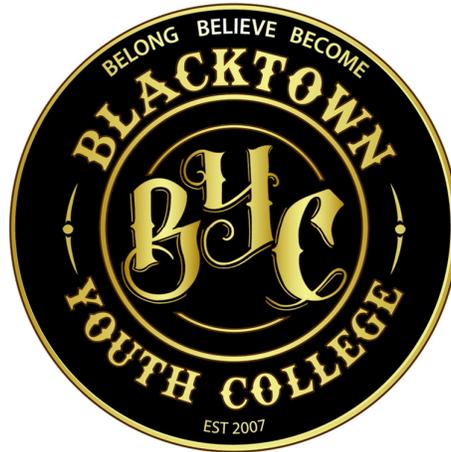


ANNUAL REPORT

2020



Blacktown Youth College Inc

ABN 82 125 846 982

Y 2693842

Campuses at:

Hebersham and Lawson



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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 but that will expand to include Stage 6 next year. Both campuses can deliver the NESA curriculum and provide the RoSA to eligible students. In 2021, Lawson will join Hebersham and be 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 and fondly referred to by students, staff, and the greater school community, as BYC.

PHILOSOPHY

The school's motto was changed in 2020 as was our logo and is now **“Belong – Believe – Become”**. These changes are extremely popular with our student body.

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 at Hebersham 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, 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 well in excess of a decade of experience in successfully delivering educational benefits to disadvantaged youth. Additionally, the school is a member of the Association of Independent Schools 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 school's role in the community. BYC is deeply appreciative of the government and council assistance it receives. 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 even greater opportunities for students from Years 9 to 12. 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 behavioural 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 12-18 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 and 8 in 2015, allowing earlier interaction with struggling students. The student numbers have since grown as the need increases and BYC provides a real and 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 its first direct university placements in the very near future. This will not be seen as the benchmark for "success" but rather will be indicative that the BYC processes for providing "opportunity" are working.

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 formal and other programs where "home" support is not available.

Also, 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 were 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.

The school 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 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 several 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 & demonstrates his support on a regular basis.

However, the absolute standout in his commitment to BYC is Councillor Tony Bleasdale, Mayor Blacktown City Council. Tony came to Australia (from England) as a 15 year old without family support and built a significant business (in construction) from scratch. Tony fully understands that education, hard work and opportunity can change a life for the better. He has provided wonderful support to BYC on many occasions.

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) to do their HSC and then TAFE or university. Others have returned to say thanks for career and apprenticeship opportunities stemming from their time at BYC.

In closing, it has been a particularly challenging year for BYC (as with all schools) as a result of Covid. On behalf of the Board, I wish to convey a well-earned "thanks big time" to Carol and the staff who made sure our students had every opportunity to continue their studies from home. Many of our students do not have laptops etc, so this necessitated much preparation and input time from all for home drop offs and retrievals. Somewhat to our (pleasant) surprise the students responded well.

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 college staff (and particularly the Head of School, Ms Carol Everard) for regularly and comprehensively meeting the compliance requirements for NESAs.

Our Head of School, Ms Carol Everard, continues to show exceptional leadership in representing the school in such a way that it is recognised for the very unique educational facility that it is. BYC is committed to "making a difference" and I am happy to say that it is doing so in an amazing way, with excellent results in a very challenging environment.

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 2020 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.

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:
Dale Phillips – Campus Coordinator Hebersham
Tom Cutts – Campus Coordinator Lawson/Curriculum Coordinator
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. 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.

Covid-19 created another set of challenges for our students and staff. A lack of resources required for online learning limited BYC external learning options. Individualised study packs were manually distributed every three days to ensure that every student could continue with their education on a level that accommodated their personal needs. The biggest highlight of the 2020 school year was the cessation of lockdown and the safe return of our students. We were glad to have them back and they were glad to be here.

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. We have now established an ongoing partnership with The Bikers Hand. Their generosity is greatly appreciated, and I look forward to continuing our 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. Unfortunately, due to the Covid-19 restrictions, these morning teas were no longer possible. A situation that was hard felt by the entire school community.

Carol Everard



Message from the Hebersham Campus Coordinator

I assumed the role of Campus Coordinator at BYC's Hebersham Campus after the departure of Adam Osbourne at the beginning of 2020. I had worked under Adam for the year prior and gained valuable insight into the position before taking the leap from teaching into a combined teaching and leadership position. The transition was made easier through the support of the Head of School and the School Board.

The school year was still within its infancy when we were faced with an extra challenge with the onset of Covid 19. It was necessary to work quickly and develop the best format for our students to access their education when we were forced into partial school closures. With our students having limited access to the necessary equipment for online learning it was decided that they would be best served with receiving work packages in hard copy delivered to their homes. This was a huge collegial effort from all staff as work was prepared, printed, packaged, and delivered every 3 days, with completed work returned to the school to be corrected. Work sent out to students was created at varying levels of accessibility dependent on student's prior engagement and levels within individual subjects. Teachers were available over the phone to answer any queries and to provide further assistance and support to students and/or caregivers. The school also remained open for those students who could not be catered for at home.

Covid 19 interrupted learning but did not halt our students' progression. With 4 students completing their Year 12 studies and 20 students graduating from Year 10, with many choosing to stay with us and continue their studies. Much to the delight of our graduating Year 10s, the annual graduation could commence with an ease of restrictions just in time. Students spent the night celebrating with their peers, family members and staff members. Eating, dancing, and sharing funny memories and treasured stories from their time at BYC.

To the disappointment of many of our students we could not hold our end of year camp. However, students still had the opportunity to participate in learning of a different kind. During the final week of school students were afforded the opportunity to participate in a whole school initiative where they worked side by side with their peers and staff to give the school ground some much needed attention. Students were allocated to painting, gardening and construction crews based on their preference. They worked tirelessly across three days painting our foyer and hall, creating an amazing feature garden bed with bricked curbing, and replenishing our wooden seating area with new panels and a concrete floor. These three days were a highlight to a tumultuous year full of challenges. It saw students give back to their school community and enhance their school pride to a newfound level.

Dale Phillips



Message from the Lawson Campus Coordinator

2020 at BYC Lawson, like at all schools that endured the COVID restrictions, was a tumultuous year. Providing students with work during the pandemic was a logistical task to say the least. The Lawson campus has traditionally catered to students across a large geographical area. In 2020 that area was perhaps the largest in the school's history. We had students as far west as Lithgow, as far east as Cambridge Park, and everywhere in between. That meant that delivering and collecting work for students, often twice weekly, required 200km of driving per occasion. The staff at Lawson did a fantastic job of getting the work out on time and providing the students with useful feedback so that they remained connected to school and their studies during the closures. The students remained upbeat throughout and many produced high-quality work despite the absence of direct instruction.

Our extra-curricular programs, while disrupted, were again a highlight of the year. In Term 3, Mountains Youth Services Team (MYST), for the fifth year running, offered our students free participation in their award winning Outdoor Explore program. We abseiled, canoed, mountain biked, hiked, and went canyoning, often pushing many of our students beyond their comfort zone. In Term 4 the Tedd Noffs Foundation invited us to participate in art and music workshops at the newly opened Penrith Street University. Many of the students' artworks from these workshops now adorn the Lawson campus walls. In 2020 we also decided to use some of our extra-curricular hours to assist the students with literacy and numeracy tuition. Given the success of these classes we plan to continue that objective into 2021.

