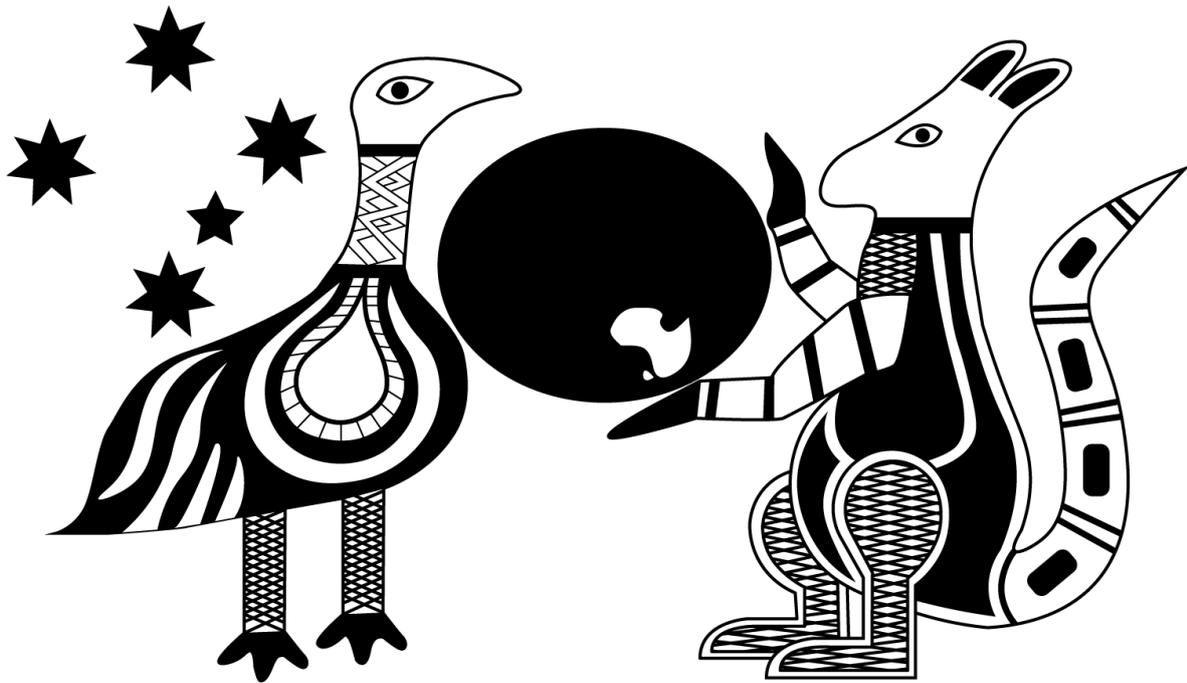


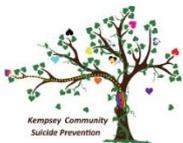
# MACLEAY VOCATIONAL COLLEGE

1-13 Reginald Ward Street, South Kempsey NSW 2440

Telephone: (02) 6563 1790



## MACLEAY VOCATIONAL COLLEGE



**GINDA  
BARRI**  
MUMS & BUBS



# Educational & Financial Annual Report 2023

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## The Report Committee

In preparing this report, the Committee has gathered information from both anecdotal and formal surveys conducted during the year, with students, community and staff. They have analysed this data and other information about the College's practices and student learning outcomes. The committee along with College staff and community have determined targets for the College's future development.

Mr Ryan Martin	Principal
Ms Megan Nicholls	Assistant Principal
Mrs Narelle Moulton	Chair of the Board of Management
Mrs Belinda Fowler	Business Manager

## ABOUT MACLEAY VOCATIONAL COLLEGE

The Macleay Vocational College in Kempsey was established in 2001 by the community of Kempsey and the Macleay Valley Workplace Learning Centre Inc. The school in its current location on Reginald Ward Street was officially opened on the 22nd March 2006. It has grown on this site with a steady enrolment each year of around 120 students and around 50 locally employed teachers and support staff. Just over 70% of the student population are Aboriginal and around 30% of the staff are Aboriginal.

Our vision at Macleay Vocational College is to promote the development of the young people enrolled at College and foster their personal growth to become resilient, tolerant and self-confident members of community.

We encourage a commitment to lifelong learners and a promoting a personal best approach to their learning and development. The school environment is supportive and flexible and supports students to feel a sense of belonging, pride, cultural identity and awareness. We provide a supportive and flexible environment where students can develop a sense of belonging, pride, personal identity and cultural awareness. The school achieves its mission by encouraging students to achieve their personal best. The College specialises in a blended education model that offers both academic and vocational pathways with the HSC and completion of Vocational Education and Training a goal for all of our

students along with a goal to have some form of employment by the time of graduation. In 2022, 20 students completed Year 12 and 15 of them were employed.

The College is classified as a Special Assistance School and enrolls students who do not fit into the traditional mainstream school setting, have been suspended or expelled and or are exiting Juvenile Detention. Despite this the College continues to be recognised as a leader in delivering alternate education to students at risk of disengaging from education. The College offers a wrap-around health and wellbeing support service with Psychologists, Counsellors, Social Workers and Mental Health Support Workers all employed by the College.

The school plays an important part in the community by catering for students from Year 9 to Year 12. Student enrolment varies from 105 to 120 students annually with a number of students transitioning out of the College program and back into mainstream school or local TAFE courses.

This information is also available at <http://www.myschool.edu.au>



# A MESSAGE FROM KEY SCHOOL BODIES

## From the Chairperson



I would like to acknowledge the custodians and keepers of the stories of the land on which we live and learn, the Dughutti people. From the mountains to the sea, always was and always will be.

The Macleay Vocational College provides a flexible learning environment encouraging students to recognize their individual potential and provide a pathway to employment.

Enrolments remained strong for 2023, also with an increase in daily attendance. This indicates the education provided by the college is meeting the needs of students who find mainstream education difficult. The college strives to meet

the specific needs of students. This has included numeracy and literacy testing leading to the development of specific learning programs for Year 9 and 10 students.

This year 11 students sat for their HSC.

While formal education is important, so are the many opportunities for 'experiences'. This can range from scuba diving, walking on country, getting their creative on with the Crosswires music mentoring program visiting, to a visit by the NSW Governor, Margaret Beazley.

Body as well as mind is important to nurture in the students and now the basketball court is complete as well as the sports field, it is being well used. Students are also participating in a touch footy competition; and we haven't forgotten staff, who are supported with gym memberships, if they choose to take up the offer. The Friday pantry also ensures students and their family don't go hungry.

And not to forget the spirit – the completion of the Yarning Circle and its official opening with a powerful smoking ceremony is a quiet spot for contemplation. A big shout out to Uncle Barry and team for the blood, sweat and tears that went into this amazing asset for the college. Work was begun on the sensory garden and some work undertaken at Wigay Garden. Student's mental health is also supported by qualified staff available for students to speak with.

The college would be nothing without the dedication and commitment of all staff. It is not just the teaching staff who contribute to the wellbeing of students. The admin and ancillary staff are like family to many of the students and go above and beyond to ensure the students are okay.

Queenwood and Newington College continue to partner and visit the college with students reciprocating. The two city colleges also continue to support in tangible ways, such as, providing the Ginda Barri, Mums and Bubs with goodies to support their new families.

This year the Manager of the RTO for 10 years, Sue Seagar retired from her position. The RTO is continuing under the college and is now aligned with the AIS. This year 7 students completed the requirements for their chosen courses.

Under the agriculture program, students have been to a number of agricultural shows, proudly preparing and showing their livestock. The South Kempsey Medical Centre has been a great support providing work opportunities for students; and a student is now undertaking a full carpentry apprenticeship.

