



**SHOALHAVEN  
RIVER COLLEGE**  
YEARS 9 TO 12

**ANNUAL REPORT 2022**



This report is prepared by Shoalhaven River College to meet educational and financial reporting requirements for the 2022 reporting year. It fulfils the NSW Education Standards Authority (NESA) requirement for registration and accreditation for Non-Government Schools in NSW.

Shoalhaven River College would like to thank:

- NSW Education Standards Authority
- The Australian Government Department of Education and Training
- The NSW Department of Education
- The Association of Independent Schools NSW
- The Board of Directors, staff and students of Shoalhaven River College

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## Messages from key school bodies

### Chairperson's message

I am delighted to once again present the annual Chairperson's Report for Shoalhaven River College (SRC). SRC continues to create a significant social impact by providing students with a supportive and personalised environment where they can complete their Record of School Achievement and Higher School Certificate.

In 2022, we celebrated our fourth year of operation at SRC, and the year was a resounding success. The pinnacle of our achievements was the annual Graduation and School Awards night, which was a joyous occasion filled with pride and excitement for the students, staff, and families in attendance.

We proudly witnessed the graduation of our six Year 12 students and celebrated the accomplishment of 17 students who attained their RoSA. We wholeheartedly congratulate these students on their remarkable success!

At Shoalhaven River College, our fundamental values of respect, responsibility, and striving remain at the heart of our daily life. We take immense pride in fostering an inclusive culture where mental well-being and personal welfare are as important as academic achievements. Despite the challenging circumstances caused by Covid-19 over the past couple of years, our students maintained strong connections with their teachers and the welfare team in 2022.

I would like to express my heartfelt gratitude and congratulations to Trish and her team for their outstanding efforts in navigating a successful fourth year of operation despite the difficulties faced. I would also like to extend my appreciation to the Board of Shoalhaven River College for their continuous dedication and commitment to the governance responsibilities associated with running a school.



**Michelle Hudson**  
Chairperson



### **Principal's message**

SRC staff and students were pleased to enjoy less interruption in 2022 as we moved closer to a COVID-normal environment. There were plenty of momentous occasions in 2022 which I am delighted to share with you.

### **Staff**

One of our School's greatest assets is our committed and tight-knit staff, who continually demonstrate a dedication to our students and the purpose of our school. Glenn Isemonger joined our team as "mentor." His primary role is to develop close relationships with students and take them through a process of understanding themselves. Teachers are then able to use this information to incorporate it into the student's Individual Education Plan and Personal Learning Plan. Jenny McKay, our CAFS teacher, stepped up to become Head Teacher and has made an invaluable difference to ensuring the quality of our teaching program meets NESA standards.

Sadly, the end of 2022 saw us say goodbye to Steph Gillett who relocated to Sydney. Steph has been such a valued team member in various teaching, learning and welfare roles. She and her beautiful dog, Boori, who was our School's Educational Support dog, will be greatly missed by our SRC community.

### **Learning and Curriculum**

We continue to offer flexible learning occasionally for some students as they learn to better manage their personal and/or mental health challenges (with SRC and community specialist support). Data has shown that when this flexible off-site learning opportunity has been successfully implemented, students maintain a strong connection to learning and attendance throughout their periodic difficult times.

We have two senior students successfully accessing Distance Courses – Legal studies, Food technology and Business studies.



Even though the course content is provided by Finnigan School of Distance Education, SRC staff continuously support and mentor these students to remain on track with content and submit assignments as required.

In 2022 we introduced our STEAM program for two days each term. This encourages collaboration between students and teachers across Stage 5. We enjoyed working on such projects as our own Rube Goldberg Machine.

### **Academic Achievement**

SRC was extremely proud to graduate 6 students through the HSC program last year. This is twice as many as in 2021! The 6 students completed 4 HSC exams: English Studies, Standard Maths, Community and Family Studies and Visual Art. The average HSC outcome for all students were bands 3 and 4 and we were exceptionally proud of their achievements. This was reflective of the great learning experiences provided and we were encouraged by how much students trusted us to enable them to do their very best.



We had 17 students attain their Year 10 RoSA which was an exciting achievement. Students in Year 11 commenced SRC's inaugural ATAR HSC course. This is an exciting development as it will give students interested in matriculating to university an ATAR score to support their application. A number of students have also shown keen interest in university early entry programs which will commence in term 1 2023.

### **Merit and Phone System**

We are always continuously improving the behaviour management systems we have at SRC, with a focus on reinforcing and rewarding positive behaviour. We introduced a new merit system where each student had the opportunity to move up a reward system of six levels when they attained positive incidents and comments. At various levels students are rewarded – such as a morning tea with the Principal for Bronze and a day out at Jamberoo Recreation Park for Emerald.

At SRC we aimed for mobile phones to have as minimal impact as possible on learning and social interactions, whilst also allowing students to learn self-management around their choices about their phone use. We developed a “traffic light” system where those on “green” were able to completely self-manage their phone use (not having it out in class, not using it inappropriately). Students on “yellow” were still working towards self-management and their phone was collected at each the beginning of each class. Students on “red” handed their phone into the Principal and it remained there for the entire day. Students appreciated this clear level system and strived to attain and maintain the higher level of phone use.

This has been a healthy and sustainable practice for our school community and has allowed for increased focus time in learning but also students learning to self-manage and consider responsible and appropriate uses of their phones.