Academically 2020 was also a successful year at our campus. 10 year 10 students graduated with their RoSA's, most of who had been with us for the entirety of year 9 and year 10. This was a challenging group, with a lot of external influences on their lives that could have easily seen quite a few of them give up on school. To their credit they all persevered and the staff at Lawson were incredibly proud of their efforts. The school year was capped off with the year 10 graduation dinner held at the Avalon Restaurant in Katoomba. All the students were impeccably dressed on the night and clearly proud to celebrate their achievements with staff, carers, and parents.

With enrolments strong heading into 2021 we look forward to another rewarding year at BYC Lawson!

Tom Cutts





Message from the Curriculum Coordinator

In alignment with our school plan, 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. We had our second group of Year 12 graduates, and the occasion aroused an overwhelming sense of pride accompanied with a tinge of sadness; the realisation that these students would be leaving us. Another milestone was reached with one of our HSC graduates having completed all their high school years at BYC.

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 2021.

Carol Everard

Message from the Stage 6 Coordinator

2020 has been the second 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. Whilst 2020 has presented significant challenges to learning and skill building, Stage 6 students continue to attack their education with persistence and resilience.

2020 also brings the introduction of new VET and eVET pathways, giving our Stage 6 students further options for skill building and furthering learning opportunities that are hands on, competency based, and applicable to their real world. Our students will be undertaking a Certificate II in Business as well as their choice of certificate through TAFE digital. Although this year our students have been unable to complete work placements, they have continued their learning through practical parenting tasks with RealCare dolls, case studies of Australian and international businesses, creating astounding pieces of art, learning skills for physical health and fitness, and continuously building literacy and numeracy skills.

Stage 6 students have completed the required Minimum Standards testing for literacy and numeracy. Our students work tirelessly to show improvement and demonstrate these standards 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, we partner with Rooty Hill High School as our examination centre. This connection has been formally signed and recognised with NESAs as continuing for the foreseeable future.

Despite the pandemic, we continue to look forward to the 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

During 2020 we had to dig deep and work together to overcome the challenges presented by COVID-19. Our planned school visits, excursions, camp and work experience had to be cancelled, so we needed to get creative and find new ways to support our students with their work and career development.

To continue moving forward, students had the opportunity to take part in mock processes which included applying for a position and attending an interview. Students were then given constructive feedback to help polish their skills and they were able to meet one on one with myself to map their work and career goals.

Students also took advantage of the many online tools available to them to investigate careers, and to complete questionnaires which helped them identify industry areas where their skills and interests are best suited. Some of the websites students looked at include:

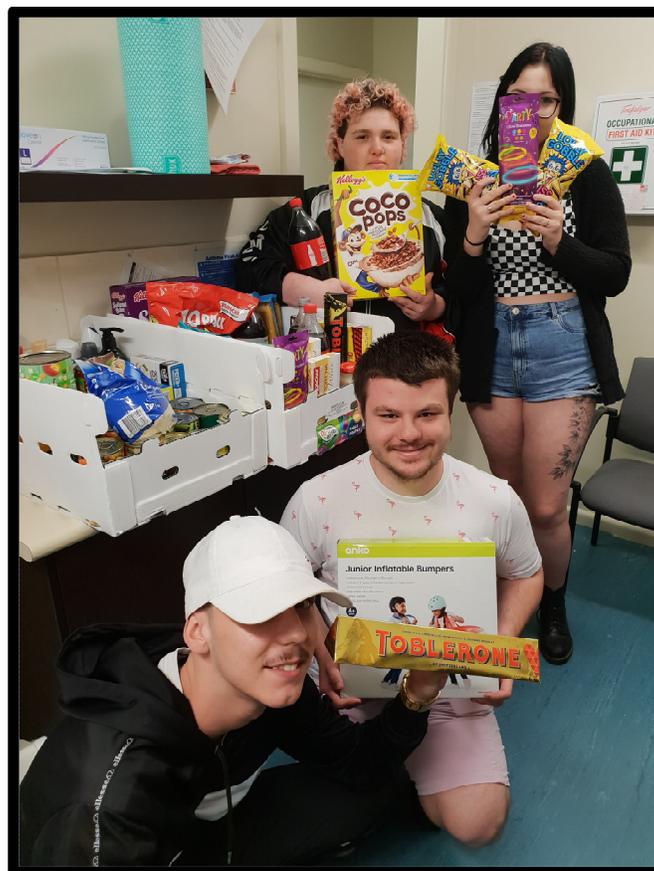
- <https://myfuture.edu.au/>
- <https://yourcareer.gov.au/>
- <https://www.myskills.gov.au/>
- <https://www.skillsroad.com.au/>

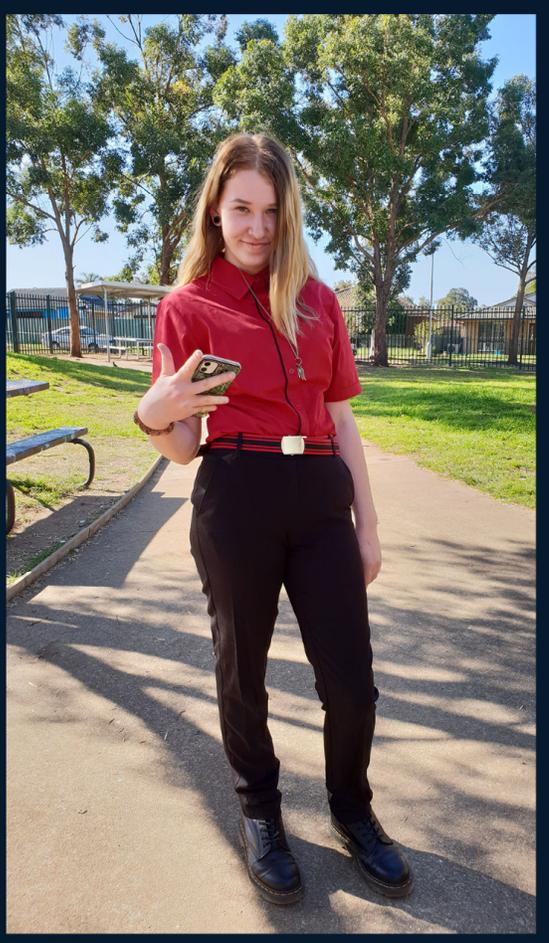
We are very happy to report that even with the pandemic and disruptions several of our students were able to find casual employment opportunities and have been successful in balancing their school, work, and personal lives. Congratulations to those students!

Our links with community continue to flourish and our breakfast program supported by Foodbank NSW/ACT was bigger and better than ever. In 2020, we served over 180 breakfasts and our students ate upwards of 15 kilos of fresh fruit and vegetables every week! Additionally, our partnership with The Bikers Hand has grown with them providing our students with their books and pens each year. They also generously donated gifts to all of our graduating Year 10 and Year 12 students along with jumpers and backpacks for the whole school. We are extremely lucky to such wonderful supporters, and we are grateful for everything they do for us.

2020 was a great year and I can't wait to see what 2021 brings and how can work together to achieve your goals!

Nicole Brown





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 2020. NESA were also advised the details of 'N' Awards given where students did not meet the minimum course requirements. In 2020, a total of 4 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 2020. NESA were also advised the details of 'N' Awards given where students did not meet the minimum course requirements. In 2020, a total of 31 students; 20 from the Hebersham campus and 11 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

Due to the COVID-19 adjustments to learning, the NSW State Government chose not to run NAPLAN in 2020. Blacktown Youth College looks forward to resuming this testing in 2021.

