving as the Chair of the newly formed Pathways Fund Advisory Committee.

Following a period of over three years' service on the Board and as the previous Chair of the Strategic Partner Relationship Advisory Committee, Jo Mills also retired as a Director in December 2020.

I take this opportunity to thank Jo, Elise, and David for their contribution to the governance of College and wish them well for the future.

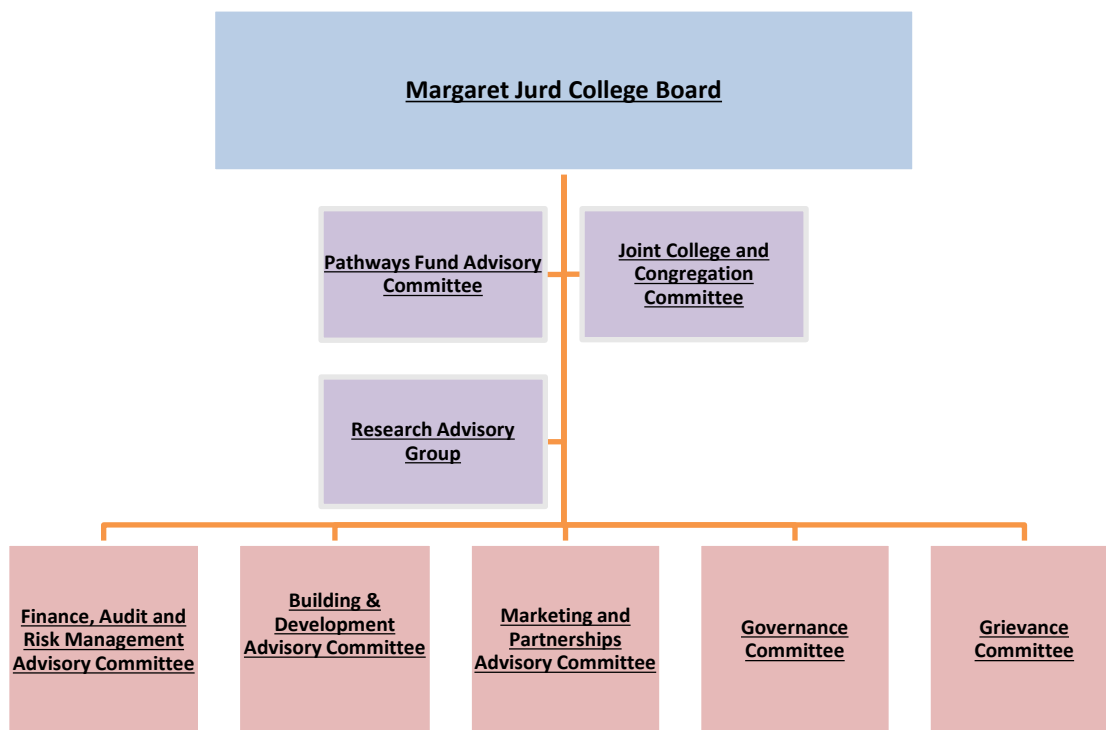
Directors reappointed. Following the constitutionally prescribed process, Elise Briggs, Anne Empson and Mick Hunter retired as Directors of the College at the 2019 Annual General Meeting (held in April 2020) and, being eligible for such reappointment, were reappointed by the Synod Standing Committee as Directors for further respective terms of approximately three years.

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 2020, 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.

The Board recruited three new Directors in 2020, Craig Corby, James Sheldon and Taryn Gooley. These new Directors were recruited to replace the three retiring Directors Elise Briggs, David Hodges and Jo Mills. There is still one further Board position to be filled and a suitable candidate has been recruited and is yet to be ratified by the Uniting Church Synod.

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, one director has completed the AICD Directors' course in 2020 with a further two more Directors to complete the course in 2021. There were also several other professional development courses that were attended throughout the year.

Board Committees. In 2020 the Board conducted a significant restructure of standing committee's this was partly due to a change in direction of the school and also to amalgamate several committee's 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 2020 the Board established several ad hoc committees, with the creation of a Pathways Fund Advisory Committee and a Research Advisory Committee



STRATEGIC PLANNING

At the February 2021 Board meeting the Board decided to review the strategic plan and it agreed to engage 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 2025.

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 2020. 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.

In 2020 the Board, after several months of deliberations and after conducting a very in-depth due diligence on the proposed development of a new campus to be located at the Gillieston Heights property, decided that due to road access and other planning issues that the site was not suitable for the development of a new campus. The land has been handed back to the Uniting Church in Australia Property Trust (NSW)

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. However, the Congregation retains the beneficial stewardship of that property. Consequently, a further Memorandum of Understanding (MOU) between the Congregation and the College, which regulates the College's use of that church property, is to be agreed. It is anticipated that the MOU will continue to enable the College to make use of the church hall, associated kitchen facility and the chapel in return for market-based, fair value cost sharing. Due to the COVID-19 restrictions in 2020 we were unable to have face to face meetings with the congregation and as a result the MOU has not been completed. It is anticipated that the MOU will be finalised in very near future.

