



**SHOALHAVEN
RIVER COLLEGE**
YEARS 9 TO 12

ANNUAL REPORT 2023



This report is prepared by Shoalhaven River College to meet educational and financial reporting requirements for the 2023 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

This year has been a testament to the resilience and dedication of our college community. Despite the challenges posed by our changing environment, our college has continued to thrive, adapting to new circumstances, delivering financial results above forecast and importantly, fulfilling our purpose to serve our community.

Leadership Changes

We experienced significant leadership transitions in 2023. Our CEO, Helen Zwicker, resigned in April. Linda Livingstone was appointed as our new CEO in August. Linda brings a wealth of experience, and I am confident will continue to build upon the amazing legacy that Helen has left. Finally, after many years of wonderful service, Michelle Hudson resigned as Chairperson. Michelle's professionalism and commitment is to be commended and I am honoured to have been asked to succeed Michelle as the Acting Chair.

Achievements

I am thrilled to report that nine of our SRC students sat the HSC in 2023, with six obtaining early entry to University. Physical space at our SRC campus remains a challenge. We continue to explore accommodation options for SRC, to ensure we can grow this important part of our business and support this cohort of our student population to succeed. This work will continue into 2024.

Board Update

Our Board has been diligently working behind the scenes to ensure the continued success and sustainability of the College. In May, we endorsed a comprehensive risk framework to guide our decision-making processes. Additionally, the Board made strategic term deposit investment decisions in alignment with our investment policy. We conducted a thorough Financial Systems Review in November, ensuring the integrity and efficiency of our financial operations. The Board has decided to appoint new auditors for 2025, ensuring we maintain our high standards of financial governance. Furthermore, the Board endorsed the Modern Slavery Policy in October and adopted Child Safety Policies in December, reaffirming our commitment to ethical practices and the safety of all members of our community. Lastly, our Board members have continued to invest in their professional development, including participating in the Community Colleges Australia Annual Conference in October.

I would like to extend my heartfelt gratitude to our dedicated staff, teachers, volunteers, and board members for their hard work, passion, and unwavering commitment to Shoalhaven River College. Whilst 2023 has been a year of change which can be difficult, change also brings opportunity. It is the collective efforts of our team that have enabled us to deliver another great result in 2023. I also extend my appreciation to our students and members of the community for their continued support.

Kate Wadwell
Chairperson



Principal's message

2023 was our 5th year of operation and our third year of HSC students. Our enrolments this year exceeded expectations and the staff and students experienced many wonderful teaching and learning experiences.

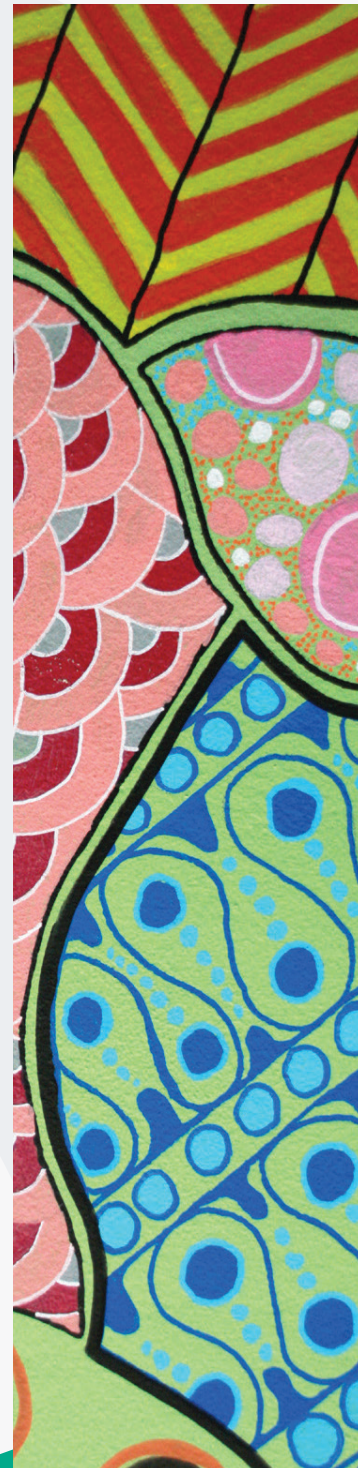
Staff

Glenn Isemonger, as our mentor teacher, continued his data collection and Personalised Learning Pathway documents with each student to support them to set long and short term goals. Glenn also implemented SRC's own resource, the Perseverance Puzzle, where staff build a resilience profile of each student to better understand how we can support them through challenging situations of academic and personal growth.

Liz Byrne, our art and Stage 6 English teacher, stepped up to become Senior Teacher. She makes invaluable contributions to the student recruitment process, allowing us to confidently select students that are more likely to respond to the resources at SRC. Liz also is an integral part of the school's executive body contributing to operational discussions.

Learning and Curriculum

2023 was the fourth year of offering the Certificate II in Outdoor Recreation. This program continues to provide SRC students with opportunities to demonstrate a new type of learning experience where they can persevere through anxieties to achieve competence in a range of vocational and personal skills.