PROFESSIONAL LEARNING AND TEACHING STANDARDS

In 2020, 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

Effective School Governance	1
Risk Management	1
Attendance Requirements for Schools	1
Aboriginal Children and the Effects of Intergenerational Trauma	1
Workplace Infection Control	1
Infection Control Training – COVID19	1
The Impact of Parental Substance Use on the Child	1
Professional Learning package for National School Chaplaincy Program (NSCP) chaplains in responding to and preventing cyberbullying	1
Certificate IV in Trainer Assessor	1
Certificate II in Business Services	1
Post Graduate Certificate in Education (MA)	1
Personalised Learning Process for Aboriginal Students	1
Routines for Learning	1
IEU Interview - Angela Hay	1
2020 What is Educational Data?	1
Social and Emotional Learning	1
2020 Supporting Students with Additional Needs in Stage 6	1
High School: Teenagers coping with anxiety around Covid-19	1
Getting Ready for Robust Research	1
What is Educational Data	1
New Language K-10 Syllabus	1

Blacktown Youth College spent a total of \$4701.75 (GST excl) on professional learning and development in 2020.

Teaching Standards

All teachers at Blacktown Youth College satisfy NESA requirements for qualifications. Of the 13 teaching staff employed at the end of the 2020 school year, 12 were fully qualified registered teachers with 1 teacher being conditional.

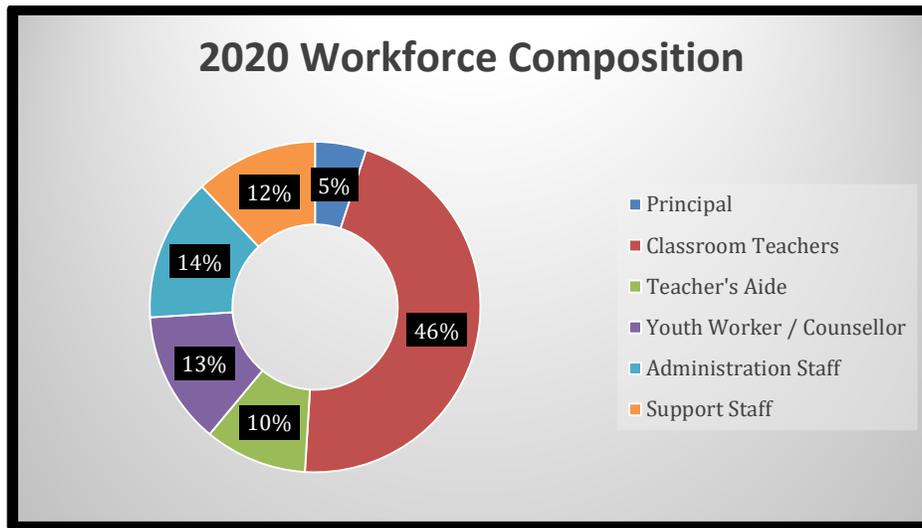
The following table lists the categories specified by the NESA and the number of teachers in each category.

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	13
(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
Principal	1		1
Classroom Teachers	8.8	1	7.8
Teacher's Aide	1.8		1.8
Youth Worker / Counsellor	2.4	0.9	1.5
Administration Staff	2.7		2.7
Support Staff	2.3		2.3
TOTAL	19	1.9	17.1

The chart below reflects the Workforce composition that was at Blacktown Youth College as at the end of the 2020 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

There was a significant increase in student attendance in 2020, from 62.33% in 2019 to 67.66% 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.

2020 Attendance			
School Year	Boys	Girls	Overall
07	68%	45%	65%
08	67%	58%	62%
09	56%	52%	54%
10	74%	68%	71%
11	73%	87%	78%
12	71%	84%	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 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 31 graduates; 20 from Hebersham and 11 from Lawson. 20 students went on to Year 11 across both campuses. Overall, 65% of our total Year 10 graduates were retained.

POST-SCHOOL DESTINATIONS

Post-School Destination	No. of Students
Year 11	20
Employment	8
Other Education	1
Unknown	2

CHARACTERISTICS OF THE STUDENT BODY

The table below is a summary of student enrolments as at the end of the 2020 school year:

Age	Males	Females	Aboriginal Students Actual	Aboriginal Students %
12	0	1	1	100%
13	4	4	5	63%
14	9	8	8	47%
15	13	14	8	30%
16	15	9	5	21%
17	2	1	1	33%
18	2	1	1	33%
Total	45	38	29	35%

A total of 35% of Stage 4 enrolments, 45% of Stage 5 enrolments and 43% 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, Code of Conduct, Complaints Policy for Students, Caregivers and the Greater School Community, School Visitor's Policy and Whistleblower Policy.**

ENROLMENT PROCEDURE

Enrolment for Years 7 - 12

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 additional requirements apply:

Enrolling in Year 11 courses

A student who is eligible for a Record of School Achievement (RoSA) 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 RoSA may enter Year 11 courses providing:

- a. the HOS deems that the student has another credential equivalent to the RoSA; or
- b. provisionally, if the HOS believes that the student has a reasonable chance of satisfactorily completing Stage 6 courses. In these instances, 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 RoSA 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 the “ *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

Completion of Year 12

Students will be required to officially sign out in the last week of Term 4 in the HSC completion year.

They must present to the Administrator’s office, during normal school hours, to complete a “Student Exit Form” which will then be entered into the Sentral student database system by administration.

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 of enrolment.

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 citizens of school age holding a relevant visa 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 for an exchange student in their Program.

SHORT TERM AND PART TIME ATTENDANCE

For a variety of reasons, a student may be enrolled for a short time at school.

When a BYC 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

During the enrolment process a student is required to sign a statement acknowledging their agreement to adhere to all the school’s policies and procedures including the ‘Rights and Responsibilities of Students’.

Students must adhere to this commitment while enrolled at BYC.

BEHAVIOUR MANAGEMENT AND SUPPORT POLICY

The complete policy is below:

Introduction

This policy is distributed by the following means:

- On the School's website (www.blacktownyouthcollege.nsw.edu.au)
- Caregiver information package distributed at enrolment interview
- [Staff Orientation information package distributed on commencement.](#)

It is a requirement for Registration of a non-government school to have disciplinary procedures that are based on 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.' From the Registered & Accredited Individual Non-Government Schools (NSW) Manual

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.*

POLICY OVERVIEW

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.

A student may be subject to disciplinary action 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 student/s.

The behavioural management and support procedures undertaken by BYC will vary according to the seriousness of the alleged offence.

In accordance with maintaining procedural fairness, BYC will ensure that all decision makers involved in disciplinary procedures;

- will hold an unbiased view and
- are not directly involved in the circumstances surrounding the allegation/s.

The consequences of disciplinary action 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 and their caregiver will be informed :

- a) of the alleged infringement;
- b) as to who will investigate the allegation.
- c) as to who will make the decision on the consequence
- d) 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 Campus Coordinator, Wellbeing Coordinator/Officer, and any other related parties, will

- reach a preliminary decision in relation to the allegation
- determine 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 to the HOS for a review 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.

STAFF ACTIONS WHEN MANAGING STUDENT BEHAVIOUR

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

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

All BYC staff are expected to

- demonstrate patience, kindness and respect towards students,
- aim to reinforce appropriate and respectful behaviour in students,
- are encouraged to be approachable and available and to praise and encourage students,
- to support students so that self-discipline may develop.