## Exciting Firsts and Developments

In 2022, we held our first “Big Day, Night Out” Excursion to Sydney to complement and enrich our curriculum content and give our students a Sydney experience. Some of our students had never been away overnight, and this excursion was a wonderful opportunity for them to exercise bravery. Our excursion included visiting the Art Gallery of NSW, the Jewish Museum, Sydney Aquarium and dining in China Town. All had a wonderful time.

We also commenced a Book Club which met once a term and included 8-10 staff and students. We would meet for a high tea and a discussion on a book of the students choosing.

In our courtyard, staff and students constructed a Yarning Circle. The mulch and stump chairs were from the property of one of our staff, we have a beautiful circular mat on the ground and a calming water feature. It is a lovely and significant place for our school community to come together and have a yarn.



**Trish Ikin,  
Principal**



## Contextual information about Shoalhaven River College

Shoalhaven River College opened in 2019 and is auspiced by Kiama Community College Ltd. The school is located in Bomaderry, Nowra and is co-located with Shoalhaven Community College.

### About Kiama Community College Ltd

Kiama Community College (KCC) was established in 1986 and became a Registered Training Organisation (RTO) in 1994. KCC is a volunteer-managed, community-based adult education provider, operating as an independent, not-for-profit Company Limited By Guarantee. Kiama Community College Ltd is an RTO within excess of 28 qualifications on scope and approximately 1,400 enrolments annually. Many of the qualifications on our scope are entry level qualifications designed to re-engage students and pathway them to employment or further education.

### Shoalhaven River College

Opened in:	January 2019
Recognition as a Special Assistance School:	January 2019–December 2024
Initial Stage 5 (RoSA) accreditation and registration by NESAS:	January 2019–December 2019
Re-registered and accredited Stage 5 (RoSA):	January 2020–December 2024
Initial Stage 6 (HSC) accreditation and registration by NESAS:	January 2020–December 2020
Re-registered and accredited Stage 6 (RoSA):	January 2021–December 2024





## Who we are and our values

Shoalhaven River College (SRC) is a small registered non-government school located in Bomaderry, operating under the auspices of Kiama Community College Ltd SRC is a minimal fee paying, small, independent school.

SRC has been designated by NESA as a 'special assistance' school. SRC provides an alternative high school educational environment where students are provided with the opportunity to undertake Stage 5 curriculum and gain their ROSA, as well as Stage 6 curriculum to gain their Higher School Certificate from January 2020.

SRC is ideal for students who may experience difficulty in succeeding in mainstream education or may feel uncomfortable in a mainstream high school. Our School provides an empowering and engaging education environment so that students can progress to live productive and satisfying lives beyond high school.

SRC uses a balanced welfare/learning model of support as we understand that learning cannot take place if a student does not first have a sense of security and belonging. SRC is not an 'easier' option for school life, nor is it a behavioural school. While our school environment and delivery are different, students need to demonstrate effort and determination in order to succeed at SRC and beyond.

### Our staff

Our staff are approachable so that students can discuss any concerns about their schooling or life in general. Our Student Wellbeing Officers provide students with ongoing additional whole of life support. Staff are committed to enhancing and individualising learning opportunities and strengthening the wellbeing of every student.

### Our classes

We have small class sizes (average of 15 students per class) so that each student's individual learning needs are considered. In 2022 there was a maximum of 60 students attending SRC in Years 9 to 12. Teachers may choose a change in environment to deliver the lesson, for example, by going outside to the courtyard, the local bush area, etc. Staff and students refer to each other on a first name basis. SRC students did not have school uniforms but late in 2022 students made a request to create polos and hoodies with the school logo on them.

### Our learning approach

The school applies self-managed learning principles, based on mutual respect and celebrating difference. Students have the opportunity to embrace the responsibilities of learning as a mature person where academic achievement, independence and belonging are fostered. Opportunities for success come every day for students at SRC. SRC encourages students to have a sense of working in collaboration with staff to succeed.

# OUR CORE VALUES

**OUR SCHOOL HAS THREE CORE VALUES WHICH OUR STAFF AND STUDENTS OBSERVE IN DAILY SCHOOL LIFE.**

## Respect Yourself and Others

Our school environment is respectful, friendly and inclusive. We foster an environment where all students and staff feel a sense of belonging to the SRC community, with respect being the foundation of this. Students will be accepted for who they are and embraced and encouraged for what they can bring to the school community. Students are expected to respect themselves and to respect others, including respecting the rights of others to have a productive learning environment.

## Take Responsibility

We are a school community where all individuals take responsibility for their learning and relationships as well as their academic and personal growth. When things don't go to plan we use it as an opportunity to reflect, learn, be responsible for our actions and mature. Students are expected to take responsibility for their attendance, behaviour, choices and their engagement with their learning.

## Strive

All individuals are encouraged and supported to move forward and grow in all areas of their life, be that within SRC, outside of, or beyond SRC. Learning opportunities should be valued and active participation given. Students are encouraged to set and pursue individualised goals. Students are celebrated when they achieve a success of any kind and are supported and encouraged as needed so that they continue to strive.

