

# Warakirri College Annual Report



**Fairfield**

**Blacktown**

**Campbelltown**

# Table of Contents

1. Message from the Principal
2. Contextual information and characteristics of the student body
3. Student outcomes in standardised national literacy and numeracy tests
4. Senior Secondary Outcomes
5. Teacher qualifications, accreditation and professional learning
6. Workforce composition
7. Student attendance, retention and post school destinations
8. Enrolment Policies
9. Summary of other school policies
10. School determined priority areas for improvement
- 11 Initiatives promoting respect and responsibility
12. Parent, student and teacher satisfaction
13. Summary financial information

## Appendices

Appendix 1 Enrolment Policies

Appendix 2 Student Code of Conduct



## 1. Principal's Message

Warakirri College Ltd is an independent secondary school for Years 10–12, situated in Western and South-West Sydney. The college commenced operations in 2007 to assist young people aged 15 to 22 years experiencing major difficulties in completing their secondary education. In 2011 the Fairfield campus opened and in 2017 a second campus in Blacktown was opened by the Hon John Barilaro, Deputy Premier of NSW who was responsible for brokering a partnership between TAFE and Warakirri College. In March 2019 the College purchased property in Watsford Road, Campbelltown with the intention of constructing a purpose-built school for 120 students. In June 2019 Cr George Brticevic, Mayor of Campbelltown opened the third campus in Queen Street, Campbelltown.

The first students to complete Year 12 graduated in 2013. In 2014 there was a 100% increase in the numbers with 8 students graduating from Year 12, in 2016 11 students completed Year 12. In 2019 there were 20 HSC graduates across the two campuses.

The College's name means to Stand and Grow; an Aboriginal term consistent with the school's commitment towards creating an adult learning environment encouraging students to engage with their teachers and peers respectfully; exercising acceptable values and good moral judgement.

The school encourages and supports students to develop strategies that build resilience and character despite the significant hardships that many students face.

As a Special Assistance School, the College is proud of its culturally diverse staff and student body. Diversity is seen as a major advantage with students' ancestral links from countries located in the Pacific Islands, Middle East, North Africa and Asia, as well as students from Aboriginal communities and of Anglo-Australian and European descent.

Warakirri College is fully funded by the Commonwealth and NSW Governments and receives support from many community organisations. Enrolments often come from young people connected to NGOs, charities and of course, local high schools. Many community organisations support the College by presenting at the school's weekly assemblies and the school partners with a range of organisations through excursions, courses, counselling and special programs.

Warakirri College engages three full-time Counsellors and the school assists students with accessing emergency accommodation, welfare services and post school education and employment.

At school the students are provided with all teaching resources, food and clothing and other needs such as prescription glasses. The extent and depth of support for students is a key factor in enriching and diversifying the Warakirri educational experience. Warakirri College does not charge fees.

Together with staff of MTC Australia, the teachers and staff of Warakirri College celebrate the success of each student completing Year 10 or the HSC in 2019.

We acknowledge the students' commitment and tenacity in overcoming personal and educational challenges and we wish them every success in the future as they transition to further education and employment.

Carolyn Blanden

Principal



## 2. Contextual Information and characteristics of the Student Body

### MTC Australia

MTC is a social enterprise that is committed to assisting people to gain employment through skills training, work-experience and career planning. As an integrated service provider, MTC offers support through a variety of training courses and services that include case management for young people and a range of community initiatives.

MTC is located in over 22 locations across the Sydney metropolitan area and includes a database of over 20,000 clients who are looking for work or are enrolled in courses that provide accredited training. As a public benevolent institution, MTC reinvests funds from its surplus back into the community which includes its support of Warakirri College Ltd of which MTC is the sole member.

### Warakirri College

Warakirri College offers the NESA curriculum for Stages 5 and 6, preparing students for a Year 10 ROSA or the Higher School Certificate (HSC). The HSC is delivered via the compressed model whereby students' study three subjects per year, covering both Preliminary and the HSC in a 12 month period, over two years.