RISK MANAGEMENT

The Board is aware of 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 bi-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 2020 the final risk register was completed and approved by the Board. At each of the regular Board meetings the Board reviews three of the identified high risks to ensure that the identified risk controls are adequate and are in place.

OPERATIONS

While the Board has ultimate responsibility for the operation of the College, its day-to-day operation is managed by the Principal. 2020 has been a difficult year with COVID-19, bush fires and drought.

The Board would like to congratulate the Principal, Company Secretary, the Executive team and all of the staff members at the College for a fantastic effort throughout 2020.

The Board's decision not to proceed with the development of the Gillieston Heights property allowed us to look at other options for expanding the College. In early September 2020 a meeting was held between the Chair, two Directors of the College and the College Principal. A discussion regarding the new direction the College considered the opening of new campuses.

One suggestion was to start small 'satellite' schools. The Forster Tuncurry area was considered an option due to the use patterns of the church in Tuncurry, the demographics of the area and the physical location of the space.

It was decided that representatives from the Board make contact with the Forster Tuncurry congregation to explore the prospect of setting up a satellite school on the grounds of the Tuncurry church site. The meeting was extremely positive with both the Forster Tuncurry Chair and committee members and also with the congregation.

Several visits to Tuncurry were arranged to discuss the proposals. On the final visit a meeting with the congregation was arranged. The congregation voted unanimously to develop a satellite school on the Tuncurry church site. This is a very exciting new venture that gives more young people opportunities to grow and learn.

Forward to 2021 and approvals and planning processes are underway, costings and legalities are well advanced and it is anticipated that the new school might be operational by the end of 2021 or by early 2022.

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. Rev. Kim Langford was appointed as the College chaplain in March 2020 and is interacting well with both students and staff. She is a wonderful addition to the College.

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 2020, the Strategic Partner Relationships Advisory Committee was restructured and renamed as the Marketing and Partnerships Advisory Committee. The Board reviewed its existing and potential strategic partnerships with a number of third-party organisations. All sponsors and strategic partners will be clearly identified and recognised on the College website.

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 two further recipients of the Margaret Jurd College Award for Meritorious Service in 2020, being David Hodges and Doug Saxon.

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 2020. 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

As I reflect on 2020, the words *testing* and *learning* loom large and not in the traditional sense. 2020 was a testing time for all schools across the nation if not the entire world. It was an interesting year to be a first time Principal but, together with staff, students and the wonderful Margaret Jurd Community I believe our College successfully navigated the storm of COVID.

The College entered the lockdown period with a focus on welfare, fully understanding the risk that a national pandemic posed to at-risk youth.



Thanks to wonderful support from Pymble Ladies College and their community, our College was able to send food packages to those within our community who were adversely affected by the temporary closure and the slowing down of many industries. This helped to enhance our own in-school food pantry and aligned with the College's desire and focus to give back to our local community as much as they give to us.

We were also able to see a change in the way students at the College engaged with schoolwork. With a shift to online learning, we saw some students shine and their results improve. However, for a College that focuses so heavily on relationships we did struggle when our physical space was no longer accessible. Student results during this difficult year will be discussed in further detail below.

After the closure lifted for Independent schools the College saw attendance figures emulating their pre-shut-down rates. During this time the College was able to focus on procedures that ensured the safety of staff and students while at the campus new cleaning routines were engaged in, new sign in policies and procedures were implemented and hand sanitising stations were installed throughout the College. Overall, this continuing focus on health and hygiene has been beneficial for the College.

During the pandemic disruption the College hosted their 5-year NESA inspection. This inspection ensures the compliance of practices and policies within the College and I am pleased to announce that the College was successful in extending their registration for the next 5 years.

The College also engaged in a new relationship with Resolve Accounting to ensure our collection and implementation of adjustments in accordance with the Nationally Consistent Collection of Data was in line with the policy framework and the College also engaged in an external audit of our Information Technology services to ensure that all data within the College is not at risk of breach. I am also pleased to report that through the engagement of the external auditing firm NEXIA Australia the College has been able to ensure our business processes are at an exemplary level.

Throughout all the testing and learning that exemplified 2020 the College was further able to implement programs that gave our students the best possible opportunities for success. Amongst the programs introduced was our own College-run driver training program, along with additional electives in the creative and visual arts as well as new wellbeing programs that have been made available to both students and the external Margaret Jurd community, all combined with the engagement of GUTS Creative who have undertaken extensive research into College satisfaction, and the Values and Purpose through which we undertake our Vision.

So, throughout the disruption of the 2020-2021 year the College has continued to live its vision of Creating Positive Futures Together.

A handwritten signature in dark ink, appearing to read 'D Twist'.

Darren Twist
Principal

College Context

Margaret Jurd College is an independent College that exists as a mission of the Uniting Church in Australia. The College is listed as offers special education and 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 diagnoses often present with associated behaviours such as emotional dysregulation, defiance, withdrawal, helplessness, fight/ flight/ freeze tendencies 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 and assess its own abilities through the use of the *Wellbeing Wheel* an internally implemented self-assessment tool for students.

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 The Department of Communities and Justice, delivering targeted support in early intervention 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 Assessments, Behavioural Plans, Medical Plans, Transition Plans and safety plans.

