



Good Shepherd

Australia New Zealand

Waranara School Annual Report

2017



Sydney, NSW

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We respect the living culture and heritage of First Nations Peoples. We will walk together with the First Peoples of Australia and New Zealand, acknowledging their stories and spiritualities, honouring their heritage and advocating for social justice for all.

About this report

The Waranara School Annual Report (2017) provides parents and the wider school community with information about school performance and policies as determined by the NSW Minister for Education.

The Education Act 1990 (NSW) requires that the annual report is to be publicly disclosed, published and made available online by 30 June 2018. This report is also available on the National Education Standards Authority (NESA) website. Hard copies are available from Waranara School.

About Good Shepherd Australia New Zealand

Good Shepherd Australia New Zealand provides community-based programs and services so women and children can build their safety and resilience, increase their access to education opportunities and improve their financial security. We make a positive impact on the lives of women and their families through research into new and emerging social issues. Our Women's Research, Advocacy and Policy (WRAP) Centre drives innovation for programs in our organisation and shares knowledge in the community to achieve social change.

The Good Shepherd Australia New Zealand Board is also the Board for Waranara School. The Board met four times in 2017 for specific discussions on the progress of the school. Over the last three years (2015-17) eight Board directors engaged in an average of 40 hours of professional learning.

About Waranara School Board

The Good Shepherd Australia New Zealand Board is also the Board for Waranara School. The Board met four times in 2017 for specific discussions on the progress of the school. Over the last three years (2015-17) eight Board directors engaged in an average of 40 hours of professional learning.

Everyone has the right to be safe and respected when they spend time with us, use our services or visit our workplaces.



Welcome message



Our purpose is to disrupt intergenerational cycles of disadvantage, especially for women and girls.

To fulfil this purpose, Waranara School uses one of the most powerful tools we have — education.

The more educated a young person is, the more their opportunities open up. Higher education levels will in turn increase opportunities for *their* children.

Waranara School supports students to grow academically and personally. It focuses on specialised education and wellbeing support. It ensures young people, particularly those experiencing anxiety or mental health challenges, have the best chance of staying engaged in education.

With enhanced skills and confidence, they can map their own bright futures.

They can be the change-makers in their own lives.

**Stella Avramopoulos, CEO
Good Shepherd Australia New Zealand**



2017 was another eventful year for Waranara. We opened our new senior campus, joined our Paddington and Marrickville junior campuses and gave ourselves a new name — *Waranara School*.

To our students, congratulations on your hard work and persistence. I know that 2017 had its share of ups and downs. You have shown great perseverance and inner strength. You should be very proud.

To our school parents and families, it has been a pleasure getting to know you better. Together, we can help our young people to achieve their goals and thrive.

Finally, to my team of hardworking teachers, wellbeing support workers and administration staff: thank you. Your care and professionalism is not taken for granted.

We continue to grow as a school community.

**Kirsty Rose, Principal
Waranara School**

About the school

Waranara School is an accredited secondary school (Year 9 to Year 12) based in Marrickville, NSW. It supports young people, particularly those experiencing anxiety or mental health challenges, to re-engage in education.

Context

Good Shepherd Australia New Zealand opened Waranara School, formerly known as The Waranara Centre, in February 2015. Initially catering to Years 9 and 10, the school has now expanded to include a senior campus for Years 11 and 12.

Waranara School assists students to achieve the Record of School Achievement (RoSA), Higher School Certificate (HSC) and pursue careers through access to work experience, vocational courses and certificate courses at TAFE.

In particular, Waranara School assists young people experiencing anxiety or mental health challenges to stay connected to their education. Since educational outcomes are intrinsically linked to wellbeing, Waranara School offers support to students across different aspects of their life.

This includes personalised teaching and learning support, specialised wellbeing support, and access to specialist adolescent and family counsellors on-site.

Waranara School provides young people with specialised education and wellbeing support.



Waranara School is characterised by its personalised teaching and learning support. Young people benefit from small class sizes and a strengths-based, trauma-informed approach. Teachers work closely with students to identify their unique characteristics and skills, and develop learning strategies based on these strengths.

Staff work alongside Good Shepherd's counselling team to support students to address issues that may affect their education or wellbeing. Counsellors may also invite parents to take part in sessions if it will benefit the young person. Young people and their families also have the opportunity to access other Good Shepherd programs and services. These include ParentWise, a parenting program for parents and carers of adolescents, and financial counselling.

