



MARGARET JURD COLLEGE

ANNUAL REPORT 2021 – 2022



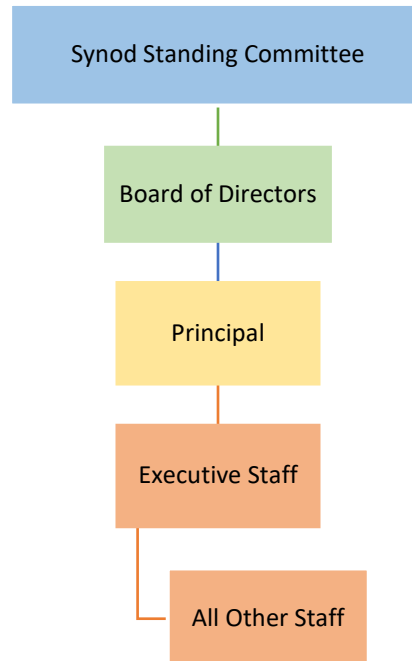
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MESSAGE FROM OUR CHAIR

GOVERNANCE

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



While operating as an Independently Incorporated Entity since 2015, the College has retained its strong connection with the NSW/ACT Synod of the Uniting Church (Synod). This structure identifies the College's willingness and pride in working together with the Uniting Church and its associated entities to achieve mutually beneficial goals.

The Margaret Jurd Board of Directors is ever willing to meeting its compliance and regulatory requirements and has made moves to increase its efficiency. During 2021, the Board continued to improve the following areas of its governance:

IN MEMORIAM

Director Ross Coulton passed away suddenly on 18th August 2021. After 6 years of service to the Board as the past Deputy Chair and Chair of the Building and Development Committee, Ross' service to the College has been deeply embedded in the fabric of our commitment to young people and his passing has been an immeasurable loss.

DIRECTOR RETIREMENT

Director Retirements for the 2021-2022 have included Mick Hunter, James Shelton and Garry Derkenne. These Directors held positions including Chair of the Governance, Legal and Nominations Committee, Deputy Chair, Chair of the Partnerships Committee and Chair of the Building and Development Committee. It is hoped that these Directors will nominate themselves for re-appointment after the constitutionally prescribed process.

It should also be noted that the Rev. Dr. Gerry Duncan, member of the Pathways Committee, has officially retired. In recognition of the obligation listed in the Pathways Fund Advisory Committee Charter the College will wait for Hunter Presbytery to nominate a replacement for the Rev. Dr. Duncan.

DIRECTOR RECRUITMENT

Recruitment of Directors is carried out principally through its Governance, Legal and Nominations Committee. The Board continues to seek potential candidates to fill Board positions as vacancies occur. It recognises the paramount importance of having members with a diverse range of skills and the benefits of attracting Directors who represent diverse backgrounds and personal attributes.

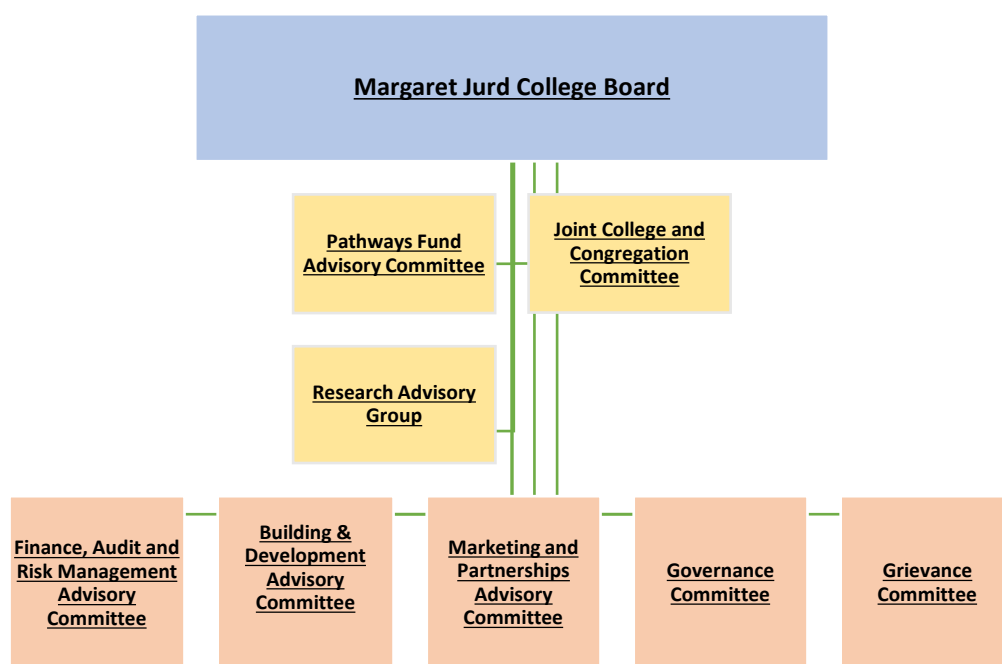
An existing position on the Board of Directors is yet to be filled and once a suitable candidate has been recruited a ratification will be sought from the Uniting Church Synod.

PROFESSIONAL DEVELOPMENT

The Board has continued to implement its policy of professional development for Directors complying with the regulatory requirements associated with both the Australian Securities and Investments Commission (ASIC) and the NSW Education Standards Authority. It is a requirement of the College that the Directors of the College to complete the Australian Institute of Company Directors graduate course. Directors continue their Professional Development by attending various courses throughout the year.

BOARD COMMITTEES

In 2020 the Board conducted a significant restructure of standing committees partly because of a change in direction of the College and to streamline committee process by amalgamating several committees. This has 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. This continues to be the structure of committees serving the College.



STRATEGIC PLANNING

As we enter the final year of the College's strategic planning cycle the Directors are optimistic about the strategic direction of the College. We would like to thank our partners, Bendelta, for assisting us move towards our strategic goals.

During the final year of the College's five-year Strategic Plan, it has formulated a comprehensive Facilities Master Plan that will assist the College Executive in achieving the goals of the next Strategic Plan.

PROPERTY, BUILDING AND PLANNING

The Board, principally through its Building and Property Advisory Committee, continues to manage properties and other infrastructure for which the College has had responsibility during the 2021 calendar year. These include the buildings and other infrastructure at the College's Shortland campus; the commercial property located in Beaumont Street Hamilton; and the property recently leased at Forster Tuncurry. This is the intended site of another Margaret Jurd College Campus.

In 2021, the Shortland worshipping community, which is a part of the Wallsend Shortland Multi-Centre Congregation, was unable to continue worshipping at their Wallsend Site. As a result, the congregation has moved back to worshipping at the Shortland Chapel. The College welcomes the congregation back and is appreciative of the way in which the congregation has been so accommodating in its chosen use of the chapel space.

RISK MANAGEMENT

The Board is aware of meeting its obligations to identify, mitigate and manage risks arising from the operations of the College. The Board's Finance, Audit and Risk Management Advisory Committee provides the primary focus for these issues. It 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 2022 the College risk register was amalgamated into the online register system Promapp. It is hoped that this will continue to streamline our approach to risk while ensuring that our reporting obligations are met in the most effective way possible.

