

ANNUAL REPORT

2024



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 a co-educational, non-faith, 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 16 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 and Stage 6 students. Both campuses can deliver the NESA curriculum, provide the RoSA to eligible students, and are able to deliver and provide the HSC, 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.

Our Mission and Vision statements were updated this year and are now as follows:

Our Mission: Blacktown Youth College will offer an alternate avenue into education with an equal focus on wellbeing.

Our Vision: In the next five years, Blacktown Youth College will focus on motivating all students to set realistic goals and achieve their highest potential.

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 most are assigned with either two teachers or a teacher and aide in order to better cater for the individual learning needs of the student population. Students also have access to a Campus Coordinator, Wellbeing Coordinator and Counsellor at the Hebersham Campus, and a Campus Coordinator at Lawson.

The school canteen at Hebersham provides nutritious lunches at a very low cost. Both campuses run a breakfast program using donations obtained from Foodbank, parents, local businesses and other agencies. There is a free 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 several areas relating to the construction industry. In addition, we have local businesses willing to support our students by offering work experience.

The college provides an opportunity for disengaged, at-risk children to achieve positive education and wellbeing 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).

I acknowledge the traditional owners of the land upon which the school's campuses stand and where we meet, i.e. the Darug and Gandangara nations. I recognise the special relationship between the people, the land and the waters, I pay my respects to all of our ancestors, to current elders and to those to whom we entrust the future.

It is with deep sadness we mourn the passing of Councillor Tony Bleasdale former Mayor of Blacktown City Council. Tony tragically passed away on 3 May 2024. He fully understood and demonstrated that education, hard work and opportunity can change a life for the better. He provided wonderful support to BYC during his entire term as both Deputy Mayor and Mayor. He was a member of "Big Brother" which sponsored young people to migrate to Australia. He often spoke of arriving in Sydney in 1963 as a 15 year old and at first working as a bricklayer, before becoming Managing Director of a major construction industry labour hire firm. Our sincere condolences go to his wife, Nina, his children and many grandchildren.

BYC has in excess twenty years' experience in successfully delivering educational benefits to young people who are not able to attend mainstream schools for a variety of reasons. Unique programs are offered to young people aged between 12-18 years, as an alternative to mainstream high schools.

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 operates with the valuable assistance of Blue Mountains City Council (BMCC). BYC is deeply appreciative of the government and council assistance it receives.

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. The students have successfully competed in a number of external sporting events.

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.

A number of year 12 students were awarded the Higher School Certificate. Teaching the senior years allows BYC to envision potential university placements in the future.

BYC engages students through a low-pressure environment and small classroom sizes, with additional support of a teacher's aide or two teachers to each class. One on 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 may 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 they would not have otherwise had. By empowering young people, teaching a social conscience, offering meaningful school programs in the localities, health and safety issues are significantly improved.

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

The school continues 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

The student numbers continue to increase to the extent that we now have a substantial waiting list. Their commitment to learning is evidenced by an ever-increasing attendance. The end of term assembly attendance award now starts at 90% with many students over 95% with a number attaining 100%, and is spread across the entire student body.

The school recognises the importance of community in its ongoing success. It is encouraging to see more and more parents, family members and the broader community attending assemblies and taking part in events held by the college. BYC Hebersham campus has also successfully engaged with the NSW Police and its PCYC program.

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

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.

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 at the time) 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. Two former students are now working at the school.

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 NESA. Carol 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. Carol was presented with the NSW Government Award for Local Woman of the Year for 2023.

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.

In closing, a huge and sincere thank you to the members of the School Board for their time and support over the past 12 months. Their commitment to the management of BYC is helping “our kids” to have an opportunity for a future beyond what may have been.

Thank you
John Robertson

Message from the Head of School

First, and foremost, I wish to thank the Board of Blacktown Youth College; John Robertson (President), Ken Chamberlain (Vice President), Christine Robertson (Secretary), Debra Coleman (Treasurer), Robert Fitzgerald (Member) and Jo Chamberlain (Member), for their continued trust, support, and commitment over the 2024 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 often 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 BYC 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 wider school community we serve and I feel privileged to work daily with people of such a high calibre. 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. In addition to their achievements as educators and mentors, their optimistic personalities and ready laughter make our small school a happy place.

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

Dale Phillips – Campus Coordinator - Hebersham
Sally Galovic – Campus Coordinator - Lawson
Jennie Gray – Administration Manager
Samantha Bennett – Stage 6 Coordinator
Nicole Brown – Wellbeing Coordinator

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 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, especially with regards to our premises, we would struggle to operate. Sadly, our community lost Tony Bleasdale OAM, Mayor of Blacktown City, who was an honoured and regular visitor at Hebersham. His speeches at our end of term assemblies displayed his love of the area he represented and have inspired our students to demonstrate resilience and understand the value of hard work. Our heartfelt condolences go out to his wife Nina and all their family and friends.

The Hebersham campus comprises of a Food Technology facility, Technology facility, Science lab, Visual Arts room, Music room and six general classrooms which are equipped to facilitate and optimise ICT teaching/learning practices. We have also added a staff room to provide a much-needed work space for our teachers.

Our new facilities at Lawson were completed in 2023 and everyone connected to this campus were amazed at the end result. It is a small but stunning learning space, comprising of three general classrooms. Our Grand Opening was well attended by our School Board, government representatives and local Aboriginal Elders. It was enthusiastically hosted by our Lawson students.

Improving post school options is an important goal of Blacktown Youth College. A huge thank you must go out to Rooty Hill High School who allow our HSC students to undertake their exams at their premises. They go out of their way to make our students feel welcome and supported at that crucial point in their final year of high school. Links established with Productivity Bootcamp and TAFE have continued to strengthen. The School continues to promote regular and sustained school attendance, community partnership growth and student development.

I would like to express our appreciation to Foodbank NSW/ACT for the ongoing support with the School Breakfast Program. Their generosity allows us to serve over 100 breakfasts per week to our student body.

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.

Thank you,
Carol Everard



Message from the Hebersham Campus Coordinator

2024 was another successful year of learning and engagement at BYC Hebersham. Both students and staff worked tirelessly throughout the year to overcome ever-changing challenges both in and out of the classroom. We graduated eighteen 18 Year 10 students with their RoSA, one Year 12 student with their RoSA, and two students with their HSC.

Students had many opportunities during the year to take their learning outside the classroom. Our infamous Bring Your Clever excursions made two appearances through the year, on the first occasion students explored China Town in an Amazing Race type adventure, following cryptic clues through the streets until eventually arriving at a restaurant for lunch.

Later in the year Stage 5 headed to Manly for a similar adventure, finishing up with a refreshing dip and some fish and chips at Shelly Beach. While Stage 4 put their photography skills from Mandatory Technology to use in a street art hunt through the laneways of Newtown, capped off with an exploration of Japanese food to compliment their language studies.

Stage 6 Food Technology had the opportunity of exploring the workings of Messina and Chocolate Artisan while several Stage 5 students spent the day with Chefs from the National Indigenous Culinary Institute exploring the role of indigenous ingredients in food and learning about pathways for First Nations chefs.

The opportunity continued for students to represent their school and develop their strengths of teamwork and resilience. A mixed team of students representing all stages played in a Futsal Tournament against schools of a similar size from across Sydney. After a nervy start ending in a draw they went on to win all their games being crowned champions and taking home the trophy.

Our Oz Tag players also had an outing but came up against some tough opposition and couldn't repeat last year's glory. However, they persevered until the end and put in a strong effort until the final whistle, enjoying the day and learning from the challenge.

The Youth College Café opened its doors this year to great esteem and success. The Café opens each morning and is run by students for students and staff. They learn skills in customer service and handling money and digital payments; they learn barista techniques as they serve delicious coffee along with tea and hot chocolate. The aim of the Café is to introduce students to the working world in a supportive environment, equipping them with the skills and confidence that they will need to enter the workforce.