2020 also saw the College implement further Pastoral care and support to staff and students through the introduction of a part time College Chaplain.

College Workforce Based on FTE...

Executive Staff
5.0

Teachers
9.6

**Caseworkers/Pastoral
Care/ Aboriginal Student
Support Staff**
7.2

**Student Learning Support
Officers**
7.0

Maintenance Staff
2.0

Administrative Staff
6.0

Total: 36.8

College Context cont'd

Student Composition

Total Enrolment

72

SWD

100%

ATSI

25%

Year level numbers

9 – 10

10 – 21

11 – 24

12 – 17

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 Planning (IP) 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.

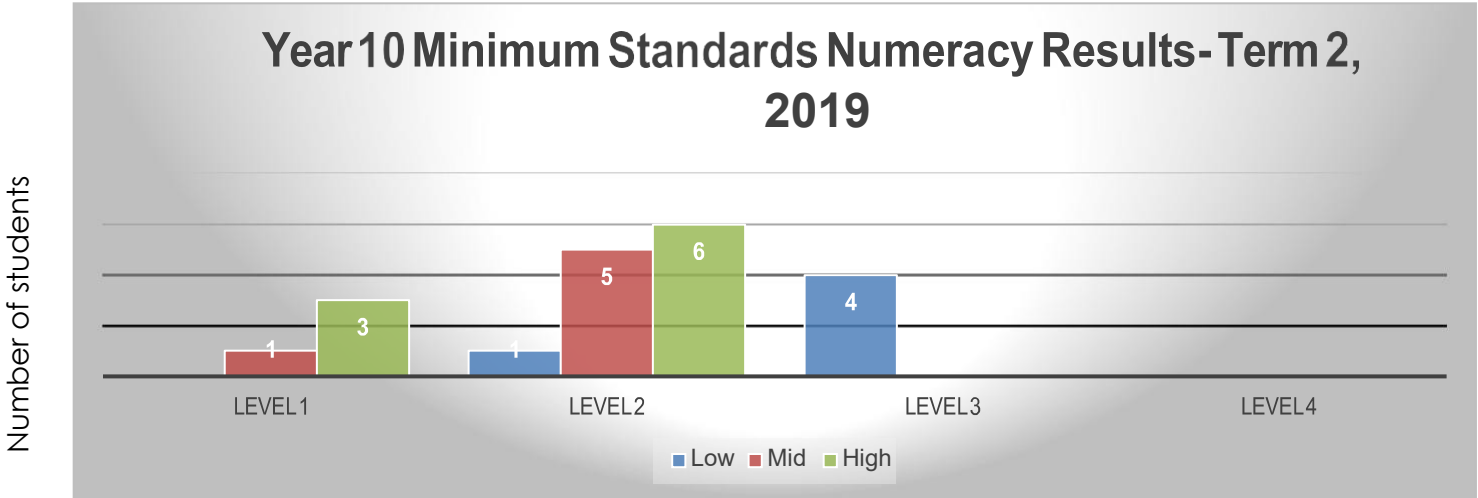
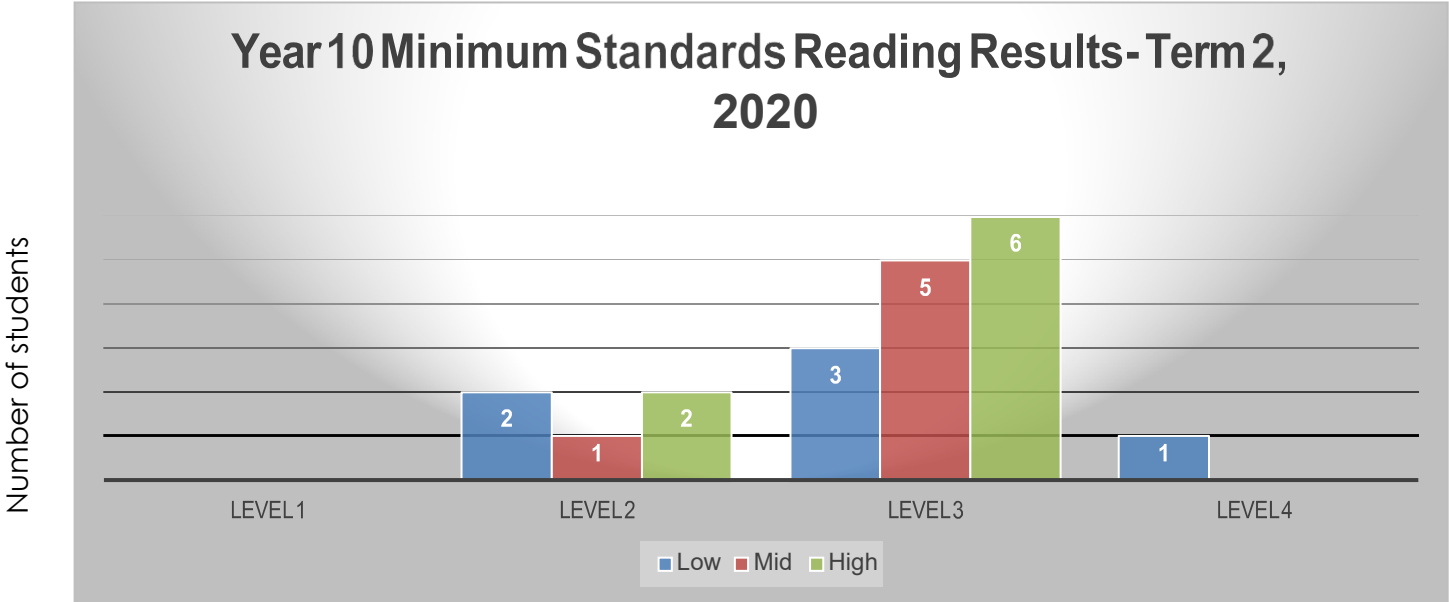
The College intends to continue to empower young people in achieving their social and educational goals to become adults that positively contribute to their community.