The college remains in a comfortable financial position as can be seen in the financial report. This allows the college to maintain the college and make improvements; ensure all the equipment is up to standard, especially

IT; support students to continue their education; support the professional development of staff and meet all regulatory requirements.

The college would not function without the Board of Management. The Board is voluntary and brings a diverse range of skills to the table, however, its overarching value is its commitment to ensure the students of the college are given the best opportunity to reach their potential and the skills to enter the workforce.

On a personal note, I have been associated with the college for many years, coming to the Board when Jann Eason was Principal. I have seen the college grow from an embryonic idea, through many teething problems, to adolescence and all its inherent ups and downs. Now I see a college that is maturing, a place where education really matters, where students are proud of their achievements and strongly consider a career; and a community that is proud of their kids. I am not so naïve that it is all sunshine and lollipops, however, the growth in the college outweighs any negativity.

On behalf of the Board, I thank Ryan Martin, Principal, and all the staff for the commitment to the students and to the ongoing success of the college.

**Narelle Moulton** Chair, Macleay Valley Workplace Learning Centre Inc.

## From the Principal



**2023:** There you came, and with the speed you arrived, there you went! I suppose I have become accustomed to the fast pace at which the College moves, but when the final days of the school year arrive, I honestly have no idea how it swept by so fast. While fast-moving, 2023 was a huge success and brought about a raft of important changes that have begun to bear fruit and will continue to do so into the future.

Firstly, I would like to thank the resilient and talented staff for their dedicated work throughout 2023. Students were introduced to more innovative approaches to learning, and the quality of the work that students were producing lifted significantly. Individual Learning Plans were written with much greater input from parents and carers. The gathering of more accurate and timely wellbeing, numeracy, and literacy data ensured that the ILPs more accurately informed teaching programs and assessments. The determination, resilience, humour, and positivity of the staff were again called upon in spades as we introduced more innovative curriculum and

also balanced this with supporting the students to deal with their challenges, big, small, or at times insurmountable.

As a school community, we continued to support students with the skilled work of our teaching and support team, along with two full-time Clinical Psychologists, a Social Worker to support accommodation needs, two Alcohol and Drug Counsellors, and a Wellbeing Coordinator. In addition, we continued with the Friday Pantry, community food drops, and continued support for families during times of challenge and grief. With all these additional services, it remains quite incredible that we manage to also continue to run innovative education programs for the students in our care.

The move to some of the Vocational Education and Training (VET) courses being administered by AISNSW proved its worth with 7 students completing Certificate 2 and 3 courses. In all the time the College has offered VET courses, only one student in 2022 had completed a certificate, so this is a stunning result and we will build on in during 2024. We welcomed Shannon Dowling to the College team, who took over the role of managing the RTO and organizing our trainers. This ensured that we were tracking students as they completed various competencies and resulted not only in the 7 completions, but a raft of students finding employment in Kempsey.

Hospitality classes continued to access the new classrooms and kitchen, with a weekly Café being run by students. This has included students cooking, making coffee, and serving staff. The College now has its own POS system, and the students are confidently operating it, including processing EFTPOS transactions. This has given so many of our students the confidence to look for work outside of College. Students have also catered for some smaller events for local services using the facility, it's wonderful that they have had this opportunity to showcase their hospitality skills. Simone led this work brilliantly in 2023.



Midway through the year, we were also able to recruit an experienced HPE teacher who immediately introduced interschool sport back into the program. His enthusiasm and organization has students back on sporting fields around the region competing in NRL and Rugby. Wednesday sport also kicked off strongly with surfing, mountain bike riding, and tennis, to name a few.

During the first semester, we built upon the wrap-around services that we had established during 2022. The Friday Pantry was again supported by Woolworths and Nestle, and we packaged up food bags by the hundreds, along with over 1,000 hot meals being cooked at College and then delivered to families. This support went to students and their families when they were most in need. The shift we made in 2022 was to encourage students to ask for support rather than expect it would just happen; we continued this approach in 2023. This allowed us to track the support we were giving and teach the students to ask for support to help them develop greater resilience and independence.

Our Gudhurr Ngarratiyn Gudhurr Guwiyn (boys) and Dhawirr-Kurr-Wutu (girls) cultural programs became a much more consistent component of the weekly timetable, with outings that had a much greater focus on drawing from the knowledge of local elders and visiting local culturally significant sites. The Waratah Program led by Jemma Fraser pushed this approach, and in 2024, we hope to have a MVC Reconciliation Plan that will tie in with a more focused Strategic Plan.



The Ginda Burri Centre again provided such important support to the Mums at MVC. Under the leadership of Annelies, the mums were encouraged to be more independent and develop more robust skills to manage their day-to-day challenges with the support of local services. The Community Housing Limited partnership again allowed many of our mums to access safe and secure accommodation close to College. Our advocacy also ensured that the mums were able to find their voice when they needed support to repair damage to their accommodation and at times request to move out of the Kempsey area. Two of our GB Mums completed Year 12 in 2023. Their stories were also featured in the Channel 10 Project story that aired in March 2023.

The teaching and learning programs were again in safe hands in 2023 under the leadership of Megan Nichols, who worked tirelessly to ensure programs were rewritten up to date and reported on in all subject areas. Megan took time away from College to welcome her second child into the world. Karen, Tiana, Jemma, and Louise all took up some tasks to ensure things continued to operate smoothly in Megan's absence.

The Waratah Program, which aims to strengthen relationships with Dunghutti people in and out of the school, continued to explore ways to improve community engagement. A range of staff attended Stronger, Smarter Workshops, and Jemma, along with Maurice, led much of this work. The attendance at Community BBQs and our end-of-year Awards Ceremony is a testament to this improved engagement with the community. We also made a shift in the way we ran our Christmas functions. In 2023, we delivered over 120 Christmas Hampers and over 200 Christmas gifts into the community. Jemma and Sally were involved in a mountain of work to make this happen. Our staff delivered the hampers and gifts, and the feedback was so positive from the community and staff.

There were many great opportunities on offer for students throughout the year, including White Water Rafting, River Treks, Outdoor Education, Activity Days at the end of each term, Scuba Diving Courses, Self Defence Classes, Golf, Swimming, Surfing, and more. External agencies continued to engage with the school, including Kempsey Families, NSW Health, South Kempsey Community Centre, South Kempsey Medical Centre, Kinchela Boys Home, etc. Our partnership with Hemant and his team at South Kempsey Medical Centre resulted in a School-Based Traineeship completion for one of our students. Another new link at RESICOM has continued with a second-year cabinet making apprentice. Queenwood College and Newington College again visited the school, with four of our students already visiting Queenwood this year and 15 of their students visiting us already. We will continue to foster this important relationship in 2023.

In 2023, we celebrated the graduation of 12 Year 12 students, two of whom were parents. This is something the entire school community is incredibly proud of and inspires staff to raise their expectations of students.

In 2024, the Berry Street Education Model will be further embedded in school programs. Literacy and Numeracy Testing have been completed early, and staff will plan accordingly, with students needing extra support already receiving literacy support. Technology across the school will be upgraded, with new laptops set to arrive shortly, and the RTO will continue to be supported by AISNSW. There will be a focus on increasing employment numbers as part of the Year 12 exit outcomes, getting students engaged in community sport, building the boys' and girls' programs, continuing to strengthen ties with our community and employment services, and further establishing the Period 7 Program. The work undertaken with Real Schools will help craft the MVC Strategic Plan and ensure strong links with our MVC Reconciliation Action Plan, which is due to be completed in term 2. It is important that the community knows about all this work. In 2023, we launched our new website and started using Instagram to showcase the incredible work occurring at the College, as outlined in this report. This promotion of College programs is changing the conversation in the community about what we actually do at MVC.



