



# MARGARET JURD COLLEGE

ANNUAL REPORT 2022 – 2023



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## MESSAGE FROM OUR CHAIR

### Governance

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 2023, in particular, the Board continued to improve the following areas of its governance:

### Directors

A Director's term of office is three years. After this time Directors must retire but they can renominate for another two terms. Three Directors; Jim Knowles, Taryn Gooley and Annemaree Jones are due to step down in the current year. These Directors have held positions as Chair of the Board and on the Governance, Legal and Nominations Committee and the Building and Development Committee. It is hoped that these Directors will nominate themselves for re-appointment in line with the constitutionally prescribed process.

Anne Empson has retired from the Board after six years of service. She was a tireless worker for the College and her knowledge and experience will be missed. We wish her a very happy and fulfilling retirement.

### Director Recruitment

Directors are recruited principally through the College's Governance, Legal and Nominations Committee. The Board actively seeks potential candidates to fill Board positions as vacancies occur. It recognises the paramount importance of having members with a diverse range of skills, backgrounds and personal attributes. In February 2023 Mrs Linsey Wilson was appointed as a director of the Board as a replacement for Anne Empson. Linsey is a family court lawyer and brings significant skills, experience and knowledge to the Board.

### Professional Development

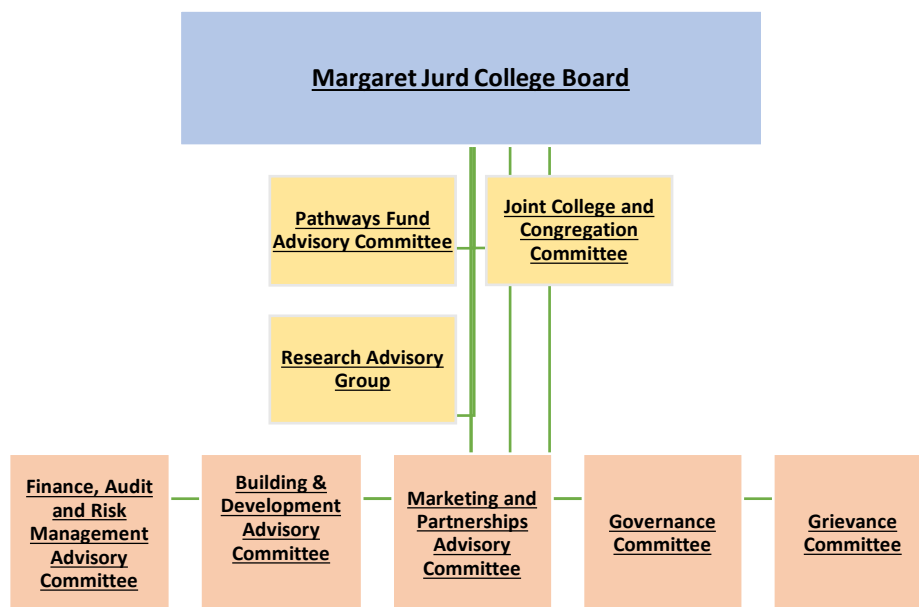
The Board has continued to implement its policy of professional development for Directors. It also endeavours to comply with the regulatory requirements associated with the Australian Securities and Investments Commission (ASIC) and the NSW Education Standards Authority. It is a requirement for the Directors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

### Board Committees

The membership of the Board's committees has been reviewed and revised in some instances. In addition to its standing committees, several years ago the Board established two ad hoc committees, with the creation of a Pathways Fund Advisory Committee and a Research Advisory

Committee. The Pathways Fund now has its own charter and committee and is tasked to oversee support for former students no longer enrolled at the College.

The Research Advisory Committee, also operating with its own specific charter, has 6 members (including two current directors), and all academics, and is tasked with spearheading evidence-based practice within the College.



Structure of the committees serving the College

## Strategic planning

In early 2023 the Board decided that the existing strategic plan needed to be reviewed and updated. A consultancy company was recruited to assist in developing a 5-year and a 25-year plan. This has been an exciting process involving every Board member, the College Principal and his executive staff as well as operational staff.

## 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 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. The Board has two members who are risk management professionals and who continue to oversee the risk management process at the College.

## Operations

While the Board has ultimate responsibility for the Governance of the College, its day-to-day operation is managed by the Principal. In the period 2021 through to early 2023 the College continued to experience difficulties associated with COVID-19 although operations in that area were constantly refined to ensure the best social and academic outcomes for college students.

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

In 2021 the College started a program to rebrand the Margaret Jurd College. Guts Creative were recruited and worked with the College to design and develop a new image in keeping with the aspirations of the College. The new brand was launched in early 2023 and has been well received by students and staff.

## 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 2022-2023. 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.

A handwritten signature in cursive script, appearing to read 'Jim Knowles'.

Jim Knowles  
Chair of the Board

## MESSAGE FROM OUR PRINCIPAL

2022-2023 has seen us move from a *COVID* to *Post Covid* world. Everyone has hit the ground running with the feeling of having so much to catch up on. Our annual celebration saw the official roll-out of our new branding and January saw the launch of a marketing campaign with the view of empowering those who need us to be able to find us.



With our new code of Ethics, our new branding and a fantastic marketing campaign announcing the new look College, it has been time now to think about our future directions.

With our previous 5-year Strategic plan concluding in 2023, the College has been laying the groundwork for a new Strategic Direction. Experimentation with that direction was already put in place in 2022 when a Development Application was submitted for a new MJC in the Forster-Tuncurry Area. The dream to support the Great Lakes area is fast becoming a reality with construction in the new College beginning any day now.

The new Strategic Direction will also focus on systems of value for the College. Each staff member will have an Area of Special Responsibility that will see them able to contribute more directly to the ongoing background work of the College.

We have also continued our “test and learn” phase that we valued so highly over the disruption of the last few years. This has seen new education programs being offered at the College. Practical skills being taught to our students such as Community Engagement, Cooking and some interesting socially based courses such as our Dungeons and Dragons elective.

Staff have been focussing more readily on effective teamwork with the implementation of Planning Teams that are able to support our young people more holistically.

A big thank you to all my staff and the wider community for being so supportive as we move into the next phase of our future planning. I absolutely believe that there are great things in store for our College and these things are going to help us support both our young people and the communities of which they are a part.

Again, thank you for the continued support from our Directors, the Uniting Church Synod (NSW/ACT), and our local Congregations (with particular mention of the Lane Cove Congregation, the Forster-Tuncurry Congregation, The Gordon-Pymble Congregation and, as always, the Shortland-Wallsend Congregation).

And finally... thank you to my students who have themselves been such a huge part in defining the “Jurd Way”.

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

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, and 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

11.4

### Caseworkers/Pastoral Care/ Aboriginal Student Support Staff

6.77

### Student Learning Support Officers

5.76

### Maintenance Staff

1

### Administrative Staff

4.53

**Total: 34.46**

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 diagnoses identified by registered 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 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 their own abilities through the use of 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 2022-2023 MJC 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).

Students are provided with an alternative education program up to and inclusive of the 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 that 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 are able to engage in learning and gain a practical understanding of the work covered, within a small school setting. Teachers and Support Staff are able to 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.

