

The Waranara Centre

2015 Annual Report



Good Shepherd

Australia New Zealand

“Waranara” (pron. Wora-nar-ah) is an Aboriginal word meaning seek, drawn from the Gadigal people of the Eora nation.

Cover image: Lyn Harrison, former National Director for Service Development, Good Shepherd Australia New Zealand; Gail Kelly, former Chief Executive Officer, Westpac; and Waranara Centre student at the official opening on 30 January, 2015.

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Message from the CEO



On behalf of Good Shepherd Australia New Zealand, I am very pleased to report that The Waranara Centre, in its first year of operation, has provided 39 students with holistic, high-quality teaching and support.

I would like to extend our thanks to friends and supporters of Good Shepherd as well as the greater Marrickville community: we truly value your ongoing interest and support.

As part of the Good Shepherd Australia New Zealand network, The Waranara Centre embodies the organisation's commitment to increasing young people's access to education, building their safety and resilience and developing positive pathways for their future.

These outcomes could not be achieved without the dedication and expertise of our Principal, Kirsty Rose and her team of talented teachers, specialist counsellors and support staff. I am confident that from this strong foundation The Waranara Centre will continue to create positive pathways for young people and grow in its impact and reach.

Dimity Fifer
CEO, Good Shepherd Australia New Zealand

Message from the Principal



The Waranara Centre was officially opened on 30 January, 2015 by former Chief Executive Officer of Westpac, Gail Kelly. The day was a wonderful celebration for Good Shepherd Australia New Zealand and the start of a very exciting, challenging and immensely rewarding year.

On 25 June, 2015 a Board of Studies Teaching and Educational Standards (BOSTES) inspection of The Waranara Centre took place, with approval subsequently granted for registration and accreditation for another five years (2016-20). This year, 16 students successfully graduated from Year 10 and were eligible for their NSW Record of School Achievement.

I would like to thank Lyn Harrison, former National Director for Service Development for her guidance, encouragement and support over the past year. I would also like to thank the Good Shepherd team and, in particular, our amazing staff for their enthusiasm and patience as well as the wonderful care and respect they give to each and every student in our school.

I look forward to another great year!

Kirsty Rose
Principal, The Waranara Centre

Overview



Background

The Waranara Centre is an accredited secondary school operated by Good Shepherd Australia New Zealand, a community services organisation that aims to disrupt the intergenerational cycle of disadvantage and enable fullness of life, especially for women and girls. This is achieved through services that address social and economic exclusion.

Located in the Good Shepherd Marrickville precinct, The Waranara Centre provides alternative education for young people who have disengaged from mainstream education following experiences such as mental health concerns, family violence or breakdown, victimisation, housing instability and/or other trauma.

With intensive academic and personal wellbeing assistance from qualified teachers, counsellors, youth support workers and volunteer tutors, students are supported to achieve their Record of School Achievement.

Demonstrating our holistic approach to learning and personal wellbeing, all students and their families/carers have access to additional Good Shepherd programs and services, including:

- Adolescent and family counselling
- Drug and alcohol counselling
- Sexual assault counselling
- Parenting workshops

Students at The Waranara Centre also have the opportunity to take part in recreational and social activities, student leadership and peer mentoring programs, and pathways for further education or employment.

Aims

The Waranara Centre works with young people to:

- Create a supportive, flexible, respectful and inclusive educational environment for all students
- Be responsive to the diverse education needs and personal support requirements of individual students
- Provide a flexible education program with creative activities and strategies that cater for young people with a broad range of learning styles, capacities and strengths
- Offer young people practical support to identify and address personal, family or structural issues that may have previously had an adverse impact on their engagement with education

Philosophy

A number of foundational values, principles and beliefs inform The Waranara Centre's philosophy, guiding the education pathways, learning experiences, support strategies and future opportunities we provide to our students.



1. Holistic support for young people seeking a positive future through education.

The Waranara Centre provides a personalised, holistic approach to education and personal wellbeing that supports students to re-engage with education. This approach sets the school apart from mainstream education as our staff provide intensive support for young people to address personal issues that adversely affect their wellbeing and engagement in education.