OPERATIONS

While the Board has ultimate responsibility for the Governance of the College, its day-to-day operation is managed by the Principal. In 2021 the College continued to experience difficulties with COVID-19 although operations in that area were constantly honed to ensure the best social and academic outcomes for college students.

The Board would like to congratulate the Principal, the Executive team and the staff members and students at the College for a continuing to reach academic and social goals throughout this most difficult time.

Despite the disruption of COVID-19, the College has continued to move from strength to strength with the introduction of a new brand and a new College Code of Ethics.

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 2021-2022. 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.

Jim Knowles
Board Chair

MESSAGE FROM OUR PRINCIPAL

2021-2022 has been a continued year of growth for Margaret Jurd College. Despite some continuing interruptions faced due to COVID-19, the College has rolled out both a new brand and a new College Code of Ethics. In many ways this has been inspired by the disruption but echoes equally when things are progressing normally.

“Better Together”

“Think Different”

“Seek First to Understand”

These three simple messages are what sets us apart and defines our ethos and approach to every Margaret Jurd College student.

As we sat on the other end of a computer screen learning from home again in 2021 our staff and students came up with the consensus that we were Better Together. This applies not only to our focus on the intense integration between academic outcomes and social capacity building but also to the fact that we are able to create better working relationships with our students and colleagues when we are together – when we can speak to each other in real time when our students are there to engage with us and when we get to see them face-to-face. Our delivery is better when led by a multidisciplinary team with a multi-focus target to not only educate but also to understand.

Think Different refers to our College approach. It challenges long held stereotypes: of behaviour, diagnosis, or ability. Maybe we can achieve when we think we can't. Perhaps we can make a difference in a young person's life, maybe we should try a different approach. Think Different is a testament to both College Staff, students, and our community about the challenges they face and how they constantly step outside their safety zone to attempt what may be daunting.

Seek First to Understand is a motto both our students and staff take with them wherever they go. Formally introduced as a value in 2021, “Seek First to Understand” underpins all aspects of our College operations. We seek to see behaviours differently. To ask why. To challenge our own perspectives and bias. It is what we ask of our students: Why is it that society places importance on education? Why might someone be different? Seek First to Understand places emphasis on our engagement with at risk students. It places emphasis on Australia's First Nations. It places emphasis on the whole person allowing us to redefine what it means to be a “successful” student. It allows both students and staff to celebrate the small wins – because sometimes the little things are the things that matter the most.

I would like to thank the many wonderful supporters that the College has had during this time. So many opportunities have been realised because of our relationships both with corporate sponsors, such as Sparke Helmore and Bendelta, and academic allies from our fellow Uniting Church Schools, such as Pymble Ladies College and Knox Grammar. Our future is secured thanks to the wonderful support from Hunter Presbytery and Uniting Church Congregations such as Shortland-Wallsend and Forster- Tuncurry. Our students will continue to thrive and achieve thanks to your wonderful support.

I am immensely proud that, despite the disruption of the 2021 year the College has continued to live its new purpose to Empower Personal Growth not only within the lives of the young people we serve but also within ourselves. As always, we strive to be a Place to Belong.

Darren Twist
Principal

COLLEGE CONTEXT

Margaret Jurd College was born out of a vision to empower young people through supported education and care. Newcastle Youth Service (NYS) was a street service supporting young people at risk within the Newcastle area. Established as a ministry of the Hamilton Uniting Church Parish the service quickly became a vital part of the youth welfare sector in Newcastle. In 1985 the Board of NYS commenced a tutorial service in Carrington, using the premises of the old Carrington Club Hotel as an extension of the service. The need for supported alternative education comprising an accommodation service became quickly apparent. The institution which has become Margaret Jurd College was moved to its Lambton premises and grew from a tutorial centre to a registered school in 1996. The vision and drive from the beginning came from Dr Margaret Jurd, a Dr of Psychology who was integral in every step of the NYS story. Dr Jurd's reputation for her work with disadvantaged youth established her as a widely respected figure among the community. What is now known as Margaret Jurd College was renamed in her honour after her passing and continues to grow in the direction inspired by her.

At Margaret Jurd College students defy their own expectations because our committed, open-minded and passionate team think differently. We change lives and open minds by first understanding the why. Our community of students and staff is a judgement-free environment, where we see the person. A place of acceptance where uniqueness is celebrated, students connect with like-minded peers and potential is realised through the belief that one size doesn't fit all.

Together with our students, parents, staff, community and as part of the mission of the Uniting Church, we work together to empower our student's personal growth.

We offer a unique model of education. Our students don't fit into the typical mould and are therefore part of a College that thinks and does things differently.

At the College we see the opportunities; we help our students discover their potential and be mentored and supported along the way. We believe in a blended model of education and welfare.

As an independent College that is a registered Special Education provider, we specialise in exclusively addressing the educational needs of "at-risk students" with significant social-emotional, behavioural, and intellectual challenges.

College Workforce based on FTE

Executive Staff

5.0

Teachers

11.6

Caseworkers/Pastoral Care/ Aboriginal Student Support Staff

6.13

Student Learning Support Officers

5.53

Maintenance Staff

1.66

Administrative Staff

4.82

Total: 34.74

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 identified by our partner medical practitioners. 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. It is for this reason that they have often found mainstream education confronting and unable to be maintained.

Margaret Jurd College employs specialist teachers and full-time caseworkers to allow the students to access education on the same basis as their peers. 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 using the Wellbeing Wheel an internally implemented self-assessment tool for students. This results in rigorous, meaningful, and dignified social and educational programs.

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.

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

Student Composition

Total Enrolment

72

SWD

100%

ATSI

25%

Year Level Numbers

Year 9 – 12

Year 10 – 24

Year 11 – 21

Year 12 – 15

School Setting

Special Education/

Co-Educational

EDUCATION PROGRAM

In 2021 Margaret Jurd College delivered six classes across Stages 5 & 6.

More than 11 teachers employed for their specific fields of expertise and commitment to disadvantaged young people delivered the Australian Curriculum (NSW), with the following focus areas:

Students are provided with an alternative education program up to and inclusive of Record of School Achievement and the HSC.

Individual Plans are developed for all students with reasonable adjustments provided to ensure that all students are able to access education like their peers in other settings.

The College's timetable is arranged in a way which ensures that indicative hours of study are covered for all mandatory Key Learning Areas. The program is developed in such a manner that the individual learning needs of all students are addressed through the practical application of the units of work covered. Innovative teaching strategies ensure that students can engage in learning and gain a practical understanding of the work covered. Within a small school setting. Teachers and Support Staff can individually address the academic, physical and emotional needs of the students, with individualised support provided through the College's wellbeing team and targeted wellbeing programs.