Characteristics of the student body

A recent evaluation of Waranara School (Stockman, 2017) found close to three quarters of young people (72 per cent) surveyed experience at least one significant life challenge such as a diagnosed mental health issue, unstable housing or family violence. Forty per cent of all students experience more than one challenge.

In 2016, 60 per cent of the young people enrolled at Waranara School were young women. This could be attributed to the higher prevalence of mental health issues such as depression and anxiety among women, compared to men (Beyond Blue, 2017).

Aboriginal and Torres Strait Islander young people comprised nine per cent of the student body in 2017.

Waranara School provides an environment for young people experiencing mental health issues and significant life challenges to re-engage with education.



Philosophy

Waranara School believes all young people have the right to access education in an environment that responds to their personal needs and circumstances. Its educational philosophy is underpinned by six key principles:

1 Holistic support

Students receive “wrap around” support services to help them increase their wellbeing and engage with education.

2 “One person is as important as the whole world”

The school offers students tailored learning and wellbeing support based on their unique needs and circumstances.

3 Social justice

The school supports young people experiencing mental illness or significant life challenges to re-engage in education through specialised education and wellbeing support.

4 Student collaboration

The school encourages students to identify goals and develop tailored, practical learning strategies in collaboration with their teachers. This empowers students to become the change-makers in their own lives.

5 Positive connections

Teachers and staff focus on developing strong, positive relationships with young people so they can become more comfortable, confident and responsive to the education and wellbeing support provided to them.

6 Strength-based development

The school is characterised by its strengths-based, student-centred approach. Teachers and staff work closely with students to identify and build on their strengths, inside and outside the classroom.

Academic outcomes

Standardised literacy and numeracy testing

In 2017, nine students at Waranara School participated in the Year 9 National Assessment Program — Literacy and Numeracy (NAPLAN) tests. The table below shows students' results compared to the NSW schools average. Results from similar schools and/or flexible learning programs are currently not available for comparison.

NAPLAN outcomes

	Reading	Writing	Spelling	Grammar and punctuation	Numeracy
Waranara School	547 (513–582)	452 (406–498)	551 (513–590)	526 (487–565)	538 (508–568)
All schools	581	552	581	574	592

Record of School Achievement

In 2017, the NSW Education Standards Authority (NESA) awarded the RoSA to 30 students. This represents 100 per cent of students who completed Year 10 in 2017.

RoSA outcomes

Year	Students granted RoSA (no)	Students granted RoSA (%)
2015	16	66%
2016	24	96%
2017	30	100%

Higher School Certificate

The school offers the NSW Education Standards Authority's curriculum for Stages 5 (Years 9 and 10) and 6 (Years 11 and 12), assisting to students to achieve a Year 10 ROSA and Higher School Certificate (HSC).

Waranara School offers students the opportunity to work towards the HSC through a compressed model. Students study three subjects per year from a choice of four subjects covering both preliminary courses and the HSC courses in a 12-month period.

HSC outcomes

Please note that English Studies, and Sport, Lifestyle and Recreation Studies do not involve HSC examinations as they do not contribute to the ATAR.

Subject	No of Students	Performance band achieved	
		Bands 3-4 (60-79)	Bands 1-2 (40-59)
Community and Family Studies	7	4	3
Ancient History	9	3	6
English Studies	12	N/A	N/A
Sport, Lifestyle & Recreation	6	N/A	N/A

In 2017, 15 students studied the preliminary and HSC courses offered at Waranara School. Seven students sat for the NSW Higher School Certificate in Community and Family Studies and nine in Ancient History. In Community and Family Studies, 57 per cent of candidates achieved Bands 3-4 (60-79) and 43 per cent achieved Bands 1-2 (40-59). In Ancient History, 33 per cent of candidates achieved Bands 3-4 (60-79) and 67 per cent achieved Bands 1-2 (40-59).

Year 12 students attaining Year 12 certificate or equivalent VET qualification:

Waranara School delivers the HSC via a compressed curriculum over two years. Students undertake the preliminary and HSC courses of three subjects in the first year and a further three subjects in the second year.

Given Waranara Schools' senior campus opened in 2017, no students completed the required course load to complete their HSC in 2017. Students will be eligible to complete the HSC in 2018.

