

Waranara School Annual Report 2019

Sydney NSW



Good Shepherd
Australia New Zealand

About this report

The Waranara School Annual Report (2019) provides parents and the wider school community with information about school performance and policies as determined by the NSW Minister for Education.

The Education Act 1990 (NSW) requires that the Waranara School Annual Report be publicly disclosed, published and made available online by 30 June 2020. This report is also available on the National Education Standards Authority (NESA) website. Hard copies are available from Waranara School.

About Good Shepherd Australia New Zealand

Our organisation was established to address the critical, contemporary issues facing women, girls and families. We work to advance equity and social justice, and to support our communities to thrive.

We aspire for all women, girls and families to be safe, well, strong and connected. And we are committed to tackling the significant issues of our time which adversely affect them. This means listening to and walking alongside those with whom we work. We build partnerships that deliver holistic care and enduring impact. We focus on emerging needs and providing innovative, locally-tailored responses. Our services are complemented by research, advocacy and policy to address the underlying structural causes of injustice and inequality.

We will continue to make a difference to people's lives, with the support of our Board, donors, partners, employees and the entire Good Shepherd network. Through every program and service we provide, Good Shepherd Australia New Zealand is focused on ensuring the people we work with are safe, well, strong and connected.

– Alison McClelland AM, Chair

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We respect the living culture and heritage of First Nations Peoples. We will walk together with the First Peoples of Australia and New Zealand, acknowledging their stories and spiritualities, honouring their heritage and advocating for social justice for all.

Welcome message



“Education is the most powerful weapon which you can use to change the world.” Nelson Mandela

Waranara School exists to not just educate young people, but to also increase their choices and opportunities in life.

The amazing team of dedicated teachers and education support workers at Waranara School provide personalised assistance and learning plans to students, to help them change their lives and turn around their educational experience.

It's a unique school, with an approach that works, as the students, parents and teachers all acknowledge.

To hear from the students' statements like, “this school changed my life for the better” and “it was the best experience I had at any school” just confirms how important Waranara School is in the lives of these young people.

I'm incredibly proud of the work Waranara School does, as together we enable young people to continue their education and improve their life opportunities.

– Stella Avramopoulos, CEO



Waranara School continues to look for ways we can enhance our teaching, learning and wellbeing services to provide a nurturing and student-centred environment that caters to the diverse needs of our students.

This year we were able to provide support to those students who left Waranara either because they had graduated or for other reasons, with the addition of the Transition Support Coordinator, Nicky Wells. This very valuable role has been funded by the philanthropic organisation, the Matana Foundation, enabling a 'safety net' for our ex-students ensuring they can continue their connection with the Waranara School and access personalised support to meet their vocational and individual goals.

In 2019 we also created the Diverse Learning Coordinator role, held by Will Lutwyche, in response to the complex learning needs our students often present with.

As a result, all students in the school have an Individual Learning and Support Plan developed in collaboration with the student and their parent/caregiver allowing for personalised adjustments to be provided for each student.

I would like to thank all Waranara School staff and volunteers for their ongoing commitment and generosity of spirit. They have helped create a dynamic and caring environment in which our young people can succeed. I also commend every student for their efforts to be the very best they can be, and thank their families and stakeholders for their ongoing support.

– Kirsty Rose, Principal

About the school

Waranara School is an accredited secondary school (Year 9 to Year 12) based in Marrickville, NSW. It supports young people, particularly those experiencing anxiety or mental health challenges, to re-engage in education.

Context

Good Shepherd Australia New Zealand opened Waranara School, formerly known as The Waranara Centre, in February 2015. Initially catering to Years 9 and 10, the school has now expanded to include a senior campus for Years 11 and 12.

Waranara School assists students to achieve the Record of School Achievement (RoSA), Higher School Certificate (HSC) and pursue careers through access to work experience, vocational courses and certificate courses at TAFE.

In particular, Waranara School assists young people experiencing anxiety or mental health challenges to stay connected to their education. Since educational outcomes are intrinsically linked to wellbeing, Waranara offers support to students across different aspects of their life. This includes personalised teaching and learning support, specialised wellbeing support,

and access to specialist adolescent and family counsellors on-site.