Student Outcomes in Standardised Testing

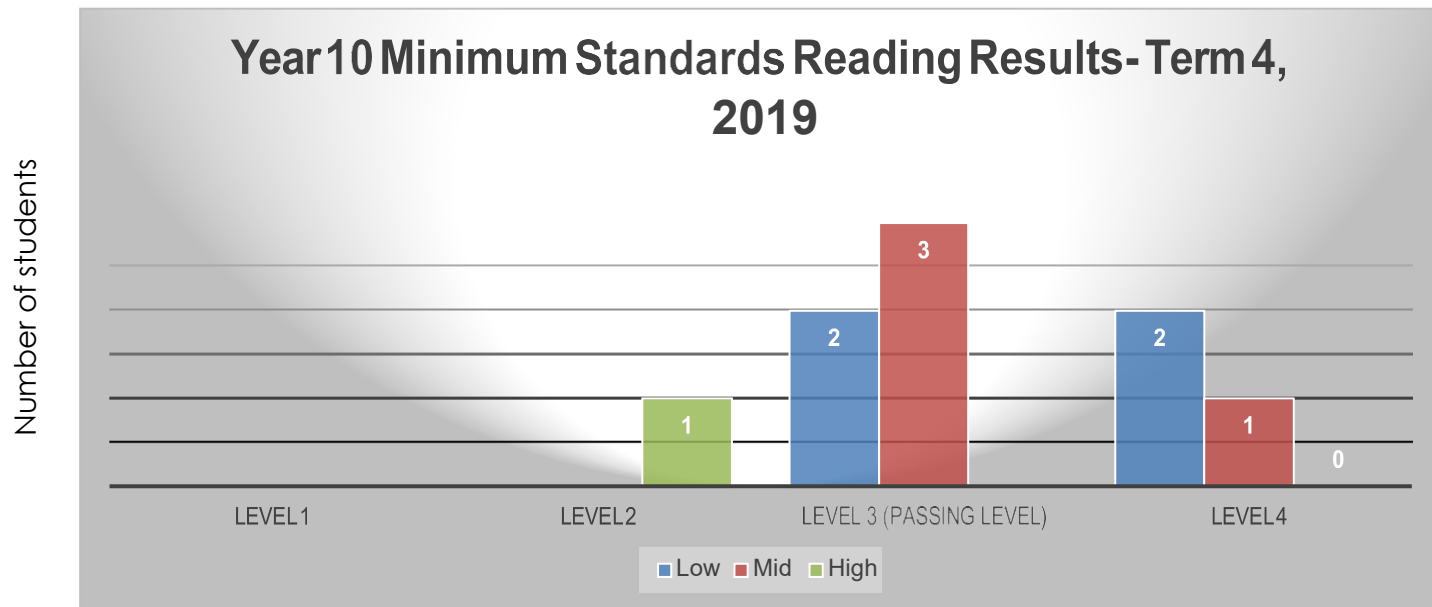
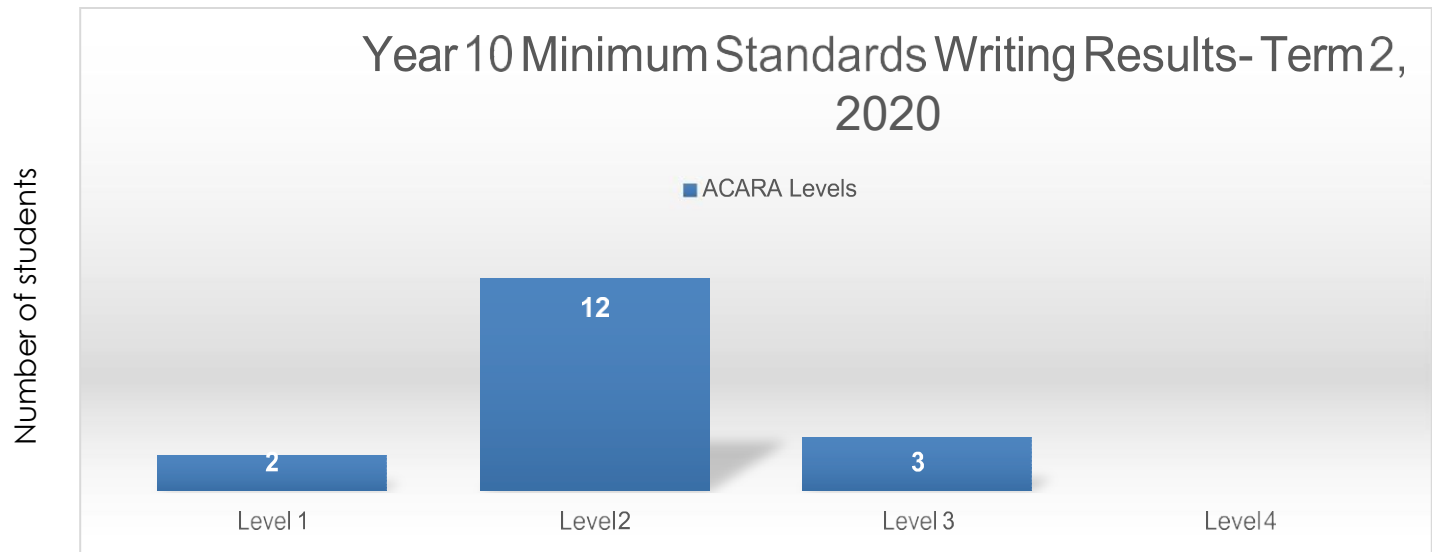
NAPLAN: As a result of Covid, the 2020 series of NAPLAN tests were cancelled meaning data in this area does not exist.