In 2017, three students (20 per cent) completed vocational courses towards their HSC through NSW TAFE. The courses were in Tourism, Travel and Events, as well as Screen and Media and Visual Arts, and Contemporary Craft.

Year 12	Qualification/Certificate	Percentage of Students
2017	HSC	0%
2017	Certificate II or above	20%

Staff profile

Teacher qualifications

In 2017, Waranara School employed six full-time teaching staff. These positions were permanent and supported by one full-time principal, one full-time campus coordinator, two full-time and one part-time wellbeing support workers and one part-time administrator.

2017 Teacher qualifications

Qualification category	Teachers (no)
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	6
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in (i) or (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

Waranara School Paddington Junior Campus Team.

L - R: Alexander Hollands, Craig Foster, Jasmine Scott and Katie Pearce.



Professional learning and development

Waranara School values the ongoing professional learning and development of its staff so young people can benefit from the best quality education possible.

2017 Professional learning and development

Professional learning activity	Participating staff (no)
PDHPE Conference	1x Teacher
Stage 6 PDHPE Health Promotion on the Roads	1x Teacher
Teaching Stage 6 PDHPE for the First Time	1x Teacher
Stage 5 PDHPE on the Move	1x Teacher
Youth Mental Health First Aid	1x Teacher
Anxiety Disorders for High School Teachers	1x Teacher
Qudwa, Teaching for Tomorrow – Abu Dhabi Conference	1x Teacher
Fountas and Pinnell Reading Diagnostic Training	1x Teacher
First Aid: CPR and Anaphylaxis	1x Principal, 6x Teachers, 3x Wellbeing Support Workers, 1x Administrator
Fire Safety Training	1x Principal, 6x Teachers, 3x Wellbeing Support Workers, 1x Administrator
Mandatory Reporting of Child Abuse in Schools	1x Principal, 6x Teachers, 3x Wellbeing Support Workers, 1x Administrator
Charter of Human Rights and Responsibilities	1x Principal, 6x Teachers, 3x Wellbeing Support Workers, 1x Administrator
Law at Work Privacy	1x Principal, 6x Teachers, 3x Wellbeing Support Workers, 1x Administrator
Principles of Purposeful Programming	2x Teachers
Australian Writing	1x Teacher
Consistent Teacher Judgement	2x Teachers

Workforce composition

In 2017, Waranara School comprised 12 staff who worked closely alongside one another to support young people's education and wellbeing.

Waranara School was also fortunate to have the assistance of volunteer tutors recruited through The Centre for Volunteering, Sydney. In 2017, 14 tutors volunteered once a week to support students with their studies on a regular basis.

Two Macquarie University students completing their teacher qualifications conducted their student placements at the school for two terms.

Two Community Services (Youth Work) students also completed their work experience placement over one term.

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

2017 Workforce composition

Staff	Number (FTE)
Principal	1
Campus Coordinator	1
Teachers	6
Wellbeing Support Workers	2.6
Administrator	0.6

Waranara School Marrickville Campus Team. *L - R*: Rachael Peet, William Lutwyche, Annie Woodley, Michelle Pollock, Samantha Taylor, Kirsty Rose and Joshua Hung. With acknowledgement to 2017 Wellbeing Support Worker Alexis Georgopoulos not pictured.



Attendance

A majority of young people at Waranara School experience multiple, complex challenges that impact their attendance and engagement at school (Stockman, 2017).

In many instances, young people join Waranara School following long periods of absence at their previous school (Stockman, 2017). Most students are referred to Waranara School due to ongoing school refusal because of poor mental health or other issues including bullying, family problems and complex trauma.

A recent evaluation found Waranara School is supporting young people to change patterns of attendance, engagement and behaviour, resulting in improved academic outcomes (Stockman, 2017).

Attendance is viewed as fundamental to improved education outcomes. Staff work closely with young people and their support networks to develop strategies that assist them to improve and maintain their attendance.

If a young person's attendance declines, the campuses' wellbeing support worker develops a re-integration plan for the young person. This may include alerting their parents, arranging flexible school hours or extensions and linking them to relevant support services (*see p12 for full attendance policy*).

Where possible, Good Shepherd's specialist adolescent counsellors also work with the young person to address issues that may affect their wellbeing and attendance.

The table below provides a detailed breakdown of attendance rates.

