

ANNUAL REPORT

2025



Blacktown Youth College Inc

ABN 82 125 846 982

Y 2693842

Campuses at:

Hebersham and Lawson



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PURPOSE OF THE REPORT

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

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

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Blacktown Youth College is a co-educational, non-faith, independent secondary school. It consists of two campuses; the main campus located at Mackellar Road Hebersham and the second campus, Blacktown Youth College – Lawson Campus, at 16 Yileena Avenue, Lawson.

Blacktown Youth College was first registered in 1997, and, in 2009, the Lawson campus was added. Both campuses are accredited and registered by NESA to accept Stage 4 to Stage 6 students, and can deliver the NESA curriculum, provide the RoSA to eligible students, and are able to deliver and provide the HSC, to eligible students.

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

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

PHILOSOPHY

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

Our Mission and Vision statements were updated in 2024, and are now as follows:

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

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

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

Students are not required to wear school uniforms and may address staff members by their first names.

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 Deputy Principal (Hebersham) Head of Campus (Lawson), and a Student Services Coordinator and Counsellor (Hebersham).

The school canteen at Hebersham provides nutritious lunches at a low cost. Both campuses run a breakfast program using donations obtained from Foodbank, parents, local businesses and other agencies. There is a free clothing pool offering warm clothing to students in need.

Blacktown Youth College works in partnership with a wide range of community groups. For example, students attended programs or were referred to the PCYC, Headspace, Blacktown Area Community Centres and various other local community agencies. There is also a new partnership with Youtown who offer assistance with post-school options. In addition, we have local businesses willing to support our students by offering work experience.

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

MESSAGE FROM KEY SCHOOL BODIES

Message from the President of the Board

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

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

The school administers its operations from its main campus at Hebersham, Western Sydney, which is on land owned by the NSW government and managed by Blacktown City Council. The Lawson Campus operates with the valuable assistance of Blue Mountains City Council (BMCC). BYC is deeply appreciative of the government and council assistance it receives.

BYC has thirty years' experience in successfully delivering educational benefits to young people who are not able to attend mainstream schools for a variety of reasons. Unique programs are offered to young people aged between 12-20 years, as an alternative to mainstream high schools.

The school is a member of the Association of Independent Schools and is a high school registered and accredited by the NSW Education Standards Authority (NESA).

An application was made to NESA for the Registration of Stage 4 classes (i.e. Yrs 7 & 8) at the Lawson Campus. In addition, the 5 year Inspection of both campuses by NESA was successful. The next school inspection is due in 2028.

Accredited Teachers, Teacher's Aides and Welfare staff deliver subjects to NESA standards. Additional skills within the teaching staff include tertiary qualifications in social welfare/sciences, music, art and sporting endeavours. The students have successfully competed in a number of external sporting events.

Proving to be particularly successful is the BYC mentoring program; with staff primarily dedicated to assisting students pursue TAFE courses, work placement, apprenticeships and traineeships.

BYC engages students through a low-pressure environment and small classroom sizes, with additional support of a teacher's aide or two teachers to each class. Also, what makes our school special is that within a more flexible environment, the staff are able to case manage students individually. A more in-depth individualised learning program can be implemented, catering to students' needs and abilities.

The school continues in a strong financial position thanks again to our Head of School, Ms. Carol Everard and her administrative team who keep a watchful eye on the budget and ensure diligence by all staff in expenditure and costs. BYC is a no fee nor uniform school and financially supports end of school formal and other programs where "home" support is not available. In lieu of Camp, all students travelled by bus to Blacksmiths Beach (Port Stephens) for a one-day BYC Day Out. This change of outdoor activity assisted with cost-cutting measures while appealing to students and staff.

BYC offers its students 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 that are not otherwise experienced.

The school remains committed to the development of all the staff and many have taken the opportunity to enhance their skills in the challenging environment, that is BYC. Three members of the Executive Team are participating in the Highly Accomplished and Leading Teacher (HALT) program. This program affords teachers the opportunity to plan and conduct new educational initiatives at the School.

Enrolments at Hebersham remain strong and student engagement with completing their education remains promising. In 2025, six students sat for the Higher School Certificate exam, with one obtaining a direct university placement. Currently, enrolments at the Lawson campus have not meet expectations due to a combination of restricted referrals from local high schools and community perceptions which will take time to turn around. BYC recognises the importance of community in its ongoing success. Therefore, it is encouraging to see more and more parents, family members and the broader community attending assemblies and taking part in events held by the college.

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

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.

To encourage current students beyond their time at high school, a collection of profiles and testimonials of BYC Alumni was initiated focusing on "where are they now". Another extension opportunity was undertaken by three BYC students who participated in the Blacktown Council Youth Forum. Their speeches and contribution across the Forum program were formally acknowledged by Blacktown Council at an End of Term Assembly.

There have been visits from previous students who found their schooling (and indeed lives) re-ignited by BYC and have progressed to TAFE or university study. Others have returned to say thanks for career and apprenticeship opportunities stemming from their time at BYC. It is noteworthy that two ex-students have secured employment at the Hebersham campus.

Congratulations must also go to the college staff and in particular the Head of School, Ms Carol Everard, for regularly and comprehensively meeting NESA's compliance requirements for Registration. Carol continues to show exceptional leadership so that BYC is recognised for the very unique educational facility that it is.

In closing, I thank my fellow Board members for their continued commitment to the aims and objectives of Blacktown Youth College, for their time and support over the past 12 months.

John Robertson



Message from the Head of School

First, and foremost, I wish to thank the Board of Blacktown Youth College; John Robertson (President), Ken Chamberlain (Vice President), Christine Robertson (Secretary), Debra Coleman (Treasurer), Robert Fitzgerald (Member) and Jo Chamberlain (Member), for their continued trust, support, and commitment over the 2025 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 nature and generous spirits have a positive effect on our cohort and the wider school community we serve. I feel privileged to work daily with people of such a high calibre. Each of them is acutely aware that a safe and supportive environment, where our students feel secure and cared for, is the foundation for all learning. When that backdrop is in place, education becomes possible. In addition to their achievements as educators and mentors, their optimistic personalities and ready laughter make our small school a happy place.

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

Dale Phillips – Deputy Principal
Jennie Gray – Administration Manager/Public Officer
Sally Galovic – Head of Campus Lawson
Samantha Bennett – Stage 6 Coordinator/Head of English
Jacob Bennett – Staff Training Coordinator
Andrew Mahusay – Student Services Coordinator



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

The assistance our school receives from both of our local councils; Blacktown City Council for our Hebersham campus and Blue Mountains City Council for our Lawson campus, is greatly appreciated. Without their continued support, especially with regards to our premises, we would struggle to operate.