In addition to this, staff members provide a positive, relationship-focused environment so young people can recognise, nurture and build on their strengths. This enables students to grow in confidence and self-esteem and, ultimately, achieve their education and life goals.

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

The concept that “one person is as important as the whole world” is a key idea that dates back to St Mary Euphrasia, Foundress, Sisters of the Good Shepherd. This idea was carried by the Good Shepherd Sisters in Australia who began a range of social justice programs in Sydney in 1913. Further to this, The Waranara Centre endorses Article 26 of the Universal Declaration of Human Rights that “education should be directed to the full development of the human personality”.

The importance of the individual is central to our educational philosophy and we demonstrate a serious commitment to creating opportunities for young people to access quality education without discrimination. We believe an inclusive approach to education is critical for young people from diverse backgrounds to achieving their learning goals as well as students who have previously encountered difficulties within mainstream school.

3. Social justice: Providing students with a positive re-entry point to education.

The Waranara Centre works with young people who have disengaged from mainstream schooling due to factors such as family violence, socio-economic inequality, mental health concerns, physical/sexual abuse, trauma and a broad spectrum of child protection-related issues.

These circumstances can be incredibly difficult to respond to within a more conventional education setting; therefore, the intensive support and flexibility available to students enrolled at The Waranara Centre is critical. To this end, creative and innovative teaching strategies are a core element of our school educational philosophy.

4. Authentic collaboration with students within an accredited education framework.

We include students in the development of individual learning and support plans, taking into account their unique interests, learning style, strengths, areas for improvement and personal circumstances. We provide young people with the opportunity to identify their education goals and select tailored, practical learning strategies that enable them to feel empowered in their learning and develop agency and responsibility. We view this as a powerful student engagement strategy and motivator with the rigour of an accredited educational program.

5. Connections: Nurturing positive and supportive relationships between students and staff.

Positive education experiences and supportive relationships with adults are significant protective factors for young people as they respond to challenging life circumstances throughout adolescence and into adulthood. Gaining student trust is challenging, and our staff know the importance of establishing positive relationships with young people.

By fostering relationships, The Waranara Centre creates an environment characterised by positive connections. This environment enables young people to find the confidence and resources needed to achieve their learning goals and develop skills to thrive in future education and employment.

6. Strengths-based teaching and support environment.

Ongoing social and/or economic disadvantage can have an extremely damaging impact on a young person's sense of self, especially when combined with past trauma and/or unstable support networks. These factors often result in young people struggling in a mainstream school environment.

To address these challenges, The Waranara Centre endorses a strengths-based approach to education. This involves identifying the personal attributes, characteristics or skills that a young person has demonstrated in their non-academic life. These strengths are then integrated in personalised Individual Learning Support Plans (ILSP) and re-directed to learning goals, increasing the potential for young people to achieve learning success.

Consistently highlighting opportunities for young people to experience success, however small, plays an important role in The Waranara Centre's learning support strategy. The intentional celebration of all educational and personal milestones is a feature of the strengths-based approach.

Respect and responsibility

In 2015, a number of initiatives highlighted the importance of respect and responsibility to students.

These included:

- A guest speaker talk by writer Emily Dash on living with a disability
- Workshops facilitated by the Good Shepherd counselling team on gender identity and diversity
- A White Ribbon Day observance
- A Reconciliation Week talk given by a local Aboriginal elder

In addition to these initiatives, the school's Personal Development, Health and Physical Education curriculum included a number of topics promoting respect and responsibility. For example, the "On the Road" program promoted safe, responsible driving and the "Who Really Cares" program explored the social, environmental, political and cultural factors that impact individuals.

Enrolment



Enrolment policy

The Waranara Centre is committed to providing accessible education pathways for young people who require additional academic and personal support, regardless of their previous school history and engagement, academic performance or personal circumstances.

Our enrolment policy reflects our integrated approach to education and personal wellbeing, which involves open conversations with students about their specific learning and employment goals.

It preferences young people who identify with the following experiences:

- Ongoing difficulties maintaining engagement with education
- Social, emotional or behavioural challenges (often verified by formal documentation or stakeholder feedback)

We seek to provide a positive re-entry point to school for these young people where they may otherwise develop, or continue, fixed patterns of disengagement from education.