Waranara School is characterised by its personalised teaching and learning support. Young people benefit from small class sizes and a strengths-based, trauma-informed approach. Teachers work closely with students to identify their unique characteristics and skills, and develop learning strategies based on these strengths.

Staff work alongside Good Shepherd's counselling team to support students in addressing issues that may affect their education or wellbeing. Counsellors may invite parents to take part in sessions if it will benefit the young person. Young people and their families also have the opportunity to access other Good Shepherd programs and services. These include ParentWise, a parenting program for parents and carers of adolescents, and financial counselling.



Characteristics of the student body

In 2019, 82 students were enrolled over the year, with 50-55 students being enrolled at any one time. Students transition out of Waranara School when they feel ready to move to a different educational setting. Some students stay a number of years at Waranara while others return to their previous school or another educational setting after reaching their goals in a much shorter time. Across the year the total student enrolment consisted of:

64% young women

18% Aboriginal and Torres Strait Islander young people

11% culturally and linguistically diverse young people

Philosophy

Waranara School believes all young people have the right to access education in an environment that responds to their personal needs and circumstances. Its educational philosophy is underpinned by six key principles.

1. Holistic support

Students receive “wrap-around” support services to help them increase their wellbeing and engage with education.

2. “One person is as important as the whole world”

The school offers students tailored learning and wellbeing support based on their unique needs and circumstances.

3. Social justice

The school supports young people experiencing mental illness or significant life challenges to re-engage in education through specialised education and wellbeing support.

4. Student collaboration

The school encourages students to identify goals and develop tailored, practical learning strategies in collaboration with their teachers. This empowers students to become the change-makers in their own lives.

5. Positive connections

Teachers and staff focus on developing strong, positive relationships with young people so they can become more comfortable, confident and responsive to the education and wellbeing support provided to them.

6. Strengths-based development

The school is characterised by its strengths-based, student-centred approach. Teachers and staff work closely with students to identify and build on their strengths, inside and outside the classroom.



Academic outcomes

Standardised literacy and numeracy testing

In 2019, 2 students at Waranara School participated in the Year 9 National Assessment Program Literacy and Numeracy (NAPLAN) tests.

Record of School Achievement

In 2019, the NSW Education Standards Authority (NESA) awarded the Record of School Achievement (RoSA) to 21 Waranara students. This represents 100 per cent of students who completed Year 10 at Waranara School that year.

RoSA outcomes

| Year | Students granted RoSA | % of student cohort |
|------|-----------------------|---------------------|
| 2015 | 16 | 66% |
| 2016 | 24 | 96% |
| 2017 | 30 | 100% |
| 2018 | 24 | 100% |
| 2019 | 21 | 100% |

Higher School Certificate

The school offers the NSW Education Standards Authority's curriculum for Stages 5 (Years 9 and 10) and 6 (Years 11 and 12), assisting students to achieve a Year 10 RoSA and HSC.

Waranara School offers students the opportunity to work towards the HSC through a "compressed" model. Over a two-year period, students study three subjects per year from a choice of six subjects, covering both preliminary courses and the HSC course in each subject in a 12-month period.

2019 HSC outcomes

In 2019, a total of 22 students sat for the NSW Higher School Certificate in five courses offered at Waranara School. In total, 50 per cent of students achieved Bands 1-2 (40-59 marks), with 50 per cent of all students being placed in Bands 3-6 (60-100 marks).

| Subject | No. of Students | Bands 3-6 (60-100) | Bands 1-2 (40-59) |
|--------------------------------------|-----------------|--------------------|-------------------|
| Ancient History | 5 | 4 (80%) | 1 (20%) |
| Studies of Religion II | 14 | 9 (65%) | 5 (35%) |
| Geography | 14 | 4 (29%) | 10 (71%) |
| Community & Family Studies | 11 | 5 (46%) | 6 (54%) |
| English Studies | 3 | N/A | N/A |
| Sport Lifestyle & Recreation Studies | 7 | N/A | N/A |

Note: Sport, Lifestyle and Recreation and English Studies do not involve an HSC band ranking

Year 12 students attaining Year 12 certificate or equivalent VET qualification

Waranara School delivers the compressed model for the HSC, whereby students undertake both the preliminary and HSC courses for three subjects a year, over two years. Ten students completed the required course load to complete their HSC in 2019.