2017 Attendance rates

Campus	Year Group	2015	2016	2017
Marrickville junior campus	9	53%	65%	59%
	10	47%	65%	52%
Overall Marrickville junior campus attendance rate		50%	65%	54%
Paddington junior campus	9	NA	81%	39%
	10	NA	29%	44%
Overall Paddington junior campus attendance rate		NA	55%	42%
Marrickville senior campus	HSC (Year 11 and 12)	NA	NA	46%
Overall Senior Campus attendance rate		NA	NA	46%
Overall school attendance rate (junior and senior campuses)		50%	60%	47%

Attendance policy

Two days absence

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 absence

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

Five days absence

When students are absent from Waranara School 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.

Two weeks absence

When students are absent for a period of more than 14 days without communicating with Waranara School, contact will be made with the Student Attendance and Educational Neglect Coordinator at the NSW Department of Education. They will be advised of the absence and provided 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 at Waranara School 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 NSW Education Standards Authority 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 Waranara School 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.

Retention

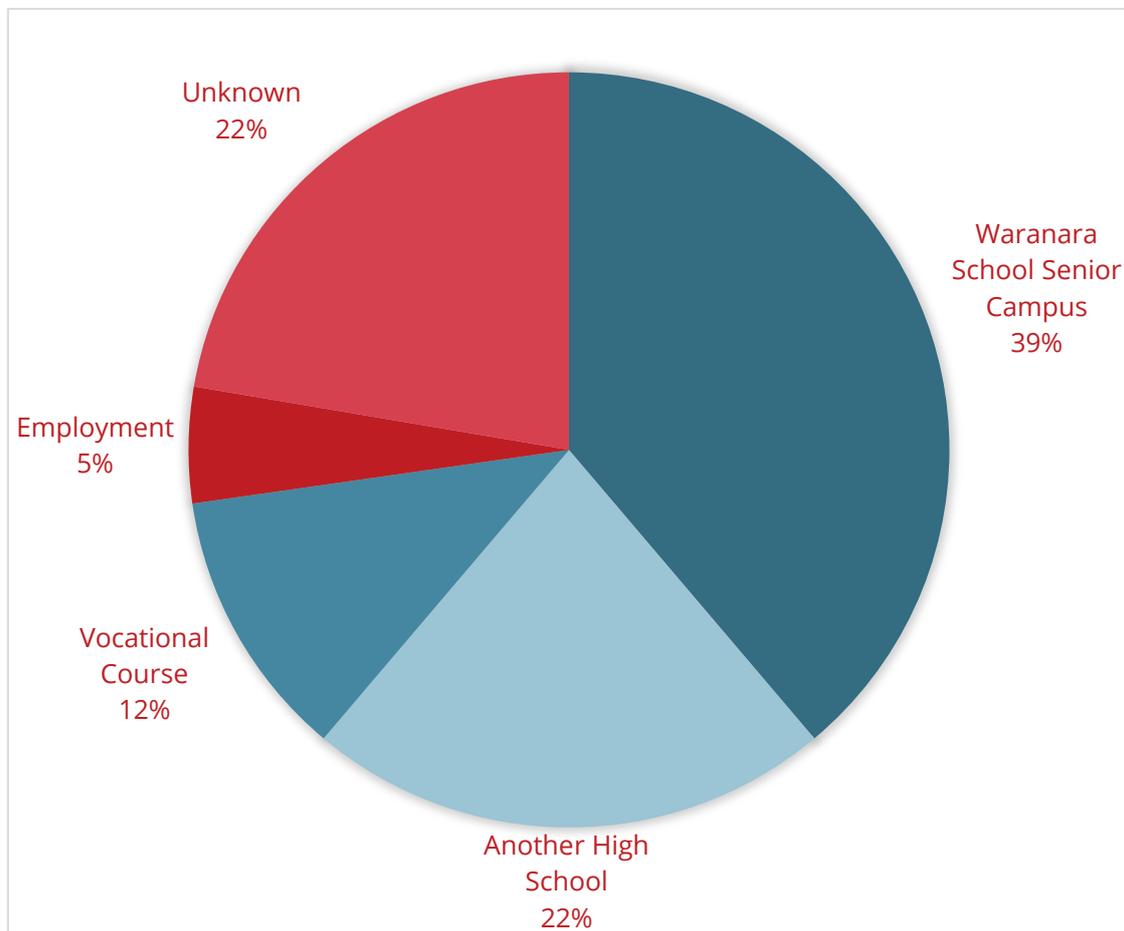
In 2017, 46 per cent of students who completed Year 10 at Waranara School continued on to senior study at the school.