Academic Achievement

SRC was extremely proud to graduate 9 students through the HSC program last year. Subjects studied: Standard English, Maths Standard 2, Biology, Community and Family Studies and Visual Art. The range of marks for HSC students were bands 3 - 5. This was reflective of the quality learning experiences provided to students at SRC and we were encouraged by how much students trusted us to enable them to strive towards their personal best.

We had 9 students attain their Year 10 RoSA. 6 of these students enrolled in the Year 11 course for 2024.

Staff 2 Day Conference

Staff attended the 2 day conference in Sydney for Alternative Schools which was hosted by the Warrakirri special assistance school at Campbelltown in September. There were a number of very experienced speakers and workshops that provided SRC staff with further insight and understanding into how we can better meet the needs of our staff and students. SRC also presented at the conference demonstrating a few of the ways we 'do school differently'. Glenn and Trish presented the 'Perseverance Puzzle' and 'Personalised Learning Pathway' resources that are used exclusively at SRC. This workshop was attended by at least 40 conference participants who were highly engaged in the content and gave positive feedback after the presentation.



Overnight Excursion to Sydney

Once again, in 2023, we held our '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 courage and go outside their comfort zone. Our excursion included visiting the Art Gallery of NSW, the Museum of Disease, Botanic Gardens and Darling Harbour.

**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 45 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. 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 2023 there was a maximum of 61 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.

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	566	570	572	561	575
School Average	595	565	476	477	503

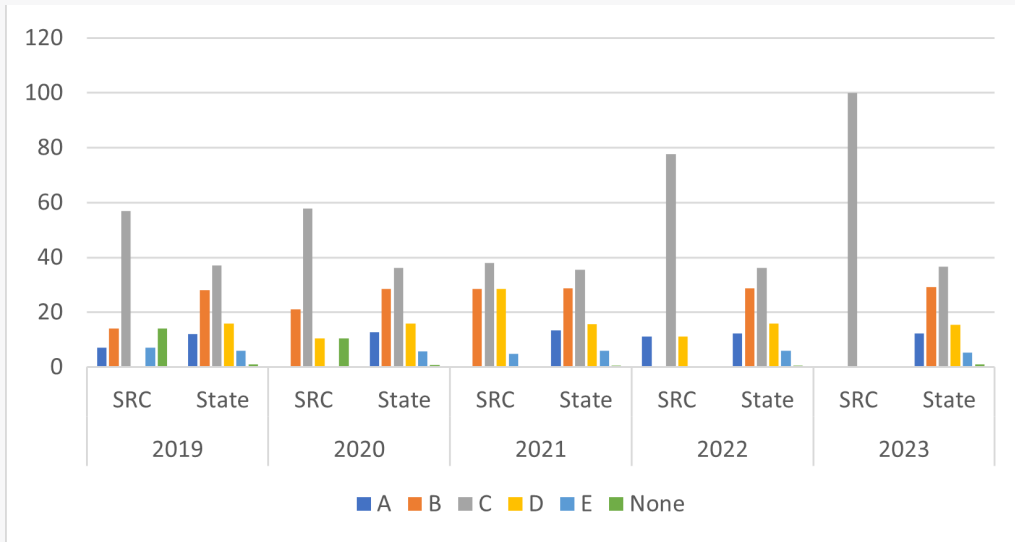
2023 Record of School Achievement (RoSA)

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)	9	93268			100					12.27	29.25	36.61	15.55	5.22	1.09
Maths (200 hrs)	9	93432	22.22	33.33	44.44					14.95	22.13	32.81	22.68	6.49	0.94
Science (200 hrs)	9	93343	22.22	11.11	55.56	11.11				13.04	24.24	36.46	19.29	5.96	1.01
Geography (100 hrs)	9	93255	22.22	22.22	22.22	33.33				15.11	28.89	34.74	14.64	5.48	0.87
History (100 hrs)	9	93278		33.33	55.56	11.11				14.62	28.25	34.46	15.23	5.71	0.87
PDHPE (100 hrs)	9	18601	11.11	33.33	33.33	22.22				17.21	39.26	31.39	8.38	2.54	0.38

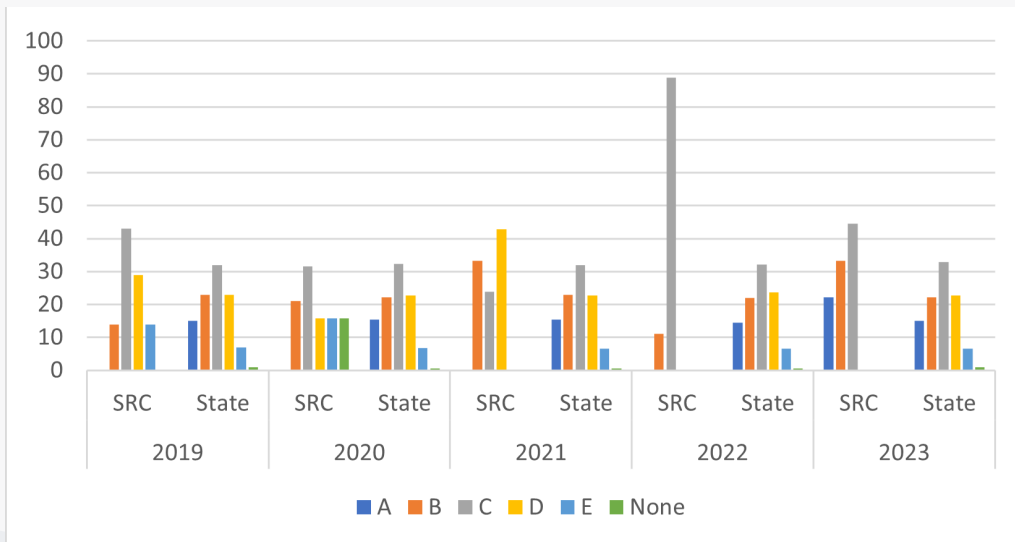


Comparative Record of School Achievement (RoSA)

