Annual Report 2012

CREATING POSITIVE FUTURES TOGETHER
Introduction
Margaret Jurd College is a registered special school targeting students with challenging behaviours and or life circumstances which have led to their exclusion from mainstream education. Among the young people we service are some of the most marginalized and disadvantaged students within the education system. Our students display challenging behaviours due to limited attention spans, high energy levels, disjointed and inconsistent educational histories along with mental health diagnosis, histories of neglect and or abuse, families with alcohol or other drug issues, homelessness etc. Margaret Jurd College comprises a student body of 24 students, broken down into two classes of 12 students. Our students have varying levels of ability due to large gaps in their educational histories caused by suspensions, expulsions, non attendance due to caring for parents and/or siblings and chronic school refusal. The school employs two teachers specifically targeted for their expertise in working with students with challenging behaviours and educational disadvantage. Our teachers program and deliver over all key learning areas with an emphasis on underpinning all programmed work with literacy and numeracy targets. Within each classroom we have caseworkers who specialize in behavioural and emotional management. Students are also provided with 1:1 casework support to target their individual emotional, behavioural, social and physical needs.

The school also offers boarding facilities for students who are unable to live at home on a permanent basis due to challenging behaviours or disadvantage. We also provide residential support to geographically isolated students who would be unable to access school without boarding. The boarding facility maintains two respite beds for families who need that added support to maintain their family relationship. We see this as a vital early intervention service for families feeling the fractures caused by the pressures of life. The program provided equips young people with the vital life skills needed for independent living. It is an extension of the education program delivered in a hands-on practical way by two experienced youth workers. The residents learn how to cook, clean, budget and shop. They also learn how to negotiate and compromise; they learn how to live with others in a way that sees everybody’s needs met.

With this structure Margaret Jurd College is able to provide a holistic program of care and education. meets the challenge of delivering the full curriculum syllabus across all mandatory Key Learning Areas for the award of Record of School Achievement to students who never thought it possible to achieve at this level.
Vision Statement

Creating Positive Futures together

Mission Statement

Providing young people with an option of alternative, holistic education in a caring, supportive environment that empowers them to make confident, positive choices.

Values

Faith: Confident hope in the effectiveness of compassionate action
Justice/Equity: Never settling for disadvantage
Respect: Unconditional acceptance of individuals
Enrichment: Creating enhanced opportunities

History

Margaret Jurd College was born out of a vision to empower young people through supported education and care. Newcastle Youth Service (NYS) was a street service supporting young people at risk within the Newcastle Area. Established as a ministry of the Hamilton Uniting Church Parish the service quickly became a vital part of the Youth Welfare Sector in Newcastle. In 1985 the board of NYS commenced a Tutorial Service in Carrington, using the premises of the old Carrington Club Hotel as an extension of the service. The need for supported alternative education comprising an accommodation service became quickly apparent. Margaret Jurd College was moved to its Lambton premises and grew from a tutorial centre to a registered school in 1996. The vision and drive from the beginning came from Dr Margaret Jurd; a Dr of Psychology who was integral in every step of the NYS story. Dr Jurd’s reputation for her work with disadvantaged youth established her as a widely respected figure among the community. The Centre was named in her honour after her passing and continues to grow in the direction inspired by her.

Curriculum

Margaret Jurd College delivers secondary education up to and inclusive of the award of the Record of School Achievement. Due to histories of educational disadvantage, learning and behavioural disorders etc. teachers must be innovative in the delivery of the curriculum to ensure that all Board of Studies requirements are met. Adaptive educational strategies ensure that the delivery is relevant and addresses the individual learning needs of students. A large focus on the remedial literacy and numeracy needs of our students assists with addressing the educational gaps created by disjointed education. Individual education programs allow us to ensure that individual educational needs are targeted.

The challenge for the school is great. To develop the programs across all KLA’s in stage 5 whilst still delivering material that will cover the basics of stages 3 and 4 is anything but an easy task. The class structure and student body composition along with staffing level’s for many would appear an impossible programming task. We know it is possible with innovative teaching styles and delivery. An understanding of both the individual needs along with the
general needs of the group and an environment that values the education of students from all levels we can program and deliver in a manner that will bring individual student success.

Margaret Jurd College is unique in its holistic provision of care. The program consists of three key elements;

**Education Program**

This program is delivered by three (2 x FTE) teachers employed for their specific areas of expertise and commitment to disadvantaged young people. Students are provided with an alternative education program up to and inclusive of Record of School Achievement. Individual Educational Programs with learning scaffolded, ensure that all students’ individual needs are targeted. The schools time table is arranged in a way that ensures that indicative hours of study are covered for all mandatory Key Learning Areas. The program is developed in such a manner that the individual learning needs of all students are addressed through the practical application of the units of work covered. Innovative teaching strategies ensure that students are able to engage in learning and gain a practical understanding of the work covered. Within a small school setting teachers are able to individually address the academic, physical and emotional needs of the students with individualised support provided through the school support staff and program structures.

On arrival our students generally have never received any awards or recognition for their positive efforts, at Margaret Jurd College this changes as there positive choices and efforts are recognized through a variety of measures. Our aim is to move from external reinforcement to internal. The reward of a certificate or a pen is lovely in the beginning but the students soon move to desire the reward of confidence in learning as they increase in knowledge and skill. Assessments within the school are geared at assessing against self i.e. recognising improvement within the students own academic journey. This is essential to avert from any competitive structure that can have a negative impact on students’ already low self esteem. All assessment strategies utilized within the education program are in line with course descriptors as outlined in Board of Studies syllabus documents.

**Areas of improvement and change in 2012**

2012 has been a year of consolidation on our new site. The year saw the schools residential and casework programs come under threat as the result of the Family and Community Services funding review. Fortunately we were successful in maintaining our funding however we did take the opportunity to review the need in the region and plan an expansion for term 1 2013 through reopening our Lambton Campus for education. We engaged a special education consultant to work directly with teaching staff to focus on program modification for student’s individual special needs.

The other main event in 2012 was the building of the schools science laboratory. This was made possible through a NSW Federal Government Capital Grant.

**Targets for 2013**

Expansion of Margaret Jurd College that will allow an enrolment capacity of 60 students across two campuses. This will comprise of 4 classes inclusive of one with a strong focus on remediation and IM needs and another with a strong focus on transition to further education/ training or employment.

