

ANNUAL REPORT

2022



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 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 (Non-ATAR) to eligible students.

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

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

PHILOSOPHY

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

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

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

Classes are small and 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 Wellbeing Coordinator and School Counsellor at the Hebersham Campus, and a School Coordinator at Lawson.

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

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

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

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

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

The school administers its operations from its main campus at Hebersham, Western Sydney, which is on land owned by the NSW government and managed by Blacktown City Council. The Lawson Campus operates with the valuable assistance of Blue Mountains City Council (BMCC), which is very supportive of the school's role in the community. BYC is deeply appreciative of the government and council assistance it receives. BYC has successfully negotiated with BMCC to secure a change to larger premises near the existing Lawson campus, while the building work has been completed; we do not yet have an Occupation Certificate. Once we take possession early in 2023, BYC will be able to provide even greater opportunities for students from Years 9 to 12. This will be a real plus for the Blue Mountains community and its youth.

The campuses cater for young people who are not able to attend mainstream schools for a variety of reasons. These include behavioural influences such as ADHD, autism, social integration issues, disturbed home life and/or poor behaviour and attendance at previous schools. Unique programs are offered to young people aged between 12-18 years, as an alternative to mainstream high schools, where many of our students struggled.

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

Proving to be particularly successful is the BYC mentoring program, with staff primarily dedicated to assisting students pursue TAFE courses, work placement, apprenticeships and traineeships and the like. BYC successfully introduced Years 7 and 8 in 2015, allowing earlier interaction with struggling students. The student numbers have since grown

as the need increases and BYC provides a real and tangible benefit by giving struggling students consistency in their education.

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

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

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

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

BYC offers these young people a second chance at education and life by working in co-operation with the region's high schools and community groups to provide educational and social developmental opportunities. This is done by empowering young people, teaching a social conscience, reducing opportunities for committing crime and reducing/eliminating drug and alcohol use. If our students were not positively engaged within the school community, there is a high likelihood of adverse social and community impacts. By offering meaningful school programs for young people in the localities, health and safety issues are significantly improved.

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

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

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

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

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

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

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

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

There have been visits from previous students who found their schooling (and indeed lives) re-ignited by BYC and

went on to other high schools (BYC had no Year 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.

Congratulations must also go to the college staff (and particularly the Head of School, Ms Carol Everard) for regularly and comprehensively meeting the compliance requirements for NESAs. 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. 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 thanks to the members of the Board for their time and support over the past 12 months, often going above and beyond the call of duty. 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), Pat Cirillo (Vice President), Christine Robertson (Secretary), Debra Coleman (Treasurer), Ken Chamberlain (Member) and Jo Chamberlain (Member), for their continued trust, support, and commitment over the 2022 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. Each of them is acutely aware that a safe and supportive environment, where our students feel secure and cared for, is the foundation for all learning. When that backdrop is in place, education becomes possible.

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

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

Sadly, 2022 will be the last year that I will have the pleasure of working with Tom Cutts, as he and his family have decided to relocate. Tom has supported BYC in many ways; initially as a teacher, then as Curriculum Coordinator and lastly as Campus Coordinator – Lawson. On many occasions I have leaned on Tom and know that he is greatly respected by his students, both past and present, his colleagues, and many people in the greater school community. I wish him the very best in all his future endeavours.

On a happier note, I am pleased to announce that Sally Galovic will be taking up the role of Campus Coordinator at Lawson in 2023. Sally commenced with BYC as a teacher in Term 4 and is enthusiastic about leading the campus towards future growth, hand in hand both with staff and students.

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. Tony Bleasdale OAM, Mayor of Blacktown City,

is an honoured and regular visitor at Hebersham. His speeches at our end of term assemblies display his love of the area he represents and have inspired our students to demonstrate resilience and understand the value of hard work.

The Hebersham campus comprises of a Food Technology facility, Technology-Woodwork facility, Science lab, art studio, music room and five general classrooms which are equipped to facilitate and optimise ICT teaching/learning practices. The facilities at our Lawson campus have not changed but we will, with the continued support of the Blue Mountains City Council, be relocating to the old Rural Fire Service in 2023.

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.

Carol Everard



Message from the Hebersham Campus Coordinator

2022 saw an uninterrupted year of learning at BYC Hebersham. Students refocused on their academic goals with many working beyond expectation to put themselves in a great position by years end. We graduated 23 Year 10 students with their ROSA and 8 Year 12 students with their HSC. The journey toward these accomplishments were all but straight forward, as these students were heavily impacted in previous years with learning from home protocols. As is often the case, change is inevitable. However, within a small school environment this change is felt at a greater degree. During the year we said goodbye to several long serving staff members. It is not easy to replace the knowledge and experience that has left but as is the case with BYC new staff members are made to feel welcome and supported through their transition into a new school. BYC aims to create a cohesive work environment for all it's staff members in the hope this this will lead to high staff retention. This is of great importance as our students require consistency to aide in their development.

There has been a continued focus throughout the year on maintaining an aesthetically pleasing and clean school. Students are encouraged to take pride in their school and look after it. Vandalism of school property is an at all time low and is a rare occurrence. Students have worked on group and individual artworks which are proudly displayed on the school grounds. They are continually coming up with ideas on how to make the school better. These ideas are managed through the School Representative Council which currently has 5 members from across our different year groups.

Students have expressed their desire to further represent their school by taking part in competitive sport. Students are currently training for OZ Tag twice a week with the intention of entering a team into a local OZ Tag competition in 2023. This provides students with a great opportunity to work together with a common focus and build on their teamwork and resiliency.

Looking forward to next year 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.

I would like to acknowledge the departure of the Lawson Campus Coordinator, Tom Cutts. Tom worked at the BYC for 7 years, he was a fantastic colleague to all that had the opportunity to work with him. He will be dearly missed by both staff and students. We wish Tom well with his future endeavours and thank him sincerely for all his great work at Blacktown Youth College. At such a small campus, this will be a significant transition for the students.

Dale Phillips



Message from the Lawson Campus

2022 at Blacktown Youth College Lawson commenced with a very promising start! Unfortunately, due to the extremes of La Nina and torrential rain, the school building was impacted by flooding through the roof during Term 1 Week 1, this required us to close the campus for repairs. Teachers designed and compiled work for remote learning for the students enrolled at the college.

For the majority of Term 1, work packs were delivered to mailboxes from Lithgow to Penrith and beyond, representing our geographically diverse students here at BYC Lawson. Towards the end of the term, staff worked from facilities provided by Mountain Youth Services, Katoomba. During this time students were able to have face to face lessons with staff and carry out learning tasks. The students at BYC Lawson and staff demonstrated flexibility towards teaching and learning as well as resilience during this time.

From the beginning of Term 2 until the end of the year, we were back at our original site at Lawson on Yileena Avenue. During the second part of the year, construction began for our new site. It was exciting that the new campus would be ready in the foreseeable future. We are looking forward to moving into the new school building during 2023.

In 2022, BYC Lawson had students enrolled in Year 12 for the first time. Subjects offered but not limited to included, Stage 6 Exploring Early Childhood, Sport Lifestyle and Recreation and Visual Design as well as core subject offerings of English Studies and Mathematics. Students in Stage 5 continued with studies in core subject areas such as Mathematics, English and Science and studies in Geography and History. Our students demonstrated a range of educational outcomes throughout the year.

