



**MARGARET JURD
LEARNING CENTRE**

**PARENT HANDBOOK
2008**



A Ministry of The
Uniting Church In
Australia

Introduction

Margaret Jurd Learning Centre is a registered special school providing full curriculum education up to the award of School Certificate. The students we target are those students who are unable to access or maintain mainstream schooling due to challenging behaviours and or life circumstances. Among the young people we service are some of the most marginalized and disadvantaged students within the community. Our students display challenging behaviours due to limited attention spans, high energy levels, disjointed and inconsistent educational histories along with mental health diagnosis, histories of neglect and or abuse, families with alcohol or other drug issues, homelessness etc. Margaret Jurd Learning Centre comprises a student body of 20 students broken up into two classes of 10 students at varying levels and stages in years 9 and 10.

This handbook has been devised to provide vital information to parents pertaining to the schools operation and expectations. It is hoped that the policies and procedures contained herein will provide enough information for you as parents/caregivers to know what to expect from the school in all areas of your child's education and care as well as understanding what our expectations are as a school in relation to your child. This is in no way a complete set of school policies however we believe you will find the policies and procedures that you are most likely to need a sound knowledge of as you support your child through his/her education.

History

Margaret Jurd Learning Centre was born out of a vision to empower young people through supported education and care. Newcastle Youth Service (NYS) was a street service supporting young people at risk within the Newcastle Area. Established as a ministry of the Hamilton Uniting Church Parish the service quickly became a vital part of the Youth Welfare Sector in Newcastle. In 1985 the board of NYS commenced a Tutorial Service in an old pub in Carrington as an extension of the service. The need for supported alternative education comprising an accommodation service became quickly apparent. Margaret Jurd Learning Centre was moved to its current location and grew from a tutorial centre to a registered school 1996. The vision and drive from the beginning came from a Dr of Psychology who was integral in every step of the NYS story. Dr Margaret Jurds' reputation for her work with disadvantaged youth has established her as a widely respected figure among the community. The Centre was named in her honour after her passing and continues to grow in the direction inspired by her.

Vision Statement

Creating Positive Futures Together

Mission Statement

Providing young people with an option of alternative, holistic education in a caring, supportive environment that empowers them to make confident, positive choices.

Values

Faith: Confident hope in effectiveness of compassionate action

Justice/Equity: Never settling for disadvantage

Respect: Unconditional acceptance of individuals

Enrichment: Creating enhanced opportunities

MOTTO

We do what others won't. We care when others don't

Location

Margaret Jurd Learning Centre is centrally located in 22 Belford Road Lambton. The school is located near public resources that ensure that students have access to the vital resources necessary for their physical needs. Within a five minute walk from the school we have two large public parks including soccer fields, tennis courts and football fields; a large public swimming pool and a public library. The central business area of Lambton is also a short walking distance from the school where we find banks, shops, chemists, medical practitioners, newsagency and post office. The public transport routes are also very close to the school with the local busses coming as close to the school as the corner of the street. The train station is a five minute drive or a fifteen minute walk from the school.

The office can be contacted via the following

Ph: (02) 49575698

(02) 49571437

Fax: (02) 49 570121

Email: enquiries@mjl.com.au

Hours of Operation

Margaret Jurd Learning Centre opens for business on Monday Mornings at 8:30am and closes on Friday afternoons at 3:30pm.

The actual days of school operation are Mon –Thur with students in year 10 using Fridays to access work experience options.

The School office hours for enquiries are 9:00am – 5:00pm Monday –Thursday and 9:00 – 3:30 Friday.

School day commences at 9:00am and ends at 3:00pm

Communication

Communication with staff and parents/caregivers is encouraged. All staff encourage parents to maintain open, honest communication in supporting the students needs. The following forms of communication are encouraged and welcome:

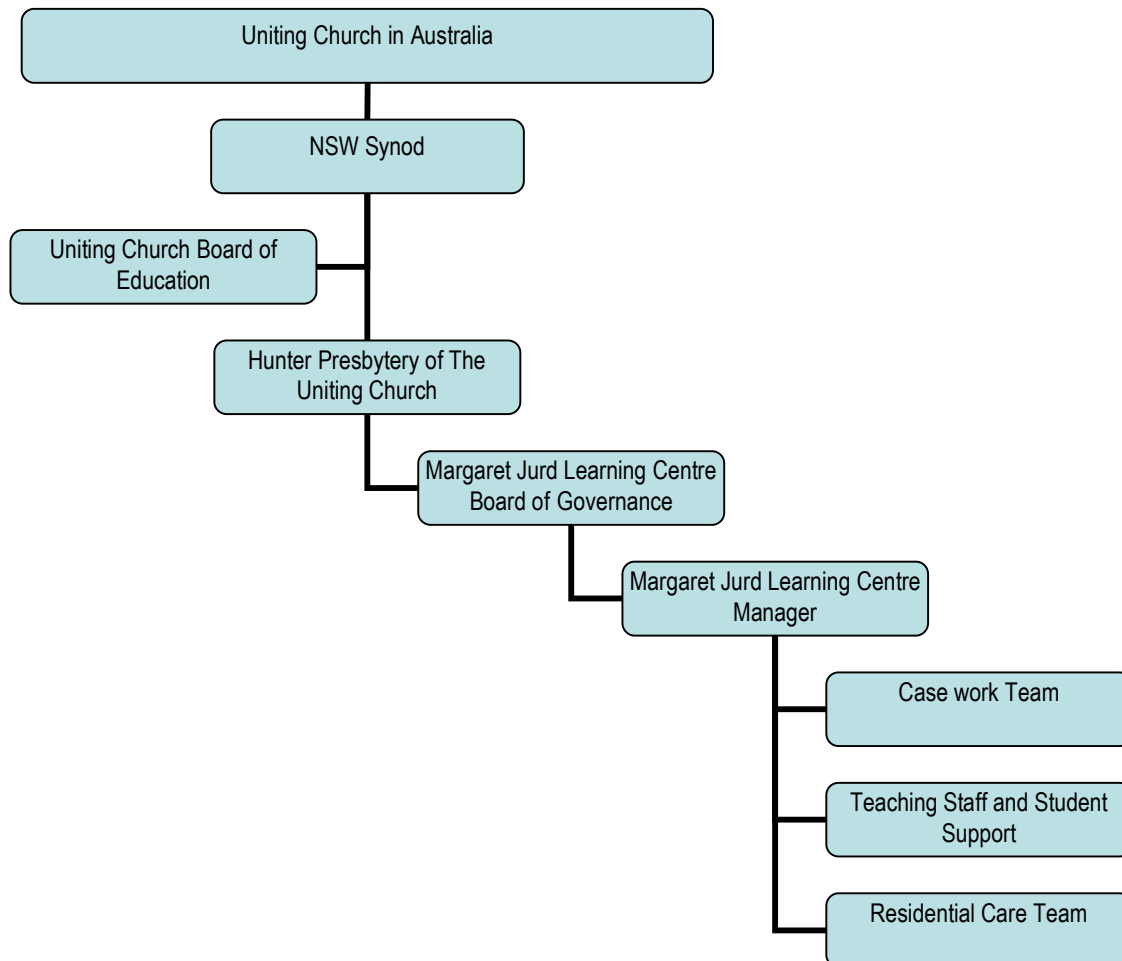
Telephone: Staff can be contacted by Phone on during office hours. If staff are not available please leave a message with the Schools Secretary and they will return your call.

Email: All staff have individual email addresses. The addresses are the staff members name followed by @mjl.com.au e.g. fredblogs@mjl.com.au

Meeting: A meeting can be arranged through the Schools Secretary.

Governance Structure

Margaret Jurd Learning Centre is a Ministry of The Uniting Church in Australia under the auspice of Hunter Presbytery and governed by the Board of Governance appointed by the Hunter Presbytery of the NSW Synod. The Governance structure of the Centre is as follows.



Access and Equity

Rationale: Margaret Jurd Learning Centre provides quality education and care to young people from Newcastle, Lake Macquarie, Port Stephens and surrounding areas on a non discriminatory basis.

Policy: Equity in access to Margaret Jurd Learning Centre is assured to all students. The intake process consists of individual needs based assessment regardless of gender, ethnicity, race, religion, creed, sexual preference, health, disability or socio economical status. No child will be refused access to Margaret Jurd Learning Centre based on inability to pay for service. All students at Margaret Jurd Learning Centre have access to all program components on an equitable basis inclusive of Case Management and Welfare support.