The introduction of a “Big Picture” inspired education program that is aimed to reengage students through passion projects that incorporate curriculum outcomes across all KLA’s
Teachers
In 2012 the school employed three categories A teachers (1 FT and 2 PT) who taught across all KLA's. These teachers were employed for their dedication and experience in working with disadvantaged youth. Innovative programming and teaching styles allowed teachers to teach across all mandatory KLA’s underpinning the curriculum with remedial Literacy and numeracy where possible. The school delivered stage 5 mandatory subjects of Mathematic, English, Science, HSIE and PDHPE. All subjects were programmed in accordance with NSW Office of the Board of Studies Syllabus documents.

Staff Composition
Teachers – 3 (1 FT and 2 PT)
Special Education Consultant – 1 x .4FTE
Caseworkers – 3
Teachers Aides - 3
Residential Care Staff – 2
Administration Staff – 1
School Manager - 1

State-wide Testing
The Margaret Jurd College participates in the NAPLAN testing. Margaret Jurd College year 9 students participated in NAPLAN with the following results:

Reading – 73% of students participated
Band 8 – 25% of Students
Band 7 - 25% of Students
Band 6 – 50 % of Students
Band 5 or below – 0% of Students

Writing82 % of students participated
Band 7 – 11% of Students
Band 6 – 22% of Students
Band 5 or below – 67% of Students

Language Conventions – 82% of students participated
Spelling
Band 7 - 22% of Students
Band 6 – 44% of Students
Band 5 or below – 33% of Students

Grammar
Band 8 – 22% of Students
Band 7 - 11% of Students
Band 6 – 33% of Students
Band 5 or below – 33% of Students

Numeracy - 82% of students participated
Band 8 - 22% of Students
Band 7 - 11% of Students
Band 6 – 33% of Students
Band 5 or below - 33% of Students
As no year 10 student were 17 at the completion of year 10 no students were eligible to receive their ROSA however

Retention Rates
The school finished 2012 with 23 enrolments, of these 10 students graduated year 10, 5 year 10 student chose to reenrol in year 10 for 2012 along with 11 year 9 students who progressed to year 10 in 2012. Of the year 10 students who did not return 2 returned to mainstream education to commence their HSC studies, 1 enrolled in a Trade Training Centre, 1 enrolled into TAFE. With the expansion of the school to 60 students across 2 campuses we saw an additional 44 students enrol to commence 2013.

Due to the nature of the client group we see a large turnaround in our student body through any given year. This is due to so many of our students making poor behavioural choices which lead to their exit. Many of these student exit the school yet re-enrol at a later date when they are better prepared to make a commitment. This allows students to have greater power in their educational choices and leads to greater success throughout their enrolment.

Throughout the year we saw the following turnover of students:
- 5 graduating year 10 students reenrol at Margaret Jurd College due to not being 17 years of age and being unable to access alternative transition points.
- 2 graduating year 10 student’s transitioned to mainstream schools for stage 6. 1 of these students has also commenced an aged care traineeship as part of her HSC studies. This traineeship was established through Margaret Jurd prior to her graduation.
- 1 graduating year 10 student transitioned to Trade Training Centre
- 1 graduating year 10 student transitioned to TAFE
- 1 year 10 student commenced an apprenticeship prior to the end of the year.
- 1 student exited himself after a short enrolment. These students found the school did not meet their needs.
- 6 students left the school by their own choice.
- 11 students were asked to leave due to non-participation/attendance or continual disobedience
- Of the students who left by choice two returned for a second opportunity.

52% retention throughout the year
92% retention from 2012 to reenrol for 2012

We found that the year 10 students found it difficult to settle in 2012. We believe that this was due to the changes to the School Certificate. Students who had been reengaged into school with the belief that they would receive their school certificate when they left found it difficult to maintain engagement once they realised that they would not receive their certificate at the end of year 10 unless they were 17. We hope this is does not reoccur in 2013.

Enrolment policy for Students and Boarders
Rationale:
Margaret Jurd College provides quality education and care to students who are unable to maintain mainstream school. Students enrolled at the school have a history of challenging behaviours inclusive of diagnosed mental health disorders under the DSMIV and challenging life circumstances that have led to their exclusion from mainstream schooling. Students are
assessed based on individual need prior to their enrolment to ensure that they fulfil the criteria of enrolment at Margaret Jurd College.

Policy
All students at Margaret Jurd College must proceed through the referral process and provide all relevant medical, psychological and educational reports as requested prior to acceptance in the school.

Enrolment Criteria
- All students who are considered for enrolment must be unable to maintain mainstream schooling.
- Students are assessed based on individual need inclusive of diagnosis e.g. mental health, hearing, autism etc. The majority of students enrolled have been diagnosed at a level that qualifies them as a student with a disability.
- Student specialist medical and clinical psychologist reports are forwarded to the NSW Association of Independent Schools for assessment and confirmation of disability status.
- Students presenting with behaviours indicative of a medical/psychological disorder but not yet assessed will be provided with referral support to access the specialist care required.
- Students who do not have formal diagnosis however present with challenging behaviours due to disadvantage are considered for enrolment. MJC maintains placements every year for disadvantaged students.
- Students are assessed for acceptance into the residential program based on individual and family needs. The needs assessed for acceptance into the residential program include:
  1. Accommodation and care needs of the child
  2. Geographic isolation
  3. Respite needs of the family due to challenging behaviours
  4. Respite needs of the family based on health issues inclusive of mental health and Alcohol and Other Drug issues.
  5. Emotional and Social needs of the child

Procedure
- Students apply for enrolment though the procedures outlined in the Margaret Jurd College Referral Process.
- Case Management staff collect all relevant reports and conduct a needs assessment based on reports received, information collected through history check on the students (see Margaret Jurd College Student Assessment Process) and case conference outcomes.
- Needs assessed as high include mental health or other relevant diagnoses, homelessness or other life risk factors, students ability to maintain mainstream schooling, emotional and/or social needs based on histories of abuse or neglect, support network or access to alternative schooling if not accepted.
- Students are notified of their acceptance to the centre and placed on the waiting list. Students are placed from the list in accordance with needs assessment and time waiting.