Extracurricular opportunities were provided to the students at BYC Lawson throughout the year. During Term 1, students participated in a collaborative Street Art Project, where they were able to design, and spray paint a small basketball court at the back of MYST Katoomba. In preparation for the project, students engaged with local street artists who tutored and enabled them to combine creativity and artistic flair. The resulting artwork was both stunning and meaningful to the students.

Students also participated in the outdoor explore program with MYST. Some of the activities they participated in included bushwalking, rock climbing, canoeing, and abseiling, further extending the educational opportunities available at BYC Lawson. Excursions included trips to the city of Sydney, a day at the NSW Art Gallery and a Camp at Port Stephens.

Parents and carers were invited to the school for meetings, Parent / Teacher nights and an end of year assembly rounding out an interesting year for the school community, staff, and students here at BYC.

Rebekah Williams



Message from the Curriculum Coordinator

In alignment with our school plan, we are continuing to improve the quality of our programming and the manner in which it is delivered. Alternative assessment options, improved quality of teaching, reviewing the way we assess and looking at alternative pathways to further support our cohort have been our focus. This process is ongoing, and the teaching staff should be commended for their efforts.

Stage 6 teachers continue to plug away at creating Year 11 and 12 programs that are rigorous, yet sympathetic to the nature of our students and their life circumstances. We had our fourth group of Year 12 graduates, and the occasion aroused an overwhelming sense of pride accompanied with a tinge of sadness; the realisation that these students would be leaving us.

We endeavour to maintain the holistic and collaborative approach to curriculum we adopted as a school back in 2016. BYC's academic programs have come a long way since then and we commit with enthusiasm to improving them even more in 2023 and 2024 when adopting the new curriculum.

Carol Everard



Message from the Stage 6 Coordinator

2022 has been the fourth 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. In 2022, we have commenced Year 12 at our Lawson Campus.

Across both campuses we have 22 students entering Year 11 and a further 12 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.

With the recent changes to the Business Services (VET) course and with feedback from our current, past and future students, we have opted to begin offering PD/H/PE for our Year 11 cohort. Considering our student feedback, we have also adjusted our electives for study and brought Work Studies back into our options. We continue to offer English Studies, Mathematics Standard 1, Spanish Beginners, Visual Design, Exploring Early Childhood and Sport, Lifestyle and Recreation.

This year 2 members of our Year 12 cohort will sit external speaking examinations for Spanish Beginners as well as the other relevant examinations, marking a new chapter in our foray into state-wide testing and language learning. 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. All Year 12 students have achieved at required levels across all three Minimum Standard tests. Our Year 11 students have reached relevant reading milestones, and most are predicted to meet writing and numeracy requirements prior to their graduation.

We are looking forward to an inaugural celebration of Year 12 for our Lawson campus, HSC examinations, graduations, formal celebrations, and the transition of our next group into their HSC year.

Samantha Bennett



Message from the Wellbeing Co-Ordinator

We started 2022 by looking at our school motto, Belong, Believe, Become, and worked through activities that helped us understand what those 3 words meant to us as individuals and as a community. Students identified how they could put these words into action and showed a real commitment throughout the year to our motto by making our school a place where young people can work towards their goals.

Students went on to discover their superpowers and became aware of how much control they have over their own lives when they use their strengths in a positive way. It's amazing how much you can learn about yourself when you're wearing a mask and a cape!

Again, we saw a number of students interested in obtaining casual work while they continued with their education. We were able to support these students 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 2022, with the support of Foodbank NSW/ACT, we served over 200 breakfasts and our students eat upwards of 20 kilos of fresh fruit and vegetables every week! We are extremely lucky to have such wonderful supporters, and we are grateful for everything they do for us.

2022 was a great year and I can't wait to see what 2023 brings and how can work together to achieve your goals!

Nicole Brown



STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

HSC

Blacktown Youth College is required each year to report on student performance in the Higher School Certificate. Grades were submitted to NESA for each student in the HSC cohort for 2022. NESA were also advised the details of 'N' Awards given where students did not meet the minimum course requirements. In 2022, the cohort size grew again with a total of 10 students, 8 from the Hebersham campus and 2 from the Lawson campus, eligible to receive their HSC qualification.



RoSA

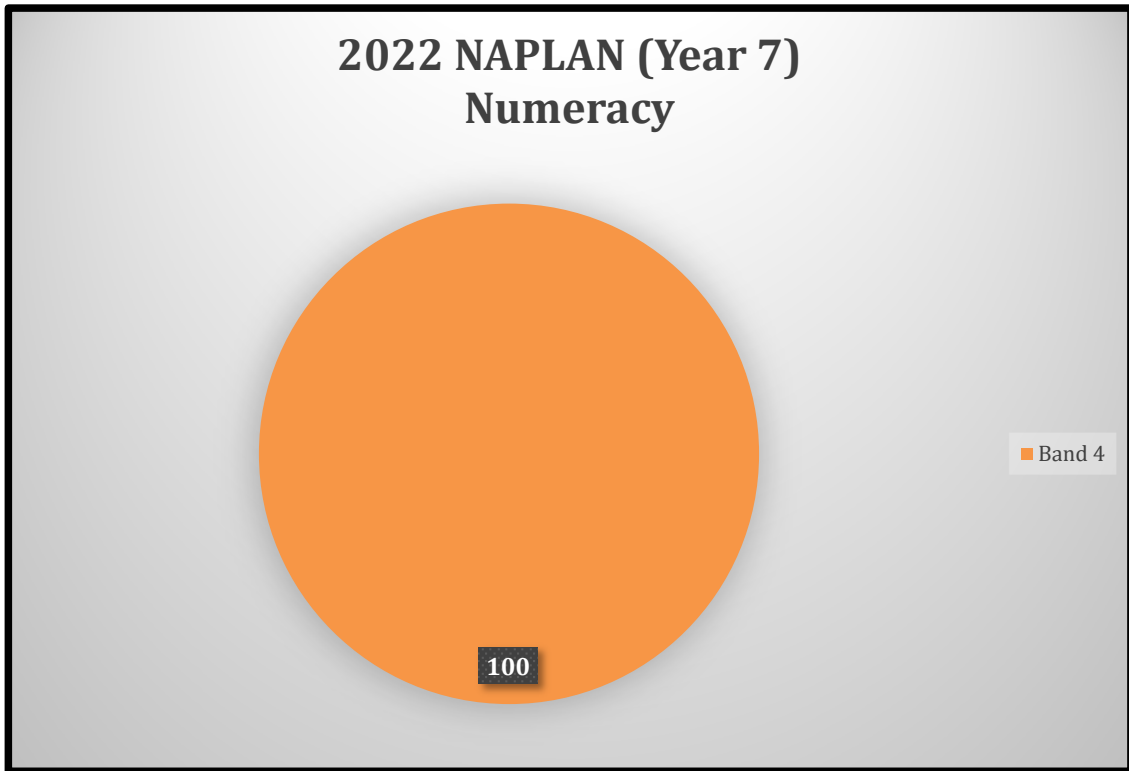
Blacktown Youth College is required each year to report on student performance in the Year 10 Record of School Achievement (RoSA). Grades were submitted to NESA for each student in the Year 10 cohort for 2022. NESA were also advised of the details of 'N' Awards given where students did not meet the minimum course requirements. In 2022, a total of 30 students; 23 from the Hebersham campus and 7 from Lawson, were eligible to receive their Year 10 RoSA. Students were either given or posted their eReport containing their end of year grades.