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

Our new facilities at Lawson were completed in 2023 and everyone connected to this campus was amazed at the end result. It is a small but stunning learning space, comprising of three general classrooms.

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. The School continues to promote regular and sustained school attendance, community partnership growth and student development.

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

End of term community morning teas have now become a tradition for the school. They offer families the opportunity to visit the School, not only to recognise student achievements, but also to interact with the staff, the School Board,

and other members of the greater school community in a relaxed and informal setting, thus building bridges between home and school.

Thank you,
Carol Everard

Message from the Deputy Principal

2025 was another highly successful and rewarding year at BYC Hebersham, defined by strong student engagement, meaningful community connections, and the continued growth of both our young people and staff. Throughout the year, our students demonstrated resilience, courage and a willingness to challenge themselves, supported by a dedicated and passionate team committed to providing a safe and inclusive learning environment.



A highlight of the year was the wide range of experiences that allowed students to connect, celebrate, and learn beyond the classroom. Our school community came together to celebrate inclusion and diversity through a vibrant Colour Run, creating a positive and energetic atmosphere where every student felt valued and supported. This sense of belonging was further strengthened through whole-school events such as our Foodbank 'Food Fight', which saw students and staff alike embracing the fun, with plenty of laughter as students took the opportunity to drench even our willing Head of School.



Our commitment to celebration and connection extended to events such as Halloween, where both students and staff embraced the opportunity to dress up, contributing to a strong sense of community and enjoyment across the campus.

Students were also provided with meaningful opportunities to engage with the wider community and explore future pathways. Three of our Year 9 students proudly represented the school at the Blacktown City Council Youth Forum, where they collaborated with peers to discuss and propose solutions to issues affecting young people. Additionally,

students attended job expos, gaining valuable insight into future education, training, and employment pathways.

We are proud to continue our partnerships with external organisations that support student wellbeing and development. Our involvement in the Young Strong and Deadly program, delivered by Western Sydney Youth Health in partnership with PCYC, provided our Aboriginal and Torres Strait Islander students with opportunities to engage in physical activity and develop an understanding of nutrition and healthy lifestyle choices. Students also continued to benefit from regular visits from Uncle Colin, our Darug Elder, who meets with students to share cultural knowledge, offer guidance, and build strong relationships.

Our partnership with Yourtown has supported several Year 10 students transitioning into the workforce by assisting with resume development and job applications, helping to remove barriers to employment. Student wellbeing remained a priority, with continued access to free dental check-ups through the Dental Foundation.

Our Youth College Café has continued to go from strength to strength, providing quality service each morning. Students develop valuable skills in customer service, teamwork, and barista training, while staff enjoy excellent coffee to start the day.



We are incredibly proud of our graduating students and their achievements. In 2025, 6 Year 12 students successfully completed their studies, including one student who gained early entry into university - a first for BYC. In addition, 17 Year 10 students graduated with their RoSA, celebrating their achievements at a formal. It was particularly pleasing to see that approximately half of these students chose to continue their education with us, commencing their senior studies in 2026

Our end-of-term assemblies continued to successfully engage families and showcase student achievement, featuring art displays, food prepared by Food Technology students, and musical performances.





The year concluded with an end-of-year excursion to Blacksmiths Beach in Newcastle, where students enjoyed a day of swimming, fishing, and a shared BBQ lunch — a fitting celebration of a year of growth and achievement.

As we reflect on 2025, we are incredibly proud of the progress made across all areas of the school. We look forward to 2026 with optimism, continuing to build on our successes and support each student to reach their full potential.



Message from the Head of Campus - Lawson

Warami (Dharug Dhalang for hello)
Yamma (Gamilaraay for hello)

2025 was a successful year at Lawson for students who had previously experienced high levels of disengagement and school refusal. The decision to open the school to teach Stage 4 was received well in the Blue Mountains Community. This coupled with our school ethos, saw students who had previously refused to attend school, improve their levels of engagement, and gain the confidence to experiment with learning. Students started viewing mistakes as opportunities for growth and developed a genuine sense of independence and autonomy.

Previously the *Group Project* had focused on students working together using digital technology with the overall objective of providing an opportunity to develop individual skills and strategies for self-regulation in an ever-increasing information age. In 2025, students learned that they could expand on their own interests to express themselves creatively; they did so with visual artistic expression, creative writing, poetry and playing with music.

Academically, every student was successful in achieving their personal best – the backbone of what we do at BYC as a school. It was a pleasure to see students achieve their Year 10 RoSA and their Year 11 RoSA, where before they had believed this was perhaps impossible. Staff continue to develop their own skills and expertise in supporting students, ensuring that their safety is of paramount importance; this aligns with our ethos that rapport, respect and rights are shared and respected by all.

Students also had the benefit of support from local services such as MYST and Platform, whereby community supported the Lawson Campus with regular and targeted support of students. Artistically we were able to provide opportunities for student expression with guest speakers and volunteers sharing knowledge and experience in performing arts, theatre and script analysis. These skills were transferrable to many subjects such as English, History, Geography and even Mathematics.

Lawson Campus continues to grow and change; students take great pride and ownership of the space, respecting our resources and the teachers they work with. Our campus delivers reliable and appropriate support, built on strong foundations, adapting well to the changing demands of today.

Sally Galovic



Message from the Curriculum Coordinator

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

Stage 6 teachers have developed programs for Year 11 and 12 English and Mathematics that are rigorous, yet sympathetic to the nature of our students and their life circumstances. Food Technology moved into its second year, which allowed eligible students to receive an ATAR result in 2025.

Carol Everard

Message from the Stage 6 Coordinator

2025 has been the seventh year BYC has offered a complete high school experience from Year 7 to 12, giving our students a clear and supportive pathway through high school and into the adult world.

Across both campuses we have 21 students entering Year 11 and a further 7 entering Year 12. Overall, retention rates have improved in the transition from Year 10 to Year 11, and majority of students have chosen to continue onto Year 12 completing Year 11 or turning 17.

Considering the updates to Stage 6 curriculum, we have replaced PD/H/PE with Health and Movement Science as an elective of study. We continue to offer English Studies, Mathematics Standard 1, Food Technology, Spanish Beginners, Visual Design, Exploring Early Childhood, Work Studies and Sport, Lifestyle and Recreation. In 2025, we had 3 students eligible for an ATAR; with 1 student gaining early entry into university to study nursing in 2026.