## Student outcomes

### NAPLAN

	Reading	Writing	Spelling	Grammar	Numeracy
National Average	580	565	582	576	589
School Average	565	522	541	578	530

### 2022 Record of School Achievement (RoSA)

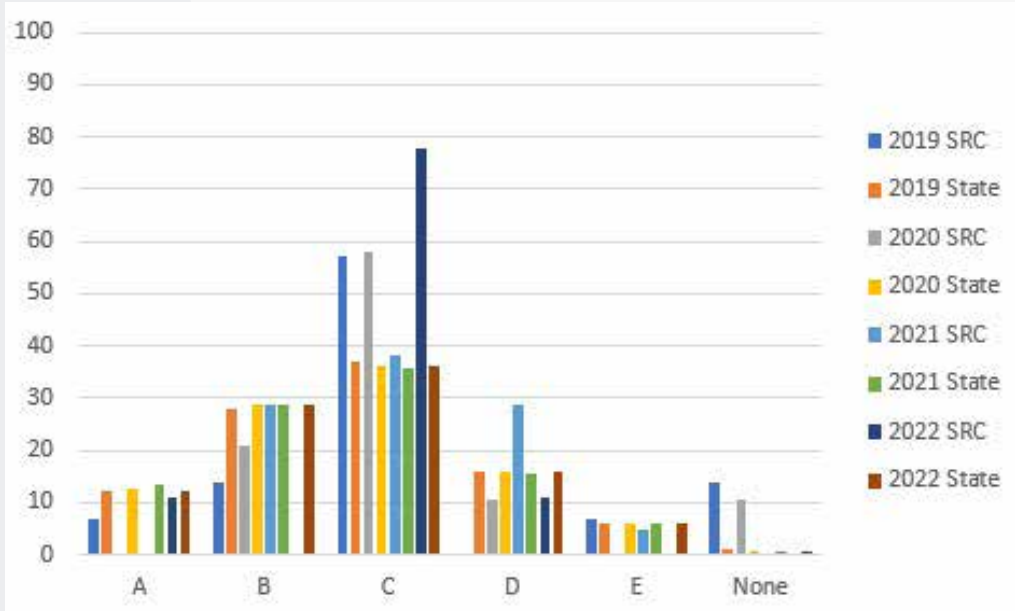
Course	School total students	State total students	GRADE School Pattern (%)						GRADE State Pattern (%)					
			A	B	C	D	E	None	A	B	C	D	E	None
English (200 hrs)	18	91663	11.1		77.78	11.11			12.28	28.81	36.16	15.86	5.98	0.63
Maths (200 hrs)	18	92011		11.11	88.89				14.54	21.99	32.2	23.62	6.57	0.54
Science (200 hrs)	18	91753	11.11	16.67	61.11	23.81			12.6	23.92	36.73	19.39	6.22	0.64
Geography (100 hrs)	18	91636		27.78	61.11	9.52			15.03	27.9	34.74	15.58	6.3	0.49
History (100 hrs)	18	91654		5.56	72.22	4.79			14.75	27.7	34.46	15.91	6.52	0.51
PDHPE (100 hrs)	18	18845		44.44	38.89	19.05			17.51	38.09	31.39	9.23	3.32	0.29



