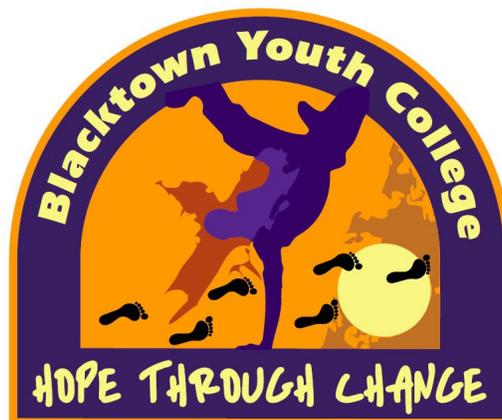


ANNUAL REPORT

2019



Blacktown Youth College Inc

ABN 82 125 846 982

Y 2693842

Campuses at:

Hebersham and Lawson

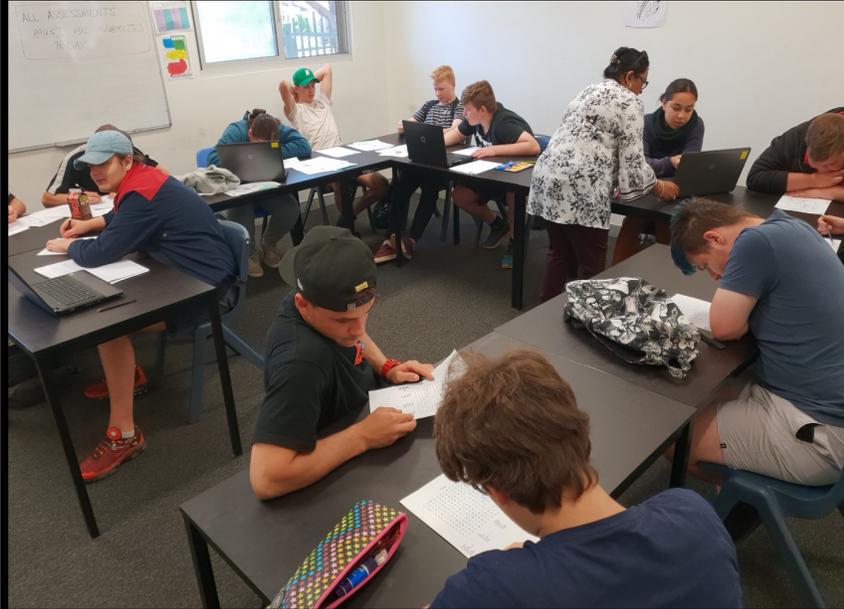


Table of Contents

	Page
Purpose of the report	4
Contextual Information about the School	4
Philosophy	4
Message from Key School Bodies	
Message from the President of the Board	5
Message from the Head of School	7
Message from the Lawson Campus Coordinator	8
Message from the Curriculum Coordinator	11
Message from the Stage 6 Coordinator	12
Message from the School Development & Community Liaison Coordinator	13
School Camp	15
Student Performance in Statewide Tests and Examinations	
HSC	18
RoSA	19
NAPLAN	19
Professional Learning and Teaching Standards	
Professional Learning	23
Teaching Standards	24
Workforce Composition	24
Student Attendance and Retention Rates	
Attendance	26
Management of Non-Attendance	26
Retention of Graduating Year 10 Students	26
Post-School Destinations	27
Characteristics of the Student Body	27
School Policies	28
Enrolment Procedures	28
Enrolment Policy	28
Behaviour Management and Support Policy	30
Grievance Policy for Students, Caregivers and the Greater School Community	37
Safe and Supportive Environment – Policy Overview	41
Welfare Policies	41
Anti-Bullying and Harassment	41
Security	42
Supervision	42
Conduct	42
Pastoral Care	42
Communication	43
Other School Policies	43
School-Determined Improvement Targets	44
Initiatives Promoting Respect and Responsibility	45
Caregiver, Student and Teacher Satisfaction	46
Summary Financial Information	52

PURPOSE OF THE REPORT

In May 2004, the NSW Government amended the *Education Act 1990* (the Act) to give effect to enhanced registration requirements for non-government schools recommended by the Grimshaw Review.

The enhanced requirements specify that a non-government school participate in annual reporting to publicly disclose the educational and financial performance measures and policies of the school. The performance measures and the policies that the Minister has determined must be included in the annual report and are specified in Section 3.10.1 of the *Registered and Accredited Individual Non-Government Schools (NSW) Manual*.

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Blacktown Youth College is co-educational, non-denominational, independent secondary school. It consists of two campuses; the main campus located at Mackellar Road Hebersham and the second campus, Blacktown Youth College – Lawson Campus, at Yileena Avenue Lawson.

Blacktown Youth College was first registered in 1997 and, in 2009, the Lawson campus was added. The Hebersham campus is accredited and registered by NESA to accept Stage 4 to Stage 6 students. The Lawson campus is accredited and registered to accept Stage 5 students only. Both campuses are able to deliver the NESA curriculum and provide the RoSA to eligible students. Hebersham campus is able to deliver and provide the HSC (Non-ATAR) to eligible students.

Blacktown Youth College is registered as a special assistance school as it caters primarily for students with mental health, social, emotional and behavioural difficulties. It has a low socio-economic status and, as such, is committed to addressing the many and varied educational and social barriers faced by our students and their families in order to break the cycle of socio-economic disadvantage.

The school is commonly referred to by students, staff and the greater school community, as BYC.

PHILOSOPHY

The school's motto is "*Hope through Change*".

Blacktown Youth College provides the opportunity for students, who have struggled in mainstream schools, to experience educational and personal success within a smaller and less formal school environment.

Students are not required to wear school uniform and may address staff members by their first names. Students at the Lawson campus have access to a school bus to make off-site venue travel easier.

Classes are small and each class is assigned either two teachers or a teacher and a teacher's aide in order to better cater for the individual learning needs of the student population. Students also have access to a qualified Youth Worker and School Counsellor at Hebersham and a School Counsellor at Lawson.

The school canteen provides nutritious lunches at a very low cost. There is a clothing pool offering warm clothing to students in need.

Blacktown Youth College works in partnership with a wide range of community groups. For example, students attended programs or were referred to the PCYC, the WAAT Team, Headspace, Blacktown Area Community Centres and various other local community agencies. There is also a strong partnership with Productivity Bootcamp who offer training in a number of areas relating to the construction industry. In addition, we have a number of local businesses willing to support our students by offering work experience. In order to equip students with life and work skills, Blacktown Youth College offers students the opportunity to study towards obtaining their Learner Driver Permits.

The college provides an opportunity for disengaged, at-risk children to achieve positive education and well-being outcomes through safe and supportive learning in a smaller school environment. We believe that disengagement is both an indicator and a process that puts students at significant risk. The college endeavours to support our students by providing an environment that meets their educational, social and personal development needs. Blacktown Youth College encourages and supports our students' re-engagement with learning and their transition to work or further education.

MESSAGE FROM KEY SCHOOL BODIES

Message from the President of the Board

I PRESENT THIS REPORT ON BEHALF OF THE BOARD OF BLACKTOWN YOUTH COLLEGE (BYC).

Initially, I would like to acknowledge the traditional owners of the land upon which the school's campuses stand and where we meet, i.e. the Darug and Gundungurra nations and pay my respects to elders past and present and to those we entrust the future.

BYC has in excess of a decade of experience in successfully delivering educational benefits to disadvantaged youth. Additionally, the College is a member of the Association of Independent Schools NSW and is a high school registered and accredited by the NSW Education Standards Authority (NESA).

The school administers its operations from its main campus at Hebersham, Western Sydney, which is on land owned by the NSW government and managed by Blacktown City Council. The Lawson Campus, mid Blue Mountains, operates with the valuable assistance of Blue Mountains City Council (BMCC), which is very supportive of the college's role in the community. BYC is deeply appreciative of the government and council assistance. BYC has successfully negotiated with BMCC to secure a change to larger premises near the existing Lawson campus. Once the premises are refurbished, BYC will be able to provide opportunities for Years 11 and 12 students at Lawson campus. This will be a real plus for the Blue Mountains community and its youth.

The campuses cater for young people who are not able to attend mainstream schools for a variety of reasons. These include mental health influences, such as ADHD/autism, social integration issues, disturbed home life and/or poor behaviour and attendance at previous schools. Unique programs are offered to young people aged between 12-19 years, as an alternative to mainstream high schools, where many of our students struggled.

Accredited Teachers, Teacher's Aides and Welfare staff deliver subjects to NESA standards. Additional skills within the teaching staff include tertiary qualifications in social welfare/sciences, music, art and sporting endeavours.

Proving to be particularly successful is the BYC mentoring program, with staff primarily dedicated to assisting students pursue TAFE courses, work placement, apprenticeships and traineeships and the like. BYC successfully introduced years 7 & 8 in 2015, allowing earlier interaction with struggling students. The student numbers have since grown as the need increases & BYC provides a real & tangible benefit by giving struggling students a consistency in their education.

The introduction of Years 11 and 12 in 2018 went extremely well, with results exceeding expectations. Teaching the senior years allows BYC to envision a new pathway to tertiary learning for our students. This will not be seen as the benchmark for "success" but rather will be indicative that the BYC processes for providing "opportunity" are working.

A notable difference with the BYC model is "the alternative assessment" and "homework on request" approach. BYC seeks to engage with students through a low-pressure classroom, with additional support of a teacher's aide or two teachers to each class. This is a valuable and significant difference in education delivery from BYC. Unfortunately, the cost of this approach is not well recognised by funding authorities with "student numbers" being a key funding factor.

One to one tutorial is also utilised where additional assistance is needed. There are no enrolment fees or uniforms. BYC financially supports an annual camp, end of school formals for both Years 10 and 12 and other programs where "home" support is not available.

Furthermore, what makes our school *special* is that within a more flexible environment, the staff are able to case manage students individually, enabling a more in-depth individualised program to be implemented, catering to students' abilities. The school's program offers participants skills and insights that enable them to engage more effectively with their education and future goals. They learn how to manage stress, conflict and relationships in a positive way and receive support and access to services, which can also assist them.

BYC offers these young people a second chance at education and life by working in co-operation with the region's high schools and community groups to provide educational and social developmental opportunities.

Our school benefits the community by offering troubled teenagers a second chance at achieving educational goals and an opportunity to re-engage productively in our communities. This is done by empowering young people, teaching a social conscience, reducing opportunities for committing crime and reducing/eliminating drug and alcohol use. If our students are not positively engaged within the school community, there is a high likelihood of adverse social and community impacts. By offering meaningful school programs for young people in the localities, health and safety issues are significantly improved.

The school remains committed to the development of all the staff and staff have generally taken the opportunity to enhance their skills in the challenging environment that is BYC.

The school also remains in a strong financial position thanks again to our Head of School, Ms. Carol Everard and her administrative team keeping a watchful eye on the budget and ensuring diligence by all staff in expenditure and costs. Without this strict monitoring, budget issues can easily create major problems. Once again our external auditors gave BYC the all clear in its financial review.

The student numbers continue to increase and their commitment to learning has seen an increase in attendance. The early BYC days had an award for 80% attendance, with only a handful of recipients. The award now starts at 90% with many students over 95% and usually includes a very large section of the student body.

BYC recognises the importance of community in the success of the school. Over the years this has become evident with more and more parents, family members and the broader community taking part in events held by the college. BYC Hebersham campus has also successfully engaged with the NSW Police and its PCYC program. The Mount Druitt police youth liaison officer is of regular assistance to BYC, both formally and informally.

Attendance at the graduation ceremony and other functions are also well attended. The surrounding communities have come to see the campuses as safe and secure environments providing learning with integrity and social values.

There are a number of people in the community, in government organisations, businesses and others who quietly support BYC which tells us that we are on the right path. The local State Member, Mr Edmond Atalla, attends regularly and has shown a great interest in the school and is very supportive of its work. Mr Ed Husic, the local Federal Member for Chifley (in which the Hebersham campus lies), has been a familiar face at the school and demonstrates his support on a regular basis.

Also outstanding in his commitment to BYC is Tony Bleasdale OAM, Mayor Blacktown City Council.

Likewise, the Lawson campus has a great relationship with Ms Trish Doyle MP, the State member for the Blue Mountains and Ms Susan Templeman, the Federal member for the area. These relationships have been helpful for BYC programs.

There have been visits from previous students who found their schooling (and indeed lives) re-ignited by BYC and went on to other high schools (BYC had no Years 11 and 12 capacity until 2018) to do their HSC and then TAFE or university. Others have returned to say thanks for career and apprenticeships opportunities stemming from their time at BYC.

In closing, it has been another exciting year at BYC and I would like to thank the members of the Board for their time and support over the past 12 months, often going above and beyond the call of duty. Congratulations must also go to the school staff (and particularly the Head of School, Ms. C Everard) for regularly and comprehensively meeting the compliance requirements for NESA.

A special thank you is owed to our Head of School, Ms. Carol Everard, for exceptional leadership in representing the college in such a way that it is recognised for the very unique educational facility that it is. Carol doesn't do a "job" she does it because she cares and wants to make a difference. And a great big thanks to all our teachers, administration staff, school handyman, aides and volunteers-- who do it BECAUSE THEY CARE AND IT MATTERS.

Ken Chamberlain



Message from the Head of School

First, and foremost, I wish to thank the Board of Blacktown Youth College; Ken Chamberlain (President), John Robertson (Vice President), Jo Chamberlain (Secretary), Christine Robertson (Treasurer), Pat Cirillo (Member), for their continued trust, support and commitment over the 2019 school year. Many people are unaware that without a Board, our school would be unable to operate. These people sacrifice their free time to attend regular Board meetings, keep themselves abreast of changes to regulations which impact the school and undertake training in the areas of governance, industrial relations, work health and safety, financial matters as well as assisting in the writing, review and endorsement of all our school policies. In addition, they attend our end of term assemblies and donate, not only their time, but money and resources to the school. All of this is done as volunteers; for no personal gain other than to satisfy their desire to support BYC and all those connected to the school. They are an inspiration to all, and, on a professional level, my “go-to” people for encouragement and guidance. In addition, I would also like to thank Kew Somerville for her contributions as the association’s Public Officer.

I wish to acknowledge and thank the staff. Daily, these people display their unflagging commitment to the task they have undertaken; to do their utmost for each and every student at BYC. Their caring natures and generous spirits have a positive effect on our cohort and the greater school community we serve. Each of them is acutely aware that a safe and supportive environment, where our students feel secure and cared for, is the foundation for all learning. When that backdrop is in place, education becomes possible.