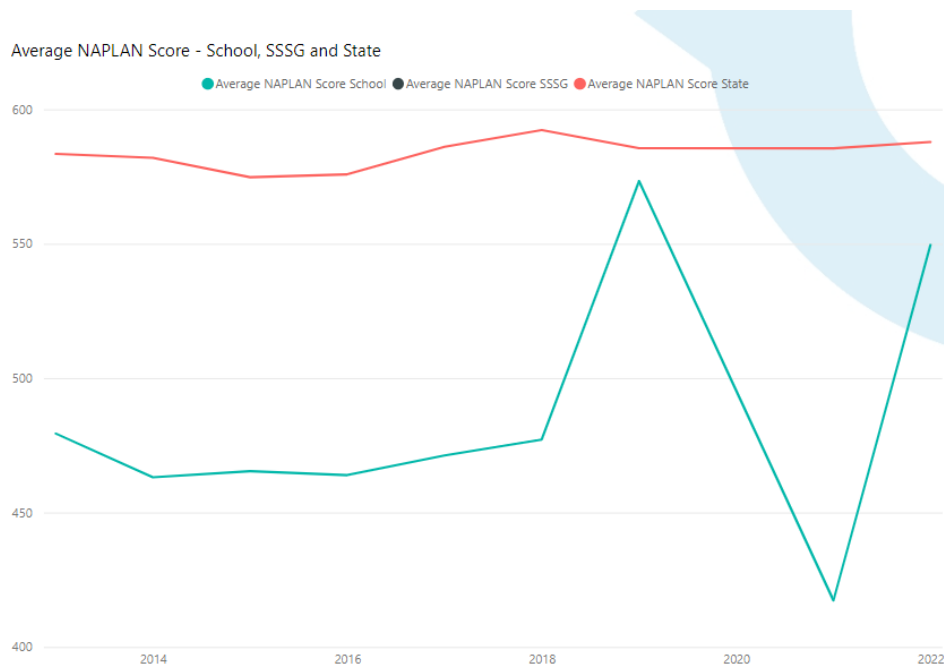
The focus Key Learning Areas on offer at the College are as follows:

Stage 5	Stage 6
HSIE	Modern History (LS)
Mathematics	Science (LS)
Science	English Studies
PDHPE	Mathematics (Numeracy)
English	Sport, Lifestyle & Recreation
	Work Studies

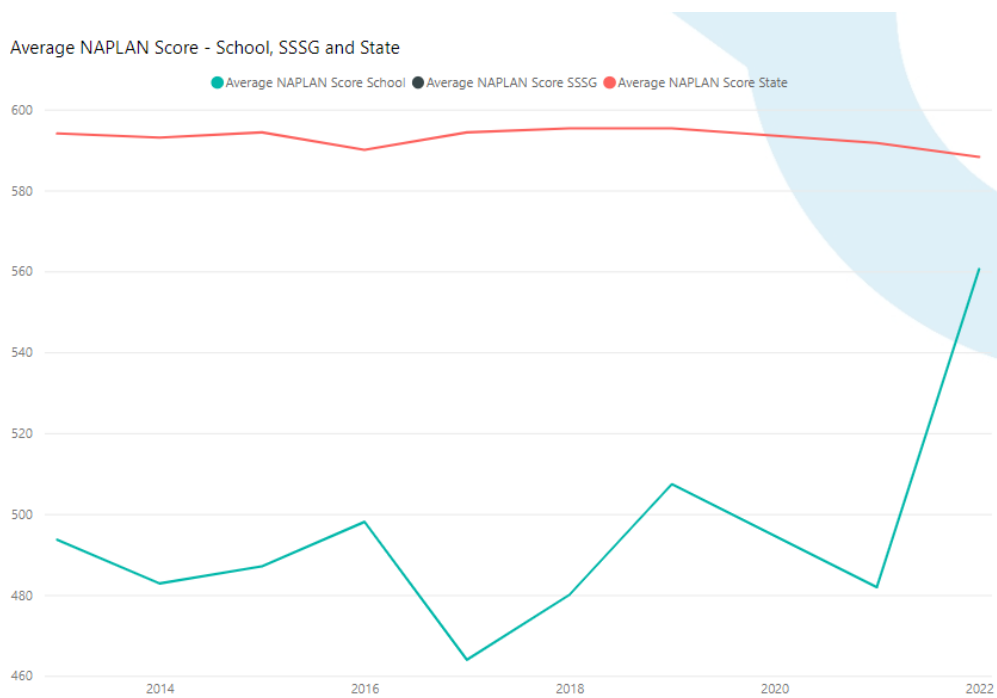
In addition, all students sit the NAPLAN on entry to the College (Year 9) and move through to complete the Minimum Standards standardised test throughout years 10-12.

Student NAPLAN results are as follows:

## GRAMMAR AND PUNCTUATION

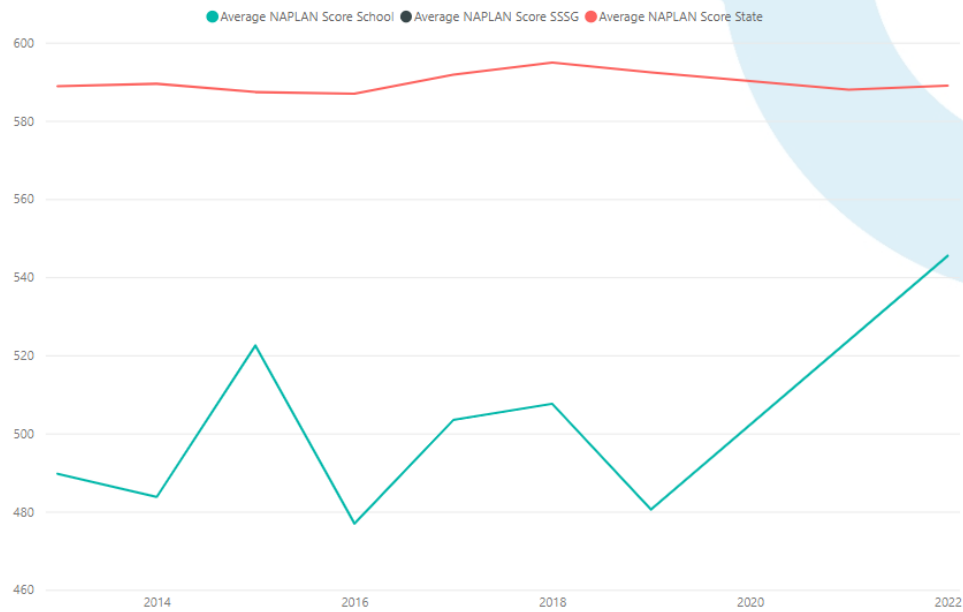


## SPELLING



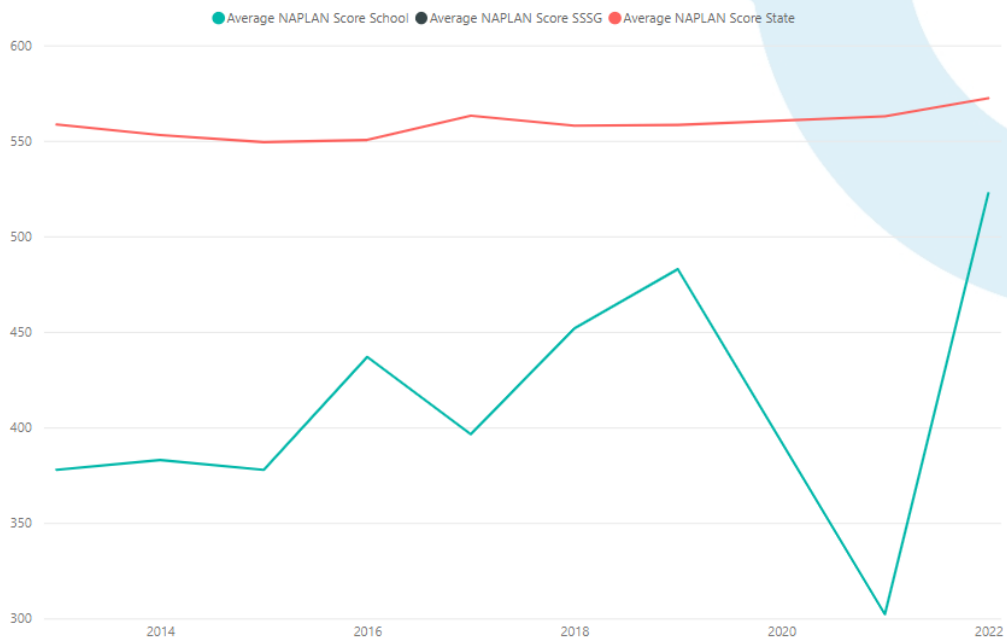
## READING

Average NAPLAN Score - School, SSSG and State



## WRITING

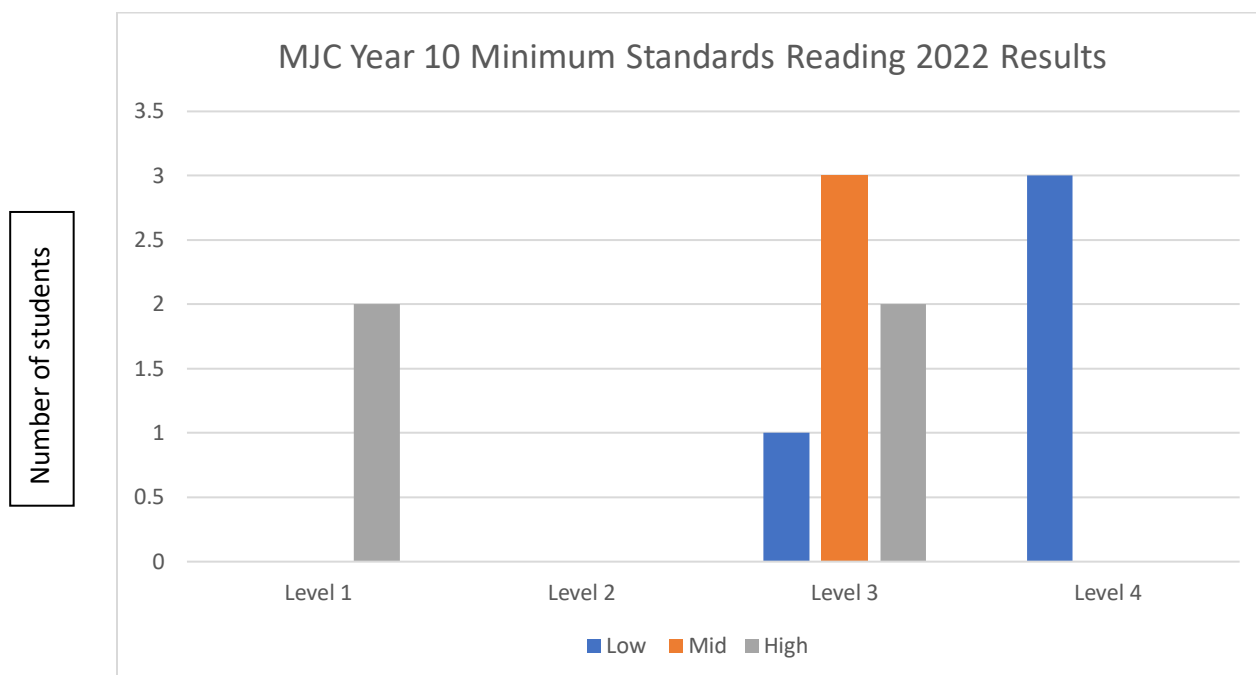
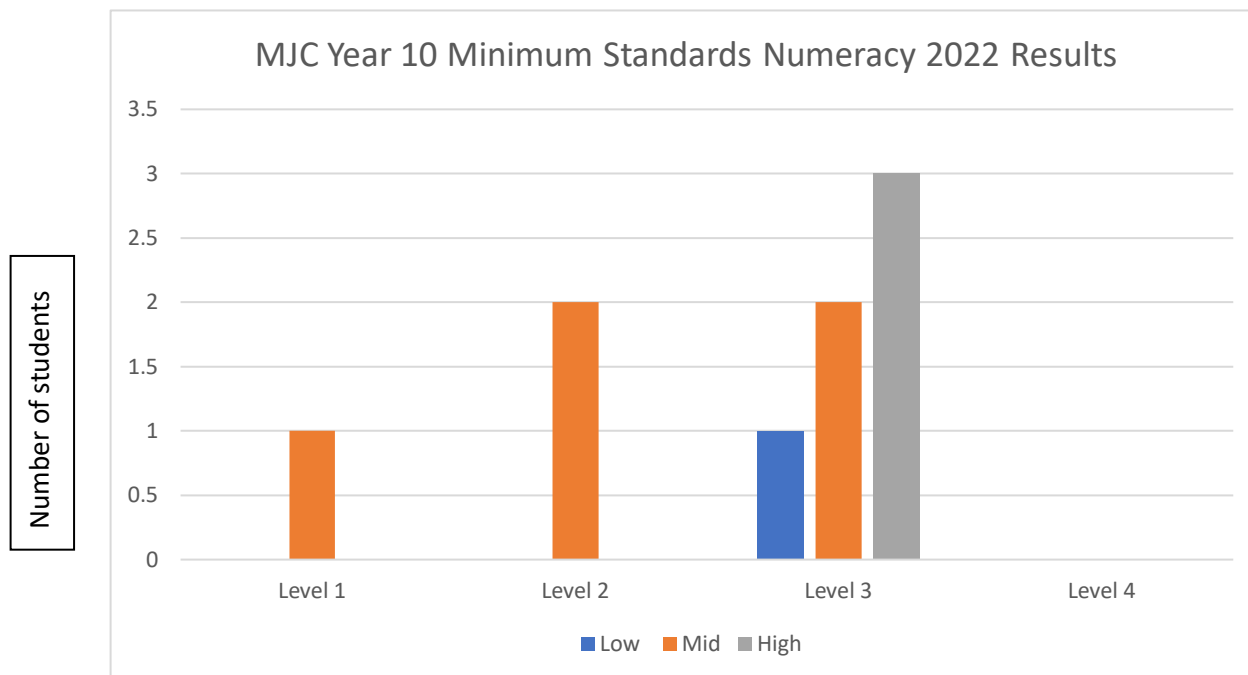
Average NAPLAN Score - School, SSSG and State

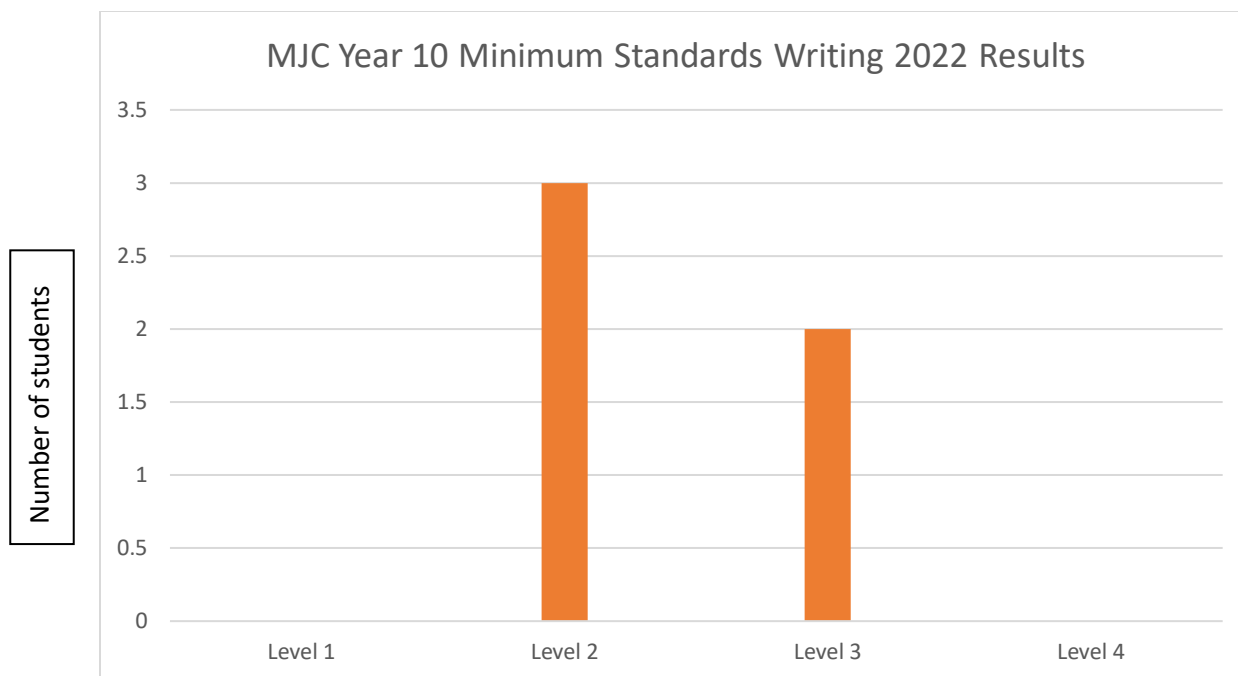


## NUMERACY



Student Minimum Standards results are as follows:





# STAFF QUALIFICATIONS AND PROFESSIONAL LEARNING

	Teachers	Caseworkers
New Graduate	2	
Proficient	8	
Experienced (ST1)	2	
Graduate		0
Non-Graduate	1	8
Postgraduate		0
<b>External Expert</b>	<b>Training</b>	<b>Attendees</b>
AISNSW	NCCD	All Staff
AISNSW	Leading evidence-informed practice	2
AISNSW	MEA Workshop	7
AISNSW	Head of Science PD	1
AISNSW	Work Health and Safety in School	2
AISNSW	Cyber Security Symposium	1
AISNSW	Redundancies and Managing Restructures	1
AIS	NCCD Training	All Staff
Australian Casework Association	Effective Casework & Case Management	13
Equip Energy	Supervision	
Bree Collins Therapy	Supervision	
Adam Voigt Education Solutions	Real Schools Training	All Staff
<b>Training</b>	<b>Focus</b>	<b>Attendees</b>
The Education Network	Webinar: When 'No' is not enough	
Newcastle Uni	Teacher PD	11
EHG Services	School Pro Entities Training	9
TAFE NSW	Diploma of Leadership and Management	1
Integro	Leadership Training	5
AISNSW	IT Service Management	1
Management Consultants	Cert IV HR Management	1
Critical Agendas	Managing Front of Office, conflict and Cranky People	1
Leadership Through Data	Record Management	1
ASI Solutions	Microsoft Training	All Staff
Critical Agendas	Manage Workload Administration Staff	1
Adam Voigt Education Solutions	Art of School Leadership	2
See Change Therapy	Wisdom in your life Workshop	3
Australian Online Courses	Certificate Trauma Informed Care	8
Australian Driver	Driving Teacher Course	1
AICD	Corporate Governance Forum	2
TAFE NSW	Cert IV Accounting and Bookkeeping	1
QT Academy	Strengthening Program Design	12
<b>Resources</b>		
The Dreaming Path (Book)	Paul Callaghan	5

# EMPLOYEE SATISFACTION

## INTEGROE LAW FIRM CONDUCTED A SURVEY AMONGST STAFF WITH THE FOLLOWING RESULTS RECORDED:

### Positives

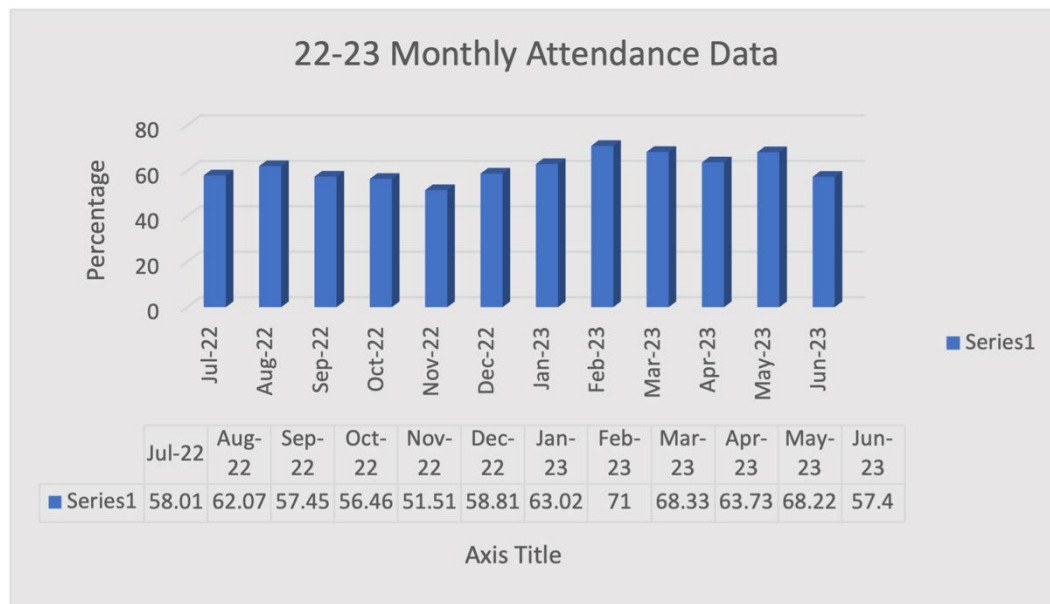
- Having the freedom to be creative with curriculum and resources.
- Seeing the progress of students and them achieving their goals.
- Seeing some of our young students excel here at MJC who found previous schools a challenge for many different reasons.
- I have initiated a couple of new programs/presentations and always feel supported by my direct supervisor.
- Having a good working relationship with members of my team and the wider team who bring so much expertise and gifts to the school. Having the opportunity to invest in the lives of our student cohort. Seeing students mature, develop and achieve their goals and learn new skills.

### Room for Improvement

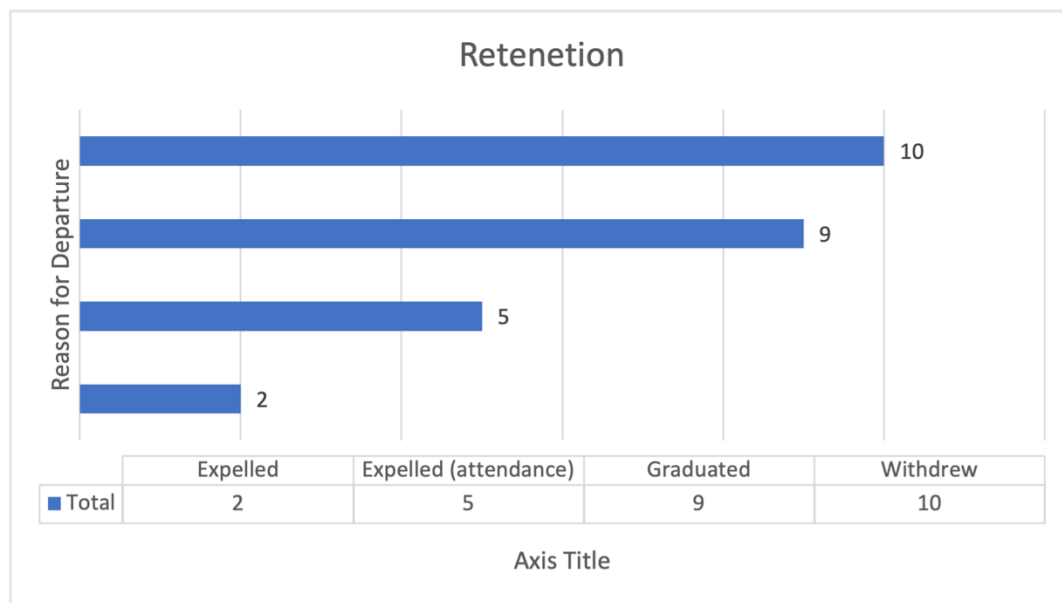
- Ongoing disruptions to staffing due to COVID.
- A more diverse curriculum and more student choice.
- Greater emphasis on expectations of senior school and encourage transitioning into employment.
- Minutes from morning briefings and staff meetings made available.
- Reviewed role statements for all staff.



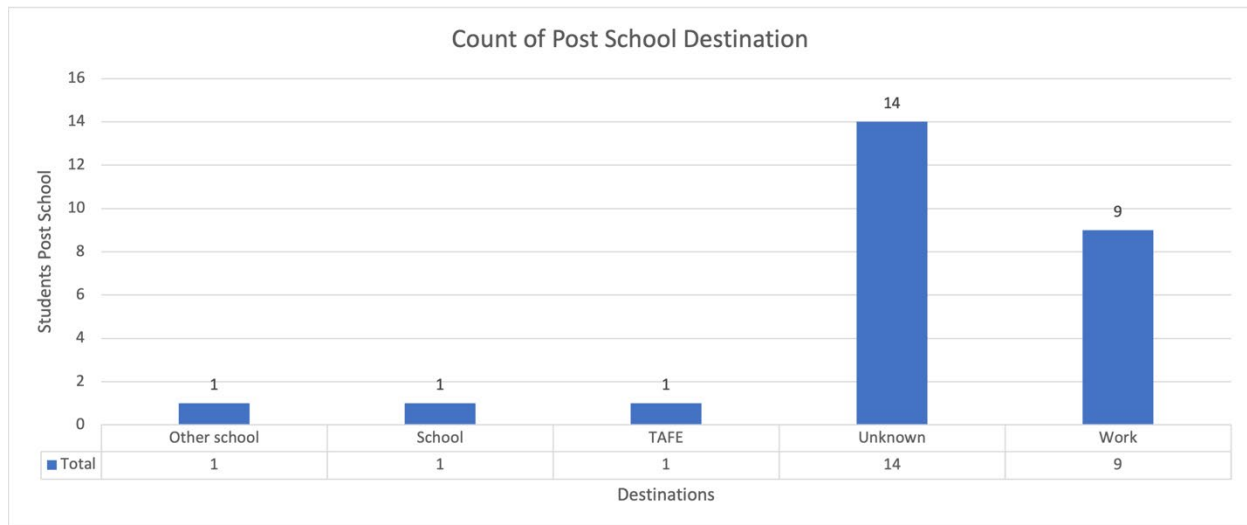
# STUDENT ATTENDANCE



# RETENTION DATA



# POST SCHOOL DESTINATIONS



# INTENTIONS FOR 2023-2024

## **Leadership & Management**

The College has enlisted Tim Ryan from *Ilume* to create a new Strategic Plan as the most recent one came to an end in June 2023. Once all the goals and details around the implementation of the plan are confirmed the College will spend the next five years operationalising the plan.