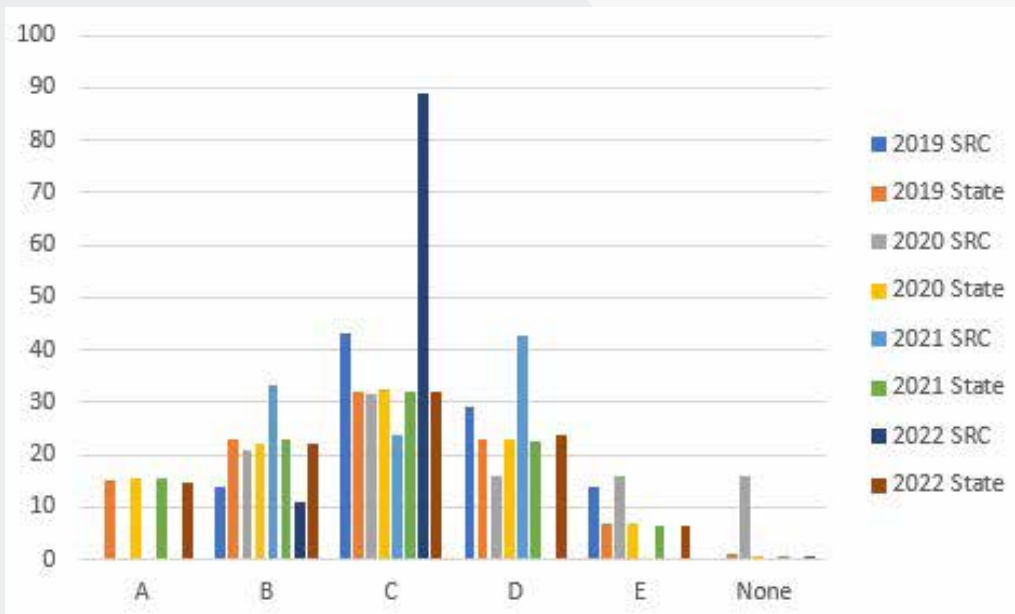


## Comparative Record of School Achievement (RoSA)

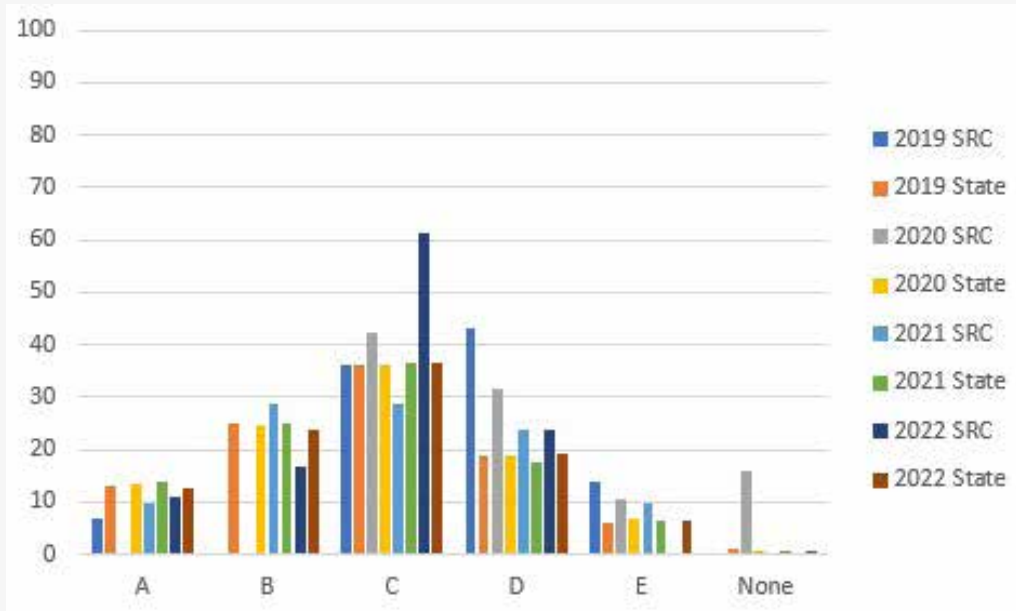
### English



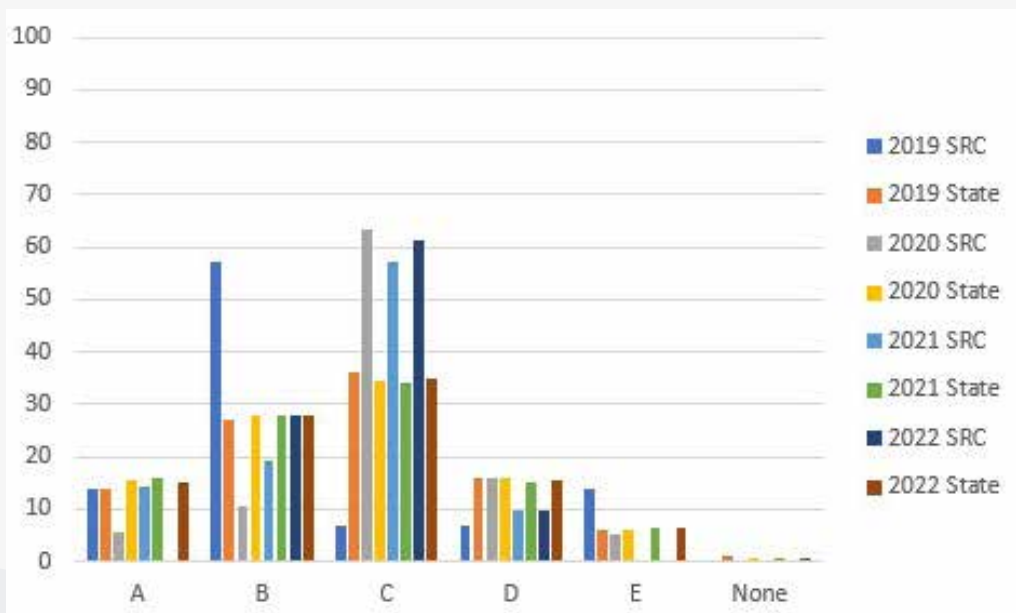
### Math



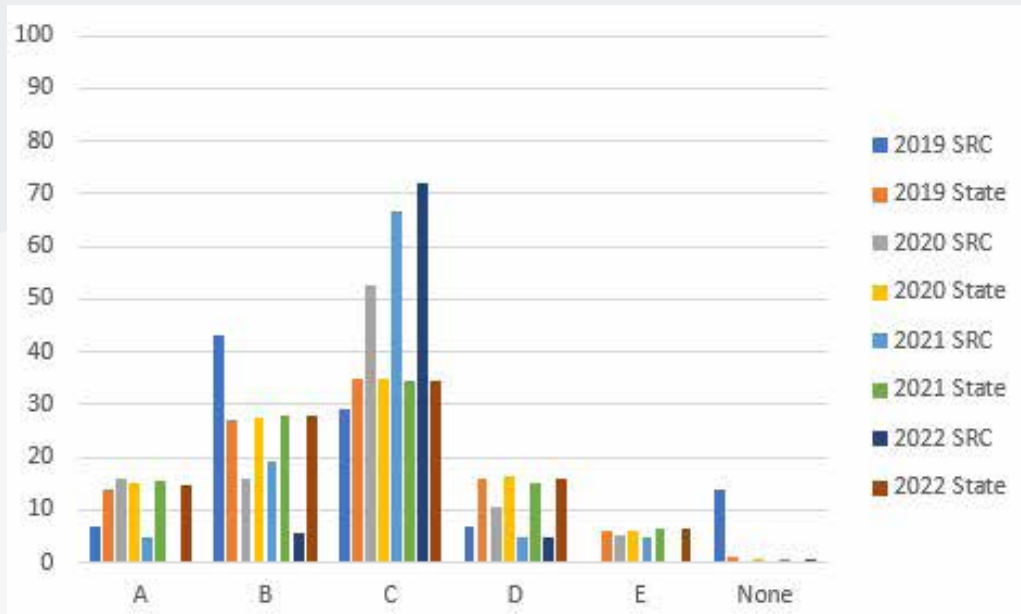
## Science



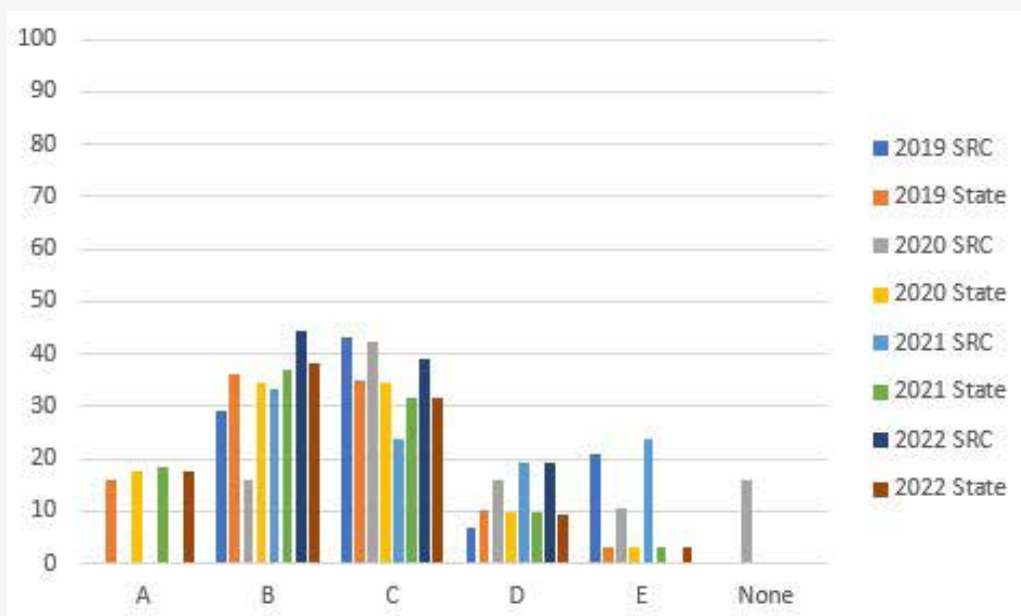
## Geography



## History



## PDHPE





## Results of the Higher School Certificate

Course	School total students	State total students	GRADE School Pattern (%)						GRADE State Pattern (%)					
			A	B	C	D	E	None	A	B	C	D	E	None
English Studies 2 unit (11130)	13	34515	7.69	38.46	46.15		7.69		4.13	25.55	47.86	17.51	4.30	.65
Mathematics Standard 2 unit (11236)	13	40372		15.38	38.46	15.38	30.77		7.98	21.11	37.19	23.74	9.12	.86
Biology 2 unit (11030)	12	25873	16.67	16.67	50.00	16.67			12.79	27.51	38.96	16.24	4.20	.30
Visual Arts 2 unit (11380)	10	11240	10.00	30.00	60.00				21.47	34.83	28.31	10.45	3.73	1.21
Community and Family Studies 2 unit (11060)	13	11963	7.69	23.08	61.54	7.69			10.92	27.61	37.46	17.09	6.02	.9

## HSC 2022 Minimum standard band results

Student	Numeracy	Reading	Writing
1	3	3	3
2	3	3	3
3	3	4	3
4	3	4	3
5	3	4	3
6	3	3	3



## Professional learning and teacher standards

All teaching staff met the professional requirements for teaching in NSW according to the following categories:

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	10
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

