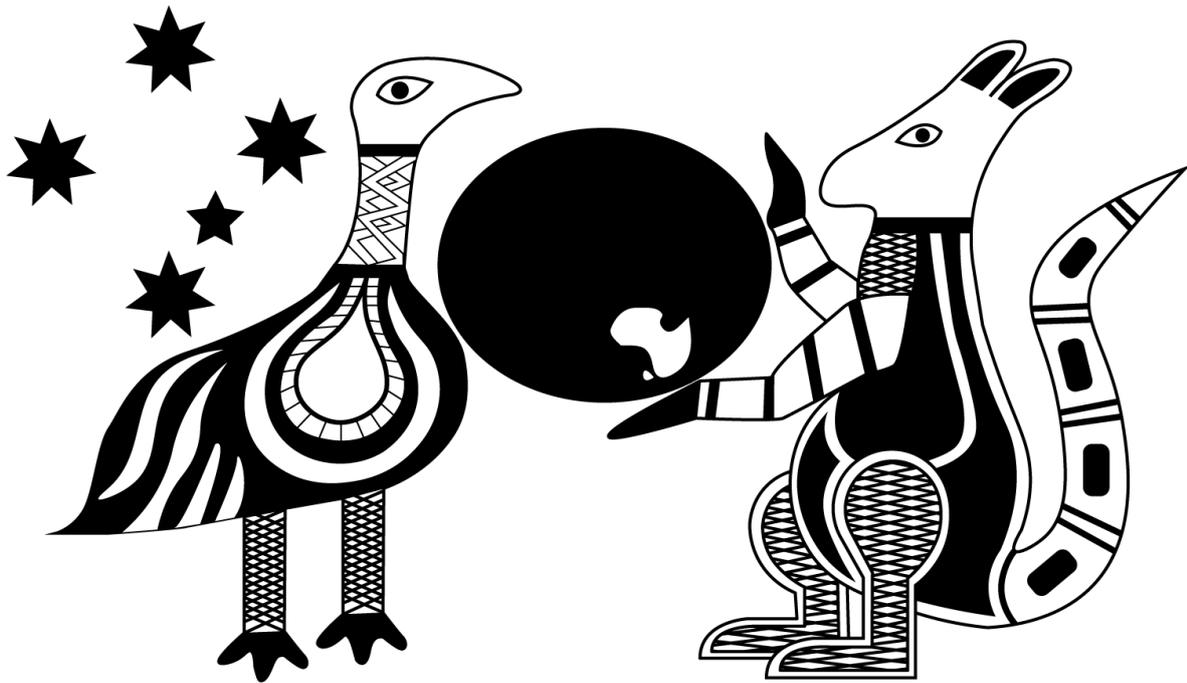


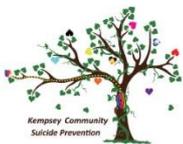
MACLEAY VOCATIONAL COLLEGE

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MACLEAY VOCATIONAL COLLEGE



Educational & Financial Annual Report 2024

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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.

Mrs Narelle Moulton	Chair of the Board of Management
Ms Megan Nicholls	Principal
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 Dhungutti people. From the mountains to the sea, always was and always will be.

Firstly, would like to say thank you to the staff and students for their understanding and commitment during a pretty challenging year. A year that farewelled the Principal Ryan Martin, welcomed an interim Principal Peter Kenny and was introduced to the incoming Principal Phillip Wilson.

Despite the changes the college remained focused on providing the best possible educational opportunities for the students.

18 students sat for the HSC last year. The end of year dinner was a real celebration of the achievement and growth of a number of students who gave beautiful speeches thanking the staff. One of the rewards for being part of this amazing college is to talk to parents, who with tears of joy tell you they never would have believed their child would stand before a crowd and make a speech. Many of the students left with the skills to enter the workplace with many having employment to go to.

Ryan Martin's passion for improving student's numeracy and literacy skills went back to basics, testing students to better develop student's individual learning plans. A process that continues today. When Peter arrived as interim Principal he brought a new energy to the way things were done, recognizing what it meant for success in students and staff. He encouraged staff to step outside and experience other ways of teaching in other teaching environments. His introduction to revamp the timetabling to do Period 1 differently, again has had an impact on student well-being.

Our overall enrollment remained stable and the college continued to provide a variety of activities along with the more formal side of their education. The college has also continued to welcome a variety of visitors to the college.

We also said goodbye to Bruce Crawford who had been teaching the students woodwork for many years. Bruce has left an enduring legacy in the form of an amazing wooden boat, built by students of the college.