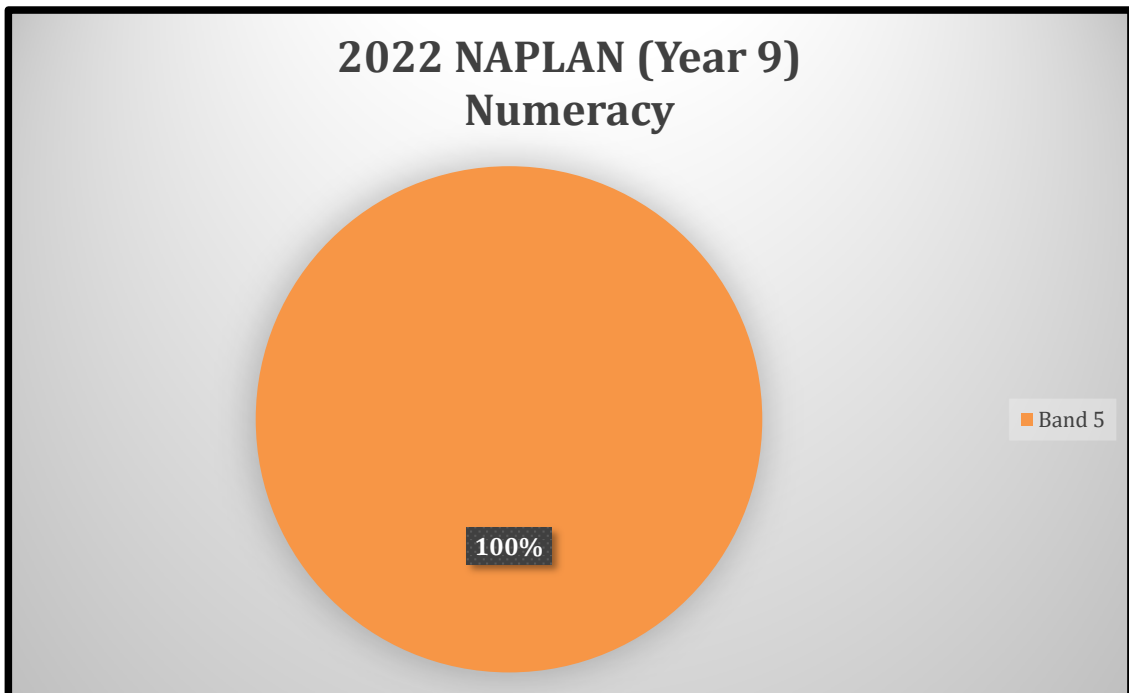
NAPLAN

Both Hebersham and Lawson campuses participated in NAPLAN testing in 2022. For Year 7 and Year 9 the following results were achieved for both campuses:

Numeracy (Year 7 – Hebersham only)



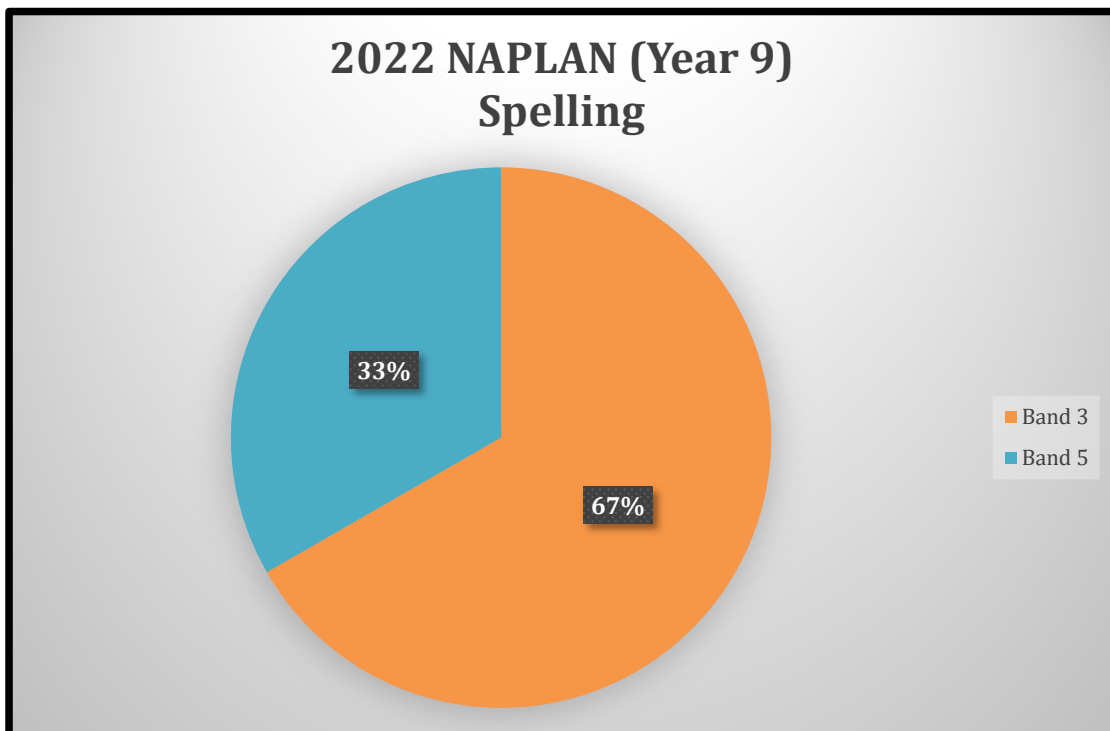
Numeracy (Year 9 – combined Hebersham and Lawson)



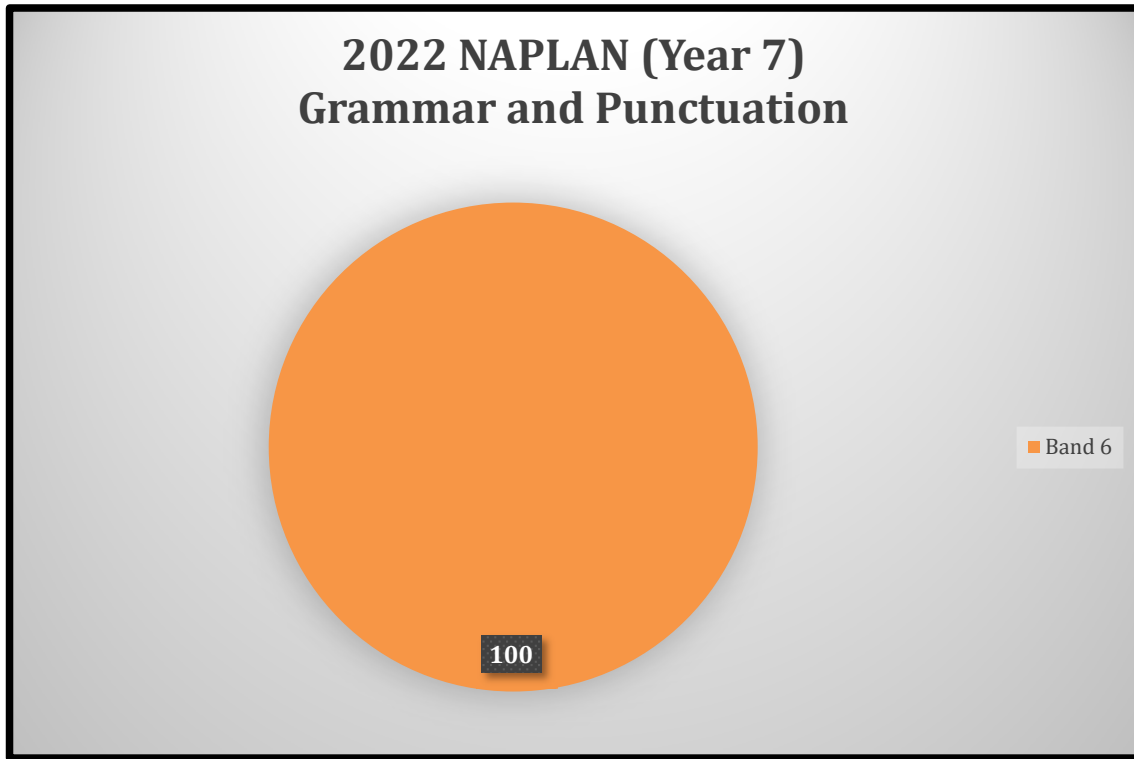
Spelling (Year 7 – Hebersham only)