The focus Key Learning Areas on offer at the College are as follows:

Stage 5

HSIE

Mathematics

Work Education

Science

PDHPE

English

Stage 6

Modern History (LS)

Science (LS)

Work Studies

English Studies

Mathematics (Numeracy)

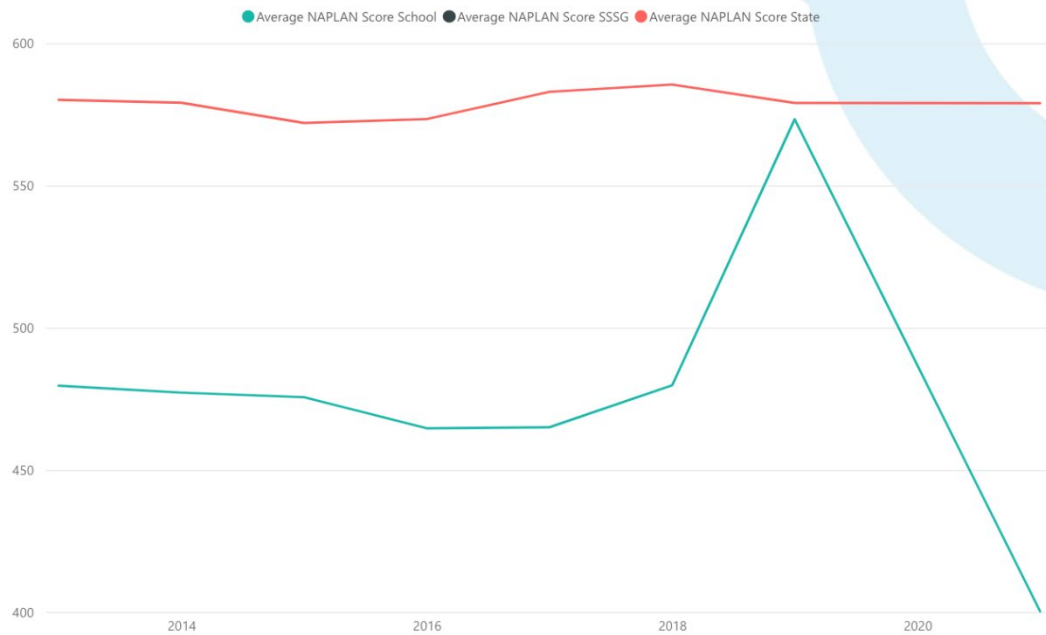
Sport, Lifestyle & Recreation

In addition, all students sit the NAPLAN on entry to the College (Year 9) and move through to complete the Minimum Standards standardised test throughout years 10-12.

Student results are as follows:

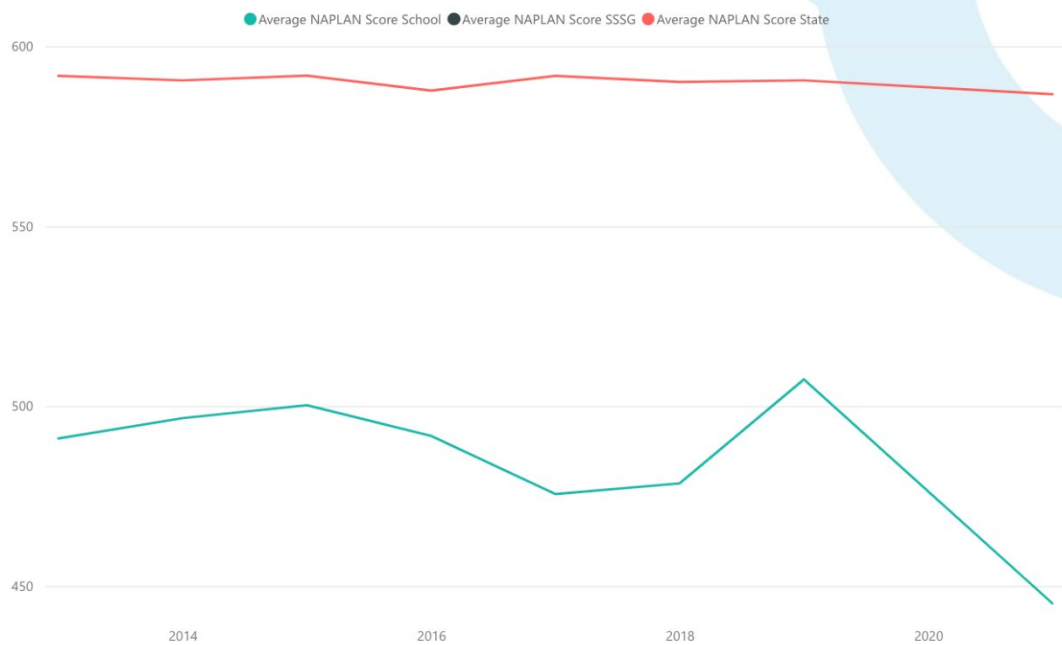
GRAMMAR AND PUNCTUATION

Average NAPLAN Score - School, SSSG and State



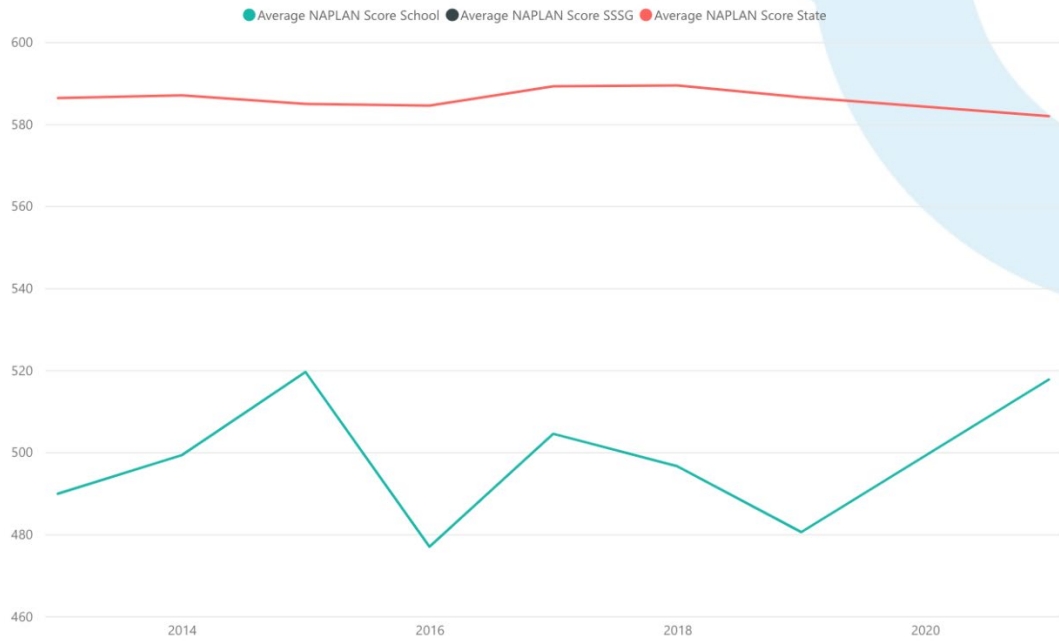
SPELLING

Average NAPLAN Score - School, SSSG and State



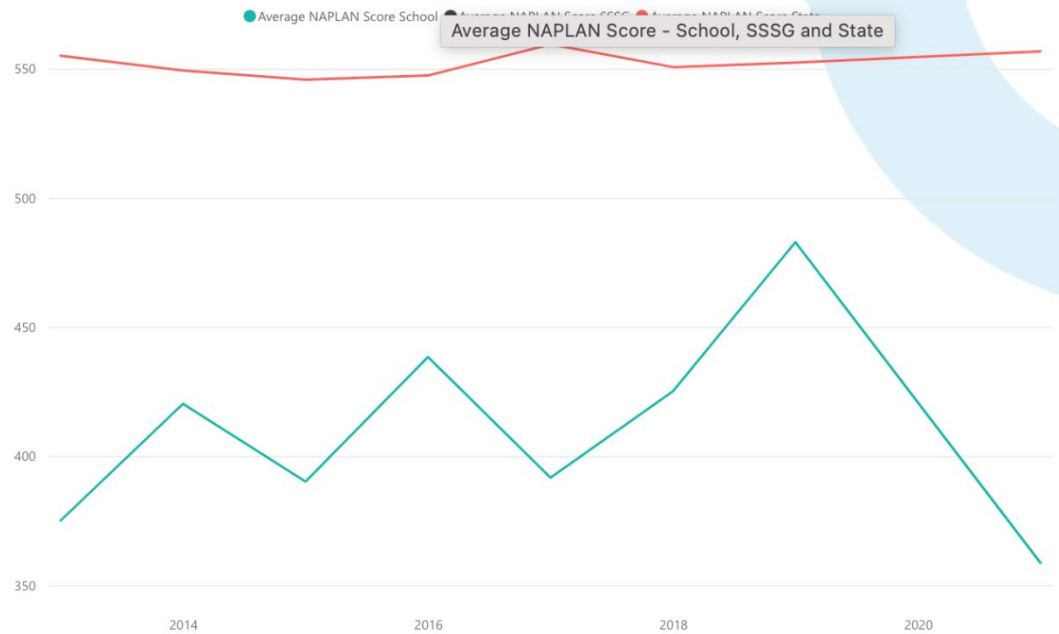
READING

Average NAPLAN Score - School, SSSG and State

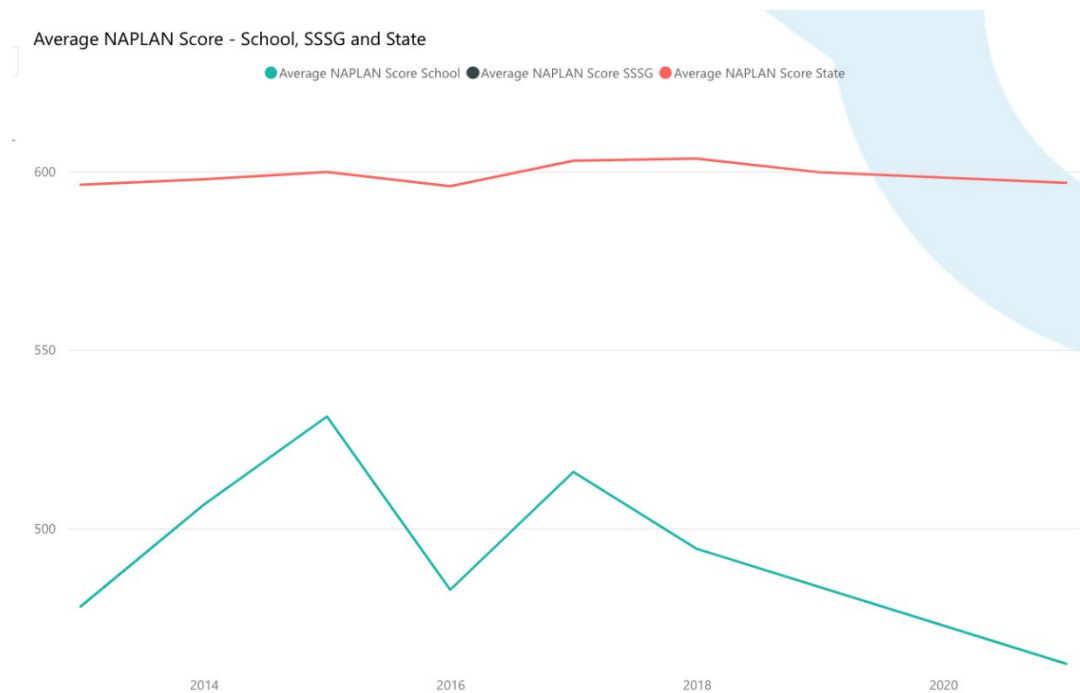


WRITING

Average NAPLAN Score - School, SSSG and State



NUMERACY



In the preceding graphs the College has done its best to compare cohorts of students across the last decade with results of students across the State. It is important to note that our students do represent a demographic of students that are largely under-represented in the standardised tests and reflect their at-risk nature when it comes to engaging in tasks that for many are the focal point of the educational experience. Staff at the College feel honoured to be able to have the opportunity to lift the academic results of students. To strive toward finding an acceptable balance between social goals and academic achievement while at the same time giving our student the opportunity to engage in tasks, such as NAPLAN, in the same way that other students in other educational environments would experience.

We applaud all our students over the last decade for their tenacity and grit in allowing themselves to be measured by the yardstick of the National Assessment Program and for allowing us to use this data to better inform ourselves of our student's educational needs.