A big thank you to Uncle Barry Vale who has created beautiful gardens across the college.

The college remains in a solid financial situation enabling the college to support students and staff, and ensure all maintenance, repairs and equipment can be undertaking or replaced in a timely way. Thank you to Belinda Fowler for her financial guidance.

The college would not function without the dedication of the Board of Management. We say farewell to Margaret Hammersly who has relocated and wish her well for the future. A big thank you to Kevin Henshaw, Ron Walker, Suzanne Wells, Ian Poe, Mark Werner and Kerry Grace who bring a wealth of experience and a range of skills to the Board.

We welcome the new Principal Phillip Wilson to the college in 2025.

Narelle Moulton

Narelle Moulton Chair, Macleay Valley Workplace Learning Centre Inc.

From the Principal

As we reflect on the past year, a time marked by change, adaptation, and continued growth. It is time to steady the ship. I begin this report with heartfelt thanks to the Macleay Vocational College staff and extended community. It has been your unwavering commitment, resilience, and passion that have carried our school community through a transformative time. Each of you have played a vital role in supporting our students, each other, and the shared mission that brings us together. In the face of change and new challenges, you showed up with care and courage. It is because of your dedication that we continue to and move forward with hope and purpose.

This year brought a number of significant transitions in school leadership, and I would take a moment to acknowledge the contributions of each principal who has guided our community during this time.

Firstly, I would like to extend our sincere thanks to Ryan Martin. Ryan led the school from January 2021 until July 2024. Ryan's commitment and steady leadership brought us post covid and into the now. His decision to step down was grounded in the heartfelt need to be closer to family. We remain deeply grateful for his leadership and the genuine care he brought to our community.

Following this departure, we welcomed Peter Kenny as an Interim Principal. Peter was a visionary principal who spent his time from July 2024 to January 2025. With extensive experience in educational reform and school development, Peter provided valuable structure and clarity during a pivotal period. Though never intended as a permanent appointment, his time with us was instrumental in ensuring continuity and direction while the board undertook the recruitment process for a new principal.

In early 2025, Phillip Wilson joined the school following a formal recruitment process. While Phillip brought a range of leadership experience, it became clear community needs and distance from family were not working. We appreciate his efforts during his time and wish him the best in his future.

Through each of these transitions, our staff and community have shown remarkable resilience. We look forward to the stability and growth that lies ahead as we continue to build on the strong foundations established over the past few years.

The 2024–2025 period has been a uniquely transformative time for Macleay Vocational College. A number of significant decisions had to be made by the College Board and Leadership Team in response to evolving educational demands and meeting the needs of our students. One of the most impactful changes was a structural shift in how education is delivered at the College. The Stage 5 Collaborative Curriculum and home room, and advisory group allocation.

Since 2020, the education sector has faced continuous challenges, stemming from the COVID 19 pandemic, and subsequently from a range of social and educational struggles affecting students, families have impacted student engagement, ability, and attendance. These difficulties highlighted what many already knew, traditional education settings are no longer effectively meeting the needs of all learners. We pride ourselves at the Macleay Vocational College on our ability to adapt to meet the needs of our students and Peter Kenny led this change.



This year, we introduced the role of Lead Advisory Teacher. This position has been created to empower both students and educators, while fostering a culture of inclusion, support, and innovation in teaching, learning, and engagement. The Lead Advisory Teacher plays a pivotal role in shaping a positive and inclusive educational environment. It is a teaching and learning leadership role, responsible for guiding an advisory group of students from Years 9 to 12 and supporting the educational team working with this cohort. A key aspect of the role is integrating student support services with creative and transformative learning approaches, particularly aimed at re-engaging students at risk of disengagement. The Lead Advisory Teacher also supports the implementation of college programs and initiatives that focus on developing students' skill competencies, academic progress, and overall wellbeing. Teacher appointed to this role, are Daniel Watson, Emily Walder, Ilisavani Ratu, Sally Tampion and Simone Atkins. They are all doing a wonderful job meeting the needs of their groups.

One of the most significant recent successes at the College has been the restructure of our Stage 5 courses. We have shifted toward a more individualised and tailored learning environment, where students are placed in

consistent “home rooms.” These spaces are designed to feel safe and familiar, eliminating the need for students to transition between multiple classrooms and teachers throughout the day. This model is inspired by the Integrated Systems Approach, which aims to create transformative learning experiences by prioritising student safety, support, and agency. It also incorporates restorative practices and encourages creative and critical thinking. Stage 5 learning sessions are structured around the flow of the day. Theoretical components are taught during morning sessions, while practical and skill-based learning takes place in the afternoons. This structure supports both cognitive engagement and hands-on experience. Including the Thursday “On Country Afternoons”.