The school took on many forms throughout the year. It was transformed into its very own fairground for a fun day early in the year with rides, inflatables and even a dunk tank where students could put a staff member in the water by hitting the target. This was made possible by a grant received by the school to boost student wellbeing.

Students celebrated diversity and inclusion with their very own colour run on the school grounds. They gave back to those in need by participating in the Solar Buddy program, putting together small solar lights to be used overseas by children living in energy poverty.

We look forward to 2025, where it is hoped that students will continue to work hard and achieve their best, constantly challenging themselves and growing as a result. They will continue to be supported by a dedicated and passionate staff.





Message from the Lawson Campus

By the end of December 2024, we had marked our first full calendar year at our new Campus, although we had clocked up 18 months overall. 2024 was a year for profound reflection and above all gratitude. What a time of dynamic change, excitement, new faces, growth, challenges and support from students, staff, colleagues at Hebersham, our School Board and of course our school and local community. The pace was fast, and consistently moving forward, but we have, and continue to have, time to reflect, learn and plan as our campus steadily grows.

One of our key events of the year was the Grand Opening that was attended by our students, their families, our School Board and many representatives of local organisations, the NSW Police Force, the Deputy Mayor of the Blue Mountains, Romola Hollywood, Local Federal Member Susan Templeman. All were welcomed by Uncle Colin Locke at the beginning of formalities. Aunty Carol Cooper also joined us to congratulate us on our new campus, meet with students and the community and her presence was very much appreciated by all.

A specific point needs to be made about the official Grand Opening of our new campus and that is of the incredible involvement of BYC students from both campuses. Hebersham students went to great lengths to create the most delectable hors d'oeuvres and hot food for our guests. So much so, we had many requests for recipes for everything from hot food to the variety of home-made sauces created in the kitchens of the Hebersham campus. Our Lawson students were equally working with enthusiasm and heart, presenting the food, welcoming guests with fun games and challenges and hosting all who needed refreshments and stories about their time at our school. Students and staff are owed a resounding thank you for what they did to ensure our day was a huge success; Lawson families and carers were unsurpassed in their support also. Thank you to our whole school community.

Another very significant set of circumstances for which we must express genuine gratitude were the number of employers and industry open to supporting our students in varied opportunities for work experience. Particular thanks must be given to Thales Australia located in Lithgow, BDC Building Solutions Lawson and Tall Order Electrical Pemulwuy for hosting students and sharing their work environment with them. Students reported that they had enjoyed their experiences, been challenged by them and had been informed in ways that assisted them to make decisions about their next steps in 2025.

Along with this, staff at Lawson supported students, in extra curricula time, with research into post school employment options that culminated in real results. We had one student offered and accept a carpentry apprenticeship and another students opt for Tafe to study childcare, tertiary preparation and other courses fulltime. One student made the decision to return to mainstream education, whose parent could not thank the school enough for supporting their child while enrolled at BYC. While the staff and school gratefully accept thanks, it is the students who deserve the kudos for making brave and courageous decisions.

Throughout the year, students received great benefit from the support services and programs offered by both Street University Katoomba and Mountains Youth Services. Some students were able to participate in the RAGE program at MYST, while others received 1:1 support on site from MYST and Street Uni support workers. These integrated services provide an invaluable opportunity for us to be able to continue to support our students.

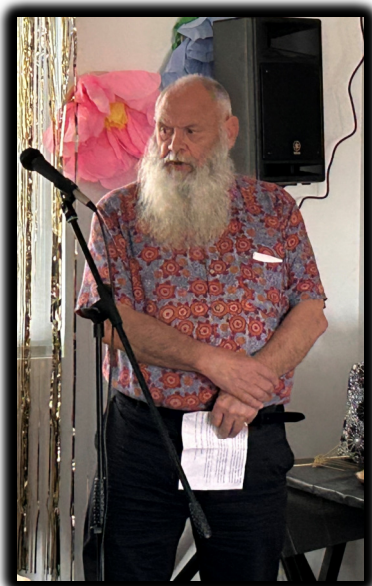
Uncle Chris Tobin has been incredibly supportive of our school, particularly in 2024. He facilitated a smoking ceremony in March for our Lawson school community which created space for mindfulness and connection. Uncle Chris then visited us again in May to share knowledge and truth telling, offering students and teachers an opportunity to listen and think about stories, relationships and how the past constructively supports our understanding of the present and how we may think about our future.

Thank you, Uncle Chris, for always making space for us with your time and knowledge.

As the Campus Coordinator of Lawson, I am in awe of the strength and expertise of my colleagues here at Lawson as well as Hebersham who we collaborate with and who support us while working toward common goals; to balance student wellbeing and students reaching their individual potential. This is both challenging and rewarding for all involved, but particularly the students.

Daily, I see at our local level in Lawson a prioritised commitment to a consistent level of professional empathy and ethical practise that results in a resilience that is an imperative protective factor in our small school. Thank you. This is the current that drove us all, students and staff alike, through 2024 and will launch us into 2025 braced for more growth, change and learning.

Sally Galovic



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. With the introduction of Food Technology in 2024, we will have our first HSC graduates of this course in 2025, offering yet another subject to enhance our learners' repertoires. As PD/H/PE is no longer on offer in 2025, we have taken up Health and Movement Science to replace this offering.

Stages 4 and 5 English and Mathematics have begun a change in the curriculum which we are very excited to adopt. Our Stage 4 Languages course also underwent rewrites to suit the needs of the new curriculum. BYC's academic programs have come a long way since then and we commit with enthusiasm to improving them even more in 2025 when further adopting the new curriculum.

Carol Everard

Message from the Stage 6 Coordinator

2024 has been the sixth 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.

Across both campuses we have 17 students entering Year 11 and a further 7 entering Year 12. Overall, retention rates have improved in the transition from Year 10 to Year 11, and majority of students have chosen to continue onto Year 12 completing Year 11 or turning 17.

Considering our student feedback, we have introduced Food Technology as another elective of study. We continue to offer English Studies, Mathematics Standard 1, PD/H/PE, Spanish Beginners, Visual Design, Exploring Early Childhood and Sport, Lifestyle and Recreation. We have begun to implement and strengthen Life Skills courses for approved students in English Studies, Mathematics Standard 1 and PD/H/PE. Excitingly, students completing their HSC who have chosen our 5 Board Endorsed courses will be eligible to receive ATARs and potentially enter university or further formal study directly from High School.

Our students continue to learn through practical parenting tasks with RealCare Baby 3, creating astounding pieces of art, learning skills for physical health and fitness, and continuously building literacy and numeracy skills. Stage 6 students continue to attack their education with persistence and resilience.

All our Stage 6 students have attempted to complete the required Minimum Standards testing for literacy and numeracy. Our students work tirelessly to show improvement and demonstrate these standards across the board. All Stage 6 students have shown skills in different areas and demonstrated growth since their NAPLAN testing in Year 9, many have reached relevant reading milestones, and most are predicted to meet writing and numeracy requirements prior to their graduation.

We are looking forward to HSC examinations, graduations, formal celebrations, the introduction of Health and Movement Science to replace PD/H/PE and the transition of our next group into their HSC year.

Samantha Bennett



Message from the Wellbeing Coordinator

In 2024 we focused on teamwork, communication and inclusion. Along with our day-to-day conversations and activities, we continued with our lunch club where students could relax and participate in a variety of games and crafts. Students worked together by sharing, taking turns, looking after tools and equipment and learned essential communication skills for talking to people outside of their normal friendship group. We will be continuing our lunch club next year and hope to see many more students take the opportunity to build their personal skills.

It's always wonderful to work with students interested in obtaining casual work while they continue with their education. We have been able to support them through job seeking skills, resume writing and role-play activities such as mock phone and in-person interviews. 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 website's students looked at include:

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

We are so pleased to see many of our young people taking part in the world of work and developing skills for their future!