As Waranara School senior campus was opened in January 2017, the retention rate of students' Year 10 completion through to Year 12 completion is not yet available.

Twenty-one students were withdrawn from Waranara School throughout the 2017 school year for various reasons, including returning to a mainstream education setting or to pursue a vocation.

Of the 30 students who received their Year 10 Record of School Achievement in 2017, their post-school destinations were as follows.

Post-school destinations of Year 10 graduates



Enrolment

In 2017, 61 young people were enrolled in Years 9 & 10 and 28 in Years 11 & 12.

2017 Enrolments

Campus	Year 9	Year 10	Years 11 & 12
Marrickville junior campus	13	23	NA
Paddington junior campus	8	17	NA
Marrickville senior Campus	NA	NA	28
Overall school total	21	40	28

Enrolment process

Referral process

Young people who wish to enrol at Waranara School can self-refer or be referred by another school, community agency, family member or carer. Staff may receive referrals by phone or through the school's 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 Waranara School, 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 Student Introduction Form
- Understand the young person's education goals and aspirations
- Inform the young person and their parents/carers about the school
- Provide the young person and their parents/carers with the opportunity to ask questions about the school

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 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 Waranara School's learning environment.

Student progress and intake interview

Eleven 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 Waranara School, staff will discuss the following factors relating to the prospective student:

- School attendance history
- Reasons for joining Waranara School, e.g. 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.

Staff use a strengths-based approach to assist students in their learning.



School acceptance and formal enrolment

Young people are advised within seven days of their intake interview if they have been accepted into Waranara School. After completing the required enrolment forms, students are then invited to begin their studies. Information recorded on the enrolment forms are entered into Waranara School's computerised Student Enrolment Register. This register is confidential and maintained by school 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 personal support needs and behaviour management interventions that may assist individual students integrate successfully and safely into the Waranara School 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 desired 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 students with disabilities.

School policies

School policies can be provided to interested parties or individuals upon request. There were no changes to the school policies throughout the year.

Student welfare policy

Young people's holistic wellbeing is a key element of Waranara School's educational philosophy. The school 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 school 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 Waranara School, 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 school'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, Waranara School 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, Waranara School 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, i.e. 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:

- 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.

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

If you wish to obtain a copy of the full policies you can do so by contacting Waranara School on 02 8571 7800.

School identified areas for priority improvement

In 2017, Waranara School identified and addressed the following priority areas for improvement.

Priority areas for improvement

Focus area	Strategies utilised
Extending classroom space	The school underwent building works, which were completed in January 2017 to extend classroom space in the Marrickville junior campus.
Improved in the moment communication between school staff across campuses	Staff were provided with access to a mobile phone application to allow in the moment communication and planning between staff across different sites.
Improved parent engagement	Parents received regular newsletters informing them of significant events and important dates. Parent/teacher interviews were encouraged and conducted frequently with the aim of improving teacher-parent collaboration towards students' learning goals. A proposal for a parent consultative group is to be developed in 2018.
Consolidation of Marrickville and Paddington campuses	The Paddington campus of Waranara School was closed in December 2017 and consolidated with the Marrickville campus.

Initiatives to promote respect and responsibility

In 2017, students participated in a number of initiatives that highlighted the importance of respect and responsibility, including:

- Rock and Water, a program that promotes increased self-awareness, self-confidence and social connections
- “Suitcase Stories”, a live theatre production developed by young refugees/asylum seekers about their personal journey and experiences
- Good Shepherd’s ACE (Adolescent’s Coping with Emotion) workshops, which promote resilience and self esteem
- Giba-Nura, Sydney Learning Tours’ Indigenous tour of The Rocks
- A visit to the Justice and Police Museum
- “Kindertransport”, a live theatre production exploring the intergenerational impacts of the holocaust
- A cyberbullying and sexting workshop facilitated by Legal Aid NSW
- “Burn”, a crime prevention workshop facilitated by Legal Aid NSW
- A meet and greet with an Inner West Police Youth Liaison Officer
- “Love Bites”, a workshop on respectful relationships
- An excursion to the Holocaust museum including a presentation from a holocaust survivor.

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.

Waranara School values respectful relationships among its student body and staff.