Procedure: The intake process at Margaret Jurd Learning Centre consists of 6 key steps:

1. Referral - The young person is referred by phone. The young person's details are then recorded. Staff at Margaret Jurd Learning Centre discusses the client's needs with the referring agent along with the program provided. Suitability of the program is discussed in order to ascertain the suitability of progressing to the next level. The client is sent a referral package in the mail.
2. The package contains a referral form which is to be completed and attached to reports which are sought from counsellors, schools attended and any other relevant agency involved with the young person i.e. DoCS, Juvenile Justice etc.
3. A case conference is organized with the young person, parents/carers, referring agent or support people and the case work team at Margaret Jurd Learning Centre. The case conference allows the young person to view the centre and decide if they are keen to pursue a placement. At the Case Conference staff discusses with all parties the needs of the young person and the program provided. The young persons desire to be enrolled at the school is a priority in the decision making process along with the suitability of the program for the young person. The needs of the family are also explored particularly around the Centre's ability to support the family through the provision of a residential placement.
4. The case work team carries out a history check with parties authorized by the young person at the case conference. This covers duty of care and OH&S responsibilities to other students and staff and assists with the decision making process around suitability of placement.
5. The final decision is made by the Centre Manager after team discussion at the weekly team meeting.
6. The young persons name is added to the waiting list and is informed when a vacancy becomes available.

Resources

The limited physical resources of the school has led to programming that utilizes the resources of the community for delivering some KLA's e.g. sport is an off site program where we access local parks, public pools and local sporting facilities such as basketball stadiums and indoor soccer stadiums. This is a weekly outing for our students for 1.5 hours per week. Science resources are limited to text and the basic resources found in the average kitchen. A relationship with the laboratory staff at a local Public High School has also proven a valuable resource when accessing resources for basic experiments necessary for delivering this KLA. All resources required are listed in each program outline.

The support for the students in order to maintain their education is our greatest resource. Margaret Jurd Learning Centre employs three case workers who support and nurture the students to success. Add this to the two teachers and this equates to a staff student ratio of 1:4. With a student body that presents some of the highest needs within schools this is a necessary level of support.

The school facility itself is a single building with two classrooms, one kitchen, a living area and a sunroom. Staff Offices, 2 bedrooms for the residential students, 1 bedroom for residential staff and a small yard area is all we have to deliver the program we provide yet we see such success from the students we serve.

Fees

The school fees are \$20.00 per week for the education program. These fees cover the following costs incurred:

1. Morning Tea
2. Afternoon tea
3. Weekly sport
4. Annual school camp
5. Excursions throughout the year
6. Graduation Ticket for student (Family members and friends wishing to attend will need to purchase their ticket from the school)

The residential program has fees of \$97.00 per week. These fees cover

1. Supported Accommodation
2. Meals
3. Soap and shampoo
4. The provision of linen
5. Activities and excursions.

Fees can be subsidized or waived in the event of economic disadvantage or financial hardship. **NO STUDENT WILL EVER BE DENIED ACCESS TO MARGARET JURD LEARNING CENTRE BASED ON INABILITY TO PAY.**

Referral

Referral to the Margaret Jurd Learning Centre starts with a phone call. Staff at the Centre will guide families and/or referring agents through the process and provide any support needed.

To make a referral ph: 49 575698 or 49571437 or email enquiries@mjl.com.au and ask for a member of the case work team to contact you. A referral package will be posted to you which you will need to return to the Centre along with any relevant reports required. **Please feel free to contact the centre for assistance in completing the package if needed.** From this point a case conference will be arranged to assess the young person's needs and the suitability of the placement. If it is assessed that the young person would benefit from the placement their name is added to the waiting list in order of need.

Enrolment Policy

Margaret Jurd Learning Centre provides quality education and care to students who are unable to maintain mainstream school. Students enrolled at the school have a history of challenging behaviours inclusive of diagnosed mental health disorders under the DSMIV and challenging life circumstances that have led to their exclusion from mainstream schooling. Students are assessed based on individual need prior to their enrolment to ensure that they fulfil the criteria of enrolment at Margaret Jurd Learning Centre.

Policy

All students at Margaret Jurd Learning Centre must proceed through the referral process and provide all relevant medical and educational reports as requested prior to acceptance in the school.

Enrolment Criteria

- All students who are considered for enrolment must be unable to maintain mainstream schooling based on challenging behaviours and or educational disadvantage due to life circumstance.
- Students are assessed based on individual need inclusive of diagnosis e.g. mental health, hearing, autism etc. The majority of students enrolled have mental health diagnosis as assessed and reported to the school by the students Psychiatrist or Clinical Psychologist. Other reports inclusive of school counsellor reports and GP reports are also maintained as part of the needs assessment process.
- Students presenting with behaviours indicative of a medical disorder but not yet assessed will be considered for enrolment and supported through the assessment process whilst enrolled.
- Students with life circumstances that culminate in adverse behaviours or support needs at a level that can be provided through Margaret Jurd Learning Centre are considered for enrolment to support the child's continuation of educational involvement.

Procedure

- Students apply for enrolment through the procedures outlined in the Margaret Jurd Learning Centre Referral Process.
- Case Management staff collect all the relevant reports and conduct a needs assessment based on reports received, verbal information collected from previous schools (with consent), case conference outcomes, discussion with parents etc.
- Needs assessed as high include mental health or other relevant diagnoses, homelessness or other life risk factors, students ability to maintain mainstream schooling, emotional and /or social needs based on histories of abuse or neglect, support network or access to alternative support if not accepted.
- Students are notified of their acceptance to the centre and placed on the waiting list.

Students are placed from the list in accordance with needs assessment and time waiting

Attendance Policy

Rationale

Margaret Jurd Learning Centre provides quality education and care to students who are unable to maintain mainstream schooling. The students we serve have a history of disruptive behaviours, school refusal and limited ability to focus. It is our aim as a school to facilitate an environment of encouragement and success. We, as with all registered schools, must ensure student compliance in completion of the School Certificate inclusive of attendance. For this reason, it is essential that attendance be monitored and supported through the policies and procedures implemented within the school.

Policy

All students at Margaret Jurd Learning Centre must maintain a high standard of attendance in order to complete the Mandatory hour of study in each stage of education up to and inclusive of stage 5. Students who do not achieve an adequate level of attendance will receive an "N" award on their school certificate. Parents of students at risk of falling into this category will be notified of the risk in writing from the earliest possible point, i.e. when the student's attendance falls to 80%. Parents are asked to support their child's attendance by working with school in implementing strategies identified as useful in increasing the attendance rate of the student.

Procedure

1. Student attendance is recorded daily and maintained on the class roll and presented to the schools administrative assistant.
2. Attendance rates are calculated daily and checked for any student's who have an attendance rate that is falling to a low level.
3. Parents/caregivers of students who have an attendance rate that falls to 80% will receive formal notification in the mail and a meeting will be organised with the student, parent/caregiver, case manager and Centre Manager.
4. The purpose of the meeting is to be pro active in supporting the students' education and strategising to improve the students probability of success.
5. Poor attendance that is based in poor health is acceptable reason for absence however absence based around missing busses or defiant behaviour at home may be assisted through strategies supported by the school through the case management team e.g. residential placement, counselling.
6. Margaret Jurd Learning Centre is a small school with limited placements and great demand. Students who are unwilling to address their attendance issues and do not desire to complete their education will be exited from the program allowing placement opportunity for students desiring to complete their education.
7. Students exited based on attendance will be eligible to reapply if and when they are willing to address their attendance issues.
8. All correspondence with families relating to student attendance along with outcomes from any meetings held is kept in the students files.
9. Attendance rate along with days absent, both explained and unexplained, are recorded on the students half yearly and yearly report.
10. Copies of student reports are kept in the students file.

Rights of Students - Policy

Rationale: Margaret Jurd Learning Centre maintains the rights of young people to be provided with a safe secure educational and living environment, upholding the individual legal, moral and human rights of all students in our care.

Policy: Margaret Jurd Learning Centre upholds the rights of young people through policy and practice. Staff at Margaret Jurd Learning Centre will offer support to young people in accessing service to defend their rights when breached.