The school provides assistance that includes covering the cost of tuition, stationery, textbooks and excursions. There is no school uniform and students are served a modest breakfast and lunch each day to assist with their nutritional needs and minimise any financial hardships. A small number of students live independently and without the support of a family environment. The vast majority of students come from families that receive support from Centrelink, or the students themselves receive these benefits directly.

In 2016 Warakirri College moved from being a division of MTC Australia Limited to becoming a company limited by guarantee, Warakirri College Limited. Warakirri College has its own Board of Directors. The College is a registered charity and public benevolent institution.

Warakirri College is registered and accredited with the NSW Education Standards Authority (NESA) until 31 December 2022.

## 3. Student outcomes in standardised national literacy and numeracy testing

Warakirri College only offers Years 10 and the HSC.

Students do not participate in the NAPLAN program.



## 4. Senior Secondary Outcomes

### Results of Year 10 2019

In 2019 Warakirri College had 109 Year 10 students complete the NSW Record of School Achievement (RoSA).

Subject	Number of students	Grades ABC %	Grades DE %
English	109	34	66
Mathematics	109	48	52
Science	109	43	57
Geography	109	34	66
History	109	40	60
PDHPE	109	49	51

In 2019 Warakirri College continued to deliver a School Developed course called Living Independently which was specially written to address the needs of our students. Teachers noted that the high level of social disadvantage resulted in students needing explicit teaching on a variety of topics that many more privileged young people would learn from their parents.

Topics in the course included:

Staying on the right side of the Law, Savvy Shopping, Budgeting, Positive Relationships, Getting a Job, Finding a place to live, Cooking and Nutrition. All Year 10 students participated in this course.

### Results of the Higher School Certificate 2019

Subject	Number of Students	Bands 1 – 3%	Bands 4 – 6%	School Moderated Mean%	State Moderated Mean %
English Studies	10	100	0	46	72
Business Studies	13	100	0	47	72
English Standard	36	94	6	56	69
Food Technology	8	100	0	58	74
Geography	23	96	4	47	75
Mathematics G2	35	80	20	58	71
Modern History	12	100	0	46	73
Legal Studies	40	97	3	46	74

VET Course (TAFE NSW)	Number of Students	Bands 1-3%	Bands 4-6%
Human Services	1	100	0

These results are consistent with those of previous years. With such a small cohort, statistical comparisons are misleading because one or two strong students in a year group would make a significant difference in the data.

Warakirri College has a vast range of students of varying ability and social disadvantage. These mean scores do not reflect the fact that several students applied for University and gained places, while in many other cases students were the first in their families to complete Year 10 or their HSC.

The extremely small numbers make comparisons over time somewhat meaningless except to say that the number of students sitting for HSC subjects or completing Stage 5 has steadily risen over the past 4 years as the school has grown. Whilst Warakirri's subject means have remained relatively constant over time there has been an increase in the number of students achieving results in bands 4 and 5 in the past 2 years. There has also been an increase in the number of students whose ATAR has qualified them for University entry.

## 5. Teacher qualifications and professional learning

Teachers with education qualifications	1
Teachers with Bachelor degree or AEI-NOOSR equivalent	29
Teachers with TAE	2

All teachers at Warakirri College delivering NESA curriculum courses are accredited by NESA and have a degree and a teaching qualification.

## 6. Professional Development undertaken in 2019

During the year all teachers undertook at least the required minimum hours of professional development required for maintenance of their accreditation with most teachers completing more than the minimum. The School supported teachers, administration staff and school counsellors to attend regular professional development training.

Teachers and counselling staff individually completed courses with accredited providers, most commonly at the Association of Independent Schools (AIS NSW). Some courses were delivered as webinars or online courses. These courses were specific to the staff member's subject areas or roles within the College.

All teachers, school counsellors and administration staff attended both days of the Alternative Education Conference which covered topics on the growth mindset, trauma care, transition planning for students leaving alternative education and the circle of courage and psychology.