I also wish to give special mention to the executive staff of BYC.:

- Tom Cutts – Campus Coordinator Lawson/Curriculum Coordinator
- Adam Osborne – Campus Coordinator Hebersham
- Samantha Bennett – Stage 6 Coordinator
- Brooke Vuki – Wellbeing Coordinator
- Nicole Brown – Student Development and Community Liaison Coordinator
- Kew Somerville - Administrator

I need to thank all the government bodies and agencies that support our school. Without their input, a school our size would struggle to survive. Mr Edmond Atalla, our local State Member, is a keen advocate of our school and continually shows his support. The Federal Member for Chifley, Mr Ed Husic, who often visits our school and is genuinely supportive of our endeavours. Our Lawson campus has, and continues to, receive vital support from Ms Trish Doyle MP, the State member for the Blue Mountains and Ms Susan Templeman the Federal member for the area.

The assistance our school receives from both of our local councils; Blacktown City Council for our Hebersham campus and Blue Mountains City Council for our Lawson campus, is greatly appreciated. Without their continued support with regards to our premises, we would struggle to operate. Tony Bleasdale OAM, Mayor of Blacktown City, is an honoured and regular visitor at Hebersham. His speeches at our end of term assemblies display his love of the area he represents and have inspired our students to demonstrate resilience and understand the value of hard work.

The Hebersham campus comprises of a Food Technology facility, Technology-Woodwork facility, science lab, art studio, music room and five general classrooms which are equipped to facilitate and optimise ICT teaching/learning practices. The yurt is used as a meeting room ensuring privacy for various appointments including the National Schools Chaplaincy Program. Students from the Lawson campus travel to Hebersham campus on Fridays to use these facilities. The facilities at our Lawson campus have not changed but we are hoping that, with the continued support of the Blue Mountains City Council, to be relocating to the old Rural Fire Service building in the not too distant future.

One of the biggest highlights of our school year was a historical moment for the college; our first Year 12 graduates. As Head of School, I have not experienced a prouder moment. I am delighted to have witnessed their perseverance and persistence, which progressed into self-belief, an emotion that they had rarely experienced and often doubted. Congratulations Year 12.

Improving post school options is an important goal of Blacktown Youth College. Links established with Productivity Bootcamp, Chifley College Campuses and TAFE have continued to strengthen. Students had the opportunity to obtain their White cards, thus opening up career opportunities in the building industry. We have now established an ongoing partnership with The Bikers Hand. Their generosity is greatly appreciated and I look forward to our future relationship. Our Student Development and Community Liaison Coordinator continues to promote regular and sustained school attendance, community partnership growth and student development.

End of term community morning teas have now become a tradition for the school. They offer families the opportunity to visit the School, not only to recognise student achievements, but also to interact with the staff, the School Board, and other members of the greater school community in a relaxed and informal setting, thus building bridges between home and school.



Message from the Lawson Campus Coordinator

2019 was a very busy year at Lawson campus. We had 23 students on the roll, more than double that of 2018, with 12 students completing year 10 and graduating with their RoSA's. Aside from all the great work achieved in our regular classes, again the highlight of the year was our ever-evolving extra-curricular program.

In Term 1 we returned to PCYC Penrith for boxing, although this year the focus was on strength and conditioning in the gym. The program was a great success and it was heartening to see some of the less active students really push themselves beyond what they thought they were capable of. The youth workers at Penrith enjoyed working with our students and I received really positive feedback from them in regard to overall behaviour, enthusiasm and participation. We thank PCYC Penrith, and particularly Ethan (Activities Coordinator), who has become a well-known and valued friend of the school.

In Term 2 we decided to try something totally new with our extra-curricular hours. Usually the focus is on getting the students active and inspiring good physical and mental health through fun activities. As a result of some personal research into adolescent therapy that promotes volunteering to help others, we got in contact with our good friends at Junction 142 in Katoomba, to see how we might help out with their homelessness services. Throughout the term the students spent many hours cooking at the Junction's 'Soul Kitchen', a weekly lunch service for those in need. They also helped with general labour in the Junction's op-shop, and we used the school bus to pick up and deliver food for the homeless from local supermarkets and market gardeners. The students ingratiated themselves with volunteer and aid-workers from all over the mountains, and the program turned out to be a great success all round. We thank Junction 142, Earth Recovery, and in particular Rosa, who facilitated our involvement and made a point of making the students feel welcome and useful at every turn.

With the success of Term 2 in mind, I ventured to carry on the theme of giving-back into Term 3. Manu, from the nationally recognised program 'Farm-it-Forward' had approached the school for volunteers at the start of the year, so for Term 3 we took her up on the offer. 'Farm-it-Forward' is a social enterprise connecting Blue Mountains landowners and local young people who are passionate about growing food. The project develops skills and creates training and job opportunities, while tackling social isolation and giving meaning to life, issues for young and old, isolated and less mobile people. The students worked on a variety of gardens throughout the Blue Mountains, from small vege patches in Lawson, to an extensive acreage on Shipley Plateau complete with geese, sheep, and even llamas. The program entailed a lot of hard manual labour, and the students experienced a great sense of achievement at the end of each day. One of our students did so well on the program that he was offered a paid position in 2020. Thankyou Manu and the whole 'Farm-it Forward' team.

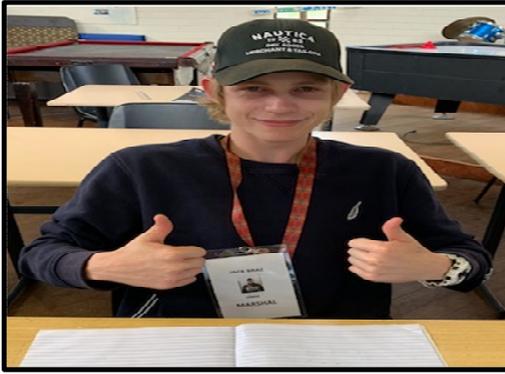
In Term 4 we again had the opportunity to participate in MYST's (Mountains Youth Services Team) Outdoor Explore program. Outdoor Explore is 'adventure therapy' designed to engage at-risk teenagers in healthy and challenging pursuits. We were introduced to a new guide this year, Niko, who worked unbelievably well with the students and became a real asset to the school throughout what was at times a trying end to the term. The students were certainly pushed beyond their comfort zones too with the abseiling and kayaking tasks much harder than in previous years. As always, we are super thankful to MYST who continue to offer our school students these experiences at no cost. A special thanks to Greg and Maddy who both continue to push for BYC – Lawson Campus as the priority school for many of MYST's outreach services and programs.

Academically it was another encouraging year at Lawson. All 12 of our year 10 students had the commitment and energy required to successfully graduate with their RoSA's. Of these, 4 students enrolled in year 11 at mainstream schools for 2020, 3 students either gained or were seeking to gain full-time employment, and 1 enrolled in a course at TAFE. As mentioned earlier, 1 of our students gained employment directly through our extra-curricular program. Another one of our students secured a mechanics apprenticeship as a result of his school-facilitated year 10 work experience. Our TAFE student gained a place in the Certificate 4 in Horse Performance, aided in part by her school-facilitated work experience at a local stable. We continue to monitor the achievements of our 2019 graduates into 2020 and wish them all the best with their future endeavours.

2020 is shaping up to being another positive and productive year at Lawson. 2019 taught us that with the right attitude and commitment, our students can and will achieve great things. Lawson Campus staff remain as optimistic as ever that Blacktown Youth College is the perfect place for students seeking a holistic, human-centred alternative to mainstream education.

Tom Cutts







Message from the Curriculum Coordinator

We had another big year with curriculum at BYC in 2019. Following our NESA inspection in 2018, which resulted in a five year renewal and confirmation that all of our programs are compliant and of a high standard; we are continuing to improve the quality of our programming and the manner in which it is delivered. Alternative assessment options, improved quality of teaching, reviewing the way we assess and looking at alternative pathways to further support our cohort have been our focus. This process is ongoing, and the teaching staff should be commended for their efforts.

Stage 6 teachers continue to plug away at creating Year 11 and 12 programs that are rigorous, yet sympathetic to the nature of our students and their life circumstances. As a school, we took immense pride in our first ever Year 12 class graduating at the end of this year.

We endeavour to maintain the holistic and collaborative approach to curriculum we adopted as a school back in 2016. BYC's academic programs have come a long way in the since then and we commit with enthusiasm to improving them even more in 2020.

Carol Everard and Tom Cutts

Message from the Stage 6 Coordinator

We have had a great start to 2019, at Hebersham campus, with our inaugural Year 12 course kicking off, and our second group of Year 11s entering Stage 6 with invigorating energy. With Stage 6 now making up roughly 25% of our student body, the pathway to senior high school education has been solidified in 2019.

This year our students have completed work placements, practical parenting tasks with RealCare Baby 3, completed case studies of Australian and international businesses, created astounding pieces of art, learned skills for physical health and fitness, and continued building literacy and numeracy skills.

Year 11 students have begun completing the required Minimum Standards testing for literacy and numeracy, with our Year 12s also attempting to show prospective employers their skills. Across the board Stage 6 students have shown skills in different areas and demonstrated growth since their NAPLAN testing in Year 9.

Year 12 students have opted in for the English Studies and Mathematics Standard 1 HSC examinations, and will complete this alongside the HSC examination for Business Studies. As our cohorts are small, we cannot complete HSC examinations on site, instead we are partnering with Rooty Hill High School as our examination centre. We look forward to this being a continued connection and valued relationship for years to come.

Our Stage 6 teachers have continued to work tirelessly to develop and implement appropriate units of work and assessments which meet NESA regulations and the needs of our students. This year we have developed Life Skills options for English, Mathematics and Business Studies to ensure curriculum accessibility and best work to the strengths of our students with additional learning needs and challenges.

2019 has been the first year BYC has offered a complete high school experience from Year 7 to 12, giving our students a clear and supportive pathway through high school and into the adult world. We look forward to our first HSC examinations, Year 12 graduation, formal celebrations, and the transition of our next group into their HSC year.

Samantha Bennett



Message from the Student Development & Community Liaison Co-Ordinator

Throughout 2019 Blacktown Youth College supported many students in accessing work experience, gaining casual employment and attending a variety of careers activities both at school and off campus.

All students had the opportunity to attend the NRL Real Skills for Real Careers information session which outlined how undertaking vocational education and training (VET) can help people achieve their career goals. Students were given examples of NRL players and how they used VET to build their skills and prepare themselves for careers outside of football. We were also lucky to have Defense Force Recruiting run a session for students on career paths in the army, navy and air force. Students were surprised to learn of the different entry pathways, including apprenticeships and traineeships as well as the options to study and be paid while attending university through the Defense Force.

Year 10 students visited the Western Sydney Careers Market in May where they could approach employers, registered training organisations, agencies, TAFE, colleges and universities plus a range of other post school options. Students were encouraged to participate in hands on activities offered by exhibitors and to ask as many questions as possible! Everyone left the careers market with bags full of information and some very exciting ideas for their futures. Students were also supported to attend the Western Sydney Apprenticeship and Traineeship Expo at Penrith in September. Several students attended this event and registered with a variety of apprenticeship and traineeship providers, some of which resulted in interviews. Attending this event allowed students to narrow down their post school choice and spend time with employers and training organisations that would meet their individual needs.

Being able to access work experience is another valuable way that assists students in their decision making for their career path. During Term 3, Year 10 students went to various workplaces to see what it would be like to tackle their dream job. Everyone enjoyed themselves and learnt new skills and some students realised that working is definitely much harder than attending school! The program achieved many successful outcomes, including the development of work readiness skills.

Blacktown City Council partnered with TAFE NSW to offer a unique 2-day research program available to Year 11 students. Two students attended the program and were rewarded with certificates in Research Excellence. The skills the developed will be used throughout their lives whether research for an assessment task or researching to buy a car. We were lucky to be able to send students to the program and incredibly proud of their achievements. We also had an opportunity for students to assist at the Youth Work Burbs Festival in Mt Druitt earlier in the year. 6 students volunteered to represent BYC on our stall. Students interacted with the community, engaged other young people with positive

conversations about education and BYC, helped set up the stall and pack up at the end of the event. The students gained confidence and had an amazing sense of pride in themselves and BYC at the end of the event.

Our links with community continue to grow and we are now able to supply breakfast and fresh fruit to all students every day through our relationship with Foodbank NSW/ACT. Foodbank have been very supportive of BYC and in August they partnered with NOVA radio station who did a live broadcast from our school. Students participated in games and competitions, listened to some great music and one of our students was interviewed by Fitzy and Wippa, the NOVA Breakfast Show hosts! Additionally, we have formed a partnership with The Bikers Hand. The Bikers Hand generously donated gifts to all our Year 10 graduates and we look forward to developing our partnership further in 2020.

2019 was a great year! I can't wait to see what 2020 brings and how we can work together to achieve your goals!

Nicole Brown





SCHOOL CAMP

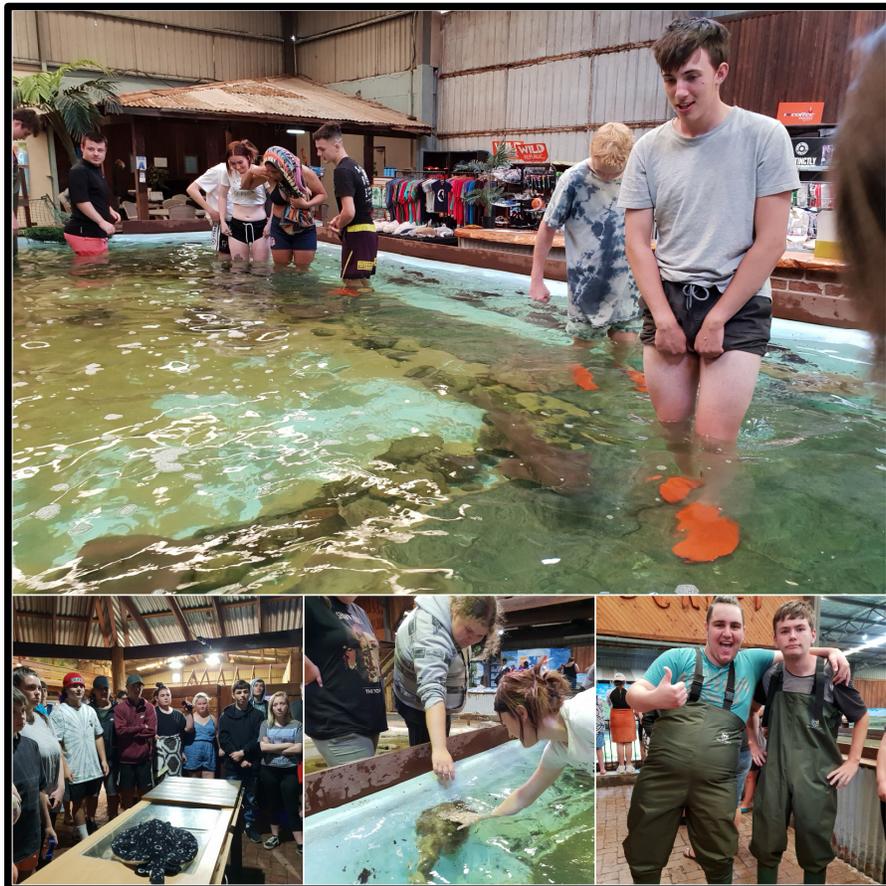
From December 2nd – 4th students from our Hebersham and Lawson campuses headed north to Port Stephens on their end of year camp. This year a record number of students attended, including our recently graduated Year 12 students.