Student Outcomes in Standardised Testing

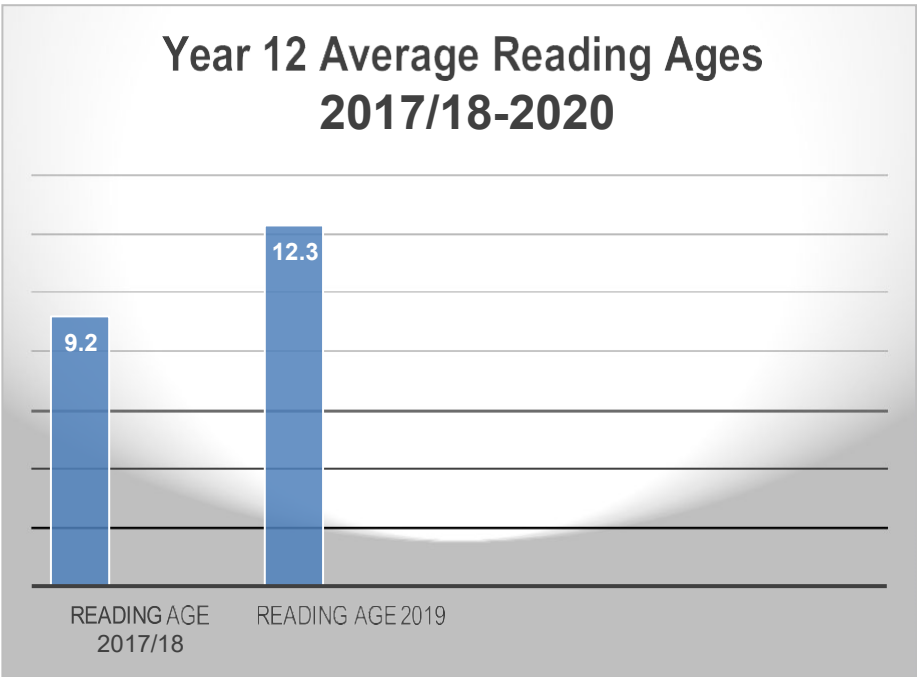
Minimum Standards: The achievement levels of the first attempt of the year 10 cohort of 2019 MJC students.



Student Outcomes in Standardised Testing



Student Outcomes in Standardised Testing



Staff Qualifications and Professional Learning

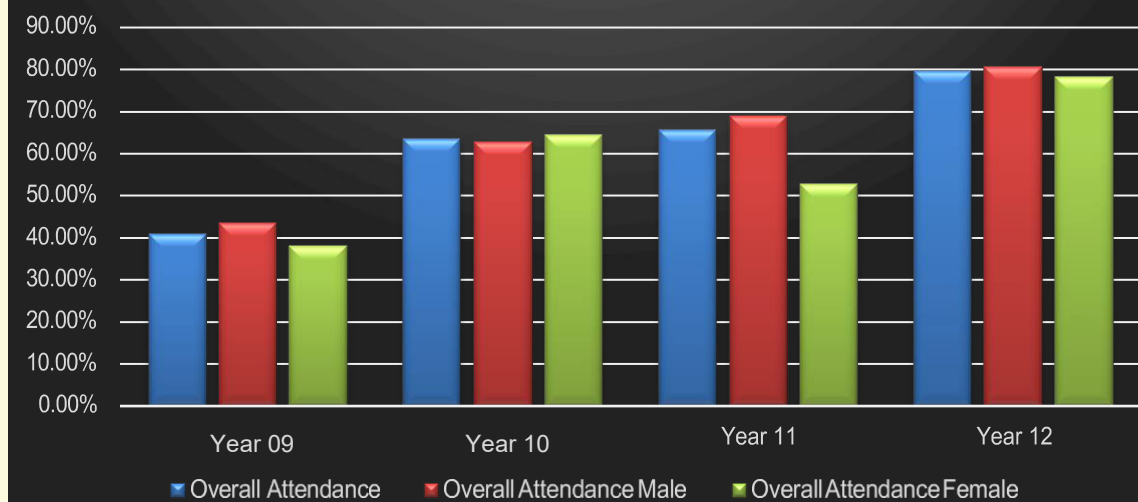
	Teachers	Caseworkers
New-Graduate	1	
Proficient	9.6	
Experienced (ST1)	2	
Graduate		1
Non-Graduate		7