Professional Learning Activity	Staff participating
Alternative Schools Conference	27 x Teachers 3 x School Counsellors 7 x Admin staff
Deep Learning - AISNSW	27 x Teachers
Mentally Healthy Communities Understand – Beyond Blue	1 x Teacher
Self-care for Teachers and Staff- Idea Learning	1 x Teacher
Accidental Counsellor- Human Connections	1 x Teacher
Legal Studies State Conference- Legal Studies Association	2 x Teachers
Igniting Learning Lab- AISNSW	1 x Teacher
Working with Young People with Mental Health Issues – Western Sydney Local Health District	1 x Teacher
Mind on Fire, teaching Ethics in school - AISNSW	1 x Teacher
Designing for Deep Learning Team Lead Capacity Building Forum - AISNSW	2 x Head of Campus + Curriculum Coordinator
Enrolling and supporting students with diverse needs - AISNSW	1 x Head of Campus, 1 x Principal
School Counsellors Conference - AISNSW	1 x Counsellor
Law for School Counsellors	1 x Counsellor
Programming and Depth Studies for Stage 6 Investigating Science – CrookED Science	2 x Teachers
Investigating Science Programming - AISNSW	2 x Teachers
Becoming Accredited and Supporting Highly Accomplished and Lead Teacher- AIS NSW	1 x Head of Campus
Reimagining Learning- Schools Investing in a Confident Future - AISNSW	1 x Head of Campus
School Improvement Masterclass – AIS NSW	1 x Teacher
ESafety – AIS NSW	1 x Teacher
Clickview Training	27 x Teachers
Positive Classroom Management – Mariana Cardoza	27 x Teachers
Content vs Context – Anthony Dillon (ACU)	27 x Teachers

## Teacher accreditation status

Teachers accredited at Proficient Level	19
Teachers with Provisional accreditation	8

## 6. Workforce composition

In 2019 Warakirri College employed the following:

- A Principal, 27 Teachers, 3 School Counsellors (who did some teaching), and 7 Administration Staff (3.8 FTE);
- 27.5 (FTE) teachers with degrees and teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines;

- Over 70% of staff come from diverse ethnic backgrounds and one in the role of Senior Executive identified as having Australian Aboriginal heritage.

## 7. Student Attendance, Retention and Post School Destinations

### Student Attendance 2019

Year Group	Semester 1	Semester 2
HSC (Year 11 and 12)	63%	67%
Year 10	47%	46%

### 2019 Student Retention from Year 10 to Year 11

Campus	2019 Year 10 Students	2019 Year 10 leavers	% retained in school 2019	Progressed to Year 11 2019	Repeat Year 10 2019
Fairfield	43	19	56%	23	1
Blacktown	60	25	58%	33	2
Campbelltown	58	14	75%	36	8

A poor attendance rate is a common challenge for schools that cater for students from highly disadvantaged communities; particularly where families are experiencing financial hardships and other pressures such as intergenerational unemployment and mental health issues. The risk of these students disengaging from school is very high, particularly for students with an entrenched history of school avoidance prior to enrolling at Warakirri College. Each year there are students who have their enrolment terminated due to lack of attendance. These students are referred to the DET Learning Engagement Officers if they are under 17 years. The Campbelltown Campus opened in mid – 2019 and some of the students had not attended school for a prolonged period prior to their enrolment, which is why so many were required to repeat Year 10.

The College continues to review its policies and practices including building strategies to address student non-attendance. A range of measures to reduce non-attendance have been implemented including changes to teaching methods, systematic follow up for non-attenders, daily SMS messages to carers and parents of any student who does not attend by 10am, phone calls from the College staff, letters to parents, caseworkers and care-givers together with revised documentation collection procedures for recording the reasons for non-attendance and school follow-up.

### Post School Destinations

Students who left from Year 10 but were under 17 years were linked up with Transition to Work providers, particularly under the Smart Skilled and Hired program. Those who were over 17 entered employment in the areas of childcare, retail, hospitality and traineeships/apprenticeships.

Year 12 graduate destinations included University, TAFE NSW, childcare, health care, University transition programs, retail, construction industry and hospitality. A small number of students did not gain employment soon after leaving school.