Student Body Composition
Margaret Jurd College provided stage 5 in 2012. The student composition changed over the course of the year with enrolment changes however the gender balance over the year in total was:
26 x Male Students
9 x Female Students

Attendance
The average attendance rate for 2012 was 68.13%

Attendance Policy
Rationale
Margaret Jurd College provides quality education and care to students who are unable to maintain mainstream schooling. The students we serve have a history of disruptive behaviours, school refusal and limited ability to focus. It is our aim as a school to facilitate an environment of encouragement and success. We, as with all registered schools, must ensure student compliance in completion of the Record of School Achievement inclusive of attendance. For this reason it is essential that attendance be monitored and supported through the policies and procedures implemented within the school.

Policy
All students at Margaret Jurd College must maintain a high standard of attendance in order to complete the Mandatory hour of study in each stage of education up to and inclusive of stage 5. Students who do not achieve an adequate level of attendance will receive an “N” award on their Record of School Achievement. Parents of students at risk of falling into this category will be notified of the risk in writing from the earliest possible point, i.e. when the student’s attendance falls to 80%. Parents are asked to support their child’s attendance by working with school in implementing strategies identified as useful in increasing the attendance rate of the student. When a student’s attendance falls to below 70% an “N” notification warning letter will be issued. Students who receive and “N” notification warning letter will require medical certificates to explain all absenteeism until their attendance percentage rises above the 80% mark.

Procedure
1. Student attendance is recorded daily and maintained on the class roll and presented to the schools administrative assistant.
2. Attendance records are maintained using the Common Codes as outlined

The following symbols are to be used on Manual Attendance Registers (Paper Rolls). Additional symbols must not be used.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>The first and last day that the student attended for each term.</td>
</tr>
<tr>
<td>a</td>
<td>The student was absent on that day</td>
</tr>
<tr>
<td>Pa</td>
<td>The student was late or was absent for part of a day. The time of arrival or departure must be recorded.</td>
</tr>
</tbody>
</table>
| A      | The student’s absence is unexplained or unjustified. This symbol must be used if:  
|        | - no notice has been provided by parents within seven days of the occurrence of the absence  
|        | - the absence has been explained by the parent, but the reason provided is not accepted by the principal. |
| S      | The student’s absence is due to sickness or as the result of a medical or paramedical appointment. This symbol is recorded above the ‘a’ symbol where:  
|        | - a medical certificate is provided or  
|        | - the absence was due to sickness and the principal accepts this explanation as reasonable. Principals may request a medical certificate in addition to explanations if the explanation is doubted or the duration |
The absence is more than four days.

**L**  The student’s absence is due to leave approved by the principal. Principals may approve up to 15 days leave in a school year for students of compulsory school age. Additional leave for students not of compulsory school age may be granted at the principal’s discretion. This symbol is recorded above the ‘a’ symbol where a parent provides an explanation that is due to:
- misadventure or unforeseen event
- participation in special events not related to the school
- short family holidays that cannot be taken within normal vacation period
- domestic necessity such as serious illness of an immediate family member
- attendance at funerals
- recognised religious festivals or ceremonial occasions
- Short-term employment in the entertainment industry.
Leave should not be recorded for any student of compulsory school age on more than 15 days in a school year.

**E**  The student was suspended from school.

**M**  The student was exempted from attending school.

**F**  Senior student participating in flexible timetable not present because they are not required to be at school.

The following symbols are to be used on Electronic Attendance Registers.

Additional symbols must not be used.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W</strong></td>
<td>The student was absent on that day</td>
</tr>
<tr>
<td><strong>PW</strong></td>
<td>The student was late or was absent for part of a day. The time of arrival or departure must be recorded.</td>
</tr>
</tbody>
</table>
| **A**  | The student’s absence is unexplained or unjustified. This symbol must be used if:
- no notice has been provided by parents within seven days of the occurrence of the absence
- the absence has been explained by the parent, but the reason provided is not accepted by the principal. |
| **S**  | The student’s absence is due to sickness or as the result of a medical or paramedical appointment. This symbol is recorded above the ‘a’ symbol where:
- a medical certificate is provided or
- the absence was due to sickness and the principal accepts this explanation as reasonable. Principals may request a medical certificate in addition to explanations if the explanation is doubted or the duration of the absence is more than four days. |
| **L**  | The student’s absence is due to leave approved by the principal. Principals may approve up to 15 days leave in a school year for students of compulsory school age. Additional leave for students not of compulsory school age may be granted at the principal’s discretion. This symbol is recorded above the ‘a’ symbol where a parent provides an explanation that is due to:
- misadventure or unforeseen event
- participation in special events not related to the school
- short family holidays that cannot be taken within normal vacation period
- domestic necessity such as serious illness of an immediate family member
- attendance at funerals
- recognised religious festivals or ceremonial occasions
- Short-term employment in the entertainment industry.
Leave should not be recorded for any student of compulsory school age on more than 15 days in a school year. |
| **E**  | The student was suspended from school. |
The student was exempted from attending school.

Senior student participating in flexible timetable not present because they are not required to be at school.

- Attendance rates are calculated daily and checked for any students who have an attendance rate that is falling to a low level.
- All student absences are to be explained by parents/caregivers in writing or by telephone with conversation documented by staff responsible.
- Any absences that have not been explained are reviewed by the school administrative assistant. The families have a pre typed note including the dates of absence sent home for parents to complete and returned to the school. The school provides a self-addressed stamped envelope to assist with the return of the note.
- All notes of explanation and documented record of telephone conversations explaining absences are retained and stored with the school roll in line with the Margaret Jurd College Policy and Procedure – Record Keeping.
- Parents/caregivers of students who have an attendance rate that falls to 70% will receive formal notification in the mail that the school is concerned regarding the students attendance. The school will explore the reason for absenteeism to ensure that there is not an “in school” issue contributing to the absenteeism.
- Poor attendance that is based in poor health is an acceptable reason for absence however absence based around missing busses or defiant behaviour at home may be assisted through strategies supported by the school through the case management team e.g. residential placement, counselling.
- In the event that a student’s attendance falls below 60% a first “N” notification warning letter will be issued.
- If attendance continues to decline then further “N” notification warning letters will be issued.
- After 3 warning letters a student will receive an “N” determination across all KLA’s resulting in the student being ineligible to receive a Record of School Achievement.

Margaret Jurd College is a small school with limited placements and great demand. Students who are unwilling to address their attendance issues and do not desire to complete their education will be exited from the program allowing placement opportunity for students desiring to complete their education.

Students exited based on attendance will be eligible to reapply if and when they are willing to address their attendance issues.

All correspondence with families relating to student attendance along with outcomes from any meetings held are kept in the students files.

Attendance rate along with days absent, both explained and unexplained, are recorded on the students half yearly and yearly report.