In summary, 2023 was another dynamic and successful journey. Strong progress was made in the teaching and learning space, along with a real effort to ensure that wellbeing programs were tailored to assist students in accessing the learning program more confidently and consistently. It has been a credit to the wellbeing team balancing the diverse needs of our unique student group. The school improvement journey has continued with IT and security upgrades, landscaping, and a host of improvements that have ensured that the students can be proud of the school they attend.

Again, I would like to thank the School Board for your support and for making the time to be part of many of the school events across 2023. This year has started smoothly with steady enrolments, improved attendance, and busy productive classrooms and learning spaces. Onwards and upwards in 2024!

Ryan Martin  
Principal  
Macleay Vocational College

## Contextual information about the school and characteristics of the student body

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This information is also available at  
<http://www.myschool.edu.au>



# Student outcomes in standardised national literacy & numeracy testing

This information is available online at <http://myschool.edu.au>

Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means you can't compare NAPLAN achievement prior to 2023 to that from 2023 onwards. You can access the 2014-2022 NAPLAN results by clicking the button under the 'Interpreting the table' legend on the website.

2023					
Compare to	Students with similar background		All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 9	474	440	460	457	459

NAPLAN participation for this school is 92%  
 NAPLAN participation for all Australian students is 95%

<sup>NB</sup> A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

### Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available



# Senior Secondary Outcomes

## Higher School Certificate

In 2023, eleven students completed Year 12 and of this cohort 73% fully completed their HSC.

Subject	Year	No. of students	Band 4-6	State	Band 2-3	State	Band 1	State
<b>English Standard</b>								
	23	5	1	59%	4	38%	0	2%
	22	10	0	55%	5	43%	5	1%
	21	8	0	58%	4	40%	4	2%
	20	7	0	57%	6	42%	1	1%
	19	13	1	51%	2	46%	0	2%
<b>English Studies Exam</b>								
	23	6	0	4%	4	34%	2	7%
	22	11	0	4%	7	41%	4	6%
	21	8	4	3%	4	38%	4	59%
	20	8	0	1%	0	41%	8	13%
	19	3	0	2%	1	38%	2	5.5%
<b>Aboriginal Studies</b>								
	23	11	3	60%	6	29%	2	7%
	22	20	0	56%	17	35%	3	5%
	21	19	0	47%	10	41%	9	12%
	20	17	1	41%	6	32%	10	15%
	19	19	2	43%	16	42%	1	13%
<b>Mathematics Standard 2</b>								
	23	3	0	73%	1	18%	2	4%
	22	9	0	54%	2	42%	7	3%
	21	5	0	51%	1	42%	4	7%
	20	2	0	50%	0	42%	2	8%
	19	4	2	39%	1	28%	1	2%
<b>Visual Arts</b>								
	23	3	2	90%	1	8%	0	0%
	22	12	8	92%	4	7.5%	0	.5%
	21	4	1	91%	3	8.5%	0	0.5%
	20	3	0	90%	3	9.5%	0	0.5%
	19	4	3	88%	1	10%	0	0.5%
<b>Community and Family Studies</b>								
	23	3	1	70%	0	26%	2	2%
	22	4	0	73%	4	24%	0	1%
	21	9	1	71%	6	26%	2	3%
	20	5	0	68%	5	29%	0	2%
	19	10	0	67%	9	28%	1	2.5%
<b>Hospitality Exam</b>								
	23	4	0	52%	4	27%	0	1%
	22	7	1	58%	6	23%	0	.5%
	21	9	0	59%	8	25%	1	16%
<b>Biology</b>								
	23	1	0	63%	1	35%	0	2%

## RoSA

Student performance in the Year 10 and Year 11 Record of School Achievement (RoSA) is required to be reported on each year. Grades were submitted to the NESA for each student in 2023. The Year 10 cohort were also given 'N' Determinations when students did not meet the minimum requirements. Grades were also issued for all students in Year 11 in line with their RoSA and Preliminary Studies. They were also given "N" Determinations when students did not meet the minimum requirements. We had no requests for the College or NESA to issue a Year 10 RoSA in 2023.

## 2023 Senior Secondary Outcomes

In 2023, 11 students successfully completed their HSC. Six of these students already had part time work and all of them had indicated they had plans to complete further study and or apply for full time work. Of the 11 graduates two were young mums and they were able to complete Year 12 with the support of the Ginda Barri Centre.

In 2023, eleven students completed Year 12 and of this cohort 73% fully completed their HSC, this was improvement from 2022 where only 50% of students fully completed their HSC. Two of the students in the graduating class were young mums who juggled both their studies and the challenges of being a parent.

Of the 2023 year 12 cohort, one student complete their First Aid Certificate, one student completed their White Card and Four students gained Certificates for Barista Training. Excitingly, two students receive full Certificates in Hospitality and one received a Statement of Attainment, four students received full certificates in Business Services and two received a Statement of Attainment.

Year 12	Qualification / Certificate	Percentage of Students
2023	HSC	73%
2023	Achieved VET competencies	80%
2023	Full VET qualification for HSC	60%

Senior secondary outcomes are documented on the My School website: <http://myschool.edu.au>

## Professional Learning and teacher standards

### Professional Learning

The School Executive participated in courses conducted by the AIS Leadership Centre during the year, and all the teaching staff participated in professional learning about meeting the needs of diverse learners during school development days held throughout the year. In addition, the following professional learning activities were undertaken by staff throughout 2023:

Professional Learning and Teacher Standards Professional Learning/Activity	Number of Staff
2023 Child Protection Refresher - NSW	60
2024 Experienced Teacher Accreditation	1
Aboriginal and Torres Strait Islander Voice across the Curriculum	1
Adapting Speech Pathology Strategies for the Classroom - Humanity Group - Online	1
AHISA Annual Principals Conference	1
AISNSW Arngem NE Immersion 2023	2
ASQUA Re-registration	1
Australian Association for Cognitive & Behaviour Therapy Annual Conference & Workshop	1
Australian Council for Adult Literacy Annual Conference	1
Australian Strength & Conditioning Coaching	1
Autism Awareness and Strategies for the Educational Environment - Online - Karina Barley (PhD) - Online	1
Autism: Differentiating the Curriculum - Karina Barley (PhD) - Online	1
BSEM Online Implementation Masterclass	4
Bush Tucker Plants: Growing & using	1
Certificate III Hospitality	1
Certificate III in Individual Support	1
Commercial Negotiation and Contracts for Non-legal Professionals	1