Procedure:

Students at Margaret Jurd Learning Centre have the right to:

1. access based on equity and fairness without discrimination
2. an environment free from bullying or persecution
3. The provision of quality service provided by qualified professionals in education, residential care and case management.
4. education based on their individual leaning needs
5. The provision of a facility that encompasses all of their physical, educational, residential, emotional and developmental needs
6. building, furniture and resources that are maintained in sound working order
7. adequate resources to deliver quality education and boarding services
8. safety and security
9. express themselves and be heard
10. procedural fairness
11. access and support in accessing medical care
12. rest and leisure
13. Basic human needs e.g. healthy food, clean water, shelter etc.
14. service provision and access to resources on an equal stance to all other students
15. access and support in addressing their legal rights
16. Access and support in accessing government departments that uphold the individual rights of citizens e.g. department of fair trading, anti discrimination board etc.
17. appeal decisions made by the school inclusive of support through the appeals process

Curriculum

Students are provided with an education programme targeted at individual need whilst covering all mandatory syllabus outcomes for subjects necessary to be awarded the school certificate. Subjects offered are only those listed with the NSW Office of the Board of Studies as mandatory with no elective subjects. The school maintains a strong focus on Literacy and Numeracy across all subjects to target the remedial needs of students. Our teaching staff consists of 1 literacy specialist and 1 numeracy specialist to ensure that students receive the specialist support they deserve.

Education Program

This program is delivered by two teachers employed for their specific areas of expertise and commitment to disadvantaged young people. Students are provided with an alternative education program up to and inclusive of School Certificate. Individual Educational Programs with learning scaffolded, ensure that all students' individual needs are targeted. The schools time table is arranged in a way that ensures that indicative hours of study are covered for all Key Learning Areas. The program is developed in such a manner that the individual learning needs of all students are addressed through the practical application of the units of work covered. Innovative teaching strategies ensure that students are able to engage in learning and gain a practical understanding of the work covered. Within a small school setting teachers are able to individually address the academic, physical and emotional needs of the students with individualised support provided through the school Case work team, volunteer support staff and program structures

On arrival our students generally have never received any awards or recognition for their positive efforts, at Margaret Jurd Learning Centre this changes as their positive choices and efforts are recognized through a variety of measures. Our aim is to move from external reinforcement to internal. The reward of a certificate or a pen is lovely in the beginning but the students soon move to desire the reward of confidence in learning as they increase in knowledge and skill. Assessments within the school are geared at assessing against self i.e. recognising improvement within the students own academic journey. This is essential to avert from any competitive structure that can have a negative impact on students' already low self esteem. All assessment strategies utilized within the education program are in line with course descriptors as outlined in Board of Studies syllabus documents.

Time Table

Margaret Jurd Learning Centre provides educational programs in line with Board of Studies requirements for each Key Learning Area. The schools time table for stage 5 (years 9-10) covers all board requirements of indicative hours of study for each key learning area. The time table is structured over 4 days Mon –Thur . Fridays are utilized for case work meetings and year 10 work experience placements.

Homework

Margaret Jurd Learning Centre provides quality education and care to students who are unable to maintain mainstream school. The students we serve have a history of disruptive behaviours, school refusal and limited ability to focus. It is our aim as a school to facilitate an environment of encouragement and success. For this reason the following guidelines are set around homework.

1. Homework is a continuum of what is being learnt within the classroom and is used as a tool to assist with developing the students' level of self responsibility toward his/her learning.
2. Homework is a tool that allows students to develop research skills and develop individual interest in a variety of topics. Students are able to add to the learning from school and pursue a deeper knowledge of subject matter through personal research.
3. No homework set is assessable toward a final grade but is a contribution toward the learning of that KLA and contributes to the overall assessment as the knowledge base increases and is demonstrated through assessment tasks.
4. Homework is not necessarily set within each KLA. It is at the discretion of the teacher for each KLA if homework is set.
5. Homework may be set as part of the schools' disciplinary procedure.

6. Some assessment tasks may be set with certain components to be completed at home. All assessment tasks are allocated class time in order to allow student access to the support, resources and assistance they require.

Assessment Policy

Margaret Jurd Learning Centre provides quality education and care to students who are unable to maintain mainstream school. The students we serve have a history of disruptive behaviours, school refusal and limited ability to focus. It is our aim as a school to facilitate an environment of encouragement and success. For this reason the following policy and procedures are set around Student Assessment.

Policy

All students at Margaret Jurd Learning Centre are provided with educational programs in line with NSW Board of Studies Syllabus and assessed in accordance with course descriptors for each Key Learning Area. Students are assessed individually based on personal educational development and capacity. Innovative teaching and assessment styles allows for student success within wide ranging ability and learning styles.

Procedure

1. Programs for all Key Learning Areas are developed in line with NSW Board of Studies Syllabus documents and assessed in line with syllabus course descriptors as outlined for each course of study undertaken.
2. Assessment tasks inclusive of assessment tool used for each KLA are outlined within each program outline.
3. Due to the varying ability and capacity of the student body teaching staff utilize such assessment tools as portfolio of work collected throughout the year, in class assignments, teachers' observation, half yearly and end of year School Certificate Exams.
4. Special provisions for students in need an adaptation to program assessments are often necessary in order to cater to the individual student needs.
5. Overall assessment relating to the completion of a course is a reflection of achievement across the whole course as outlined in the ACE manual 5.3.2
6. Assessment task that are scheduled throughout the year will have a greater weighting toward the end of the year allowing for a greater level of course content to be delivered prior to assessment.

School Reports

Students at Margaret Jurd Learning Centre receive academic reports that reflect the achievements of the previous semester twice a year. Reports are developed in line with the requirements as outlined by the Department of Education and reflect the students' achievement in line with the common grade scale whilst still recognising the importance of the individual students' personal achievement and effort. A full explanation of the reports is provided with the report for parents. As with all aspects of the Margaret Jurd Learning Centre, if any further explanation is required please feel free to contact the school.

Religious Education

Rationale: Margaret Jurd Learning Centre is a ministry of the Uniting Church In Australia and maintains it's commitment to the ethics and beliefs of the Christian Church. As a Christian based organization we maintain the rights and dignity for or clients through acceptance of cultural diversity and religious beliefs.

Policy: Margaret Jurd Learning Centre uphold our legal requirements in line with the Anti-Discrimination Act NSW1977

- No child will be denied access to or be disadvantaged or discriminated against on the basis of religious or cultural diversity.
- All children at Margaret Jurd Learning Centre are provided with Religious Education in Line with The Uniting Church Board of Education policy on Religious Education (RE) in Uniting Church Schools.
- Students are presented with an education based program outlining the Christian Religion.
- As with all subjects offered at Margaret Jurd Learning Centre all students are required to participate in RE.
- Students are not required nor expected, to convert to Christianity.
- Students who practice an alternative faith who require special provisions such as prayer time, dietary needs or cultural dress will not be denied.

Students with special requirements who require physical resources such as prayer mats will need to supply their own.

Confidentiality

All students and families at Margaret Jurd Learning Centre are protected by the centres confidentiality agreement and the National Privacy Principals. All information shared within staff at Margaret Jurd Learning Centre is treated with the strictest confidence within the team at Margaret Jurd Learning Centre. Documentation of personal information is treated with utmost care, stored in a locked cabinet within a locked office and only accessed by authorised persons. Student files are legal documents and can be subpoenaed by a court of law.

Students and parents/caregivers must be aware that all staff are Mandatory Reporters under the Child and Young Persons Care and Protection Act and are required by law to report any allegations of a young person at risk of harm to the Department of Community Services.

Code of Conduct

Rationale: Margaret Jurd Learning Centre is a registered special school targeting students with a history of challenging behaviours and/or disadvantage. Many of the students who attend the Margaret Jurd Learning Centre behave in a manner that is socially unacceptable and disrespectful of themselves and others. Lack of self confidence and poor communication skills are combated by the school through the implementation of a code of conduct that requires appropriate language, behaviour and dress.

Students Code of Conduct

1. All students are required to wear full school uniform at all times. The school uniform is as follows:
 - Sky Blue Polo shirt (shirts are to cover the lower back, upper buttocks and stomach region).
 - No undergarments to be visible.
 - Navy Blue Shorts or trousers (Jeans are acceptable)
 - Joggers
 - A hat for outdoor activities
 - Navy Blue Jumper for winter
2. Students are to refrain from course or abusive language
3. No Bullying or intimidation.
4. Students are to refrain from physical contact with both students and staff.
5. Students are to respect the personal opinions and beliefs of others.