A copy of student reports are kept in the students file.

receive and “N” notification warning letter will require medical certificates to explain all absenteeism until their attendance percentage rises above the 80% mark.

Procedure
1. Student attendance is recorded daily and maintained on the class roll and presented to the schools administrative assistant.
2. Attendance rates are calculated daily and checked for any student’s who have an attendance rate that is falling to a low level.
3. Parents/caregivers of students who have an attendance rate that falls to 80% will have receive formal notification in the mail and a meeting will be organised with the student, parent/caregiver, case manager and Centre Manager.
4. The purpose of the meeting is to be pro active in supporting the students education and strategising to improve the students probability of success.
5. Poor attendance that is based in poor health is acceptable reason for absence however absence based around missing busses or defiant behaviour at home may be assisted through strategies supported by the school through the case management team e.g. residential placement, counselling.

6. Margaret Jurd College is a small school with limited placements and great demand. Students who are unwilling to address their attendance issues and do not desire to complete their education will be exited from the program allowing placement opportunity for students desiring to complete their education.

7. Students exited based on attendance will be eligible to reapply if and when they are willing to address their attendance issues.

8. All correspondence with families relating to student attendance along with outcomes from any meetings held are kept in the students files.

9. Attendance rate along with days absent, both explained and unexplained, are recorded on the students half yearly and yearly report.

10. A copy of student reports are kept in the students file.

Parents

Staff at Margaret Jurd College maintain regular contact with parents in an attempt to carry our work into the family unit. It is our aim to support the family in supporting their child. It is through these avenues that we receive the valuable feedback necessary to deliver the work that we do. We are fortunate to have honest open relationships with our families where they are able to express their personal areas of need and report on areas of improvement.

Case Management

All students at Margaret Jurd College are provided with case management through our three qualified Caseworkers. Case Management enables young people to set their goals and take practical steps toward achieving them. Students learn how to look toward their future and strategically understand the impact their choices and behaviour have. Case management also provides valuable emotional care and support as students work through the issues that culminates in adverse behaviours. Student’s access specialist service provision through referral made necessary by the strong networking links and collaborative working partnerships.

Residential Program

As already mentioned the students at Margaret Jurd College come from a variety of backgrounds and situations. For this reason Margaret Jurd College provides safe supportive accommodation for students who are unable to reside at home or who would be unable to access the centre from home due to isolation. Margaret Jurd College provides up to 5 residential placements. Respite support provides early intervention and support to families who are in need.

Students in the residential program are provided with a living skills program to ensure that they acquire the skills necessary for independent living. Areas covered include cooking, cleaning, budgeting, personal hygiene, tenancy rights and responsibilities etc. Learning to live with other people is a major benefit as residents are supported in learning tolerance of others, negotiation and compromise.

The premises of Margaret Jurd College have on-site residential facilities to accommodate up to 5 students Monday thru Friday. The residential program is staffed by 1 experienced youth worker and a pool of casual staff who provide extra support when the residential bed loading requires it. Staff deliver programs to assist with the development of living skills vital for independent living. Residential support is inclusive of the provision of meals, safe living
environment, emotional support and recreational activities. Residents also develop communication, negotiation and conflict resolution skills as they learn to cohabitate with others.

The building is fitted with photoelectric smoke detectors and a motion sensor burglar alarm which are monitored by an external security provider. Alarms are also in place between the two floors so as to allow staff to monitor movement of residents throughout the night. Monitored duress alarms are worn by staff for the safety and protection of both residents and staff. Fire safety equipment is checked, maintained and certified as in working order 6 monthly.

The Centres staff: student ratio of 1:3.5 minimum is maintained until all residents are asleep in bed. The night shift is conducted by 1 staff person on a sleepover shift. The alarm speaker is located in the staff bedroom to alert staff around the clock of movement within the unit. There is also a caseworker on-call throughout the night to provide backup support when needed.

Welfare Support
Margaret Jurd College is a not for profit organization, auspice by The Uniting Church in Australia. As a ministry of the Uniting Church we ensure that the welfare rights and needs of students and families are addressed through the provision of services and referral. Examples of this include the schools breakfast program. Student’s who have come to school without adequate breakfast for whatever reason, are provided with a healthy breakfast to start their day. Students are provided with fresh fruit at recess and lunch to students in need without question. The school maintains strong links with services that provide material aid and financial relief for the purpose of student and family referral. Case workers endeavour to provide relief in a discrete manner without judgment or prejudice. Partnerships with other agencies allow the process of accessing support to be well supported and caring. This allows the school to address the physical and material needs of students and families in a way that maintains individual dignity.

Resources
The limited physical resources of the school has led to programming that utilizes the resources of the community for delivering some KLA’s e.g. sport is an off site program where we access local parks, public pools and local sporting facilities such as basketball stadiums and indoor soccer stadiums. This is a weekly outing for our students for 1.5 hours per week. Science resources are limited to text and the basic resources found in the average kitchen. The addition of smartboards to our classrooms allows students to view experiments on line. This is a short term option as we await the repair of the schools science laboratory after extensive water damage has created risks within the room.

The support for the students in order to maintain their education is our greatest resource. Margaret Jurd College employs three case workers who support and nurture the students to success. Add this to the two teachers and this equates to a staff student ratio of 1:5 (in class) With a student body that presents some of the highest needs within schools this is a necessary level of support. When funding allows we also employ additional Student Learning Support Officer’s for our students who meet the diagnostic criteria for Autism.

The school facility itself is a purpose built facility comprising of two classrooms fitted out with computer terminals at a 1:1 ratio. All classrooms are fitted with smartboards and have small withdrawal rooms attached to the classrooms.
Fees
The school fees are $20.00 per week for the education program and $97.00 for the residential program. Fees can be subsidized or waived in the event of economic disadvantage or financial hardship. NO STUDENT WILL EVER BE DENIED ACCESS TO MARGARET JURD COLLEGE BASED ON INABILITY TO PAY.

Referral
Referral to the Margaret Jurd College starts with a phone call. Staff at the Centre will guide families and/or referring agents through the process and provide any support needed. To make a referral ph: 49 517314 or 49517396 or email enquiries@mjc.nsw.edu.au nd ask for a member of the case work team to contact you. A referral package will be posted to you which you will need to return to the Centre along with any relevant reports required. From this point a case conference will be arranged to assess the young person’s needs and the suitability of the placement. If it is assessed that the young person would benefit from the placement their name is added to the waiting list in order of need.
School Demand
Due to the high need within our community is not a surprise to see that there were more young people referred to Margaret Jurd College in 2012 than we were able to service. As a result the school made the decision to expand in 2013 moving total enrolments from 24 to 60 students. This decision was made in Term 4 2012 and the school commenced operations in term 1 2013 with 60 students enrolled.