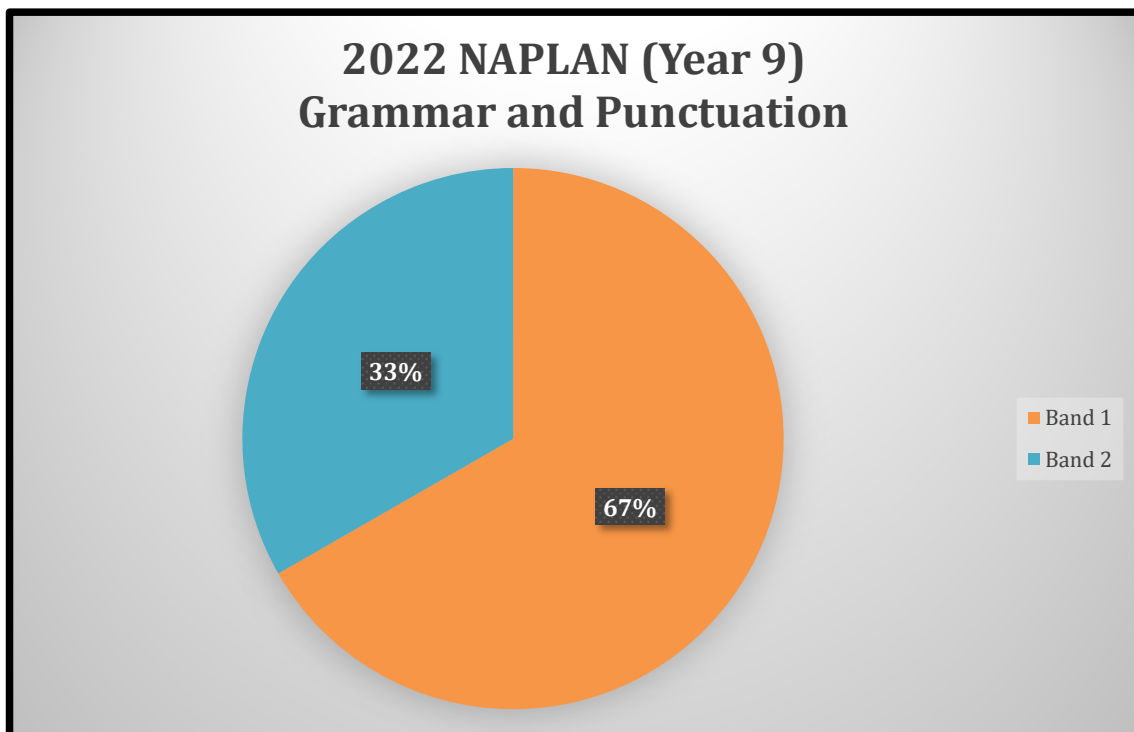
Spelling (Year 9 – combined Hebersham and Lawson)



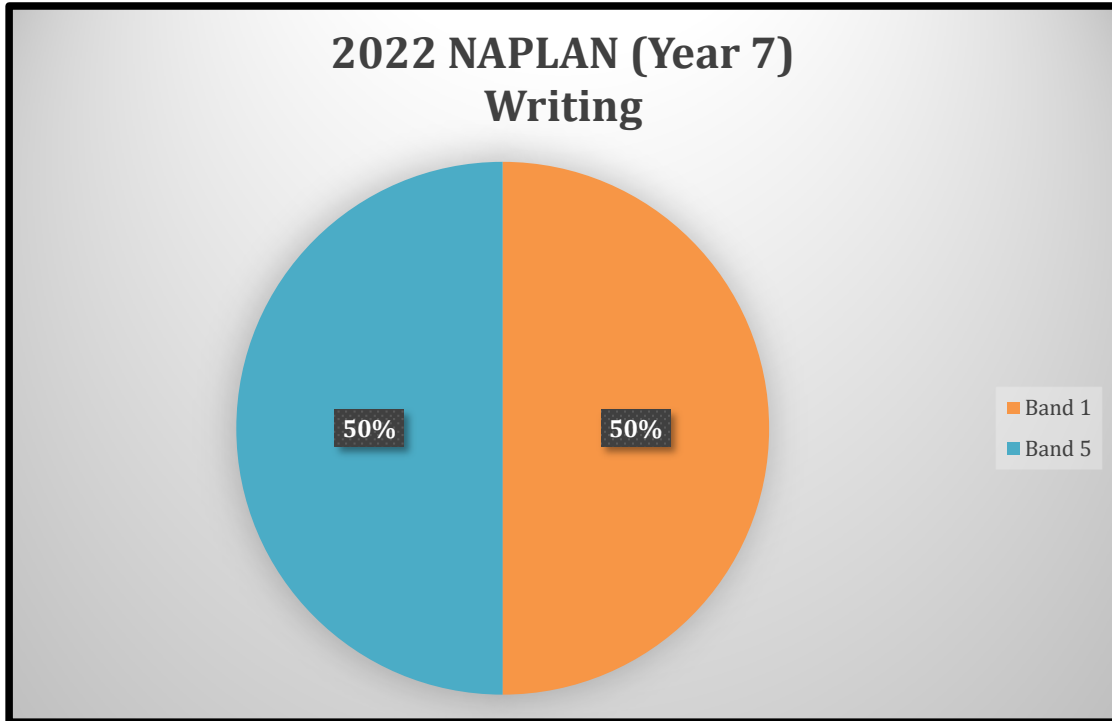
Grammar and Punctuation (Year 7 – Hebersham only)