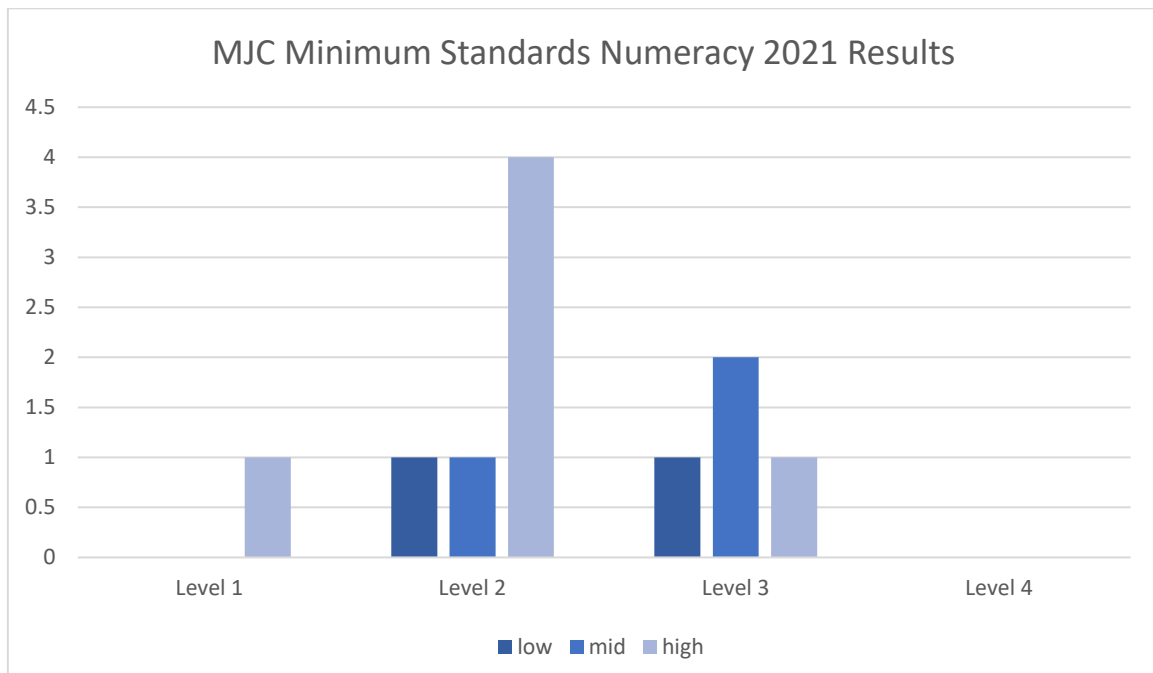
MJC YEAR 10 MINIMUM STANDARDS READING RESULTS 2021

Number of students

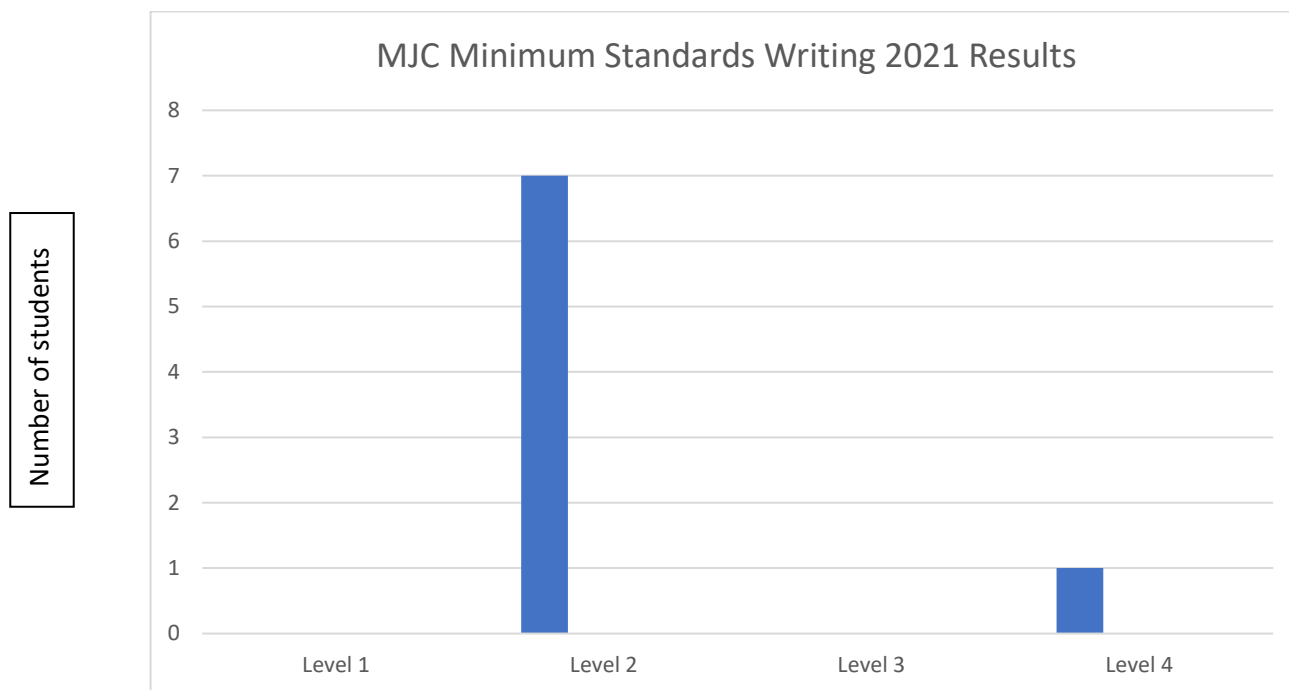


MJC YEAR 10 MINIMUM STANDARDS NUMERACY RESULTS 2021

Number of students



MJC YEAR 10 MINIMUM STANDARDS WRITING RESULTS 2021



The preceding graphs demonstrate the growth our students have made since their initial sitting of the NAPLAN test on enrolment in year 9 at the College. All our students have made significant effort in-regards-to the Minimum Standards test and the growth in academic achievement is significant. A “Level 3” or a “Level 4” result sees the student eligible for their HSC. Even if these levels are not achieved while the student is enrolled at the College, they have further opportunity over several years to demonstrate their achievement levels. This will continue to be worked on as the years progress to ensure each student has been given ample opportunity to achieve these levels in the Minimum Standards.

Again, we would like to thank all our students, and their families and carers for supporting the College staff and each individual student to achieve these impressive results.

STAFF QUALIFICATIONS AND PROFESSIONAL LEARNING

	Teachers	Caseworkers
New Graduate	1	
Proficient	10	
Experienced (ST1)	2	
Graduate		0
Non-Graduate		8
Postgraduate		0
External Expert	Training	Attendees
AISNSW	Middle Leaders Training	4
AISNSW	Science Lab Safety	2
AISNSW	Science Head of Department	1
AISNSW	Embracing opportunity vision with action	1
AISNSW	Enabling exceptional education	7
AISNSW	Diverse Pathways – Brighter Futures	1
AISNSW	Embracing Opportunity Vision with Action	2
AISNSW	Governance Course	2
Bree Collins Therapy	Supervision/ Advice	27
The Butterfly Foundation	Body Esteem Course	1
CPA	CPA Virtual Conference	1
Neridah Drake	Supervision	1
Governance Institute	Corporate Governance Forum	2
AICD	Company Directors Course	1
The Lifewise Centre	Supervision	1
St Johns	First Aid	1
UNE	CEO Course	1
Training	Focus	Attendees
Child Protection	Student Welfare	All Staff
Reportable Conduct Training	Student Welfare	All Staff
Berry Street Training	Student Welfare	All Staff
Real Schools	Leading School Culture	4
Real Schools	Restorative Classrooms	4
Teachers PD	Stages of Lifecycle	1
Learning Links	Writing Course	1
PESI AU	Mental Health in the Classroom	1
SEQTA	SEQTA Training	4
Parent Shop	1-2-3 Magic Emotion Coaching	2
Tuning into Teens	Tuning into Teens	2
The Growth Faculty	Roadmap to Greatness	1
Schools Summit	NESA Numeracy Pilot	2
Australian Wide Taxation Training	Tax Training	2
Love Bites	Love Bites Respectful Relationships (2022)	2

EMPLOYEE SATISFACTION

GUTS CREATIVE SPOKE WITH THREE GROUPS OF PEOPLE TO GET WELL-ROUNDED FEEDBACK ON MJC AS AN EMPLOYER.

RESEARCH SAMPLE & DETAILS:

	Recruiter	Candidates	Staff
Fieldwork dates	19 Jan 2022	19-20 Jan 2021	24 Jan 2022
Sample definition and sample size	Recruitment agent in charge of recruiting for MJC	Staff who have recently joined MJC	Current staff of MJC (8-10 people)
Sample size	n = 1	n = 3	n= 9 3 teachers 3 case workers 3 administration team
Methodology	One-on-one interview via Teams	One-on-one interview via Teams	Focus group discussion

WORKPLACE IMPACT:

We can make a positive impact and be a role model for young people

We're on the same team as the kids.

It's so much more than teaching

You can give back to the community.

I couldn't go back to mainstream schools now.

We can make the most impact now as we can work with them at the right age.

LEADERSHIP

A place with leadership.. having a plan, a vision.

The workplace culture is great here...relaxed.

Good management, no micromanaging. There's definitely none of that here.

A leader you can talk to, and not scared of. You have an open conversation.

We have a work and life balance

They see potential and support you to achieve your passion

WORKPLACE CULTURE

People have your back here, they will help you It's a giving culture, we want to help, both the students and staff.