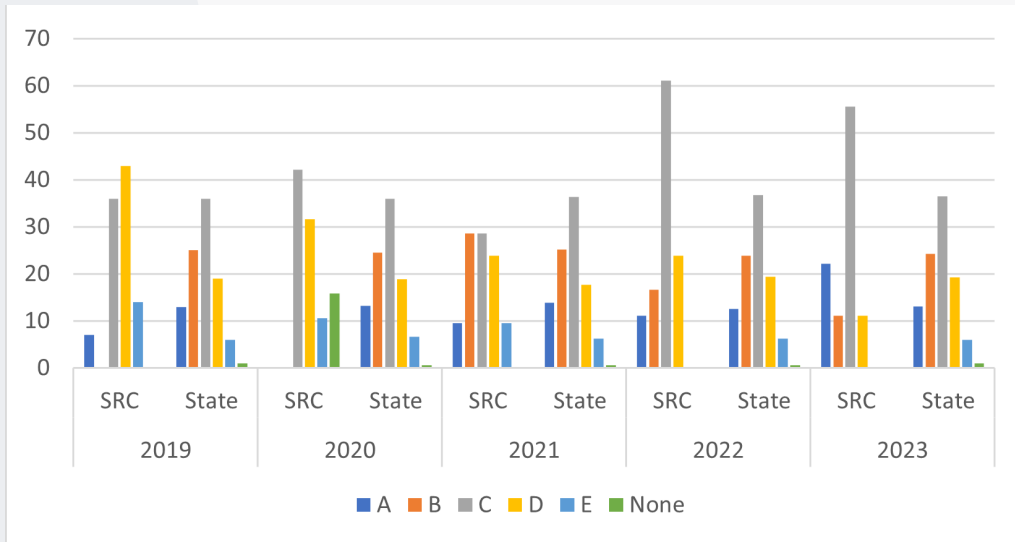
English



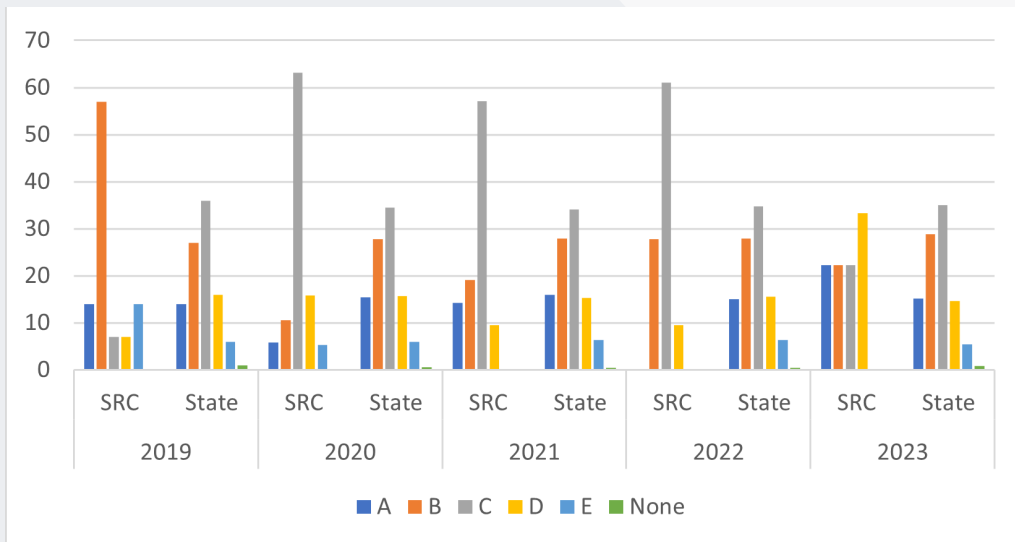
Math



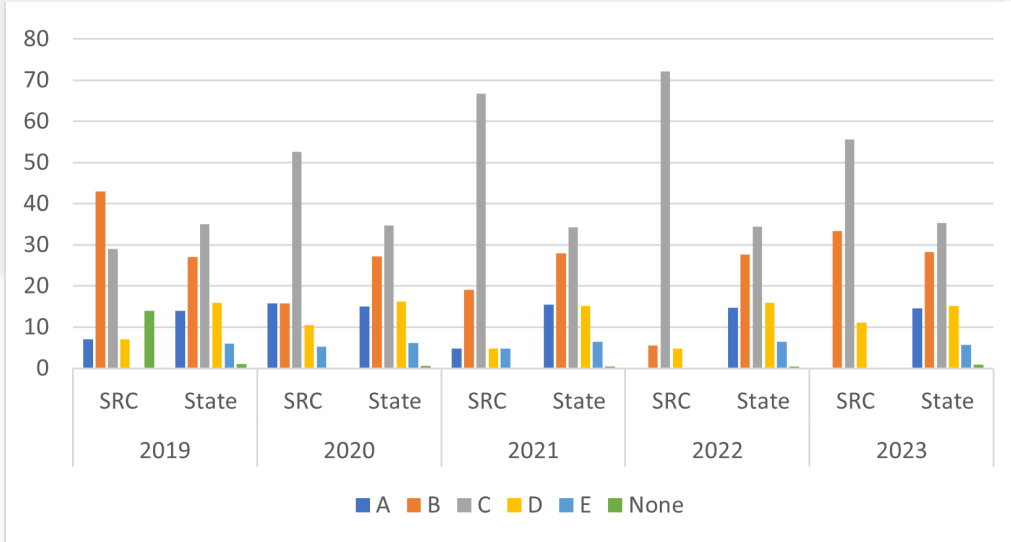
Science



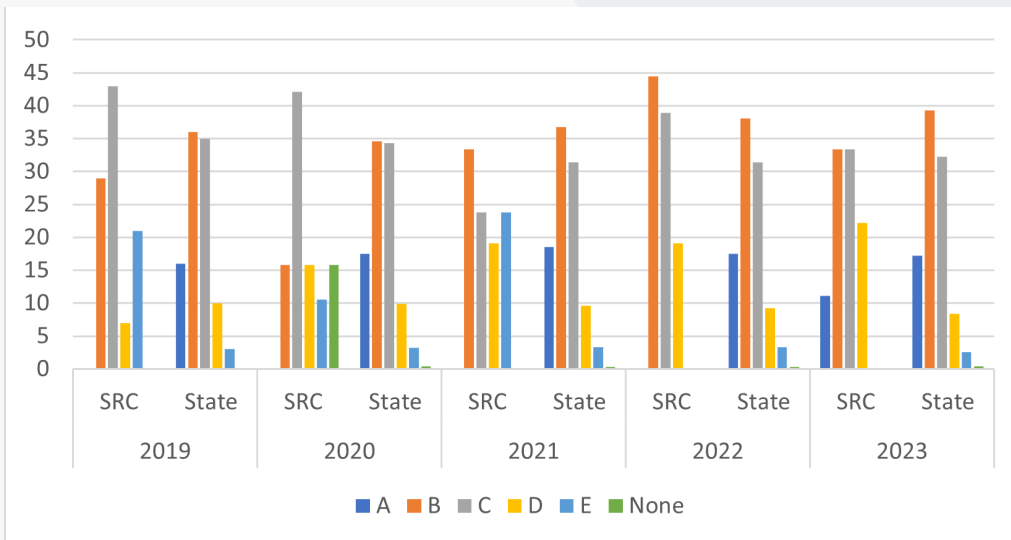
Geography



History

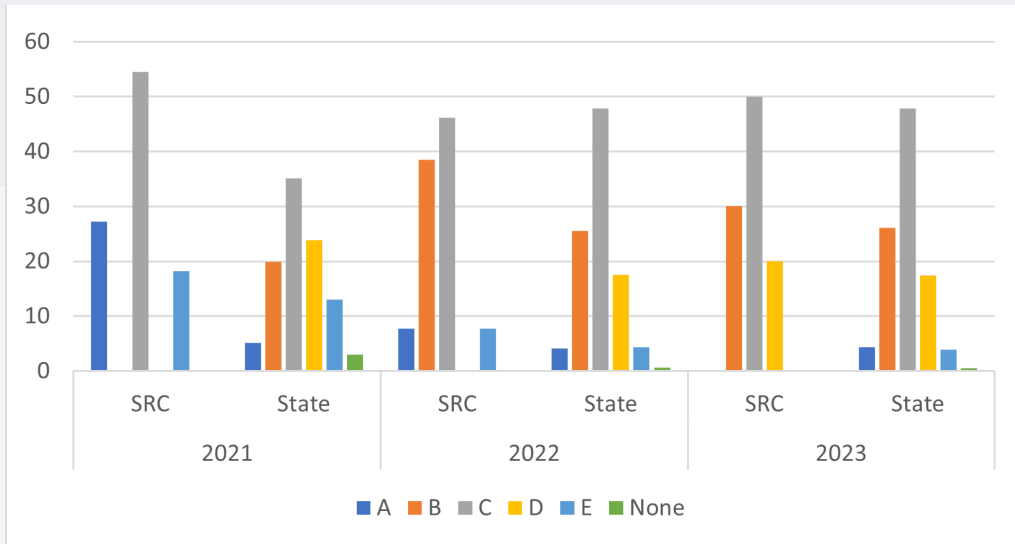


PDHPE

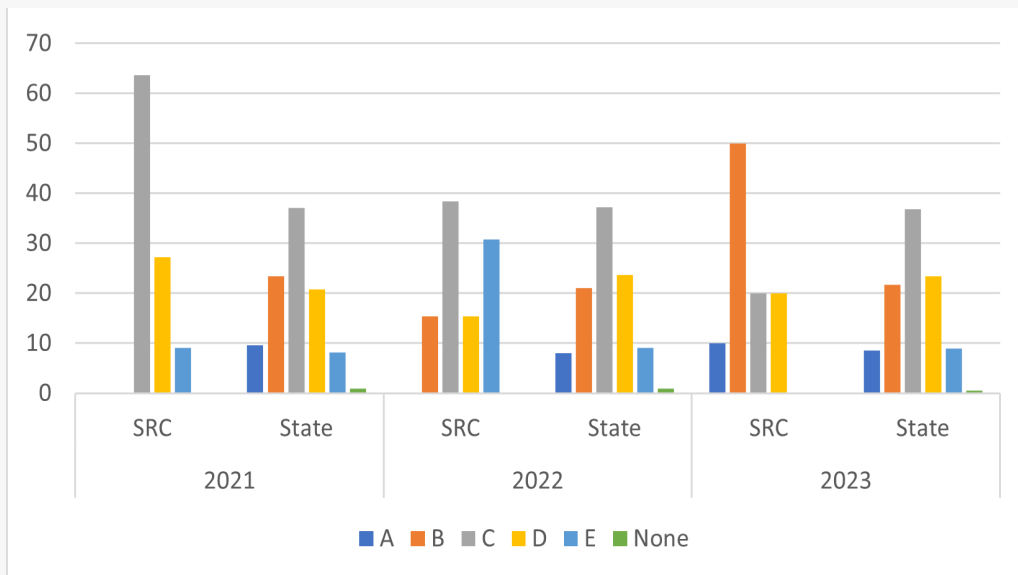


Comparative Higher School Certificate Data 2021 - 2023

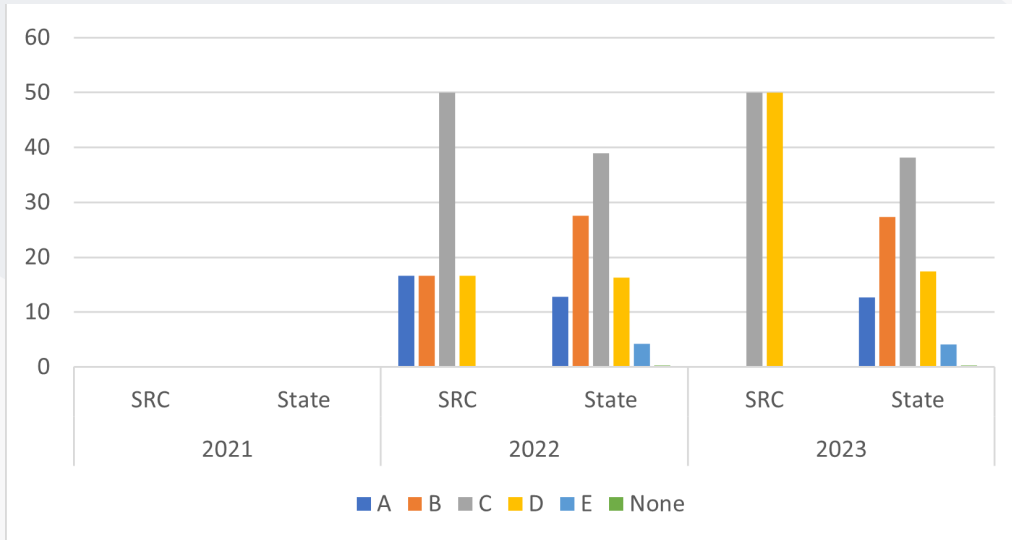
English Standard



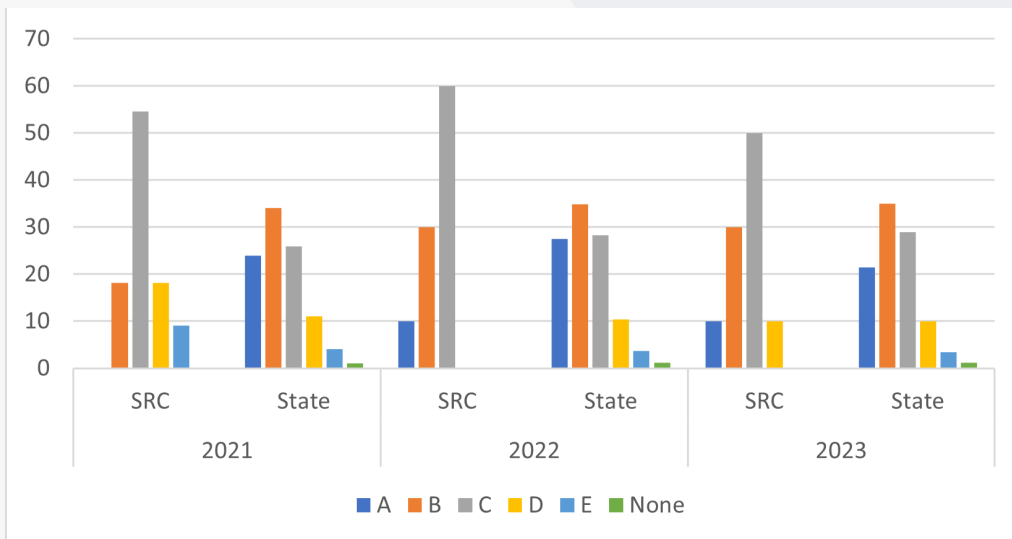
Math Standard



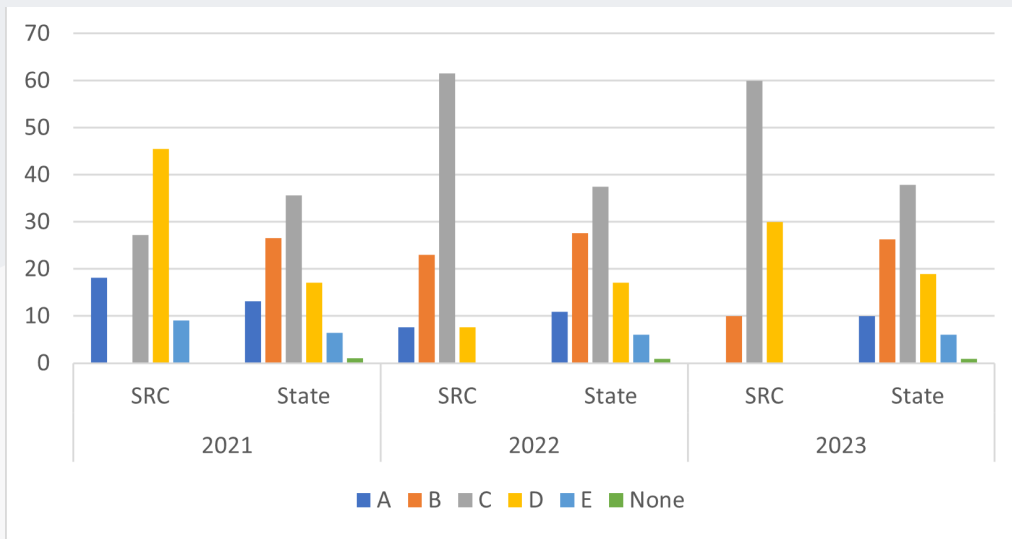
Biology



Visual Arts



Community and Family Studies



Results of the Higher School Certificate 2023

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)	10	35961		30.00	50.00	20.00			4.29	26.11	47.81	17.37	3.90	0.51
Mathematics Standard 2 unit (11236)	10	41269	10.00	50.00	20.00	20.00			8.52	21.72	36.87	23.36	8.95	0.58
Biology 2 unit (11030)	10	25451			50.00	50.00			12.69	27.32	38.20	17.37	4.09	0.33