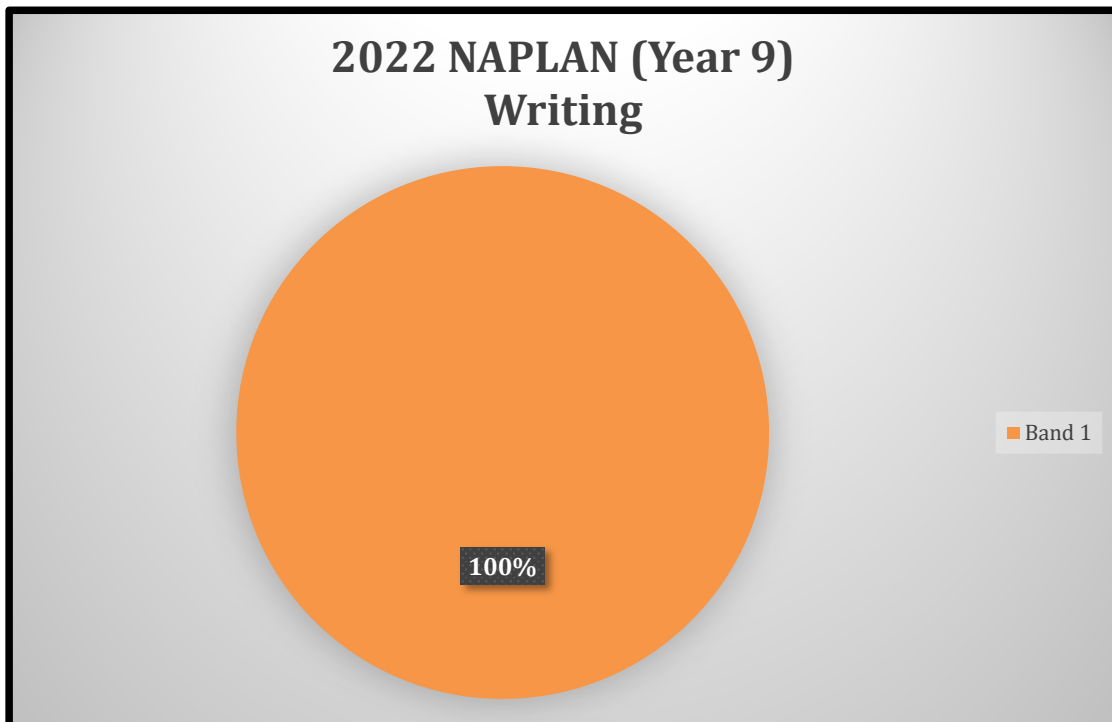
Grammar and Punctuation (Year 9 – combined Hebersham and Lawson)



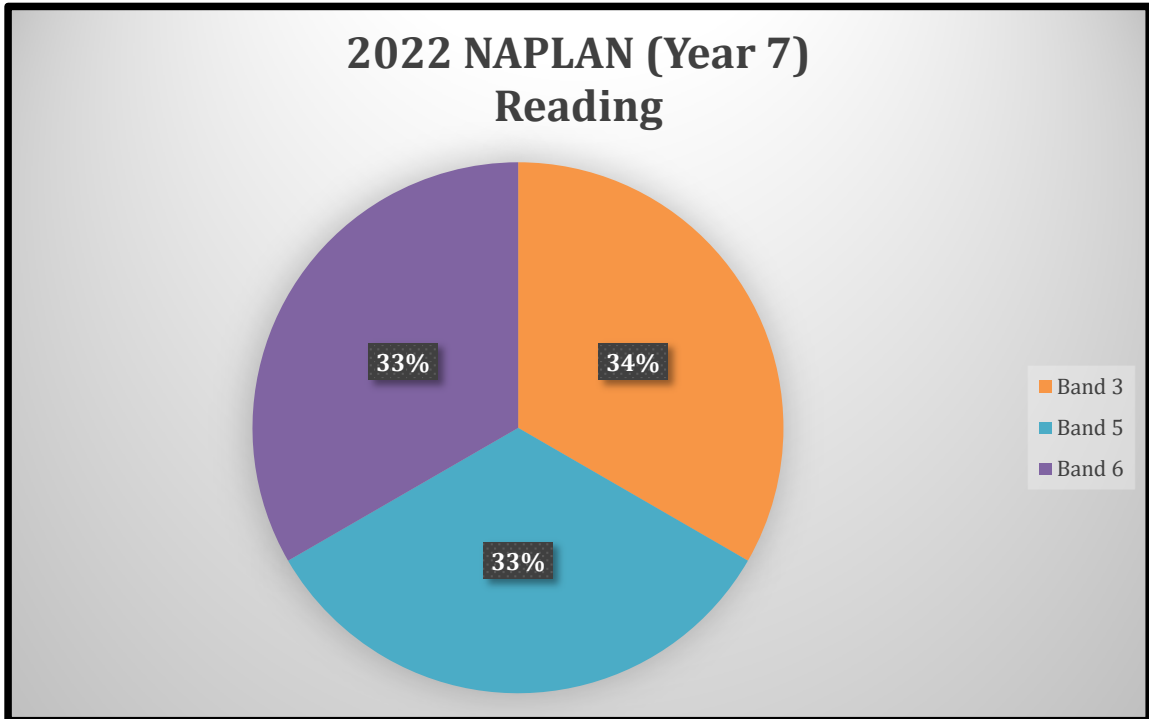
Writing (Year 7 – Hebersham only)



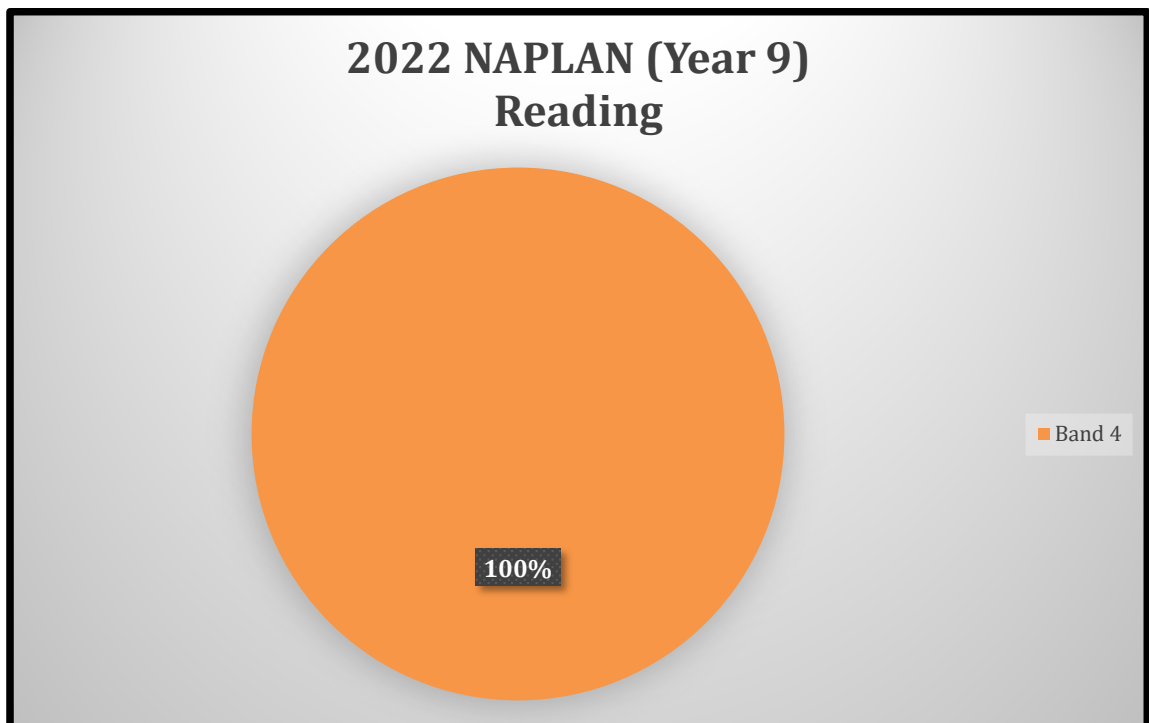
Writing (Year 9 – combined Hebersham and Lawson)



Reading (Year 7 – Hebersham only)



Reading (Year 9 – combined Hebersham and Lawson)



PROFESSIONAL LEARNING AND TEACHING STANDARDS

In 2022, 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

Aboriginal Cultural & Community Virtual Yarns - Term 1 Webinar Series	1
Austism Spectrum Disorder: Intensive Supports	1
Autism Spectrum: Targeted Supports	1
Autism Spectrum: Universal Supports	1
Creating Safer Independent Schools	1
Developing Cultural Responsiveness through Reconciliation Action Plans	1
MEA Interpretation Workshop - Support & Operational Staff	1
MEA Interpretation Workshop - Teachers	1
School Governance Module 1: An Introduction to Independent Schools	1
School Governance Module 7: Child Protection	1
Supporting Students with Challenging Behaviour : Inductory Webinar	1
Supporting Students with Challenging Behaviour: Module 1	1
Supporting Students with Challenging Behaviour: Module 3	1
Understanding the Ongoing Impact of Trauma in Aboriginal Communities	1
Work Health & Safety in Schools	1
Arnhem Immersion	1
First Aid Training - HLTAID009, HLTAID010 & HLTAID011	1
First Aid Training - HLTAID009	1

Blacktown Youth College spent a total of \$27, 744.82 (GST excl) on professional learning and development in 2022.