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

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

We are looking forward to HSC examinations, graduations, formal celebrations, and the transition of our next group into their HSC year.

Samantha Bennett



Message from the Student Services Coordinator

In 2025, we have seen more students actively engaging in employment pathways. Students were supported through skill development, résumé writing, and job application preparation, helping them build confidence and readiness for the workplace.

Through these experiences, students have been able to identify industries that match their strengths and interests. We have also seen more students using these skills to plan for their future education and career pathways across a range of fields.

Throughout the year, students were also given opportunities to build their confidence, leadership, and voice within the wider community. Three of our students proudly represented the school at the Blacktown City Council Youth Forum, where they shared their perspectives on identity and self-discovery. Their presentation was well received and reflected their growth as confident and capable young people.

Supporting this progress, our Student Services & Wellbeing Team continued to strengthen a trauma-informed and relationship-focused approach to care, recognising that many of our students experience complex challenges. The team worked collaboratively to support students through counselling, learning support, behaviour support, and family outreach. This ensured that every student had access to consistent, inclusive, and responsive support. We also worked closely with external partners, including mental health services and youth workers, to provide additional wrap-around support where needed.

Programs such as the Friday Support Group helped students build emotional regulation, improve school engagement, and strengthen social connections. As a school, we remain committed to removing barriers to learning and creating a safe, supportive environment where every student feels known, valued, and empowered to succeed. We're proud of all the growth our students made this year and we're looking forward to 2026.

Andrew Mahusay

Message from the Staff Training Coordinator

The role of Staff Training Coordinator was introduced in 2025. It's aim is to support staff development, improve teaching practice, and strengthen consistency across the school. This has involved planning and facilitating professional learning opportunities for staff, providing individual mentoring and coaching, conducting informal lesson observations, supporting staff with behaviour/classroom management strategies, and discussing effective teaching methods.

Throughout the year I have worked closely with teachers and aides, both individually and within group sessions, providing practical feedback and guidance. A key focus of the role has been to build staff capacity through collaborative support by fostering professional reflection and discussion.

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 2025. NESA were also advised the details of 'N' Awards given where students did not meet the minimum course requirements. In 2025, a total of 6 students from the Hebersham campus were eligible to receive their HSC qualification, with a further 10 Year 11 students completing their Preliminary RoSA and moving into their HSC year.

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 2025. NESA were also advised the details of 'N' Awards given where students did not meet the minimum course requirements.

In 2025, a total of 17 students; 16 from the Hebersham campus and 1 from Lawson, were eligible to receive their Year 10 RoSA including 2 students who studied Life Skills. Students were either given or posted their eReport containing their end of year grades.

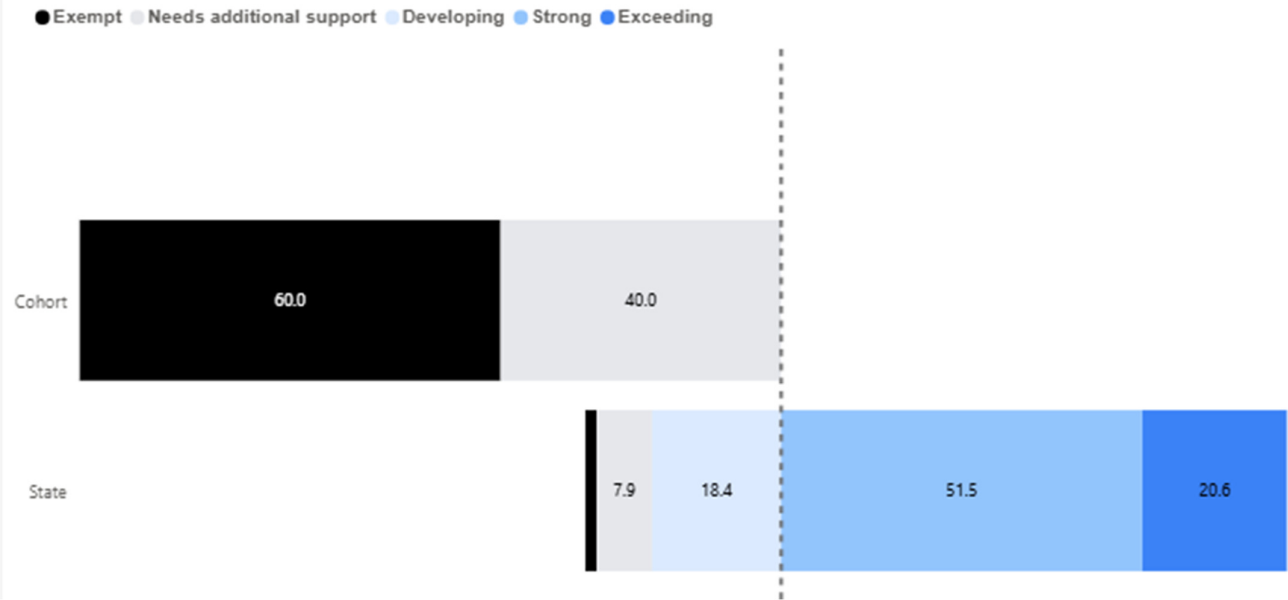


NAPLAN

Hebersham campus participated in NAPLAN testing in 2025, Lawson campus did not have any students required to participate at the time of the examinations. For Year 7 and Year 9 the following results were achieved:

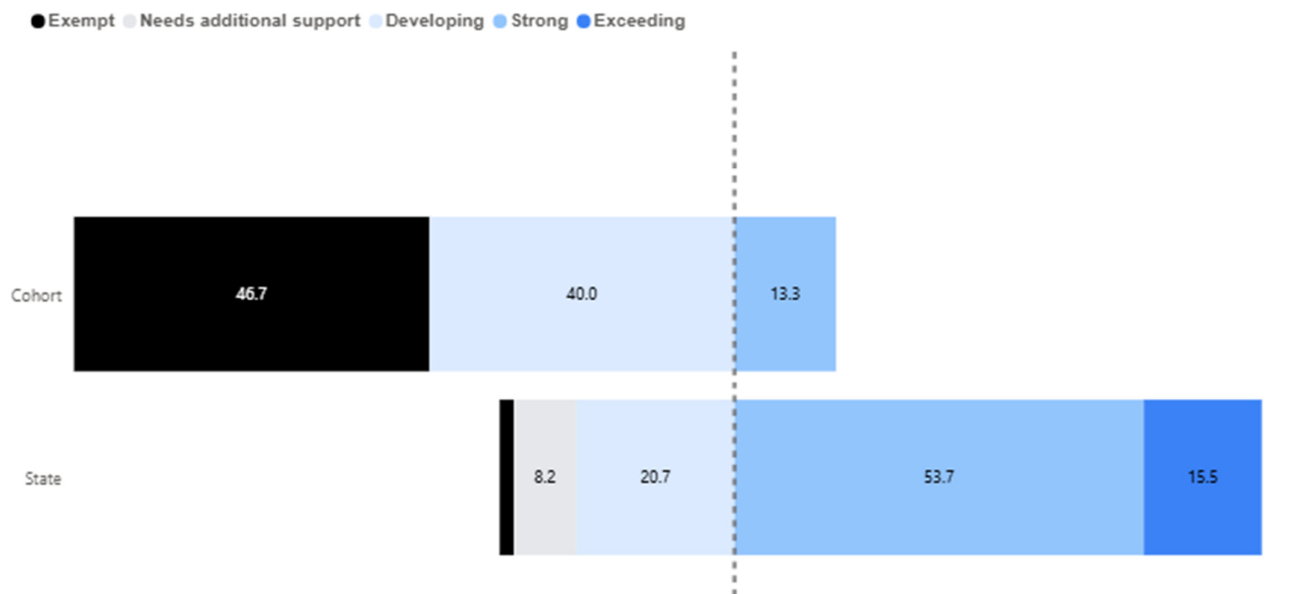
Numeracy (Year 7)

Student proficiency percentages in all levels



Numeracy (Year 9)

Student proficiency percentages in all levels



Grammar and Punctuation (Year 7)

Student proficiency percentages in all levels

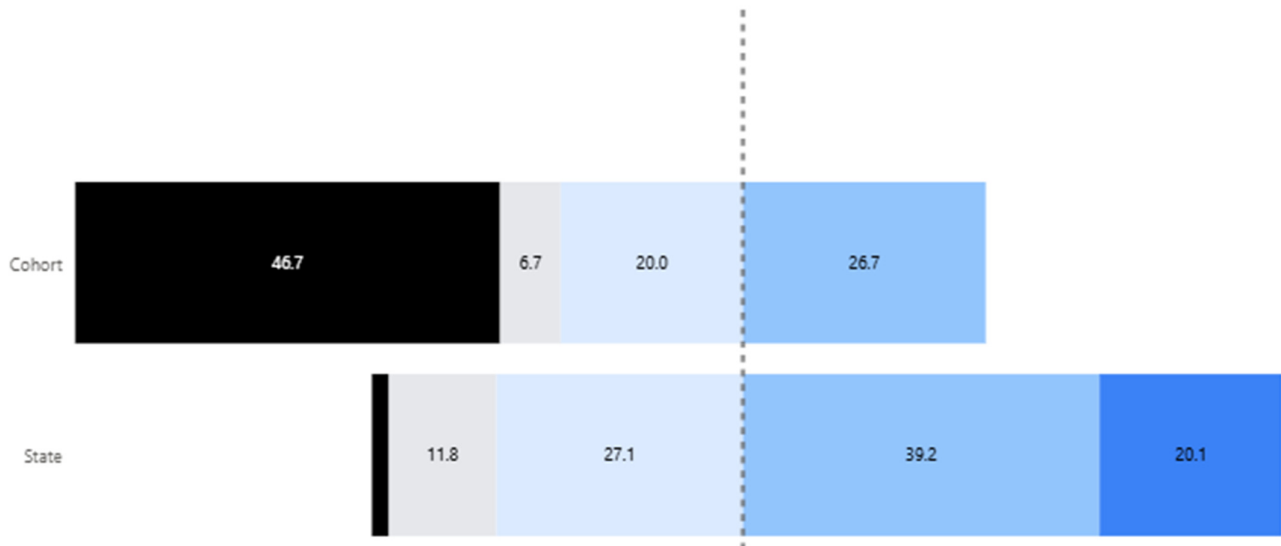
● Exempt ● Needs additional support ● Developing ● Strong ● Exceeding



Grammar and Punctuation (Year 9)

Student proficiency percentages in all levels

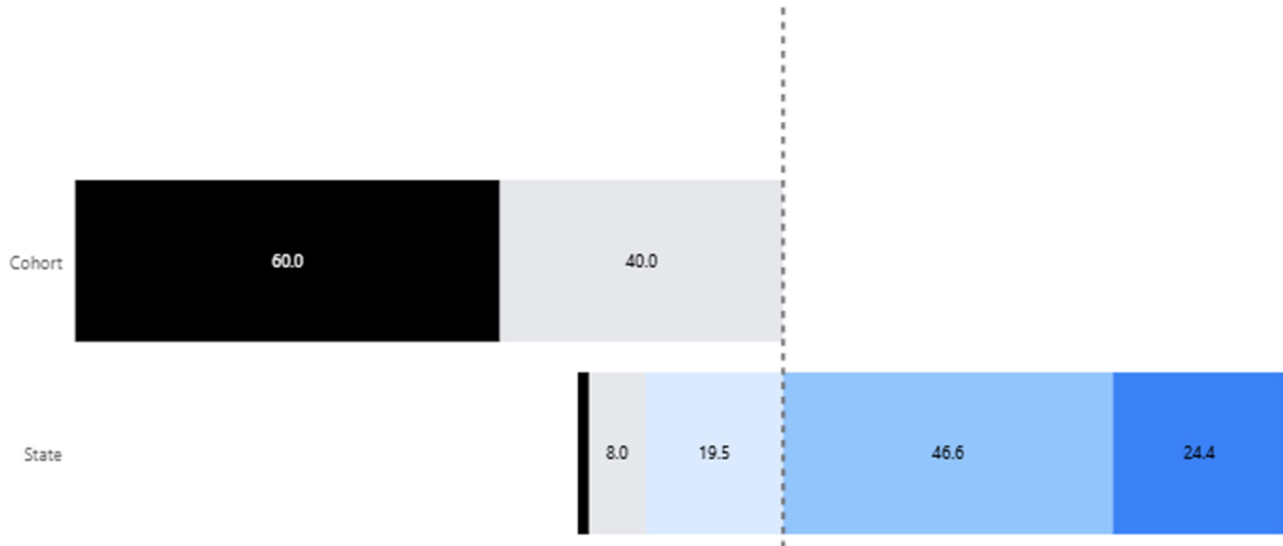
● Exempt ● Needs additional support ● Developing ● Strong ● Exceeding