In 2019, no students completed a vocational course through NSW TAFE.





Nicky Wells – Transition Support Coordinator

Staff profile

Teacher qualifications

In 2019, Waranara School employed six full-time and two part-time teachers. Two of these teachers are in the positions of Curriculum Coordinator and Diverse Learning Coordinator.

These positions were permanent and supported by:

- One full-time Principal (teaching)
- Two full-time Wellbeing Support Workers
- One Learning Support Assistant
- One part-time Administrator
- One part-time Transition Support Worker

2019 Teacher qualifications

| Qualification category | Teachers (no.) |
|--|----------------|
| (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. | 8 |
| (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 |
| 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 |

Professional learning and development

Waranara School values the ongoing professional learning and development of its staff so young people can benefit from the best quality education possible.

2019 Professional learning and development

| Professional learning activity | Participating staff (no.) |
|--|--|
| Mandatory Reporting of Child Abuse in Schools | 1 x Principal 6 x Teachers 3 x Wellbeing Support Workers 1 x Administrator |
| First Aid – CPR and Anaphylaxis | 1 x Principal 6 x Teachers 3 x Wellbeing Support Workers 1 x Administrator |
| Fire Safety Training | 1 x Principal 6 x Teachers 3 x Wellbeing Support Workers 1 x Administrator |
| Child Protection Update | 1 x Principal 6 x Teachers 3 x Wellbeing Support Workers 1 x Administrator |
| Negotiation and Crisis Intervention | 1 x Teacher |
| Working Together – Multi-Tiered Systems of Support for Student Success | 1 x Teacher |
| Inspiring Strategies to Revitalise Junior English | 1 x Teacher |
| Nationally Consistent Collection of Data (NCCD) Training | 1 x Diverse Learning Coordinator |
| Love Bites – Healthy Relationships Training | 1 x Wellbeing Support Worker |
| Cultural Awareness Training | 3 x Teachers 2 x Wellbeing Support Workers 1 x Curriculum Coordinator 1 x Diverse Learning Coordinator 1 x Transition Support Coordinator 1 x Learning Support Assistant 1 x Principal |

Workforce composition

In 2019, Waranara School comprised 13 staff who worked closely with one another to support young people's education and wellbeing.

Waranara School was also fortunate to have the assistance of volunteer tutors recruited through The Centre for Volunteering, Sydney. In 2019, 10 tutors volunteered once a week to support students with their studies on a regular basis.

One Community Services (Youth Work) student also completed a work experience placement over two terms.

No staff of Aboriginal and Torres Strait Islander background were employed.

2019 Workforce composition

| Staff | Number (FTE) |
|------------------------------|--------------|
| Principal | 1 |
| Diverse Learning Coordinator | 1 |
| Teachers | 5 |
| Part-time teachers | .6 & .5 |
| Wellbeing Support Workers | 2 |
| Learning Support Assistant | 0.7 |
| Administrator | 0.6 |
| Curriculum Coordinator | 1 |
| Transition Support Worker | .7 |



Attendance

In many instances, students join Waranara School following long periods of absence at their previous school. Most students are referred to the school due to ongoing school refusal often caused by poor mental health or other issues such as bullying, family problems and complex trauma.

School attendance is viewed as fundamental for improved educational outcomes. Staff work closely with students and their support networks to develop strategies that assist them to improve and maintain their attendance.

If a student's attendance declines, the Wellbeing Support Worker develops a re-integration plan for the student. This may include alerting their parents, arranging flexible school hours or extensions, and linking them to relevant support services (see p14 for the full attendance policy).

Where possible, Good Shepherd's specialist adolescent counsellors also work with students to address issues that may affect their wellbeing and school attendance.

The table below provides a detailed breakdown of school attendance rates.