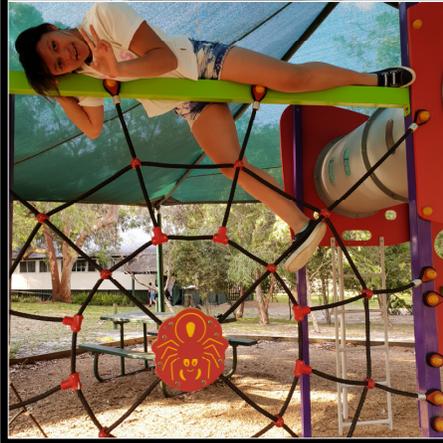
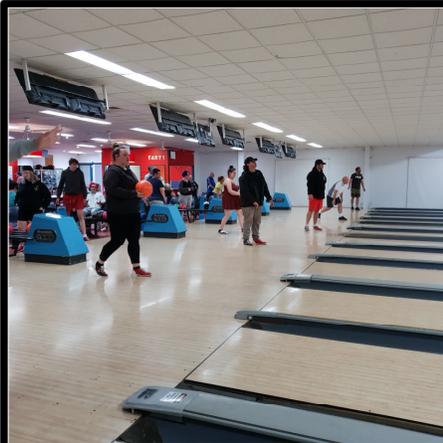
We started with a splash with our first stop at One Mile Beach where students enjoyed time swimming and relaxing with their friends on the sand. Then it was on to the Shark and Ray Centre where both staff and students faced their fears as they climbed into tanks brimming with various species of Sting Ray and Shark. The shrieks of excitement filled the air as these gentle giants swam alongside them. This shared experience between staff and students from both campuses became one of the many highlights and is still talked about today. The first day finished up with students heading to the bowling alley where they tested their skills and with some high levels of competition on display.

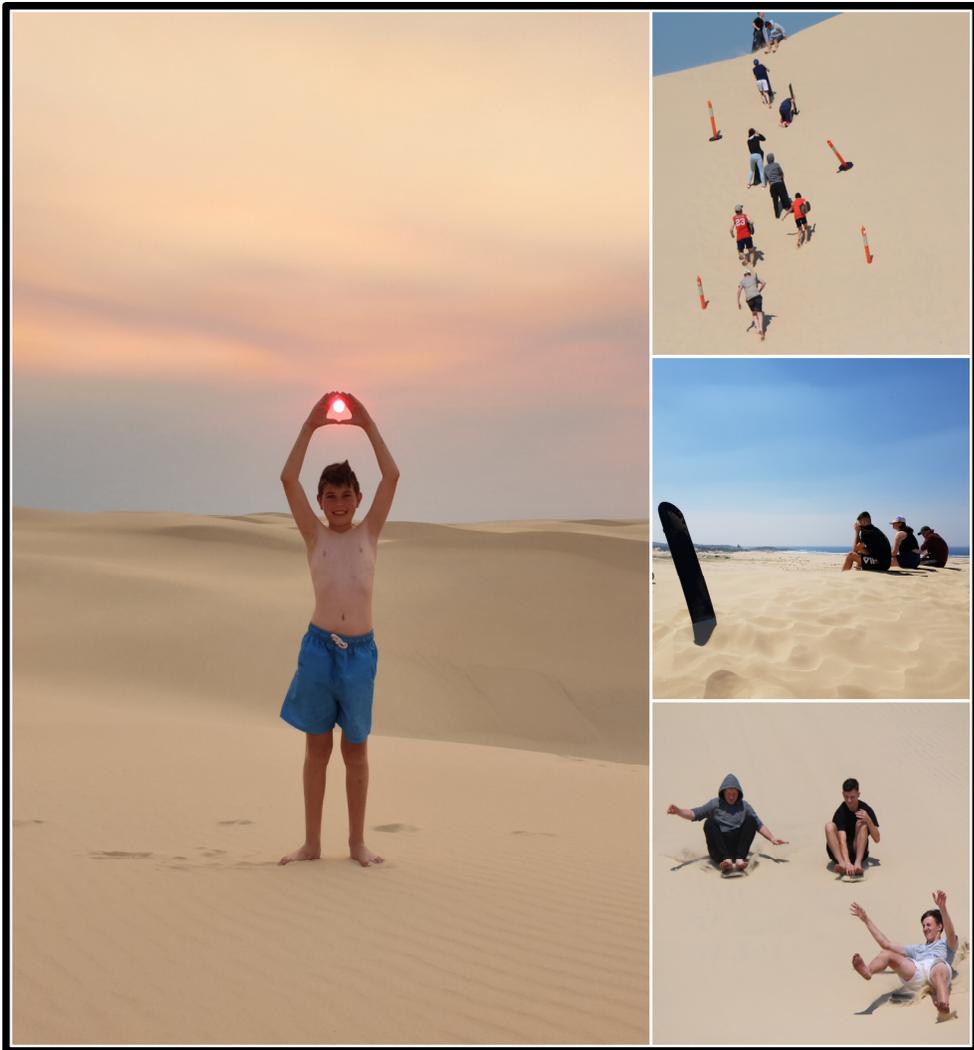
The second day was equally packed with excitement as tired heads rose early to embark on a boating cruise in search of dolphins. Not only were students treated to a fantastic display of agility from a pod of up to 20 dolphins, but they also had the opportunity to do some boom netting. After such an exciting morning, students were in the mood for something a little slower in pace. It was time for some putt putt golf. Students formed groups and set off through a challenging course that really tested the patience and resolve of some. The sight of the pool was welcomed by all on the return to our accommodation. Students spent the evening relaxing by the pool, enjoying each other's company, and listening to music.

Our final day started with an air of sadness as students packed their bags and tidied their rooms. However, the sadness did not hang around for long as they headed for the infamous Port Stephens sand dunes, where they got stuck into some sand boarding. The students enjoyed some delicious food throughout the camp, and this was nicely finished with a picnic lunch before the return home. As we approached our destination, many sleepy heads could be spotted pressed against the bus windows. This was testament to an action packed few days that linked staff and students together through fun, friendship, adventure, and memories that will be carried for a lifetime.

Dale Phillips







STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

HSC

Blacktown Youth College is required each year to report on student performance in the Higher School Certificate. Grades were submitted to NESA for each student in the HSC cohort for 2019. NESA were also advised the details of 'N' Awards given where students did not meet the minimum course requirements.

In 2019, a total of 3 students, from the Hebersham campus, were eligible to receive their HSC qualification.



RoSA

Blacktown Youth College is required each year to report on student performance in the Year 10 Record of School Achievement (RoSA). Grades were submitted to NESA for each student in the Year 10 cohort for 2019. NESA were also advised the details of 'N' Awards given where students did not meet the minimum course requirements.

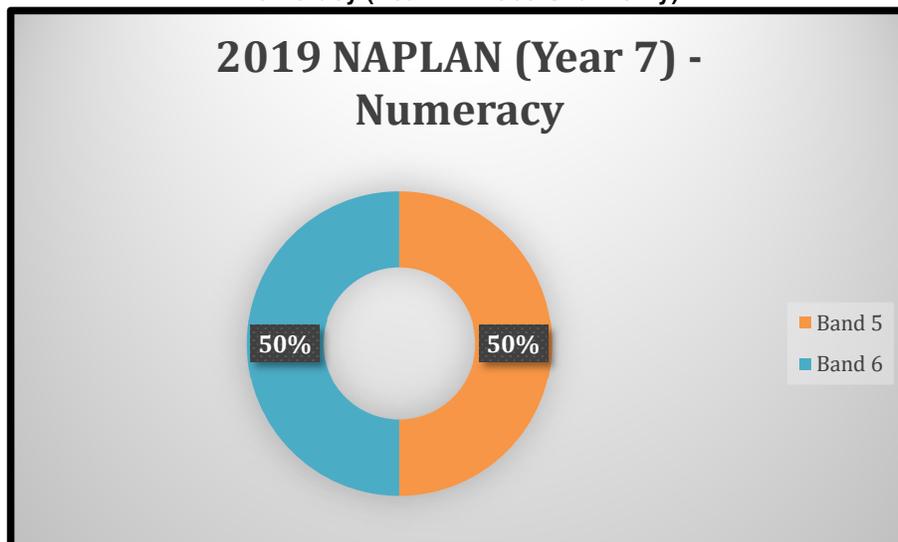
In 2019, a total of 27 students; 14 from the Hebersham campus and 13 from Lawson, were eligible to receive their Year 10 RoSA. Students received the eReport of their RoSA grades with their Semester 2 School Report.



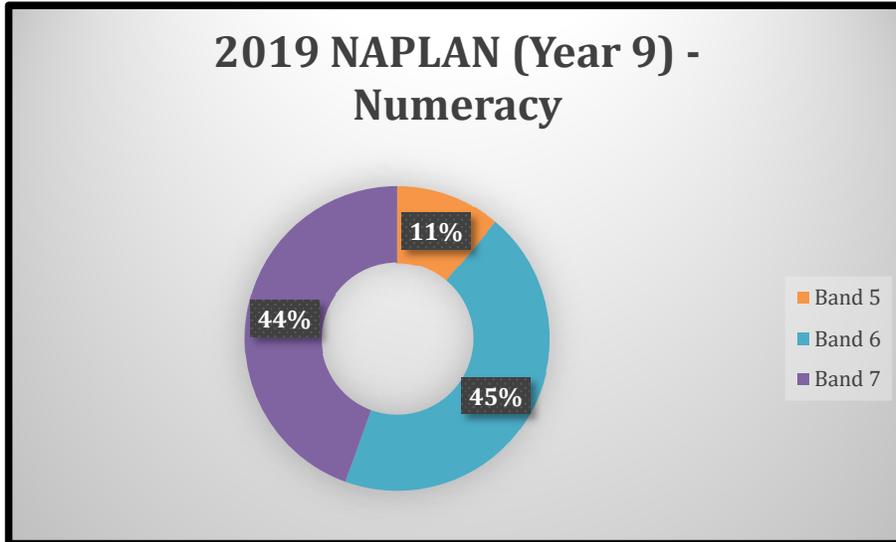
NAPLAN

Both Hebersham and Lawson campuses participated in NAPLAN testing in 2019. NAPLAN participation in 2019 was 71% of eligible students. For Year 7 and Year 9 the following results were achieved for both campuses:

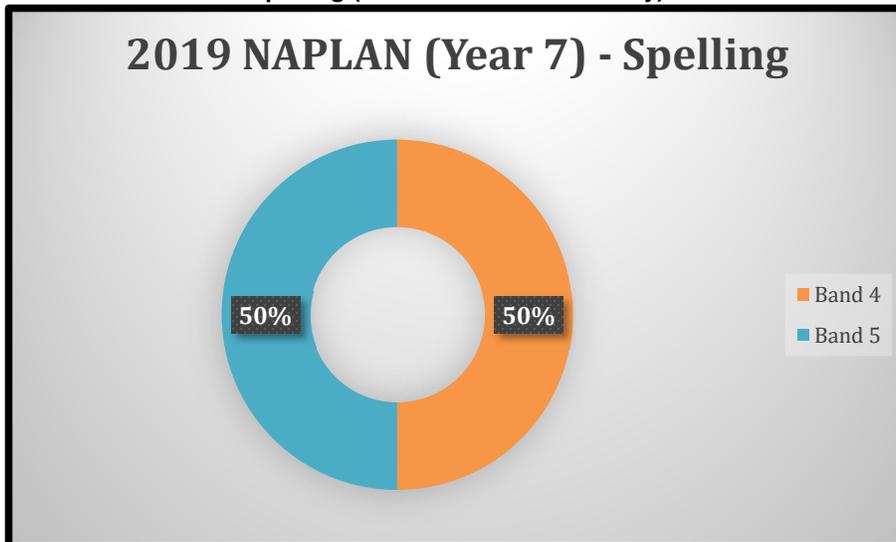
Numeracy (Year 7 – Hebersham only)



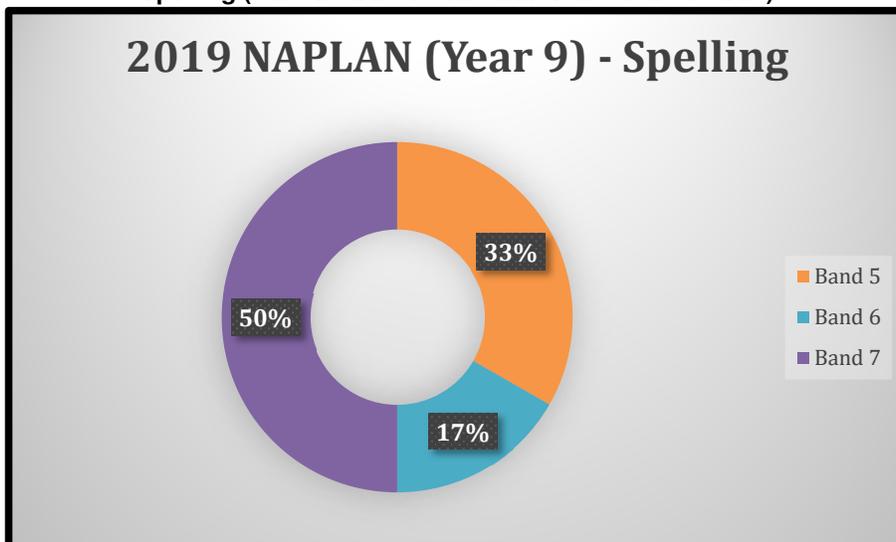
Numeracy (Year 9 – combined Hebersham and Lawson)