Reading (Year 7)

Student proficiency percentages in all levels

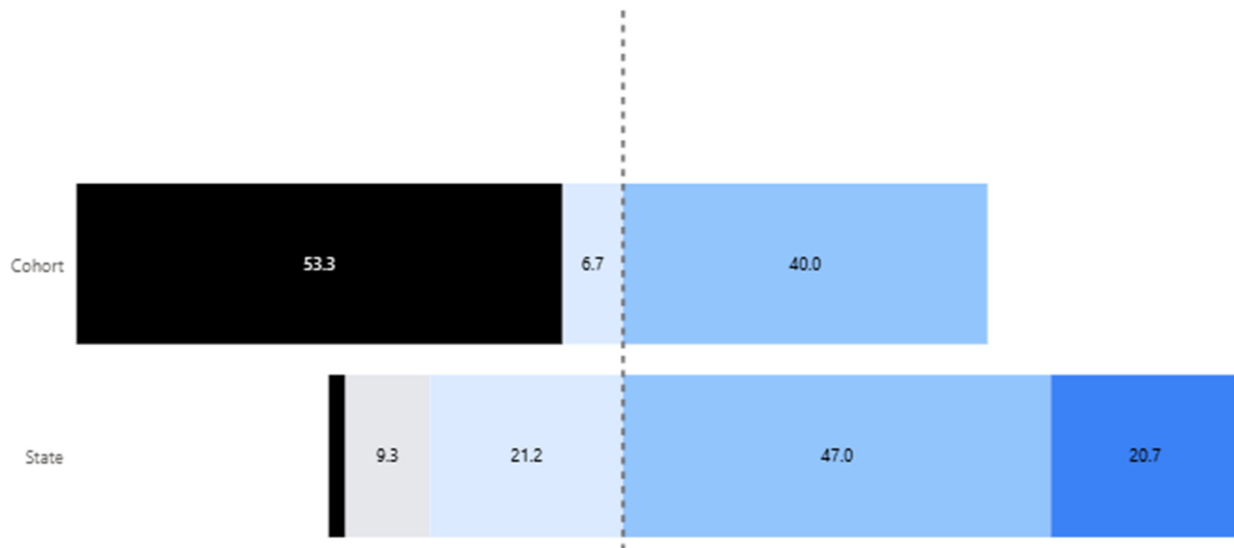
● Exempt ● Needs additional support ● Developing ● Strong ● Exceeding



Reading (Year 9)

Student proficiency percentages in all levels

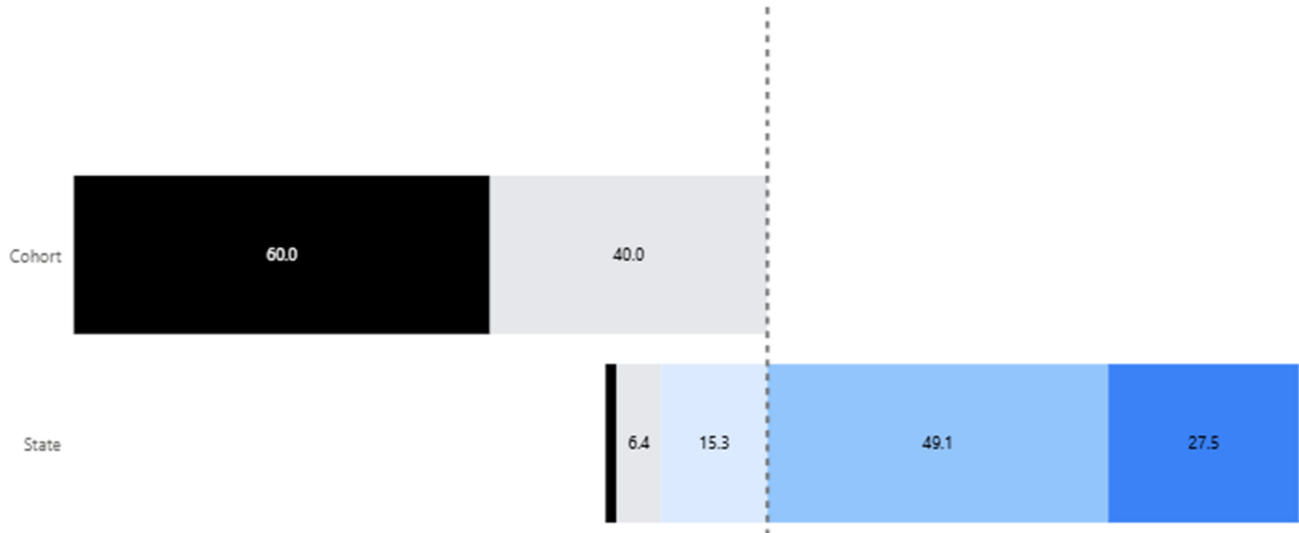
● Exempt ● Needs additional support ● Developing ● Strong ● Exceeding



Spelling (Year 7)

Student proficiency percentages in all levels

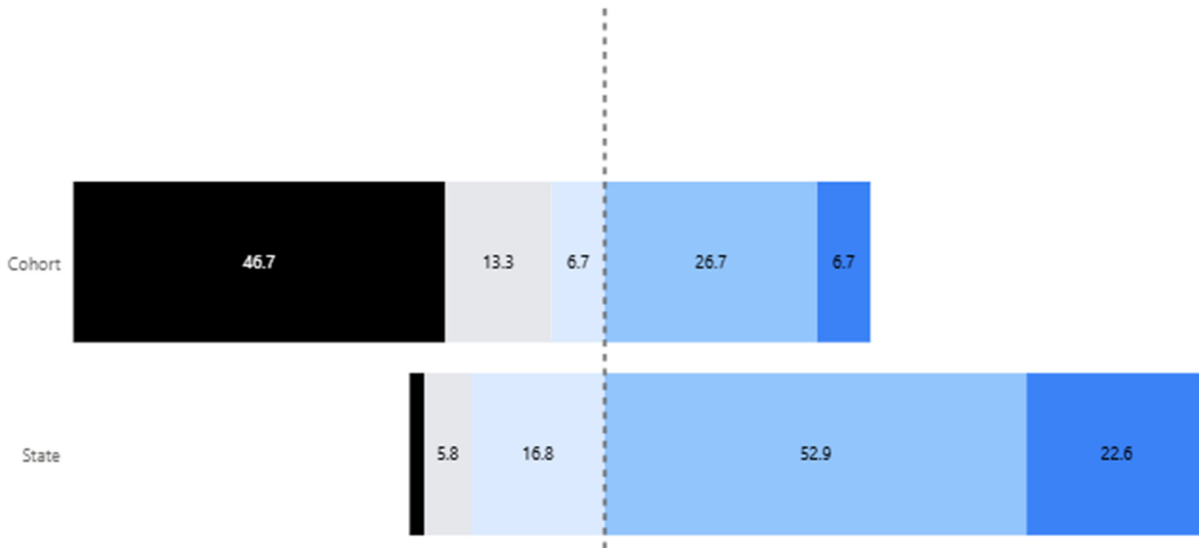
● Exempt ● Needs additional support ● Developing ● Strong ● Exceeding