In August, 2 of our students joined 80 young people from 17 schools at the Blacktown City Council Youth Forum. Our student focus was homelessness, and the proposal put to council to help address this issue was excellent. Presenting their speech to the Mayor, councillors, and peers was a daunting task, but they stepped up to the challenge and received rousing applause.

2024 was a great year and I can't wait to see what 2025 brings and how can work together to achieve your goals!

Nicole Brown



SCHOOL CAMP

December 2024 saw a new destination for our school camp. Although Port Stephens had served us well for the past few years, this year we opted for something a little different. A similar format was applied with students earning the right to attend the 2-night 3-day camp by showing a good pattern of attendance along with positive engagement in class and satisfactory behaviour. A total of 27 students were fortunate enough to avail themselves of this fantastic opportunity, which is completely funded by the school, with no expense passed onto students.

The idyllic North Narrabeen was this year's destination with students staying in self-contained cabins at the Lakeside Holiday Park. After making the short drive students began their day at the beach. This is always a winner with a collective fondness for an opportunity to play in the waves and relax on the sand. After a picnic lunch students headed to their accommodation to get settled in and stock their fridges for the days to come. Next up was kayaking and fishing at the lake, with all the students having a go with these accessible activities. Some became so involved in fishing they didn't want to leave their fishing spot to get themselves ready for dinner.

The Seaside Eatery welcomed us for an Italian feast with students enjoying an array of pasta and pizza followed by some delicious gelato. After time unwinding in their cabins students headed for bed after an enjoyable first day. At first light on day two we had some with a newfound passion for fishing rising early to try and beat their catch tally from day one. Students cooked their own breakfast in their cabins and then headed back to the beach for a few hours of fun. After lunch it was another chance for kayaking and more fishing at the lake. Dinner on day 2 was burgers prepared and cooked by staff on the park's BBQs. Students spent the night sitting on their verandahs playing cards, listening to music or playing catch.

The final day had some spend their final morning back at their new favourite fishing spot. After packing their bags and tidying their cabins they returned to the beach for their last few hours. They enjoyed a final meal of fish and chips from a local takeaway before they were back on the bus for the trip home. Although unlike previous camps there were less organised activities, many preferred the laid-back nature of this style of camp, especially the fishing.



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 2024. NESA were also advised the details of 'N' Awards given where students did not meet the minimum course requirements.

In 2024, a total of 2 students from the Hebersham campus were eligible to receive their HSC qualification, 1 student, also from the Hebersham campus achieved a Year 12 RoSA for 3 courses.



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 2024. NESA were also advised the details of 'N' Awards given where students did not meet the minimum course requirements.

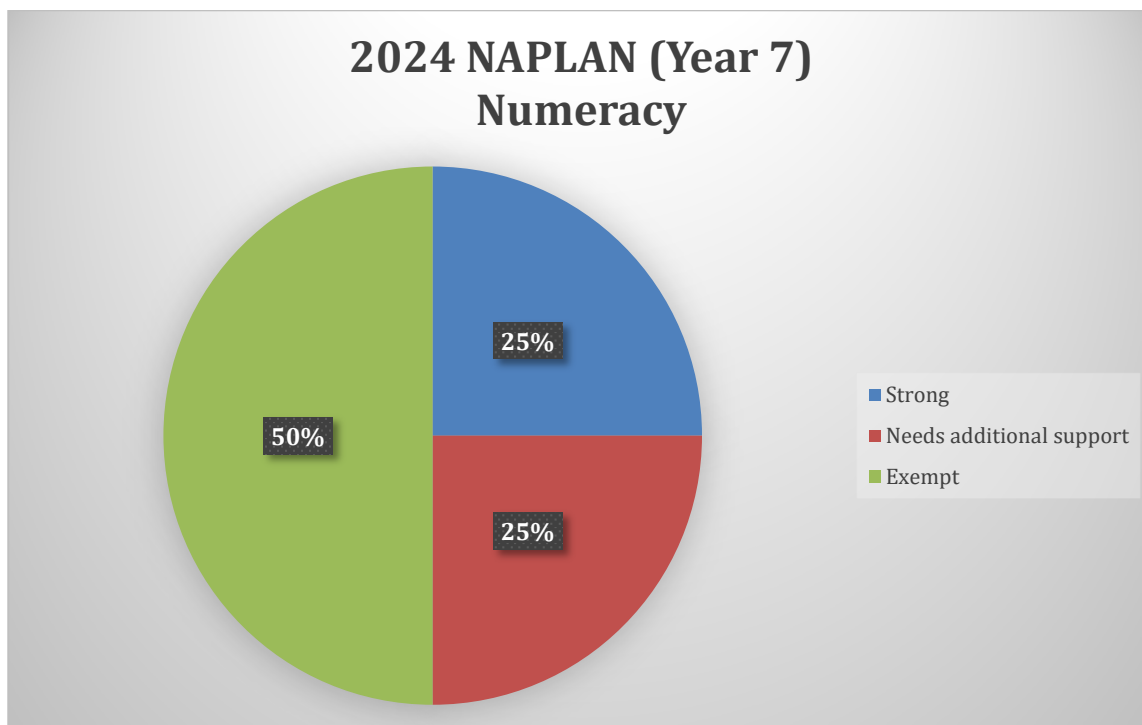
In 2024, a total of 24 students; 18 from the Hebersham campus and 6 from Lawson, were eligible to receive their Year 10 RoSA. Students were either given or posted their eReport containing their end of year grades.



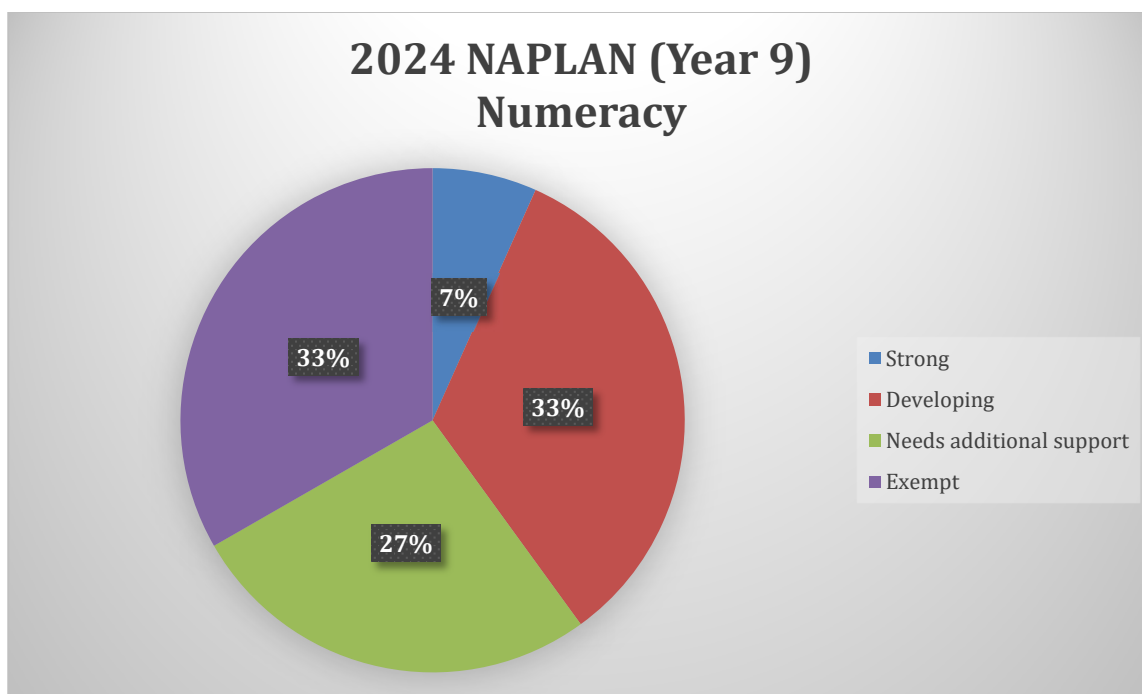
NAPLAN

Hebersham campus participated in NAPLAN testing in 2024, Lawson campus did not have any students required to participate at the time of the examinations. For Year 7 and Year 9 the following results were achieved:

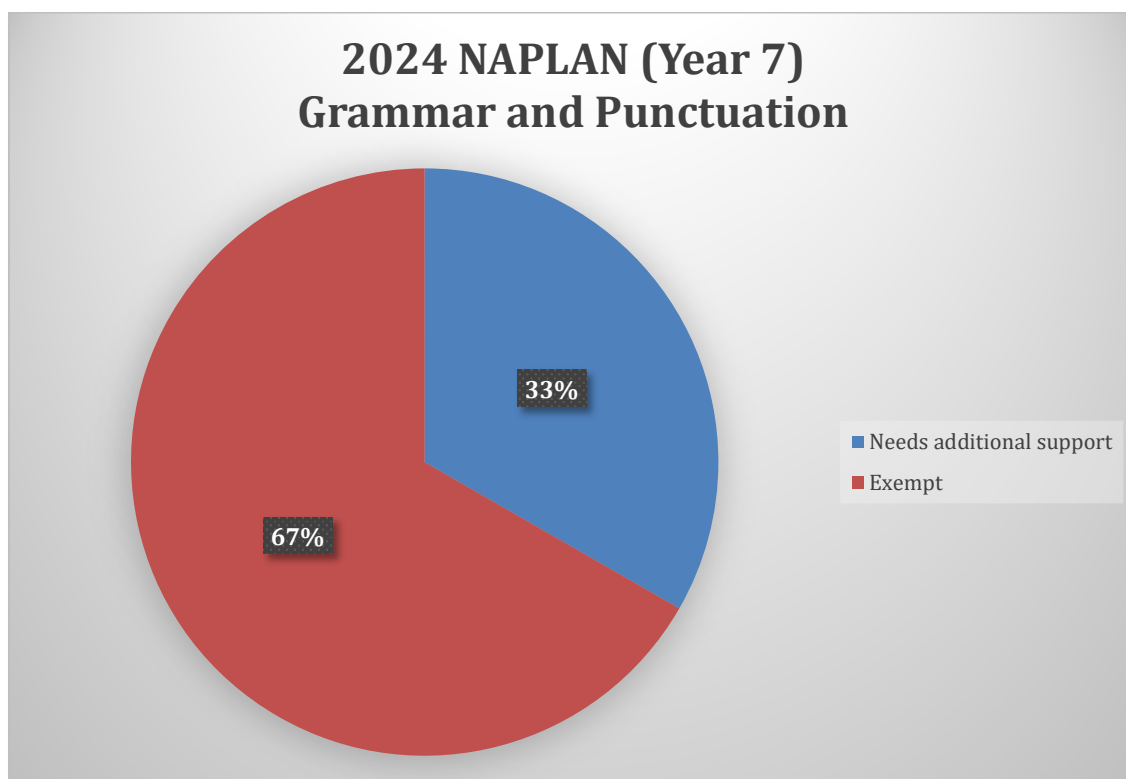
Numeracy (Year 7)



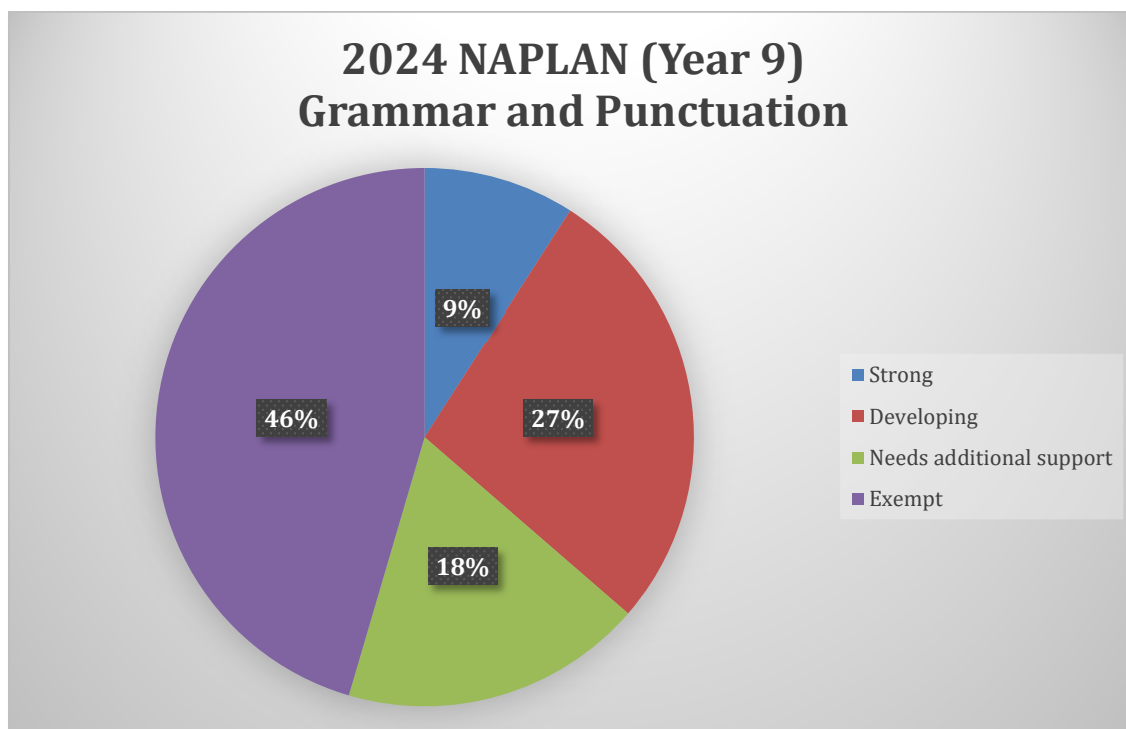
Numeracy (Year 9)



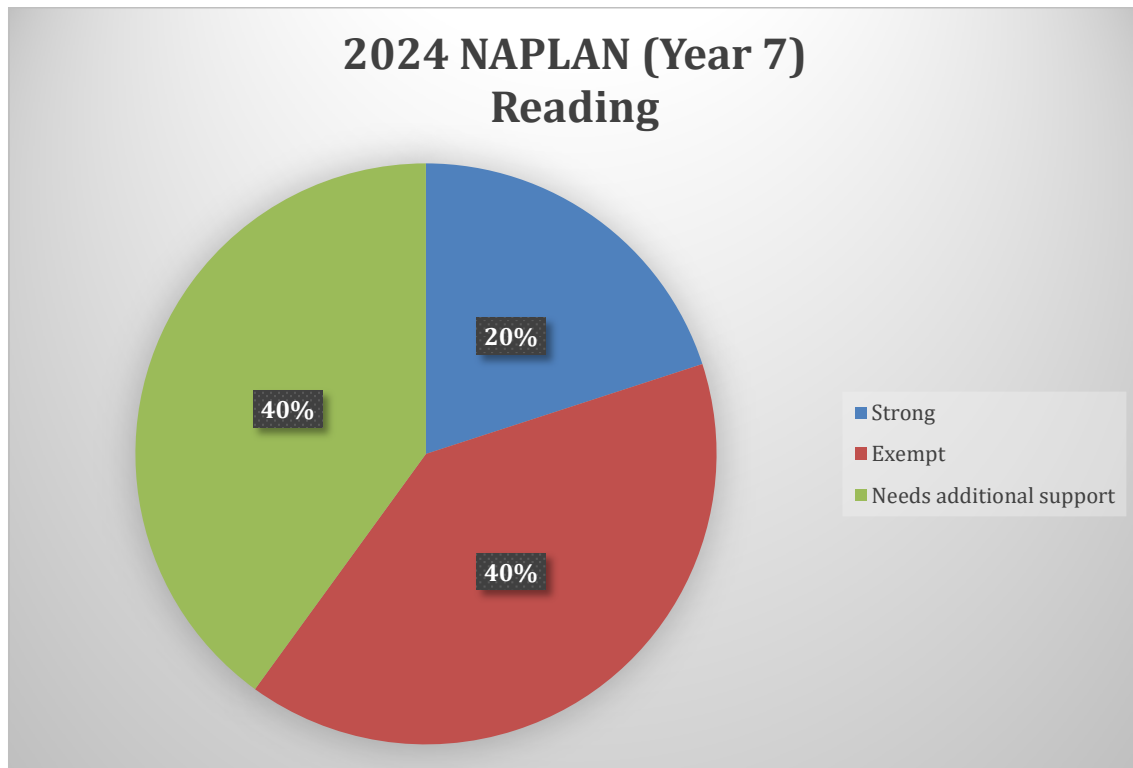
Grammar and Punctuation (Year 7)