Developing Reconciliation Action Plans and Culturally Responsive Schools	2
Easy Differentiation Strategies for 7-10 Science Teachers - Katrina Harte - Online	1
Geographies of the Future - Local to Global	1
Governance Workshop	6
Human Resource Professionals' Breakfast Briefing Webinar	1
Identifying and Responding to Children and Young People at Risk - Self-paced Learning Experience	14
IGNITE EI Enhancement Leadership program	1
Introduction to School Based Apprenticeships and Traineeships (SBATs)	2
iPads - Effective Classroom Use and Evidence Based Practices - Karina Barley (PhD) - Online	1
Leading NCCD to Develop Whole-School Inclusive Practices	3
Learn how to apply the Six Bricks Methodology in your class! - Denise Meyerson - Online	1
Learning On-Country: East Arnhem Land Cultural Immersion	2
Lessons from the Outside: The Future of Governance in Independent Schools	2
NCCD Community of Practice: Moderation	2
NCCD: An Introduction for School Teams	2
Ocean Safety Surf Coach Award (OSSCA)	6
Personalised Learning Processes for Aboriginal Students - Self-paced Learning Experience	1
Positive Practices for Classroom Management: Small Changes, Big Impact	1
Positive Schools 2023 - Mental Health & Wellbeing Conference	1
Powerful Partnerships: Community Engagement	1
Practical Skills in Responding to People who Experience Domestic & Family Violence	4
School Refusal and Attendance Improvement Planning - Livestream	2
Schools Online Entries - Part 2 (self-paced online course)	2
Sensory Challenges in the Classroom: Understanding How Sensory Problems Present and What to Do About It. - Karina Barley (PhD) - Online	1
Sensory Processing Challenges: What every teacher needs to know - Karina Barley (PhD) - Online	1
Shining the Light on Student Potential - Sapna Sachdeva - Online	1
Social Impact in the Regions Conference	1
STEM 2023 Conference	2
Stronger Smarter Leadership Program Phase 1 - AIS NSW 1	4
Student Behaviour: How To Decipher Its Secret Language and Improve Student Outcomes - Karina Barley (PhD) - Online	1
Supporting Students with Challenging Behaviour Module 4	1
TAE40122 Certificate IV in Training & Assessment	1
The AISNSW Annual Briefing 2023	2
The Waratah Project - Term 1 On-Country Learning	3
The Waratah Project - Term 2 On-Country Learning on Ngunnawal Country	1
The Waratah Project - Term 3 On-Country Learning on Worimi Country	2
The Waratah Project Schools Workshop T1	3
The Waratah Project Schools Workshop T2	2
The Waratah Project Schools Workshop T3	2
The Waratah Project Schools Workshop T4	2
The Waratah Project: Stronger Smarter Leadership Program 2023 - Cohort 1	4
The Waratah Project: Stronger Smarter Leadership Program 2023 - Cohort 2	2
Twice Exceptional (2E) Students - Natasha Siryj - Online	1
Understanding Giftedness: An overview of Giftedness - Natasha Siryj - Online	1
Understanding Multi-Tiered Systems of Support (MTSS) - Karina Barley (PhD) - Online	1
Universal Design for Learning and IPAA - Inclusive Frameworks - Karina Barley (PhD) - Online	1
Use the Six Bricks Methodology to Build Basic Computational and Coding Skills - Denise Meyerson - Online	1
Use the Six Bricks Methodology to Build Numeracy and Basic Mathematical Skills - Denise Meyerson - Online	1
VET AISNSW RTO Update Webinar	1
VET Business Services, Workplace Skills, IDT, and Retail Services Network Day	1
VET Hospitality Network Day	1
VET Primary Industries Extraordinary Webinar: Changes and Updates	1

VET Primary Industries Network Day	2
What all educators need to know about childhood trauma - Robert Harris - Online	1
Whole School Approach to Social, Emotional and Wellbeing Learning in the Early Years and Primary School Classroom - Grow Your Mind - Online	1
Women in Leadership Australia Conference	2
Work Health and Safety in Schools	1

The total expenditure on Staff Professional Development for 2023 was \$58,022.78 (2022 \$86,123.65).

## Teaching Standards

Category	Number 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, or	27
(ii) Teachers who have a bachelor’s degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Nil
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.	Nil

## Teacher Accreditation

Level of accreditation	Number of Teachers
Conditional	1
Provisional	2
Proficient Teacher	24
Highly Accomplished Teacher	0
Lead Teacher	0



## Composition 2023

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At Macleay Vocational College we have approximately 35% of staff being of Aboriginal and Torres Strait Islander origins that bring with them a wealth of knowledge, traditions and understanding of the community and young people we serve.

Position/Responsibility	FTE Indigenous	FTE Non-Indigenous	TOTAL
Principal	0	1	1
Teaching Staff	3	15.4	18.4
Specialist Support	9.1	7.7	16.8
Building Operations	2	1.8	3.8
Administration & Clerical	.8	1.9	2.7
<b>TOTAL</b>	<b>14.9</b>	<b>27.8</b>	<b>42.7</b>
Male	8.8	11.9	20.7
Female	6.1	16.5	22.6

## Student Attendance and retention rates

### Attendance Rates

Year level	Attendance Rate
Year 9	57 %
Year 10	58 %
Year 11	46 %
Year 12	49 %
Whole school	56 %

We are constantly striving for effective strategies to enhance engagement and improve attendance. Our students often arrive to school unsettled and we work hard to provide a learning environment that caters for managing this. Breakfast program, bus pickups, 'ready to learn' check ins are just some of the strategies in use every day. We continue to offer subjects and courses that engage our students and have local employment pathways such as Multimedia, Business Services, Hospitality, Primary Industries, and a range of VET courses that allow students to undertake flexible learning programs. The focus across College is to provide a platform for our students that allows them to step up to further education/training or employment.

### Retention Rates

Completing year 12 in 2023 there was 3 students from the year 9 cohort of 2020 (30%), 5 students from the 2021-year 10 cohort (50%). 9 students completing year 12 in 2023 enrolled into year 11 in 2022 (90%) and 1 student also completed when enrolled into year 12 in 2022.

### Management of non-attendance

The school develops attendance plans in consultation with parents, guardians, caregivers, caseworkers and Juvenile Justice Officers for students who have enrolled with or are developing poor attendance patterns. These plans include suitable achievable programs (commencing at mornings as early as 7.30am for a half day, or till recess 11.30am), Lunch (till 2pm) or after College hours starting at 2pm till 5pm three days each week; increasing up to fulltime re-engagement), close monitoring and timely reporting of absence, student welfare initiatives and curriculum changes. A number of students with very poor attendance have modified teaching programs and pathways which better manage behavioural issues and provide support where there are health

and domestic issues. Some of these pathways include classes during the holiday periods and on a Sunday with qualified staff.

To increase attendance and engagement the students have access to the following;

- ✦ Students are provided with breakfast every morning and fruit or muesli bars are available at all times between lessons and after or before College; Canteen Vouchers are given to all students who are present for the day for use at recess and lunch time.
- ✦ Due to travel restrictions/bans on public transport and the domestic situations some students live in, we have a pick-up and take home service running five days a week. Commencing at 8am or earlier for those students entering into worksite and work placement periods.
- ✦ Alternative programs for exercise, gym, behaviour modification, mental health recognition, PCYC, landscaping, equine therapy, Dhanggati language and men's and women's Cultural days out each fortnight, surfing and scuba diving, Dhungutti Cultural Arts; we are consistently identifying other avenues to interest and engage students. PASS for Year 9 is an example of a course.
- ✦ Pick-ups are provided for all students who request transport due to; zero support from home for transport or no suitable bus run, inconsistent domestic situations for transient students, restrictions and exclusions. We also provide financial support for students who need transport to get back to Kempsey from their time away with family during term or holiday periods.
- ✦ SMS messages for consistent absentees or Truants with students who have a consistent family or domestic locations that are stable.
- ✦ Phone calls made by Principal, Wellbeing Coordinator or Year Coordinator after consistent absentees
- ✦ Visit to students houses from the college Principal after long periods of absence or problems with students wanting to attend. See the home visit programs information in Office procedures.
- ✦ All excursions paid for by the College in all year levels including special days out at the end of each term
- ✦ BBQ days are held once a term with students learning to cook and become involved in bringing their friends and family to College. This makes school cool and also engages family and the wider community to belong to the College.
- ✦ Appointments are made for students from College or buy having their caseworkers attend College for their meetings and various link ups.