Visual Arts 2 unit (11380)	10	11511	10.00	30.00	50.00	10.00			21.43	35.02	28.89	10.06	3.47	1.13
Community and Family Studies 2 unit (11060)	10	12742		10.00	60.00	30.00			10.04	26.24	37.93	18.91	5.99	0.89

HSC 2023 Minimum standard band results

Student	Numeracy	Reading	Writing
1	3	3	2
2			2
3		4	2
4	3	3	3
5	3		
6	3	3	2
7	2	2	3
8	3	4	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	9
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 Education, University of Wollongong, 1995. Grad Dip Spec Educ, Charles Sturt Univ 1997. Bachelor Psychology (inc) University of Tasmania.
- **Teacher 2:** Diploma of Teaching, Goulburn Coll of Adv Educ 1981. Grad Dip Adult Educ UTS 1994 Grad Cert TESOL UTS 1996 Cert Spec Educ UoW 2003.
- **Teacher 3.** BSC(Hons) Zoology – 2001 University of Wales, Post graduate certificate of education (PGCE) –University of Wales – 2005.
- **Teacher 4.** B. Art/Education University of NSW – 2002 Master of Social Science: International Development University of NSW - 2010.
- **Teacher 5.** B Ed/Home Economics Nepean CAE/Hawkesbury Ag College 1987.
- **Teacher 6.** Bachelor of Arts (Outdoor Education) 1999, Graduate Diploma of Education 2000. La Trobe University Bendigo.
- **Teacher 7.** Bachelor of Teaching (Secondary PDHPE), Charles Sturt University, 2008 Bachelor of Social Science (Psychology), Charles Sturt University, 2008.
- **Teacher 8.** 1996 Education Degree University of Western Sydney. 2008 Educational Degree Science/MATH (CDU) Sydney/Charles Darwin University.



NESA Teacher Accreditation Status	Number of SRC Teachers
Lead Teacher Accreditation	
Highly Accomplished Teacher Accreditation	
Proficient Teacher Accreditation	6
Conditional Accreditation	
Provisional Accreditation	2
Pre-2004 Teacher accredited at Proficient level	4
Not accredited with TAA	

In 2023, 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
2-Day conference in Sydney for Alternative Schools which was hosted by Warrakirri special assistance school at Campbelltown	16

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
- 1x full-time Student Welfare Officers
- 1 x 0.3 Supplementary Student Welfare Officer
- 1 x full-time Administration Officer
- 1 x 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

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 student's 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 2023 census, 98% 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 %	63%	58%	61%	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:

- Parental communication via text, phone call, email and direct Sentral messaging 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 wholistic approach to attendance issues which will 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 2023 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 2023:

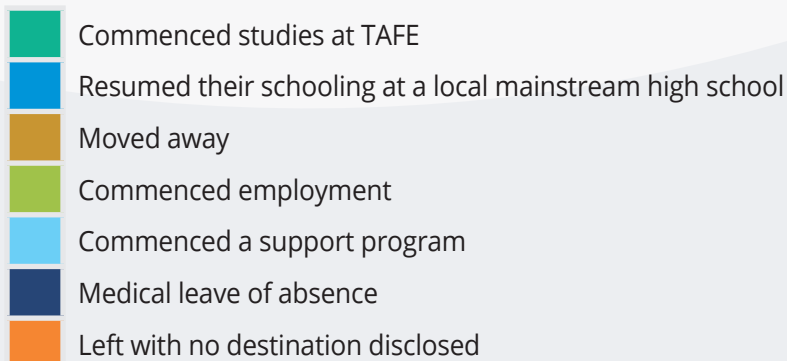
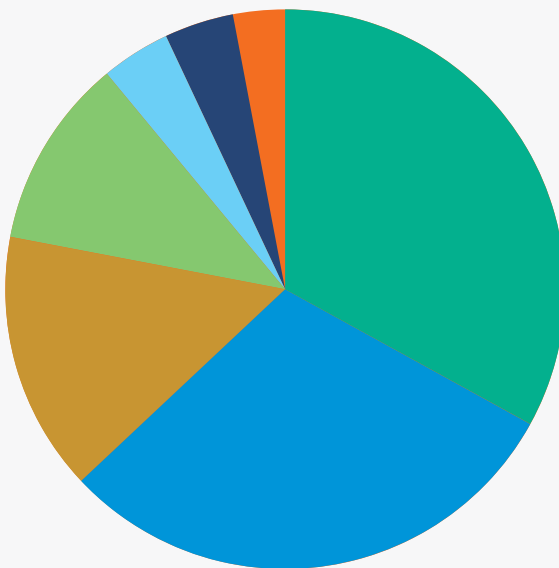
- 18 Year 9 students enrolled in Year 10 for 2024.
- 5 Year 10 students enrolled in Year 11 for 2024.
- 6 of the Year 11 students enrolled in Year 12 for 2023/24.

This equates to 47% of students being retained for 2024.

Post school destination survey

Of the 27 students who left SRC:

- 2 (7%) commenced studies at TAFE
- 3 (11%) students resumed their schooling at a local mainstream high school
- 11 (40%) commenced employment
- 1 (3%) commenced a medical support program
- 10 (37%) 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 2023
Foster a Growth Mindset	<ul style="list-style-type: none"> • Students were encouraged to view challenges as opportunities for growth. • Students were taught that effort and perseverance can lead to improvement. • Acknowledgement and praise for their hard work and progress rather than innate ability.
Build Strong Relationship	<ul style="list-style-type: none"> • A supportive school environment fostered strong, positive relationships among students and between students and teachers. • Mentorship programs, peer support groups, and team-building activities were offered to help build a sense of community and belonging.
Teach Stress Management Techniques	<ul style="list-style-type: none"> • Students were provided with tools to manage stress, such as mindfulness, meditation, time management, and relaxation techniques. • These practices were incorporated into the students' daily routine and online workshops and resources were offered.
Promote Physical Health	<ul style="list-style-type: none"> • Regular physical activity, adequate sleep, and a balanced diet was explicitly taught. • SRC supported this through physical education classes, healthy meal options, and wellness programs.
Encourage Goal Setting and Problem-Solving	<ul style="list-style-type: none"> • Helped students set realistic, achievable goals and develop problem-solving skills. • Taught them how to break down larger tasks into smaller, manageable steps, and provided guidance on how to navigate obstacles and setbacks constructively.



Initiatives Promoting Connection to Community

SRC aims to model and teach students how to better connect with their own community :

- Service Learning Projects: Integrated service learning into the curriculum, where students engage in community service activities related to their academic subjects. This helped them apply their knowledge in real-world contexts and develop a sense of civic responsibility.
- Partnerships with Local Organisations: Established partnerships with local businesses, non-profits, and community groups to create opportunities for students to participate in internships, volunteer work, and community events. This provided valuable networking experiences and practical skills.
- Extracurricular Clubs and Activities: • Encouraged participation in clubs and activities that have a community focus, such as environmental clubs, cultural organisations, or social justice groups. These helped students to connect with like-minded peers and engage with community issues.
- Community-Based Projects: • Assigned projects that required students to explore and engage with their local community. This included research projects on local history, interviews with community members, or initiatives to address community needs.
- Guest Speakers and Workshops: Invited community leaders, professionals, and alumni to speak at the school or conduct workshops. This provided students with diverse perspectives, role models, and insights into different career paths and community issues.
- Family and Community Events: Organised events that bring together students, families, and community members, such as cultural festivals, open houses, and community forums. These events strengthened the school-community bond and encourage a sense of shared purpose and collaboration.



Carer, student and teacher satisfaction

Throughout 2023, no formal complaints were logged during the 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.

Carer survey results

All carers that responded to the survey stated that they believed that SRC was:

- A supportive educational facility for their young person in 2023.