6. Students are to adhere to the education program rules as outlined and displayed around the centre.
7. Students are to show respect for the Classroom and the lessons taught by:
 - Entering the room and taking your seat in a quiet manner
 - One person speaking at a time
 - Listening to others in the same manner that you like to be listened to
 - Attempting all work
 - Asking for help when needed
 - Putting up your hand and waiting to be called upon for input or to have your question answered

Case Management

All students at Margaret Jurd Learning Centre are provided with case management through our two qualified Adolescent Support Workers. Case Management enables young people to set their goals and take practical steps toward achieving them. Students learn how to look toward their future and strategically understand the impact their choices and behaviour have. Case management also provides valuable emotional care and support as students work through the issues that culminate in adverse behaviours. Case management also provides strong links with specialist support services through collaborative partnerships and referral.

All three areas of support work together toward the individual goals of the students. Behavioural modification, self responsibility and socialization are integrated into all facets of the program as we support young people in achieving personal growth.

Child Protection

Margaret Jurd Learning Centre maintains legal requirements for the care and protection of young people in our care under the Commission for Children and Young Peoples Act 1998, The Children and Young Persons (Care and Protection) Act 1998 and the Child Protection (Prohibited Employment) Act 1998. Interagency Guidelines pertaining to the legislative requirements of staff relating to child protection are available in the form of *NSW Interagency Guidelines for Child Protection Intervention 2000 edition*. These guidelines combine all child protection legislation and form a working guide for staff working with children and young people. All staff at Margaret Jurd Learning Centre are required to maintain a working knowledge of the legislation and an understanding of the legislation in practice. Breaches of child protection legislation and negligence to act in accordance with legislation will lead to immediate dismissal and the matter will be reported to The Ombudsman under section 25G of The Ombudsman Act 1974 Number 68

Under these legislative acts all staff at Margaret Jurd Learning Centre are legally bound to uphold the following requirements as part of their employment.

- **Under the Children and Young Persons (Care and Protection Act) 1998 staff must report to the Department of Community Services if they believe that a child or young person is at risk of harm. That is if there are current concerns for the safety, welfare or wellbeing of the child or young person.**

Risk of harm is to be reported in writing to the Department of Community Services Child Protection Unit

Any reports of abuse or neglect are treated in an objective manner by all staff. DoCS are

Notified in writing immediately via the child protection report line fax: (02) 96337666. Staff are not to investigate the allegations at all nor make a decision on the validity of the allegation. This is the responsibility of the Department.

Welfare Policy

Rational: Margaret Jurd Learning Centre Strives to achieve it's vision of *Creating Positive Futures Together* in all aspects of service delivery inclusive of student welfare.

Policy: All students at Margaret Jurd Learning Centre are provided with Welfare support targeted at the individual and family needs of the student/s without discrimination.

Procedure

Case Management Support

All students enrolled at Margaret Jurd Learning Centre are provided with case management support through the Margaret Jurd Learning Centre case work team. Case Management focuses on the individual needs and goals of students and provides opportunity for case work staff to identify the welfare needs of students and their families. All case work staff employed at Margaret Jurd Learning Centre are qualified youth workers with strong links to specialist service providers for the purpose of support, assessment and referral.

Margaret Jurd Learning Centre provides welfare support in the following forms

1. 1:1 counselling support to students.
2. Breakfast and Lunch provided to students in need Monday – Thursday
3. Fresh seasonal fruit provided to all students at morning tea and low fat savoury snack provided for afternoon tea Monday - Thursday
4. Supported accommodation (inclusive of meals) provided to students and families in need of residential and/or respite support.
5. Provision of material aid to students in need e.g. clothing, food.
6. Referral and support to access mental health professionals, material aid services, counselling and group work providers
7. Support in attending necessary appointments
8. Advocacy
9. Support in the completion of forms in accessing assistance form government and private sector agencies.

Margaret Jurd Learning Centre encourages positive change and commitment to self improvement of students through a system of rewards and encouragement. Daily, weekly and monthly rewards recognise both consistency and individual improvement. All students' efforts are recognised and their positive efforts are utilized as a tool for encouragement for personal growth. Individual rewards programs are implemented when required.

Pastoral Care Policy

Margaret Jurd Learning Centre provides education and residential care for young people who are unable to maintain mainstream education as a result of a variety of factors inclusive of challenging behaviours/disorders, emotional damage, life disadvantage, physical/emotional abuse etc. Margaret Jurd Learning Centre maintains a duty of care to ensure that suitable measures are in place for students in assisting them in dealing with and/or overcoming crisis in their lives. The following is a list of pastoral care strategies implemented in the event that a child is responding to crisis within their life:

1. Case managers are assigned to each student. All members of the case work team are trained and qualified to deliver emotional support and crisis counselling.
2. Margaret Jurd Learning Centre maintains a collaborative working partnership with Jesmond Neighbourhood Centres Families with Adolescent Support Program (FASP) who provide professional counselling to students upon referral. In the event of a crisis the FASP Coordinator will see the student at her earliest convenience either at her office or on site at Margaret Jurd Learning Centre.
3. Margaret Jurd Learning Centre also maintains a close working relationship with The Salvation Army The Ark and have access to professional counsellors through the Adolescent support Team for crisis intervention.
4. Margaret Jurd Learning Centre has a historical relationship with Hamilton Wesley Uniting Church and as a result all students have access to the Reverend of the parish for Pastoral Care needs.
5. In the event that students need to take time to recover from an incident case workers will provide outreach support to maintain connectedness to school and allow for a smooth re-entry into the students education.
6. Family members requiring crisis intervention will be offered support through referral.

Residential Program

As already mentioned the students at Margaret Jurd Learning Centre come from a variety of backgrounds and situations. For this reason Margaret Jurd Learning Centre provides safe supportive accommodation for students who are unable to reside at home or who would be unable to access the centre from home due to isolation. Margaret Jurd Learning Centre provides up to 5 residential placements. Respite support provides early intervention and support to families who are finding their child's behaviours difficult to maintain at home.

Students in the residential program are provided with a living skills program to ensure that they acquire the skills necessary for independent living. Areas covered include cooking, cleaning, budgeting, personal hygiene, tenancy rights and responsibilities etc.

Residents are provided with recreational options via low cost outings two evening per week and are supported in accessing local sporting and recreational activities of their personal interest.

The premises of Margaret Jurd Learning Centre have on-site residential facilities to accommodate up to 5 students Monday thru Friday. The residential program is staffed by 2 experienced youth workers who share the shift load and deliver programs to assist with the development of living skills vital for independent living. Residential support is inclusive of the provision of meals, safe living environment, emotional support and recreational activities. Residents also develop communication, negotiation and conflict resolution skills as they learn to cohabit with others.

The building is fitted with photoelectric smoke detectors and a motion sensor burglar alarm which are monitored by an external security provider. Alarms are also in place between the two floors so as to allow staff to monitor movement of residents throughout the night. Monitored duress alarms are worn by staff for the safety and protection of both residents and staff. Fire safety equipment is checked, maintained and certified as in working order 6 monthly.

The Centres staff: student ratio of 1:3.5 minimum is maintained until all residents are asleep in bed. The night shift is conducted by 1 staff person on a sleepover shift. The alarm speaker is located in the staff bedroom to

alert staff around the clock of movement within the unit. There is also a caseworker on-call throughout the night to provide backup support when needed.

Aims and Objectives of the Boarding School

Eligibility Criteria

Margaret Jurd Learning Centre provides residential care to young people enrolled at the school in need of residential support based on the following Criteria:

1. Inability to reside within the family home due to unreasonable conditions
2. Inability to reside in the family home due to challenging behaviours
3. Geographical isolation from the school
4. Family need for respite support

Hours of Operation

The residential unit of Margaret Jurd Learning Centre operates between the hours of 8.30 Monday Morning – 3.00pm Friday Afternoon. Residents who are unable to reside at home on a weekend are accommodated through the Department of Community Services Out of Home Care.

Structure

The Residential Unit of Margaret Jurd Learning Centre is housed within the school building and comprises the use of the following areas.

- 1 x Male bedrooms on the first floor accommodating a maximum of 3 male residents.
- 1 x Female Bedroom on the ground Floor accommodating a maximum of 2 x Female residents
- 1 x staff bedroom on the ground floor.
- 1 domestic Kitchen used for meals and cooking program
- 1 Lounge area used for relaxation and recreation.
- 2 x bathrooms
- Access to the education programs sporting equipment for use at local parks and pools.
- 1 covered pergola for outdoor eating with BBQ facilities
- 1 x rear yard area used for basketball, handball and outdoor relaxation.
- 1 alarm system that is activated between the first floor and the ground floor via a speaker in the residential staff bedroom to alert staff of movement between floors after bedtime.
- 1 alarm of a different tone which alerts staff of exit/entry door opening after bedtime.
- Access to on-call staff to respond to emergencies 24hours per day.
- Personal alarm systems monitored by external security provider.
- 1 x 12 seater bus for transportation
- First aid equipment on both floors and in the vehicle
- Cordless Telephone

House Behavioural expectations

The residential program operates under a separate set of rules to the education program. Some of these rules are the same for both programmes however there are certain rules that are exclusive to the Residential unit.