To this end, staff commit themselves to the following principles:

- behaviour management and support should be seen by all parties to be appropriate, fair and consistent for the individual student,
- always act without bias towards student/s,
- always consider the individual circumstances of the situation, and
- any consequences should be appropriate to the behaviour concerned.

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.

When addressing inappropriate behaviour the aim is to

- encourage students to seek a peaceful restitution
- apologise, where appropriate in order to restore cooperative relationships
- restore any damage to work, property or relationships, and
- encourage students to be accountable.

During this process students will be reminded of their Rights and Responsibilities.

STUDENT 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.

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

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 right to use sound school buildings and equipment.

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.

BEHAVIOURS TO MANAGE AND ADDRESS

Behaviour Towards Staff And Students That May Need To Be Addressed 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 include:

- Poor conduct whilst on school excursions, travelling to and from school.
- Disregarding those in authority

- Showing discourtesy towards others
- Littering in public or on excursions

Late Arrival And Truancy

- Arriving late to school without explanation
- 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 managed and supported if they:

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

PROCEDURES TO MANAGE AND SUPPORT STUDENT BEHAVIOUR

Late Arrival Or Truancy

Late Arrival occurs after the commencement of the students' first class session for that day.

Late arriving students must report to the campus' Administration Office and provide an acceptable explanation. An explanation may need to include information provided by the student's caregiver.

A student must not leave the campus before the end of class sessions for that day without attending the Administration Office and being signed out. The school require permission for any early departure from a student's identified caregiver. Students over 18 years of age may sign out themselves without caregiver permission being required.

Should a student leave early without advising BYC Administration, their caregivers will **IMMEDIATELY** be contacted.

Truancy is persistent late arrival or early leaving from a BYC campus.

Identified occurrences of truancy will result in action being taken in accordance with the school's Student Attendance Policy.

Speaking With A Student

Any staff member who witnesses inappropriate behaviour as listed above should;

- first approach the student concerned away from other students, and
- reason with student in order to seek a positive outcome.

This is part of *restorative practice*. This approach may also involve giving the student a warning, a formal caution and/or a letter to caregivers sent to the 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 short breaks in a designated safe space in order to calm down or regain composure, and
- then return to class.

The ‘time-out pass’ will be issued by the Wellbeing Coordinator and/or Lawson Campus Coordinator after:

- having a discussion with the student and their caregiver/s
- a suitable ‘time-out space’ on Campus is identified, and
- with the knowledge and approval of the HOS

Supervision of student with a “time-out pass’ is by the Wellbeing Coordinator or Campus Co-ordinator or their delegate.

A teacher may also initiate the suggestion of a ‘time-out’ to students who:

- find being in the classroom particularly stressful, or
- are beginning to and/or are behaving in an aggressive manner, or
- are persistently disruptive of other student/s learning.

In this situation the teacher will ask the Wellbeing Coordinator and/or Campus Coordinator to follow up with the student and where appropriate initiate the ‘time-out pass’ protocol as above.

ESCALATION OF STUDENT BEHAVIOUR

Where 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,
- 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 BYC policy.

The HOS or Campus Co-ordinator (or their delegate) may contact the police and/or other emergency services for assistance where a student’s behaviour:

- places either themselves and/or others at risk
- and/or may cause damage to property.

STUDENT MONITORING FORM

If speaking with the student, and/or “time-out”, proves to be unsuccessful, the staff member involved should complete a Student Monitoring Form.

A copy of this Form is given to the Wellbeing Coordinator (welfare/personal matters) and/or Campus Coordinator (curriculum /learning matters) for further investigation and action.

FOLLOW-UP CONFERENCING

In order to seek restoration and personal accountability of the student a conference will then be held with the student, other student/s if relevant, the staff member involved and the Campus Coordinator and Wellbeing Co-ordinator/Officer.

The ‘hearing rule’ for procedural fairness applies throughout the conference meeting where:

- student/s and staff members have the opportunity to tell ‘their side of the story’, and
- all parties are encouraged to view the incident from all angles.

A staff member is not to act as the conference mediator if they are involved in the incident/s and/or have been impacted by the behaviours of concern.

If the conference 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.

The aim of the interview is to discuss and investigate further any options suitable for the management and support of the student exhibiting 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 be given to BYC Administration staff to :

- add to the student's information database and
- file in the student's file.

SUSPENSION OR EXPULSION FROM SCHOOL

Examples of serious behaviours that may result in student suspension or expulsion from BYC can include:

- violence and/or threats of violence against students and/or staff,
- systematic bullying,
- property damage,
- consistently disrupting the learning of others, or
- deliberately not following instructions.

The HOS is :

- responsible for overseeing all procedures of discipline, suspension and/or expulsion.
- 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:

- incident reports detailing allegations, including witness statements,
- meeting with student and caregiver and offering the right to be heard, and
- ensure any investigation is conducted with procedural fairness.

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 satisfactory 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 re-enrolled at BYC. 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 within 7 days to the HOS and/or the School Board, any suspension or expulsion. Appeals will be considered consistent with the policy.

COMPLAINTS POLICY FOR STUDENTS, CAREGIVERS AND THE WIDER SCHOOL COMMUNITY

INTRODUCTION

A complaint or grievance is an expression of dissatisfaction or a formal allegation raised by students and caregivers in respect of services provided by the school or against staff members, which includes employees, contractors and volunteers.

Blacktown Youth College (BYC) has in place and implements procedures whereby students, caregivers and the wider school community can raise complaints or grievances and have these responded to in a safe and supportive environment.

BYC will make every effort to

- seek a prompt resolution to complaints lodged with us.
- respond according to the principles of procedural fairness and to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

Procedural fairness is a basic right of all when dealing with authorities and applies to those raising complaints and to those against whom complaints have been made.

- Only the people directly involved in investigating a complaint will have access to information about the matter.
- No records of the 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 relate to child protection and/or be criminal in nature, to the appropriate authorities.

OBJECTIVES

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

BYC believes that any person against whom 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. Depending on the type or seriousness of the matter, this may not occur in the early stages of the investigation;

- 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.

The following forms the basis for students/caregivers and community to raise concerns and how the school will respond to complaints:

- 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 complaints can be raised and BYC will respond.
- All complaints are taken seriously.
- All complaints will be dealt with in a timely manner.
- BYC seeks to resolve complaints informally where possible but acknowledges that in some cases a person may wish to make a formal written complaint.
- The HOS will determine the most appropriate person for initial contact .
- All efforts are made to resolve the complaint at the most appropriate level.
- BYC will extend the same principles of procedural fairness to all students and caregivers which requires that all parties have the opportunity to have their case heard and the right to an unbiased decision.
- All complaints will be handled on a case by case basis within the context of the pressures and demands on families and BYC.
- BYC will handle all complaints with:
 - confidentiality and the same will be requested of all parties involved
 - impartiality – no assumptions will be made and no action will be taken until all relevant information has been collected and considered
 - freedom from repercussions:
 - no action will be taken against anyone for making or helping someone to make a genuine and not a malicious or vexatious complaint
 - BYC will take all reasonable steps to ensure that anyone making a complaint is not victimised.

PROCEDURES

Any allegation of reportable conduct against a school employee or volunteer will be dealt with in accordance with the BYC *Child Protection Policy*. The procedures for raising an allegation of staff misconduct or reportable conduct are described further on in this policy.

The procedures in this policy do not extend to complaints which are whistleblowing disclosures. The procedure for processing whistleblowing complaints are dealt with in the BYC *Whistleblowing Policy*.