2019 School attendance rates

| Campus | Year group | 2017 | 2018 | 2019 |
|---|----------------------|------|------|------|
| Junior campus | 9 | 59% | 46% | 45% |
| | 10 | 52% | 50% | 52% |
| Senior campus | HSC (Year 11 and 12) | 46% | 60% | 51% |
| Overall school attendance rate (junior and senior campuses) | | 47% | 52% | 52% |

Attendance policy

Two days absence

Students who are absent from Waranara School for two days will be required to contact school staff to advise of their whereabouts, the reason for their absence and their return date.

Three days absence

Students who are unwell for a period of three consecutive days or more will be required to provide a doctor's certificate.

Five days absence

When students are absent from Waranara School for a period of more than five days without contact or explanation, a letter is sent to their home address seeking contact. The letter invites students and their parents/carers to advise staff of the reason for the student's absence and to attend the school for a face-to-face meeting regarding a re-engagement plan. If students and/or parents/carers do not respond to this letter within five days, they will be advised that their school enrolment may be cancelled.

Two weeks absence

When students are absent for a period of more than 14 days without communicating with Waranara School, contact will be made with the Student Attendance and Educational Neglect Coordinator at the NSW Department of Education. They will be advised of the student's absence and provided with relevant information about the student and their parents/carers. Details of this contact will be recorded in the School Enrolment Register.

Section 25 of the Education Act (1990): Attendance exemptions

Students who experience ongoing medical issues or exceptional circumstances during the course of their enrolment at Waranara School may be granted an attendance exemption under Section 25 of the Education Act. In such situations, the Principal will meet with students and/or parents/carers to consider whether criteria for an exemption can be met. Where weekly attendance audits indicate a long-term pattern of student attendance difficulties or concerns, staff will raise these issues with the student and/or parents/carers in a face-to-face meeting.

Where students do not appear to demonstrate a clear commitment to address these concerns, or where prolonged absences make it unlikely that NSW Education Standards Authority course completion requirements can be met, a letter will be sent to students with formal advice about the academic consequences of these attendance issues. In these circumstances, staff will develop a formal attendance contract with students seeking to gain a more formal student commitment to addressing issues.

Where students withdraw from Waranara School without contact, and their location is not known, staff will record this information in the School Enrolment Register and advise the Student Attendance and Educational Neglect Coordinator at the NSW Department of Education.

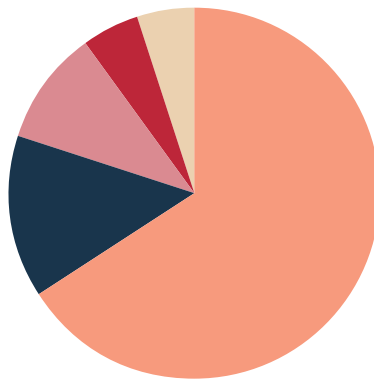


Retention

In 2019, 67% of students who completed Year 10 at Waranara School continued on to senior study at the school.

Twenty-four junior students and seven senior students withdrew from Waranara School throughout the 2019 school year for various reasons, including returning to a mainstream educational setting or to pursue a vocation.

Of the 21 students who received their Year 10 Record of School Achievement in 2019, their post-school destinations were as follows.



Post-school destinations of Year 10 graduates

- 66% Waranara School Senior Campus
- 14% Another High School
- 10% Vocational Course
- 5% Employment
- 5% Unknown



Post-school destinations of Year 12 graduates

- 25% Tertiary Education
- 25% Vocational Course
- 25% Employment
- 16% Seeking Employment
- 9% Unknown

Enrolment

In 2019, 51 students were enrolled in Years 9 and 10, and 10 in Years 11 and 12.



| Enrolments | Year 9 | Year 10 | Years 11 and 12 | 2019 |
|----------------------------|--------|---------|-----------------|------|
| Junior and senior campuses | 10 | 41 | 31 | 82 |

Enrolment process

Referral process

Young people who wish to enrol at Waranara School can self-refer or can be referred by another school, community agency, family member or carer. Staff may receive referrals by phone or through the school's Student Referral Form.