Student, parent and teacher satisfaction

Student satisfaction

Thirty-four students were surveyed in August 2017 about their experiences of Waranara School. When asked the question "Are there any differences in your life as a result of attending the school?", 75 per cent of the respondents answered yes.

"It has made me work better"

"I feel more comfortable about coming to school and less stressed about school in general"

"I come to school more"

"Easier learning and better mental health support"

"Helps with my education and life issues"

"Waranara has honestly helped me so, so much to get my life back on track again, not only getting me to attend school again, but has also helped me mend other aspects of my life"

"I feel more driven and encouraged to reach my goals"

Students were also asked, "What else would you like to say about the school?" Below are some of their answers:

"It's fun, educational and supportive"

"Small classes, great teachers"

"Waranara has helped me to feel like I am capable and smart again. I do so much better here, I feel like I would thrive if I stayed here"

"I love all the teachers here and everyone treats everyone else respectfully"

"Relaxed atmosphere and teachers are down to help you"

Parent satisfaction

There are many informal opportunities for parents to engage with the school principal, teachers and staff, as well as regular parent/teacher and orientation evenings and an annual graduation ceremony. Some of the comments made by parents were:

"I was at the end of my tether trying to find a school for my child and thank heavens I found you"

"The teachers all seem so lovely and patient"

"The Wellbeing Support Workers always respond so quickly to my requests and listen to my concerns, often giving me a chance to debrief and develop positive strategies"

"There should be more schools like this!"

Teacher satisfaction

Waranara School is a safe, positive, supportive and collegial environment where issues can be raised and addressed professionally. The Principal meets with each staff member fortnightly to discuss staff wellbeing and concerns, as well as monitor their level of satisfaction.

Staff turnover is low. Two teachers resigned in 2017 to pursue other teaching opportunities.

This year staff were surveyed to determine their level of satisfaction in their role. This included the question "What do you like best about working at Waranara School?" Some of their answers were:

"The supportive staff/teaching environment. Working with a smaller special group of young people who I feel I can have a large impact on. An environment not afraid of change and pushing innovation."

"I love that no two days are the same. That as a teacher I am able to get to know my students as people and not just as teenagers in a classroom. I like that our faculty has a sense of community, camaraderie and friendship to it which makes work more enjoyable."

"The students are what often make working at this school most enjoyable. Equally, I enjoy working with the staff and the support they give and have for the students. I also like the flexibility and opportunities we are afforded at this school to try new approaches and learn. All suggestions are taken seriously and on board."

"Positivity of people that work here, or interrelationship and comedy. Making a difference for our students. Flexibility."

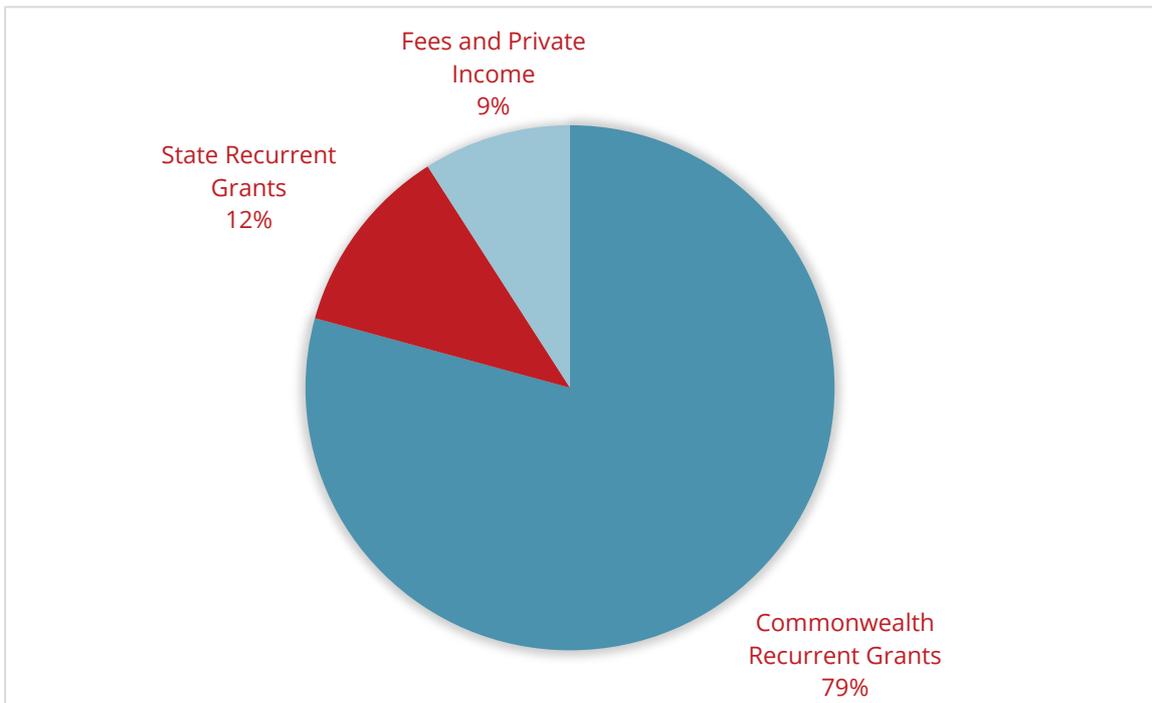
Waranara School fosters a supportive and collaborative staff environment.