Under the guidance of our Curriculum Coordinator, we are also embedding Indigenous perspectives across the curriculum. This is achieved through pedagogical narratives rooted in community, culture, identity, and connection to Country, core themes that encourage our students and align closely with our College’s mission. The most successful outcome of these changes is the engagement in these classes. The students are coming to school, and staying at school longer, because the structure adapts to support this success.

With the current drive in intervention and testing of Literacy and Numeracy we are focusing on improving the educational outcomes of the students. This aims to set them up for post school success. Data has suggested that with improved Literacy and Numeracy young people are able to improve quality of life, social and emotional wellness, and vocational success. Two staff have been trained in Sounds Write and we aim for at least 2 more before the end of the year. Currently we are running Connecting Maths Concepts as the Numeracy Intervention Program. While this is showing increased understanding, the Curriculum Coordinator is seeking complementary teacher training.



Teachers were offered a unique professional development opportunity through visits to schools that support similar student cohorts. These visits included Nautilus, Yulinbal, Warakirri, Induna, and Newington (Eungai). The purpose was to explore innovative programs and reflect on new ways to better support our young people. A total of 17 staff members participated in these valuable experiences, sparking meaningful discussions around how we move forward as a school community. Insights gained during the visits have been taken on board and are informing our continued growth and practice.

One of the most significant outcomes from these school visits was the discussion around improving our canteen and providing healthier food options. While this process is ongoing, we have already made several positive changes. These include offering more well rounded meal choices, removing the voucher system, and encouraging shared lunches between staff and students to help build stronger relationships. More recently, students have begun re-engaging with the canteen as a workplace learning environment. They have been involved in discussing menus, understanding the ordering process, and learning about the day to day operations of a canteen kitchen.

The Macleay Valley Workplace Learning Centre RTO has courses ready to be delivered. An area we wish to start using more effectively to meet the needs of the individual students while continuing to work collaboratively with the AIS in offering themore streamline courses. Shannon has programs ready for delivery, including Primary Industries Cert II and III, Permaculture Cert I, Horticulture Cert II, Work Studies Cert II, Hospitality Cert II, Business Services Cert III and Childcare Cert III. We are looking forward to offering more flexible courses to the students and the broader community connected to College.

Many students have engaged in workplace opportunities supported by our dedicated VET and school staff. A total of 21 students participated in Work Experience programs. In the Business Services course, 3 students received Statements of Attainment. In Hospitality, 2 students achieved full Certificates, while 10 students obtained Statements of Attainment. In Primary Industries, 2 Certificates were awarded, and 1 student received a Statement of Attainment. These outcomes highlight the continued growth in our Vocational Education program and reflect our commitment to supporting students in their transition into the workforce after college. The college also facilitated a VET Trial week, which showed success for Year 10 Subject selection in choosing their VET courses in 2025.



During Term 4 of 2024, the entire school engaged in Project Based Learning (PBL) Experiences. This initiative aimed to break away from the traditional classroom model and lay the foundation for the implementation of the Cross-Curriculum in Stage 5. PBL encourages interdisciplinary learning and provides students with valuable opportunities to develop critical thinking, creativity, collaboration, and communication skills. It also strengthens the connection between classroom learning and real-world applications, making education more meaningful and engaging.

Over a four-week period, students participated in a range of innovative and hands-on projects, including:

- Body, Mind and Spirit – A series of outdoor education activities designed to connect learning across various subjects. This project focused on health, resilience, and wellbeing.
- School Beautification – Students learned horticulture and artistic skills while exploring themes of friendship, respect, and teamwork.
- Boat Building and Small Engines – This project focused on welding, Workplace Health and Safety, respectful and safe relationships, and understanding how engines function.
- Culture Club – Students explored identity and design, delving into the functional aspects of art and its role as an industry.
- Primary Industries Farm Stays – A hands on experience that encouraged students to explore self-awareness and consider potential pathways in the agriculture industry travelling to various areas of New South Wales and exploring the landscape.

These diverse experiences reflect a shift towards more dynamic, student-centred learning environments that connect knowledge with practical, real-world contexts. Staff and students who participated in these activities came out of them with a sense of accomplishment, unique friendships and a sense of achievement.



In the 2024–2025 school year, students enjoyed a range of enriching and exciting opportunities. The termly Advisory group excursions offered valuable bonding experiences, with activities such as River Treks, Escape Rooms, Beach Days, and visits to the Big Banana. Students also participated in vibrant sporting events, including the Amazing Race, the Mini Olympics – Green and Gold Day, and the NAIDOC Week Oz Tag Cup.