## 8. Enrolment Policies

Although the policies were reviewed at the end of 2019, the enrolment policy is largely unchanged from previous years and is in accordance with MTC Australia's Policies and Procedures. The Enrolment Policy reflects the mission of the school:

**To enable young people facing challenging circumstances to complete secondary schooling and enhance their access to further education and employment.**

In 2019 enrolment interviews were generally conducted by each Head of Campus or the Principal. In accordance with policies and procedures, the suitability of a student was determined according to the following assessment criteria:

- Assessing the student's capacity and preparedness to re-engage in education;
- Making note of any learning or behavioural difficulties and/or disabilities that would need support following enrolment;
- Ensuring that the student has achieved an academic level Year 9 or equivalent;
- Assessing the student's levels of social, cultural & economic disadvantage;
- Noting that applicants had a general proficiency in speaking, reading and writing English;
- Recording the nationality and country of birth of the applicants and visa details if relevant;
- Recording if the student is from Aboriginal or Torres Strait Islander community background;
- Recording if the student is experiencing a range of issues that include being marginalised or isolated as well as some level of mental health or physical impediment; and
- Recording any mental or physical health issues reported by the student or parent/carer
- Recording demographic data about education level and employment of parents.

The school endeavours to liaise regularly with each student's family; caseworkers, youth-workers, Juvenile Justice workers and any number of health care professionals to ensure that the student's needs are being addressed holistically.

In order to maintain their enrolment, students must not engage in bullying, violent behaviour or conduct that harms or threatens other students, staff or school property. The most common reason for students' enrolments being terminated is persistent non-attendance, followed by behaviour that is threatening to students or staff. The Enrolment Policy and Termination of Enrolment Policy together with all other policies were reviewed January 2019 - see Appendix 1.

## **9. Summary of other school policies**

The Student Welfare Policy (Pastoral Care Policy) outlines the College's commitment to addressing the holistic needs of the students who are acknowledged as having particularly difficult life circumstances that result in challenging behaviours. This policy was reviewed January 2019.

The Discipline Policy outlines the processes that are followed in the event of a breach of the disciplinary code. The Discipline Policy applies the principles of procedural fairness and involves parents or care-givers in these processes in the event of a suspension or expulsion. This policy was reviewed in Jan 2019.

The Discipline Policy is read in conjunction with the Corporal Punishment Policy which states that "Corporal punishment of students at Warakirri College is prohibited and excluded as an unacceptable method of disciplining students. Warakirri College does not explicitly or implicitly sanction the

administering of corporal punishment by non-college persons, including parents/carers to enforce discipline. This policy was reviewed in Jan 2019.

The Complaints and Grievances Policy outlines who can make a complaint or suggestion and includes the form in which that complaint or suggestion can be lodged and to whom including what processes are used in responding to the complaint or suggestion. This policy was reviewed in January 2019.

The Student Anti-bullying Policy and the Student Code of Conduct (Appendix 2) highlight the importance of respect, responsibility, honesty and describes the actions that staff or students should take to preclude the existence of any form of bullying or harassment including cyber bullying. This policy was updated in January 2019.

Policies are available to be viewed on request. The Student Code of Conduct is read, explained and signed at enrolment interview.



## 10. School Determined priority areas for improvement

Priority Area 2019	Action Taken in 2019
Completion of a new 3-year Strategic Plan by the Board	The Warakirri College Board completed the Strategic Plan in October 2019. This is to be reviewed/revise by the Board in 2020.
Opening of a new leased campus in Campbelltown South	Campbelltown South Campus opened on the 3 <sup>rd</sup> June 2019 with 60 students enrolled at the August Census 2019.
Introduce first stage of a 3-year curriculum program: "New Pedagogies for Deep Learning"	The first stage was introduced with extensive whole school professional development sessions prior to the start of the school year. Ongoing support from AISNSW and training for teachers and senior staff members also occurred throughout the year.
Further develop the disability support processes with training for key staff in	Engagement of a consultant to assist with development of documentation and processes to gather relevant data,

NCCD procedures and engagement of specialist NCCD support staff for 2020	create, implement and review Individual Education Plans for students with disabilities. New specialist staff member engaged to commence January 2020.
Purchase land for a 4 <sup>th</sup> Campus in Campbelltown North, apply for a Capital Grant from AISNSW and commence the Development Application for Campbelltown North.	Property purchased. Capital Grant application of \$1M approved by State Government in December 2019. Architectural plans developed and application made to relevant Approval Authorities. Intended commencement of construction in 2020.