External Expert	Training	Attendees
AISNSW	School Improvement Program cont.	5 (Leadership Team)
Effectiveness Training Institute	Parent Effectiveness Training	9 (Casework Team)
Bree Collins Therapy	Responding to escalated behaviours	12 (Teaching Team)
Tuning into Teens	Tuning into teens Facilitation Training	1 (Casework Team)
123 Magic & Emotional Coaching	123 Magic	1 (Casework Team)

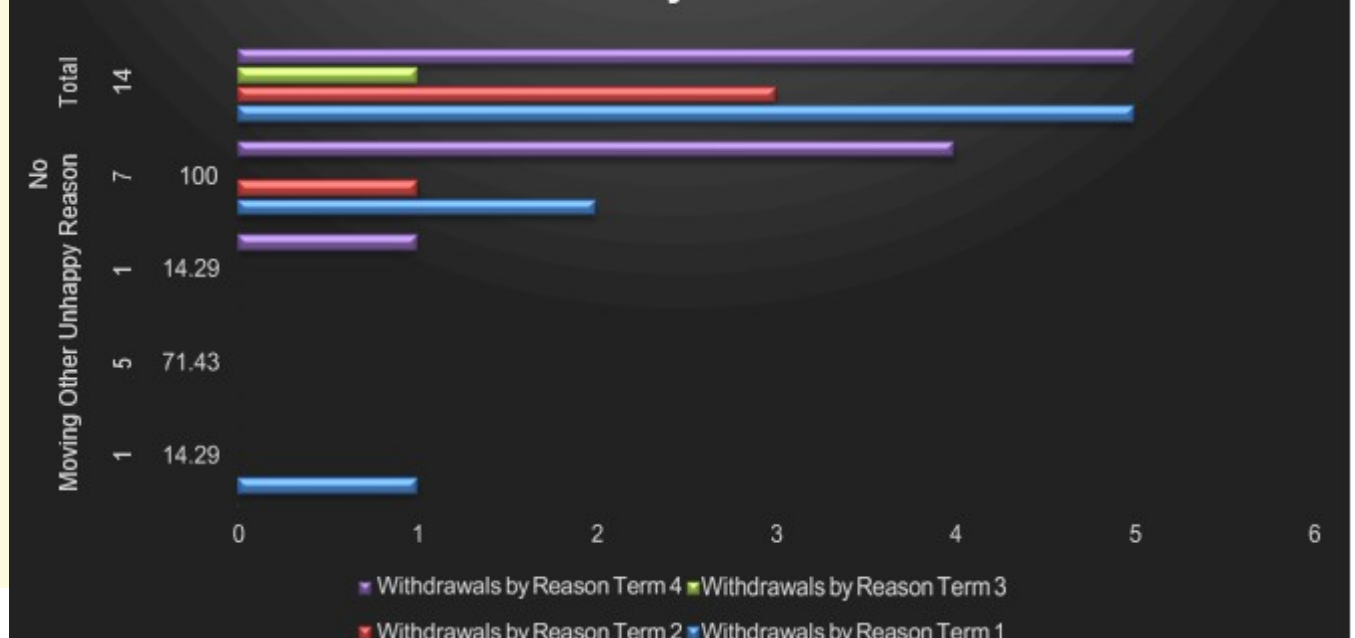
Training	Focus	Attendees
Child Protection	Student Welfare	All Staff
Reportable Conduct Training	Student Welfare	All Staff
Class and Kind Investigation Training	Student Welfare	2 Staff
Masters in Aboriginal Studies	Student Academics	HSIE Department
School Governance Training	Governance	2 Executives/6 Directors

Student Attendance, Retention and Post School Destinations

Overall Attendance - 2019



Withdrawals by Reason - 2019



Enrolments Summary and Retention Data

September 2020

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	15	7	0	22	22.00
Year 11	14	10	0	24	24.00
Year 12	10	1	0	11	11.00
Year 09	6	9	0	15	15.00
TOTAL ENROLMENTS	45	27	0	72	72.00

December 2020

Form	Male	Female	Non-Specified Gender	TOTAL	FTE
Year 10	15	7	0	22	22.00
Year 11	10	10	0	20	20.00
Year 12	10	1	0	11	11.00
Year 09	5	9	0	9	9.00
TOTAL ENROLMENTS	40	27	0	67	67.00

January 2021

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	72	66.00

From the 2020-year 12 class we saw 11 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	0
TAFE	3
Workforce	3
Other Settings	4
Unknown	1

Attendance Policy

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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	November 2020
Next Review Date	November 2021
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
Student absence reasons are added to <i>Edumate</i> after being received by text.	Administrative staff	Within 5 days of the text being received.
<i>Edumate</i> sends automated text messages to parents and carers notifying a student's absence	IT Officer	To be maintained at all times.