Teaching Standards

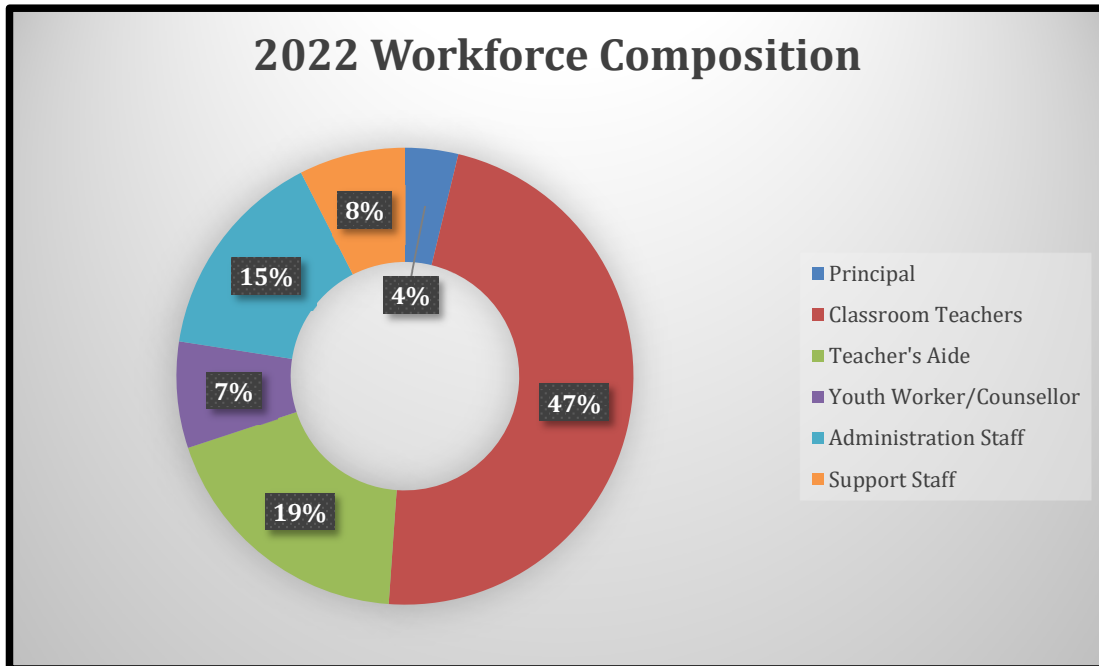
All teachers at Blacktown Youth College satisfy NESA requirements for qualifications. Of the 15 teaching staff employed at the end of the 2022 school year, 14 were fully qualified registered teachers with 1 teacher being conditional.

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

Category	No. of Teachers
(i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	15
(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 2022 school year.



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



STUDENT ATTENDANCE AND RETENTION RATES

Attendance

Our attendance rate remained similar to 2021 (63.66%) this year, with our overall rate for 2022 being 63.16%.

Our consistent approach to school attendance ensured we did not see a drop in our daily attendance rate. 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.

2022 Attendance			
School Year	Boys	Girls	Overall
07	66%	45%	51%
08	64%	58%	63%
09	52%	53%	53%
10	66%	60%	64%
11	57%	67%	64%
12	76%	85%	84%

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.

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

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

Retention of Graduating Year 10 students

Across both campuses, we had a total of 30 graduates: 23 from Hebersham and 7 from Lawson. 14 students went on to Year 11 across both campuses. Overall, 46% of our total Year 10 graduates were retained.

POST-SCHOOL DESTINATIONS

Post-School Destination	No. of Students
Year 11	14
Repeat Year 10	1
Employment	3
Other Education	8
Unknown	4

CHARACTERISTICS OF THE STUDENT BODY

The table below is a summary of student enrolments as at the end of the 2022 school year:

Age	Males	Females	Not Stated	Aboriginal Students	Aboriginal Students %
12	1	2		1	33%
13	3	3	1	3	43%
14	3	6		6	67%
15	8	15		11	48%
16	10	7	1	4	22%
17	5	12		6	35%
18	3	1	1		0%
19		1			0%
Total	33	47	3	31	37%

A total of 27% of Stage 4 enrolments, 39% of Stage 5 enrolments and 53% of Stage 6 were diagnosed Students with Disabilities.



SCHOOL POLICIES

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

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

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

ENROLMENT PROCEDURE

Enrolment for Years 7 - 12

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

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

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

Enrolling in Year 11 courses

A student who is eligible for a Record of School Achievement (RoSA) may enter Year 11 courses. The last date for enrolment will be 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 of 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.

I have the right to be safe.

Responsibilities

I have the responsibility to treat others with understanding.

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

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

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

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

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

I have the 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:

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

Supervision

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

Conduct

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

These include, but not limited to:

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

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

Student Engagement

- PLPs/ILPs undertaken to provide data to enable individualised differentiation and allow students a safe space to set life goals.
- Continued participation in the National Schools Chaplaincy Program.
- Classwork designed around individual student needs.
- Recognition for achievement, improvement, and effort in all subject areas.
- Acknowledgement and/or participation in; Sorry Day, NAIDOC, Anzac Day, Book Week, Science Week, Bullying? No Way! Day, Children's Week, R U Ok! and Remembrance Day.
- Regular themes encouraging attendance, education, community, and wellbeing.

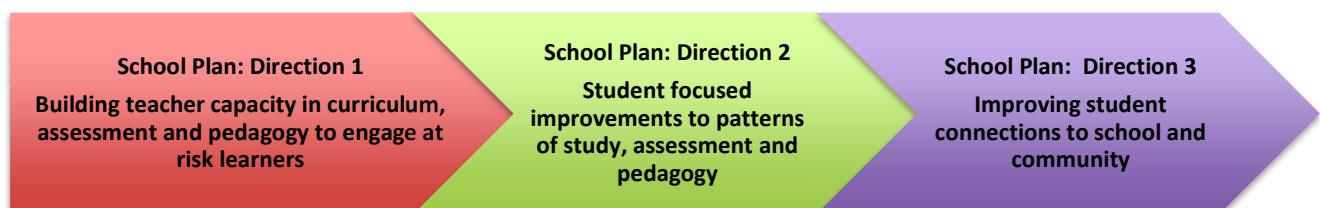
Staff Development and Training

- 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.
- Continuation of the National Schools Chaplaincy Program.
- Regular themes encouraging attendance, education, community and wellbeing.
- Continued connection with government bodies and agencies.