The role of the School Board and its President is one of governance and not day-to-day school management. Complaints should not start at the BYC Board level unless the subject of the dispute is the Head of School (HOS). Only in such a situation should the matter be referred to the President of the Board who will raise the issue with the HOS directly. This must be put in writing in a sealed envelope addressed as shown below. The letter may be posted or delivered in person to the school Administration Office at either campus.

Private and Confidential

Attention: President

Blacktown Youth College

PO Box 93, Plumpton NSW 2761

Anonymous complaints will not be responded to, therefore students and caregivers with concerns must identify themselves and use the processes described so the matters they raise can be dealt with appropriately and confidentiality.

PROCEDURE FOR RAISING GENERAL COMPLAINTS

Procedures for Students

- 1) The student/s should discuss concerns with the staff member/s concerned. There should be a concerted attempt to understand each party's point of view and to mutually resolve the dispute.
- 2) If this is unsuccessful, the parties should refer the matter to the relevant member of the school leadership team as indicated:
 - Curriculum Matters – Campus Coordinator or Stage 6 Coordinator at the Hebersham campus and the Campus Coordinator at the Lawson campus
 - Pastoral Matters – Campus Coordinator or Wellbeing Coordinator at the Hebersham campus and the Campus Coordinator at the Lawson campus.

- 3) In the case of the matter not being resolved at this level, or if there are concerns about the process itself, approaches may be made to the HOS. This may be done by requesting an appointment with the HOS via the administration office, either by phone on 02 90115335 or by email at info@blacktownyouthcollege.nsw.edu.au, and the HOS will arrange a meeting with the student at their given campus.

Procedures for Caregivers and Community

- 1) Caregivers should, through the Administration Office, arrange an appointment to discuss their complaint with the staff member/s concerned.
- 2) There should be a concerted attempt to understand each other's point of view and to mutually seek to resolve the complaint.
- 3) If this is unsuccessful, the staff member and/or caregiver should refer the matter to the relevant member of the school leadership team as indicated:
Curriculum Matters – Campus Coordinator or Stage 6 Coordinator at the Hebersham campus and the Campus Coordinator at the Lawson campus
Pastoral Matters – Campus Coordinator or Wellbeing Coordinator at the Hebersham campus and the Campus Coordinator at the Lawson campus.
- 4) In the case of the matter not being resolved at this level, or if there are concerns about the process itself, approaches may be made to the HOS. This must be put in writing in a sealed envelope addressed as shown below. The letter may be posted or delivered in person to the school Administration Office at either campus.

Private and Confidential
Head of School
Blacktown Youth College
PO Box 93, Plumpton NSW 2761

The HOS will arrange a meeting with the concerned parties at their given campus.

PROCEDURES FOR RESPONDING TO COMPLAINTS:

Staff Role

Upon receipt of verbal complaint the staff member will:

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

Upon receipt of any referred or written complaints, the staff member will acknowledge receipt of such immediately either via SMS, phone call, email or letter and advise that BYC will be in touch with the complainant after the matter has been considered.

Staff should not feel pressured into responding to complaints immediately and without careful consideration by the person at the most appropriate level to handle the matter.

When a complaint, made verbally or in writing, is referred to the relevant member of the school leadership team, they will determine the most appropriate person to investigate the complaint and provide them with all relevant notes/information.

Involvement of School Leadership Team in Handling a Complaint

The senior staff member will:

- talk to all parties involved in a confidential and sensitive manner.
- inform the complainant/s and the relevant parties directly involved of their right to be accompanied and assisted by a nominated support person at any relevant meetings with representatives of the school.
NOTE: BYC maintains the right to determine whether the person's preferred support person is appropriate and may not approve the attendance of a support person where they are determined by the school to be inappropriate.
- 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 student's caregivers are present for any interview/meeting.
- arrange for an interpreter to be present at any meetings, if required

- contact the person/s, against whom the complaint has been made (the respondent/s) and advise them of the nature of the concern, provide them with the opportunity to respond and inform them that they have the right to have a support person present at any meetings
- conduct and document all aspects of the investigation in the Sentral database
- advise the HOS of their recommendations based on the investigation findings.

Both the complainant and the respondent may be accompanied by their support person to any meeting with school staff. At the start of any interview the support person will be advised of their role; i.e. the support person at any interviews will attend only as observers and must not contribute to discussions.

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

If either party to a complaint is concerned that the staff member involved is incapable of handling the matter impartially, then either party, acting reasonably, can request that the HOS arrange for an alternative investigator.

Interviewing the Complainant

The investigator will:

- Contact and if required arrange a meeting with the complainant/s to obtain all details of the complaint including: who is involved, how it happened, where it happened, other contextual information and the resolution that is sought.
- At the beginning of any meeting inform the support person of their:
 - responsibilities including that they comply with BYC's confidentiality requirements
 - role as a nonverbal one except if speaking to their party.
- Explain the school's strict security arrangements for all complaint records prior to asking for a step by step account of the concerns and taking the required detailed notes.
- If the complainant/s 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 to not treat the complainant unfairly, or with detriment, as a result of the complaint;
- false or malicious complaints could be subject to disciplinary action.
- The investigator will keep the complainant/s informed of the progress of the process for seeking a resolution to the concern/s.

Interviewing the Respondent

The investigator will:

- Contact and if required arrange a meeting with the respondent/s. At BYC the respondent/s is required to attend an interview as a condition of enrolment or if a staff member as a condition of employment. If there is more than one respondent, the investigator will interview each respondent separately and impartially.
- At the beginning of any meeting inform the support person of their:
 - responsibilities including the requirement to comply with BYC's confidentiality requirements
 - role as a nonverbal one except if speaking to their party.
- The respondent/s will be informed of each concern and given the opportunity to respond fully.
- The investigator will keep the respondent/s informed of the progress of the process for seeking a resolution to the concern/s.

Further Action

Following the interview/meeting with each party, the investigator will:

- interview any witnesses nominated by either party;
- interview any other persons with information believed relevant to the matter;
- present their 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 BYC secure files;
- confirm that all records have been passed in confidence to the HOS or authorised delegate for secure confidential storage; and

- in consultation with the HOS put in place a process for monitoring the investigation outcomes on a regular basis

Where the complaint cannot be substantiated (i.e. it cannot be confirmed that it did happen), possible outcomes may include, but are not limited to:

- informing both parties of this and the reasons why;
- confirming that the complainant/s have the right to seek separate action;
- offering opportunities for counselling;
- giving careful consideration to establishing procedures to deal with the parties' ongoing concerns.

Where the complaint is substantiated possible outcomes may include, but are not limited to:

- asking the respondent to make either a public or private written apology;
- offering counselling to the respondent;
- payment of the complainant/s medical or counselling fees by the school may be offered;
- where the respondent is a student, they are notified verbally and/or in writing that any repetition of their behaviour may:
 - constitute grounds for disciplinary action as described in the *BYC Behaviour Management and Support Policy*;
 - result in suspension and/or expulsion where the behaviour is of a serious nature as described in the *BYC Behaviour Management and Support Policy*;
- parties will be spoken to separately and have explained to them the reasons for the decision. The parties may be asked to sign a document detailing the outcome;
- a briefing may be held on anti-discrimination laws and harassment;
- the complainant/s are advised of their right to seek separate action.
- where the respondent is an employee, they may be subject to disciplinary action.

APPEALS

Where a complaint cannot be resolved the HOS will forward the written complaint to the President of the Board.

Complainant/s or respondent/s may seek review or appeal to the School Board if the complaints handling procedure is not followed or the complainant or respondent thinks something was done improperly. This must be put in writing in a sealed envelope addressed as shown below. The letter may be posted or delivered in person to the school Administration Office at either campus.