Behavioural expectation	Consequence
Everyone has the right to have their thoughts and feelings respected	May result in time out in bedroom
Swearing and bad language often offends people, this is not	May result in time out in bedroom

respectful	
Please follow reasonable staff direction, this makes the house run smoothly	May result in 8.30 bedtime or loss of fun activities
Everyone is required to do an evening chore and contribute to general cleaning	May result in 8.30 bedtime, loss of pocket money for that night or loss of fun activity.
Staff will be concerned for your safety if you leave the centre without permission	Parents and police may be called and you will have to meet with the manager.
Staff will be concerned for your safety if you are late returning to the centre after free time	Parents and police may be called or written work.
Everyone is asked to sit at the table during meals so that we can get to know each other.	There may be consequences at staff discretion but the main thing is that you will get hungry.
You have input into the healthy food that is purchased for your lunches. Please pack lunch with staff assistance	Day staff will not provide food for students who have refused to pack their lunch
Damage to the centre can often happen as the result of an accident, please tell staff if something is accidentally damaged. Deliberate damage to property is a serious criminal act and costs money that could be spent on activities, equipment and outings	You will lose your pocket money, parents may have to pay for the damage/replacement, the police may be called and charged pursued.

In the event that a breach of school rules is also a breach of law .e.g. violence, deliberate damage to property, police may be called. See policy on police intervention within the Margaret Jurd Learning Centre.

The discipline for breaching residential rules is managed within the residential program and in most instances does not impact on the education program, e.g. An exit or suspension from the residential program does not mean an exit or expulsion from the Education program unless it is deemed by the centre manager that the nature of the incident was so extreme that it warranted discipline from the Centre as a whole.

The residential unit pays pocket money to residents throughout the week. In the list of consequences you will notice that residents are fined for certain breaches of unit rules. These fines are directly linked to pocket money issued and in no way ever cross over or accumulate into a debt for payment by residents or family external to the Centre.

Staffing

- Staffing is on a staff student ratio of 1:3.5 until 8.30pm. (Residents retire to bed at 9.30pm)
- 1 staff member remains on duty on a sleepover shift from 10.30pm – 7.00am.
- 1 staff supervises breakfast and residents until 8.30am.
- Casework staff commences work at 8.30 to assist with supervision before school.
- Day students are not permitted to enter the school prior to 8.30am.
- 1 x staff member on call 24 hours to respond to emergencies
- Access to manager 24 hours when situation requires management intervention i.e. criminal activity, OH&S risk response, authorization of overtime for 2nd worker.

Staff numbers reduce to 1 staff member if resident numbers reduce to 3.

Communication

- 30 minute changeover with residential staff and case management staff at 8.30am and again at 4.00pm to ensure ample time for clear communication about issues pertaining to the residents/students throughout each shift.
- Staff debrief.
- Communication book recording overview of the day/evening for the information of the relieving staff.

- Client records are maintained on a daily basis to ensure that all staff are aware of the issues of each student/resident.
- Weekly team meeting with both teams present to discuss both programs to ensure consistency of work practice and a clear understanding of all program aspects.

Program Targets

The residential program at Margaret Jurd Learning Centre maintains the schools vision of creating Quality Futures Together through the provision of living skills program and emotional and physical care and support incorporating the following outcomes:

1. Cooking Program with a focus of low cost / high nutrition, safe food handling and food storage, safe food preparation and menu planning that ensures a healthy diet is maintained.
2. Cleaning, washing, ironing and personal hygiene.
3. Budgeting program covering weekly budgets inclusive of low budget grocery shopping.
4. Bank accounts and direct debit facilities for monthly bills and rent.
5. Tenancy rights and responsibilities.
6. Homework Support
7. Support in achieving case plan goals
8. Personal development

The residential program also provides emotional support for residents, recreational activities, access to medical and emergency services and support in maintaining contact with families where possible.

Boarders Code of Conduct

1. Residents are to dress appropriately at all times. The following guide will assist in understanding appropriateness:

- No undergarments are to be visible
- No crude writing or pictures on clothing
- No drug or alcohol logo's or references
- No sexist or racist remarks or innuendo
- No skin showing around the torso region
- No low cut tops on girls
- No shorts showing the buttock cheeks
- Boarders are not to leave their room in their underwear to access the bathroom.
- Boarders must be fully dressed when leaving the bathroom, NO TOWELS.
- No boxer shorts or nighties at the breakfast table. Students are to either wear a dressing gown or change into clothes before leaving their bedroom.

Staff retains the right to determine that a garment is inappropriate and direct boarders to change their clothes.

2. Residents are to refrain from course or abusive language
3. No Bullying or intimidation.
4. Boarders are to refrain from physical contact with both boarders and staff.
5. Boarders are to respect the personal opinions and beliefs of others.
6. Boarders must adhere to the Residential program rules as outlined and displayed around the centre.
7. Boarders are to show respect for the Residential Staff and volunteers
8. Boarders are to demonstrate manners at the meal table as demonstrated and directed by staff

Diet

Meals provided at Margaret Jurd Learning Centre are recorded for review by a registered dietician to ensure that all meals provided are done so in accordance with the NSW Food Act 2003 and The Australian Dietary Requirements

Responding to Ill Boarders

Rationale: Margaret Jurd Learning Centre provides education and residential care to students who are unable to maintain mainstream education. The boarding school maintains a student load of 5 students. Margaret Jurd Learning Centre maintains a duty of care for all boarders and will take every measure to minimize the risk of infection and ensure the health of all students is regulated and supported.

Policy

Ill students will be removed from the boarding school where possible and supported in either returning home or accessing medical treatment as required

Procedure

- Margaret Jurd Learning Centre will contact parents/carers as soon as possible after a boarder presents to staff with symptoms of illness.
- Parents/caregivers will be requested to collect their child at their earliest convenience. The boarder will be required to wait quietly in their room, away from other boarders until collected
- Students are not permitted to return to school until the symptoms of illness have subsided and the risk of contagion has passed.
- Staff will take the boarders temperature and make note of any identified symptoms to inform the parents/caregivers.
- If the boarders Temperature is 38° or over, medical treatment must be sought.
- In the event that parents cannot be contacted and the school has a signed consent to administer medications designated and provided by the parent/caregiver e.g. paracetamol. Staff will make an informed assessment of the benefit of administering the medication and follow procedure as outlined in the Margaret Jurd Learning Centre Policy and procedure on the Administration of Type 2 Medications.
- In the event that Parents/caregivers are at home however unable to collect their child, staff at Margaret Jurd Learning Centre, where possible, will transport the child home.
- In the event that parents/caregivers cannot be contacted and staff believes that the child requires medical attention, staff will transport the child to one of the local free medical clinics for treatment by a Doctor (see Boarding School Staff Handbook for list of available medical resources).
- Staff will stay with the student at all times and transport the child either home or back to the centre.
- If the child presents as ill throughout the night staff will contact the child's parents to collect the child to reduce the risk of contagion. Staff may treat the symptoms as presented e.g. temperature treated with paracetamol, cool the child with cool water on a wash cloth etc until the child is collected.
- If the child presents as ill throughout the night staff will assess whether it is a medical emergency. In the event that the illness is deemed an emergency staff call an ambulance to take the child to hospital. Staff will then contact the Parents of the child to attend to the child at the hospital. In the event that the parents of the child are not able to be contacted or the parents are unable to attend the hospital e.g. geographically isolated with no means of transport, Staff will contact the On Call worker to attend to the child at the hospital.

- Staff will clearly document the comments of the Doctor or hospital staff and any recommendations for the parents/caregivers to follow up. In the event that discharge papers are issued a copy will be maintained in the students file.
- In the event that the Doctor recommends immediate medical treatment, staff will act on the Doctors recommendation.