Spelling (Year 7 – Hebersham only)

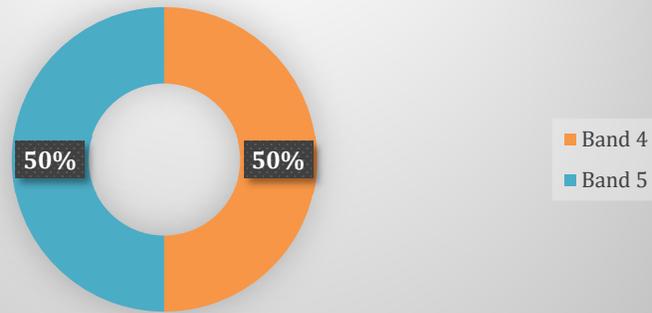


Spelling (Year 9 – combined Hebersham and Lawson)



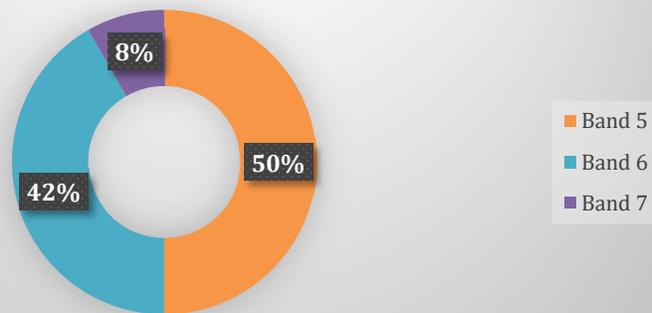
Grammar and Punctuation (Year 7 – Hebersham only)

2019 NAPLAN (Year 7) - Grammar and Punctuation



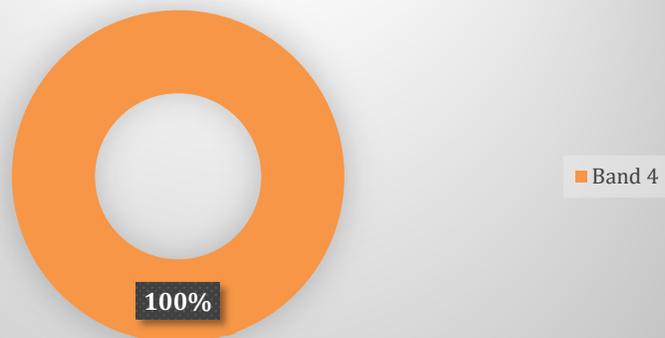
Grammar and Punctuation (Year 9 – combined Hebersham and Lawson)

2019 NAPLAN (Year 9) - Grammar and Punctuation



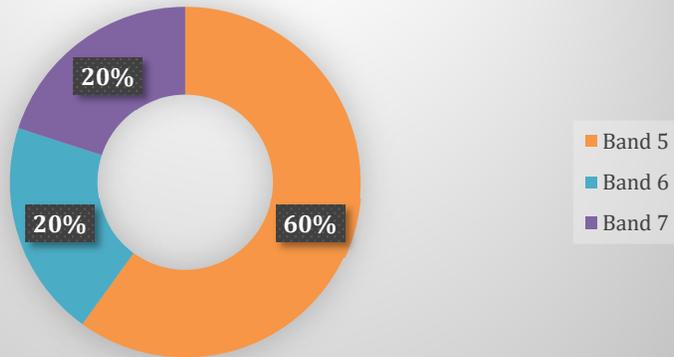
Writing (Year 7 – Hebersham only)

NAPLAN 2019 (Year 7) Writing



Writing (Year 9 – combined Hebersham and Lawson)

2019 NAPLAN (Year 9) - Writing

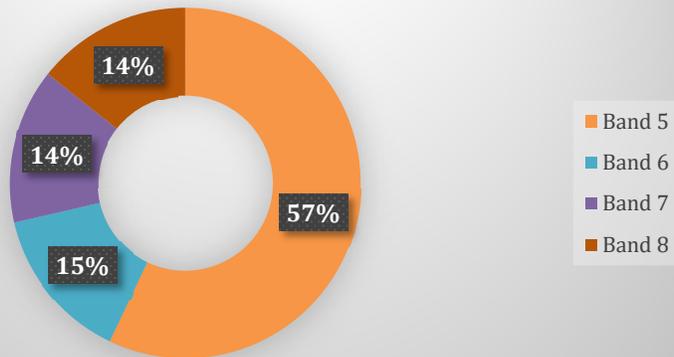


Reading (Year 7 – Hebersham only)

Unfortunately, due to student absence, no Year 7 student sat for this NAPLAN examination in 2019.

Reading (Year 9 – combined Hebersham and Lawson)

2019 NAPLAN (Year 9) - Reading



PROFESSIONAL LEARNING AND TEACHING STANDARDS

In 2019, staff participated in professional development activities. A number of these opportunities were provided by the AIS (NSW Association of Independent Schools) and included professional development activities relating to programming, classroom management and to educating students with special needs.

Professional Learning

Obligations in Identifying and Responding to Children and Young People at Risk @ Blacktown Youth College	24
Disability Standards for Education for senior secondary: Part 1	5
Disability Standards for Education for senior secondary: Part 2	5
Pedagogy in Practice: Work Hoarse Voice Care	1
eSafety Commissioner - Supporting student digital wellbeing	1
LDC: Learning Difficulties Symposium	1
Sexuality and Gender Diversity	1
Understanding and Supporting Gender Diversity	1
Challenging and interrupting homophobic and transphobic behaviour	1
Providing highly valuable assessment and feedback as a relief teacher (online)	1
The Australian Professional Standards for Teachers explained - Standard 6	1
The Australian Professional Standards for Teachers explained - Standard 7	1
Pedagogy in Practice: Maintenance of Accreditation	1
Beyond Blue: Be You: Assist	1
Beyond Blue: Be You: Connect	2
Beyond Blue: Be You: Include	2
Beyond Blue: Be You: Partner	1
Beyond Blue: Be You: Understand	2
Beyond Blue: Be You: Affirm	1
Beyond Blue: Be You: Embed	1
Beyond Blue: Be You: Empower	1
Beyond Blue: Be You: Inquire	1
Beyond Blue: Be You: Notice	1
Beyond Blue: Be You: Provide	1
Beyond Blue: Be You: Recognise	1
Beyond Blue: Be You: Respond	1
MoneySmart Maths (Secondary)	1
Teach MoneySmart: Be MoneySmart	1
Micro:Bit Crash Course	1
Work, Health & Safety Consultation	1
Provide Cardiopulmonary Resuscitation	1
Provide Basic Emergency Life Support	1
Provide First Aid	1
Anaphylaxis e-training	1
Nationally Consistent Collection of Data: Application & Evidence	3
Creating a Community of Empowerment	1
School Communities Working Together Online Module	1
Governance Workshop	1
Professional Learning Package for National School Chaplaincy Program (NSCP) – Chaplains in responding to and preventing Cyberbullying	1
Mental Health Academy - Understanding and working with Domestic Violence	1
Mental Health Academy - Burnout and self-care	1
Mental Health Academy - Identifying and responding to child abuse	1
Mental Health Academy - School bullying	1

The BlackDog Institute - professional - School and Mental Health	1
The BlackDog Institute - professional - Burnout	1
The BlackDog Institute - professional - Early Psychosis, recognition and management	1
The BlackDog Institute - professional - Integrating digital mental health tools into your practise	1
The BlackDog Institute - professional - Bipolar, borderline or both	1
The BlackDog Institute - professional - Tegan and coincidences	1
The BlackDog Institute - professional - Self harm in young people	1
National Art School Art Matters Teacher Professional Development Workshops	1

Blacktown Youth College spent a total of \$8563.23 (GST excl) on professional learning and development in 2019.

Teaching Standards

All teachers at Blacktown Youth College satisfy NESAs requirements for qualifications. Of the 11 teaching staff employed at the end of the 2019 school year, all were fully qualified registered teachers.

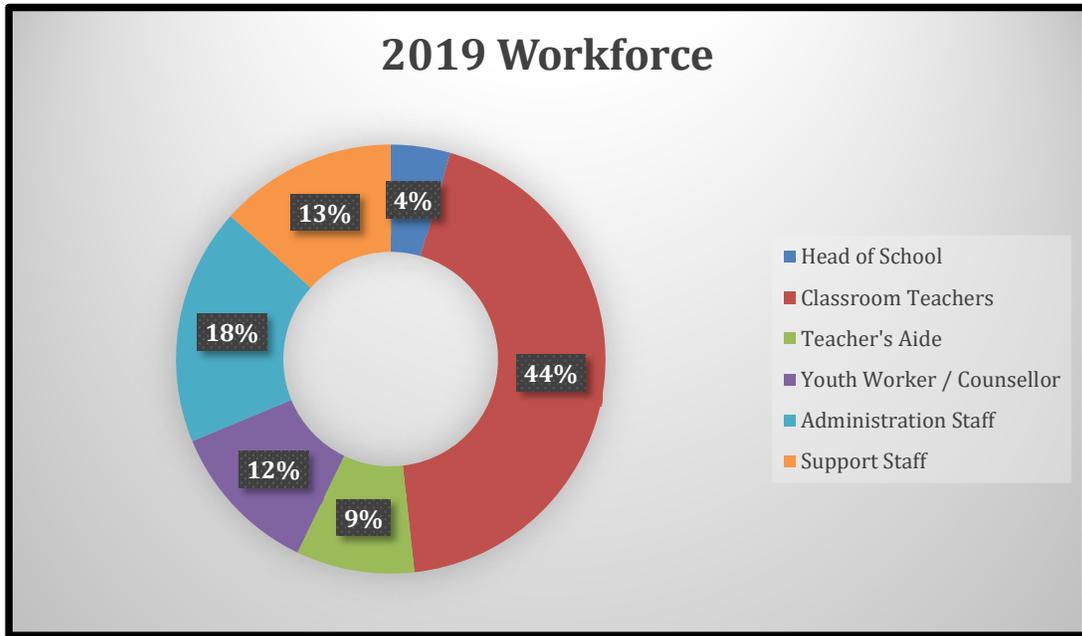
The following table lists the categories specified by the NESAs and the number of teachers in each category.

Category	No. of Teachers
(i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	11
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
(iii) Teachers who do not have qualifications as described in (i) or (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

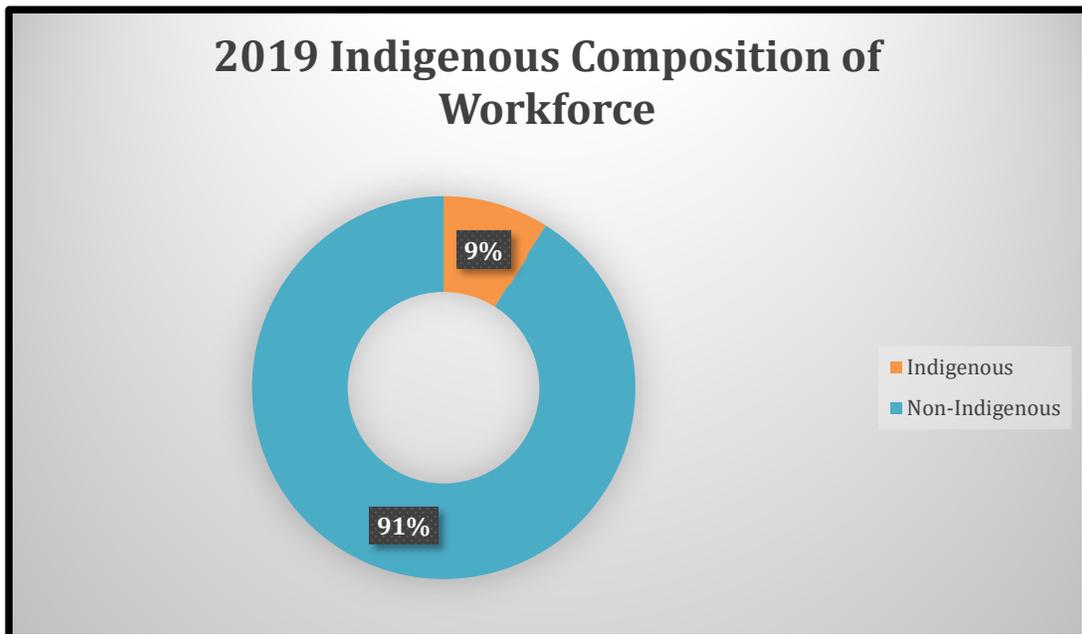
Workforce Composition

Position / Responsibility	Total	FTE Indigenous	FTE Non-Indigenous
Head of School	1		1
Classroom Teachers	9.8	1	8.8
Teacher's Aide	2		2
Youth Worker / Counsellor	2.6	1	1.6
Administration Staff	4		4
Support Staff	3		3
TOTAL	22.4	2	20.4

The chart below reflects the Workforce composition that was at Blacktown Youth College as at the end of the 2019 school year.



The National Education Agreement requires schools to report on the Indigenous composition of their workforce. Of the above staff, 2 self-identified as being Aboriginal.



STUDENT ATTENDANCE AND RETENTION RATES

Attendance

There was a significant increase in student attendance in 2019, from 52.5% in 2018 to 62.33% daily attendance.

We attribute this increase to our consistent approach to school attendance and the ongoing inclusion of students in discussions around their individual goals. The improvement can also be credited to the growing self-confidence and sense of community students have as their time with BYC increases. Whilst the percentage may appear to be low compared to other schools, one needs to bear in mind that many of our students have, at their previous school/s, developed severe attendance problems and patterns of habitual truancy which, for some, has had the cumulative effect of missing months and sometimes years of schooling.