I want a balance between family and work time

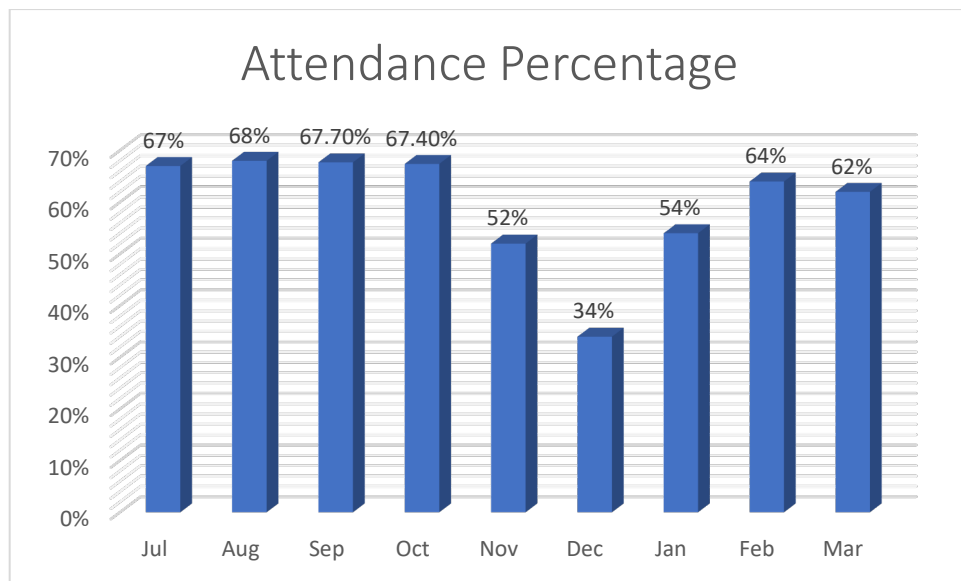
Workplace culture, that was a big one, honestly. Like I enjoyed working with the people at my work before, but the culture was not great.

Where you are free to be yourself

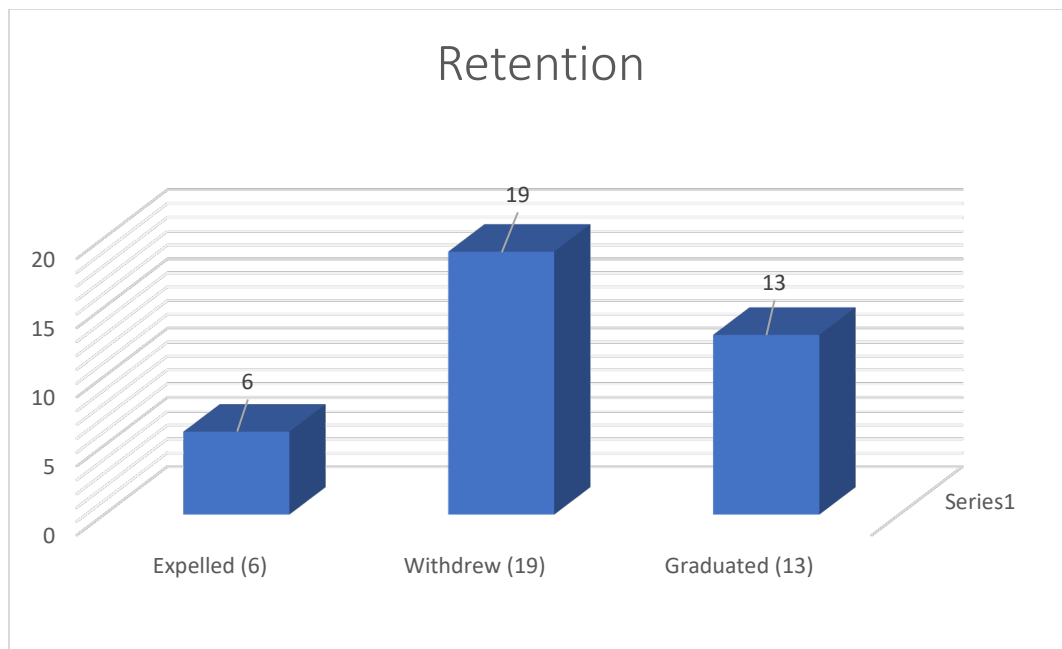
I want to work in a friendly and open environment, where everyone is supportive.

I know full well that if I have a doctor's appointment in the morning, I will be allowed to go.

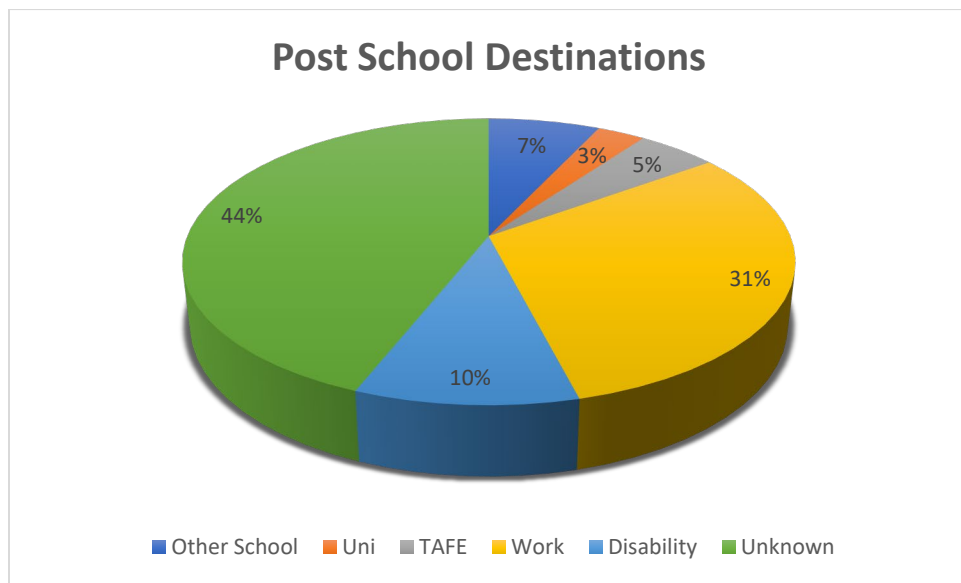
STUDENT ATTENDANCE



RETENTION DATA



POST SCHOOL DESTINATIONS



INTENTIONS FOR 2021-2022

Leadership & Management

2021 saw a review of our College leadership by an external consultant. This review came with recommendations both for now and for leading the College into the future. These recommendations consisted of a review of leadership roles, a focus on the College Strategic Plan from a leadership perspective and a gradual shift of roles moving into a future in which our College expands.

The College also saw a focus on development of all staff and their own future focus by implementing both Areas of Special Responsibility (ASR's) for all staff and a more robust appraisals system using the Feed it Forward (FFI) structure. These appraisals continue to be held regularly by Leadership and are used to inform the Professional Learning cycle of the College.

The College has also developed an Employee value Statement which is intended to be used in the College's recruitment practice, in close consultation with the AISNSW, intends to develop its own Partnership Framework that is expected to benefit the College in several areas, but particularly regarding a more concerted move into the TVET space.

We are currently looking at starting a partnership with Ethos Health for a Staff Wellbeing Program, this will include Physiotherapy, Dietetics, Exercise Physiology & Psychology.