Additional Welfare Support

Margaret Jurd Learning Centre is a not for profit organization, auspiced by The Uniting Church in Australia. As a ministry of the Uniting Church we ensure that the welfare rights and needs of students and families are addressed through the provision of services and referral. Examples of this include the schools breakfast program. Student's who have come to school without adequate breakfast for whatever reason, are provided with a healthy breakfast to start their day. Students are provided with fresh fruit at recess and a health mid afternoon snack as well as lunch to students in need without question. The school maintains strong links with services that provide material aid and financial relief for the purpose of student and family referral. Case workers endeavour to provide relief in a discrete manner without judgment or prejudice. Partnerships with other agencies allow the process of accessing support to be well supported and caring. This allows the school to address the physical and material needs of students and families in a way that maintains individual dignity.

Outings

Policy

Margaret Jurd Learning Centre provides transport and supervision to a wide ranging variety of activities and venues in order to fulfil curriculum and funding requirements. All activities and outings are conducted in line with the Margaret Jurd Learning Centre Occupational Health and Safety Policy and Procedure and Risk analysis guidelines developed through the consultation process by supervising staff.

Procedure

1. Staff will review the Policy, safe operating procedure and Risk analysis for each activity prior to the commencement of the outing.
2. Activities/outings that are not covered by a risk analysis will have one developed through consultation with staff responsible for the supervision of that activity and have it approved by the manager prior to the commencement of the activity
3. All staff must adhere to the policies and procedures inclusive of safe operating procedures on all activities/outings. Any breach of policy will result in disciplinary procedure.

First Aid

Policy

- All permanent and part time staff at Margaret Jurd Learning Centre hold a current senior first aid certificate throughout their employment.
- Permission to administer first aid is given to Margaret Jurd Learning Centre by parents as part of the enrolment procedure
- Particular staff are paid a first aid allowance and hold the responsibility of being the schools first aid officers. These staff members are the School Secretary, 1 caseworker and 1 residential care giver on each shift.
- The schools first aid officers maintain the stock levels of all first aid kits within the school inclusive of school vehicles and portable first aid kits utilized on outings.

- A first aid officer attends all school outings and excursions.
- First aid kits are to be carried by staff on all school outings and excursions.
- In the event that a child is injured and requires first aid the staff will alert the first aid officer on shift. If the child has an injury that requires the patient to remain still and not be moved, the first aid officer will go to the patient with a portable first aid kit to treat the injury.
- If an ambulance is required another staff member, not the first aid officer, will call an ambulance.
- Parents will be notified of the injury immediately if it is of a serious nature.
- Minor injuries will be treated in the upstairs office area.
- In the event that the first aid officer is unavailable staff on hand will treat any first aid needs as they arise.
- A Critical incident report will be filled in and lodged with the manager.

Responding To Ill Students

Rationale: Margaret Jurd Learning Centre provides education and residential care to students who are unable to maintain mainstream education. The school maintains a student load of 20 students within a small school setting and lacks the physical resources to separate ill students from the rest of the student body for the purpose of minimizing spread of infection. Margaret Jurd Learning Centre maintains a duty of care for all students and will take every measure to ensure the health of all students is regulated and supported.

Policy

Ill students will be removed from the main student body where possible and supported in either returning home or accessing medical treatment as required

Procedure

- Margaret Jurd Learning Centre will contact parents/carers as soon as possible after a student presents to staff with symptoms of illness.
- Parents/caregivers will be requested to collect their child at their earliest convenience. The student will be required to wait quietly in the upstairs lounge away from other students until collected
- In the event that the ill child is a boarder they will be permitted to lie on their bed until collected. **Day students are not permitted to utilize any occupied bed within the boarding school to minimize risk of infection.** An unoccupied bed may be used.
- Students are not permitted to return to school until the symptoms of illness have subsided and the risk of contagion has passed.
- In the event that parents cannot be contacted and the school has a signed consent to administer medications designated and provided by the parent/caregiver e.g. paracetamol. Staff will make an informed assessment of the benefit of administering the medication and follow procedure as outlined in the Margaret Jurd Learning Centre Policy and procedure on the Administration of Type 2 Medications.
- In the event that Parents/caregivers are at home however unable to collect their child, staff at Margaret Jurd Learning Centre, where possible, will transport the child home.
- In the event that parents/caregivers cannot be contacted and staff believe that the child requires medical attention, staff will transport the child to one of the local free medical clinics for treatment by a Doctor. Staff will stay with the student at all times and transport the child either home or back to the centre.
- In the event that the students home is in isolated area and has no access to medical services, staff will support the child as outlined in accessing medical treatment prior to them returning home. Where

possible staff will maintain regular contact with the Parent/caregiver throughout the process to keep them informed and allow them the right to make decisions relating to their child's medical care.

- Staff will clearly document the comments of the Doctor and any recommendations for the parents/caregivers to follow up.
- In the event that the Doctor recommends immediate medical treatment, staff will act on the Doctor's recommendation.

Prescription Medication

Rationale: Margaret Jurd Learning Centre caters to students with a variety of barriers to learning inclusive of health issues requiring regular medication. For this reason it is necessary to implement a practice in medication that ensures the highest level of safety and security for students and staff.

Practice

1. All students requiring prescription medication to be administered at school must supply medication to the school in Webster Packs, obtainable from the chemist. Webster packs are tamper proof and ensure correct dosage and times.
2. The school must receive a written request to medicate from parents stating prescribing Doctor, diagnosis, drug prescribed, special instructions and prescribed dosage.
3. A letter from the prescribing Doctor verifying the details in the request to medicate. This letter can be faxed directly to the school from the Doctor.
4. All medication is stored in a locked cabinet in the staff office.
5. Only authorized staff to administer medication as per Webster Pack.
6. Students and staff sign the medication register with time and date on every occasion of medication administration.
7. Parents are notified in the event that a student refuses medication.
8. Accurate up to date records of all medication are maintained.

Non Prescription Medication

Rationale: Margaret Jurd Learning Centre provides holistic care to young people inclusive of residential support. Due to the nature of our school it is not always practical to send students home in the event of minor ailments that may require non prescription medication for their treatment e.g. Headache, period pain, cold and flu. For this purpose it is necessary to introduce a best practice model for the safety and protection of students and staff.

Practice

- Due to staff being unqualified to prescribe medication on any level we as a service are unable to supply non prescription medication.
- For students whose parents choose for them to have non prescription medication available in the event of minor ailment the following procedure must be followed.
 1. Parents must supply the non prescription medication of their choice e.g. Paracetamol, Ibuprofen, Aspirin etc.
 2. This medication must be clearly labelled with the Child's name and date.
 3. A letter of permission from the parent stating medication name and date of supply. In the event of cold and flu tablet permission to administer in accordance with the recommended dosage over a short period of time.

4. Staff will count the medication supplied and document this in the students file dated and signed by student and staff.
5. If a child complains of a minor ailment then parents will be contacted and permission sought. This is necessary to ensure that parents are aware of all incidence of medication being administered and minimizes the risk of a child being over medicated.
6. The incident of medication is documented and signed by student and staff and the number of tablets remaining is documented.
7. All medication is stored in a locked safe and only administered by authorized staff.

Disciplinary Procedure

Rational: Margaret Jurd Learning Centre understands that children need secure boundaries to live within in order to grow and develop. We also understand that children will test these boundaries as part of the growing process. It is therefore essential that we as a school maintain these boundaries by having consequences for actions in place that will teach the children the necessity of living within societal rules and laws. Margaret Jurd Learning Centre also maintains the duty of care we have for students and the OH&S responsibilities to staff by maintaining strict disciplinary procedures for breaches of school rules relating to violence or risk behaviours which endanger students and/or staff of the centre.

Policy

All students and staff at Margaret Jurd Learning Centre have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination in accordance with the Anti Discrimination Act 1977. This is achieved through the implementation of disciplinary procedures within the school that uphold the rights of individual to be provided with a safe supportive learning and working environment.

All disciplinary procedures in place at Margaret Jurd Learning Centre are inline with principals of procedural fairness as outlines in the *Department of Education and Trainings Suspension and Expulsion of School Students Procedures*.

“Procedural fairness is generally recognized as having two essential elements, these are:

- The right to be heard, and
- The right of a person to a fair and impartial decision.”