Enrolment process

Referral

Young people who wish to enrol at The Waranara Centre can refer themselves or can be referred by another school, community agency, family member or carer. Staff may receive referrals by phone or through our Student Referral Form.

Introduction form

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

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

Intake interview

Once the form has been submitted, a young person and their parents/carers are invited to attend an intake interview. This serves a number of purposes, including to:

- Gather information about the young person's previous education and learning experiences
- Evaluate the young person's personal support needs and resources
- Clarify information recorded on their Waranara Student Introduction Form
- Understand the young person's education goals and aspirations
- Inform young people and their parent(s)/carer(s) about the Centre
- Provide young people and their parents(s)/carer(s) with the opportunity to ask questions about the Centre

Stakeholder consultation

To understand more about a young person's education and personal wellbeing needs, staff will seek further information about the prospective student's academic history, attendance and behaviour from their former school(s). This information will only be obtained with the consent of the prospective student. In instances where consent is not provided, the enrolment process will not proceed.

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

Student progress and intake review

Staff meet weekly to review the progress of current students and to consider new enrolment applications. To determine whether a young person is suitable for enrolment to The Waranara Centre, staff will discuss the following factors relating to the prospective student:

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

School acceptance and formal enrolment

Young people are advised if they are accepted into The Waranara Centre within seven days of their intake interview. Students are then invited to begin their studies after completing the required enrolment forms.

Information recorded on the enrolment forms are entered into The Waranara Centre's computerised Student Enrolment Register. This register is confidential and maintained by Waranara Centre staff with support from Good Shepherd Administration Officers.

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

Safety management form (includes risk assessment)

This form is completed as part of the enrolment process and enables staff to plan for additional learning support strategies, personal support needs and behaviour management interventions that may assist individual students integrate successfully into The Waranara Centre school environment.

Individual learning support plan

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

Orientation

After their formal enrolment, Waranara Centre staff provide students with an orientation to the school facilities and activities. New attendees are paired with an existing student for their first week in the school. The youth "mentor" provides additional guidance if required. This student mentoring system is also designed to create a welcoming environment and opportunities for young people to build relationships with peers.

The youth mentor representative and staff members complete a Student Orientation Checklist during a student's first week in the school, which aims to assist young people to more easily acclimatise to the Centre.

Updating student enrolment information

Staff will request that students complete a new Student Details Form if their personal circumstances change, also prompting students to update their contact information as a mandatory whole-of-school administration activity at the start of each term.

Where students do not attend for a period more than 14 days without contact with school staff, staff will advise the NSW Department of Education of this absence, along with relevant Workplace Health and Safety information about a young person and their parents/carers. Details of this contact will be entered into the enrolment register as well as student destination information when/if this becomes known.

Enrolment overview

In 2015 The Waranara Centre enrolled 39 students aged between 14 and 17 years.

2015 Enrolment	
Year Level	Number
9	12
10	27

“I wanted to say thank you to all the staff and all the help I received from your program. Without the help and support I received from you guys I wouldn’t be the young lady I am today...I wanted to let you guys know that now I am at university studying social work and have my life on track and have very much since the program came into my life. You inspired me very much into working within the same system to help other young people. Keep up the great work because you make a big difference into young people’s lives who feel they have no hope.”

Former Waranara Centre student

Attendance and retention



Attendance

The Waranara Centre views consistent attendance as fundamental to the achievement of high-quality educational outcomes. To maintain positive attendance, we work closely with students and their support network to make sure they are aware of the importance of consistent attendance, their attendance requirements and the consequences of school absence.

Staff work with young people and their parents/carers to develop supportive strategies that will maintain attendance. However, there are some cases where absenteeism is an unresolved pattern of behaviour for a number of reasons.

In these instances, staff will provide opportunities for re-engagement while establishing clear attendance protocols, boundaries and consequences to assist students to develop personal responsibility for their commitment to The Waranara Centre program.

Student absence policy

Two days

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

Three days

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

Five days

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

14 days

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

Section 25 of the Education Act: Attendance exemptions

Students who experience ongoing medical issues or exceptional circumstances during the course of their enrolment in The Waranara Centre program may be granted an attendance exemption under Section 25 of the Education Act. The Principal will meet with students and/or parents/carers where this may be required to consider whether criteria for an exemption can be met.