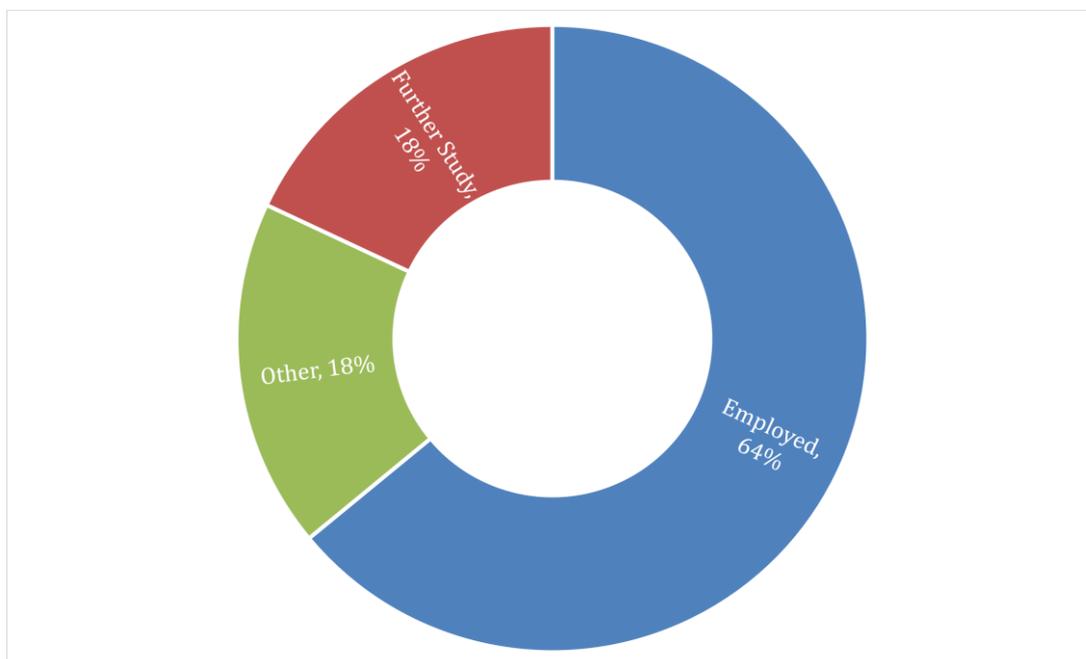
Any student who is absent for more than a three days without contact is chased up by the College Principal, or members of the College staff (see MVC policy) through phone calls or visits to their homes to make sure they are supported if they are facing challenges which are restricting them from attending. At this point the Principal also ensures they understand their commitment to education and the benefits that education and VET qualifications will have for them when seeking employment in the future.



## Post School Destinations

Below is a graph showing the post school destinations of students 17 years or older finishing year 12 in 2023.

Of the 11 students completing year 12 in 2023, 5 of them were already employed prior to graduation part or full time. 7 are now employed after graduating. Additionally, 2 students (20% of the cohort) have gone on to continue their education studying with TAFE, while 1 student is a stay at home mum who has inquired about completing a Cert 2 with our RTO.



## Enrolment Policies

### Enrolment Policy

Macleay Valley Workplace Learning Centre Inc. (MVWLC Inc.) includes but is not limited to Macleay Vocational College, MVWLC Inc. RTO 6849, Macleay Valley Trade Training Centre, Kempsey Community Suicide Prevention, Ginda Barri Centre and Dunghutti Stitching. For the purposes of being clear in the application of this document, the organization will be referred to as “College” and it applies to all sections and programs of the organization.

The Macleay Vocational College caters for students wishing to complete Years 12 (HSC), Years 10 and 11 RoSA including Preliminary HSC attainment as well as Year 9 students who wish to regain their educational motivation.

The Macleay Vocational College is a Special Assistance School and was founded by the Kempsey Community. The College receives significant on-going support from the State and Federal Governments.

Applications for the Macleay Vocational College are open to students who have challenging educational needs including social, emotional and behavioural difficulties. Students are residents of the Macleay Valley or have been recommended by external agencies from the surrounding Mid North Coast areas including Port Macquarie and Macksville/Nambucca. Each applicant will be individually assessed as detailed in our Enrolment Procedures to ensure their educational needs can be fulfilled within the Special Assistance School environment.

Once enrolled, students are expected to support the College's ethos and comply with the college rules focusing on respect and cooperation to maintain the enrolment.

Continuing enrolment is subject to the student's adherence to College rules.

## Behaviour Policy

Macleay Valley Workplace Learning Centre Inc. (MVWLC Inc.) includes but is not limited to Macleay Vocational College, MVWLC Inc. RTO 6849, Macleay Valley Trade Training Centre, Kempsey Community Suicide Prevention, Ginda Barri Centre and Dunghutti Stitching. For the purposes of being clear in the application of this document, the organization will be referred to as "College" and it applies to all sections and programs of the organization.

The Student Behaviour Policy at Macleay Vocational College is underpinned by the Mission Statement of the College. Macleay Vocational College's central aim is to educate the whole person within a caring community. Thus, the focus is upon the total development of students academically, physically, socially, emotionally and morally. Based upon the values of love of country and community, tolerance, responsibility and forgiveness, Macleay Vocational College seeks to emphasise the dignity of each person. Teaching students in its care the central importance of this value, is a focus of the College community. All members of the College community are encouraged to treat each other in a manner which reflects respect for the dignity of each person.

An essential facet of the Student Behaviour Policy is the involvement and support of parents, carers, guardians and community. In this partnership between the family, wider community and the College, honest regular communication is a key need.

The Student Behaviour Policy encompasses areas such as pastoral care, personal development, individual and community rights, responsibilities and discipline. Good behaviour is acknowledged and recognised by the Merit system (Ref Appendix 2, focus on Merit System). Unacceptable behaviour is reflected upon and then challenged through the College's discipline guidelines (and the emphasis is on Restorative practices and positive behaviour education, self-regulation towards owning and changing behaviour).

Students are encouraged (expected as their time at VC increases) to accept responsibility for their behavior and continue to develop their tolerance, resilience for and acceptance of others.

### **Definition:**

Student behaviour refers to the conduct of the student in all College activities involved with College – both in and out of the classroom; away from College; on excursions, visits to other educational institutions, during visitors talks, community events or at any time when the students are representing the College.

### **Rationale:**

A student behaviour policy should reflect the ethos of the College. It is therefore expected that each member of the College community will:

- Build positive relational trust with other members of the community
- Seek to recognise and acknowledge the strengths in others
- Celebrate the small and large successes of students within the College
- acknowledge that with rights come responsibilities
- learn to reflect on their own actions, choices and decisions in their effects on others
- encourage positive behaviour that will result in the growth of mature habits
- encourage equality of opportunities for the diverse landscape students have come from at College
- enable others to feel safe and espouse inclusive values

- acknowledge the fact that we all make mistakes and that when we ask forgiveness and have genuine regrets we actively move towards reconciliation in all areas
- to encourage every individual to grow towards wholeness

### **Guidelines:**

As in all schools there are certain rules laid down for students to follow. (Ref. Appendix 1, Focus on RESPECT)

All students at College have the opportunity to leave class and report to the Principal or walk around teacher or Aboriginal education worker. This action is to improve each student's resilience and self-regulation of behavior before it becomes an issue or an infringement.

In most cases these rules are adhered to, but there are occasions when a student infringes these rules. When an infringement does occur, the appropriate disciplinary actions are taken. These actions are consistently followed by an interview with the principal, College educational staff and Wellbeing staff, parents/carers/guardians and student to determine a more suitable behavior action pathway.

### **Positive Behaviour Modelling:**

The College strives to create a positive and safe environment. All members of the college staff are aware that they represent powerful models of positive behaviour to the students and community. This commences at the gate where we aim to welcome students as they arrive each day and encourage them to respond appropriately. Respect for ones' self and others is an important concept at the College and it is incumbent on all staff to model respectful behaviour and good manners. Students learn important social and communication skills from this.