## 11. Initiatives promoting respect and responsibility

Warakirri students come from backgrounds of social disadvantage and they and their families are generally the recipients of public largesse.

In 2019 the school facilitated several programs to empower the students to make a contribution to their community.

At the Fairfield Campus, Harmony Day was organised and facilitated by student leaders. They coordinated students bringing in food from their cultural backgrounds, facilitated a presentation on the significance of Harmony Day and encouraged students to share information about their various cultures.

Year 10 students at Fairfield Campus also visited the Sydney Jewish Museum. Students were able to listen to a survivor of the holocaust and ask questions about their experience. They learnt about the importance of equality and respect amongst all humans.

‘Coffee with a Cop’ was an initiative run by MTC in the Warakirri Fairfield carpark. Local members of the community, along with Warakirri students, were invited to enjoy a barista made coffee with a police officer. Participants were able to talk with several police officers and ask them about their jobs. The aim of this activity was to help break down the stigma attached to the local police officers by our students and other members of the community.

At the Blacktown Campus the students regularly visited the Mt Druitt Food Pantry to help pack large crates of food which were distributed to local community members in need.

## 12. Parent, Student and Teacher Satisfaction

**“It’s a friendly environment with helpful and supportive teachers”**

*Jack (16 years old)*

The School is very proud of its community reputation as a place where young people can be given a chance to complete their education. We receive repeat referrals from local high schools and community organisations in addition to government agencies such as Dept. Juvenile Justice and Dept. of Family and Community Services.

Warakirri does not use survey tools to receive feedback from parents because the parents rarely return any such material that is sent home.

The main sources of data about stakeholder satisfaction are:

**Student exit surveys** – whenever a student leaves they complete a survey about the school premises, resources, pastoral care, teaching and teacher/student relationships. These surveys have been very positive.

**Social Media** – comments about the school on Facebook by parents have been very positive.

**Transition to Work Providers** – When students leave the school they are linked with a Transition to Work provider. These providers have commented that the students often cite Warakirri College as the best thing that has happened to them.

**Student attendance rates** – Our information is that government schools which serve the same demographic as Warakirri tend to have an attendance rate of around 30%. Our attendance rate is 48-69% which shows that students feel safe and engaged.

**Student retention rate** – Student retention rates are always higher than we anticipate from enrolment data. A large number of students proceeded to Year 11, having indicated on enrolment that they would leave at the end of Year 10. When questioned about this they replied that school was a very safe and pleasant place to be so they had decided to stay.