The Development Application for our new Forster-Tuncurry campus was approved in March 2023 with construction to begin any day now. The opening date for the new campus is January 2024 subject to construction.

This year the College has engaged with the Association of Independent Schools NSW in their partnerships program, this will assist the College in its approach to community partnerships via a framework that has been built by the College in collaboration with the AISNSW, we are aiming for this framework to be completed by the end of 2023, following completion we will move to implement the framework and train staff in how to use it no matter what partnership they are working on developing.

The College is also exploring ways to implement student leadership more effectively into its operational process.

## **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. This D.A. was submitted in 2022 and is hoped to be approved in the coming year.

## **Financial.**

The College intends to continue the implementation of new financial and accounting software.

# SCHOOL IDENTIFIED AREAS FOR IMPROVEMENT

***“CREATING POSITIVE FUTURES TOGETHER”***

## **MISSION**

To build a place for young people to belong and to empower their personal growth whilst simultaneously setting the international benchmark for re-engaging young adults in education.

## **OUR VALUES**

Seek First to Understand

Better Together

Think Different

## **OUR INTENT**

To Develop a 2028 “base camp” structure for the growth of MJC

To identify 5 communities that could benefit from an MJC and move toward their establishment

To provide Education and Wellbeing services to our communities in the MJC Way

To develop robust evidence of our success through data and the establishment of an alumni program

To set the benchmark for inclusive schooling in Australia – “Come as you are”

STUDENT ATTENDANCE POLICY & EXEMPTIONS	
DOCUMENT GUIDE	DOCUMENT INFORMATION
Policy Title	Student Attendance Policy & Exemptions
Document I.D.	2.4
Applicable to	MJC Staff
Document Owner	MJC Executive Team
Document Creator	Principal
Related Documents	
DOCUMENT CONTROL	
Policy Title	Student Attendance Policy & Exemptions
Version	1
Date	April 2021

## 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.

## Purpose of the Statement

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, *SchoolPro & Seqta*. The prescribed codes to be used are found in section 5 of this document.

What	Who	When
Student attendance is marked on <i>SchoolPro &amp; Seqta</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>SchoolPro &amp; Seqta</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 *SchoolPro & Seqta* within 5 days of the notification having been received.

What	Who	When
Student absence reasons are added to <i>SchoolPro &amp; Seqta</i> after being received by text.	Administrative staff	Within 5 days of the text being received.
<i>SchoolPro &amp; Seqta</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 *SchoolPro & Seqta* 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>SchoolPro &amp; Seqta</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 students 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 students 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/carer to attend a meeting at the College.	Wellbeing Coordinator or delegate	After 5 consecutive days of an unexplained student absence and failed attempts in Caseworker contact.
Meeting with parents/carers after no contact and 5 consecutive days absence.	Wellbeing Coordinator and students Caseworker.	If/when a parent responds to the written letter of concern.

- 1.7 If the parent/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/ Attendance Warning 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 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/carer then the students 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/carer outlining the Leadership teams actions (see **Template Folder/ Letter of Student Withdrawal**). A *Student Enrolment Unknown* form will be submitted to [enrolments@det.nsw.edu.au](mailto: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 *SchoolPro & Seqta*. A Risk of Significant Harm Report (Neglect) will be made if deemed appropriate by the students 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>SchoolPro &amp; Seqta</i>	IT Officer	After student attendance is discussed at the Leadership team meeting and a withdrawal is deemed appropriate.

- 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	<p>The student's absence is unexplained or unjustified. This symbol must be used if:</p> <ul style="list-style-type: none"> <li>• No notice has been provided by parents within seven days of the occurrence of the absence.</li> <li>• The absence has been explained by the parent, but the reason provided is not accepted by the Principal.</li> </ul>
S	<p>The student's absence is due to sickness or as the result of a medical or paramedical appointment.</p> <p>This symbol is recorded above the 'a' symbol where:</p> <ul style="list-style-type: none"> <li>• A medical certificate is provided or</li> <li>• the absence was due to sickness and the Principal accepts this explanation as reasonable.</li> </ul> <p>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.</p>
L	<p>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.</p> <p>This symbol is recorded above the 'a' symbol where a parent provides an explanation that is due to:</p> <ul style="list-style-type: none"> <li>• Misadventure or unforeseen event.</li> <li>• Participation in special events not related to the College.</li> <li>• Short family holidays that cannot be taken within normal vacation period.</li> <li>• Domestic necessity such as serious illness of an immediate family member.</li> <li>• Attendance at funerals.</li> <li>• Recognised religious festivals or ceremonial occasions.</li> <li>• Short-term employment in the entertainment industry.</li> </ul> <p>Leave should not be recorded for any student of compulsory school age on more than 15 days in a school year.</p>
E	<p>The student was suspended from College.</p>
M	<p>The student was exempted from attending College.</p>
F	<p>Senior student participating in flexible timetable not present because they are not required to be at College.</p>

## Leave Arrangements for Students

Margaret Jurd College maintains supervision of students in their care up to the time that responsibility is passed back to the parents/caregivers at the end of the school day. In the event that leave is requested within the College period the school must **WHERE POSSIBLE** receive written request from parents/caregivers with an explanation of:

- Reason for leave.
- Transport arrangements for the student inclusive of times for pick up and return.
- In the event that a parent/caregiver requests leave for their child from the College and is unable to pick up the child from College, the College holds no responsibility to transport the child.
- In the event that the child is required by the parent/caregiver to use public transport or walk to the destination the College holds no supervisory responsibility.
- If at any time the College feels that the request for leave would place the child at risk (e.g. unsupervised use of public transport over a long distance or during the night, meet parent, carer or other person at a hotel etc.) leave will be refused.
- In most occasions, students request leave and someone from the reception area phones the caregiver to organize a pick-up time. Student waits in the reception area during this time until their caregiver arrives, and the receptionist signs the student out of the school noting who the caregiver was and distributes this information via e-mail and [SEQTA](#).
- If a student leaves the school without permission. The caregivers are contacted. As a staff we do not follow the student. We may go to the front gate and observe which way they went or if they are waiting at the bus stop etc. to further inform the caregivers. Staff will be informed via e-mail and [SEQTA](#) that he/she student has left the school grounds without permission.
- If written notification is not possible staff must obtain verbal permission of the leave including all details as stipulated above. This verbal permission is to be documented including time and date of call. Documentation is to be made on [SEQTA](#) and via email and distributed to staff.

	What	Who	When
1	Where possible, provide details of student leave that is to be taken during the school period.	Parents/Carers	Should leave be taken within the school term.

### Minister for Education – Certificate of Exemption for Attending High School

#### "EDUCATION ACT 1990 - SECT 25

#### Certificate of exemption from attending school

- (1) The Minister or their Delegate may grant a certificate exempting a child from the requirement of this Part that the child be enrolled at and attend a government school or registered non-government school or be registered for and receive home schooling, if the Minister or their delegate is satisfied that conditions exist which make it necessary or desirable that such a certificate should be granted.
- (2) A certificate of exemption under this section may be given subject to conditions and may be limited in its operation to a period specified in the certificate.
- (3) A certificate of exemption under this section may be limited to exemption from the requirement to attend a school during the times specified or referred to in the certificate.