Spelling (Year 9)

Student proficiency percentages in all levels

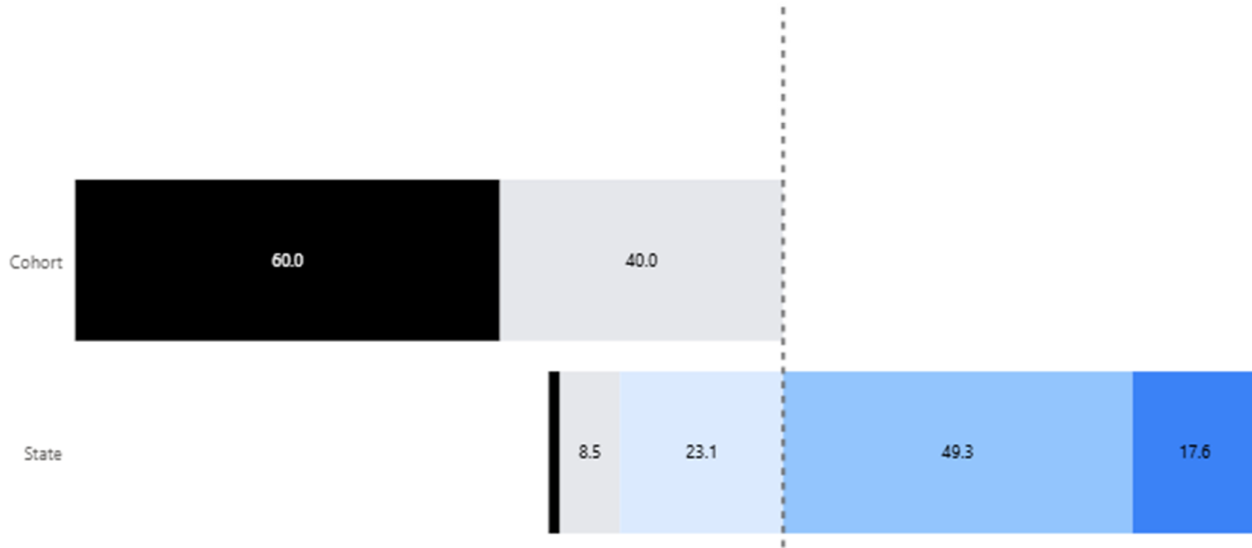
● Exempt ● Needs additional support ● Developing ● Strong ● Exceeding



Writing (Year 7)

Student proficiency percentages in all levels

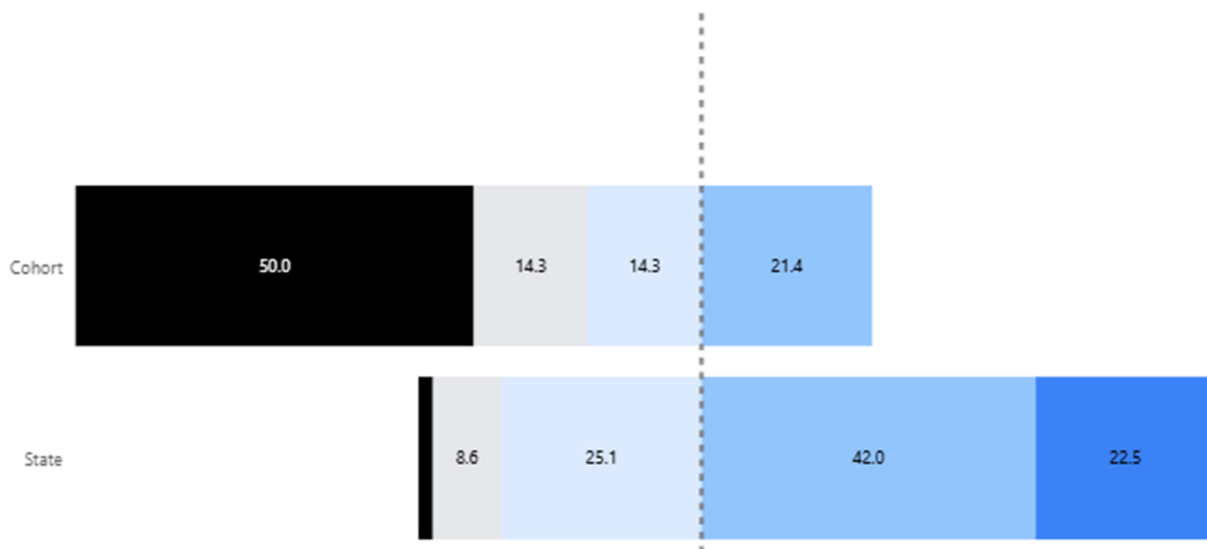
● Exempt ● Needs additional support ● Developing ● Strong ● Exceeding



Writing (Year 9)

Student proficiency percentages in all levels

● Exempt ● Needs additional support ● Developing ● Strong ● Exceeding



PROFESSIONAL LEARNING AND TEACHING STANDARDS

In 2025, staff participated in professional development activities. A number of these opportunities were provided by the IS (NSW Association of Independent Schools) and included professional development activities relating to programming, classroom management and to educating students with special needs.