Where weekly attendance audits indicate a long-term pattern of student attendance difficulties or concerns, staff will raise these issues with young people and/or parents/carers in a face-to-face meeting. Where students do not appear to demonstrate a clear commitment to address these concerns, or where prolonged absences make it unlikely that Board of Studies course completion requirements can be met, a letter will be sent to students with formal advice about the academic consequences of these attendance issues.

In these circumstances, staff will develop a formal attendance contract with students seeking to gain a more formal student commitment to addressing issues.

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

Attendance overview

The Waranara Centre provides an alternative education pathway for young people who have disengaged from mainstream education following experiences such as mental health concerns, family violence or breakdown, victimisation, housing instability or other trauma.

Given these factors, staff work closely with students and their parents/carers to improve school attendance through referrals to specialist services, arranging transport for students to travel to and from school, and flexible learning options.

This table shows the attendance rate for The Waranara Centre throughout 2015.

2015 Enrolment	
Year Level	Attendance Rate
9	53%
10	47%

Retention overview

The student retention rate for The Waranara Centre was 65.62 per cent throughout the 2015 school year.

During the year, 10 students were withdrawn from The Waranara Centre for various reasons. These included factors such as:

- Pursuing vocational opportunities
- Change of location
- No improved attendance despite implementation of various strategies
- Transfer to another school/education program

“This school has amazingly dedicated and positive professional staff. Thank you Ronnie, Kirsty, Josh and Peta for holding our young people in your caring hands.”

Waranara Centre parent

Academic results

NAPLAN

Three students participated in the NAPLAN test and one student completed the test. This sample is therefore too small to report on.

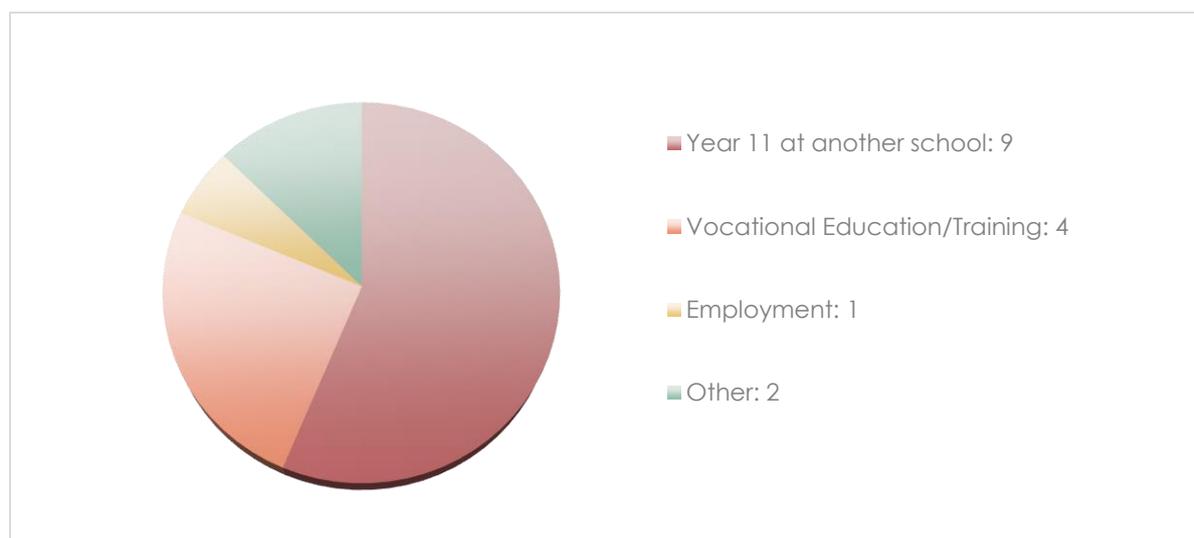
Record of School Achievement

Of the 27 students enrolled in Year 10, nine students were withdrawn and two were provided with the opportunity to spend a further year at the Centre to fulfil the necessary requirements for their Record of School Achievement.

At the completion of their Waranara Centre program, 16 students were granted their Record of School Achievement.