2019 Attendance			
School Year	Boys	Girls	Overall
07	48%	46%	47%
08	53%	48%	50%
09	64%	59%	62%
10	73%	60%	67%
11	79%	64%	72%
12	98%	61%	76%

Management of Non-Attendance

With the development of the Student Development and Community Liaison role in 2016, we have implemented several initiatives to encourage regular school attendance patterns. This includes:

- visual displays of week and Term attendance so students can easily access their attendance percentage rate
- sending personalised postcards to students who either need some encouragement to maintain good attendance patterns or to congratulate students who have improved their attendance
- discussing attendance at whole school assemblies and linking what good attendance looks like to student outcomes, both in terms of achieving in the classroom and for their post school options
- linking attendance goals for individual students to access work experience and other career development opportunities
- acknowledging individuals at end of term assemblies who have maintained outstanding attendance as well as acknowledging whole school increases

These strategies have proved to be successful as the majority of our cohort have been, prior to enrolment at BYC, habitual non-attenders.

In addition, we notify caregivers on a daily basis via SMS when their child is absent. We also conduct regular attendance meetings with caregivers and their child to identify any issues that are preventing regular attendance and work with them on plans to reduce the issues to help the child maintain regular attendance patterns.

At our Lawson campus, a school bus run has been setup to help address attendance issues.

We also refer to agencies such as Family and Community Services, Home School Liaison Officers, Juvenile Justice and Centrelink for support when required.

Retention of Graduating Year 10 students

Across both campuses, we had a total of 25 graduates; 13 from Hebersham and 12 from Lawson. 12 students went on to Year 11 at the Hebersham campus. Overall, 48% of our total Year 10 graduates were retained.

POST-SCHOOL DESTINATIONS

Post-School Destination	No. of Students
Year 11	12
Employment	3
Other Education	9
Unknown	1

CHARACTERISTICS OF THE STUDENT BODY

The table below is a summary of student enrolments as at the end of the 2019 school year:

Age	Males	Females	Aboriginal Students Actual	Aboriginal Students %
12	1	0	1	100%
13	3	4	4	57.14%
14	9	11	6	30%
15	20	11	5	16.13%
16	15	9	8	33.33%
17	4	3	1	14.29%
18	1	0	0	0%
Total	53	38	25	27.47%

A total of 35% of Stage 4 enrolments, 32.26% of Stage 5 enrolments and 77.78% of Stage 6 were Students with Disabilities.

SCHOOL POLICIES

Blacktown Youth College holds copies of detailed policies and procedures at each campus. These are held both in electronic and paper form.

Policies and procedures are developed, reviewed and revised by the Head of School in conjunction with the School Board on a regular basis to accommodate new and updated statutory requirements and the School's changing needs. Once Board approved at a board meeting, policies are marked endorsed.

The following policies are available for viewing on our website: **Anti-Bullying and Harassment Policy, Behaviour Management and Support Policy, Child Protection Policy, Grievance Policy for Students, Caregivers and the Greater School Community and School Visitor's Policy.**

Enrolment Procedures

The procedures adopted for enrolment of students include the following elements:

- (a) Following a request for enrolment, an interview with the caregivers and the student is scheduled at the earliest possible convenience.
- (b) An enrolment form is completed by the caregiver/s and submitted to the school. Often they are helped to complete this form at the enrolment interview.
- (c) Information about the student is sought from their previous school and from other relevant agencies using Chapter 16A.
- (d) After this information has been processed, the student is offered a place at Blacktown Youth College basis and is assessed and placed on an Individual Educational Plan if required.
- (e) After successfully completing the probationary period, the student is offered a permanent place at the school

Blacktown Youth College accepts students who may have been excluded from their previous school(s). Blacktown Youth College also accepts referrals from Juvenile Justice and other youth and community services.

The School Enrolment Form contains requests for the following:

- Personal information about both caregivers and the student
- Details of special circumstances of the student that may need to be taken into account by the school (such as medical conditions, special gifts or talents, special needs, psychological test results, results of testing that may impact on the student's education, English as a second language)
- Question as to whether the student will be identified as an overseas student
- Declaration by the caregiver that the information provided is true and correct
- Students are given a list of their Rights and Responsibilities. The School retains a copy that is acknowledged and signed by the student.

Note: Where possible, the application form is signed by both caregivers.

Notification of enrolment acceptance is by phone. (Refer to the Enrolment Policy attached below.)

Enrolment Policy

Context:

Blacktown Youth College (BYC) is an alternative community school that accepts students that have a range of educational, social, emotional and behavioural needs.

The school strives to develop the hope of a brighter future for young people through a new beginning in education and a diverse holistic program. BYC fosters the opportunity for change by nurturing individual talents, personal growth and the full potential of each student.

BYC accepts students in Years 7 to 12. Enrolments are conducted by the Wellbeing Coordinator and/or Campus Coordinator.

It is important that caregivers wishing to enrol their child at BYC are aware of the culture of the school, its education offerings, and the terms on which a child is enrolled as a student and the responsibilities of caregivers of children enrolled, before the caregiver makes a commitment. This helps to avoid subsequent disputes and assists in eliciting from the caregivers queries and concerns which may be relevant to the child's future schooling.

The procedures adopted for enrolment of students include the following elements:

- a) At the enrolment interview, the student's reports and other documents provided will be used as the basis for a discussion between the Wellbeing Coordinator and/or Campus Coordinator and caregiver.
- b) School procedure and routines (outlined in the Caregivers Information Book provided) will be discussed at the enrolment interview.
- c) The Wellbeing Coordinator and/or Campus Coordinator will explain the school procedures which must be followed, including the completion of the enrolment form and request for information from the previous school.
- d) The Wellbeing Coordinator and/or Campus Coordinator will send a 16A Request for Information to the student's previous school to check on any history of violent behaviour or learning support needs. If necessary, a Risk Management Plan will be prepared and discussed with Head of School (HOS) and other relevant staff before enrolment is finalised.
- e) Any health issues (e.g. anaphylaxis, diabetes) must be addressed by the development of a health care plan.
- f) Once all documentation including immunisation records (as per the NSW Public Health Act 2010) is complete, the HOS in conjunction with the Wellbeing Coordinator and/or Campus Coordinator will make a decision to approve or deny enrolment.
- g) The Wellbeing Coordinator and/or Campus Coordinator contact the caregiver by phone and inform them of the decision and start date (if applicable).
- h) All documentation is then given to the Administration Office who finalise processing of the enrolment application and entry of student details into the schools database. Hardcopy files are kept in a locked cabinet.

For applicants progressing into Year 11 and 12 courses, the following requirements apply:

Enrolling in Year 11 courses

A student who is eligible for a Record of School Achievement may enter Year 11 courses. The last date for enrolment will be Friday of Week 3 in Term 1.

A student who is not eligible for a Record of School Achievement may enter Year 11 courses:

- a. If the HOS deems that the student has another credential equivalent to the Record of School Achievement; or
- b. Provisionally, if the HOS believes that the student has a reasonable chance of satisfactorily completing Stage 6 courses. The student and their caregivers will agree to conditions relating to:
 - maintaining strong pattern of full day attendance
 - following all school rules and policies
 - attempting all set work

Failure to follow the requirements will see the student's place being declared vacant.

If a student is ineligible for the award of a Record of School Achievement at the end of Stage 5 and the HOS will not allow provisional entry into Preliminary course(s), the student may:

- repeat some or all of Stage 5 courses
- accumulate new Stage 5 Courses

Enrolling in Year 12 Courses

To be eligible for the award of the Year 12 Record of School Achievement, students must:

- a. have gained the Year 11 Record of School Achievement or such other qualification as NSW Education Standards Authority (NESA) considers satisfactory
- b. have completed HSC: All My Own Work (or its equivalent);
- c. sit for and make a serious attempt at the requisite assessment and class activities
- d. maintained productive rate of full day attendance in the Year 11 course

Waiting List

A waiting list may be established once BYC has reached its accommodation limit. Caregivers will be advised at the time of interview that their child has been placed on a waiting list. The size of the waiting list will reflect realistic expectations for potential vacancies. No waiting list will be maintained if there is no realistic potential for vacancies. Placement on the waiting list may not guarantee an offer.

Enrolment of Students with Special Needs and Disabilities

Enrolment of students with special learning needs and disabilities will be undertaken in collaboration with caregivers and appropriate agencies to consider a full range of options available to meet the student's needs.

Enrolment of Non-Australian Citizens

Non-Australian students must hold a visa and may be enrolled at BYC. Temporary residents may be enrolled for the period specified on the visa. International students studying in NSW may enrol their school aged dependants. Students on a Visitors' Visa may enrol for a maximum of three months. Student Exchange organisations e.g. Rotary Youth Exchange may also apply for enrolment as an exchange student.

Short Term and Part Time Attendance

For a variety of reasons a student may be enrolled for a short time at school. When a student is attending a specialised program at another school or location, such as classes for behaviour or emotional disorder, a hospital school or juvenile justice school, the student will remain enrolled at BYC.

Conditions for Continuing Enrolment

Students must adhere to all of the school's policies and procedures including the 'Rights and Responsibilities of Students' which is acknowledged by every student's signature during the enrolment process.

Behaviour Management and Support Policy

The complete policy is below:

Introduction

It is publicly recognised that a strength of independent schools is the ability to maintain discipline and deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

The NSW Government has accepted the recommendations of Part 1 of the Review of Non-Government Schools (Grimshaw Review) which include requiring schools to develop policies relating to discipline that includes suspension, expulsion and alternatives to corporal punishment (which must be precluded).

To be registered, it is a requirement of a non-government school to have disciplinary procedures that are based on principles of procedural fairness.

This policy is distributed by the following means:

- Caregiver information package distributed at enrolment interview
- On the School's website

The following is an extract from the Manual: Registered & Accredited Individual Non-Government Schools (NSW) Manual

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision.'

The following principles are identified by the Human Rights and Equal Opportunity Commission (HREOC):

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- *know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;*
- *know the process by which the matter will be considered;*
- *respond to the allegations;*
- *know how to seek a review of the decision made in response to the allegations.*

The 'right to an unbiased decision' include the right to:

- *impartiality in an investigation and decision making;*
- *an absence of bias by a decision-maker, and*
- *The review mechanism adds to the fairness of the process.*

For further details see the Manual.

Policy

Students are required to abide by Blacktown Youth College (BYC) guidelines and to follow the directions of teachers and other people with authority delegated by the school.

This policy is made available to students, caregivers and the greater school community via our official website. (www.blacktownyouthcollege.nsw.edu.au)

Where a student disregards rules, doesn't follow instructions or otherwise engages in conduct, which causes or may cause harm, inconvenience or embarrassment to BYC, staff members or other students, a student may be subject to disciplinary action.

The behavioural management and support procedures undertaken by BYC vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and caregivers will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

The consequences will vary according to the behaviour and the prior record of the student. At the lower end of the scale, a warning, referral or loss of privilege may be appropriate. At the upper end of the scale, the behaviour of concern could result in suspension or expulsion.

BYC prohibits the use of corporal punishment in disciplining students attending the school.

BYC does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including caregivers, to enforce discipline at the school.

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:

- a) informed of the alleged infringement;
- b) informed as to who will investigate the allegation.
- c) informed as to who will make the decision on the consequence;
- d) informed of the procedures to be followed which will include an opportunity to have a caregiver present when responding to the allegations; and
- e) afforded a right of review of appeal.

The Head of School (HOS) or their authorised delegate in conjunction with input from the Wellbeing Coordinator, Campus Coordinator, Wellbeing Officer and any other related parties, will reach a preliminary decision in relation to the allegation and any proposed consequence and they (or their delegate) will advise the student (and caregiver/s) of the preliminary decisions.

The student (and caregiver/s) will be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the HOS and submit any information they want to be considered during the review process. The HOS will then either confirm the preliminary decision as final decision or amend the preliminary decision based on the additional information provided.

In accordance with procedural fairness is maintained for every student, BYC will ensure that all decision makers hold an unbiased view and are not directly involved in the circumstances surrounding the allegation/s.

Managing and Supporting Student Behaviour Policy & Procedures

It is reasonable to expect that the procedures for Managing and Supporting Student Behaviour will change in response to changing circumstances as students' needs vary from year to year.

Accordingly, all staff members are expected to demonstrate patience, kindness and respect towards students. Staff at BYC aim to reinforce appropriate and respectful behaviour in students.

BYC is committed to the principles of procedural fairness, which includes the 'hearing rule' and the 'right to an unbiased decision'.

Staff members are encouraged to be approachable and available and seek opportunities to praise and encourage students.

Our aim is to support students so that self-discipline may develop. To this end, staff commit themselves to the following principles.

The consequences should be appropriate to the type of behaviour; and be seen by all parties to be appropriate, fair and consistent for the individual student. Behaviour management and support should always include fairness and justice and should always consider the individual and the situation.

Restorative Discipline

Correction and discipline should endeavour to be **restorative**. It should be consistent with the school's approach and appropriate to the nature of the offence, and aimed at restoring any damage to work, property or relationships.

If a student is corrected he or she should be encouraged to seek a peaceful restitution and apologise, where appropriate in order to restore cooperative relationships.

The aim when addressing inappropriate behaviour is to encourage students to be accountable.

Students will be reminded of their Rights and Responsibilities during this process.

Student's Rights and Responsibilities

Rights and Responsibilities of Students at Blacktown Youth College

Rights

I have the right to be happy and to be treated with understanding.

I have the right to be helped to learn self-discipline.

I have the right to be treated with respect and politeness.

I have the right to be treated with respect by all BYC staff.

I have the right to express my opinion on matters of concern to me.

I have the right to be safe.

I have the right to expect my property to be safe.

I have the right to learn without disruption.

I have the right to expect staff to be punctual and participate in required activities.

I have a right to have a pleasant, clean and well-maintained school grounds.

I have the right to use sound school buildings and equipment.

Responsibilities

I have the responsibility to treat others with understanding.

I have the responsibility to learn and use self-discipline.

I have the responsibility to treat others politely and with respect.

I have the responsibility to respect the authority of all BYC staff.

I have the responsibility to express my opinion in an appropriate manner, time and place.

I have the responsibility to contribute to school's safety, by not verbally or physically threatening, bullying, or hurting anyone.

I have the responsibility not to steal, damage or destroy the property of others. I have the responsibility to take care of my own property.

I have the responsibility to allow staff to teach and students to learn without disruption and to keep up-to-date with all work.

I have the responsibility to be punctual, to attend School and to participate in all required activities.

I have the responsibility to care for the school environment; to keep it neat and be prepared to remove all litter and graffiti.

I have the responsibility to report defective equipment and damage in the school environment. I have the responsibility not to destroy, damage or steal school equipment.