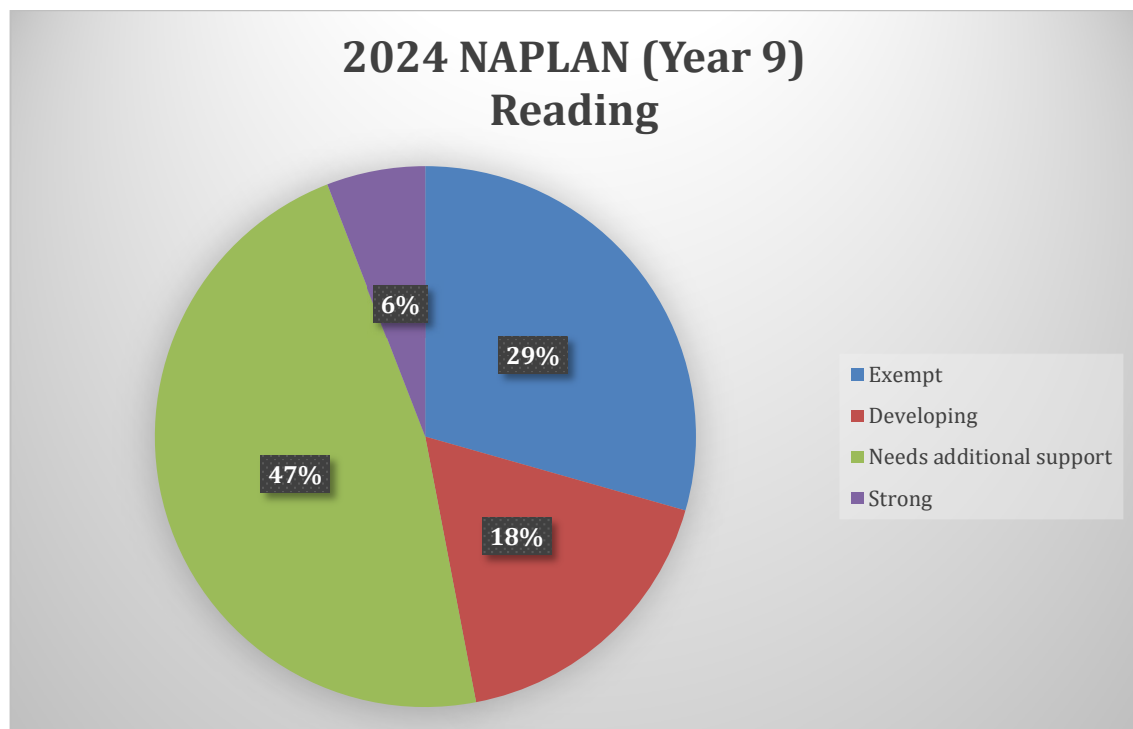
Grammar and Punctuation (Year 9)



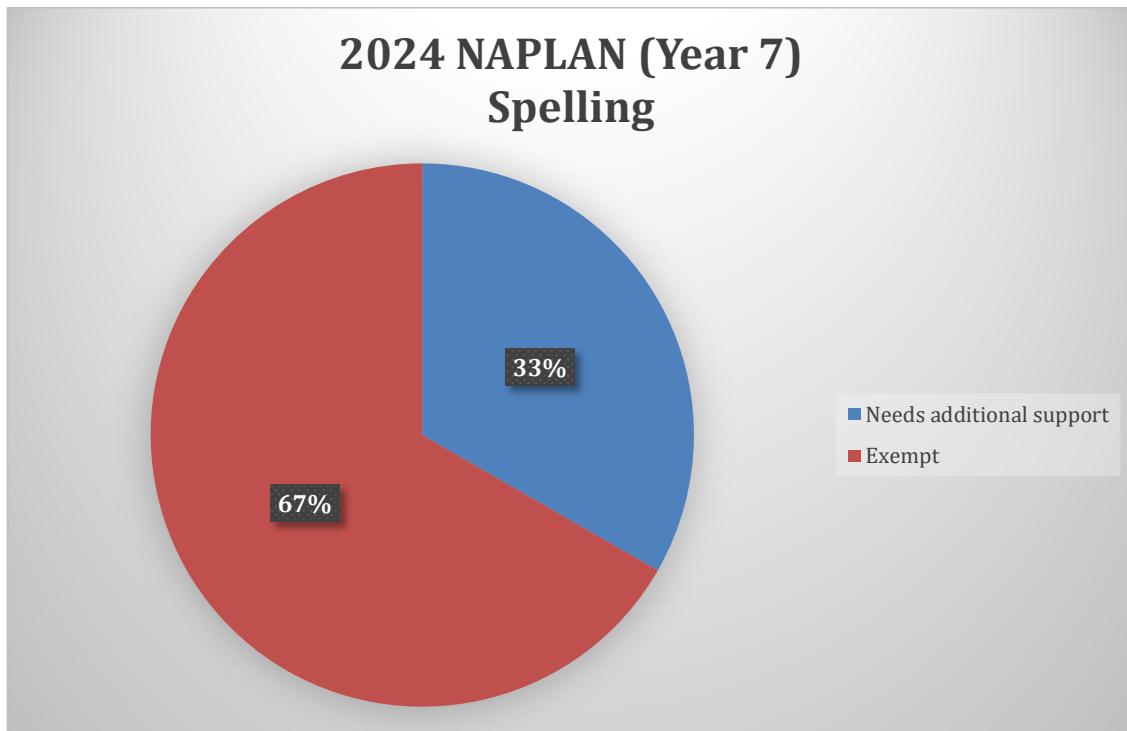
Reading (Year 7)