Further opportunities included support in the Rugby Excellence program and participation in MVC Netball Twilight teams, showcasing student talent and teamwork. Additionally, Mel and Chanelle facilitated the whole-school Love Bites program, which was well received by students. They continue to engage with its themes during their Advisory group sessions, building on important lessons around respect, relationships, and personal development.

Core staff facilitated a trip to Queenwood in December 2024, continuing to strengthen the valued relationship between our colleges. The Ginda Barri Mums, accompanied by their young children, participated in the visit. This is an opportunity to build connections and reflect the growing support systems around them. In early 2025, Queenwood students visited our college, engaging in a variety of activities. These included a shared dinner and a “Paint and Sip” session, which was proudly facilitated by our Hospitality students. The visit also featured a day trip to Eungai to explore the Newington campus. We continue to value and enjoy these meaningful experiences, which foster connection, learning, and mutual support.

Ginda Barri has had an encouraging start to 2025, with a growing number of mums and bubs accessing the facility. Our mums continue to work towards their personalised goals, navigating motherhood, prioritising their wellbeing, and pursuing their education. The dedication of our staff is at the heart of this growth. They consistently go above and beyond to support each mother’s journey. Last year, three mums graduated from the centre and continue to check in regularly with the team, a testament to the lasting relationships built here.

Nothing makes the college more pleased than the Graduation evening. In 2024, we had 18 student graduates. The celebration is a coming together of our community to recognise the successes of our young people.

As we move forward in 2025, our recruitment drive is a key focus. With growing opportunities ahead, it's essential that we bring in facilitators who are aligned with the college’s mission and committed to supporting our students. Our vision remains strong, we are here to promote the development of young people by fostering personal growth, resilience, tolerance, and self-confidence. We strive to inspire lifelong learning and encourage every student to engage in their own personal development journey. At the heart of this is the learning environment we have created a flexible, inclusive space where students feel a true sense of belonging, cultural pride, and identity. We continue to build a community that supports and empowers each student to thrive. As I started with this report, I must acknowledge once more that our community count on need the exceptional staff that allow the Macleay Vocational College to function. First and foremost, we are a school, so thank you to the teachers, classroom support staff, and intervention specialists that show up each day to give the gift of education to our young people. You are all the reason our students show up each day, willing to learn.

Thank you to our Wellbeing Team, you are a qualified team of specialists that take our school to the next level, offering ongoing support to our students meeting the individual's needs. Whether this be, diagnosis, therapies, living support, court support, or the many other areas of life you all engage and assist our students. Our community appreciates you and all the work you do.

Thank you, to the Ginda Barri Staff, for your unwavering support and care for our young mums and the children they bring to the centre. Ginda Barri is a truly exceptional space, and this year we have seen incredible transformation, most notably in the rise in attendance, which speaks volumes about the impact of your work. Thank you to Sarah and Natalie for stepping up and leading with dedication and strength during the transition period. Your efforts have been invaluable as we conducted a thorough recruitment process to find the right person to lead the centre forward. We are thrilled to welcome Gemma as the new manager. We look forward to seeing the centre continue to grow and evolve under your guidance. Already, the positive momentum is clear, and we're excited for what lies ahead.



A big thank you to our amazing Administration and Maintenance teams for keeping the College running smoothly. To our Admin team, your work behind the scenes, from managing enrolments and communication to supporting staff, students, and families, is invaluable. You are the heart of the school's daily operations. To our Maintenance team, thank you for ensuring our grounds and learning spaces are safe, clean, and welcoming. Your quick responses to repairs and ongoing improvements make a big difference. To our ICT, thank you for your ongoing support in developing, monitoring and improving our effective use of technology at college.

We would not have been able to accomplish all the College provides for the students and Community without the dedication and support of the College staff, they work hard together and regularly give above and beyond to make each event and day function the best it possibly can. I will not single out any individual as they all contribute uniquely to the running of the College which is an ever-changing environment.

Finally, we would like to extend our sincere thanks to the School Board for their continued support and trust in the staff of Macleay Vocational College. Your confidence in our team empowers us to carry out our mission and make a lasting difference in the lives of our students.

Megan Nicholls
Principal - Macleay Vocational College



Contextual information about the school and characteristics of the student body

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 of 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.