Funding
The cost of such a holistic program with high levels of support is very high. The Centres budget is tight and needs to attract a higher level of financial support in order to fulfil expansion needs. Currently Margaret Jurd College attracts funding from four main sources.
1. Department of Community Services provide funding through the Community Services Grants Project. This funding is vital as it provides our main income source for the Centres Residential Care Program.
2. Federal Department of Education Employment and Workplace Relations (DEEWR) Per Capita.
3. NSW Department of Education and Training (DET) Per Capita
4. The Association of Independent Schools (AIS) distributes Federal targeted funding grants in order to provide necessary resources for the delivery of curriculum. Examples of the support provided through the AIS include Special Schools Funding, Literacy and Numeracy Grants, Early Integration Grants, Capital Works Grants etc.
Other sources of financial support come through
1. The Uniting Church in Australia
2. Community support and sponsorship
Expenditure
The schools main area of expenditure is staffing. We employ the highest quality teaching and support staff available to provide a quality service to our students. Investment expenditure allows the school to maintain a steady income from management of the schools property investment through the Uniting Church in Australia. Continuing to develop the school and maintain it a high standard is also reflected in the breakdown below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>30%</td>
</tr>
<tr>
<td>Property</td>
<td>25%</td>
</tr>
<tr>
<td>Operational Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Administration</td>
<td>5%</td>
</tr>
<tr>
<td>Investment Expenses</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>

School Performance
Low self esteem combined with a self belief of inability to achieve underpins many of the disruptive behaviours that students at Margaret Jurd College present. The support provided through case management support and individual education plans supports students to achieve in areas that they have historically struggled in.

As already reported all students who completed year 10 were supported onto their next stage. 5 returned to reengage at Margaret Jurd College in 2013 with a focus on transition to work, 2 returned to mainstream school to commence HSC, 1 COMMENCE AT THE Trade Training College and 1 commenced an IT certificate at TAFE.

Margaret Jurd College maintains Policies and Procedures for the safety and security of students, staff and visitors to the school.

School Policy Changes
Margaret Jurd College constantly reviews policies in line with the changes in legislation, Board of Studies requirements and students needs. To access the school policy and procedure manual please contact the Schools Manager on:
PH: (02) 49517314 (02)49517345
FAX: (02) 49517396
Email: manager@mjc.nsew.edu.au

Access to School Policies
All policies pertinent to parents and caregivers have been reproduced in full the Margaret Jurd College Parents Handbook. These policies and other full text policies are available upon request by contacting the Schools secretary on:
PH: (02) 49517314 (02)49517345
FAX: (02) 49517396
Access and Equity

**Rationale:** Margaret Jurd College provides quality education and care to disadvantaged young people from Newcastle, the Upper and Lower Hunter Regions, Lake Macquarie, Port Stephens and surrounding regions on a non-discriminatory basis.

**Policy:** Equity in access to Margaret Jurd College is assured to all students. The intake process consists of individual needs based assessment regardless of gender, ethnicity, race, religion, creed, sexual preference, health, disability or socio economic status. **No child will be refused access to Margaret Jurd College based on inability to pay for service.** All students at Margaret Jurd College have access to all program components on an equitable basis inclusive of Case Management and Welfare support.

**Procedure:** The intake process at Margaret Jurd College consists of 6 key steps:

1. **Referral** - The young person is referred by phone. The young person’s details are then recorded. Staff at Margaret Jurd College discusses the client’s needs with the referring agent along with the program provided. Suitability of the program is discussed in order to ascertain the suitability of progressing to the next level. The client is sent a school Prospectus and an Application to Enrol in the mail or directed to the school’s website [www.mjc.nsw.edu.au](http://www.mjc.nsw.edu.au) where the documents can be obtained.

2. **The Application to Enrol Form** is to be completed and forwarded to the school along with relevant reports from clinical psychologists, counsellors, schools attended and any other relevant agency involved with the young person i.e. DoCS, Juvenile Justice etc. Other documentation required includes a copy of the child’s birth certificate and immunization records.

3. **A case conference** is arranged to provide opportunity for the young person to view the college and decide if they are keen to pursue a placement. At the Case Conference staff will explore the needs of the young person and the suitability of the program provided. The young person’s desire to be enrolled at the school is a priority in the decision making process. The needs of the family are also of major consideration particularly around the college’s ability to support the family through the provision of a residential placement.

4. **The case work team conducts a history check** with parties authorized by the young person’s parents/caregivers. In the event that permission is not given to perform a history check the Centre will use their legislated Authority under Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998.

“Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998 provides for the exchange of information between prescribed bodies relating to the safety, welfare or wellbeing of a particular child or young person or class of children or young persons to assist the recipient to make any decision, assessment or plan or to initiate or conduct any investigation, or to provide any service, relating to the safety, welfare or well-being of the child or young person or class of children or young persons, or to manage any risk to the child or young person (or class of children or young persons) that might arise in the recipient agency’s capacity as an employer or designated agency.”

5. The final decision is made by the College Manager after team discussion at the weekly team meeting.

6. The young person’s name is added to the waiting list and is informed when a vacancy becomes available.
School Disciplinary Policy and Procedure
(This policy is made available to all students and Parent on enrolment through the Parents handbook. Any persons wishing to gain access to this or any other MJC Policies can do so via request to the Manager)

Rationale
Margaret Jurd College understands that children need secure boundaries to live within, in order to grow and develop. We also understand that children will test these boundaries as part of the growing process. It is therefore essential that we as a school maintain these boundaries by having consequences for actions in place that will teach the children the necessity of living within societal rules and laws. Margaret Jurd College also maintains the duty of care we have for students and the OH&S responsibilities to staff by maintaining strict disciplinary procedures for breaches of school rules relating to violence or risky behaviours which endanger students and/or staff of the centre.

Policy
All students and staff at Margaret Jurd College have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination in accordance with the Anti Discrimination Act 1977. This is achieved through the implementation of disciplinary procedures within the school that uphold the rights of individuals to be provided with a safe supportive learning and working environment.