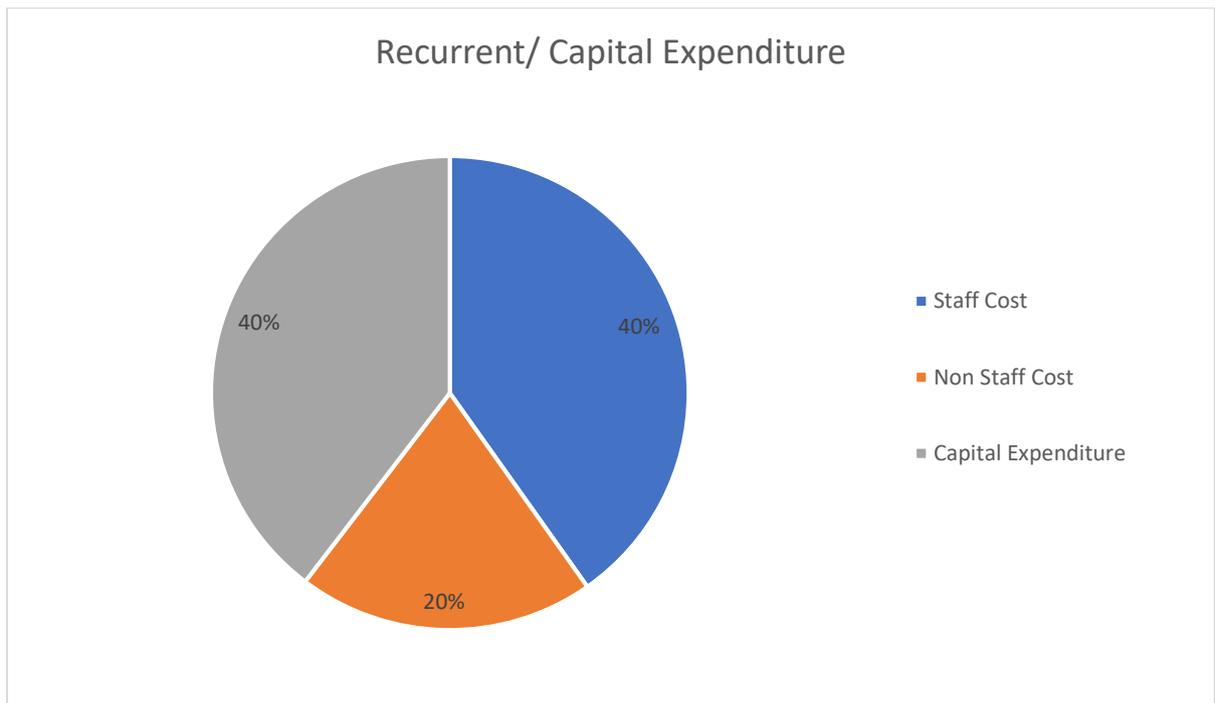
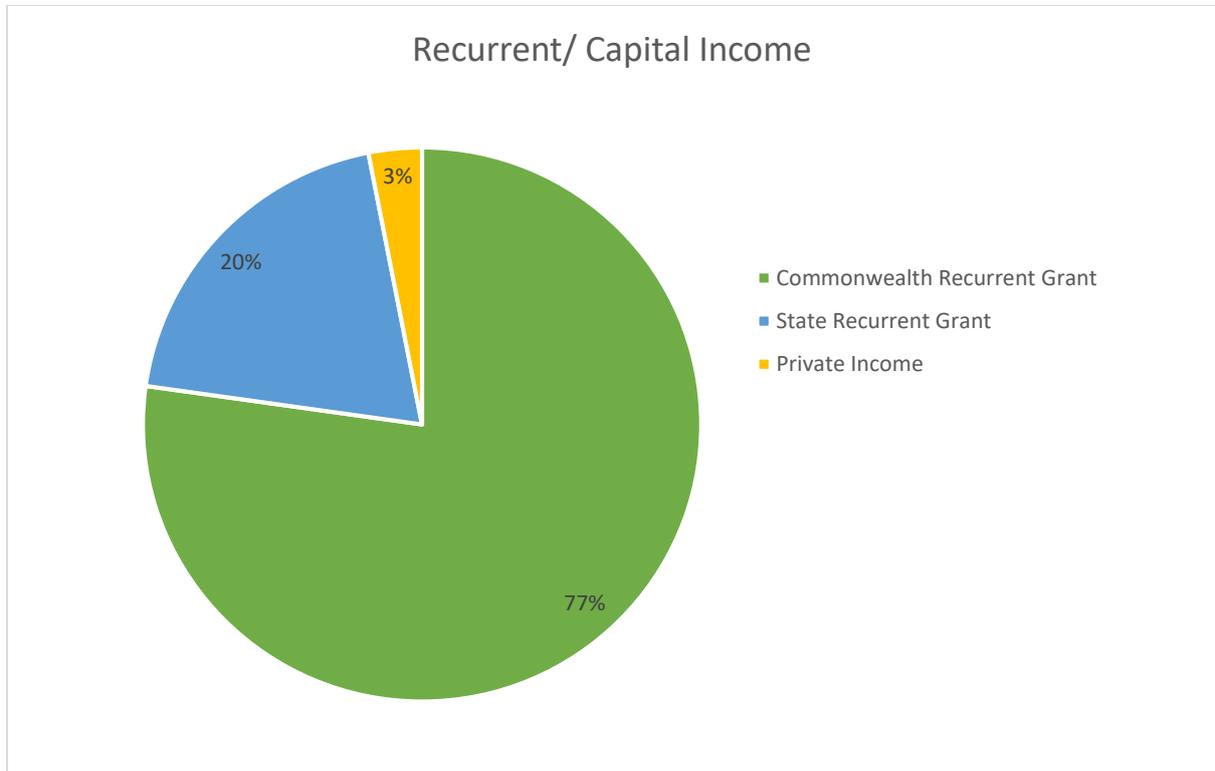
**Student referrals** – many students come to enrol in the college as a result of students or parents of students referring friends. At Blacktown there is a particularly high percentage of students who have gender dysphoria or who are transgenering. This group is a source of mutual support and they find the atmosphere of acceptance to be very positive.