(4) A certificate of exemption under this section may be cancelled by the Minister. “

## Policy

In the event that a student is presenting with health diagnosis or life circumstances which are impacting the student’s ability to maintain school Margaret Jurd College will endeavour to support the student in accessing specialist care where available.

The College will provide support via the wellbeing team and in class support to assist the child in maintaining school.

When all interventions fail to provide enough support for the student to successfully maintain school the Principal of Margaret Jurd College will support the student as delegate for the Minister to follow the procedures necessary for a “Certificate of Exemption” from attending school.

Margaret Jurd College will endeavour to provide follow up support to the student after they leave the College through appropriate referral and follow up communication.

The principal of Margaret Jurd College will exert the powers as delegate regarding the attainment of a “Certificate of Exemption from schooling” in accordance with the following table:

Powers – Exemption from Attendance at School	Delegates (Note: Delegates cannot delegate)
Exemption from school attendance for students engaged in employment in approved entertainment industry activities up to 100 days in a twelve month period for any one student.	Principal Note: In large scale productions or for long term commitments to such a production the application should be referred to the Director, Government Education Policy AIS NSW
Exemption from school attendance for students participating in elite arts or elite sporting events up to 100 days in a twelve month period for any one student.	Principal
Exemption from school attendance totalling up to 100 days in a twelve month period for any one student, including part time exemption.	Principal
Exemption from school attendance totalling 100 days or more in a twelve month period for any one student.	The application should be referred to the Director, Government Education Policy AIS NSW
<b>For periods exceeding the delegate’s authority the application should be referred to the next most senior delegate.</b>	
Powers – Exemption from Enrolment at School	Delegates (Note: Delegates cannot delegate)
Exemption from enrolment - Age	The application should be referred to the

Exemption from enrolment - Health, learning or social needs or disability	Director, Government Education Policy AIS NSW
Exemption from enrolment - Completion of Education under Special Circumstances- for apprenticeships and traineeships only	Principal
Exemption from enrolment - Completion of Education under Special Circumstances- <u>not</u> an apprenticeship or traineeship	Please complete form on the BOSTES website: <a href="http://www.boardofstudies.nsw.edu.au/policy-research/pdf_doc/application-completion-y10-special-circumstances-not-apprenticeship.pdf">http://www.boardofstudies.nsw.edu.au/policy-research/pdf_doc/application-completion-y10-special-circumstances-not-apprenticeship.pdf</a>

When the student's situation changes, and the student expresses a desire to return to College the Margaret Jurd College will consider the students application in line with the Margaret Jurd College Enrolment Procedure. It would be the College's desire where possible and appropriate to expedite the application process for reengagement of a disengaged student.

The following guidelines and procedure will be followed in all instances:

- a) Under the Minister's Delegation in the Education Act, the Principal may grant Exemption from Attendance for up to 100 days in a year, or an exemption to leave school following the completion of Year 10 to undertake an apprenticeship or traineeship.
- b) The process for considering an application for exemption is:
  - Parent/Guardian/Carer request the 'Application for Exemption from Attendance at School' form from the school reception (Appendix A).
  - Parent/Guardian/Carer returns the completed form to the school.
  - Principal reviews the application against the criteria in the DET guidelines (Appendix B) within seven (7) days of receiving the application in writing.
  - If approved a Certificate of Exemption is awarded. The signed original is given to parent/guardian/carers.
  - A copy of the application, certificate and Minister's delegation kept on the student's file.
- c) Should the application not be approved, written notice will be given the parent/guardian/carers can appeal the decision in writing and/ or in person according to the principles of procedural fairness which are followed in all similar matters.

Parents/Guardians/Carers should consider the timeliness of their applications in order to allow sufficient time for the process of consideration and appeal to be fully implemented.

## Appendix A – Application for Exemption from Attendance/Enrolment

### PART A STUDENT DETAILS

Family name: \_\_\_\_\_ Given name(s): \_\_\_\_\_

Age: \_\_\_\_\_ Date of birth: \_\_\_\_\_(dd) / \_\_\_\_\_(mm) / \_\_\_\_\_(year)

Student Enrolment Number (SRN): \_\_\_\_\_

Student's address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Dates of exemption applied for: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ to \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Number of School Days: \_\_\_\_\_

Please provide more detail about the reason for the application for exemption here:

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### PARENT/GUARDIAN/CARER DETAILS

Family name: \_\_\_\_\_ Given name(s): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Telephone number: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

As the parent/guardian/carer of the above mentioned student, I hereby apply for a Certificate of Exemption under the Education Act 1990.

I understand that if the exemption is granted:

- I am responsible for his/her supervision during the period of exemption
- the exemption is limited to the period indicated
- the exemption is subject to the conditions listed on the Certificate of Exemption
- the exemption may be cancelled at any time.

I declare the information provided in this application for a Certificate of Exemption is to the best of my knowledge and belief accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the exemption may result in the exemption being revoked.

Signature of applicant/s: \_\_\_\_\_ Date: / /

**PART B EMPLOYER'S DETAILS**

*To be completed by the employer.*

Name of company/corporation: \_\_\_\_\_

Contact person: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode : \_\_\_\_\_

Telephone number: \_\_\_\_\_ Facsimile: \_\_\_\_\_

Email address: \_\_\_\_\_

*(Please attach and tick ☒)*

1. Detailed itinerary/work schedule for the period of exemption sought: ☐ Yes ☐ No

2. Evidence of tutor's teaching qualifications (supplied by employer): ☐ Yes ☐ No

Employer's signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

**PRINCIPAL'S DETERMINATION**

Having considered the application for exemption from attendance/enrolment for \_\_\_\_\_

Against the criteria approved under the Ministers Delegation I

- ☐ Approve the application according to the conditions outlined on the Certificate of Exemption
- ☐ Decline the application.

Principal's signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

**Certificate of Exemption from Attendance/Enrolment at School under Section 25 of  
the Education Act 1990**

*The student whose details appear below has been granted an exemption from school for the period indicated.*

☐ **exemption from attendance**

or

☐ **exemption from enrolment**

**STUDENT DETAILS**

Family name: \_\_\_\_\_ Given name(s): \_\_\_\_\_

Student Enrolment Number (if applicable): \_\_\_\_\_

Date of birth: (dd) / (mm) / \_\_\_\_\_ (year)

Address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Certificate issued by: \_\_\_\_\_

Principal

MARGARET JURD COLLEGE

Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date of exemption from: \_\_\_\_/\_\_\_\_/\_\_\_\_ to: \_\_\_\_/\_\_\_\_/\_\_\_\_

Reason for the exemption:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conditions of Exemption:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**This certificate has been issued without alteration and must be produced when requested by police or other  
authorised attendance officers.**



## Appendix B – NSW Department of Education Guidelines for granting exemptions

### 2. Exemption from Attendance at School

#### 2.1. *Reasons for granting full day exemptions from attendance at school*

2.1.1. Principals, Directors, Public Schools and Executive Directors (Schools) may grant exemptions due to:

- exceptional circumstances (including the health of the student where sick leave or alternative enrolment is not appropriate) the child being prevented from attending school because of a direction under the [Public Health Act 2010](#). (*The parent is not required to complete an application for exemption*)
- employment in the entertainment industry – refer to [children's employment](#)
- participation in elite arts or elite sporting events

For any other matter not covered by the above points, the delegate must consult the next most senior delegate in their reporting line.

**Note:** Students travelling during school terms are not to be exempt. If the principal accepts the reason then leave is granted and the 'L' code should be used, consistent with the implementation of National Standards for Student Attendance Data and [Attendance Register](#).

2.1.2. The [attendance register](#) must indicate full day exemptions with the code 'M'.

#### 2.2. *Reasons for granting part day exemptions from attendance at school*

2.2.1. The [Education Act 1990](#) gives the Minister or delegate the power to grant a *Certificate of Exemption* from the requirement to attend school during the times specified in the Certificate.