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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>



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	2024			
Compare to	<input checked="" type="radio"/> Students with similar background	<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 9	489	457	550	488	469

NAPLAN participation for this school is 90%
 NAPLAN participation for all Australian students is 95%

^{NB} A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour 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 2024, seventeen students completed Year 12 and of this cohort 24% fully completed their HSC.

Subject	Year	No. of students	Band 4-6	State	Band 2-3	State	Band 1	State
English Standard								
	24	4	0	68%	3	32%	1	1%
	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%
English Studies Exam								
	24	13	0	11%	5	75%	8	14%
	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%
Aboriginal Studies								
	24	15	2	61%	7	34%	6	5%
	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%
Mathematics Standard 2								
	24	2	0	58%	2	37%	0	3%
	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%
Visual Arts								
	24	11	3	94%	8	6%	0	0%
	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%
Community and Family Studies								
	24	6	0	72%	6	27%	0	1%
	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%
Hospitality Exam								
	24	5	0	80%	5	20%	0	1%
	23	4	0	52%	4	27%	0	1%
	22	7	1	58%	6	23%	0	.5%
	21	9	0	59%	8	25%	1	16%
Biology								
	24	1	0	70%	1	28%	0	2%
	23	1	0	63%	1	35%	0	2%
Primary Industries								
	24	1	0		1		0	
Business Services								
	24	1	1	73%	0	26%	0	1%

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 2024. 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 2024.

2024 Senior Secondary Outcomes

In 2024, 17 students completed Year 12, four of which 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 17 graduates, four were young mums and they were able to complete Year 12 with the support of the Ginda Barri Centre.

In 2024, seventeen students completed Year 12 and of this cohort 24% fully completed their HSC, this was a decrease from 2023 where 73% of students fully completed their HSC. Four of the students in the graduating class were young mums who juggled both their studies and the challenges of being a parent.

Of the 2024 Year 12 cohort, two students completed their First Aid Certificate, two students completed their White Card. Excitingly, two students received full Certificates in Hospitality and 10 received a Statement of Attainment, no students received full certificates in Business Services and three received a Statement of Attainment, two students received full Certificates in Agriculture and one received a Statement of Attainment.

Year 12	Qualification / Certificate	Percentage of Students
2024	HSC	24%
2024	Achieved VET competencies	100%
2024	Full VET qualification for HSC	24%

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 2024:

Professional Learning and Teacher Standards Professional Learning/Activity	Number of Staff
PROGRAMMING & PLANNING FOR THE NEW 7-10 SYLLABUS	3
THE SCIENCE OF LEARNING IN ENGLISH	2
INDEPENDENT SCHOOLS BUSINESS MANAGERS FORUM	1
AISNSW CYBER SECURITY SYMPOSIUM 2024	1
ASPIRING HEADS OF DEPARTMENT: ENGLISH	1
REUNDANCIES & MANAGING RESTRUCTURES	1
ENGLISH: TEACHING ATSI YEXTS	2
FOOD SAFETY SUPERVISOR	1
CONFERENCE - REPUTATION RISK	1
SUPERVISING TEACHERS PROGRESSING TO PROFICIENT TEACHER	1
WOMEN IN LEADERSHIP	2
ATSI PERSPECTIVES IN MATHEMATICS	2
ASSESSMENT FOR THE NEW COUSE PERFORMANCE DESCRIPTORS IN MATHEMATICS	1
WORKING MATHEMATICALLY IN THE NEW 7-10 SYLLABUS	2
THE WARATAH PROJECT - TERM 1 ON COUNTRY LEARNING ON GADIGAL COUNTRY	2
PREPARING FOR IMPLEMENTATION: HEALTH & MOVEMENT SCIENCE 11-12	1
INVESTIGATIONS MASTERCLASS SERIES - REPORTABLE CONDUCT	1
FIRST AID	57
APS CLINICAL PSYCHOLOGISTS CONFERENCE	1
STRONGER SMARTER INSTITUTE	3
TAE	2
INVESTIGATIONS MASTERCLASS	1
LEGAL UPDATE ON DRAMATIC NEW CHANGES TO INDUSTRIAL RELATIONS LAWS 2024	1
STAGE 5 CHEMISTRY EXPERIMENTS FOR THE NEW SYLLABUS	2
STAGE 4 CHEMISTRY EXPERIMENTS FOR THE NEW SYLLABUS	2
T2 WARATAH ON COUNTRY	1
PREPARING FOR THE 2024 HSC BIOLOGY EXAM 20/5	1
BERRY STREET	4
STRENGTH & CONDITIONING COACHING	1
AUTISTIC GIRLS & WOMEN	1
PD4MATHS	2
MEA INTERPRETATION - CLASSIFICATIONS & LETTERS OF APPOINTMENT	1
SENIOR LEADERS	1
TERM 3 ON COUNTRY LEARNING BIRIPI COUNTRY	5
CHEMCERT	1
SOARING TO NEW HEIGHTS CONFERENCE	1
SCIENCE 7-10 DEPTH STUDIES	1
EMPLOYMENT RELATIONS IN SCHOOLS	1
WARATAH T4 ON COUNTRY	1
ARTICIPATION IN PEDAGOGOCAL NARRATIVE INITIATIVE AS PART OF THE WARATAH PROJECT	1
HALT	1
AISNSW ARNHEM NE IMMERSION 2024	1
SOUNDS WRITE WORKSHOP	2