- 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 student's Caseworker.	If/when a parent responds to the written letter of concern.
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- 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. Leave should not be recorded for any student of compulsory school age on more than 15 days in a school year.

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

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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 2020
Next Review Date	November 2021
Related Documents	RANGS Manual Disability Standards for Education

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

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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 dedicated
to providing
students with a
supportive
alternative to
mainstream
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 2020	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 2020.	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 2020.	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 2020.	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. No changes were made in 2020.

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.

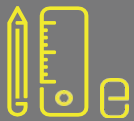
Our Values

- 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.

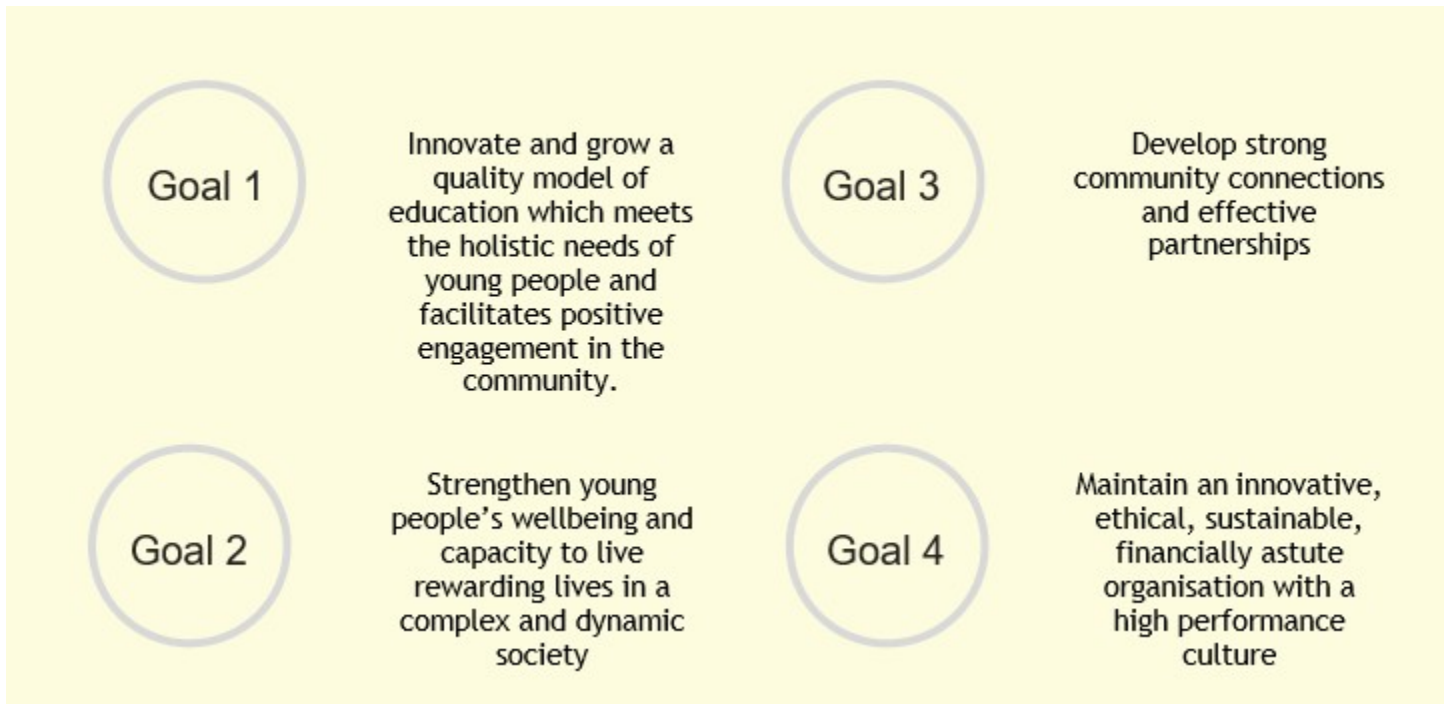


We build organisational capacity

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 2020-2021

Leadership and management	2020 saw the implementation of a robust risk management framework that covers all areas of the organisation. New intentions moving forward are to develop more accurate values and mission statements and to develop a whole school framework for trauma informed practice.
Wellbeing / Educational Practice	2020 saw us cancel our trauma informed training so this remains a focus for 2021 with an added focus on developing effective parenting programs for our community.
Wellbeing / Educational Practice	To develop a specific and effective approach to the implementation and tracking of initiatives promoting Respect and Responsibility within the College. This initiative remains unchanged from 2020.
Master Planning	Develop an effective master plan that addresses the growth needs of the College in the years to come. This remains an initiative through 2021.
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 falling through the educational cracks. This remains an initiative in the College in 2021.

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.

2021 saw the College undertake research into our College values, mission, vision and purpose. This project is still underway in 2021.