Introduction form

Young people and their parents/carers are required to complete the Waranara Student Introduction Form prior to a formal intake interview. The form includes a series of questions about the young person's education history and personal background, and provides staff with information that can be discussed in more detail at a formal intake interview.

The form enables staff to evaluate whether a candidate qualifies for enrolment at Waranara School which, as a Special Assistance School, specifically supports young people with a history of demonstrated social, emotional or behavioural difficulties.

Intake interview

Once the Introduction Form has been submitted, a young person and their parents/carers are invited to attend an intake interview.

This serves a number of purposes, including to:

- Gather information about the young person's previous education and learning experiences
- Evaluate the young person's personal support needs and resources
- Clarify information recorded on their Student Introduction Form
- Understand the young person's education goals and aspirations
- Inform the young person and their parents/carers about the school
- Provide the young person and their parents/carers with the opportunity to ask questions about the school.



Stakeholder consultation

To understand more about a young person’s education and personal wellbeing needs, staff will seek further information about the prospective student’s academic history, attendance and behaviour from their former school(s). This information will only be obtained with the consent of the prospective student.

In addition to assisting staff to understand a young person’s educational needs and resources, consulting with the prospective student’s former school will enable staff to decide whether more detailed risk assessment strategies may be required to enable the best outcomes for the individual young person and Waranara School’s learning environment.

Student progress and intake interview

Eleven staff meet weekly to review the progress of current students and to consider new enrolment applications.

To determine whether a young person is suitable for enrolment at Waranara School, staff will discuss the following factors relating to the prospective student:

- School attendance history
- Reasons for joining Waranara School, such as health-related, family or other circumstances that may affect study
- Ability to integrate with the existing student body
- Level of interest/willingness to participate in the school
- Learning and employment goals

School acceptance and formal enrolment

Young people are advised within seven days of their intake interview if they have been accepted into Waranara School. After completing the required enrolment forms, students are then invited to begin their studies. Information recorded on the enrolment forms is entered into Waranara School’s computerised Student Enrolment Register. This register is confidential and maintained by school staff with support from Good Shepherd Administration Officers.

All Good Shepherd staff are bound by strict confidentiality policies and procedures. Information recorded on the Student Enrolment Register can only be shared with external groups if the student has provided written consent.

Safety Management Form (includes risk assessment)

This form is completed as part of the enrolment process. It enables staff to plan for additional personal support needs and behaviour management interventions that may assist individual students integrate successfully and safely into the Waranara School environment.

Individual Learning Support Plan

The Individual Learning Support Plan canvasses a student’s education-specific goals and the strategies that may assist them to achieve their desired learning outcomes. It also identifies specific barriers to student engagement, including risk factors such as behavioural or mental health concerns. It also enables staff to design a personalised learning support program for students with disabilities.



School policies

School policies can be provided to interested parties or individuals upon request. There were no changes to the school policies throughout the year.

Student welfare policy

Young people's holistic wellbeing is a key element of Waranara School's educational philosophy. The school endorses Article 26 of the United Nations' Declaration of Human Rights and the assertion that education should enter domains related to "the full development of the human personality".

In line with this, the school views pastoral care provisions for individual students and family welfare support strategies as fundamental to the efficacy of its educational activities.

Anti-bullying policy

Respectful relationships are fundamental to the success and effectiveness of Waranara School, alongside student safety, inclusivity and equity. Bullying, discrimination, verbal/physical abuse and violence are rejected under all circumstances as they are fundamentally at odds with the school's values regarding the right of all individuals to respect and dignity.

It is therefore viewed as unacceptable for any student, employee, parent/carer or other stakeholder to experience bullying in any form.

In line with a restorative practices framework, Waranara School views the prevention of bullying as a shared responsibility of the entire school community, including staff members, students and parents/carers.