LIFTING THE VET EXPERIENCE FOR ALL	5
WEAVING KNOWLEDGE OF COUNTRY THROUGH THE CURRICULUM	2
CHILD PROTECTION UPDATE	57
GST, FBT and Salary Packaging Day	1
Requirements for Teacher Accreditation Procedures in Schools	1
2024 The Waratah Project Schools' Workshops	3
The Waratah Project: Stronger Smarter Leadership Program 2024	3
Human Resource Professionals' Breakfast Briefing	1
The AISNSW Annual Briefing 2024	1
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The total expenditure on Staff Professional Development for 2024 was \$58,287.89 (2023 \$58,022.78).



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	29
(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	26
Highly Accomplished Teacher	0
Lead Teacher	0



Composition 2024

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At Macleay Vocational College we have approximately 28.5% 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	4	17.4	21.4
Specialist Support	6.2	9.3	15.5
Building Operations	2	2.5	4.5
Administration & Clerical	.8	1.9	2.7
TOTAL	13	32.1	45.1
Male	7	12.9	19.9
Female	6	20.2	26.2

Student Attendance and retention rates

Attendance Rates

Year level	Attendance Rate
Year 9	33 %
Year 10	38 %
Year 11	33 %
Year 12	45 %
Whole school	37 %

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 2024 there was:

- 1 student from the Year 9 cohort of 2020 (5.88%)
- 4 students from the 2021 Year 9 cohort (23.53%)
- 4 students from the 2022 Year 10 cohort (23.53%)
- 1 student from the 2022 Year 11 cohort (5.88%)
- 3 students from the 2023 Year 11 cohort (17.65%)
- 4 students also completed when enrolled into year 12 in 2024 (23.53%).

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.



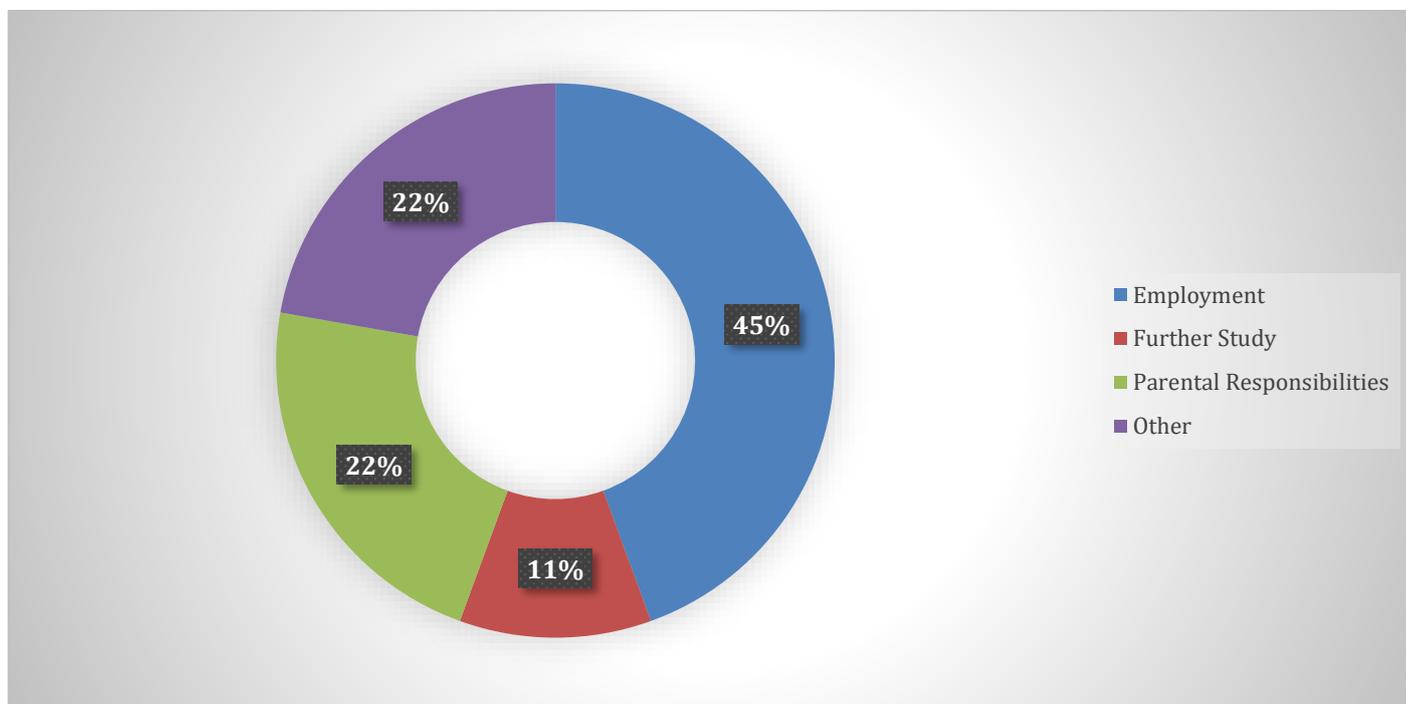
Any student who is absent for more than a three days without contact is chased up by the College Principal, or members of the College staff (see MVC policy) through phone calls or visits to their homes to make sure they are supported if they are facing challenges which are restricting them from attending. 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 2024.