Margaret Jurd Learning Centre expressly prohibits the use of corporal punishment as a means of discipline in any situation for any reason. Margaret Jurd Learning Centre do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

School Rules

RESPECT PROPERTY, PERSON, THOUGHTS, FEELINGS AND BELIEFS OF YOURSELF AND OTHERS

RESPECT THE PERSON AND PROPERTY OF COMMUNITY NEIGHBOURS

NO SMOKING

NO SWEARING OR ABUSIVE LANGUAGE

NO ALCOHOL OR OHER DRUGS

NO COMING TO SCHOOL UNDER THE INFLUENCE OF ALCOHOL OR OTHER DRUGS

NO VIOLENCE OR ABUSIVE BEHAVIOR

NO USING THE SCHOOL TO CONDUCT ILLEGAL ACTIVITY E.G SELLING STOLEN GOODS, SUPPLYING PRESCRIPTION DRUGS TO OTHERS

NO DELIBERATE DAMAGE TO PROPERTY

NO HARRASSMENT VILLIFICATION OR DISCRIMINATION

NO BULLYING

NO PUT DOWNS

NO TOUCHING

NO LEAVING THE SCHOOL GROUNDS WITHOUT PERMISSION

NO WEAPONS

NO STEALING OR STOLEN PROPERTY

NO PORNOGRAPHY

NO MUSIC, BOOKS OR VIDEOS RATED MA15+ OR R

NO SEX OR SEXUAL CONTACT

NO MOBILE PHONES

DISKMAN AND MP3 HAVE TO BE HANDED IN TO THE OFFICE PRIOR TO CLASS. THESE DEVICES CAN BE PICKED UP AFTER CLASS FOR USE IN BREAK TIMES.

FOLLOW REASONABLE STAFF DIRECTION

Disciplinary procedure

- All major breaches of Margaret Jurd Learning Centre rules are investigated by staff and reported to the Manager.
 - The manager meets with the student/s in order to determine the disciplinary outcome necessary.
 - In the event that breaches are found to be valid the following disciplinary procedures are enforced. The severity of the breach will determine which level of discipline the student commences at. For example physical violence or deliberate malicious damage to property will automatically start at suspension or even expulsion.
 - This decision is made by the Manager after examining all of the surrounding circumstances to ensure that the decision is fair and just.
 - Breaches surrounding classroom or playground behaviour that are at the lower end of the spectrum and have not been continual and ongoing are dealt with by teaching and/or support staff on duty. These breaches result in choices room or loss of excursion.
 - All breaches of a serious nature that need intervention from steps 3 through 7 must be investigated and addressed by the Centre Manager
1. No Break time activities
 2. Loss of excursions
 3. Completion of an assignment set by the Manager. The assignment is based around the rule being broken e.g. Smoking at school could result in an assignment on the dangers of smoking. Finished assignment to be presented to the class by the student who completed the work.
 4. Short suspension 2days – 4 days
 5. Long suspension 1 week – 2 weeks
 6. Exit
 7. Expulsion.

Other disciplinary actions taken by Margaret Jurd Learning Centre may be Community Service hours. Community Service hours takes the form of picking up papers, tidying up the class room, tidying or cleaning an area of the school, washing the bus, weeding the garden etc.

Parents/caregivers will be called in to the school for meetings at differing points of the disciplinary process to maintain open communication through the behavioural intervention process.

In the event that students continually breach rules and show no desire to change their behaviour they will be exited from the school.

In the event that the breach of rules is an alleged illegal act the police will be contacted and formal charges may be laid. Parents/caregivers are required to come to the school in the event of Police involvement.

Suspension and Expulsion

Rationale: Margaret Jurd Learning Centre understands that children sometimes need to be removed from Margaret Jurd Learning Centre for a variety of reasons. These reasons can be for time out as a consequence of breaking school rules; Margaret Jurd Learning Centre understands that people, particularly children, make bad choices. We also understand that these bad choices are vital for the development and growth of children.

All students and staff at Margaret Jurd Learning Centre have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination in accordance with the Anti Discrimination Act 1977. This is achieved through the implementation of disciplinary procedures within the school that uphold the rights of individual to be provided with a safe supportive learning and working environment.

All disciplinary procedures in place at Margaret Jurd Learning Centre are inline with principals of procedural fairness as outlines in the *Department of Education and Trainings Suspension and Expulsion of School Students Procedures*.

“Procedural fairness is generally recognized as having two essential elements, these are:

- The right to be heard, and
- The right of a person to a fair and impartial decision.”

Policy

The rules at Margaret Jurd Learning Centre have been developed in line with state and federal laws and societal expectations of behaviour. All rules in place are there for the safety and protection of students, staff and the Centre. Students who breach these rules come under the Centres disciplinary procedures as outlined in The Margaret Jurd Learning Centre Disciplinary Procedure document. As noted in the Margaret Jurd Learning Centre disciplinary Procedure students may be suspended, exited or expelled from the Centre. In the event that a student is suspended, exited or expelled the following procedure will be followed.

Procedure

1. Parent/caregiver will be contacted by telephone by Margaret Jurd Learning Centre staff, explaining the rule that has allegedly been breached and the circumstances surrounding the breach. Students are always offered to have their parents invited in to the school to support them and be part of the disciplinary process.
2. All parties involved and or witness to the breach will speak with the Centre Manager with ample time given to all parties to allow them to have their point of view heard. Students will have their case worker present to provide support throughout this meeting process.
3. The manager will explore all of the issues surrounding the breach of rule to best gain an understanding of the point of view of each party involved.

4. The manager will decide the best action to be taken given the seriousness and all factors of the incident, the behavioural history of the student/s involved, statements and indicators of remorse, incidents of recidivism.
5. Students will be suspended immediately in the event of:
 - Physical violence
 - Possession of an illegal substance (not including tobacco)
 - The supply of illegal or prescription drugs to another person
 - The possession of weapons
 - Malicious damage to school property, or to public/private property within the community surrounding the school

In all of these instances the police will be called and charges may be laid. Parents/caregivers are requested to attend the school in the event of Police involvement.

6. Students are at risk of suspension for:
 - Verbally abusing and/or threatening neighbours of the school
 - Continual refusal to participate in the schools programs
 - Continual refusal to follow staff direction
 - Verbally abusive and aggressive language
 - Continual harassment, intimidation and/or vilification of other student/s
 - Leaving the school grounds or group whilst on an outing without supervision or permission
 - Engaging in illegal activity whilst at school e.g. stealing.
7. Parents are invited to the school to discuss the breach of rule and the process that has led to the outcome for **their child**. The confidentiality of other parties is maintained throughout any discussion with parents.
8. Students may be placed on suspension for a minimum of two days and a maximum of two weeks.
9. All students placed on suspension are given school work to be completed whilst on suspension. This work is returned to the school on the students first day back for marking.
10. A written notice of suspension is forwarded to parent/caregiver in the mail on every instance of suspension and a record kept in the student's records. The notice of suspension will include
 - Date and time of incident
 - Details of incident
 - Duration of suspension
 - Return to school date
 - Other action taken by the school eg. Legal action
 - Any support the school would like the parents/caregivers to assist with i.e. ensuring the suspension is not simply treated as a holiday, ensure that work set is completed etc
 - Invitation for parents/caregivers to contact the school to arrange a meeting with the Centre Manager.
11. The Manager will request an interview with the parent/caregiver to discuss the student's behaviour and the expectations of the school on the child on their return to school. This is an opportunity for the parents and student to discuss any concerns they may have regarding the return to school and any supports the school may need to put in place to make the return a success.
12. In the event that a student continually breaches school rules with no demonstrated desire or attempt to change the student will be exited from the school. We understand that some students come into the program at a time where they are simply not ready to settle into the school environment. It is the policy of Margaret Jurd Learning Centre to provide students with opportunity to learn and grow inclusive of second chances at enrolment. This second chance is at the discretion of the Centre Manager and must be

accompanied by the students' demonstrated changes and desire to continue their education eg. Anger management, counselling, demonstrated behavioural changes at home etc.

13. A student may be expelled in the event of the following

- Extreme or unprovoked violence
- The use of an implement as a weapon or the threat of use of a weapon against another person
- Malicious damage to school property or to public or private property in the surrounding community
- Continued misbehaviour, refusal to follow direction, refusal to participate in school programs after a second chance has already been granted.

Parents/Caregivers are invited in to the school throughout the disciplinary process. Open communication is sought by the school with the parents/caregivers in attempt to work together toward behavioural change in hope to maintain the student placement.

Suspension and exits are used as behavioural tools as students sometimes need to know that certain behaviours or continual defiance of school rules impact on the other student's ability to focus and on the teacher's ability to deliver curriculum.

Expulsion is the last resort and all measures are taken by the school to avoid such an outcome.

Definitions

Suspension: A temporary debarment from the education and/or the residential program

Exit: An exit from the Centre with the opportunity to reapply for enrolment at a later date if desired by the student..