### Teacher Qualifications, Accreditation and Professional Development

- **Principal:** Bachelor of Education – Primary, University of Wollongong; Graduate Diploma in Special Education: Charles Sturt University, Bachelor of Psychology (in progress), Swinburne University of Technology, University of Tasmania
- **Teacher 1:** Bachelor of Information Technology and Communications, University of Wollongong; Graduate Diploma of Education, University of Wollongong
- **Teacher 2:** Bachelor of Education, Home Economics, Hawkesbury Agricultural College and Nepean CAE
- **Teacher 3:** Bachelor of Arts (English Literature and Political Science)/ Bachelor of Education (Secondary), University of Queensland
- **Teacher 4:** Bachelor of Science (Zoology), Post Graduate Certificate in Education
- **Teacher 5:** UOW Certificate of Special Education, UTS Graduate Certificate in TESOL, UTS Graduate Diploma in Education, GCAE Diploma in Teaching
- **Teacher 6:** Bachelor of Arts in Outdoor Education and Geography, Diploma of Education (Secondary) LaTrobe University Bendigo
- **Teacher 7:** Bachelor of Learning and Teaching/Science, Charles Darwin University.
- **Teacher 8:** Bachelor of Fine Art and Education (UNSW), Master of Social Science – International Development (RMIT)
- **Teacher 9:** Bachelor of Economics (Syd Uni), Diploma of Education (Syd Uni) and Dept of Ed. NSW (DoE) Teaching Certificate
- **Teacher 10:** Bachelor of Teaching PDHPE (Secondary), Bachelor of Social Science (Psychology) Charles Sturt University (Bathurst)