Post-school destinations

Of the 16 Year 10 students who graduated, their destinations were as follows:



Workforce and professional learning



Workforce composition

In 2015, teachers, support staff and counsellors worked well alongside each other combining their skills to produce programs that target students' individual needs across a range of contexts and student groupings.

The Centre is also fortunate to have the assistance of volunteer tutors who are recruited through the Centre for Volunteering, Sydney. In 2015, four regular tutors attended the Centre, each attended one day per week. Two Macquarie University students who were completing their teacher qualifications were placed at the Centre for four weeks.

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

School Staff 2015	Number
Teaching Staff (full time)	1.8
Administration (FTE)	0.6
Youth Worker (full time)	1
Principal (full time)	1
Volunteers (1 day per week)	4

Teacher qualifications

In 2015, The Waranara Centre employed 1.8 full time teaching staff. These positions were permanent and were supported by one full-time principal, one full-time youth worker and one part-time administrator.

Category	Teacher Numbers
Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	2
Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher qualifications	0

Professional learning

Professional learning is an important focus for The Waranara Centre in order to provide quality education. The table below shows additional professional learning activities staff participated in over the course of the school year.

Professional Learning Activity	Staff Numbers
Trauma Informed Training	2 x teachers, 1 x principal, 1 x office staff, 1 x education support worker
Looking Beyond the Rim Conference	1 x teacher
Special Educators Network for Independent Schools x 3	2 x teachers
Restorative Practices in the Classroom	Principal, 2 x teachers, 1 x education support worker
New Approaches to Working with Clients Experiencing Domestic Violence	Principal, 2 x teachers, 1 x education support worker
Senior First Aid: Anaphylaxis and Asthma CPR	2 x teachers, 1 x principal, 1 x education support worker
Fire Warden	1 x education support worker

Every staff member interviewed referred to the very high level and quality of support they receive from the Principal whose professional support they need to do their jobs.

Teacher Satisfaction Evaluation, 2016

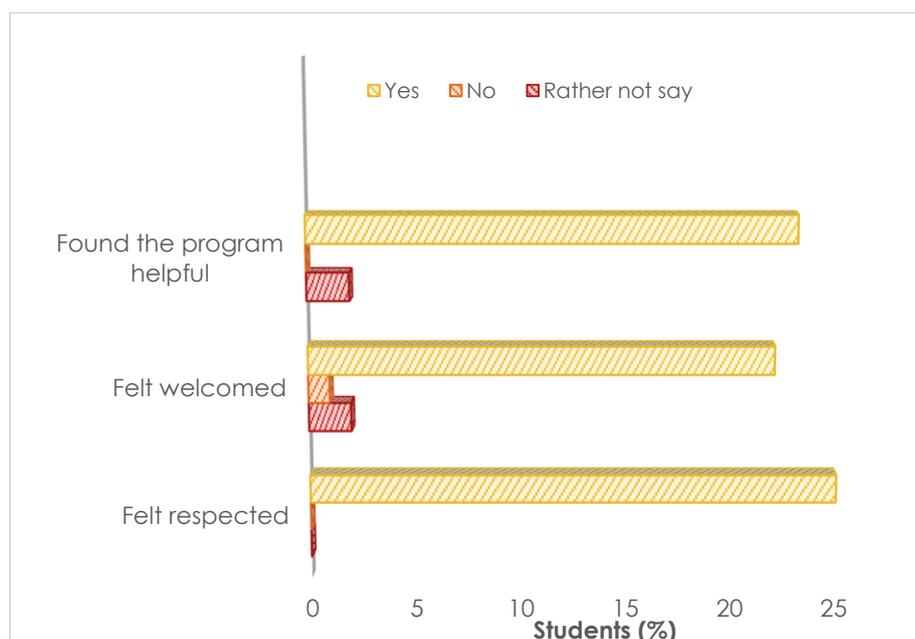
Student, parent and teacher satisfaction



Student satisfaction

Student wellbeing is regularly monitored by means of a quarterly “Your Say” survey and an annual questionnaire.

The following graph reflects responses to the “Your Say” survey from Term 4.



Outlined below are key findings from the annual student satisfaction questionnaire.