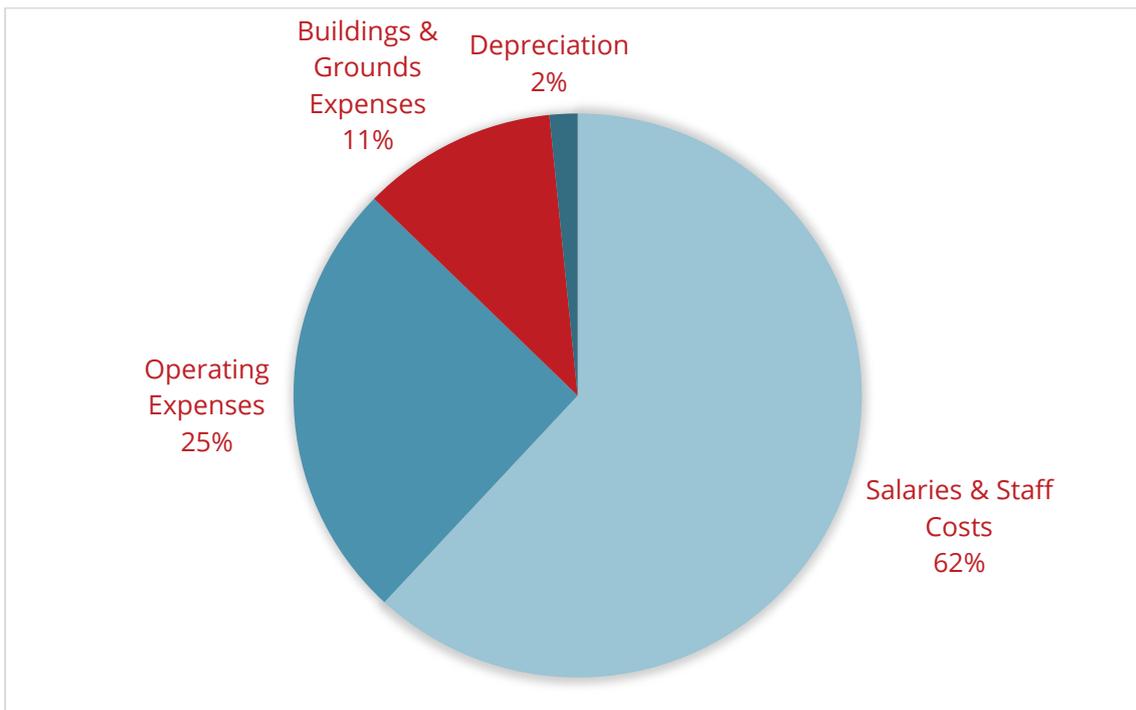
Summary of financial information

Below is an overview of Waranara School's income and expenditure for 2017.

Waranara School income 2017



Waranara School expenditure 2017



References

Stockman, L. 2017 *Distance travelled: An evaluation of Waranara School*, Melbourne: Good Shepherd Australia New Zealand.

Beyond Blue, 2017 *Who does it affect – Women* [Online] Beyond Blue. Available at <https://www.beyondblue.org.au/who-does-it-affect/women>

Good Shepherd, Marrickville

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Waranara School

Junior Campus, Marrickville

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Senior Campus, Marrickville

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