NESA Teacher Accreditation Status	Number of SRC Teachers
Lead Teacher Accreditation	
Highly Accomplished Teacher Accreditation	
Proficient Teacher Accreditation	2
Conditional Accreditation	
Provisional Accreditation	3
Pre-2004 Teacher accredited at Proficient level	4
Not accredited with TAA	

In 2022, staff and Board Directors undertook the following professional development:

Training Event	Number of Staff/ Board Attended
Identifying and Responding to Children and Young People at Risk (AIS)	17
Fire Warden (Chubb)	2
Trauma Informed Care	1
First Aid (Asthma Australia)	17
Child Protection Training (school staff with Principal on policy 5.1.1)	17



## Workforce and student profile

### Workforce composition

- 1 x full-time Principal
- 1 x full-time teachers (KLA – Art and English)
- 5 x part-time teachers KLA (English, HSIE, Maths, Biology, Science, PE/PD/H)
- 1 x 0.8 Head Teacher position also teaching Stage 6 Community and Family Studies
- 4 x full-time Student Learning Support Officer positions
- 1.4 x full-time Student Welfare Officers
- 1 x full-time Administration Officer
- 1x 0.2 Administration Officer
- 1 x 0.2 Mentor Pathways teacher
- Kiama Community College Ltd employs one non-accredited trainer 0.45 load to facilitate elective of Life and Work Matter for Stages 5 & 6
- Kiama Community College Ltd employs one accredited training 0.2 load to facilitate Cert II Outdoor Recreation.

### Student profile

In its first year of operation, Shoalhaven River College commenced with 31 enrolments across years 9 and 10. In 2020, we commenced our Higher School Certificate Stage 6 program and have steadily grown since to have an average of 54 students during 2022.

The NSW Minister for Education granted Shoalhaven River College Special Assistance School status. Therefore, SRC's target student profile are student "at risk", primarily aged 14-18 years, unable to complete their education within the traditional school environment and experience some level of behaviour or learning need.

SRC students have experienced social, emotional or behavioural difficulties in mainstream schooling. The selection criterion for the School focuses on the following priorities:

- A demonstrated desire to learn. Students who enrol have to want to attend and participate in all activities.
- A maturity to learn in an adult learning environment with the ability to work independently for short periods of time.
- Barriers to effective participation in mainstream education and/or experience of disadvantage. These barriers may include challenges associated with: mental health, social inclusion, financial disadvantage, Aboriginal or Torres Strait Islander background, family breakdown or educational disengagement.
- An acceptable level of risk posed to other students.
- A level of functional literacy and the ability to function independently.

At the time of the 2022 census, 63% of students had a diagnosed disability while 26% of students identified as Indigenous.

## Student attendance and retention

### Attendance

Year	9	10	11	12
Total Attendance %	68%	69%	67%	66%

### Management of non-attendance

SRC recognises that many students who attend our School have a history of disengagement and may also have barriers to overcome to attain full school attendance. Therefore, attendance goals are outlined in each student's Individual Education Plan and will be set individually for each student. Attendance progression is monitored weekly with the expectation that each student's goal will be to move towards having 85% attendance and that students will actively work towards overcoming barriers which make attending difficult.

The School takes a proactive approach in consistently managing incidences of non-attendance. Noticeable patterns or concerns regarding students attendance are addressed in a timely manner. All instances of non-attendance must be accounted for by:

- Parent/carer communication via text, phone call or email and/or
- A medical certificate and/or
- A confirmation of appointment attended slip (i.e. for attendance at Centrelink etc.)

SRC undertakes the following proactive strategies to monitor and progress attendance:

- Whole day, partial day and each class school attendance marked.
- Support staff follow up instances of absences. Principal is involved as required.
- Attendance records are discussed at weekly welfare meetings including:
  - Patterns for individual students, year cohorts and entire school in the current week
  - The Student Welfare Officer will share possible insight within the confines of confidentiality
  - Follow up strategies will be determined, minuted and actioned.
- Attendance is included in the Individual Education Plan for each student and is referred to frequently.
- Attendance is discussed with individual students and the whole School body frequently so that students have a clear understanding of expectations regarding attendance.
- A holistic approach to attendance issues which may involve several staff members, family and caregivers and the student working in collaboration to address attendance barriers.
- Provision of basic food and hygiene supplies to encourage ongoing attendance for our students who may experience disadvantage in these aspects.

## Retention

In 2022 SRC enrolled approximately 86 students, including some students leaving and some commencing throughout the year, with there being 56 students at any one time.