Behaviour management policy

In order to provide young people with the best possible opportunities for success within a safe environment, Waranara School uses a restorative practices framework as its foundational approach to behaviour management. This ethos emphasises the importance of:

- Co-operative problem-solving structures directly navigated by parties involved in conflict
- Consistent invitations/opportunities to take personal responsibility and to participate in developing restorative solutions



- An emphasis on safety and fairness
- “Teachable moments” and restorative opportunities arising from a young person’s behavioural choices
- Constructive rather than punitive consequences, as such external directives about behaviour will be “reasonable, respectful, related, restorative and re-integrative”
- Encouraging young people to acknowledge injustice and articulate agreements/intentions that promote personal accountability

The seven restorative practices, which form a foundation for effective reconciliation and restoration of relationships, include:

1. Restorative basics: relational focus; staff model restorative attitudes/behaviour; strengths-based language/conversations; supportive attitudes; clear, firm boundaries/expectations to minimise harm.
2. Community circles.
3. Positive collegial relationships at work.

4. Restorative language and conversations: use of affective “I” statements and reflective strategies, as opposed to shame-generative discussion.
5. Brief restorative interventions.
6. Classroom conferences.
7. Formal restorative conferences.

Ongoing improvement

All students can expect to be consistently treated with dignity and respect in a non-judgemental and professional environment. Where students have concerns or feedback about their experiences at Waranara School, the school is committed to providing an appropriate forum for the expression and acknowledgement of these views. The school will deal with any complaint received according to social justice principles in a fair and accountable manner.

Where concerns are raised, the school is committed to providing a timely and proportionate response to students and parents/carers or other community members.

This approach is in line with the participatory principle that all people have a right to raise concerns about incidents which have adversely impacted their education opportunities or personal health and wellbeing.

Further, Waranara School seeks to maintain a school environment of openness to feedback as a critical mechanism for ongoing improvement and quality assurance within its education program.

If you wish to obtain a copy of the full policies please contact Waranara School on 02 8571 7800.

School-identified areas for priority improvement

In 2019, Waranara School identified and addressed the following priority areas for improvement.

Priority areas for improvement

| Focus area | Strategies utilised |
|--|--|
| Improved student engagement in the classroom. | Professional development throughout the year was conducted for teachers focusing on student-centred learning. This involved the creation of the Teaching and Learning Community where peer observations were conducted as well as focused workshops. |
| Improved learning support for students with learning difficulties and disabilities. | Employment of a Learning Support Assistant four days per week. Increased psychological testing and the creation of a Diverse Learning Team. |
| Improved student and parent avenues for feedback and decision making in the school. | Creation of a Data Team to develop surveys to enable students and parents to inform decision making. |
| Transition support for students who have completed their studies or who have left for other reasons. | Employment of a Transition Support Worker 4 days a week. |



Rainbow cake made by a student for Wear it Purple Day

Initiatives to promote respect and responsibility

In 2019, students participated in a number of initiatives that highlighted the importance of respect and responsibility.

These included:

- NAIDOC Week celebration with guest Indigenous dancer and artist. Students participated in dance and art workshops
- “Love Bites”, a workshop on respectful relationships
- Wear It Purple Day – a day of celebration of the LGBTQI community
- Making of Christmas hampers for gifting to underprivileged families at St Merkorius Charity.



Student, parent and teacher satisfaction

Student satisfaction

Students were surveyed in 2019 about their experience of Waranara School and how learning had changed for them since starting at the school. When asked if there were any differences in their life as a result of attending the school, 95 per cent of the respondents answered “yes”.

When asked about how their learning had changed, some responses were:

“Students don’t like copying off the whiteboard and doing worksheets, it’s not interesting, which is what happened at my old school. At this school teachers create lessons that show different ways you can learn something. Teachers pinpoint the students’ interests and create lessons around that – it’s more student based.”

“Classes were simple Powerpoints, lecturing and worksheets. They link student interests and create different types of activities. Students are extended – it never feels stale.”

“Students are engaged and it makes learning easier.”

“Being at Waranara School changed my life. I struggled to attend mainstream school and contemplated dropping out in Year 10. The school helped me finish and graduate high school and I will always be grateful.”

Students were also asked the question “What else would you like to say about the school?” Below are some of their answers.

“Teachers care and are concerned about me as an individual. They want me to achieve and give off that vibe.”

“They create lessons that show they really care about you as a student 100%.”

“Students can feel free to express their opinion without judgement and feel heard.”