When asked what are the most significant areas that SRC has supported the education of your young person, carers responded with the following examples:

- Emotional self management
- Confidence in learning

When asked how well do you believe the staff understand the learning needs of each of the students at SRC, carers responded with the following examples:

- Very well
- Excellent

When asked how well do you believe the staff understand the emotional needs of each of the students at SRC, carers responded with the following examples:

- Very well
- Excellent and very flexible.

Staff survey results

Staff completed satisfaction surveys and reported the following highlights for 2023:

- Having authentic connections with the students
- Working closely, one on one with the students, to complete Personalised Learning Pathways and Perseverance Puzzles.
- Seeing students achieve what they thought was unachievable.
- Supporting our Year 12 students achieve their goals to get an ATAR for university
- Many student successes and our team's many achievements.
- Getting a provisional teacher's accreditation finished. starting all the documentation for the registration process with NESAs ready to upload 2024.

Staff went on to describe the educator's experience 2023:

- I love working here. I think we have a fantastic group of students and a great group of staff.
- Innovative and dynamic with plenty of room for creativity.
- Resilient to the changes brought upon them.
- I think most of us know how lucky we are to work here.
- Smaller classes allow better more valuable connections with students and staff.
- A positive experience that's making a difference.

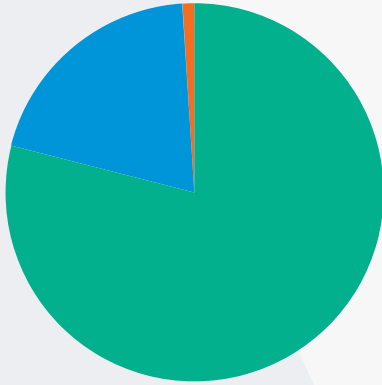
When asked about the relationship between staff and students the staff responded with:

- The relationship between staff/students is positive.
- Students are comfortable with staff and are for the most part very respectful of staff.
- I feel the staff are supportive of all students needs.
- Very positive.
- We have strong connections and good relationships.



Financial information

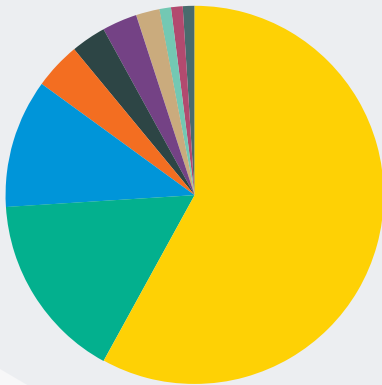
Income



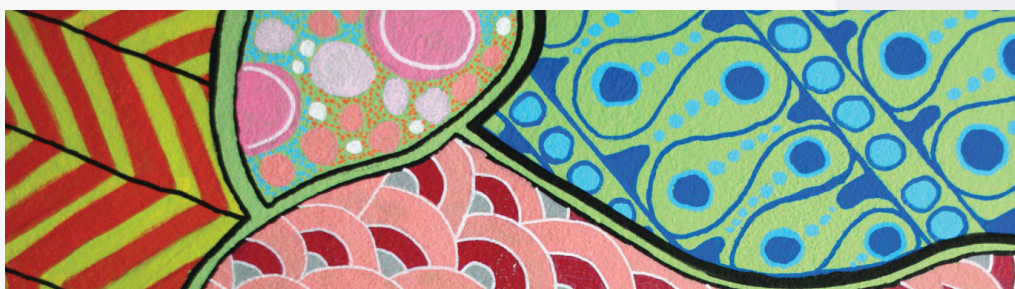
- Commonwealth Recurrent Grants (\$1,964,015.46)
- State Recurrent Grants (\$455,374.50)
- Student Fees (\$4,821.31)



Expenditure



Salaries, Allowances and related expenses	\$1,137,778
Admin and Professional Services	\$213,438
Course fees - External courses	\$223,015
Amortisation and depreciation	\$85,186
Consumables, printing and resources	\$41,800
Computer, Phones, IT & data	\$46,262
Travel and Excursions	\$37,227
Cleaning	\$35,032
Repairs & Maintenance	\$16,392
Insurance	\$17,467
Auditor, Accounting & Professional Services	\$4,677
Rent & Venue Costs	\$9,426
Advertising	\$10,238
Interest expense	\$4,688
Security and Fire Safety	\$3,061



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 and Child protection

- 5.3.1 Duty of care
- 5.3.2 Notification of concern for student welfare
- 12.1 Child Safe Policy
- 12.2 Child Safe Procedure - Mandatory Reporting
- 12.3 Child Safe Procedure - Reportable Conduct
- 12.4 Child Safe Procedure - Reporting to Police
- 12.5 Child Safe Procedure - Sexual Behaviour by Students
- 12.6 Code of Conduct Shoalhaven River College

Anti bullying

- 5.3.5 Harrassment, Discrimination and Anti bullying

Enrolment

- 6.1.1 Enrolment and Ongoing Enrolment

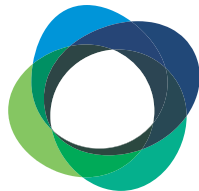
Discipline

- 7.1. Student Discipline

Complaints

- 9.3.3 Complaints or Grievances received by the School





**SHOALHAVEN
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YEARS 9 TO 12

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