Private and Confidential
 Attention: President
 Blacktown Youth College
 PO Box 93, Plumpton NSW 2761

RECORD KEEPING

No record will be retained on the student files of any party to a complaint. Notes taken during the process to seek a resolution to the complaint will be stored under careful protocols.

All confidential files relating to complaints are filed securely as a hard copy by the HOS and/or their authorised delegate. Only the HOS and/or their authorised delegate can access these secure files if necessary to address this or later concerns. As required by law and destroyed in accordance with standard BYC procedure, confidential files will be destroyed, after seven years.

PROCEDURES FOR HANDLING COMPLAINTS OF STAFF MISCONDUCT OR REPORTABLE CONDUCT

These procedures are for stakeholders including parents/caregivers to raise a complaint about staff misconduct or reportable conduct. For all other complaints the processes should be followed as described in this document at *Procedures for Raising General Complaints*.

Misconduct and/or Reportable Conduct are clearly defined in *BYC Child Protection Policy* and stakeholders are encouraged to refer to the policy to clarify these terms. This policy is available on request from the HOS or President of the Board.

Notification of a Staff Misconduct or Reportable Conduct Complaint

All staff misconduct or reportable conduct complaints must be formally reported to the HOS as soon as possible. This must be put in writing in a sealed envelope addressed as shown below. The letter may be posted or delivered in person to the school Administration Office at either campus.

Private and Confidential

Head of School
Blacktown Youth College
PO Box 93, Plumpton NSW 2761

If the complaint is about the HOS, or there is an obvious conflict of interest, the complaint must be put in writing to the President of the Board and enclosed in a sealed envelope addressed as below. The letter may be posted or delivered in person to the school Administration Office.

Private and Confidential
President of the Board
Blacktown Youth College
PO Box 93, Plumpton NSW 2761.

All misconduct and reportable conduct complaints will be handled with confidentiality by the school and the same will be requested of all parties involved.

Handling of a Staff Misconduct or Reportable Conduct Complaint

The HOS or President of the Board will as soon as possible after the information has been disclosed:

- consider the complaint to determine how the complaint will be responded to
- contact AISNSW for advice,
- make an initial assessment of situation that may necessitate a suspension pending further investigation,
- engage a trained Child Protection Investigator, or
- report to NSW Police Force, as appropriate

The HOS or President of the Board will provide the complainant with an acknowledgment in writing, either by letter or email, of receipt of the Staff Misconduct or Reportable Conduct complaint and that the BYC *Child Protection Policy* will be followed in relation to this matter.

No time frame can be given as all cases are treated individually.

Complaints of serious sexual or physical assault will immediately be referred to the Police and NSW Department of Family and Community Services (FACS) (or equivalent).

Further investigations by the school will not occur until the Police and/or FACS advise the school it is safe to continue investigations.

If the complaint is investigated, the school will periodically update the complainant of the school's progress only if the HOS or President of the Board deem it as appropriate to do so.

A Child Protection Investigator will compile evidence and provide a report to the HOS.

If the matter is related to the HOS, the President of the Board will be responsible for initiating the investigation by a trained Child Protection Investigator and the report will be provided to the President of the Board.

The HOS or President of the Board will notify NSW Educational Standards Authority (NESA) via RANGS online, within fourteen (14) working days of a formal written notification from the Ombudsman's Office of an alleged breach by the school.

Resolution of a Staff Misconduct or Reportable Conduct Complaint

The HOS or President of the Board will inform the complainant by email that a complaint has been finalised, as long as it is in line with the Ombudsman's Act and privacy legislation regarding disclosure of information about an investigation and the outcome of an investigation.

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

- 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
- Acknowledgement and/or participation in; NAIDOC, Anzac Day, Book Week, Children's Week, Wear It Purple Day, Mullets for Mental Health and Remembrance Day
- Regular themes encouraging attendance, education, community and wellbeing

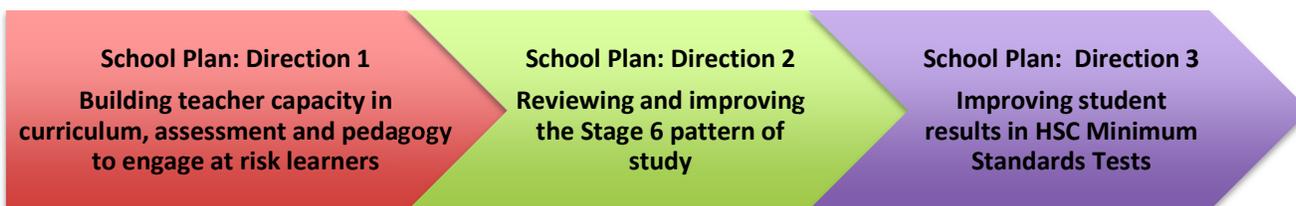
Staff Development and Training

- 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
- 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

Community Engagement

- School catered end of year assemblies, three in total, open to two guests per child
- 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
- Continued connection with government bodies and agencies

School Plan



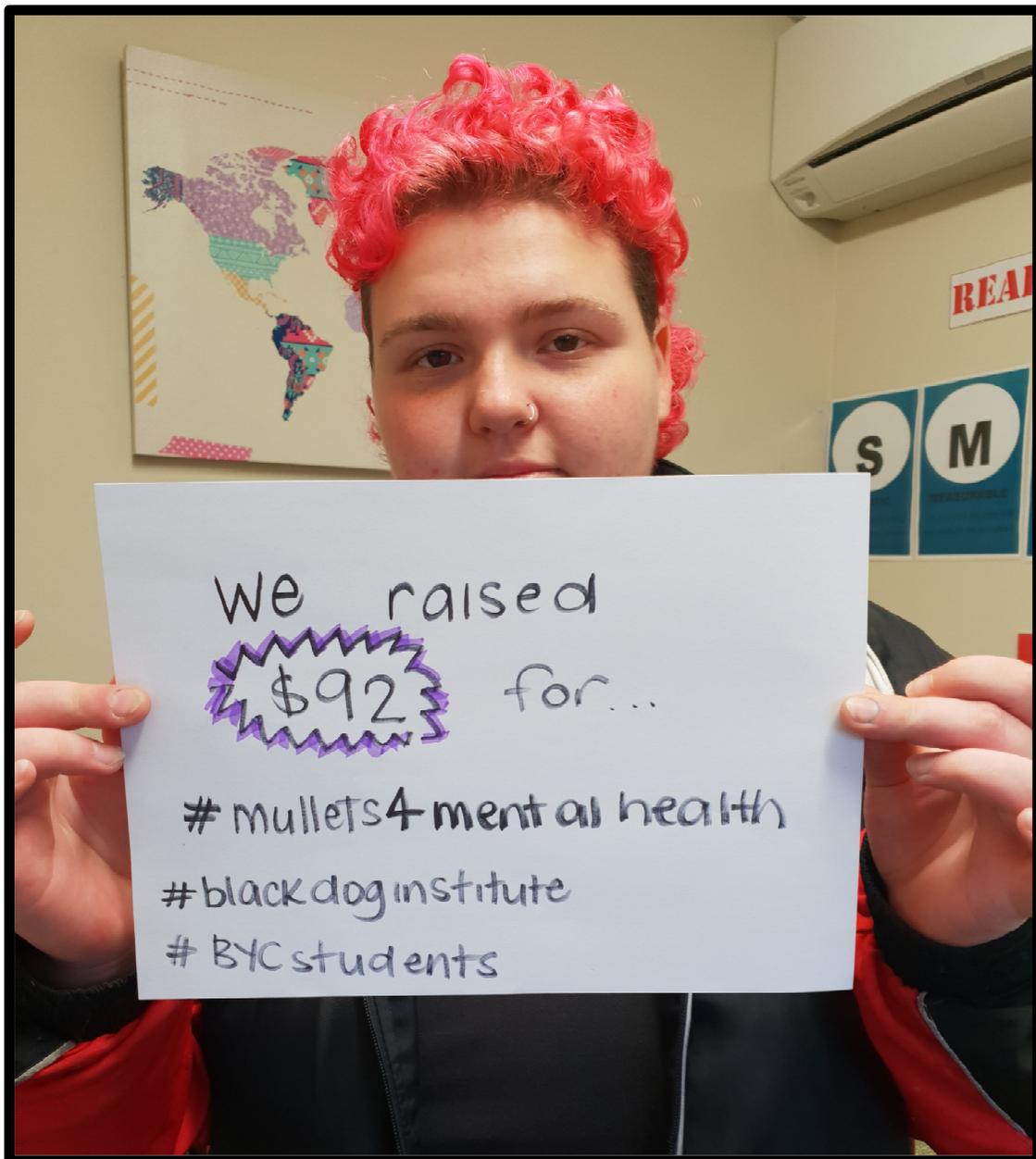
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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.