The focus is on developing relationships and creating opportunities for students to learn prosocial behaviour; to make good choices, take responsibility for their actions and develop leadership skills. Through the Mentoring Program, students are able to identify their strengths and feel supported and affirmed. All staff are encouraged to notice positive student behaviour, to catch them being good, and use positive reinforcement. Common reinforcers are canteen vouchers, Merit Awards (see Merit system below) and end of year major awards. When mistakes are made, this is seen as an opportunity for learning about conflict resolution, self-control and the development of resilience and personal restorative actions. The College applies the restorative justice model to support student growth through difficult times.

### **Parent & Carer Notification Proformas:**

Students are encouraged to represent the College when visitors are invited to the College and in the wider community, for example on Anzac Day, at the Salvation Army Red Shield Appeal, reconciliation week, sorry day, Kinchella Boys Home celebrations and at the College's fundraiser for Westmead Children's Hospital.

- Congratulations for effort, achievement and success in projects letters
- Excursions permission letter
- Invitations for community events such as BBQ days, Debutant Balls, Presentation Day and Health programs
- College Newsletters each term highlighting student achievements
- 'N' awards warning letters
- Student Behaviour Contract or Return to College agreement
- Agreement for the Continuation of Enrolment
- Habitual Absence or warning letter for Attendance

### **The Hands off Rule:**

This is a simple and effective rule which is actively enforced at the College. Each student has the right to attend College free of fear of physical harm or harassment.

### **Suspension:**

The philosophy of the College and enrolment process suggests that students make an active choice to be members of this community. This choice is evidenced in their commitment to maintain the terms of enrolment, which they agreed to upon their application for enrolment.

The College is based on Restorative approaches and has a unique system of recognising the effects of intergenerational and environmental trauma. This supports the process of procedural fairness taking into account the individual needs of each young person at College. This process of procedural fairness for students, is also afforded to parents, carers and guardians who are paramount in all decisions that affect time out of education.

Suspension from College takes many forms depending on the individual capacity of each student and the behavioural actions or choices the individual student has been demonstrating. Some examples of suspension are but not limited to;

- ✚ the student having some individual time out of a particular/specific classroom
- ✚ to being removed from classes for the day and spending time with the walk around teaching and support staff
- ✚ being taken home that day for time out and returning the next day ready for classes

Some students due to the serious nature of their behaviour may be given options for an interview with their parents/carers/guardians, and may at times be recommended to utilise the support of the College Wellbeing staff. The next phase of this would be for the student to make use of a wider scale of support, calling in positive behaviour caseworkers for individualised support. The next step being an admission to programs external to College for a day or two each week.

In all situations, students will have an interview with the Principal to reflect on actions and choices to set a timeline for growth, repair damaged relationships and to encourage choices around suitable staff and peers who encourage and support their strengths based actions.

- Continuous disruption to their peers in class
- NON inclusive actions with other students or staff
- Repeated bullying in any form once an agreement has been established
- Fighting or instigating the fight promotion
- Possession of drugs and alcohol at College
- Any repeated offences without an acceptance of behavior and an agreement to work on correcting this behaviour– at the discretion of the Principal
- Threatening, intimidating, abusive or violent actions towards staff, students or visitors to the College
- Failure to follow the repeated directions of any staff member or Principal
- Not follow the agreed plan for Return to College after a suspension

### **Expulsion (Permanent removal of a student from College):**

Our community is a small College in Kempsey which was formed under the inspiration of the Human Rights Declaration of Education for all in 1994. Since then the understanding of the values in education of the whole person has evolved. In Australia all states agree that education shall be directed to the full development of the human personality and the sense of its dignity and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

With this statement as a basis of the philosophy and vision for the students engaged at College, it is often the last place that will allow them the opportunities to develop skills and confidence in their strengths. This supports them to make more positive choices to be away from situations many of their families have found themselves

restricted by over generations. In cases where continued enrolment appears not to be beneficial, parents, guardians and carers may be asked to consider enrolling their child in more suitable educational facility. If this is the case the College Principal and Wellbeing staff will support the young person to find this facility or workplace if they are old enough.

A student maybe expelled when it is the opinion of the Principal in consultation with the College Executive, Mental Health & Wellbeing Team, Chair of the MVWLC Inc. Board or delegate, College teaching and Aboriginal Education Worker staff and any support or resource teacher and mentor the young person may have;

- ✚ The College's resources, both material and personal, are being wasted or abused by the student.
- ✚ The student is not able to demonstrate a commitment to maintaining the terms of enrolment.
- ✚ The Student has been involved in a serious incident of misconduct, which may or may not have necessitated other services involvement (police or ambulance)
- ✚ The student's misbehaviour is persistent and the student has been unwilling to accept the values and standards of the College as explained by the authority of the College.
- ✚ The student's behaviour is injurious to other members or visitors within the College community.
- ✚ The student is adversely affecting the education of other students and shows no recourse or willingness for the restoration of these actions or acceptance of conditions for support in these behavioural areas.
- ✚ The student is not benefitting from the programs or continued attendance at the College.
- ✚ The student has or had possession and/or use of drugs either at school or at a school related activity/event.
- ✚ The student's actions or behaviours have made the College an unsafe environment for them from their peers
- ✚ The student has been involved in an incident of misconduct of a sexual nature
- ✚ Support for addictive behaviours is being refused.

Expulsion from College and its wider programs will normally be the final step in an extended process. Documentation will be kept in student files of action taken at every step. Students will be a key partner in this process as the use of restorative practices throughout the process will enable their growth for after College life. Parents, carers and guardians will be informed at each stage.

The process will normally include:

- ✚ Opportunities for Restorative discussions with members of the community which have been distressed, injured or harmed by their actions.
- ✚ Discussions with the students of the consequences of behaviour from a restorative point of view.
- ✚ Withdrawal from class for small periods of time
- ✚ Commencing time onsite when most students have left College, individual teacher time.
- ✚ Contact with parents, carers, guardians and all caseworkers or supporting agencies about deteriorating conduct
- ✚ Interim behaviour Reports/monitoring reports
- ✚ Internal and external Suspensions from the College.
- ✚ Limiting activities and/or excursions and privileges for holidays programs
- ✚ Agreements for the continuation of enrolment at College
- ✚ Working with the numerous programs within the College staff supportive network.
- ✚ Working with the external agencies the College uses for behavioural support, Mental Health support, Domestic and Family Violence support, Juvenile justice and Youth Off Track programs, physical health and alternative programs etc
- ✚ Opportunities for learning occurring offsite with other trainers.

As such, expulsion of a student at College should be rare.

### **Exclusion:**

Exclusion is defined as: preventing a student from enrolling in another named school, or schools, after having been expelled from this school.

This action would not normally occur with any member of the College community, as explained above under the Expulsion section. In cases where continued enrolment appears not to be beneficial, parents, guardians and carers may be asked to consider enrolling their child in a more suitable educational facility. If this is the case the College Principal and Wellbeing staff will support the young person to find this facility or workplace if they are old enough.

### **Corporal Punishment:**

Staff employed at or involved with Macleay Vocational College are prohibited from using corporal punishment as a means of punishment or correction of students.

Corporal punishment is defined as the application of physical force in order to punish or correct a student but does not include the application of force only because of action taken to prevent personal injury to, or damage to or the destruction of property of, any person, including the student.

Macleay Vocational College does not explicitly or implicitly sanction the administering of corporal punishment by non-College persons, including parents/carers or guardians, to enforce discipline at the College.