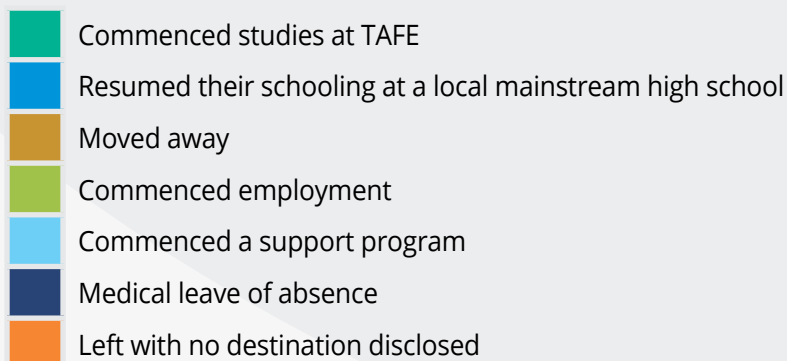
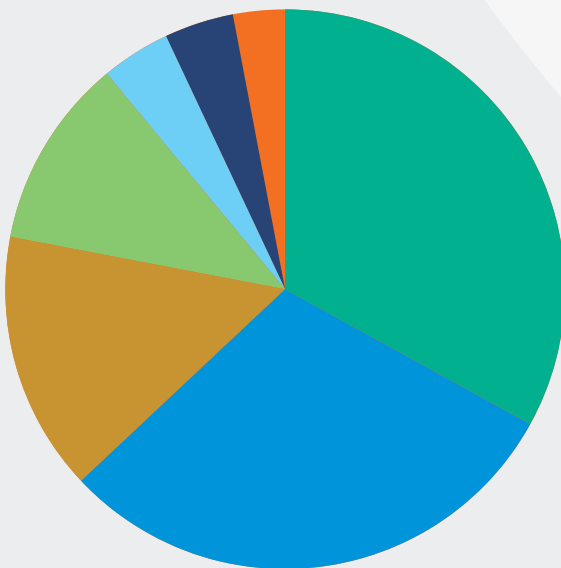
At the end of 2022:

- 7 Year 9 students enrolled in Year 10 for 2023.
- 7 Year 10 students enrolled in Year 11 for 2023.
- 12 of the Year 11 students enrolled in Year 12 for 2022/23.

## Post school destination survey

Of the 27 students who left SRC at the end of 2022:

- 9 (33%) commenced studies at TAFE
- 8 (30%) students resumed their schooling at a local mainstream high school
- 4 (15%) moved away
- 3 (11%) commenced employment
- 1 (4%) commenced a support program
- 1 (4%) Medical leave of absence
- 1 (4%) left with no destination disclosed



## School-determined improvement targets

The School set targeted areas where we prioritised seeing success in:

Target Area	Reflections/ Observations of 2022
<b>University and Career Readiness</b>	<ul style="list-style-type: none"> <li>• Explore career interests and research potential tertiary or career paths</li> <li>• Develop a pathway for post-high school education or training</li> <li>• Prepare for university applications</li> <li>• Research and apply for scholarships or financial aid</li> </ul>
<b>Social and Emotional Wellbeing</b>	<ul style="list-style-type: none"> <li>• Build positive relationships with peers and teachers</li> <li>• Develop conflict resolution and interpersonal skills</li> <li>• Practice self-care and stress management strategies</li> <li>• Seek support when needed and utilise available resources</li> </ul>
<b>Extracurricular Involvement</b>	<ul style="list-style-type: none"> <li>• Participate in at least one extracurricular activity or club</li> <li>• Take on leadership roles within extracurricular activities</li> <li>• Balance academic and extracurricular commitments effectively</li> </ul>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>• Set personal goals for growth and improvement in specific areas</li> <li>• Develop critical thinking and problem-solving skills</li> <li>• Enhance communication and presentation skills</li> <li>• Foster a positive attitude towards learning and take ownership of one's education</li> </ul>
<b>Study and Organisation Skills</b>	<ul style="list-style-type: none"> <li>• Develop effective study habits and time management techniques</li> <li>• Keep an organised notebook, planner, or digital system for assignments and assessments</li> <li>• Utilise effective note-taking strategies and review learning materials regularly</li> </ul>





## Initiatives promoting respect and responsibility

Shoalhaven River College has three core values: *Respect yourself and others, take responsibility and strive.*

Our three core values incorporate respect and responsibility. In 2022, SRC focused on the following initiatives promoting maturity and self-management:

- **Life Skills Programs:** These programs provide our students with essential life skills such as communication, problem-solving, decision-making, time management, and goal setting. They focus on practical skills that can enhance self-management abilities.
- **Mentorship Programs:** Pairing senior students with junior students who provide guidance and support. These senior students can help their younger peers develop self-discipline, set goals, and navigate challenges they may face.
- **Leadership Development Programs:** Encouraging students to take on leadership roles and responsibilities within SRC. Programs like the Book Club and attending community service projects provided opportunities for SRC students to learn decision-making, organisation, and teamwork skills.
- **Fundraising and Community Service Opportunities:** SRC students engaged in volunteer work which allowed them to develop empathy, responsibility, and self-discipline. These experiences also helped them understand the importance of contributing to their communities and develop a sense of purpose.
- **Goal Setting and Action Planning:** Providing teenagers with tools and guidance to set meaningful goals and create action plans to foster maturity and self-management. This process helps them prioritise tasks, manage time effectively, and take responsibility for their own progress.



## Parent, student and teacher satisfaction

No formal complaints were logged during the 2022 calendar year.

At the end of the year a survey was issued to all carers. The feedback was very positive that families felt that their child was being well supported in the learning environment and many said it was the most or first positive experience they had had in high school.