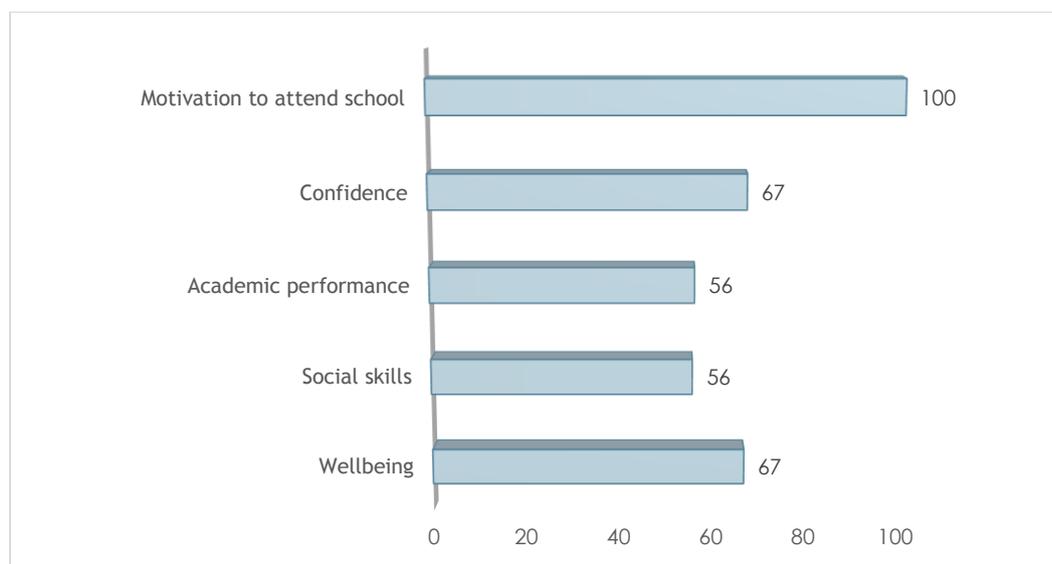
- 100 per cent of students surveyed found the Centre to be a safe environment
 - Students believed this was due to positive relationships, a lack of bullying and supportive environment
- 71 per cent of students who answered the question “How can we support you better?” either believed there was enough support or weren’t sure how the program could be improved. The remaining students indicated healthier food, more food and more recreational activities as other areas for improvement.
- In response to the question, “In what way do you feel the team supports your needs?” some of the responses included:
 - “More effective way of learning”
 - “No judging, helpful and respectful”
 - “Food, social needs, fun days out to experience things with new friends”
 - “Getting picked up for school - would stay at home otherwise”
 - “Supported me at my worst”

Parent satisfaction

At the end of 2015, parents were asked to complete a survey that was made available on line via Survey Monkey; nine of the 26 parents responded.

Below are key findings from the survey:

- 100 per cent of parents felt their young person benefitted from attending The Waranara Centre.
 - 100 per cent of parents felt their young person benefitted from improved motivation to attend school
 - All respondents felt there was an increase in the following factors:



Some of the comments made by parents were:

- “The care and understanding that my daughter receives from this school is absolutely invaluable and I don’t know where we would be without it. This benefit cannot be measured highly enough and I am extremely grateful for the service provided.”
- “Having other adults set rules and help her respect and achieve them or have a consequence, experiencing forgiveness and acceptance after misbehaviour or trauma from other adults has been invaluable. Thank you so much.”
- “This school has amazingly dedicated and positive professional staff. Thank you Ronnie, Kirsty, Josh and Peta for holding our young people in your caring hands.”
- “The school is a supportive and very structured network for students and parents.”
- “You guys are a godsend.”
- “It’s easy to talk with staff at any time they all seem to be updated on recent events for my child.”
- “My child seems to know what is expected of her and what’s happening at school - doesn’t always do what’s expected though! But she knows the rules.”

Teacher satisfaction

During the first half of 2016, Lanie Stockman, Outcomes and Evaluation Specialist, Good Shepherd Australia New Zealand undertook an extensive evaluation of The Waranara Centre. The Evaluation Specialist examined a range of data collected since the Centre became a registered independent school and began operating in Term 1, 2015. As part of this process, the Evaluation Specialist interviewed one previous and five current staff members. This section provides a summary of staff comments related to their satisfaction.