All disciplinary procedures in place at Margaret Jurd College are in line with principles of procedural fairness as outlined in the Department of Education and Trainings Suspension and Expulsion of School Students Procedures.

“Procedural fairness is generally recognized as having two essential elements, these are:

- The right to be heard, and
- The right of a person to a fair and impartial decision.”

Margaret Jurd College expressly prohibits the use of corporal punishment as a means of discipline in any situation for any reason. Margaret Jurd College do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

Margaret Jurd College does not have a policy or practice of preventing a student from enrolling in another school after leaving Margaret Jurd College. Students are supported as much as practicable in their application to a new school.
<table>
<thead>
<tr>
<th>Rule</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect the property, person, thoughts, feelings and beliefs of yourself and others</td>
<td>Warning, Detention, Meeting with Manager</td>
</tr>
<tr>
<td>No Violence, Verbal Abuse or Abusive behaviours</td>
<td>Meeting with Manager, Suspension, Case Review, Expulsion, Police involvement</td>
</tr>
<tr>
<td></td>
<td><strong>Verbal abuse of staff is an OH&amp;S issue and will result in suspension</strong></td>
</tr>
<tr>
<td>No Spitting (spitting at a person is classed as a violent act and treated as such)</td>
<td>Warning, Detention, Area may require cleaning by student</td>
</tr>
<tr>
<td>No Bullying, Harassment (including sexual harassment), Discrimination or Vilification (name calling, leaving people out, threatening, intimidation, setting people up, making others pick on someone)</td>
<td>Warning, Detention plus Assignment (Please see bullying Policy), Meeting with Manager, Case Review, Suspension</td>
</tr>
<tr>
<td>No Deliberate damage to property – This includes Graffiti</td>
<td>Parents will be called, Police Involvement, Suspension</td>
</tr>
<tr>
<td>No Stealing or stolen property</td>
<td>Contact parents, Police Involvement, Suspension</td>
</tr>
<tr>
<td>No inappropriate touching- (shaking hands and accidental contact during sport is acceptable)</td>
<td>Warning, Detention, Suspension, Case review</td>
</tr>
<tr>
<td>No Sex, sexting, sexual contact or pornography</td>
<td>Parents will be notified, DOCS Notification may be necessary, Pornographic material will be confiscated and not returned, Suspension, Police may be called</td>
</tr>
<tr>
<td>No Cyber Bullying (bullying using mobile phones, MSN, Facebook etc.)</td>
<td>Parents will be notified, suspension, All evidence will be handed to the police for investigation. Refer to Anti Bullying Policy.</td>
</tr>
<tr>
<td>No drugs, drug taking paraphernalia or alcohol and no coming to the centre under the influence of drugs or alcohol.  (This includes the inappropriate usage and distribution of prescription and non-prescription medication and illicit drugs)</td>
<td>Parents notified, Suspension, Expulsion, Police involvement</td>
</tr>
<tr>
<td>No Smoking</td>
<td>OUTDOORS -  1 Warning, Suspension</td>
</tr>
<tr>
<td></td>
<td>INDOORS -  <strong>No warning</strong>, instant suspension</td>
</tr>
<tr>
<td>No Weapons(knives, guns, sling shots, anything that fires projectiles, anything fashioned to be used as a weapon)</td>
<td>Instant Expulsion – Police will be called</td>
</tr>
<tr>
<td>No Swearing</td>
<td>Warning, Detention, Meeting with Manager.</td>
</tr>
<tr>
<td>No Leaving the premises without permission</td>
<td>Warning, Detention, Meeting with Manager.</td>
</tr>
</tbody>
</table>
- Refusal to complete detention will receive one warning only. If refusal continues the student will be suspended.
- Continual refusal to follow school rules will result in expulsion
- Continual refusal to participate in the school program will result in the student being exited.
- Mobile phones will be confiscated if they ring in class or are accessed during class time in any way.

We have a great relationship with our neighbours who do their best to look out for the kids at this school. Please assist us in maintaining this relationship by staying out of their yards and not loitering around the front of their homes. Students are not permitted to enter neighbours’ property or sit along their fences. No Loitering outside the Catholic Church or the Catholic School.

CONFISCATION
- I Pods and MP3’s are allowed to be kept by students however if they are used during class time they will be confiscated
- No Cigarettes, lighters or sharp implements, they will be confiscated. Sharp items will be disposed of.
- No material that contains inappropriate content e.g. drug references, violence, explicit language, nudity or sexual content they will be confiscated.
- Items that are confiscated will be held in the safe until collected by the students’ parents/caregivers. Any items not collected after two weeks will be disposed of.
- Mobile phones and iPods/MP3’s which are confiscated will be handed back to the student at the end of the day.

Disciplinary procedure
- All students are provided with a laminated rules sheet including consequences upon their commencement at MJC. Staff will enforce the consequences in line with the rules sheet with the exception of suspension or expulsion. Only the manager maintains the right to make the decision to suspend or expel a student.
- All major breaches of Margaret Jurd College rules are investigated by staff and reported to the Manager.
- The manager meets with the student/s in order to determine the disciplinary outcome necessary.
- In the event that breaches are found to be valid the following disciplinary procedures are enforced. The severity of the breach will determine which level of discipline the student commences at. For example weapons, physical violence or deliberate malicious damage to property will automatically start at suspension and can even result in an instant exit or expulsion. The manager will examine these breaches based on provocation, student history, the presence of verbal threats and all other mitigating circumstances surrounding the offence before reaching a final decision.
- This decision is made by the Manager after examining all of the surrounding circumstances to ensure that the decision is fair and just. For serious matters that may result in students losing their placement, students may be sent home during the decision making process to allow time for procedural fairness to be enforced.
• Breaches surrounding classroom or playground behaviour that are at the lower end of the spectrum and have not been continual and ongoing are dealt with by teaching and/or support staff on duty. These breaches may result in detention, loss of lunch time activities, loss of excursion, assignment or community service.
• All breaches of a serious nature that need intervention from steps 5 through 8 must be investigated and addressed by the Centre Manager

1. Loss of lunch time activities
2. 2nd half lunchtime detention
3. Loss of excursions
4. Community Service
5. Completion of an assignment set by the Manager. The assignment is based around the rule being broken e.g. Smoking at school could result in an assignment on the dangers of smoking. Assignments are set at 2 A4 pages, size 12 font, Headings no larger that size 14 and a maximum of 1/3 of the assignment to be taken up with pictures. As with all assignments there is to be no Plagiarism. In the event that a student plagiarises (copies another's work, cut and paste from a webpage etc) the assignment will need to be redone.
6. Short suspension 2 days – 4 days
7. Long suspension 1 week – 2 weeks
8. Exit or Expulsion.