“Coming to this school has changed my life for the better. It has given me the chance to be myself and get help with the next steps of my life. I am now in a Certificate IV course studying Community Services and Welfare and I am really happy. I would not have been able to seek out such an opportunity without the help of the school and their constant support”

“Going to school at Waranara ensured that I would achieve my HSC and grow as a person. It was the best experience I had at any school”.

“Coming to Waranara School was the best decision I have made. After bouncing around multiple schools, I was finally able to find my place here and complete my schooling.”

Parent satisfaction

There are many informal opportunities for parents to engage with the Principal, teachers and staff, as well as regular parent/teacher and orientation evenings. There is also an annual graduation ceremony. Some of the comments made by parents throughout the year were:

“My child is still here and that says a lot about the school.”

“We appreciate the caring and tailored learning offered; accommodating, however ensuring expectations are understood and achieved (sometimes with considerable help).”

“The high level of support and patience is appreciated.”

“Excellent communication, one-on-one support, even-handed treatment and access to emotional support have been invaluable.”

“I’m a big fan of Waranara because it’s a small community and there’s a higher level of support than in a mainstream setting.”

“Waranara is a unique school in that it is aimed at supporting kids that have fallen out of and become disengaged with the larger formal school systems. I think the school’s greatest strength is its acceptance that not all kids fall within the middle of the bell curve and kids learn best when they are respected and listened to.”

“I’m a big fan of Waranara because it’s a small community and there’s a higher level of support than in a mainstream setting.”

Teacher satisfaction

Waranara School is a safe, positive, supportive and collegial environment where issues can be raised and addressed professionally. The Principal meets with each staff member fortnightly to discuss staff wellbeing and any staff concerns, as well as to monitor their level of satisfaction.

Staff turnover at Waranara School is low. Only one teacher resigned in 2019 to pursue other teaching opportunities.

This year staff were surveyed to determine their level of satisfaction in their role. This included the question "What do you like best about working at Waranara School?" Some of their answers were:

"This is the one workplace I have had where I feel genuine joy coming to work. Getting to spend quality time with our young people and seeing the impact we have on our community is truly special."

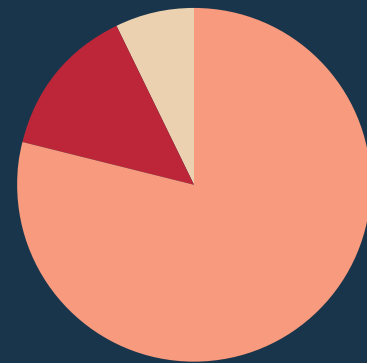
"My experience at Waranara has shown me how school and wellbeing work hand-in-hand. This environment allows for one-on-one mentorship between students and teacher, it also provides teachers with an opportunity to really know their students and their needs. The small class sizes provide me with the opportunity to engage with each student during the lesson and differentiate my units accordingly"

"Working at Waranara in a small supportive environment has provided opportunities to share and create new teaching practices. Staff are always looking to improve and create best practice for our students".

"It is really exciting to continue working with our amazing students when they exit Waranara and help them with further education, employment, life's obstacles and their wellbeing. Every day is different. These young people are our future and watching them flourish is the best part of my job!"

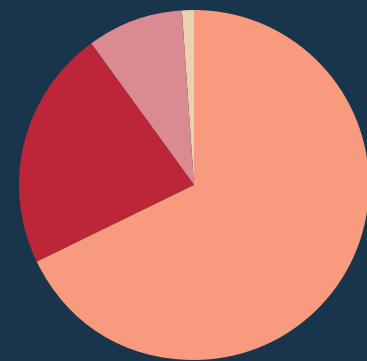
Summary of financial information

Below is an overview of Waranara School's income and expenditure for 2019.



Waranara School – Income 2019

- 79% Commonwealth Recurrent Grants
- 14% State Recurrent Grants
- 7% Fees and Private Income



Waranara School – Expenses 2019

- 68% Salaries and other staff costs
- 22% Operating Expenses
- 9% Building & Grounds Expenses
- 1% Depreciation

Good Shepherd Marrickville

440 Marrickville Road
Marrickville NSW 2204

Waranara School

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