Of the 18 students completing year 12 in 2024, 8 of them were already employed prior to graduation in part- or full-time work and had continued into 2025. Additionally, 1 student has gone on to continue their education, while 4 students are stay at home mums. One of which has been accessing Year 13 support through Ginda Barri.



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 2024	ACCESS TO FULL TEXT
<p><u>Student Welfare</u></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 2024.</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><u>Anti-bullying</u></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 2024.</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><u>Discipline</u></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 2024.</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><u>Complaints & grievances resolution</u></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 2024.</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	Principal and AEW's, community support leader visiting homes each week.
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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 four 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.	Students organise and cook for our Community BBQ days each term.

<p>This is a trauma informed education model for schools.</p>	
<p>Staff complete workshops such as Mental Health First Aid to better equip them to work with students with Complex trauma backgrounds.</p>	<p>External providers come into school to run program such as Respectful Relationships, Red Dust Healing, Youth Awareness Mental Health, Tree of Life and Lovebites.</p>
<p>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.</p>	



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.

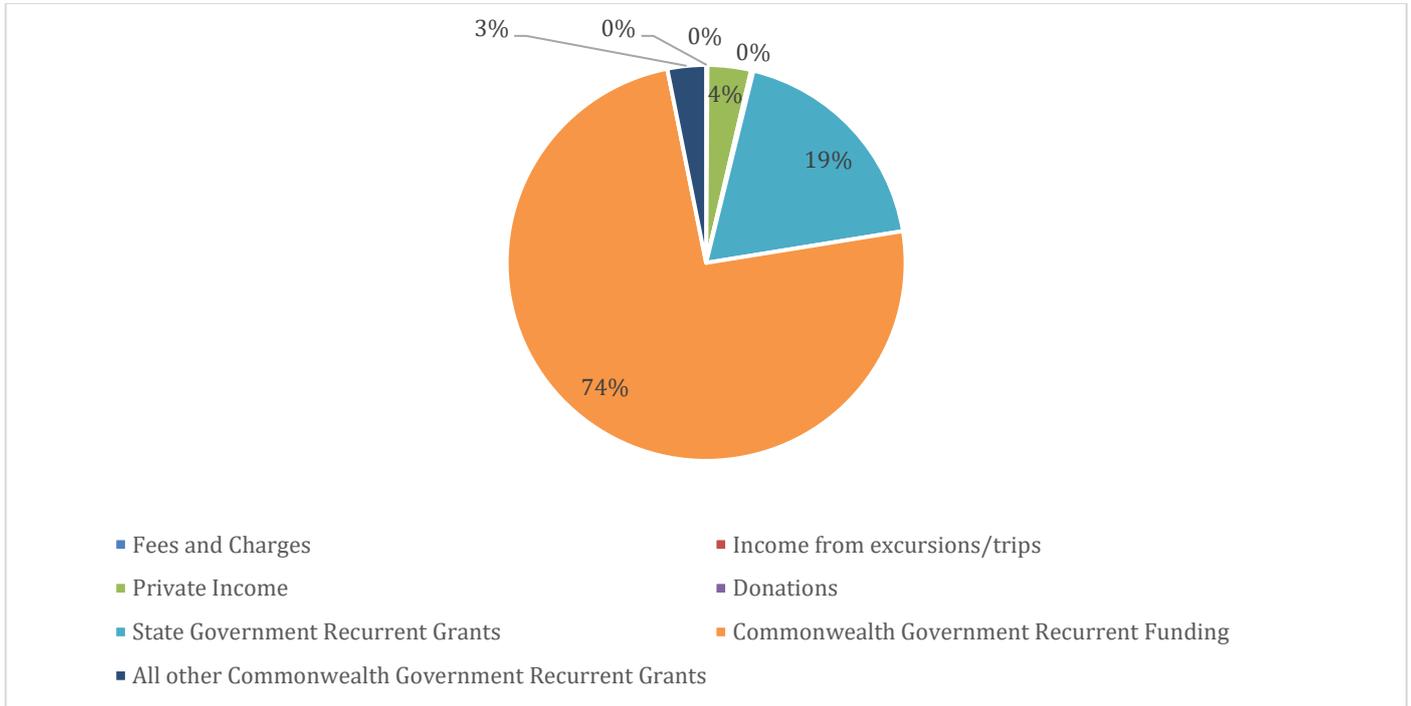
In 2022 and 2023 all staff across the school took part in an Annual Review Meeting (ARM) with the Principal and were asked to provide feedback about their role, the school programs and plans for 2023