Satisfaction Report:

In 2020, Margaret Jurd College undertook research regarding the College's effectiveness and overall stakeholder satisfaction. The survey included 55 external participants (parents and carers) as well as 6 staff and 1 student focus group. The results are as follows:

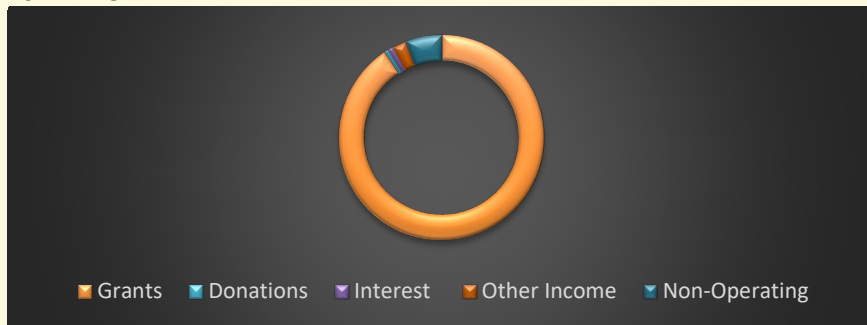
Research sample and methodology

	Students	Parents/ Carers	Staff
Fieldwork dates	2 Dec 2020	7 - 20 Dec 2020	19 - 20 Jan 2021
Sample definition	Current students of MJC (mix of ages and years)	Parents/ Carers who have a child having difficulty within mainstream education (e.g., with social, emotional and/or behavioural challenges)	Current staff of MJC
Sample size	7 Students	52 Parents/ Carers (mix of past, current and prospective)	28 Staff including: <ul style="list-style-type: none">• 4 Executive staff• 10 Teachers• 5 SLSO*• 6 Case Workers• 3 Admin/IT staff
Methodology	In person focus group discussion	5-minute online survey (recruitment through targeted Facebook ad, questions via Survey Monkey, \$20 incentive per participant)	In person focus group discussion

*Student Learning Support Officer

Finance Report

FUNDING



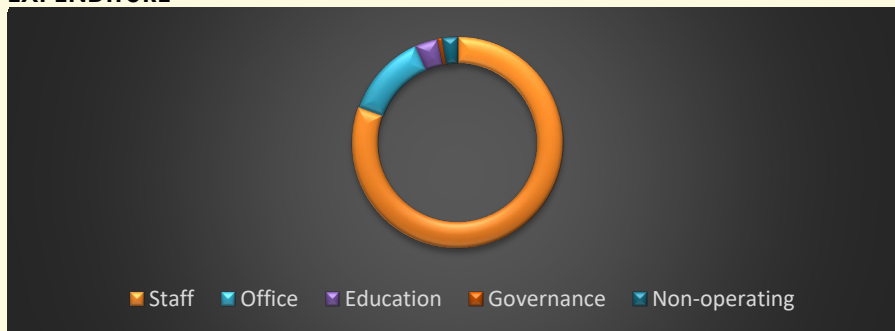
The cost of providing a holistic educational program with high levels of support is significant. The College is always on the lookout to attract a higher level of financial support to meet expansion needs. Currently Margaret Jurd College attracts grant funding from the following main sources:

- Department of Education, Skills and Employment provides *per capita* funding;
- NSW Department of Education (DE) provides *per capita* funding;
- NSW Department of Communities and Justice (DCJ) provides funding through the Early Intervention Placement Prevention Program (EIPP), which caters for the College's casework program.

During 2020, other sources of financial support:

- Cash Flow Boost from the Australian Taxation Government
- Donations from the Pymble Ladies College community
- School fees and investment income.

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.

A final word from our sponsors:

The following is some of the feedback received from our most valued stakeholders. Parents/ Carers and Students:

Parents

"The unique one-on-one support system, knowing our son has the opportunity to be whoever he wants to be is very reassuring."

"For children who don't fit the standard box for education. They allow children to learn in a way that suits their individual circumstances."

"Alternative education with individual one-on-one support programs and smaller classes."

"They help kids with behavioural issues and developmental delays or who haven't been able to stay at other schools."

"The staff are all so supportive and have helped carve our son from a shy anxious boy into a young boy with the confidence to pursue his dreams."

Students

"If you're acting out they want to know why."

"At my old school they cared more about the uniform I was wearing than me as a person or me getting bullied."

"You can just be you."

"The power of helping with problems and healing."

"The ability to listen, to care and to be loyal."

"Bringing people together."

Parents

"I tell so many people about MJC. Without this school my son may have not been here today." (Score:10)

"A fantastic school that helps children from all walks of life to learn, grow and be their own person." (Score:10)

"I wish I had known about this school sooner. It has been life changing for my child." (Score:10)

"It's been great for my child who may have never been able to attend school at all." (Score:10)

"From the office, to the staff, to the principal it has been so nice and made us feel so amazing." (Score:10)

"We've seen firsthand how this program makes a difference to these kids lives." (Score:10)

Students

"I was going to end up in Juvy, now after I finish school I want to go to the Army."

"I don't have as many sick days as I used to at my old school."

"I didn't understand the work and I got left behind. Now the Teachers talk me through the work."

Parents

"They have very caring staff who try and get the best out of the students."

"He managed to keep a friend... this is a big thing for him."

"The best experience that has happened not only to our son but our entire family."