Expulsion: The permanent removal of the student from the Centre

Suspension's Exit's and Expulsion's can only be implemented by the Centre Manager.

Funding

The cost of such a holistic program with high levels of support is very high. The Centres budget is tight and needs to attract a higher level of financial support in order to fulfil expansion needs. Currently Margaret Jurd Learning Centre attracts funding from four main sources.

1. Department of Community Services provide funding through the Community Services Grants Project. This funding is vital as it provides our main income source for the Centres Residential Care Program.
2. Federal Department of Education Science and Training (DEST) *Per Capita*.
3. NSW Department of Education and Training (DET) *Per Capita*
4. The Association of Independent Schools (AIS) provide targeted funding grants in order to provide necessary resources for the delivery of curriculum. Examples of the support provided through the AIS include Special Schools Funding, Literacy and Numeracy Grants, Early Integration Grants, Capital Works Grants etc.

Other sources of financial support come through

1. The Uniting Church in Australia
2. Community support and sponsorship
3. Small grants through charitable foundations e.g. The Newcastle Permanent Charitable Foundation.
4. Service Clubs e.g. Lions clubs.

Grievance Procedure

Margaret Jurd Learning Centre provides an environment that not only teaches but also models the rights and responsibilities of boarders and their families through the service we provide. If a boarder or parent/caregiver believes that they have been unfairly treated, have been discriminated against in any way or that the service received has been of an unsatisfactory standard then a grievance can be lodged through the following channels.

1. The boarder, parents or caregiver can raise the grievance with the boarders case worker. The Case Worker will raise the grievance with the Centre Manager and discuss options. The Case Worker will discuss options with the boarder, parent or caregiver to negotiate an acceptable outcome.
2. Boarders, Parents or caregivers are always able to discuss grievance with the Manager directly. An appointment will need to be made through the Centres Secretary by phone or in person.
3. In the event that satisfaction is not achieved through the Manager then the grievance can be lodged to The Margaret Jurd Learning Centre Board of Governance. Please address all grievances to the Chairperson

Margaret Jurd Learning Centre
Board of Governance
PO Box
Mayfield
NSW

The Governance structure for Margaret Jurd Learning Centre is attached. Access to all levels above Centre Manger must be in writing.

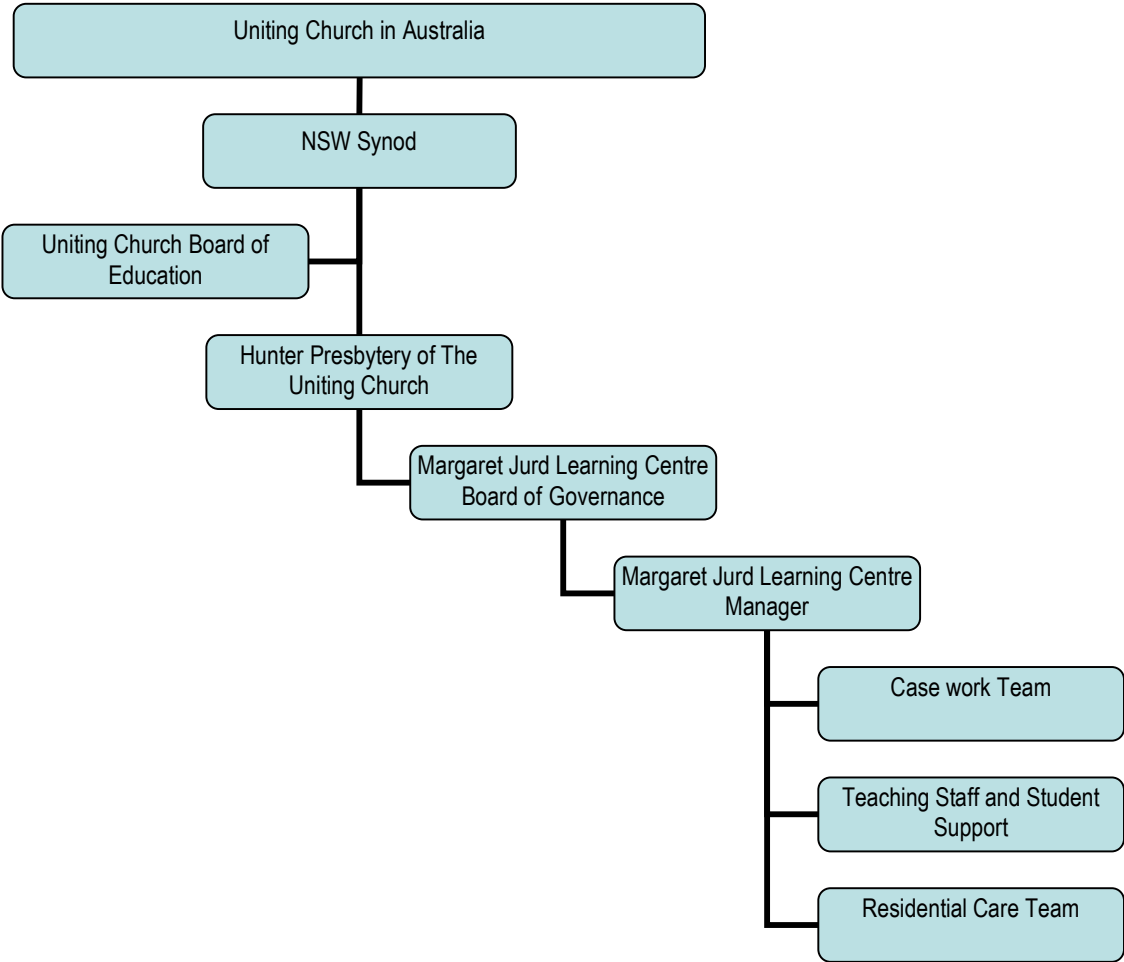
All grievances at any level are documented in the boarders case notes inclusive of outcomes.



MARGARET JURD
LEARNING CENTRE

Margaret Jurd Learning Centre
Governance Structure

Margaret Jurd Learning Centre is a Ministry of The Uniting Church in Australia under the auspice of Hunter Presbytery and governed by the Board of Governance appointed by the Hunter Presbytery of the NSW Synod. The Governance structure of the Centre is as follows.



Funding for The Margaret Jurd Learning Centre comes from a variety of sources. DoCS, DEST, DET, AIS and our own fund raising initiatives. Registration and Accreditation through the Office of the board of studies. The School reports to these peak organizations regarding performance and expenditure of funds received. These parties are in no way part of the Governance structure of Margaret Jurd Learning Centre.

Student Leadership

Margaret Jurd Learning Centre is a special school targeting students with challenging behaviours who are unable to fit into mainstream education. The school consists of a student load of 20 students many of which have been victims or perpetrators of bullying. These student have had little opportunity in their academic history to be considered as leaders. For this reason Margaret Jurd Learning Centre facilitates the peer election of a student Representative Council President and Vice President to act as a spokesperson for the student body and to advocate on their behalf.

POLICY

Margaret Jurd Learning Centre holds elections at the commencement of each semester for the positions of president and vice president. Students are asked to either nominate a peer or stand themselves for election. Speeches are prepared and presented by the candidates and voted by the student body.

In the event that staff feels that a candidate demonstrates bullying behaviour or is not of good general behaviour then they will be stood down from the candidature.

In the event that a person holding the seat of president or vice president commences bullying behaviour or poor general behaviour they will be stood down from the position and a new election held.

Other examples of student leadership

Where Margaret Jurd Learning Centre maintains a strong peer support structure within the education and boarding programs. Examples of peer support are:

1. Peer education programs through peer presentation of assignments
2. Peer support in the classroom with senior students supporting the learning of the junior students
3. Annual awards for demonstrated peer leadership and maturity
4. Specific duties allocated to students who have demonstrated responsibility e.g. Flag raising Duty.

Presentation Day

At Margaret Jurd Learning Centre we understand the need to celebrate achievement. For this reason we as a whole school hold a presentation day at the end of semester 1 (term 2) each year and encourage all who wish to celebrate with our students to attend. As mentioned earlier students receive weekly and monthly awards throughout the year to recognise the effort as we see it. Our presentation day is different. The awards at presentation day are for consistent effort and achievement, plus we love a good celebration.

Graduation

Our Graduation night allows us to really celebrate those students who achieve their School Certificate whilst recognising the effort of all students who complete the year with us. Graduation night consists of a buffet meal, presentation of awards inclusive of the School Certificate, student items and the release of our Yearbook. The night is a great celebration of success and is followed by music and dance. Please don't miss this evening.