2.2.2. For students participating in the entertainment industry, elite arts or elite sporting programs who are required to attend regular activities/training during school time an *Application for Exemption from Attendance/Enrolment at School* must be completed and submitted to the principal for approval prior to commencing the program. (Appendices A and E)

2.2.3. Students may participate in school based programs including behaviour management transition plans\*. An *Application for Part Day Exemption* should be completed. (Appendices B and F)

2.2.4. For part day exemption due to the requirements of a health care plan\*, the principal should seek the parents' consent to obtain information from health professionals responsible for the health care of the child. (Appendices B and F)

2.2.5. Students participating in school programs may be granted part day exemptions for periods of time not exceeding the equivalent number of full school days. Close monitoring of exemption periods is necessary so that the approval period is not exceeded.

2.2.6. Participation in such school programs must be approved by the Director, Public Schools NSW. Principals should submit the transition plan to restore the child to full-time attendance to the Learning and Engagement Officer for recommendation who will forward it to the Director, Public Schools NSW.

2.2.7. The attendance register must indicate part day exemptions with the code P/M.

**Note:** Students accessing [Links to Learning Programs](#) for part of a school day or part of the school week should not be exempt from attendance at school. Principals should use the school business symbol B on the [Attendance Register](#) as an explanation of the student's absence.

- For school programs associated with behaviour management or health care plans it is not necessary to complete a separate *Application for Exemption from Attendance/Enrolment at School*.

### 3. Exemption from Enrolment at School

#### 3.1. *Reasons for granting exemptions from enrolment at school*

3.1.1. The Deputy Secretary, Education and Communities with the responsibility for Schools and Executive Director (Schools) may grant such exemptions due to:

A. age, where a child turns six years on or after 1 October or later in a school year and is engaged in:

- full time preschool education at an accredited preschool for the remainder of that school year
- full or part-time accredited preschool programs for students with disabilities leading to enrolment and full time attendance at a government or registered non-government school not later than six months after the child's sixth birthday

**Note:** The delegate will require proof of enrolment or participation in the preschool and the child should be involved in a transition-to-school program as a condition of their exemption

B. the health, learning or social needs or disability of a child necessitating the continuation of an individual program supported by medical specialists not longer than six months after the child's sixth birthday

**Note:** The delegate will require a statement in support of the exemption from the child's medical specialist and the child should be involved in a transition-to-school program as a condition of their exemption

3.1.2. Secondary Principals, Director, Public Schools and Executive Director (Schools) may grant exemptions to students from the requirement to be enrolled in school provided approval has been given to their entering a full time apprenticeship or traineeship. This applies to students who have completed year 9 and before they have completed Year 10. Such exemptions will only be granted where the:

- principal considers that the student is a suitable candidate to complete his or her education through an apprenticeship or traineeship
- student's parents give permission for this to occur
- principal has sighted a full time apprenticeship or traineeship contract signed by the employer and a summary training plan authorised by the Registered Training Organisation
- employer agrees to notify the Department of Education and Communities (through the Principal) if the apprenticeship or traineeship is abandoned before the student turns 17

- apprenticeship or traineeship is approved by the Commissioner for Vocational Training, State Training Services as suitable for the young person and the training contract attains 'registered' status following the probationary period. Where approval is granted by the principal and the Commissioner subsequently notifies the student of his or her decision not to approve the contract following the probationary period the approval and the exemption will be cancelled. The student's parents must then take steps to comply with their compulsory schooling obligations.

**Note:** if the student does not complete the apprenticeship or traineeship, he or she will not have completed Year 10. They will be legally required to complete Year 10 under another pathway of the Education Act (1990), for example, by returning to school or seeking enrolment in TAFE NSW

STUDENT ENROLMENT ASSESSMENT	
DOCUMENT GUIDE	DOCUMENT INFORMATION
Policy Title	Student Enrolment Assessment
Document I.D.	2.6
Applicable to	MJC Staff MJC Students MJC Students' Parents & Carers
Document Owner	MJC Executive Team
Document Creator	College Principal
Related Documents	Registered and Accredited Non-Government Colleges (NSW) Manual (RANGS) College Enrolment Procedure FORM - Application for Enrolment FORM - Conditions of Enrolment Anti-Discrimination Policy Eligibility for the Award of the RoSA Eligibility for the Award of the HSC NSW Public Health Act 2010 Special School Statement
Relevant to:	All Campuses
DOCUMENT CONTROL	
Policy Title	Student Enrolment Assessment
Version	2
Date	March 2023

## **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.

## **Purpose of the Policy**

The purpose of this policy is to establish a framework for the College to meet its statutory and regulatory obligations in regard to the enrolment of its students. It also seeks to communicate to those wishing to enrol at the College what the stipulations and requirements are.

## **Policy**

The College is an Independent College catering to students from Year 9 to 12 who may have been considered at risk of removing themselves or being excluded by the other educational sectors.

Applications for enrolment may be made at any time by the parent/guardian(s) of students to commence at the College. Decisions regarding the suitability of a young persons enrolment remain at the full discretion of the College.

Students enrolling at the College must have fulfilled the requirements of their previous year of schooling to which they are seeking enrolment. Placement of students within year groups remains at the full discretion of the College.

**The College will base any decision about offering a place to a student on:**

- Their present need.
- Their present inability or unwillingness to engage in other educational settings.
- Their additional educational needs.
- Their engagement with other non-government organisations.
- Any risk present within the current student cohort.

**The student will provide evidence of:**

- Their demonstrated need.
- Their demonstrated willingness to engage in education.
- A copy of their current immunisation history

- Previous School history.
- Their identification (birth certificate)

#### The College will assess:

- Their ability to meet the needs or abilities of the student.

#### Other considerations

- The student's willingness to discontinue violence and/or aggression.
- The student acknowledgement to ensure College staff remain safe.
- The student willingness to discontinue substance use/abuse.
- Will an enrolment at Margaret Jurd College benefit the overall needs of the student?
- The demographic of current enrolments and their safety / needs.

#### Procedure

The enrolment officer will receive an enquiry and contact the parent/guardian of the student to outline the enrolment procedure and to provide an information package and application form.

Once the application form is returned, the enrolment officer will collect all relevant documentation including previous school history and once all level 1 criteria<sup>1</sup> are obtained, schedule a case conference with the parent/guardian(s) and student or other relevant shareholders. This will be held with the Wellbeing Coordinator and the Enrolment Officer.

Once at a case conference, the particulars of a student enrolment will be gathered. These include, but are not limited to, the collection of student information in the form of our case conference questionnaire, this includes diagnostic information, parental responsibility, previous education engagement and wellbeing information. The student and parent/guardian will undertake a tour of the campus.

During the case conference process, the College staff will interview and review the student and parent/guardian information (the Enrolment Officer will complete a history check on the student by contacting previous school(s), support services, psychologist's, counsellors, Juvenile Justice, police etc).

It is important to note that parent/guardian consent will be sought prior to completion of the history check. In the event that consent is not given, if the information is deemed as pertinent and necessary for the successful enrolment of the student then the College 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 existing and potential student as well as College staff.

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<sup>1</sup> These documents are outlined within the enrolment flow chart.

The information from the interview and the history check will form a risk assessment. Ultimately the enrolment will be decided upon by the Enrolment Officer, if consultation is required this will be undertaken by the Principal and the Wellbeing Coordinator. However, if the risk posed by the potential student is deemed as high then the enrolment will be passed to the Principal for final decision.

If an offer of enrolment is made by the College, all parties will be asked to sign a contract and a formal induction to the College and its procedures will take place for both the parent/guardian and the student.

The parent/guardian will also be offered a relevant fee structure. The highly specialised education and social wellbeing program at the College does require high levels of funding and parents/guardians are encouraged to contribute to their student's education to the best of their ability. However, we understand that economic position should never be a determining decision on a child's ability to access education. So, based on the relevant evidence a College fee waiver may be approved by the College.

Continued enrolment at the College is dependent upon the student engaging in all aspects of the College program (both wellbeing and education), making satisfactory progress, attending consistently, and the student and the parent/guardian(s) observing all behavioural codes of conduct and other requirements of the College, which are applicable from time to time.

## Immunisations

In accordance with the NSW Public Health Act 2010 the College will request the following information from students wishing to enrol.

- An immunisation certificate at enrolment. This can be requested by parents through the MyGov App and the Medicare Express Plus App.
- The College will then record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three (3) years after the child has ceased to attend the College.
- The College will provide a copy of a child's immunisation certificate to another school that the student has transferred to (upon request).
- The College will notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease.
- The College will exclude unimmunised children at risk of contracting a disease from attending the College on the direction of a public health officer.