Carers also cited that the caring relationships that staff and students enjoy has made it possible for their child to settle into a successful school experience. Families were also appreciative of the interagency connections where students accessed a range of health services through SRC which supported the wellbeing of their child. Many carers went out of their way to communicate positive feedback to staff and acknowledge the difference SRC has made in their child and family's life.

At the end of Term 1 and Term 3 a brief report is provided to parents/caregivers which outlines the engagement and participation of each student. A more detailed report is provided on performance at the end of term 2 and 4. Parents/caregivers are invited or requested to attend meeting to discuss their child's attendance and progress.

In relation to ensuring parent/caregiver and student satisfaction, regular meetings are scheduled with all parties facilitated by the Principal and teachers if required. This can be in relation to a variety of issues or to encourage the student's progress and attendance.

### Parent survey results

The following are survey responses from our 2022 parents:

- 100% of the respondents said SRC was a supportive educational facility for their young person. Carers listed the following strategies/resources as helpful:
  - Teacher/principal and education/wellbeing focus
  - Encouragement, mental health support and general education quality that is second to none
  - Additional class assistance and always available to assist
  - Principal and Wellbeing officer were very helpful with student's ADD
  - Supportive of both academic and emotional needs, particularly helpful with executive dysfunction
  - Lots of communication and face-to-face meetings when needed. The staff made themselves available.
  - One-on-one support from time to time and feeling safe in the friendly environment
  - Caring support.
  - 1 on 1 meetings to help with lesson and assessment workload.
  - Staff always try to understand each student's needs.
- 100% of the respondents said they would recommend SRC to others in their family or community.
- When asked how the carers rated their young person's sense of belonging at SRC out of 5 the average response was 4.40.

### Staff survey results

Staff completed satisfaction surveys and report that they feel the work they do at SRC is valued, important and gets results. Staff have also mentioned that they appreciate the unique opportunity SRC represents in our community and all feel privileged to be involved in such a purposeful and much needed service. Specifically, staff have provided the following reflections on their involvement at SRC:

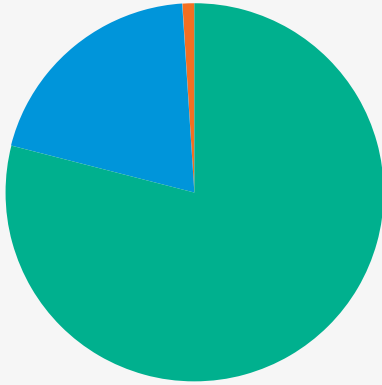
- SRC is a positive and collaborative environment where teamwork is a priority and valued by us all.
- SRC is very positive and we are all working to do and be our best.
- Educators at SRC nurture the students in many different areas. Whilst academic achievement is a focus we also look at the many skills to help them become successful at 'life'.
- A great dynamic and working relationship is had with most staff. We share ideas, take time to get to know each other and develop positive and safe connections with each other.
- SRC educators go above and beyond to make lessons engaging. Staff are very adaptive on any given day.
- Staff and students have a relationship based on mutual respect. Staff genuinely care for students – both academically and emotionally. Students know they will be heard and supported wherever possible.
- Staff are empowered and supported.
- Staff exist in a dynamic that is in a constant state of evolution to best practice. It's trusting, consistent, caring and empowering.
- Rewarding.
- The students know staff care and it breaks the mould of what they thought school had to be like.








## Financial information

### Income

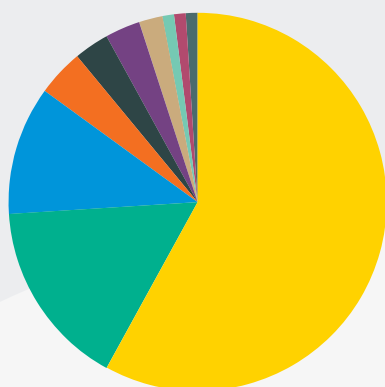


-  Commonwealth Recurrent Grants (\$1,853,294)
-  State Recurrent Grants (\$463,323.36)
-  Fees, private and other income (\$1000)





## Expenditure



Salaries, Allowances and related expenses	\$897,800
Admin and Professional Services	\$245,165
Course fees - External courses	\$169,954
Amortisation and depreciation	\$60,739
Consumables, printing and resources	\$44,983
Computer, Phones, IT & data	\$39,987
Travel and Excursions	\$24,032
Cleaning	\$20,803
Repairs & Maintenance	\$13,026
Insurance	\$11,355
Auditor, Accounting & Professional Services	\$7,039
Rent & Venue Costs	\$8,219
Advertising	\$6,179
Interest expense	\$5,753
Staff Training	\$3,000
Security and Fire Safety	\$2,485



## School policies (appendix)

The following policies and procedures are available on the school website and available in hard copy from the school administration office.

### Student welfare

- 4.1.1 Referral to support services
- 5.1.1 Protecting and supporting children & young people
- 5.3.1 Duty of care
- 5.3.2 Notification of concern for student welfare

### Anti bullying

- 5.3.5 Harrassment discrimination and anti bullying

### Enrolment

- 6.1.1 Enrolment and ongoing enrolment

### Discipline

- 7.1. Student Discipline

### Complaints

- 9.3.3 Complaints or grievances received by the School





# SHOALHAVEN RIVER COLLEGE

YEARS 9 TO 12

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