In summary the main themes from this survey included:

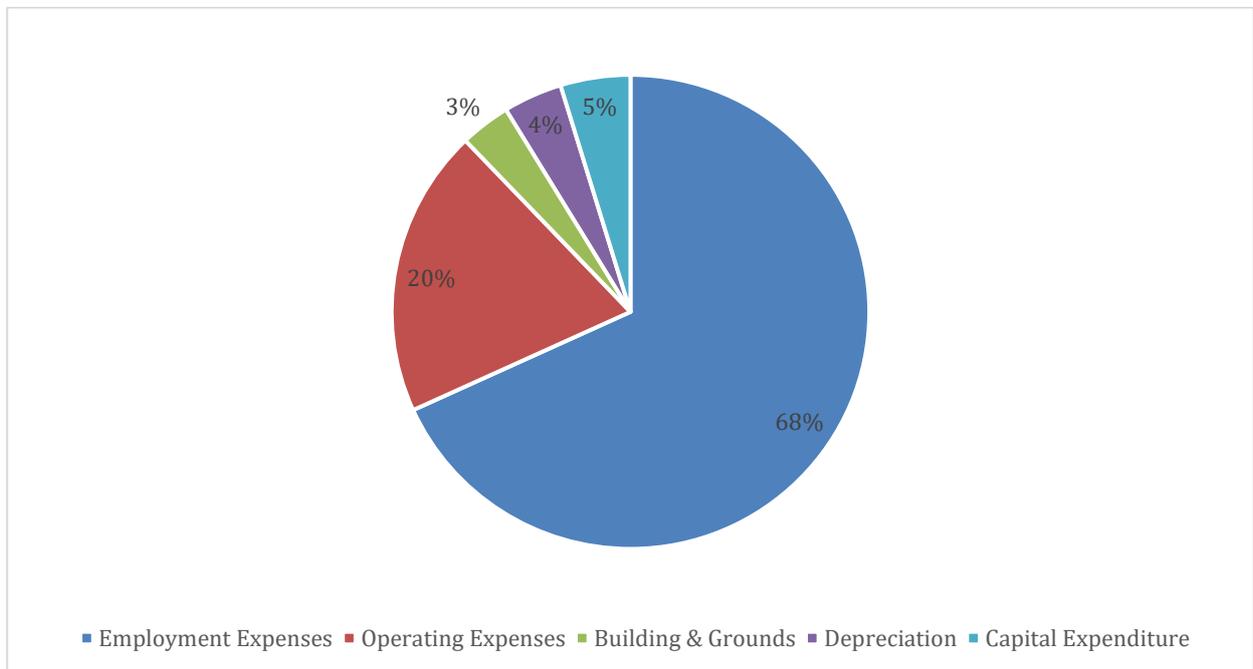
More structured mental health programs to be included in the Professional Development Calendar	More targeted Outdoor Education program with peak experiences through White Water Rafting.
Greater presence of local Elders working in the school	A reimagining of the MVC Holiday Program with more of a focus 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.

2024 FINANCIAL SUMMARY

INCOME



EXPENDITURE



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