### **Conclusion:**

Student behaviour at this College is generally held in the community to be of an acceptable quality. We believe that this is due largely to the co-operation and consistency between the wider community and College. Where a young person knows that what is expected at College, and where his or her parents or carers have an open and trusting relationship with the College community and the College staff, then that child is free to grow in a secure environment.

### **Appendix 1:**

This focus is evident in the RESPECT for: yourself, other students, teachers, aides, all College staff, visitors, all other's property and our environment.

This rule is implemented practically by students:

- ✚ Saying hello or good morning to all staff, students and visitors daily
- ✚ Being punctual to, and prepared to be engaged (complete work) in class
- ✚ Following the directions of all staff in a polite manner
- ✚ Conducting themselves appropriately at all times
- ✚ Being respectful of other students opinions and values
- ✚ Taking care of the College environment and the property of others
- ✚ Putting their 'Hand Up' to assist others in the community
- ✚ Ending requests with a please or thank you
- ✚ Adhering to the "hands-off" rule
- ✚ Observing the rule of not interfering with fellow students work
- ✚ Not leaving class premises or College grounds without letting someone know where you are going
- ✚ Not smoking on the College grounds
- ✚ Not using your Mobile phone without permission in class
- ✚ Not confronting any members of the community in an intimidating, threatening, abusive or demeaning manner
- ✚ Not to bully any member of the College community
- ✚ The non-possession or use of drugs or alcohol at College, or on College property

## Other School Policies

POLICY	CHANGES IN 2023	ACCESS TO FULL TEXT
<p><b><u>Student Welfare</u></b></p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:</p> <p>Supports the physical, social, academic, spiritual and emotional development of students</p> <p>Provide early intervention programs for students at risk</p> <p>Develop students sense of self-worth and foster personal development</p> <p>Minimise the risk of harm and ensure students feel secure</p> <p>Raises awareness of the potential to improve student resilience and confidence</p>	<p>No changes were made to this policy in 2023.</p>	<p>The full text of the Colleges student welfare policy can be accessed by request from the principal or Business Manager, intranet, student handbook and staff handbook.</p>
<p><b><u>Anti-bullying</u></b></p> <p>The school policy provides processes for responding and managing allegation of bullying including the contact information for the local police School liaison and youth Liaison officers.</p>	<p>No changes were made to this policy in 2023.</p>	<p>The full text of the Colleges anti-bullying policy can be accessed by request from the principal or Business Manager, intranet, student handbook and staff handbook.</p>
<p><b><u>Discipline</u></b></p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p>	<p>No changes were made to this policy in 2023.</p>	<p>The full text of the Colleges discipline policy can be accessed by request from the principal or Business Manager, intranet, student handbook and staff handbook.</p>
<p><b><u>Complaints &amp; grievances resolution</u></b></p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>No changes were made to this policy in 2023.</p>	<p>The full text of the Colleges complaints and grievances resolution policy can be accessed by request from the principal or Business Manager, intranet, student handbook and staff handbook.</p>

# School-Determined Improvement Targets

## College Identity for Students, Parents and Community

### Improved communication and visibility of the College across the Community.

Redesign of school website and creation of private Instagram page to share College news and create a more active space to communicate with community.	Publish school newsletter 4 times throughout the year.
Student and staff attendance at community events such as ANZAC Day, NAIDOC and Sorry Day events.	Reimagining Community BBQ Days so they involve a showcase of student learning.
Continuing to increase in the number of students in employment via school-based apprenticeships, work experience and part time work.	Providing a space in the new Hospitality Centre for a range of community organisations such as Kempsey Families, Mid Coast Connect, Kempsey Suicide Community Prevention team, Kinchela Boys Home etc. to run workshops and forums for community.
Maintaining existing relationships with Queenwood Girls College and Newington College.	The Ginda Barri Centre providing a service to the young mums of Kempsey.

### More regular recognition of student achievement.

The MVC Merit Award Program ensures that students are recognised for their efforts in class and outside of class including community service.	Displaying schoolwork in school and through newsletters.
Communication with families to share their child's positive efforts.	Year 12 Formal, All-schools formal and the end of year Presentation Morning to recognise significant milestones in the year.

## Attendance

### To increase the percentage of students attending over 50%

Improved communication around timetable and ensuring students were informed of changes earlier	Staff have continued to stay connected despite the disruption via COVID-19.
Food drops and work packs were sent out into community during lockdown to keep students engaged.	Principal and AEW's, community support leader visiting homes each week.

### To increase the percentage of students at school and in class

MVC classes start slightly later each day with buses leaving earlier to ensure students are able to arrive in time for lesson 1.	Warning bells at each break to get students.
Wednesday sport program.	Staff member on walk around each class to ensure students know where their class is.

Continued roll out of in class breakfast program numbers.	Exercise program on the basketball courts with staff morning program for 20-30minutes
Boys and girls' gym program two mornings a week with community pick up.	Ginda Barri Program (mums and bubs) running three days each week with one day of community welfare check ins.
The addition of a flexible classroom later in the day so students that are struggling to reengage can when there are less students on campus.	

## ICT, Writing and Numeracy

### Improved literacy and numeracy skills.

Introduction of Essential Assessment to capture students' literacy and numeracy data as a starting point for teacher planning and then future support.	All Year 9 and 10 students to complete PAT R and M, at start and end of the year to check growth in skills and learning.
Linking the literacy and numeracy target from the AIS 'Waratah Project to link with school improvement goals.	All teaching and AEW staff are being supported with workshops focused on literacy and numeracy support.
Support timetable for teaching staff to work in classrooms where extra support is needed.	Providing an AEW in every room across the day to support students in small groups.
One on one support for students with particular literacy and numeracy challenges	Developed new template for Individual Learning Plans.
Clinical Psychologists completing testing for each student.	Commencement of Year 11 preliminary HSC Numeracy CEC NESAs Pilot course.

### Increased student confidence in using ICT

Year 12 laptop program to ensure each student has access to their own laptop in the final year of school.	Update of all laptops across the school.
Google Classroom to replace STILE.	Set up of Digital Media room.
Staff have access to VIVI Bluetooth connectivity along with projector and screen in every classroom.	Greater digital/ICT focus in all curriculum areas.



## Respect and Responsibility

Each week a group of boys and a group of girls go out 'On Country' to learn more about local culture with the support of local elders.	First nations language is taught in in Year 9.
The Waratah Project initiatives involved language being displayed around the school as well as targets to foster stronger relationships with community.	All students in Year 11 and 12 must complete Aboriginal Studies.
All staff will be trained in the Berry Street Education Model.  This is a trauma informed education model for schools.	Students organise and cook for our Community BBQ days each term.
Staff complete workshops such as Mental Health First Aid to better equip them to work with students with Complex trauma backgrounds.	External providers come into school to run program such as Respectful Relationships, Red Dust Healing, Youth Awareness Mental Health, Tree of Life and Lovebites.
The recent installation of the Yarning Circle as a place of healing is well utilised. Each term we hold a smoking ceremony here to cleanse the school and community.	

## Parent, student, and teacher satisfaction

Macleay Vocational College has high visibility across the Kempsey region through a range of initiatives. The last 12 months have been productive in the sense that we could reach out to community to get them back into the school. The idea that education is a partnership between students, parents and the College was communicated clearly through a range of events such as Community BBQ's and Subject Selection mornings. While conversations with parents, teachers and community via these events provide the school with valuable feedback a more structured survey period will be put in place in 2024.