School Plan



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

Our Stage 6 students undertook fundraising projects to subsidise their Year 12 formal which included organising a whole school fete. This required the development of teamwork, organisation, budgeting, money handling, advertising, and communication skills. They were successful in their endeavours, exceeded their financial goal and learned valuable strategies which will follow them into adult life.

As mentioned within our Enrolment Policy (page 25), students are provided with and required to acknowledge their Rights and Responsibilities within the school.

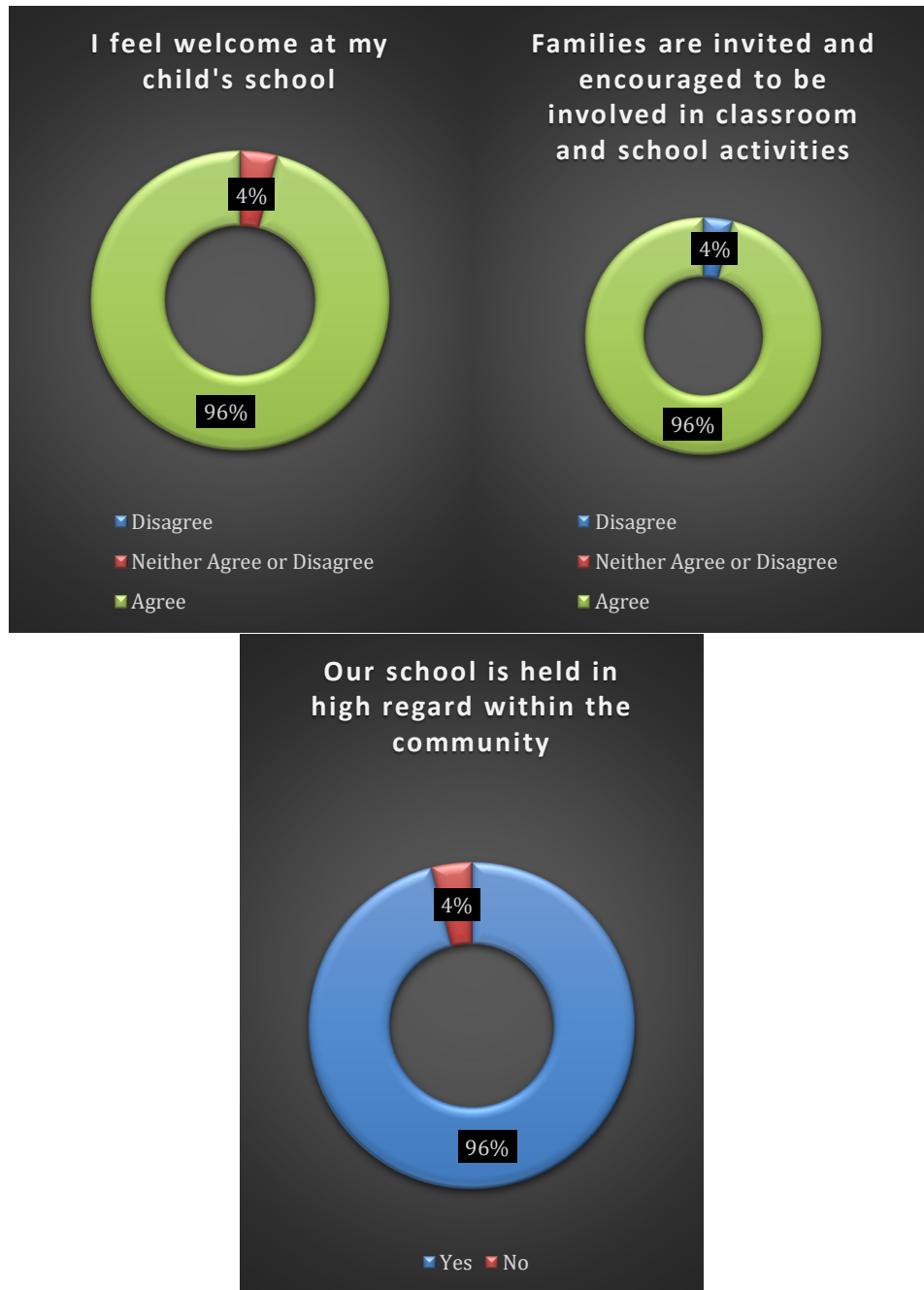


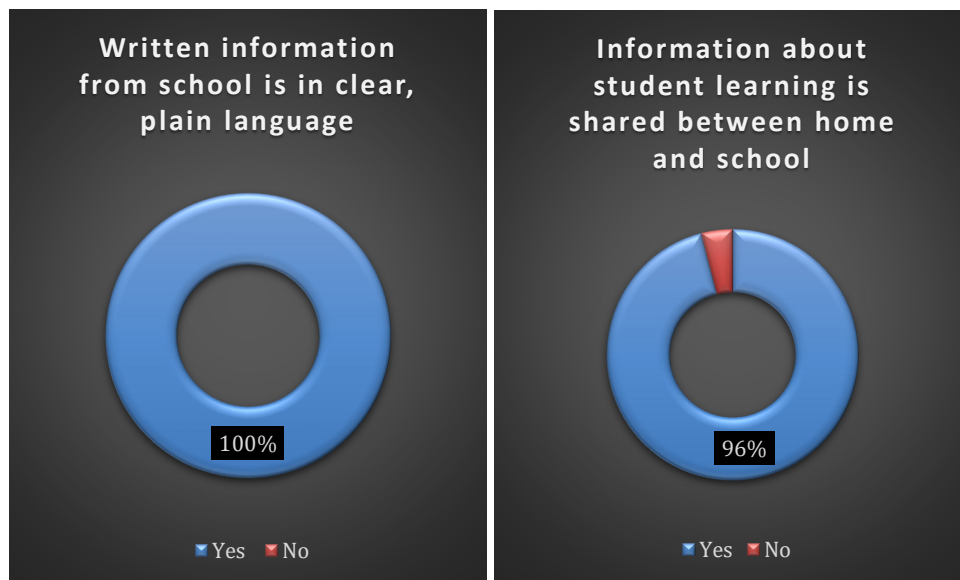


CAREGIVER, STUDENT AND TEACHER SATISFACTION

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 24 caregivers that responded.





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

- Friendly environment
- The amount of support from teachers and staff with the students and parents
- The Facebook page of the school helps parents to see what students have achieved in that week
- Friendships made within school
- Support from school staff
- The learning is suited to the students
- Brilliant with kids
- Kids aren't overly stressed with work
- Great teachers
- Not sure
- Communication
- Teachers
- Parent involvement
- No homework
- Teachers (Nicole)
- Helping children that need assistance
- Can't think
- Care about students
- Encourage students
- Communication with parents
- Keeping kids engaged
- Help kids find jobs
- Good teachers
- Child likes attending
- No uniform
- Doesn't tolerate bullying
- Teacher student relationship
- Communication with parents
- It is great for the kids
- Learning
- Student is now communicating with others much better

- Support
- Small school
- Teachers have more time for the kids
- Less bullying
- It's great for encouragement and student involvement
- Good education
- Good learning
- Support for students
- We were the only school that could help her child
- The teachers
- The care shown to the kids both with learning and mental health
- Children are treated more like young adults
- Very family orientated
- School provides a lot
- Very family orientated
- Helps kids
- Acceptance of different needs and people