Our Stage 6 students undertook fundraising projects to subsidise their Year 12 formal. 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. Their family and friends enjoyed being a part of their special evening.

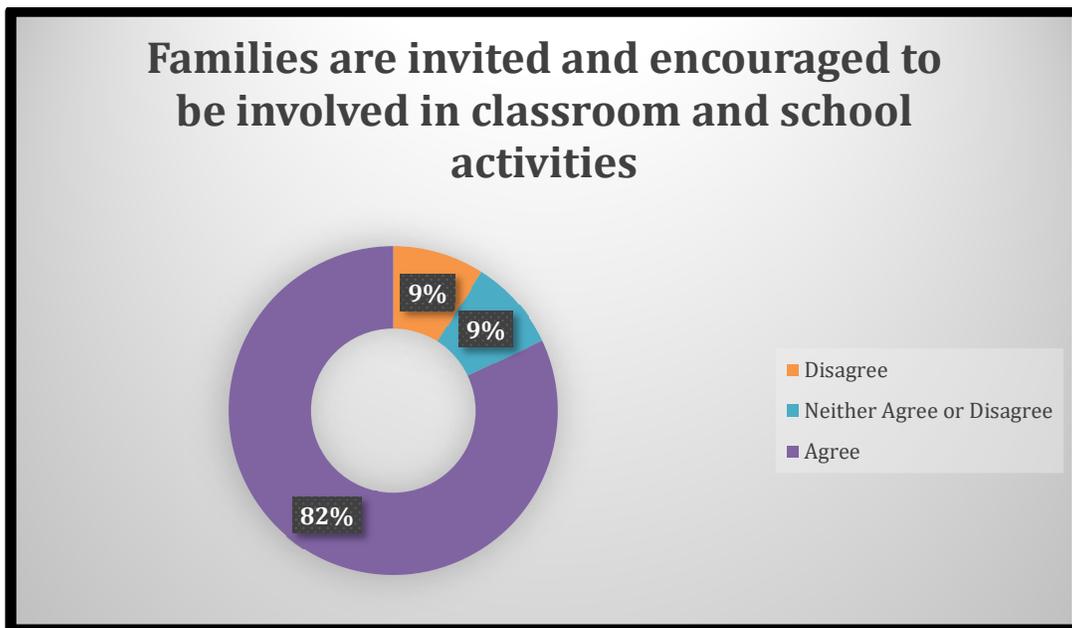
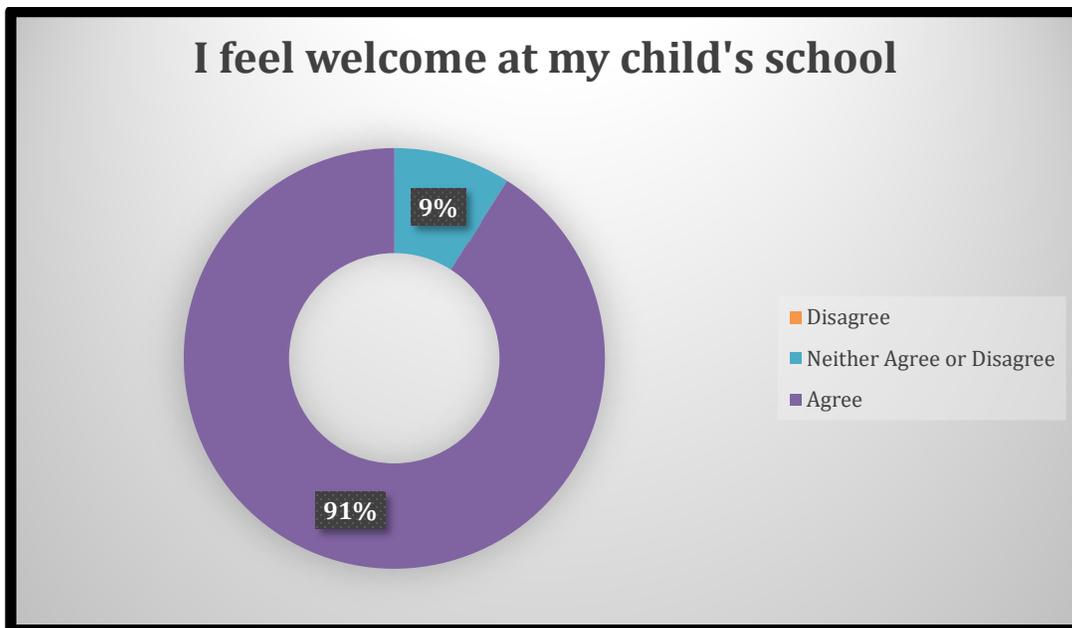
As mentioned within our Enrolment Policy (page 20), students are provided with and required to acknowledge their Rights and Responsibilities within the school.



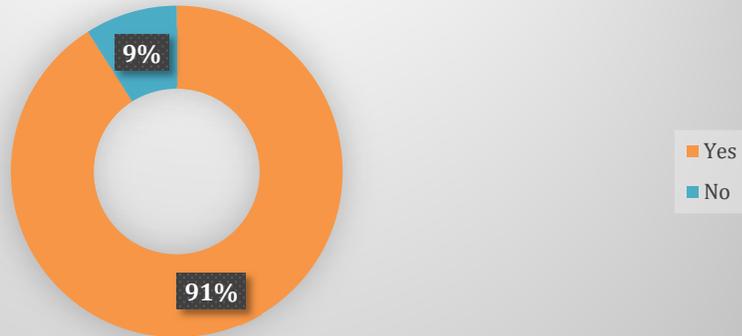
CAREGIVER, STUDENT AND TEACHER SATISFACTION

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.