**“Studying at Warakirri helped me overcome things that were challenging. It’s changed my life!”**

Anita (18 years old)



### 13. 2019 Financial Data



## Appendix 1 – Enrolment Policies



### P 073 Enrolment Policy

“The School’s policies which are made from time to time are made pursuant to the requirements set out in section 47 of the [Education Act 1990 No 8 \(NSW\)](#) and of the NSW Education Standards Authority (NESA) requirements for registration of the school.”

#### 1. PURPOSE

Warakirri College endeavours to provide an inclusive learning environment to meet the needs of young people who have become disconnected from mainstream schools. Supportive, professional staff encourage students to maintain their enrolment and to complete their secondary education.

#### 2. SCOPE

The policy applies to all Warakirri College staff: Managers, Teaching and Administration Staff and Warakirri students.

#### 3. DEFINITIONS

[NESA](#) The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017

#### 4. REFERENCES

[Education Act 1990 No 8 \(NSW\)](#)

#### 5. POLICY

- 5.1 A student’s enrolment may be terminated by the College in the following circumstances:
- The student exhibits violent, threatening, aggressive or abusive behaviour or damages school property or acts in a manner that is offensive or could reasonably be expected to damage school property or be harmful to staff or students.
  - A student consistently behaves in a way that obstructs the learning or jeopardises the well-being of other students. This may include bullying, misbehaviour in class, refusing to follow reasonable instructions from College staff, refusal to conform to school expectations,
  - A student persistently acts in a manner that is contrary to the Student Code of Conduct.

- d. A student has a high rate of absenteeism and does not provide documentation or supporting evidence from a parent/carer/guardian/health professional/Juvenile Justice or Youth Worker etc to justify the absences.
  - e. The Principal, in consultation with College staff determines that it is no longer in the interests of the student or the school community for the enrolment to be continued. This may occur in situations where the College is unable to meet the learning, social or health care needs of the student or other circumstances.
- 5.2 The procedure for termination of enrolment will vary depending on the circumstances.

5.3 In the event of summary termination of enrolment, the College will contact the student's parent or guardian (if applicable) or the student and notify them by telephone or in person that the student should not return to the college. This notification will be confirmed by mail.

5.4 Where a student has discontinued attendance, the College will send a letter expressing a preliminary intention to terminate enrolment within 14 days unless due cause can be shown as to why the enrolment should be maintained.

5.5 Should the College receive no response or an inadequate response then the termination of enrolment will be confirmed by a second letter.

5.6 Where a student has indicated that they are receiving income from Centrelink the College will notify Centrelink of the termination.

5.7 Where a student is under 17 years, the College will either oversee transfer to an alternative education provider or contact the State Department of Education to notify them of the student's termination of enrolment. The College will notify NESAs of the termination of enrolment as required.

"The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the [Education Act 1990 No 8 \(NSW\)](#) and of the NSW Education Standards Authority (NESA) requirements for registration of the school."