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

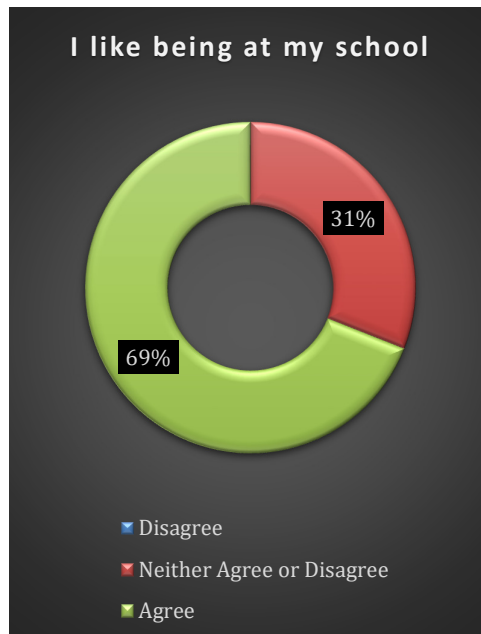
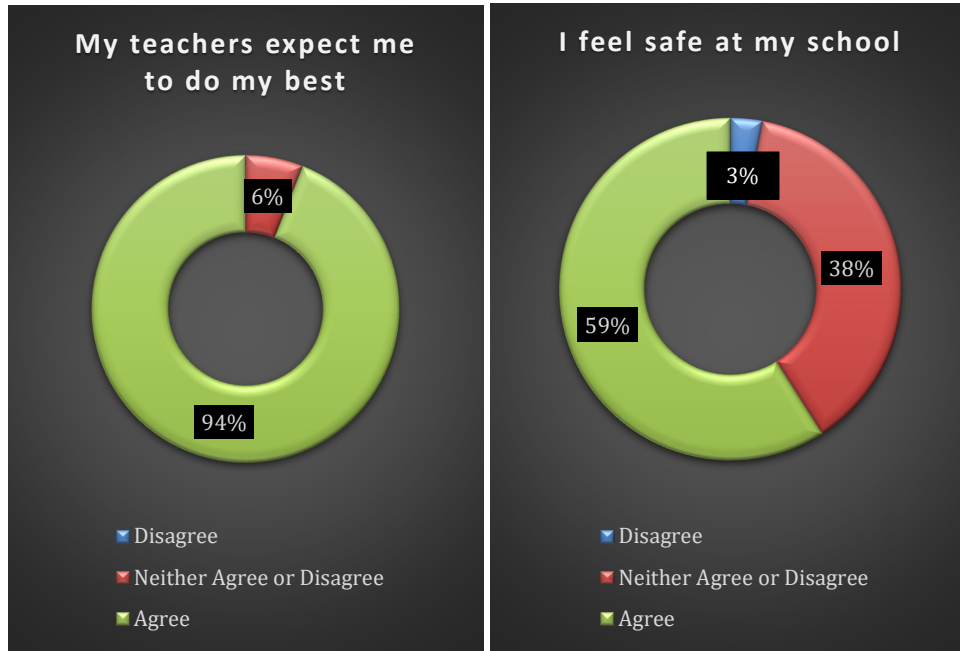
- More support for people who need assistance in social situations
- Bullying
- More shady areas in the school
- Communication
- More signs for no vaping
- Doesn't really like the smoking area
- Communication
- Following through with help after it's offered
- Communication with learning, more parent contact

3. Any further comments, suggestions, or feedback?

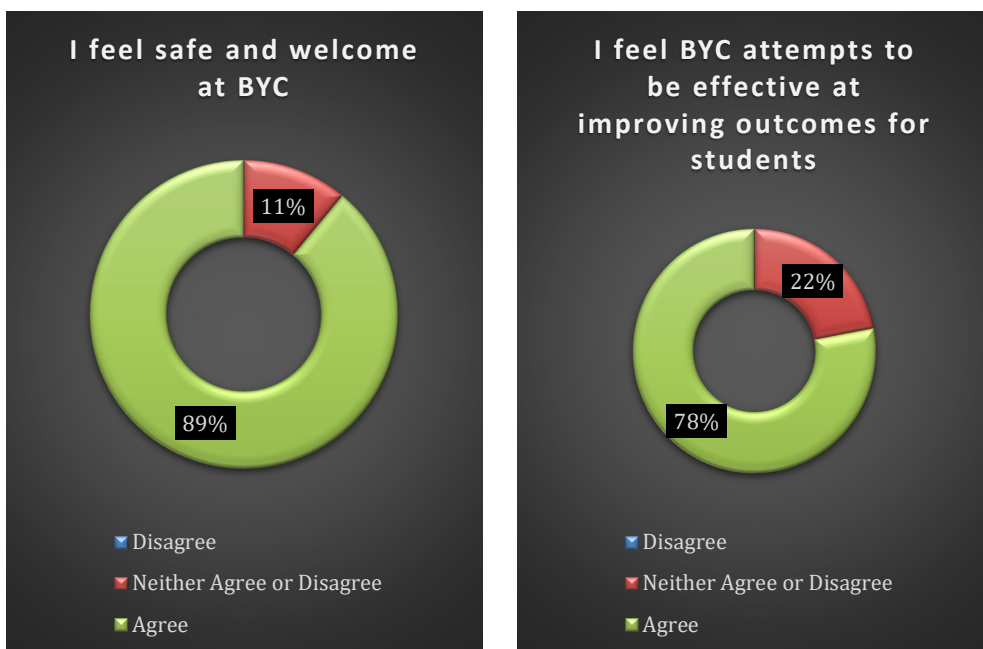
- I'm so proud of how far Madi has come since being at the school. She has become more confident within herself to achieve what she has and this wouldn't have happened if it wasn't for the support she has received from staff and teachers. So thank you.
- Email parents permission notes directly instead of being sent hom with student
- The school is great
- It's a very good school for children that need help (although her child came home saying she was being bullied by a girl)
- Very high opinion of the school - has nothing but nice words to say
- Wants more signs to remind child not to vape. They have only seen 1 in the foyer and they think there should be one at the front gate
- Keep doing what we are doing
- Loves the school, very happy
- Child really enjoys attending the school
- Loved the school, and the staff, especially Nicole, Carol and Kylie
- The school is great, it really helps kids that don't fit into a mainstream school. Love Nicole and Carol.
- Student loved her teachers

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

Below are the survey questions and the results from the 34 students that responded.



Below are the survey questions and the results from the 9 out of 11 teachers that responded.



Following are the responses to other survey questions:

What do you see as major strengths of BYC?

- Small classes, easy to build rapport and staff wanting to support the individual.
- Inclusive environment for all students
- The ability of staff to work together and support each other. The provision of support and wellbeing staff.
- The staff – they are here because they care and want to be part of a school that offers opportunities for students to succeed.
- Giving care to meet the needs of different students.
- The staff work as a team and offer our time and resources to each other for the betterment of students' learning and outcomes.
- That it is a small school with lots of potential to enhance the educational and social outcomes of our students.
- Small student body and classes which allows teachers to make better connections with students to help improve the class environment.
- The ability to adapt.

What do you see as a key area for improvement for BYC?

- Stronger understanding of Life Skills and relevant adjustments.
- Include more interest-based subjects eg. Food Technology.
- Anti-litter posters to promote school pride.
- Professional development around current behavioural trends and practices.
- Streamline staff inductions process.
- More adjustments to accommodate diagnosed and other individual student requirements.
- Improve facilities.
- School bus.

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 2022 Commonwealth Financial Questionnaire.

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