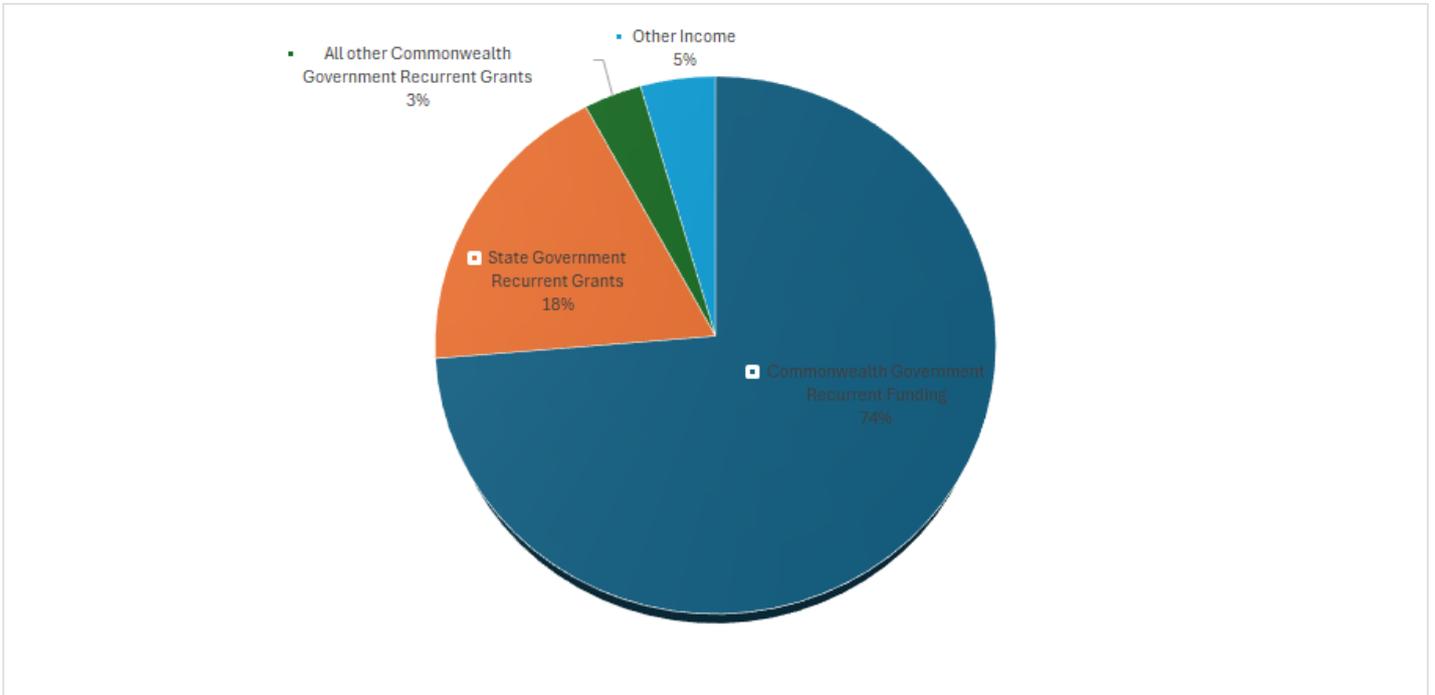
In 2022 and 2023 all staff across the school took part in an Annual Review Meeting (ARM) with the Principal and were asked to provide feedback about their role, the school programs and plans for 2023

In summary the main themes from this survey included:

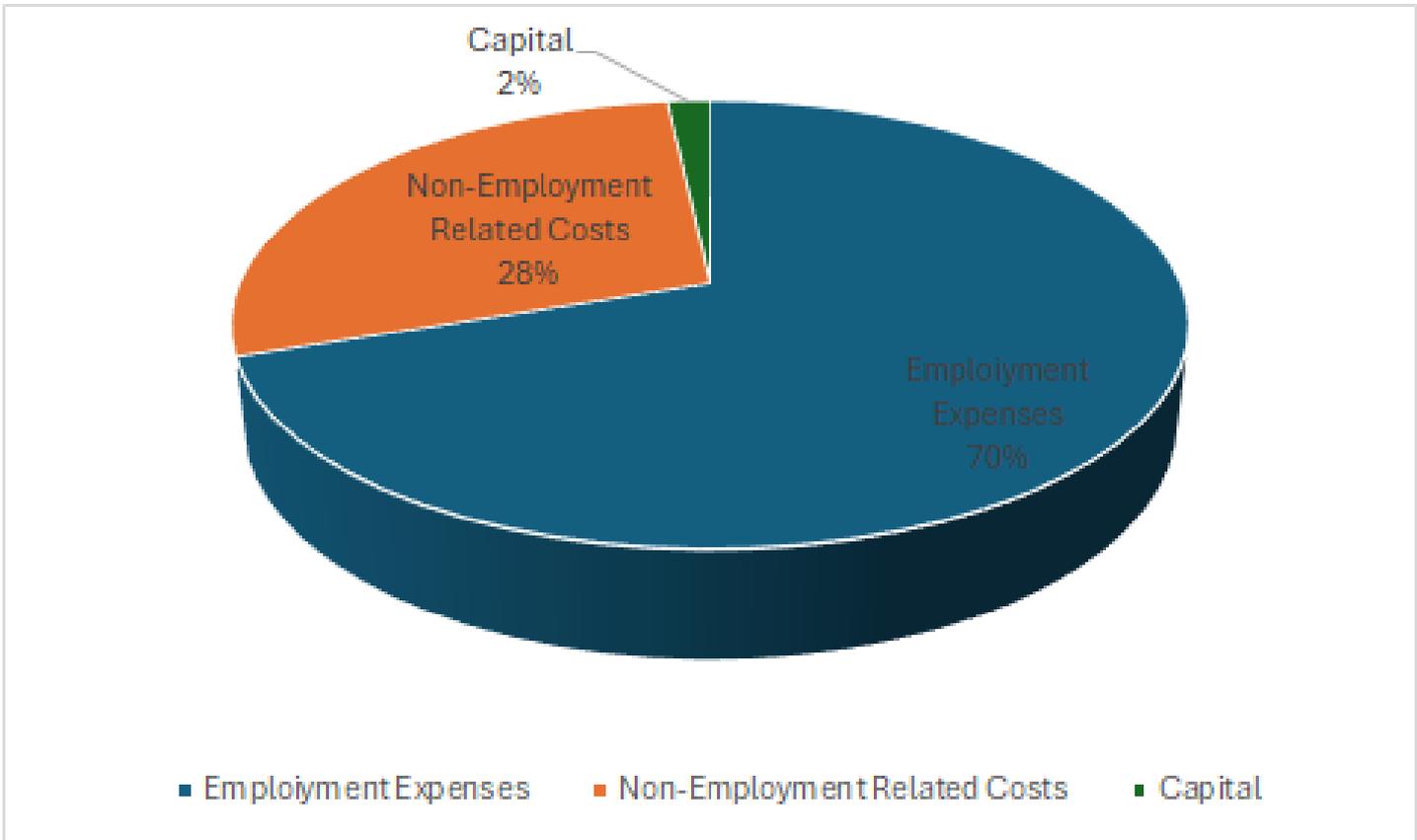
More structured mental health programs to be included in the Professional Development Calendar	More targeted Outdoor Education program with peak experiences through White Water Rafting.
Greater presence of local Elders working in the school	A reimagining of the MVC Holiday Program with more of a focus on visibility in community and wellbeing checks.
A more structured literacy and numeracy intervention program with data being discussed about students to improve student outcomes.	RTO courses to be more aligned with employment pathways.
The Ginda Barri Centre upgraded paths and play equipment.	Improve basketball court and build a sports field to emphasize a greater focus on sport.

# 2023 FINANCIAL SUMMARY

## INCOME



## EXPENDITURE



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