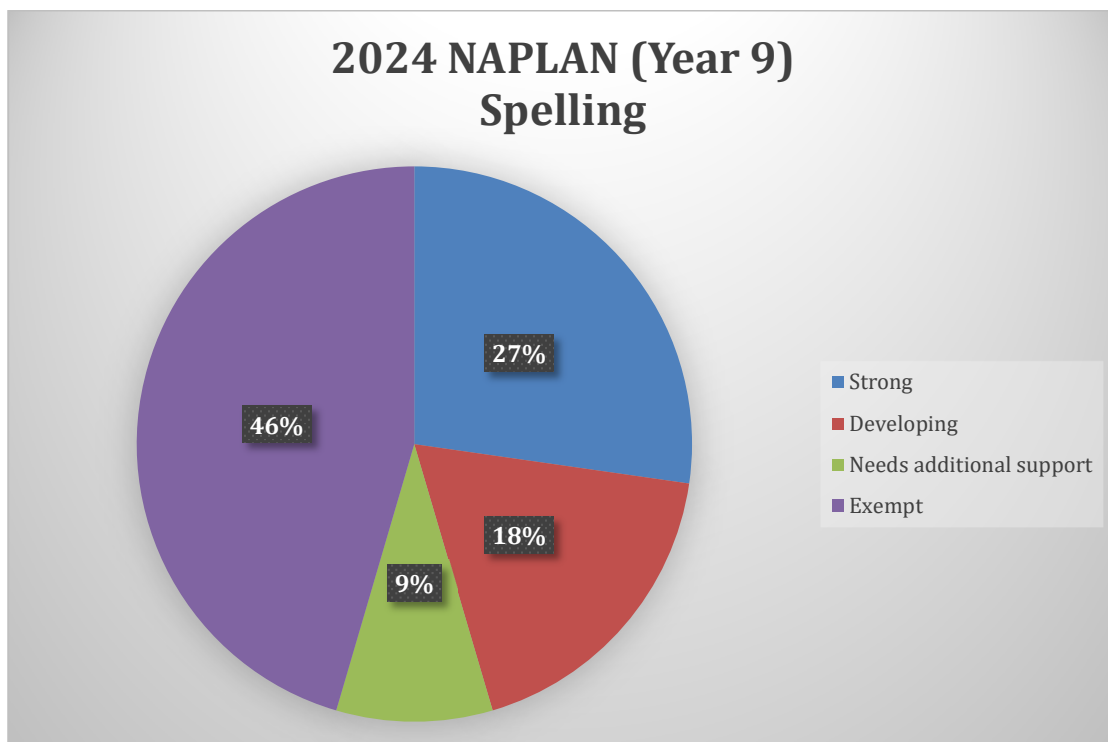
Reading (Year 9)



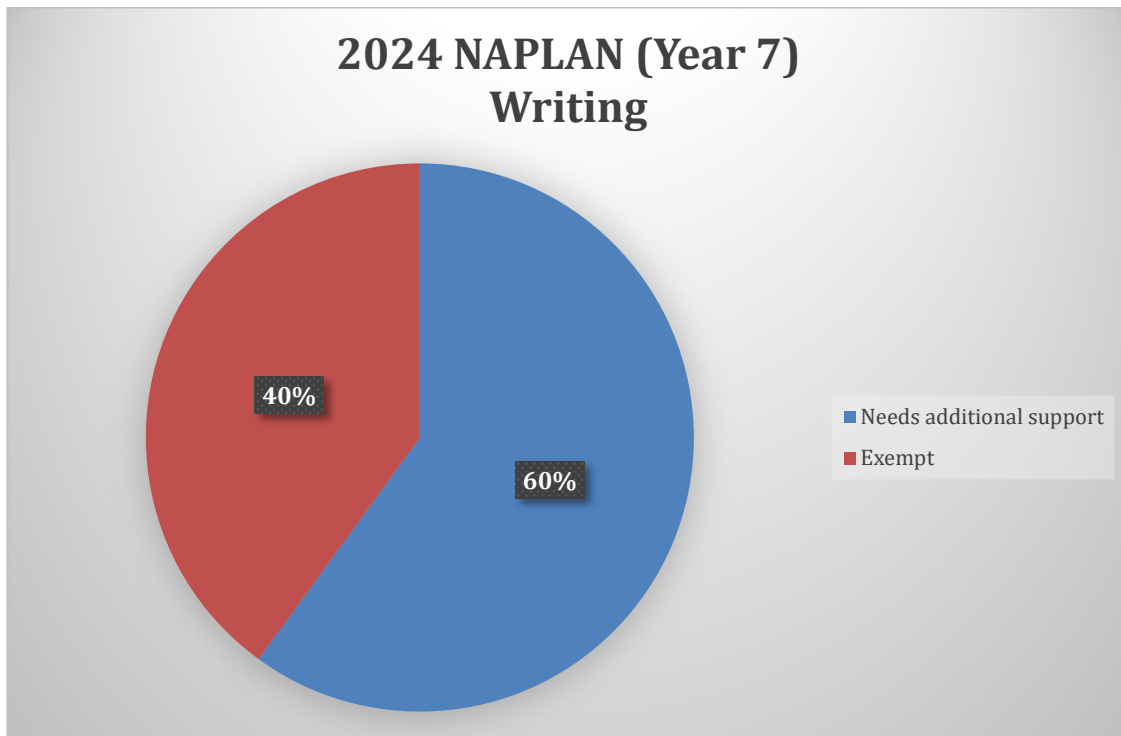
Spelling (Year 7)



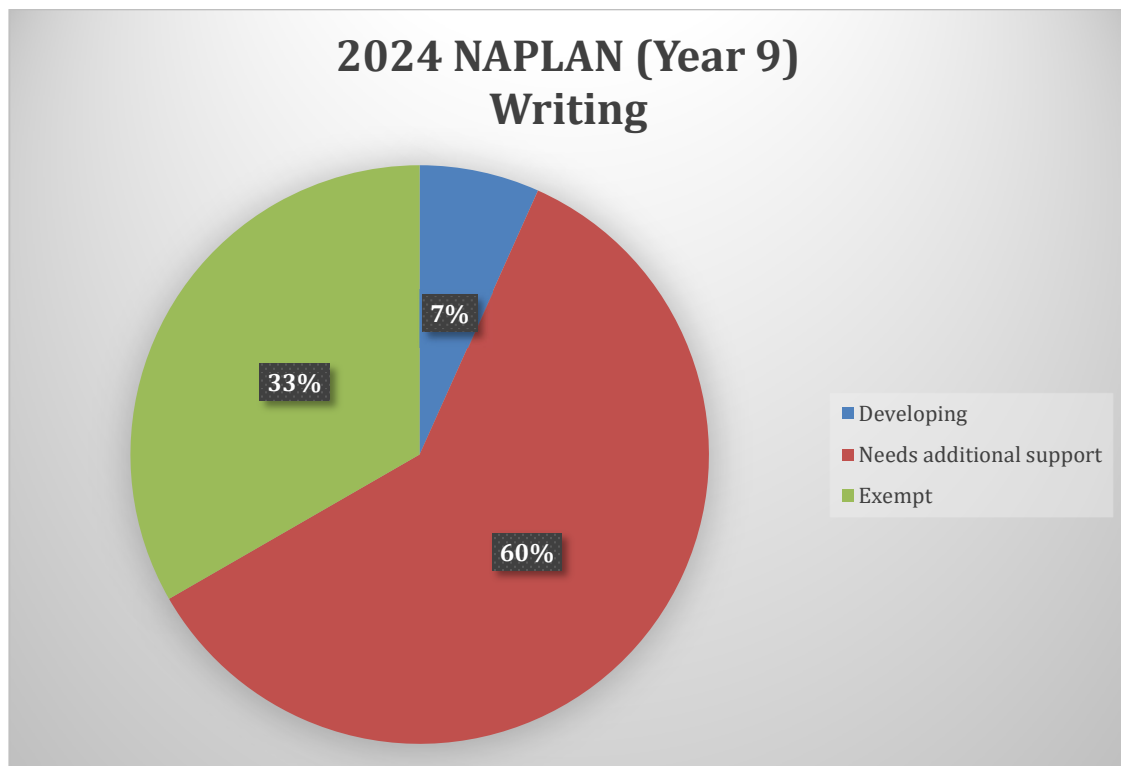
Spelling (Year 9)



Writing (Year 7)



Writing (Year 9)