Professional Learning

AI in Education: Bots, Agents and The Revolution We're In	1
Airway & Sleep Masterclass	1
Teach Music Now with Tom Benjamin	1
Teacher Wellbeing - 5 Ways to Recharge & Renew your Energy	1
Future Focused Learning	1
Year 7 - 10 History Activities and Strategies	1
Behaviour Management with a High School Focus	1
AI for Teachers	1
Leading in Small Schools and Special Assistance Schools	1
CMEA Interpretation Course - Teachers & PAOS (NSW)	1
Health, PE Activities and Games	1
You Had Me at Hello: How to Grab Their Attention & Keep It	1
Governance Training	8
How 50 Minutes of Maths can Change a Life	1
Introduction to Trauma Informed Care	1
Creating Safer Independent Schools	32
NCCD for school learners e-learn	1
Module 1: Foundations of Child Protection in NSW	1
A Culture of Reporting	1
Overcoming Challenges of Governance and Minimising Risk or What Could Possibly Go Wrong	1
HALT Accreditation – commencement of course	3
Disability Standards for Education for Senior Secondary: Part 1	1
Disability Standards for Education for Senior Secondary: Part 2	1
Disability Standards for Education for Junior Secondary: Part 1	1
Disability Standards for Education for Junior Secondary: Part 2	1
RIIRIS201E Conduct local risk control	1

Blacktown Youth College spent a total of \$15,765.73 (GST excl) on professional learning and development in 2025.

Teaching Standards

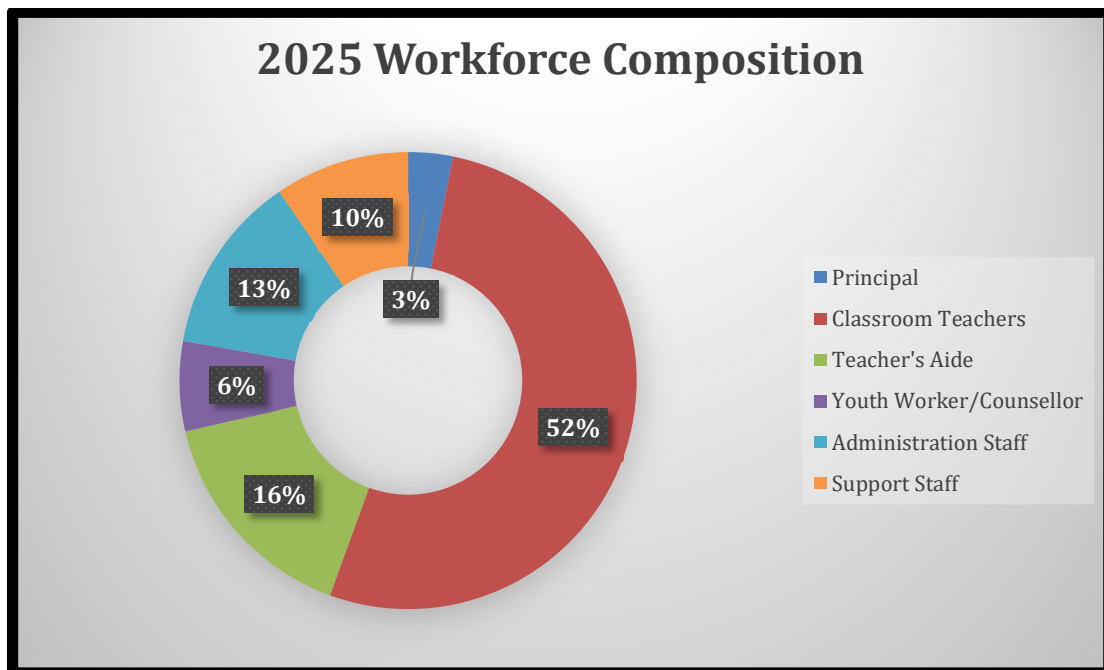
All teachers at Blacktown Youth College satisfy NESA requirements for qualifications. Of the 16 teaching staff employed at the end of the 2025 school year, 16 were fully qualified registered.

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

Category	No. of Teachers
(i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	16
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
(iii) Teachers who do not have qualifications as described in (i) or (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Workforce Composition

The chart below reflects the Workforce composition that was at Blacktown Youth College as at the end of the 2025 school year.



The National Education Agreement requires schools to report on the Indigenous composition of their workforce. Of the above staff, 4 self-identified as being Indigenous.

STUDENT ATTENDANCE AND RETENTION RATES

Attendance

Our attendance rate decreased slightly from 2024 (62.83%), with our overall rate for 2025 being 59.19%.

Overall, the percentage may appear to be low compared to other schools, however, one needs to bear in mind that many of our students have, at their previous school/s, developed severe attendance problems and patterns of habitual truancy which, for some, has had the cumulative effect of missing months and sometimes years of schooling. We have also seen a significant rise in the number of students who require additional supports and structures to help them with school engagement.

School Year	2025 Attendance			
	Boys	Girls	Non Binary	Overall
07	73%	49%		61%
08	56%	55%	95%	69%
09	65%	48%		57%
10	53%	56%	70%	60%
11	79%	57%		68%
12	62%	87%		75%

Management of Non-Attendance

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

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

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

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

We also refer to agencies such as Department of Communities and Justice, Home School Liaison Officers, Juvenile Justice and Centrelink for support when required.

Retention of Graduating Year 10 students

Across both campuses, we had a total of 17 graduates: 16 from Hebersham and 1 from Lawson. 9 students went on to Year 11 across both campuses. Overall, 53% of our total Year 10 graduates were retained.

POST-SCHOOL DESTINATIONS

Post-School Destination	No. of Students
Year 11	9
Repeat Year 10	2
Employment	5
Other Education	1
Unknown	2

CHARACTERISTICS OF THE STUDENT BODY

The table below is a summary of student enrolments as at the end of the 2025 school year:

Age	Males	Females	Not Stated	Aboriginal Students	Aboriginal Students %
12	1	0		1	100%
13	6	3		6	67%
14	13	9	1	5	22%
15	9	14		7	30%
16	9	8	1	9	50%
17	3	4			0%
18	1	5		2	33%
Total	42	43	2	30	34%

A total of 38% of Stage 4 enrolments, 38% of Stage 5 enrolments and 25% of Stage 6 were Students with formally diagnosed disabilities.