Wellbeing & Educational Practice

2021 saw us undertake our long-awaited Trauma Informed Practice Training with Berry Street. This training has led to several changes within the College including a change in our roll marking practice which now is conducted inside with students from different year groups to ensure relationships are formed outside of the standard classroom environment.

2021 also saw the introduction of the Ready to Learn (RTL) space that enables us to triage students who are identifying they are not ready to enter the classroom space that day. This has enabled all staff to get a good snapshot of where the College is sitting early in the day and ensure other practices, such as supervision etc. are modified to suit.

The College has also been able to implement a new framework for its Casework. This framework, known as the *Situational Awareness Framework*, now gives a clear methodology for our Casework practice, from Assessment and Referral to Intervention, Planning and Review.

The College contract with the Department of Community and Justice is undertaking a review with the expected outcome being a shift from Parent Groups to Family Capacity Building under the Targeted Early Intervention Model (TEI). It is expected that this shift will better benefit the College and its pre-existing practice.

The College has also implemented the Hawthorne Evidenced Based Behaviour Disorder and Emotional Dysregulation test to allow staff to better target areas of student need in their planning.

The College, in close consultation with the AISNSW will continue with the School Improvement Program which has now partnered with the Centre for Innovation to better understand, through evidenced based research, the effect that Educational Caseworkers have on the academic outcomes of At-Risk students.

Master Planning

2021 saw the beginning of a College Facilities Master Plan being developed by the College. This continues in conjunction with the Forster Tuncurry Initiative which is designed to see the College expand into that region.

Infrastructure

The College intends to beautify the front of the College with an intentional move to both recognise Australia's First nations, but also to capitalise on our front facing position.

It is also the intention of the College to undertake an assessment of our current campus to ensure that office spaces are utilised in a way that suits both our current space in light of the working and cultural needs of the College.

Financial

The College marketing campaign has been developed and is awaiting a roll-out. Already the new brand has seen an increased level of student enquiries.

The College also intends to implement a focus on staff discretionary spending/ budgeting in the coming year with finances more effectively partitioned into faculties. This will be implemented by a robust reporting and tracking system.



The College's current strategic goals.

ATTENDANCE POLICY

DOCUMENT GUIDE	DOCUMENT INFORMATION
Policy Title	Attendance Policy
Document I.D.	3.2.4
Applicable to	College Staff College Community College Students
Document Owner	College Leadership Team
Document Creator	College Principal
Approval Date	March 2020
Approved By	College Board
Approval Duration	12 Months
Last Review Date	March 2021
Next Review Date	March 2022
Related Documents	Registered and Accredited Non-Government Colleges (NSW) Manual (RANGS) Education Act MJC Letter of Concern Regarding Attendance MJC Final Warning – Non-Attendance MJC Formal Warning for Bullying MJC Breach of Uniform Letter MJC Letter of Student Withdrawal (External) Student Enrolment Unknown

DOCUMENT CONTROL	
Policy Title	Attendance Policy
Version	1
Date	March 2020

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*. The Principal is also responsible for the maintenance of a set of procedures regarding the exemption of a student under section 25 of the Education Act 1990.

Procedure

- 1.1.1 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, *SEQTA*. The prescribed codes to be used are found in section 5 of this document.

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

- 1.1.2 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>SEQTA</i> .	Administrative staff	Each school morning

- 1.1.3 If a child is absent from the College and a reason has not been supplied, then an automated text message notifying parents of the student's absence is sent to parents/carers. 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 *SEQTA* within five (5) days of the notification having been received.

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

- 1.1.4 If a student is absent from the College without a reason being supplied, the caseworker is to attempt to make contact with the parent/carer within five (5) days to understand why the student absence occurred. If a reason is supplied to the caseworker, then it must be entered into *SEQTA* within the prescribed five (5) day limit.

What	Who	When
Contact with a student's parent/carer is to be made to understand the reason behind an unexplained absence.	Caseworker	Within five (5) days of an unexplained absence.
Absence reasons added to the <i>SEQTA</i> register.	Caseworker or administrative staff	Within five (5) days of an unexplained absence.

- 1.1.5 If a student is absent from the College for five (5) consecutive days, the student's caseworker will attempt to make contact with the parent/carer to ascertain a reason for the absence.

What	Who	When
Contact with a student's parent/carer is to be made to understand the reason behind an unexplained absence.	Caseworker	After five (5) consecutive days of an unexplained student absence.

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

What	Who	When
Written concern asking parent/carer to attend a meeting at the College.	Wellbeing Coordinator or delegate	After five (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.

- 1.1.7 If the parent/carer 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/ Final Warning – Non-Attendance Letter**) will be sent to the students parent/carer outlining that the students 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 students 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 five (5) consecutive days of an unexplained student absence occurs.

- 1.1.8 After a further ten (10) school days of non-attendance after the Warning Letter has been sent to the parent/carer then the students file will be submitted to the Executive 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/carer outlining the Executive teams' 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 Executive team, the IT Officer will mark the student as **Withdrawn** from *SEQTA*. 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 Executive 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 Executive team meeting and a withdrawal is deemed appropriate.
Student is withdrawn from enrolment on	IT Officer	After student attendance is

SEQTA.		discussed at the Executive team meeting and a withdrawal is deemed appropriate.
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1.1.9 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.

1.1.10 This can also be done verbally by the Wellbeing Coordinator or the student's caseworker (see **Template Folder/ Letter of Suggested other Services**).

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

Exemptions from enrolment

Under section 25 of the *Education Act 1990* the Principal has the ability to exempt a student from attending the College under the Ministers Delegations. Under this delegation the principal has the authority to grant:

1. A student permission to be absent for "extended leave for travel purposes" during school term.
2. An exemption from school attendance for periods totalling up to 100 days in a 12-month period for any one student.
3. Exemptions under Section 25 (1) of the Education Act (1990) from being enrolled and attending school for an indefinite period for students who have completed Year 9 of secondary education and who have been approved to undertake a full-time apprenticeship or traineeship.

Under these delegations it is the responsibility of the principal to collect and maintain records of any exemptions under Section 25 including certificates and other relevant documentation. It is also the responsibility of the principal to refer students who require exemptions greater than 100 days in one school year to the Minister for Education's delegate at the Student Welfare Directorate, NSW Department of Education and Communities Welfare. In some cases, exemption from enrolment for completion of education under special circumstances in any other cases, including where there is no apprenticeship or traineeship may be sought.

In the case of:

- Applications for exemption from enrolment for students who have completed Year 9, for completion of education under special circumstances (through apprenticeship or traineeship):
 - The principal will consider the application, for approval, in accordance with the criteria in the guidelines from the NSW Department of Education.
 - Where the application is supported, the principal will notify the parents and provide them with the original exemption certificate.
 - Where the application is not supported, the principal will notify the parents in writing of the unsuccessful outcome.
- In cases of:

- Exemption from enrolment for completion of education under special circumstances (through apprenticeship or traineeship) for a student who has not completed Year 9, or
 - Exemption from enrolment due to circumstances including a delayed start to school, health, learning or social disadvantage:
 - The principal will consider applications for recommendation, and will send applications to the AIS Division Head, Education Regulations and Program Implementation, for further referral to the Minister's delegate in the NSW Department of Education.
- In the case of:
 - Exemption from enrolment for completion of education under special circumstances in any other cases, including where there is no apprenticeship or traineeship the principal will consider the application for recommendation and will mail the appropriate BOSTES form (Application to complete education under special circumstances (other than an apprenticeship or traineeship)) to the BOSTES at the address noted on that form.