PROFESSIONAL LEARNING AND TEACHING STANDARDS

In 2024, 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

Risk Assessment & Management in Schools: Child Protection & Mental Health	1
Take Charge - Mental Health eLearning Program	1
AUSactive Career Ambassador Episode 1	1
Work Safe Work Well	1
Supporting Effective Communication Module	1
Creating Safer Independent Schools	36
Food Safety Supervisor	1
SIRRFSA001 Handle food safely in a retail environment	1
Teacher PL - Online safety consideration for generative AI in education	1
Basic use of Google Workspace for Education Fundamentals	1
Intermediate use of Google Workspace for Education Fundamentals	1
Understand	1
Supporting Assessment: Experienced RAP Users/Teachers	1
Supporting Assessment: RAP & the Standards for Proficient Teachers	1
Understanding & Applying the HSC Standards: For Teachers	1
Connect	1
Include	1
Classroom Management Fundamentals	1
Health and Movement Science 11-12	1
Disability Standards for Education for Education Leaders Pt. 1	1
Disability Standards for Education for Education Leaders Pt. 2	1
Curriculum planning for every student in every classroom	1
Green Means Go! Stage 4 & 5 Road Safety Exploration	1
Partner	1
Am I ready for Experienced Teacher accreditation?	1
Aboriginal Cultural Education - Let's take the first step together	1
Aboriginal Spirituality	1
Administration of YARC Passage Reading Assessment (Secondary)	1
RAGE - Re-navigating Anger & Guilty Emotions	2
English 7-10 Professional Learning	1
Mathematics 7-10 Professional Learning	1
Aboriginal Languages K-10 Professional Learning	1
Understanding & Applying the HSC Standards: For Teachers	1
Supporting Students to Manage Dyslexia	1
Supporting Students to Effectively Manage Exam Stress	1
Supporting Students Experiencing Trauma	1
Supporting Students with ADHD as a Relief Teacher	1
Supporting Students with Dysgraphia	1
De-escalation Strategies for Challenging Behaviors	1
Supporting Students with Dyscalculia	1
Art History in Secondary Art Room	1
Implementing Formative Assessment Strategies	1
Behaviour Management with a High School Focus	1
Supporting Students with Autism Spectrum Disorder	1
Filmmaking 101	1

Blacktown Youth College spent a total of \$20, 254.52 (GST excl) on professional learning and development in 2024.

Teaching Standards

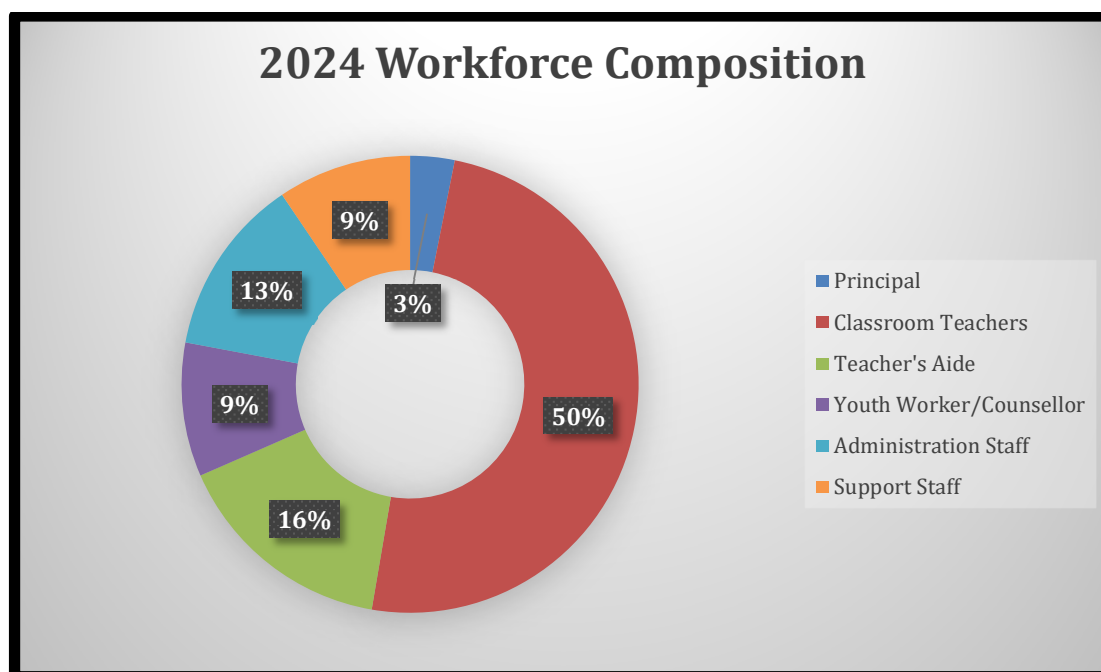
All teachers at Blacktown Youth College satisfy NESA requirements for qualifications. Of the 16 teaching staff employed at the end of the 2024 school year, 15 were fully qualified registered teachers with 1 teacher being provisional.

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	16
(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

The chart below reflects the Workforce composition that was at Blacktown Youth College as at the end of the 2024 school year.



The National Education Agreement requires schools to report on the Indigenous composition of their workforce. Of the above staff, 3 self-identified as being Indigenous.

STUDENT ATTENDANCE AND RETENTION RATES

Attendance

Our attendance rate decreased slightly from 2023 (66.5%), with our overall rate for 2024 being 62.83%.

Overall, the percentage may appear to be low compared to other schools, however, 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. We have also seen a significant rise in the number of students who require additional supports and structures to help them with school engagement.

2023 Attendance			
School Year	Boys	Girls	Overall
07	62%	52%	58%
08	69%	55%	60%
09	64%	64%	64%
10	66%	66%	66%
11	61%	65%	64%
12	61%	68%	65%

Management of Non-Attendance

We have implemented several initiatives to encourage regular school attendance patterns. This includes:

- 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 most of our cohort have been, prior to enrolment at BYC, habitual non-attenders.

In addition, we notify caregivers daily 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.

We also refer to agencies such as Department of Communities and Justice, 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 15 graduates: 14 from Hebersham and 1 from Lawson. 10 students went on to Year 11 across both campuses. Overall, 73% of our total Year 10 graduates were retained.

POST-SCHOOL DESTINATIONS

Post-School Destination	No. of Students
Year 11	17
Repeat Year 10	3
Employment	0
Other Education	3
Unknown	2

CHARACTERISTICS OF THE STUDENT BODY

The table below is a summary of student enrolments as at the end of the 2024 school year:

Age	Males	Females	Not Stated	Aboriginal Students	Aboriginal Students %
12	1	1		0	0%
13	8	5		9	69%
14	11	13		11	46%
15	9	10		2	11%
16	7	12		4	21%
17	3	5		1	13%
18	2	0			0%
Total	41	46	0	27	31%

A total of 33% of Stage 4 enrolments, 29% of Stage 5 enrolments and 63% 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 Policy and Procedures, Complaints Policy for Students, Caregivers and the Wider School Community, School Visitor's Policy, Social Networking Policy, Enrolment 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 Enrolment Officer 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 Enrolment Officer 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, and introduce the applicants to available executive staff, including the HOS.
- d) The Enrolment Officer 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 relevant staff, will decide to approve or deny enrolment.
- g) The Enrolment Officer 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 school's 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 the 30th June within that school year.

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 Administration 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

Attachment/s include:

Chart of Student Rights and Responsibilities (refer to page 4)
Student Monitoring Form
Incident Report Form
Blacktown Youth College – Behaviour Monitoring Card

This document should be read in conjunction with, but not limited to the following other related policies and procedures:

Student Attendance
Complaints Policy for Students /Caregivers and the Wider Community

Relevant government legislation impacting on policy content: N/A

Endorsed: September 2020

Revised: September 2022 (Administrative purposes)

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.

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 right to be safe.	I have the responsibility to contribute to school's safety, by not verbally or physically threatening, bullying, or hurting anyone.
I have the right to expect my property to be safe.	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 right to learn without disruption.	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 right to expect staff to be punctual and participate in required activities.	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 (**ATTACHMENT 1**).