I have the right to be respected by the local community and to receive their support.

I have the responsibility to behave in such a way that the community will respect the school.

Understanding behaviours that need managing

Below are listed areas of behaviour that may need to be addressed.

Behaviour towards staff and students within BYC

- a) Disruptive behaviour during class time
 - Talking whilst the teacher is talking
 - Calling out or undermining lesson in any way

- b) Non –Compliant behaviour
 - Refusing to follow teacher instructions
 - Eg) Refusal to put mobile phone away
 - Eg) Refusal to hand over mobile phone after repeated direction to do so.

- c) Inappropriate language or comments
 - Sexist or racist comments
 - Crude, rough or indecent language

- d) Intimidation, victimisation and harassment
 - Humiliating comments (belittling, disparaging remarks)
 - Violence and threatening with violence

- e) Property damage
 - Theft
 - Vandalism
 - Graffiti
 - Tampering with other peoples' property

- f) Putting the welfare of self and others at risk
 - Possession of illegal drugs
 - Possession of alcohol
 - Smoking where not permitted
 - Possession of any type of weapon
 - Threatening or using violence
 - Being under the influence of illegal drugs or alcohol

Behaviour towards the wider school community

In many ways any of the behaviours above are also behaviours that are detrimental to the school community. However there are other behaviours that may impact on the reputation of the school community. These things include:

- a) Poor conduct whilst on school excursions, travelling to and from school.
- b) Disregarding those in authority
- c) Showing discourtesy towards others
- d) Littering in public or on excursions

Late Arrival and Truancy

- a) Arriving late to school without explanation
- b) Leaving school early without permission

Behaviour towards Schoolwork

One of the key aspects of schooling, and a requirement of the RoSA, is the expectation that students apply themselves to their studies in a sustained and diligent manner. Therefore a student may need to be supported if they:

- a) Have difficulty applying themselves to the work set for them in class
- b) Have difficulty in completing assessments
- c) Struggle to complete bookwork
- d) Do not look after equipment; exercise books, textbooks etc.

Procedures for Managing and Supporting Behaviour

Procedures for late Arrival or Truancy

- Any student who arrives late for school without explanation may be detained during their free time or lunch time to assist with duties as directed by the teacher.
- Persistent lateness will warrant contact with caregivers and the development of a plan to support timely arrival at school.
- Caregivers of any student who leaves school without permission of a caregiver will **IMMEDIATELY** be contacted. Persistent truancy may result in a letter sent home requesting an interview with the caregiver.

Speaking with student

- Any staff member who witnesses any inappropriate behaviour in any of the above areas should first approach the student concerned away from other students, and reason with him/her in order to seek a positive outcome. This is part of *restorative practice*. This approach may involve giving the student a warning, formal caution and/or a letter home.
- If the student is forthcoming with an apology or displays an attitude of personal accountability and indicates a cooperative spirit, then the matter can rest at this point.

Time Out

- At times, a student may be in a difficult frame of mind due to home, personal, behavioural and health circumstances. In these situations, a student may be issued with a "time-out pass" which will allow them to take a few breaks in order to calm down or regain composure. They will be supervised by the Wellbeing Coordinator and/or Campus Coordinator or their delegate and then be encouraged to return to class. The time-out passes will be issued by the Wellbeing Coordinator after discussions with the student and with the approval of the HOS.
- A teacher may also initiate the suggestion of a 'time-out' to students who are finding being in the classroom stressful or who are beginning to behave in an aggressive manner. In this situation the student will be supervised by the Wellbeing Coordinator and/or Campus Coordinator or their delegate.
- When the behaviour of a student escalates to the point of being extreme, the HOS and/or their delegate will immediately call either the caregiver or emergency contact and request that they come to the school immediately to discuss the student's behaviour and whether any further disciplinary steps needs be taken as per our policy.

- In some cases, where the student's behaviour places either themselves and/or others at risk and/or damage to property, the police and/or other emergency services may also be contact for assistance.

Writing a Student Monitoring Form

- If speaking with the student and/or "time-out" is unsuccessful the staff member should then complete a student monitoring form (Attachment 1), which will need to be copied and given to the Wellbeing Coordinator and/or Campus Coordinator for further investigation.

Follow up Conferencing:

- A conference will then be held with the student, other student/s if relevant, the staff member involved and the Campus Coordinator, Wellbeing Coordinator and/or Wellbeing Officer in order to seek restoration and personal accountability of the student.
- The 'hearing rule' applies here, where the student/s and staff members have the opportunity to tell 'their side of the story' as the student is entitled to procedural fairness.
- All parties are encouraged to view the incident from all angles however, if a staff member is involved, they are not to act as the mediator.
- If this still does not lead to a positive outcome, then the caregiver will be asked to come to the school for an interview with the Campus Coordinator, Wellbeing Coordinator and/or Wellbeing Officer for further discussion and looking at options for managing and supporting the behaviours of concern.
- It is the responsibility of the Campus Coordinator and Wellbeing Coordinator to note on the student database all relevant information and to advise the HOS of the outcome/s.
- A copy of the student monitoring form will also be given to the Clerical Assistant who will then add the information to the student's database and file the referral form in the student's file.

Suspension or Expulsion from the School

In some instances a student/s may need to be suspended or expelled from BYC. Violence and/or threats of violence against students and/or staff, systematic bullying, property damage, consistently disrupting the learning of others, not following instructions are examples of behaviours that may lead to disciplinary action.

The HOS is responsible for overseeing all procedures at BYC when it comes to discipline, suspension and/or expulsion. In this context, the HOS will use this policy document as a guide in making determinations about the discipline, suspension, or expulsion of a student. The HOS will also consider:

- a. incident reports detailing allegations, including witness statements
- b. meeting with student and caregiver and offering the right to be heard
- c. an investigation based on unbiased opinion

In accordance with procedural fairness, students have the right to appeal any decisions made.

Disciplinary Stages

After due process and consultation with relevant staff, the HOS may determine that a student should be disciplined, suspended or withdrawn from the school. It will be the HOS's decision to determine the length of the suspension based on the following disciplinary stages:

- Behaviour Management Card - The student must complete 10 days in attendance with behaviour results of either satisfactory (S) or unsatisfactory (US) recorded by each teacher for each subject attended on each day. The student is required to attain a 75% satisfactory rate for the total period of the 10 days. Failure to meet these requirements may result in extended monitoring or a short suspension (3 to 5 days).
- Extended Monitoring – The student will have the behaviour management card, with the same conditions as stated above, extended for a further 10 days. Failure to meet the requirements will result in a short suspension (3 to 5 days).
- Short Suspension – The student will be suspended for a period of 3 to 5 days. Whilst on suspension, the student will be provided with school work to complete by their respective teachers. Upon their return, the student will be placed on the Behaviour Management Card, with the same conditions as stated above. Failure to meet the requirements may result in a medium suspension (6 to 10 days).
- Medium Suspension - The student will be suspended for a period of 6 to 10 days. Whilst on suspension, the student will be provided with school work to complete by their respective teachers. Upon their return, the student will be placed on the Behaviour Management Card, with the same conditions as stated above. Failure to meet the requirements will result in a long suspension (10 to up to 20 days).
- Long Suspension - The student will be suspended for a period of 10 to up to 20 days. Whilst on suspension, the student will be provided with school work to complete by their respective teachers. Upon their return, the student will be placed on the Behaviour Management Card, with the same conditions as stated above. Failure to meet the requirements may result in the student's expulsion.
- Depending on the nature of the student behaviour, he/she may also be directed to undertake sessions in 'anger management' with a suitable counsellor and/or compulsory drug and alcohol counselling. In this case, the student will be expected to return to school with a report from the respective counsellor at the end of their suspension.

Where after due process, the HOS determines a student should be withdrawn from the school; such a determination will include consultation with all the relevant staff.

Expulsion from the school does not necessarily mean that a student may never be accepted back. In keeping with BYC 's ethos, a caregiver may request that their son/daughter be accepted back into the school. Only after an extensive interview and reasonable evidence of a change of behaviour and commitment; will BYC consider re-enrolment.

BYC will not act to prevent or exclude a student's enrolment into another school.

In keeping with procedural fairness, students have a right to appeal any suspension or expulsion within 7 days. Appeals will be considered consistent with the policy.

Grievance Policy for Students, Caregivers and the Greater School Community

The complete policy is below:

Policy

Staff at Blacktown Youth College (BYC) are responsible for managing the resolution of disputes and complaints of discrimination or harassment lodged by any students and caregivers. BYC will make every effort to promptly seek resolution to grievances and complaints lodged with us according to the principles of procedural fairness. Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

Where a complaint cannot be resolved, the complainant or Head of School (HOS) can forward a written complaint to the President of the Board.

The process will be confidential.

Only the people directly involved in investigating a grievance/complaint will have access to information about the grievance/complaint. No records of the grievance/complaint and subsequent interviews will be kept on student files. There are circumstances, however, when the information may not be able to be kept confidential, such as when threats are involved, or when BYC has a duty to report behaviour which may be mandatory reporting and/or criminal in nature, to the appropriate authorities.

Objectives

- To ensure that complaints lodged at BYC are resolved in a prompt and efficient manner.
- To promote the highest standard of professionalism in dealing with our community.

BYC believes that any person against who an allegation has been made has the right to:

- Know the allegation related to the specific matter and any other facts which could be taken into account in the consideration of the matter;
- Be aware of the range of possible consequences resulting from the decisions made;
- Know the process by which the matter will be considered;
- Have an opportunity to respond to the allegation;
- Know how to seek a review of the decisions made in response to an allegation. Procedural fairness principles apply to those raising complaints and to those against whom complaints have been raised.

The following forms the basis for this:

- Students and caregivers are entitled to raise concerns and complaints.
- BYC has a transparent and clear process which provides the framework and structure within which such grievances/complaints can be raised.
- All grievances/complaints are taken seriously
- Determining the most appropriate staff member for initial contact within BYC will be determined by HOS.
- All efforts are made to resolve the grievance/complaint at the most appropriate level.
- Natural justice requires that all parties have the opportunity to have their case heard.
- Individual cases are considered on their merits and within the context of the pressures and demands on families and BYC.
- Confidentiality should be respected by all parties.
- BYC will extend the same principles of natural justice to all students and caregivers.

Impartial – No assumptions will be made and no action will be taken until all relevant information has been collected and considered.

Free of Repercussions – No action will be taken against anyone for making or helping someone to make a genuine, and not a malicious, grievance/complaint. BYC will take all reasonable steps to ensure that anyone making a grievance/complaint is not victimised.

All grievances/complaints will be dealt with in a timely manner.

Grievances/Complaints Procedure for Students

Procedures

- 1) The student/s should discuss concerns with the staff member/s concerned. There should be a concerted attempt to understand each parties point of view and to mutually resolve the dispute.
- 2) If this is unsuccessful, the parties should refer the matter to:

Curriculum Matters – HOS and/or Campus Coordinator (Lawson)

Pastoral Matters – HOS and/or Campus Coordinator (Lawson) or Wellbeing Coordinator

- 3) In the case of the issue not being resolved at this level, or if there are concerns about the process itself, approaches may be made to the HOS.

Grievance/complaints should not start at the Board level unless the subject of the dispute is the HOS. Only in such a situation should the matter be referred to the President of the Board who will raise the issue with the Head of School directly.

This must be done in writing and marked as:

Private and Confidential
Attention: President of Board and/or Board Members
Blacktown Youth College
PO Box 93, Plumpton NSW 2761

The role of the School Board and its President is one of governance and not day-to-day school management.

Grievances/Complaints Procedures for Caregivers

Procedures for raising complaints:

- 1) Caregivers should, through the administration office, arrange an appointment to discuss their grievance/complaint with the staff member/s concerned. There should be a concerted attempt to understand each parties point of view and to mutually resolve grievances/complaints.
- 2) If this is unsuccessful, the staff member and/or student should refer the matter should to:

Curriculum Matters – HOS and/or Campus Coordinator (Lawson)
Pastoral Matters – HOS and/or Campus Coordinator (Lawson) or Wellbeing Coordinator
- 3) In the case of the issue not being resolved at this level, or if there are concerns about the process itself, approaches may be made to the HOS. It is requested that these concerns are put to the HOS in writing before a meeting takes place.

Grievances/complaints should not start at the Board level unless the subject of the dispute is the HOS herself/himself. Only in such a situation should the matter be referred to the President of the Board who will raise the issue with the Head of School directly.

This must be done in writing and marked as:

Private and Confidential
Attention: President of Board and/or Board Members
Blacktown Youth College
PO Box 93, Plumpton NSW 2761

The role of the school Board and its President is one of governance and not day-to-day school management.

Guidelines for Responding to Grievances/Complaints

Upon receipt of verbal grievance/complaint the staff member will:

- 1.) listen,
- 2.) make notes
- 3.) reply that you have heard and understand the grievance/complaint and that you will “come back to” (whomever) after you have had an opportunity to fully consider the matter. This gives you time to reflect or refer the matter to the appropriate person i.e. HOS, Wellbeing Coordinator or Campus Coordinator (Lawson).

Upon receipt of referred or written grievances/complaints the staff member will:

- 1.) acknowledge receipt of such immediately and advise that BYC will be in touch with the complainant after the matter has been considered.

If referred, please provide all notes to the person who will investigate the grievance/complaint. Staff should not feel pressured into responding to grievances/complaints immediately and without careful consideration by the person at the most appropriate level to handle the matter.

When a grievance/complaint is made the relevant staff members named previously will investigate the allegation and provide recommendations to seek resolution to the matter/s raised. If either party to a grievance/complaint is

concerned that the staff member involved is incapable of handling the matter impartially, then either party, acting reasonably, can request that an alternative investigator be appointed.

Both the Complainant and the Respondent may request a third party be present at the interview. In the case of a Complainant or Respondent who is not an adult, (i.e. who is not over the age of 16), the school will request that the child's caregivers are present for any interview.

Any third parties to any of the interviews will attend only as observers and must not contribute to discussions and must comply with the School's confidentiality requirements.

The investigator will talk to all parties involved in a confidential and sensitive manner.

The school acknowledges the stresses faced by parties to a grievance/complaint and, if circumstances warrant, will offer access to independent counselling while the matter is under investigation.