In all cases, copies of applications, exemption certificates, notifications or letters resulting from applications for exemption from enrolment will be kept in the student's file.

Copies of relevant documentation, including the Minister's delegation and exemption certificate, should also be retained in the school files/enrolment records.

What	Who	When
Principal	Maintain policies and procedures regarding the offering of exemptions under section 25 of the <i>Education Act 1990</i> .	At all times
Principal	In regard to the need for exemption for extended travel the Principal will consider the application, for approval, in accordance with the criteria in the guidelines from the NSW Department of Education.	At all times
Principal	Collect and store relevant evidence for the need for extended student travel.	If a request has been made by the relevant stakeholders and if it is suspected that such evidence exists.
Principal	If exemption for extended travel is approved then the Principal will notify the parent/carer and provide them with the original exemption certificate.	After the approval process.
Principal	If exemption for extended travel is not approved then the Principal will notify the parent/carer in writing of the decision.	If the exemption is not granted.
Principal	Consider applications for recommendation regarding the exemption from schooling under special circumstances if an absence	If such a need exists.

	exceeds 100 days within a 12- month period, and will send applications to the AIS Division Head, Education Regulations and Program Implementation, for further referral to the Minister's delegate in the NSW Department of Education.	
Principal	Collect and store relevant evidence of the need for a student exemption for periods totalling up to 100 days in a 12-month period.	If it is suspected that such evidence, be it medical or other, exists.
Principal	Consider applications for recommendation regarding the exemption from schooling under special circumstances if the student has obtained an apprenticeship or traineeship after completion of their year 9 secondary education.	If such a need exists.
Principal	Collect and store relevant evidence concerning a student that has been accepted into an apprenticeship.	If the student expresses desire or reports that an application has been made.
Principal	Grant a student exemption under Section 25 (1) of the Education Act (1990) from being enrolled and attending school for an indefinite period.	If an absence of more than 100 days in a 12-month period occurs.
Principal	Refer students who require exemptions greater than 100 days in one school year to the Minister for Education's delegate at the Student Welfare Directorate, NSW Department of Education and Communities Welfare.	If such a need exists.
Business Manager	Retain copies of all relevant documentation.	For a period of no less than seven (7) years.

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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Participation in special events not related to the College. Short family holidays that cannot be taken within normal vacation period. 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

DOCUMENT GUIDE	DOCUMENT INFORMATION
Policy Title	Student Enrolment Policy
Document I.D.	3.21
Applicable to	College Principal College Staff College Students Parents & Carers of Students
Document Owner	College Principal
Document Creator	College Principal
Approval Date	November 2020
Approved By	College Board
Approval Duration	3 Years
Last Review Date	November 2020
Next Review Date	November 2023
Related Documents	

DOCUMENT CONTROL	
Policy Title	Student Enrolment Policy
Version	1
Date	November 2020

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.

What	Who	When
Interview student & parent/carer to ascertain suitability	College Staff	Upon application to the College
Contact history check on applicant	College Staff	Upon application to the College
Receive parental consent	College Staff	Prior to completion of history check

OTHER COLLEGE POLICIES

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.	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.	<p>The full text can be accessed on the school website, www.mjc.nsw.edu.au</p> <p>Requested in hard copy from the College or viewed on the College's internal share drive.</p>
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.	<p>The full text can be a</p> <p>Requested in hard copy from the College by parents or viewed on the College's internal share drive by staff.</p>
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.	<p>The full text can be accessed on the school website, www.mjc.nsw.edu.au</p> <p>Requested in hard copy from the College or viewed on the College's internal share drive.</p>

SCHOOL IDENTIFIED AREAS FOR IMPROVEMENT

“CREATING POSITIVE FUTURES TOGETHER”

MISSION

Providing young people with educational opportunities in a 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 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 create a culture of wellbeing.

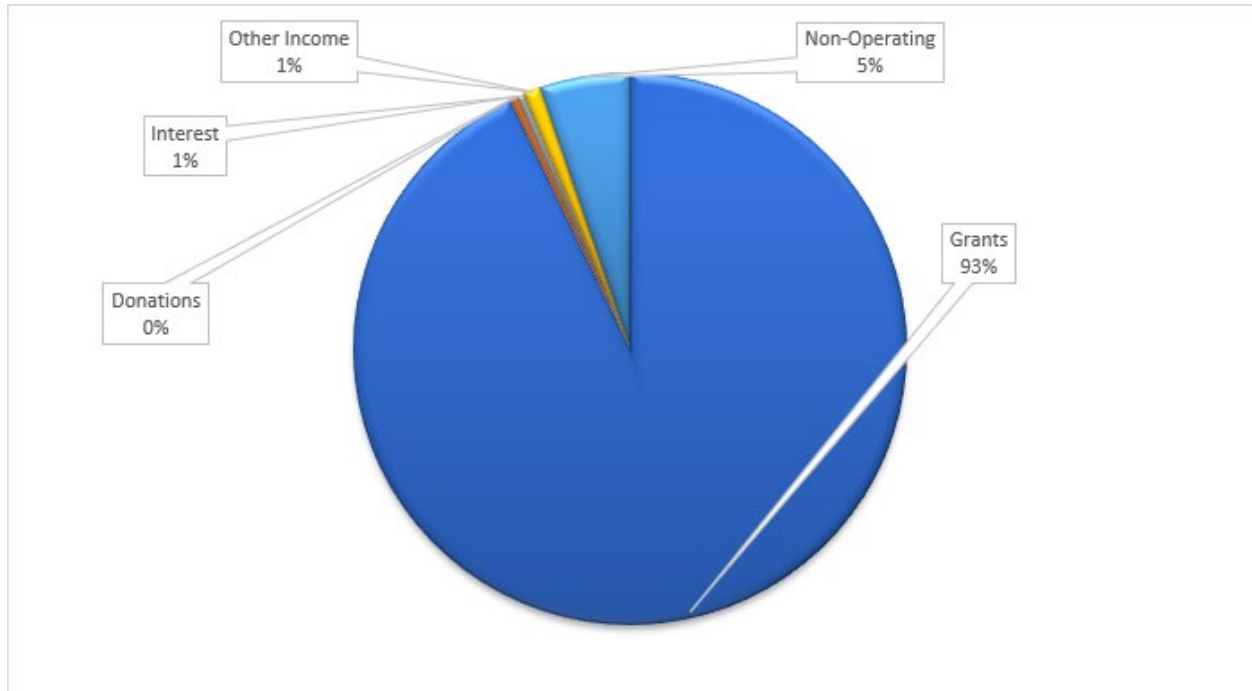
We focus on the unique circumstances of each individual and support personal growth, positive development and wellbeing. We challenge perceptions of what is possible in ourselves and our students.

We build organisational capacity.

We develop our capacity 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.

FINANCE REPORT

2021 RECURRENT AND CAPITAL INCOME



2021 RECURRENT AND CAPITAL EXPENDITURE