Other disciplinary actions taken by Margaret Jurd College may be Community Service hours. Community Service hours takes the form of picking up papers, tidying up the class room, tidying or cleaning an area of the school, washing the bus, weeding the garden etc.

Parents/caregivers will be called in to the school for meetings at differing points of the disciplinary process to maintain open communication through the behavioural intervention process.

In the event that students continually breach rules and show no desire to change their behaviour they will be exited from the school.

In the event that students continually refuse to participate in the education programme through extremely low attendance, continual disruption to other students learning and/or refusal to complete their school work students will be exited from the school.

In the event that the breach of rules is an alleged illegal act the police will be contacted and formal charges may be laid. Parents/caregivers are required to come to the school in the event of Police involvement.
Residential Unit Disciplinary Procedure

Rationale
Margaret Jurd College understands that children need secure boundaries to live within in order to grow and develop. We also understand that children will test these boundaries as part of the growing process. It is therefore essential that we as a school maintain these boundaries by having consequences for actions in place that will teach the children the necessity of living within societal rules and laws. Margaret Jurd College also maintains the duty of care we have for students and the OH&S responsibilities to staff by maintaining strict disciplinary procedures for breaches of school rules relating to violence or risk behaviours. Due to the Centre having two programs working together we find it necessary to separate the discipline from the Education Program and the Residential Program.

Policy
All students and staff at Margaret Jurd College have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination in accordance with the Anti-Discrimination Act 1977. This is achieved through the implementation of disciplinary procedures within the school that uphold the rights of an individual to be provided with a safe supportive living environment.

All disciplinary procedures in place at Margaret Jurd College are in line with principals of procedural fairness as outlines in the Department of Education and Trainings Suspension and Expulsion of School Students Procedures.

“Procedural fairness is generally recognized as having two essential elements, these are:

- The right to be heard, and
- The right of a person to a fair and impartial decision.”

Margaret Jurd College expressly prohibits the use of corporal punishment as a means of discipline in any situation for any reason. Margaret Jurd College do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

Residential Rules
Respect the person property thoughts and beliefs of yourself and others
No Swearing
No verbal or emotional abuse
No Bullying, Harassment or Vilification – NO PUT DOWNS
No Violence
Respect the person and property of our community neighbours
No Smoking
No alcohol or other drugs and No coming to the College under the influence of Alcohol or other drugs
No using the college to conduct illegal activity e.g. selling stolen goods, selling prescription medication to others etc.
Return to the Centre on time after Free Time
No leaving the centre or the group when on an outing (unless during free time)
No deliberate damage to property – this includes graffiti
No Weapons
No stealing or stolen property
No pornography
No music, books, DVD’s or games that are MA15+ or R
No Sex or sexual contact
Mobile phones are to be handed in to the staff office by the agreed upon time prior to staff retiring for the night on sleepover.
Students must adhere to computer usage guidelines as posted on the wall in the homework room.

Other Behavioural Expectations
All residents are to eat breakfast
All residents are to pack lunch before school
Do chores when requested
No swapping chores
Keep your bedroom clean
Meals are to be eaten at the table unless staff deem it reasonable to sit away from the table to eat e.g. sick
All residents to actively participate in the weekly house meeting

Disciplinary procedure
• Some breaches of rules will result in loss of pocket money. These rules are day to day running expectations around respectful language, completion of chores, following staff direction etc.
• To ensure that students are provided with a safe supportive living environment Margaret Jurd College treats Bullying behaviour within the residential unit in the same manner as it does in the education program. First offence will result in a warning, 2nd offence will result in completion of assignment during free time, 3rd and subsequent offences will result in suspensions with ongoing continuation resulting in the loss of the residential placement.
• Breaches of Boarding School Rules that are deemed to be of a serious nature by staff i.e. rules beached that are an illegal act, behaviour that impacts on the sense of safety and security of another person, behaviour that is damaging to the school’s reputation within the local community or consistent refusal to follow the rules and expectations of the boarding school will be reported to the Manager.
• The manager meets with the student/s in order to determine the disciplinary outcome necessary.
• In the event that breaches are found to be valid the following disciplinary procedures are enforced. The severity of the breach will determine which level of discipline the student commences at. For example physical violence or deliberate malicious damage to property will automatically start at suspension or even expulsion.
• This decision is made by the Manager after examining all of the surrounding circumstances to ensure that the decision is fair and just.
• All breaches of a serious nature that need intervention from steps 3 through 7 must be investigated and addressed by the Centre Manager
9. Early Beds or fines
10. Loss of free time
11. Completion of an assignment set by the Manager. The assignment is based around the rule being broken e.g. Smoking could result in an assignment on the dangers of smoking. Assignments are to be completed in the student’s free time.
12. Short suspension 2 days – 4 days
13. Long suspension 1 week – 2 weeks
14. Exit: The students can apply to re-enrol at a later date with demonstrated willingness to change behaviours which lead to the exit
15. Expulsion: Permanent exclusion from the Boarding School

Where possible students who are suspended or exited from the boarding school are still able to remain enrolled in the education programme.

Other disciplinary actions taken by Margaret Jurd College may be Community Service hours. Community Service hours takes the form of extra chores that are outside of normal chores e.g. washing the bus, weeding the garden etc.

Parents/caregivers will be called in to the school for meetings at differing points of the disciplinary process to maintain open communication through the behavioural intervention process.

In the event that students continually breach rules and show no desire to change their behaviour they will be exited from the residential program.
In the event that the breach of rules is an alleged illegal act the police will be contacted and formal charges may be laid. Parents/caregivers are required to come to the school in the event of Police involvement.