All staff described the collaborative and collegial nature of working at the Centre. The “very supportive environment” and “very good lines of communication” between all staff members was consistently identified. Two staff members noted the various strengths of the individual team members that enable this high level of collaboration and the opportunity to “bounce” ideas off each other as well as provide guidance to staff who are less experienced in given areas.

All staff said they engage in formal and informal debriefing sessions with one another. As one said: “you’re not carrying their [young people’s] burden on your own, it’s a shared load”. Further to this, every staff member interviewed referred to the very high level and quality of support they receive from the Principal, Kirsty Rose whose professional support they need to do their jobs.

Areas for improvement

In 2015, The Waranara Centre was initially registered and accredited by BOSTES. In June 2015 BOSTES inspected The Waranara Centre and a recommendation was made for ongoing registration and accreditation for five years ending 2020. This was formally approved by the Minister for Education in September 2015.

In 2016, The Waranara Centre will be identifying areas for improvement in Teaching and Learning, Student Welfare and Facilities and Resources.

School policies



Restorative Practices Framework

Below is an overview of The Waranara Centre’s school policies, which can be provided to interested parties/individuals upon request. To note, there were no changes to the school policies throughout the year.

Student welfare policy

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

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

Anti-bullying policy

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

unacceptable for any student, employee, parent/carer or other stakeholder to experience bullying in any form.

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

Behaviour management policy

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

- Co-operative problem-solving structures directly navigated by parties involved in conflict
- Consistent invitations/opportunities to take personal responsibility and to participate in developing restorative solutions
- An emphasis on safety and fairness
- “Teachable moments” and restorative opportunities arising from a young person’s behavioural choices
- Constructive rather than punitive consequences, ie external directives about behaviour will be “reasonable, respectful, related, restorative and re-integrative”
- Encouraging young people to acknowledge injustice and articulate agreements/intentions that promote personal accountability
- Seven Restorative Practices, which form a foundation for effective reconciliation and restoration of relationships

The Seven Restorative Practices include:

1. Restorative basics: relational focus; staff model restorative attitudes/behaviour; strengths-based language/conversations; supportive attitudes; clear, firm boundaries/expectations to minimise harm.
2. Community circles.
3. Positive collegial relationships at work.
4. Restorative language and conversations: use of affective “I” statements and reflective strategies, as opposed to shame-generative discussion.
5. Brief restorative interventions.
6. Classroom conferences.
7. Formal restorative conferences.

In line with this, The Waranara Centre will use an authoritative approach in implementing behaviour management protocols and processes. This approach is characterised by the high-level use of limit-setting and clear boundaries, coupled with an intensive emphasis on building supportive and nurturing relationships.