Who	What	When
Enrolment Officer	Contact the parent/carer/ school etc to establish the nature of the enquiry and who has parental responsibility.	Within 24 hours after receipt of an enquiry.
Enrolment Officer	Support the person with parental	Once the person with

	responsibility to complete an online application.	parental responsibility is identified and their desire to apply has been established.
Enrolment officer	Contact the applicant.	If an application has been submitted via the website.
Enrolment Officer	Schedule a case conference with the student and all relevant stakeholders.	Once the application has been received.
Enrolment Officer in consultation with the IT Manager	Ensure that all application data both corresponds with and is uploaded into the College administrative system – this should include case conference dates.	Once the application has been received.
Enrolment Officer	Contact previous schools and other relevant stakeholders for student history and statements of suitability for the College. This will include but is not limited to psychology services, General Practitioners and other NGO's and certificates of vaccination.	Once a case conference has been scheduled.
Enrolment Officer	Submit relevant historical information and statements of suitability to the Wellbeing Coordinator.	Once they have been received.
Enrolment Officer	Attend the case conference to make an initial assessment on student suitability for the College. During the case conference a vaccination certificate should be requested.	During a case conference.
Wellbeing Coordinator or delegate	Attend the case conference.	When required.
Wellbeing Coordinator	Write a risk assessment for the student based on the historical information, statements of suitability and student presentation at the case conference.	After the case conference.
Wellbeing Coordinator	Confer with the wellbeing staff and the Teaching and Learning Coordinator regarding the risk assessment and suitable controls for the student.	If a student's risk assessment presents as acceptable (minimal or moderate).
Wellbeing Coordinator	Confer with the Principal regarding the risk assessment and suitable controls for the student.	If a student's risk assessment presents as with a high level of risk.
Wellbeing Coordinator	Allocate the student a caseworker	After consultation with the



	and offer the student a start date.	wellbeing staff and the Teaching and Learning Coordinator.
Wellbeing Coordinator	Allocate the student a caseworker and offer the student a start date.	After conferring with the Principal concerning a student that presents as high risk and deciding to accept the student.
IT Manager	Ensure a parent Portal is maintained that contains electronic copies of all forms and permission slips.	
Enrolment officer	Support the parent/carer to electronically sign all forms and permission slips online.	
Teaching and Learning Coordinator in consultation with the Wellbeing Coordinator	Allocate form levels and subject choices to the student.	After the student is accepted to the College.
Teaching and Learning Coordinator	Alert the IT Manager to the form of the student.	After the student is accepted to the College.
IT Manager	Based on the allocated start date and the information from the Teaching and Learning Coordinator allocate devices and passwords to the student.	After the student is accepted to the College.
Teaching and Learning Coordinator	Ensure the students information is entered into Schools Online.	After the student is accepted to the College.
Principal or delegate	Inform the student's carers if a student's application is considered unsuccessful.	After conferring with the Principal concerning a student that presents as high risk and deciding that the student's needs are too high for the College.
Student Caseworker	Perform a student induction.	After the student is accepted to the College.
Student Caseworker	Apply to the Wellbeing Coordinator regarding transition arrangements for the student.	After the student is accepted to the College and based on the student risk assessment.
Student Caseworker	Complete a Student Profile page and circulate it to all staff (adding it to the student I.P.).	After the student is accepted to the College and based on the student risk assessment and enrolment file.

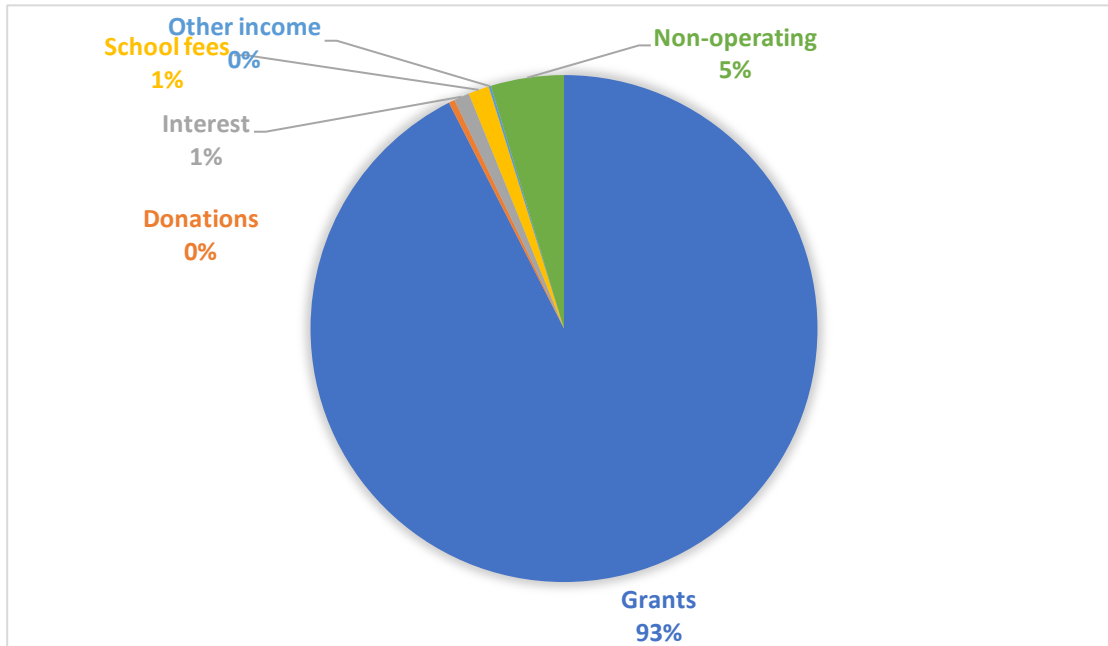
Learning Support Teacher	Complete (educational) diagnostic (formative) testing on the student and inform all staff. Add the information to the I.P.	After the student is accepted to the College.
Student Caseworker	Develop a student Behaviour Management Plan and distribute this to staff – adding it to the I.P.	After the student is accepted to the College and based on the student risk assessment and enrolment file.
First Aid Officer	Ensure all safety plans regarding allergens etc are in place for a new student and that staff are adequately informed via consultation with the student's caseworker and the one page profile.	After the student is accepted to the College and based on the student's application form.
Student Caseworker	Engage in casework and the creation of the case plan.	At the first viable opportunity.
Student Caseworker	Liaise with the Wellbeing Coordinator to inform the teaching staff (verbally) regarding the new student, potential risk, history, and formative diagnostic tests.	At the first viable opportunity.
Teaching and Learning Coordinator	Decide on what educational staff would be best to represent the student in an Individual Planning Team and inform said staff.	At the first viable opportunity.
Planning Team	Organise a planning meeting with all relevant stakeholders.	Within the students first term at the College.

# OTHER COLLEGE POLICIES

<b>Student Welfare Policy</b>	
This Policy outlines how the College approach learning via an all-school approach. This is achieved by taking into consideration a student's age, background, ability & interests and supported by the implementation of a Wellbeing Support Team.	The full text can be accessed on the school website, <a href="http://www.mjc.nsw.edu.au">www.mjc.nsw.edu.au</a> or requested in hard copy from the College or viewed on the College's internal share drive.
<b>Discipline Framework</b>	
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.	The full text can be accessed on the school website, <a href="http://www.mjc.nsw.edu.au">www.mjc.nsw.edu.au</a> or requested in hard copy from the College or viewed on the College's internal share drive.
<b>Grievance Procedure for Students, Parents &amp; Carers</b>	
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 full text can be accessed on the school website, <a href="http://www.mjc.nsw.edu.au">www.mjc.nsw.edu.au</a> or requested in hard copy from the College or viewed on the College's internal share drive.
<b>Staff Grievance Policy</b>	
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 full text can be accessed on the school website, <a href="http://www.mjc.nsw.edu.au">www.mjc.nsw.edu.au</a> or requested in hard copy from the College or viewed on the College's internal share drive.

# FINANCE REPORT

## 2022 RECURRENT AND CAPITAL INCOME



## 2022 RECURRENT AND CAPITAL EXPENDITURE