SCHOOL POLICIES AND ANNUAL REPORT

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 publicly available on our website by following the link:

- **Anti-Bullying and Harassment Policy**
- **Behaviour Management and Support Policy**
- **Child Protection Policy**
- **Code of Conduct Policy and Procedures**
- **Complaints Policy for Students, Caregivers and the Wider School Community**
- **Enrolment Policy**
- **School Visitor's Policy**
- **Social Networking Policy**
- **Whistleblower Policy**

POLICIES – Blacktown Youth College

The School's Annual Report is publicly available on our website by following the link:

ANNUAL REPORT – Blacktown Youth College

SCHOOL-DETERMINED IMPROVEMENT TARGETS

BYC has continued to focus on nurturing individual talents, personal growth and the full potential of each student in the following ways:

Student Engagement

- PLPs/ILPs undertaken to provide data to enable individualised differentiation and allow students a safe space to set life goals.
- Classwork designed around individual student needs.
- Recognition for achievement, improvement, and effort in all subject areas.
- Acknowledgement and/or participation in; NAIDOC, Anzac Day, Pride (Rainbow) Day R U Ok! and Remembrance Day.
- Regular themes encouraging attendance, education, community, and wellbeing.

Staff Development and Training

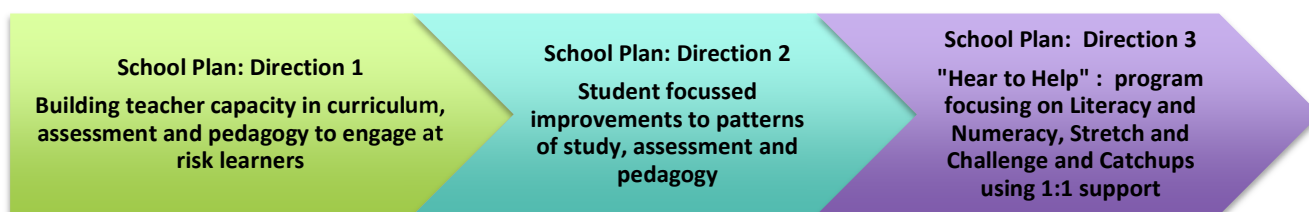
- Increase in the number of teachers who plan, implement, evaluate and take responsibility for their own teaching program/s.
- Increase in the number of teachers who keep accurate records of student attendance and performance for the classes they teach.
- Continuation of formalised teacher meetings.
- Continuation of formalised Stage 6 teacher meetings.
- Staff actively seeking and participating in relevant professional development opportunities financially supported by the school.

Community Engagement

- School catered end of term assemblies.
- Biannual parent/teacher interviews.
- School Facebook page.
- Regular SMS notices and updates.
- Display of student work in various locations.
- Regular themes encouraging attendance, education, community and wellbeing.
- Continued connection with government bodies and agencies.

School Plan

2025 marks the second year of our three-year School Plan. We believe that the directions chosen are the backbone of our school culture.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

Our Stage 6 students undertook fundraising projects to subsidise their Year 12 formal and our Stage 5 and 6 students have been operating the Youth College Cafe. These areas encourage the development of teamwork, organisation, budgeting, money handling, advertising, and communication skills. They were successful in their endeavours, exceeding their financial goals and learning valuable strategies which will follow them into adult life.

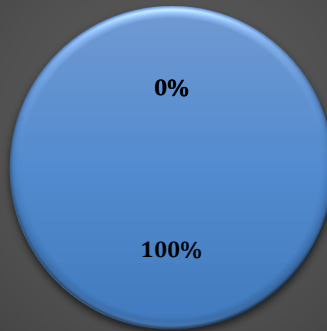
As mentioned within our Enrolment Policy, students are provided with and required to acknowledge their Rights and Responsibilities within the school.

CAREGIVER, STUDENT AND TEACHER SATISFACTION

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

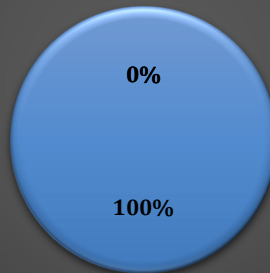
Below are the survey questions and the results from the 9 caregivers that responded.

I feel welcome at my child's school.



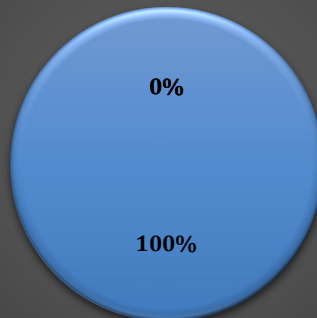
Agree Neither Disagree

Families are invited and encouraged to attend school events.



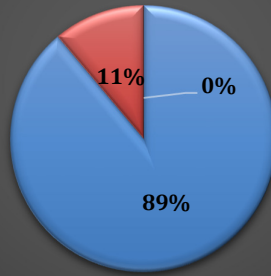
Agree Neither Disagree

Our school is held in high regard within the community.



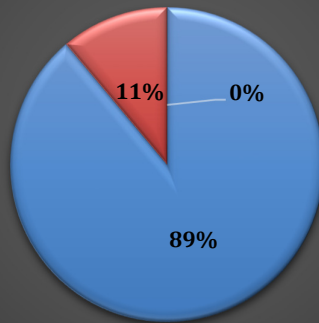
Agree Neither Disagree

Information about student learning is shared between home and school.



Agree Neither Disagree

Written information from school is in clear, plain language.

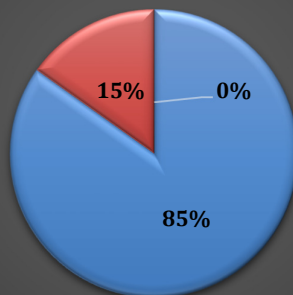


Agree Neither Disagree

The students similarly expressed satisfaction with the school. In their focus groups, students expressed the view that school is like a second home and that the staff never give up on the students.

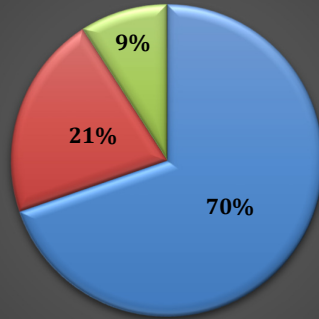
Below are the survey questions and the results from the 33 students that responded.

My teachers expect me to do my best.



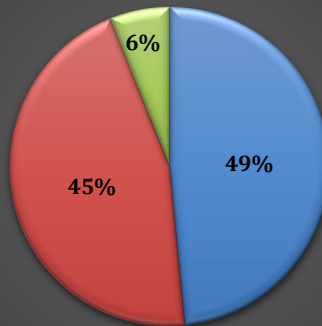
Agree Neither Disagree

I feel safe at my school.



Agree Neither Disagree

I like being at my school.



Agree Neither Disagree

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 2025 Commonwealth Financial Questionnaire.

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