**Margaret Jurd College does not have a policy or practice of preventing a student from enrolling in another school after leaving Margaret Jurd College. Students are supported as much as practicable in their application to a new school.**

**Aims and Objectives of The Residential Unit**

**Eligibility Criteria**
Margaret Jurd College provides residential care to young people enrolled at the school in need of residential support based on the following Criteria:

1. Inability to reside within the family home due to unreasonable conditions
2. Inability to reside in the family home due to challenging behaviours and the impact on the family unit.
3. Geographical isolation from the school
4. Family need for respite support

**Equity and Fairness**
All provision of service at Margaret Jurd College is carried out whilst maintaining equity and fairness in service delivery:
1. Equity in access to Margaret Jurd College is assured to all students.
2. No child will be discriminated against regardless of gender. Ethnicity, race, religion, creed, sexual preference, health, disability or socio economic status.
3. No child will be refused service based on inability to pay.
4. All students at Margaret Jurd College have access to all program components on an equitable basis inclusive of Case Management and Welfare support.
5. All students’ physical, emotional and psychological needs are assessed on an individual basis with all effort given to ensure that individual student needs are addressed.
6. All students are provided with bedroom furniture and linen of equal condition and quantity to ensure that no children do without the basic material needs.
7. All bedrooms are air conditioned with reverse cycle air conditioning and heating to ensure the comfort and safety of boarders.
8. All students are supplied with the basic toiletries required to maintain good personal hygiene.
9. All students are able to access external activities on an equal basis.

Structure
The Residential Unit of Margaret Jurd College is housed within the Lambton Campus school building and comprises the use of the following areas.

- 2 x bedrooms on the first floor accommodating a maximum of 5 residents (3 full time and 2 respite beds).
- 1 x bedroom on the ground floor accommodating a maximum of 2 residents
- 1 x staff bedroom with bathroom on the ground floor.
- 2 x client bathrooms on the first floor
- 1 x client bathroom on the ground floor
- 1 x domestic Kitchen used for meals and the residential units cooking program
- 1 x large lounge area used for relaxation and recreation.
- 1 x large activities/rumpus room on the ground floor.
- 1 x small reading room with kitchenette for preparation of snacks.
- 1 x homework room with computer access.
- 1 x covered pergola for outdoor eating with BBQ facilities
- 1 x rear yard area used or basketball, handball and outdoor relaxation.
- 1 alarm system that is activated between the first floor and the ground floor which is activated via a speaker in the residential staff bedroom to alert staff of movement between floors.
- 1 monitored security alarm to secure the building using motion sensors strategically placed throughout both floors of the building.
- External security lighting and internal emergency exit lighting
- Monitored photoelectric smoke detectors and heat sensors.

Program Targets
The residential program at Margaret Jurd College maintains the schools objective of Creating Positive Futures Together through the provision of a living skills program and emotional and physical care and support incorporating the following outcomes:
1. Cooking Program with a focus of low cost / high nutrition, safe food handling and food storage, safe food preparation and menu planning that ensures a healthy diet is maintained.
2. Budgeting program covering weekly budgets inclusive of low budget grocery shopping.
3. Conflict resolution and interpersonal communication skills
4. Cleaning, washing, ironing and personal hygiene.
5. Chores programme linked to a rewards “pocket money” program targeting the establishment of a “work ethic” thus starting to breakdown the entrapment of generational welfare dependency.

The residential program also provides support with homework when required, emotional support for residents, recreational activities, access to medical and emergency services and support in maintaining contact with families where possible.

GRIEVANCE PROCEDURE FOR STUDENTS/BORDERERS AND PARENTS/CAREGIVERS

Margaret Jurd College provides an environment that not only teaches but also models the rights and responsibilities of students and their families through the service we provide. If a student or parent/caregiver believes that they have been unfairly treated, have been discriminated against in any way or that the service received has been of an unsatisfactory standard then a grievance can be lodged through the following channels.

1. The student, parents or caregiver can raise the grievance with the students’ case worker. The Case Worker will raise the grievance with the Centre Manager and discuss options. The Case Worker will discuss options with the student, parent or caregiver to negotiate an acceptable outcome.

2. Students, Parents or caregivers are always able to discuss a grievance with the Manager directly. An appointment will need to be made through the Centres Secretary by phone or in person.

3. In the event that satisfaction is not achieved through the Manager then the grievance can be lodged to The Margaret Jurd College Board of Governance. Please mark all correspondence CONFIDENTIAL and address all grievances to:

   The Chairperson
   Margaret Jurd College
   272 Sandgate Road
   Shortland
   NSW

The Governance structure for Margaret Jurd College is attached. Access to all levels above Centre Manger must be in writing.

   All grievances at any level are documented in the boarders case notes inclusive of outcomes.
Margaret Jurd College is a Ministry of The Uniting Church in Australia under the auspice of Hunter Presbytery and governed by the Board of Governance appointed by the Hunter Presbytery of the NSW Synod. The Governance structure of the Centre is as follows.

Funding for The Margaret Jurd College comes from a variety of sources. NSW Department Family and Community Services- FACS, DEEWR, DET, AIS and our own fund raising initiatives. Registration and Accreditation is attained through the NSW Office of the board of studies. The School reports to these peak organizations regarding performance and expenditure of funds received. These parties are in no way part of the Governance structure of Margaret Jurd College.
Student and Boarders Welfare Policy

**Rationale:** Margaret Jurd College Strive to achieve its vision statement of *Creating Quality Futures Together* in all aspects of service delivery inclusive of student welfare.

**Policy:** All students at Margaret Jurd College are provided with Welfare support targeted at the individual and family needs of the student/s without discrimination.

**Procedure**

**Case Management Support:** All students enrolled at Margaret Jurd College are provided with case management support through the Margaret Jurd College case work team. Case Management focuses on the individual needs and goals of students and provides opportunity for case work staff to identify the welfare needs of students and their families. All case work staff employed at Margaret Jurd College are qualified youth workers with strong links to specialist service providers for the purpose of support, assessment and referral.

**Margaret Jurd College provides welfare support in the following forms**

1. 1:1 counselling support to students.
2. Breakfast provided to students in need Monday – Friday
3. Lunch provided to students who have no lunch provision.
4. Fresh seasonal fruit provided to all students at morning tea time Monday - Friday
5. Supported accommodation (inclusive of meals) provided to students and families in need of residential and/or respite support.
6. Provision of material aid to students in need e.g. clothing.
7. Referral and support to access mental health professionals, material aid services, counselling and group work providers
8. Support in attending necessary appointments
9. Advocacy
10. Support in the completion of forms in accessing assistance from government and private sector agencies.

Margaret Jurd College encourages positive change and commitment to self-improvement of students through a system of rewards and encouragement. Weekly and Monthly rewards recognise both consistency and individual improvement. All students’ efforts are recognised and their positive efforts are utilized as a tool for encouragement for personal growth.

Melise Sutton
Manager