Complaints and grievances policy

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

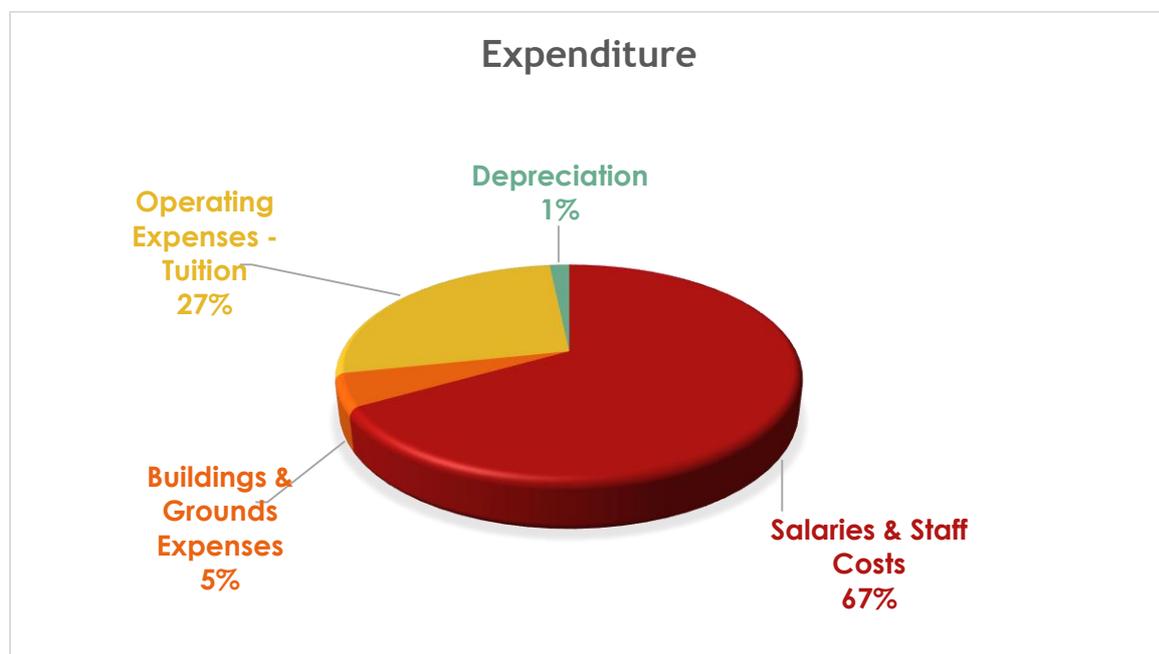
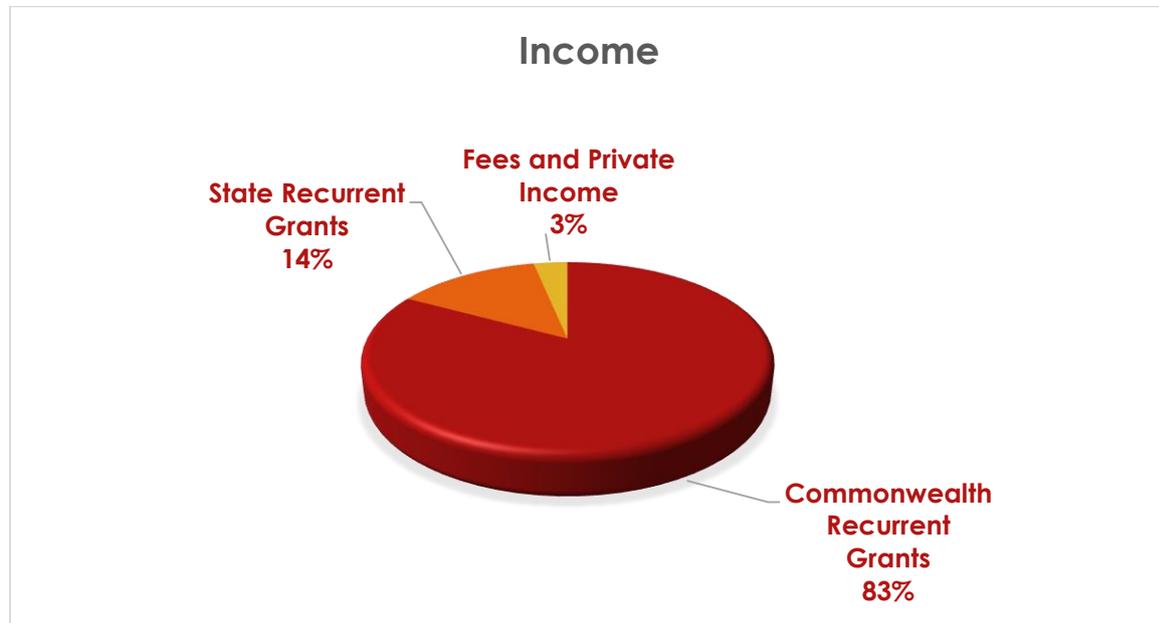
Where concerns are raised, the school is committed to providing a timely and proportionate response to students and parents/carers or other community members, in line with the participatory principle that all people have a right to raise concerns about incidents which have adversely impacted their education opportunities or personal health and wellbeing.



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

Financial summary

Please refer to the graphs below for an overview of The Waranara Centre's income and expenditure for 2015.



Report availability

The Education Act requires that this annual report information is to be publicly disclosed and to be published and made available online on the [school website](#). The requirement is for the 2015 annual report to be published by 30 June 2016. This annual report is available on [BOSTES online](#). The report is available to any members of the public who do not have access to the internet from The Waranara Centre.