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 consider:

- whether the conduct should be reported to any authority eg) the Police and/or the Department of Communities and Justice (DCJ). If it is reported to the Police and/or DCJ, not further inquiries should be undertaken pending the outcome of the Police and/or DCJ inquiries (including interviewing any person).
- developing a risk assessment to determine whether the student/s that are the subject of the allegation/s should remain at school pending the result of the investigation.
- whether any wellbeing support is required and implement appropriate arrangements if necessary
- if the matter does not require reporting to the Police and/or DCJ, or those bodies have cleared the school to

commence its inquiries, appointing a senior staff member to assist with the investigation of the allegation

- all incident reports detailing allegations, including witness statements (**ATTACHMENT 2**),
- view any CCTV footage that may be relevant to the inquiry
- meeting with student/s and caregiver/s 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 Monitoring Card (**ATTACHMENT 3**) - 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

Attachment/s include:

This document should be read in conjunction with, but not limited to the following other related policies and procedures:

- Behaviour Management and Support Policy
- Anti-Bullying Policy
- Child Protection Policy
- Whistleblower Policy

Relevant government legislation impacting on policy content:

Endorsed: 29th September 2020

Revised: May 2022 (Administrative purposes)

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 Head of School (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 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.

OVERVIEW OF A SAFE AND SUPPORTIVE ENVIRONMENT

Attachment/s include:

This document should be read in conjunction with, but not limited to the following other related policies and procedures:

- Alternative Staffing Policy
- Anti-Bullying and Harassment Policy
- Behaviour Management and Support Policy
- Child Protection Policy
- Code of Conduct Policy and Procedures
- Communication Policy
- Complaints Policy for Students, Caregivers and the Wider School Community
- Critical Incidents and Emergency Policy and Procedures
- Duty of Care Information and Guide
- Emergency Procedures: Evacuation, Lockdown and Lockout
- Enrolment Policy
- Excursion Policy
- Family Law Guide
- Homework Policy

- Medical Treatment Policy and Procedures
- Pastoral Care Policy
- Premises and Facilities Policy
- Privacy Policy
- School Visitor's Policy
- Student Attendance Policy
- Student Leadership
- Work Experience Policy

Relevant government legislation impacting on policy content:

Please refer to each individual policy

Endorsed: April 2019

Revised May 2022 (Administrative purposes)

General

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.

Support

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.

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:

- appropriate levels of supervision including on-site and off-site activities;
- security of buildings;
- procedures in case of fire critical incidents ie. evacuation/lock down;
- use of grounds and facilities;
- 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

Complaints and Grievances

BYC has in place processes for dealing with complaints and grievances raised by students and/or caregivers. These processes will incorporate, principles of procedural fairness.

(Refer to Grievance/Complaint Policy for Students, Caregivers and Greater School Community)

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.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

In June 2023, BYC had a NESA inspection for the renewal of registration for Years 7 to 12, accreditation for RoSA and HSC and continued recognition as a Special Assistance School. The results were continued registration until 31st December 2028. 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.
- Classwork designed around individual student needs.
- Participation in the COVID Intensive Program
- Recognition for achievement, improvement, and effort in all subject areas.
- Acknowledgement and/or participation in; Sorry Day, NAIDOC, Anzac Day, Science Week, Bullying? No Way! Day, Children's Week, R U Ok! and Remembrance Day.
- Regular themes encouraging attendance, education, community, and wellbeing.

Staff Development and Training

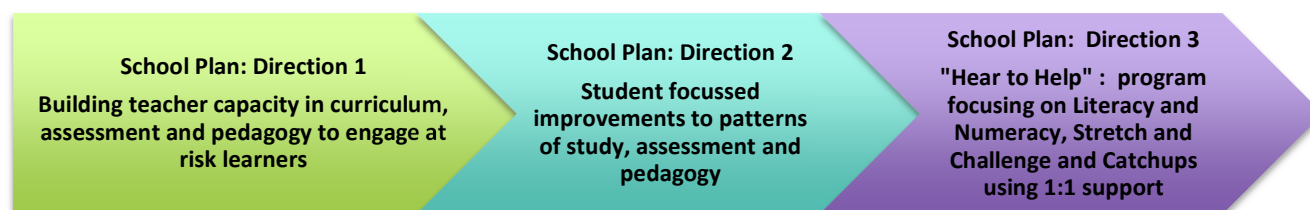
- Increase in the number of teachers who plan, implement, evaluate and take responsibility for their own teaching program/s.
- Increase in the number of teachers who keep accurate records of student attendance and performance for the classes they teach.
- Continuation of formalised teacher meetings.
- 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 term assemblies.
- Biannual parent/teacher interviews.
- School Facebook page.
- Regular SMS notices and updates.
- Display of student work in various locations.
- Regular themes encouraging attendance, education, community and wellbeing.
- Continued connection with government bodies and agencies.

School Plan

2024 marked the beginning of an updated, three-year School Plan. We decided that Directions 1 and 2, should be continued as these goals are the backbone of our school culture. We have introduced a new method of support; "Hear to Help", offering individualised and small group assistance to identified students; we are looking forward to seeing what results this program will provide over the next few years.



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 and our Stage 5 students have been operating the Youth College Cafe. These areas encourage the development of teamwork, organisation, budgeting, money handling, advertising, and communication skills. They were successful in their endeavours, exceeding their financial goals and learning valuable strategies which will follow them into adult life.

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

CAREGIVER, STUDENT AND TEACHER SATISFACTION

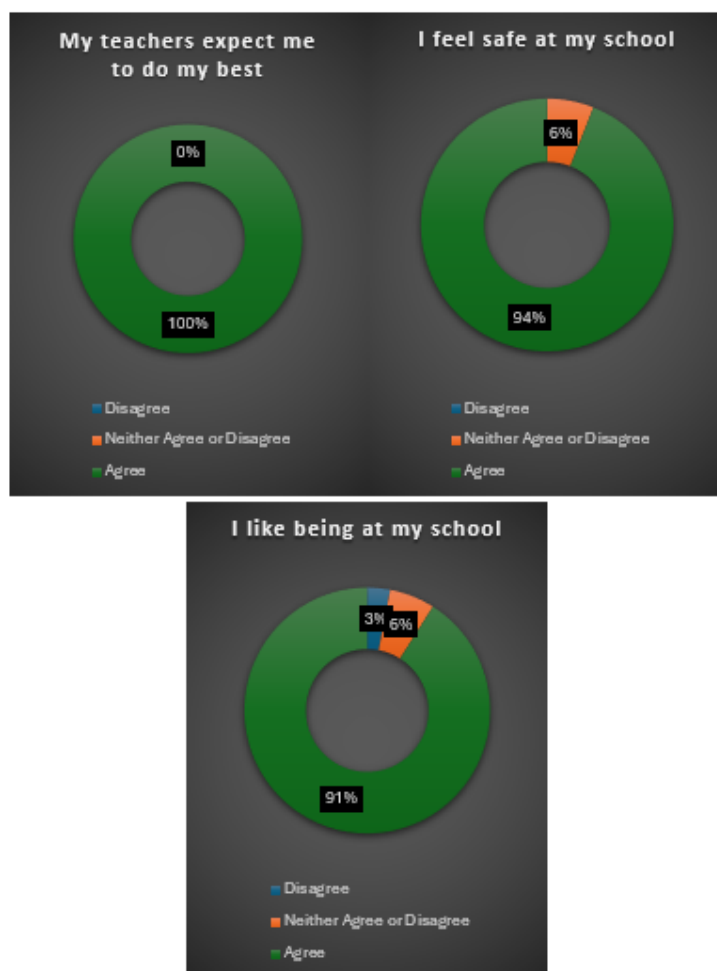
At Blacktown Youth College, parents, students and teachers are asked each year to comment on their satisfaction with the school. This is done through participation in focus groups, caregiver surveys and informally at school presentations and parent/teacher interviews.

Below are the survey questions and the results from the 1 caregiver that responded.



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 give 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 33 students that responded.



Generally, 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 2024 Commonwealth Financial Questionnaire.

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