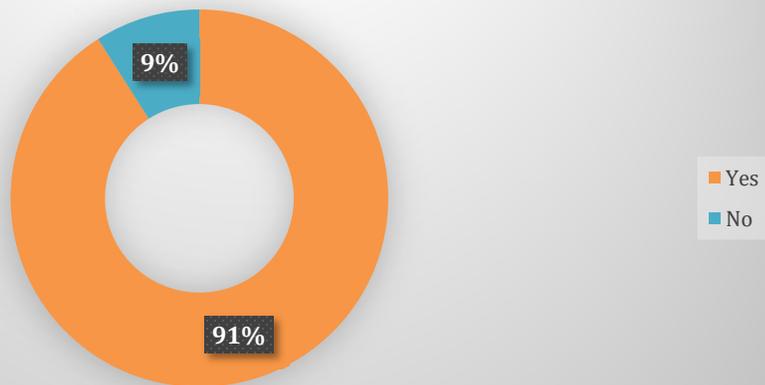
Below are the survey questions and the results from the 11 caregivers that responded.



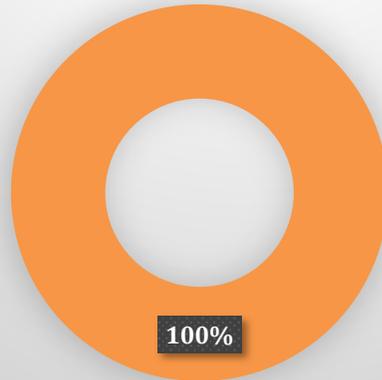
Our school is held in high regard within the community



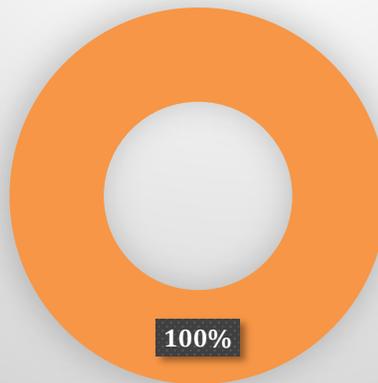
Parents agree with decisions made by our school



Written information from school is in clear, plain language



Information about student learning is shared between home and school



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

- Some of the staff make the children comfortable
- Some of the subjects ie. Music kids get a lot out of it cose it offers a lot of variety
- If there is a problem, most the time it gets sorted
- Hope for a brighter future
- Opportunity for change
- Personal growth
- Great techers
- Great principal
- Gread education
- The way students are treated
- More photos of our son on Facebook
- Respect

- Safety
- A phone call if someone is not at school
- Great communication
- Loyal
- Kind
- Good and friendly staff
- Good learning invoroment
- Grate school
- Focus on students needs
- Tolarance
- Empathy
- Some good teachers

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

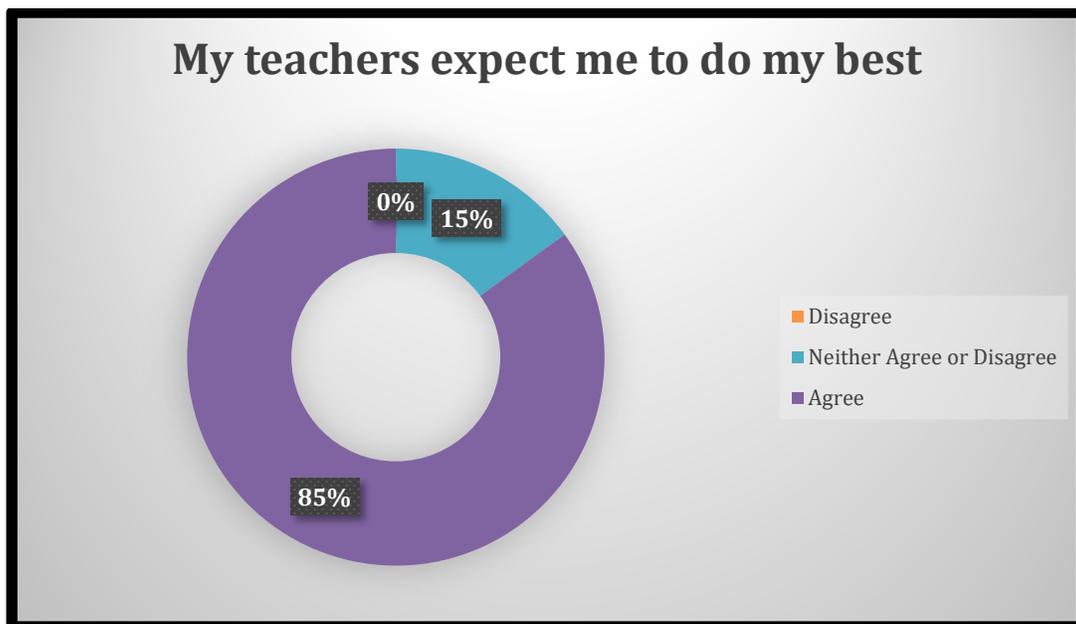
- Bullying
- Discipline
- Further help for kids that need the help to help improve their studies
- Nothing
- More gardening courses
- Doing up the gardens
- All up to date
- More carer and parent involvement
- Communication more
- Maybe let parents help out more

3. Any further comments, suggestions, or feedback?

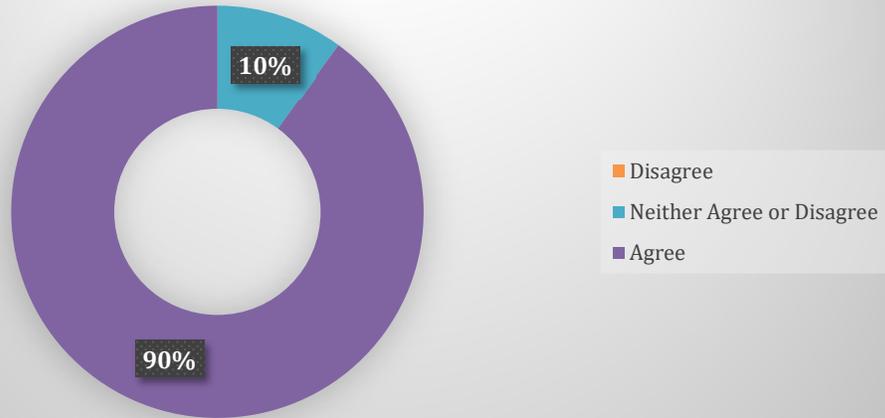
- Not needed to my knolage, alls good

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.

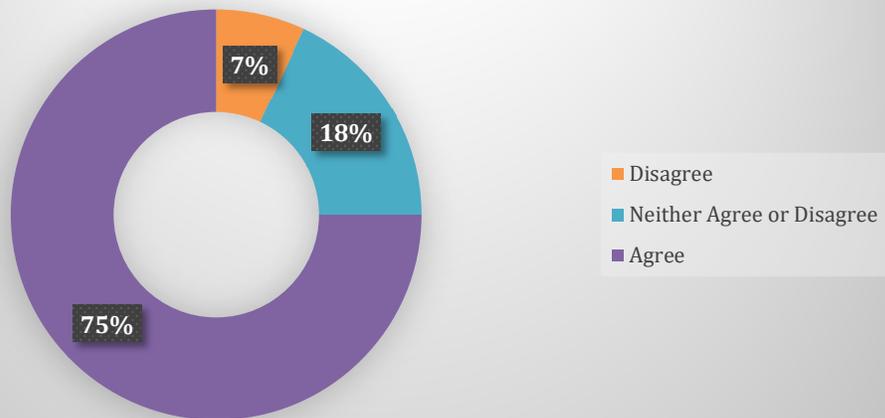
Below are the survey questions and the results from the 39 students that responded.



I feel safe at my school



I like being at my school



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 2020 Commonwealth Financial Questionnaire.

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