Interviewing the Complainant

The investigator will take a step by step account of the concerns and is required to make detailed notes after having explained to the Complainant the School's strict security arrangements for all complaint records. If the Complainant decides to proceed, they will be advised that:

- a full investigation will be made promptly and impartially;
- they will not suffer any victimisation for a complaint based on genuine belief;
- the other party or parties (the Respondent/s) will be given full right of reply and will be required not to treat the Complainant unfairly or with detriment as a result of the complaint;
- false or malicious complaints could be subject to disciplinary action.

Interviewing the Respondent

The Respondent under this process is required to attend an interview as a condition of employment or as a condition of enrolment. If there is more than one Respondent, the investigator will interview each Respondent separately and impartially.

The Respondent will be informed of each concern and given the opportunity to respond fully.

Further Action

Following the initial interviews of each party, the investigator will:

- interview any witnesses nominated by either party;
- interview any other persons with information believed relevant to the matter;
- present that finding to the HOS to confirm any disciplinary outcomes (conciliation may be deemed an appropriate outcome);
- advise the HOS of any issues of policy, practice or training highlighted during the investigation;
- inform the parties of the findings of the investigation and any outcomes;
- invite all parties to approach with any ongoing/new concerns;
- confirm that no unnecessary matters relating to the grievance/ complaint will be retained on the school's secure files;
- confirm that all records have been passed in confidence to the HOS or authorised delegate for confidential storage; and
- monitor the investigation outcomes on a regular basis.

Where the grievance/complaint cannot be substantiated (i.e. it cannot be confirmed that it did happen), any one or more of the following courses of action may occur:

- both parties will be informed of this and the reasons why;
- confirm that the Complainant's have the right to seek separate action
- opportunities for counselling will be offered;
- careful consideration of ongoing work difficulties will establish fair procedures to deal with the parties' ongoing concerns.

Where the complaint is substantiated any one or more of the following action courses may occur:

- the Respondent will be asked to make either a public or private written apology;
- counselling will be offered to the Respondent;
- where the Respondent is a student, the Respondent will be warned that any repetition of their behaviour may constitute grounds for disciplinary action as described in the Behaviour Management and Support Policy;
- where the Respondent is a student, suspension/expulsion will be considered where the behaviour is of a serious nature as described in the Behaviour Management and Support Policy;
- payment by the School to the Complainant of medical or counselling fees may be offered;
- the Respondent, (where they are an employee), could be subject to disciplinary action;
- parties will be talked to separately and have explained to them the reasons for the conclusion. The parties may be asked to sign a document detailing the outcome;
- a briefing may be held on anti-discrimination laws and harassment; and
- the Complainant's right to seek separate action.

Appeals

A Complainant or Respondent may seek review or appeal to the School Board if the grievance handling procedure is not followed or the Complainant or Respondent thinks something was done improperly.

Record Keeping

All confidential files relating to bullying and harassment are filed securely by the HOS and/or their authorised delegate as a hard copy. Only the HOS and/or their authorised delegate have access to the secure files.

Although there will be no record of any grievances/complaints retained on the student files of any party to a grievance/complaint, notes will be taken by BYC as the grievance/complaint proceeds but will be stored under careful protocols, only ever accessed in an attempt to address this or later concerns, or as required by law and destroyed in accordance with standard BYC procedure, after seven years.

SAFE AND SUPPORTIVE ENVIRONMENT – POLICY OVERVIEW

NSW Education Standards Authority (NESA) requires that Blacktown Youth College (BYC) must have in place policies and procedures to ensure that it provides a 'safe and supportive environment' for all students.

The implementation of these requirements and procedures is monitored for compliance on a regular basis by the Head of School (HOS) in conjunction with School Board and other stakeholders. Each individual policy, procedure and/or protocol outlines the person/s responsible for implementing them.

Examples are provided below of various types of policies, protocol and procedures that BYC has in place in order to meet these requirements.

Welfare Policies

BYC wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the school. BYC encourages consultation between all members of the school community in matters which affect them.

Student welfare refers to the mental, physical and emotional well – being of the student. Accordingly, the provision of student welfare policies and programs is essential in developing a sense of self-worth and fostering personal development.

Anti-Bullying and Harassment

BYC encourages staff and students to work together to maintain a safe and supportive environment where all staff, students and visitors can feel safe and free from bullying and harassment. Bullying is not tolerated at BYC and the school has preventative programs in place to educate students.

Students who have experienced bullying in their previous schools are often referred to BYC. Therefore, the school is particularly mindful of the needs of these students to feel safe and supported. All students are encouraged to report

any bullying or harassment incidents immediately to any staff member. All staff members have a duty of care to be vigilant in reporting any incidents of a bullying nature to the Campus Coordinator or Wellbeing Coordinator. Severe incidences should be reported to the Head of School (HOS).

BYC aims to:

1. Provide a safe, secure and supportive environment for all members of the school community by promoting positive peer relations.
2. Provide support for victims of bullying and/or harassment.
3. Ensure bullies understand and accept responsibility for their behaviour.

The school also engages with School Liaison Police officers. They are invited to deliver presentations to students around the topic of Bullying.

Security

BYC implements measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and includes in its consideration such matters as, but not limited to:

- (a) appropriate levels of supervision including on-site and off-site activities;
- (b) security of buildings;
- (c) procedures in case of fire critical incidents ie. evacuation/lock down;
- (d) use of grounds and facilities;
- (e) travel on School-related activities; and

Supervision

Appropriate measures are taken by BYC staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

Conduct

BYC has policies, procedures and protocols in place for staff and students which may be supplemented from are time to time by specific rules and directives.

These include, but not limited to:

- (a) the rights and responsibilities of students and staff within the school community;
- (b) the role of our school leadership system and the monitoring of that system;
- (c) the management and reporting of serious incidents; and
- (d) appropriate behaviour management practices for students, consistent with the philosophy of the BYC and with other aspects of this policy.
- (e) Staff Code of Conduct

Pastoral Care

- (a) Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling services within BYC. Counselling services are conducted by Wellbeing Coordinator
- (b) BYC takes reasonable measures to identify students with special needs and provide

them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.

- (c) Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

Communication

BYC provides both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and wellbeing. This may include communications between some or all of the following: student; caregiver or other significant family member of the student; teacher; Wellbeing Coordinator; HOS; representative or an appropriate government, welfare, health or other authority.

Other School Policies

Below is a list of other policies, procedures and guidelines used by the school:

- **Alternative Staffing**
- **Assessment**
- **Code of Conduct**
- **Communication**
- **Critical Incident and Emergency**
- **Duty of Care**
- **Emergency Procedures: Evacuation, Lockdown and Lockout**
- **Excursion**
- **Family Law**
- **Gender Equity**
- **Guidelines for Wellbeing Staff**
- **Homework**
- **Medical Treatment**
- **Monitoring Students Eligibility for the Awards of RoSA and HSC**
- **Pastoral Care Policy**
- **Premises and Facilities**
- **Privacy**
- **Student Attendance**
- **Student Leadership**
- **Work Experience**

SCHOOL-DETERMINED IMPROVEMENT TARGETS

In 2018, BYC had a NESAs inspection for the renewal of registration for Years 7 to 12, accreditation for RoSA and HSC and recognition as a special school. The results were continued registration until 31st December 2023. Since the renewal of our registration, BYC has continued to focus on nurturing individual talents, personal growth and the full potential of each student in the following ways:

Student Engagement

- School funded camp to foster resilience and teamwork by undertaking an array of activities
- PLPs/ILPs undertaken to provide data to enable individualised differentiation and allow students a safe space to set life goals
- Continued participation in the National Schools Chaplaincy Program
- Classwork designed around individual student needs
- Recognition for achievement, improvement and effort in all subject areas at end of term assemblies
- Acknowledgement and participation in; National Day of Action Against Bullying and Violence, Harmony Day, Footy Colours Day, NAIDOC, Anzac Day, Remembrance Day, Taste and Trades and Career Market Day
- Regular themes encouraging attendance, education, community and wellbeing

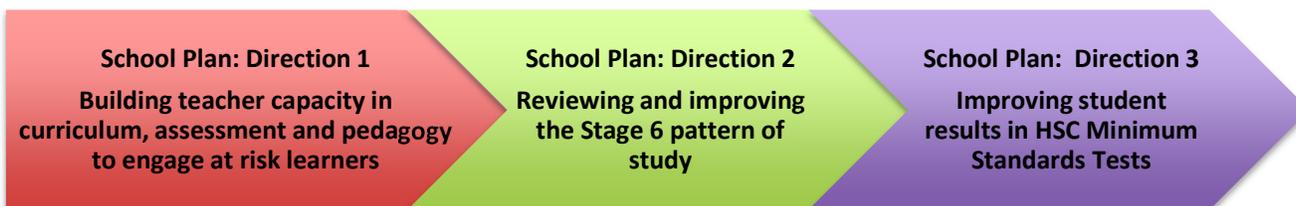
Staff Development and Training

- Increase in the number of teachers who plan, implement, evaluate and take responsibility for their own teaching program/s
- Increase in the number of teachers who keep accurate records of student attendance and performance for the classes they teach
- Whole staff development sessions
- Continuation of formalised teacher meetings
- Continuation of formalised Stage 6 teacher meetings
- Strengthening connections with the TAA
- All staff actively seeking and participating in relevant professional development opportunities financially supported by the school
- Lesson observation and feedback

Community Engagement

- School catered end of term assemblies open to family, friends and the greater school community
- Biannual parent/teacher interviews
- School Facebook page
- Regular SMS notices and updates
- Display of student work in various locations
- Continuation of the National Schools Chaplaincy Program
- Regular themes encouraging attendance, education, community and wellbeing
- "Open door" offered to all caregivers
- Continued connection with government bodies and agencies

School Plan



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Blacktown Youth College caters for youth at risk and therefore programs need to be tailored accordingly in order to promote respect and responsibility amongst the student body.

Our PDHPE program is ideally suited to delivering this outcome. BYC enlists the support of the broader community and our students were involved in a variety of programs throughout the year.

As part of the Work Studies curriculum, our Stage 6 students undertook fundraising projects to enable the purchase of commemorative jackets. This required the development of teamwork, organisation, budgeting, money handling, advertising and communication skills. They were successful in their endeavours, exceeded their financial goal and learnt valuable strategies which will follow them into adult life. They wear their jackets with pride.

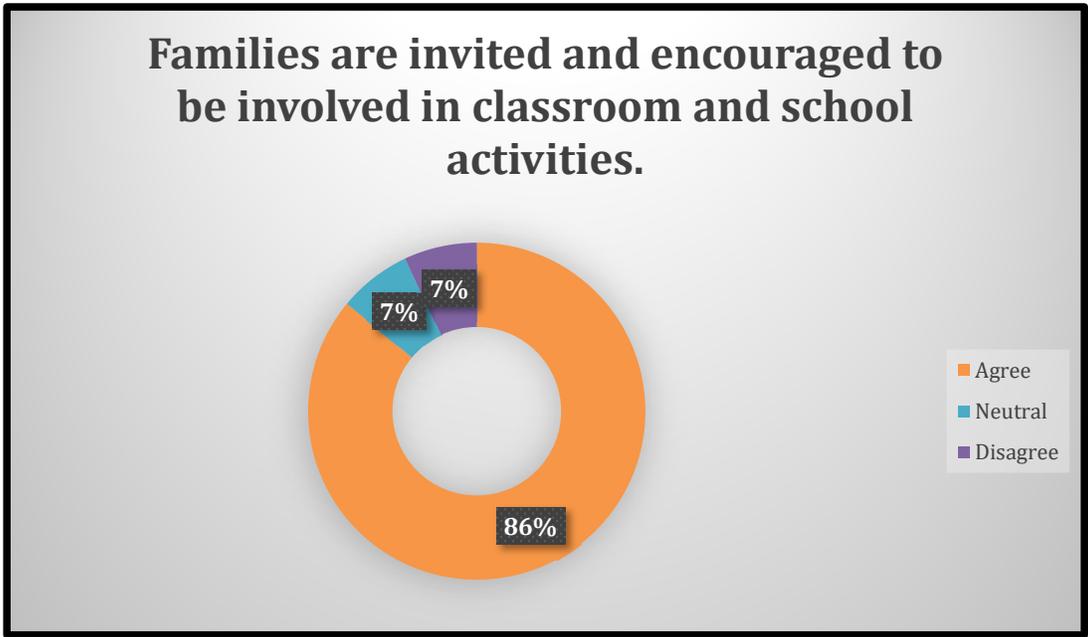
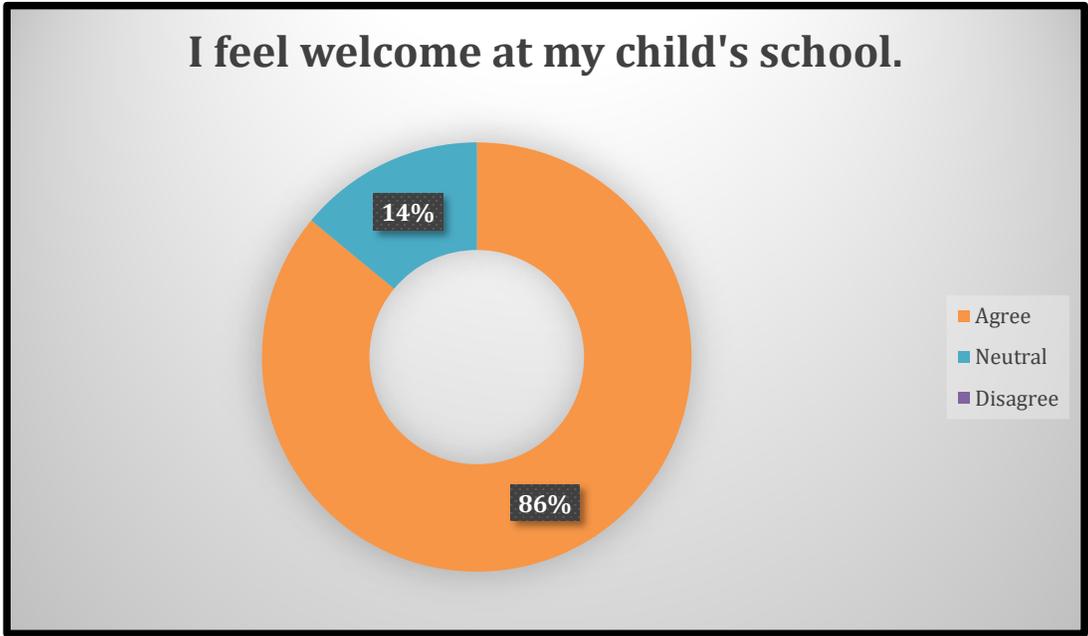
As mentioned within our Enrolment Policy (page 28), students are provided with and required to acknowledge their Rights and Responsibilities within the school.