## P 082 Termination of Enrolment Policy



### 1. PURPOSE

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The policy applies to all Warakirri College staff: Managers, Teaching and Administration Staff and Warakirri students.

### 3. DEFINITIONS

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### 4. REFERENCES

[Education Act 1990 No 8 \(NSW\)](#)

### 5. POLICY

- 5.2 A student's enrolment may be terminated by the College in the following circumstances:
- f. The student exhibits violent, threatening, aggressive or abusive behaviour or damages school property or acts in a manner that is offensive or could reasonably be expected to damage school property or be harmful to staff or students.
  - g. A student consistently behaves in a way that obstructs the learning or jeopardises the well-being of other students. This may include bullying, misbehaviour in class, refusing to follow reasonable instructions from College staff, refusal to conform to school expectations,
  - h. A student persistently acts in a manner that is contrary to the Student Code of Conduct.

- i. A student has a high rate of absenteeism and does not provide documentation or supporting evidence from a parent/ carer/ guardian/ health professional/ Juvenile Justice or Youth Worker etc to justify the absences.
  - j. The Principal, in consultation with College staff determines that it is no longer in the interests of the student or the school community for the enrolment to be continued. This may occur in situations where the College is unable to meet the learning, social or health care needs of the student or other circumstances.
- 5.2 The procedure for termination of enrolment will vary depending on the circumstances.
- 5.3 In the event of summary termination of enrolment, the College will contact the student's parent or guardian (if applicable) or the student and notify them by telephone or in person that the student should not return to the college. This notification will be confirmed by mail.
- 5.4 Where a student has discontinued attendance, the College will send a letter expressing a preliminary intention to terminate enrolment within 14 days unless due cause can be shown as to why the enrolment should be maintained.
- 5.5 Should the College receive no response or an inadequate response then the termination of enrolment will be confirmed by a second letter.
- 5.6 Where a student has indicated that they are receiving income from Centrelink the College will notify Centrelink of the termination.
- 5.7 Where a student is under 17 years, the College will either oversee transfer to an alternative education provider or contact the State Department of Education to notify them of the student's termination of enrolment. The College will notify NESAs of the termination of enrolment as required.

## Appendix 2 – Student Code of Conduct



As a student at Warakirri College, I know I have the right to:

1. Enjoy a safe and supportive learning environment free from discrimination or harassment;
2. Speak to Warakirri staff about any issues in my personal life or life at school that may adversely affect my education or welfare either at school or at home.

As a student at Warakirri College, I know I have the responsibility to follow the Student Code of Conduct and I understand that my position in the College will be at risk if I breach this code.

At Warakirri College students agree to:

1. Act in a manner that is respectful and supportive of staff and students;
2. Take responsibility for their actions;
3. Come to class on time, prepared for lessons with appropriate books, completed homework and necessary equipment;
4. Supply a note for all absences, including partial absences;
5. Participate in a conscientious and responsible manner in all College activities;
6. Be co-operative in class and support other students' learning;
7. Take responsibility for personal belongings and respect those of others;
8. Dress in a manner that is respectful of others, in keeping with workplace dress codes and the Warakirri College Student Dress Code;
9. Turn off electronic devices during class time and hand in mobile phones as requested by teachers;
10. Not bring weapons or dangerous items of any kind to the College;
11. Not bring or be under the influence of alcohol, illegal drugs or non-prescribed medication;
12. Not graffiti or damage any item on College premises;
13. Not smoke less than 10m from any College premises;
14. Not commit or engage in any dishonest or unfair act in relation to an examination or other form of academic assessment;
15. Not engage in any offensive conduct or unlawful activity.

I have read and understand all items in this contract, and I agree to comply with it to the best of my ability. I understand that if I do not honour any part of this contract, I can expect to face disciplinary action and that my position at the College will be under review. I understand that I am able to discuss or get clarification on any item in this contract or related College policies and procedures at any time upon request.

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

If applicable:

Name of parent/guardian: \_\_\_\_\_

Parent/guardian's signature: \_\_\_\_\_

Date: \_\_\_\_\_