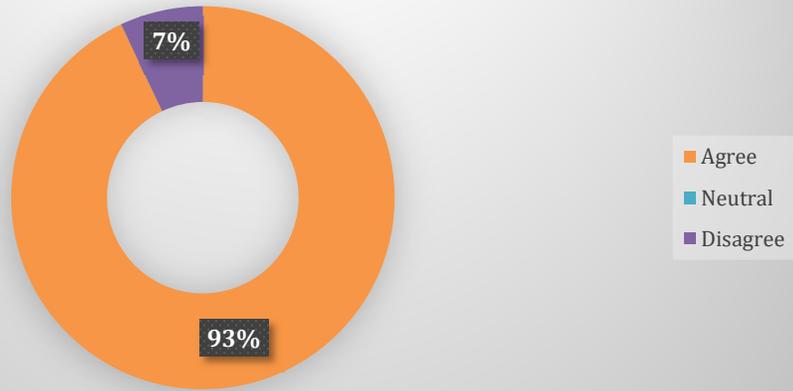
CAREGIVER, STUDENT AND TEACHER SATISFACTION

At Blacktown Youth College, parents, students and teachers are asked each year to comment on their satisfaction with the school. This is done through participation in focus groups, caregiver surveys and informally at school presentations and parent/teacher interviews.

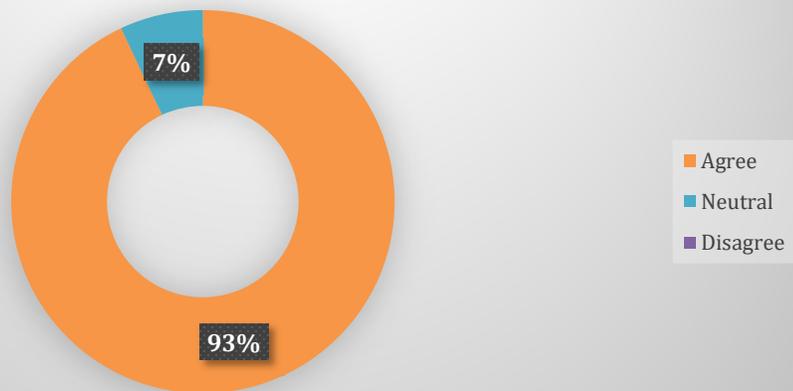
Below are the survey questions and the results from the 14 caregivers that responded.



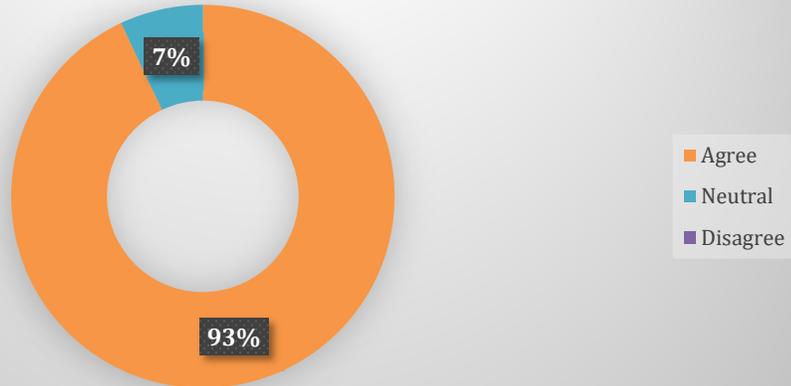
Our school is held in high regard within the community.



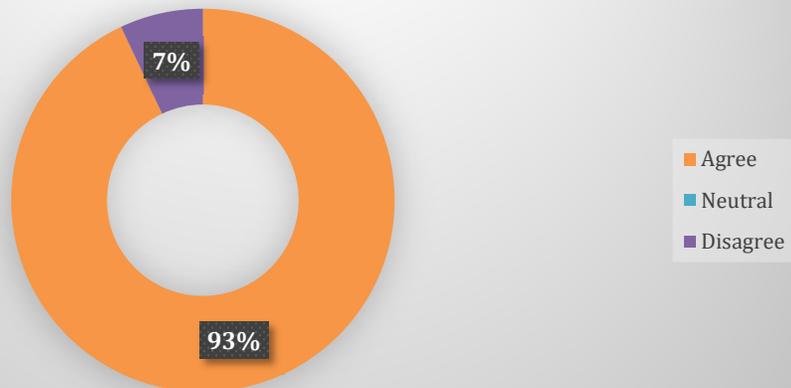
Parents agree with the decisions made by our school.



Information about student learning is shared between home and school.



Written information from school is in clear, plain language.



1. What do you see as the three major strengths of Blacktown Youth College?

- *Treating students equally*
- *Meeting the needs of students*
- *Building esteem of students and great communication*
- *Focus on students learning strengths*
- *Help offered where needed*
- *Encouragement in all aspects of learning making school a pleasant environment*
- *Staff are fantastic, go above and beyond*
- *Flexible learning will work with students to get them to go to school*
- *Teachers interaction*
- *Communication via text*
- *Individual plans for my son*
- *Teachers*
- *Flexibility where needed*
- *Kids have a better chance of learning due to smaller classes*
- *All schools have bullying but you guys try and sort it straight away*
- *The teachers take more time with the students to help them if they need it*
- *Integrity*
- *Encouragement*
- *Supportive*
- *The school is small with few students*
- *The school gives good information about what's happening*
- *The school provides good support for students family*
- *Respect*
- *Community/family*
- *Welcoming and caring*
- *Support*
- *Commitment*
- *Friendly atmosphere*
- *Dedication*
- *Enthusiasm*
- *Respectfulness*
- *Smaller classroom sizes more one on one with the kids*
- *Students are treated like young adults*
- *How welcoming all the students and teachers are*
- *Dale as all students love him doing art*
- *Nicole as she is so friendly and helpful*
- *Kylie because she is so loving and is there for the kids*

2. What do you see as three areas for further development?

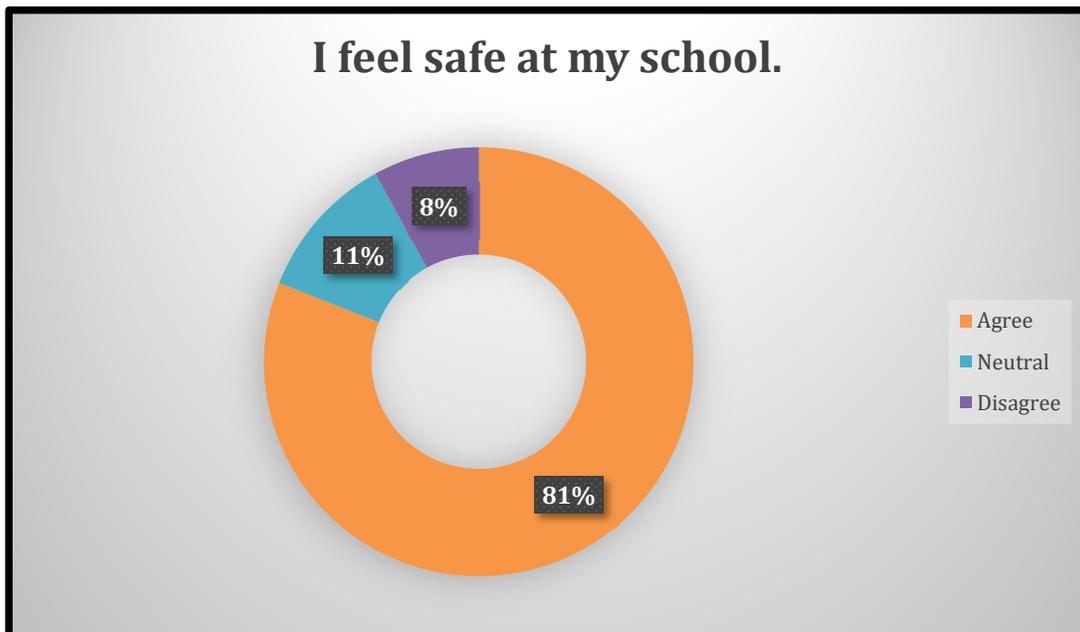
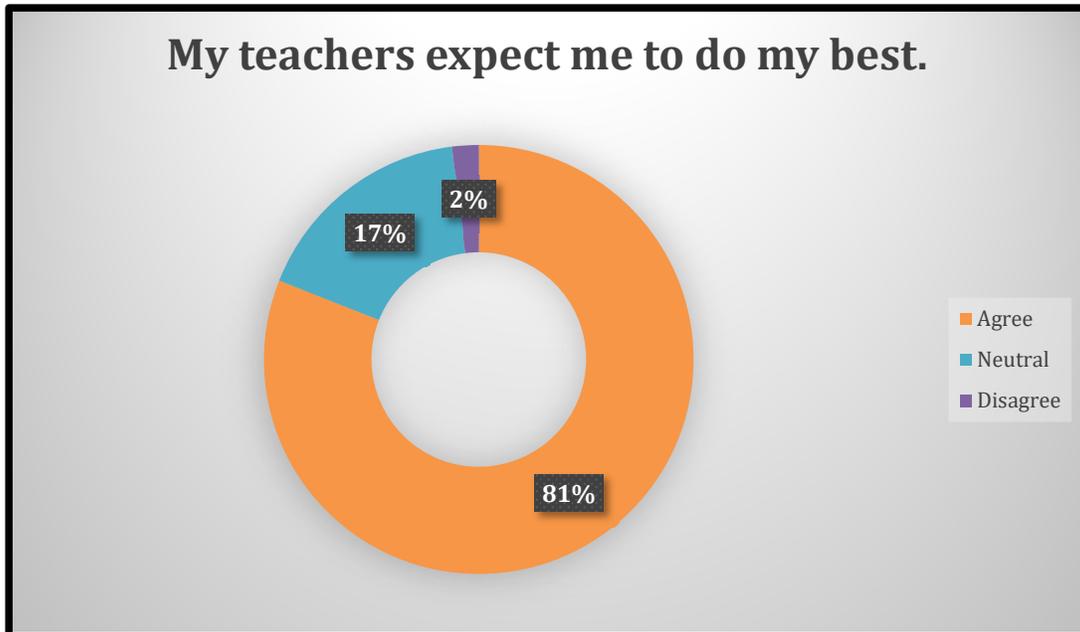
- *Different sports so kids can try them*
- *Notifications like when the kids leave early or when they finish school*
- *Can't think of anything*
- *So far nothing as we only new to school*
- *Cooking classes to teach kids how to cook the right way*
- *Kids that want to learn get help while the others continue to do what ever like they don't listen*
- *Better sound system for end of term items the music is so loud we can't hear the kids sing*

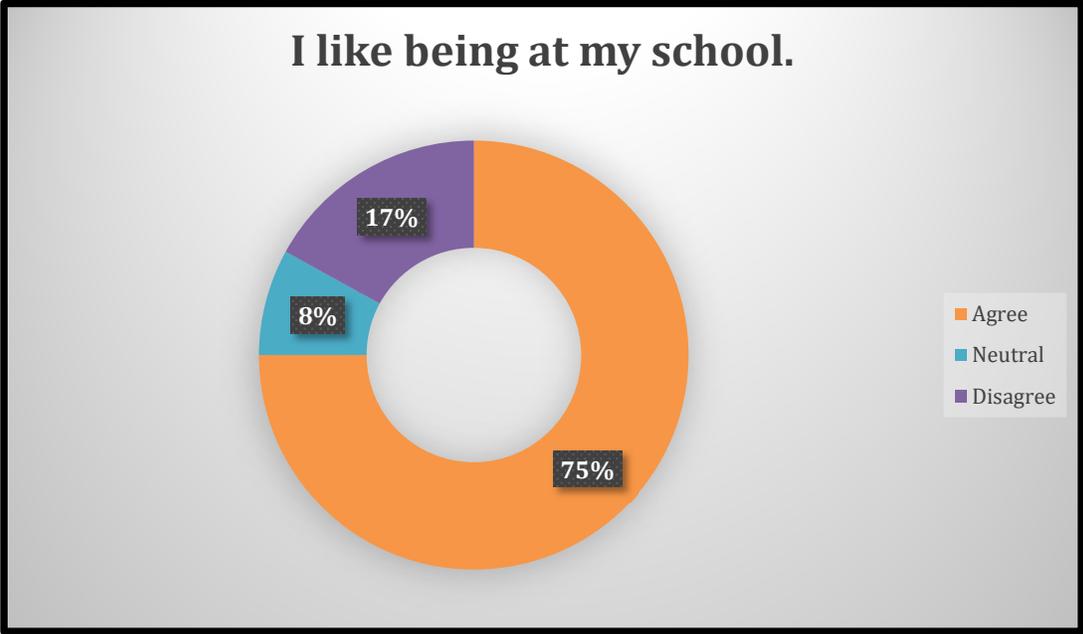
We also have many comments from students, caregivers and the greater school community, made on our school Facebook page. Listed below are some of the comments received from our caregivers and the greater school community with regards to our school:

- Thank you Nicole, Carol and the other staff for doing a Fundraiser for the kids
- Thank you BYC, you guys are awesome
- Thank you so much BYC looks like my son Brad has a awesome time and it was great to see him smile looks like everyone had a awesome time much appreciated ty
- Looks like everyone enjoyed themselves. These great kids are so lucky to have you all doing wonderful things for them. Some fantastic photos, thanks for sharing and thank you for giving our kids these opportunities and looking after them so well.
- Fantastic photos, making lots of memories, what a way to finish the school year off. Thanks again BYC.

The students similarly expressed a high level of satisfaction with the school. In their focus groups, students expressed the view that school is like a second home and that the staff never gives up on the students. Many of the students commented that they get more individual attention at Blacktown Youth College than they did in their previous schools.

Below are the survey questions and the results from the 36 students that responded.





The staff indicated that they believe in the current vision of the School and that meeting the social needs of students, in addition to their educational needs, is an important aspect of teaching.



SUMMARY FINANCIAL INFORMATION

The following charts show the percentages of income and expenditure by category, taken from the detailed information provided to the Commonwealth Government in the 2019 Commonwealth Financial Questionnaire.

Note that Blacktown Youth College is a “no-fees” school with no additional subject fees or excursion costs.

