



Good Shepherd

Australia New Zealand

The Waranara Centre Annual Report

2016



Sydney, NSW

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



Good Shepherd

Australia New Zealand

About this report

The Waranara Centre Annual Report (2016) provides parents and the wider school community with information about school performance and policies as determined by the NSW Minister for Education.

The Education Act 1990 (NSW) requires that the annual report is to be publicly disclosed, published and made available online by 30 June 2017. This report is also available on BOSTES online. Members of the public who do not have access to the internet are welcome to contact The Waranara Centre for a hard copy of the report.

About Good Shepherd Australia New Zealand

Good Shepherd Australia New Zealand is a community services organisation with a long history of supporting women, young people and families across Australia. It provides programs and services to help people to increase their:

- Choices, opportunities and outcomes in life through education and skills building
- Safety and resilience through dedicated family violence support, counselling and a youth homelessness service
- Parenting skills, through involvement in parenting programs and supported playgroups
- Financial security, with the support of financial counsellors and the opportunity to access no-interest loans

Good Shepherd Australia New Zealand is a diverse and inclusive organisation. Its programs and services are free and open to all members of the community.



Welcome message



The Waranara Centre embodies Good Shepherd's mission to break cycles of disadvantage from one generation to the next. In particular, the barriers to education faced by young people experiencing complex life challenges.

A recent evaluation (Stockman, 2017) found 80 per cent of young people enrolled at The Waranara Centre have gone on to complete their education, get a job or pursue further study. This is a remarkable achievement for the school's first year in operation and evidence of the positive change it makes in young people's lives.

Good Shepherd's foundress, St Mary Euphrasia, believed strongly that "one person is as important as the whole world". This value is demonstrated by Principal Kirsty Rose, Co-ordinator Katie Pearce and their dedicated team of teachers, counsellors and support workers who respect every student at The Waranara Centre.

I thank them for their hard work and expertise. But most of all, I thank them for their compassion.

Dimity Fifer, CEO
Good Shepherd Australia New Zealand



As I write this message, I can't help but think how far The Waranara Centre has come in two short years. From the launch of our first Marrickville campus by Gail Kelly, former CEO of Westpac, in 2015 to the launch of the Paddington campus in 2016 to the opening of our Marrickville senior school in January this year.

The Waranara Centre wouldn't be the school it is today without the capacity and diligence of our teachers, wellbeing support workers and administration staff. They truly go above and beyond the call of duty.

In particular, I would like to extend my thanks to our Paddington staff for establishing the campus and making it a safe and supportive environment for young people to re-engage in education.

"Waranara" is an Aboriginal word which means *to seek*, drawn from the Gadigal people of the Eora nation.

Our aim at The Waranara Centre is for young people to always seek, to set goals and work to achieve them.

Kirsty Rose, Principal
The Waranara Centre

About the school

The Waranara Centre is an accredited secondary school with campuses in Marrickville and Paddington, NSW. It supports young people, particularly those experiencing anxiety or poor mental health, to re-engage in education.

Context

Good Shepherd Australia New Zealand opened The Waranara Centre in 2015. One of the school's primary aims is to support students to gain an educational credential that will help them move beyond the school and achieve their career and life goals.

Teachers assist students to achieve the Record of School Achievement (RoSA), and pursue a range of different careers through access to work experience, vocational courses and certificate courses at TAFE.

To support young people achieve their goals, The Waranara Centre provides young people with a range of "wrap around" support services. This includes personalised teaching and learning support, pastoral care from experienced wellbeing support workers, and access to specialist adolescent and family counsellors on site.

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

Staff work closely with Good Shepherd's Sydney Counselling Team to help students address issues that may impact their education or personal wellbeing. Counsellors may also invite parents to take part in sessions if it will be of direct benefit to the young person.

As part of the Good Shepherd network, young people and their families also have the opportunity to access further Good Shepherd programs and services. This includes ParentWise – a parenting program for parents and carers of adolescents – financial counselling and low and no-interest microfinance loan programs.

Characteristics of the student body

A recent evaluation of The Waranara Centre (Stockman, 2017) found close to three quarters of young people (72 per cent) surveyed experience at least one significant life challenge, eg a diagnosed mental health issue, unstable housing or family violence.

In 2016, 70 per cent of the young people enrolled at The Waranara Centre were young women. This could be attributed to the higher prevalence of mental health issues such as depression and anxiety among women, compared to men (Beyond Blue, 2017). In the coming years, the school plans to strengthen its support of Aboriginal and Torres Strait Islander young people who comprised two per cent of the student body in 2016.

Philosophy

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

1 Holistic support

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

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

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

3 Social justice

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

4 Student collaboration

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

5 Positive connections

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

6 Strength-based development

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

The Waranara Centre provides young people with specialised education and wellbeing support.



Academic outcomes

Standardised literacy and numeracy testing

In 2016, there were no students at The Waranara Centre who participated in the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

Record of School Achievement

In 2016, 24 students were awarded the RoSA by the NSW Education Standards Authority (NESA). This represents 96 per cent of the students who completed Year 10 in 2016, which is a 30 per cent increase from the previous year.

RoSA outcomes

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

Higher School Certificate

In 2016, The Waranara Centre was registered and accredited to deliver the Stage 5 curriculum (Years 9-10) at its Marrickville and Paddington junior campuses. Therefore, data on Higher School Certificate results is not applicable.

Staff profile

Teacher qualifications

In 2016, The Waranara Centre employed 3.8 full-time teaching staff across both campuses. These positions were permanent and supported by one full-time principal, one full-time campus co-ordinator, two full-time wellbeing support workers and one part-time administrator.

2016 Teacher qualifications

Qualification category	Teachers (no)
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	4
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in (i) or (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

The Waranara Centre Paddington Junior Campus Team. (L-R): Alexander Hollands, Craig Foster, Jasmine Scott and Katie Pearce. With acknowledgement to 2016 staff not pictured: Maurizio Vespa and Ashleigh Burns.



Professional learning and development

The Waranara Centre values ongoing professional learning and development so young people can benefit from the best quality education possible.

2016 Professional learning and development

Professional learning activity	Participating staff (no)
AIS Governance Symposium	1x Principal, 1x Campus Director
Introduction to School Governance Module 1	1x Principal, 1x Campus Director
Autism Spectrum Conditions: Fundamentals and Practicalities	1x Teacher
Beyond Thinking Routines: Considering Opportunities for Thinking in the Classroom	1x Teacher
Doing School Differently Conference	1x Principal, 1x National Manager Education Pathways
Field Educator Training - University of Western Sydney	1x Wellbeing Support Worker
Allocating, Adjusting and Designing Assessment in Alternative Schools	1x Principal, 1x Campus Coordinator, 5x Teachers
Teaching Students with Special Needs	4x Teachers

The Waranara Centre Marrickville Junior Campus Team. (L-R): Alexis Georgopoulos, Kirsty Rose, Michelle Pollock and Joshua Hung. With acknowledgement to 2016 teacher Peta Croker not pictured.



2016 Professional learning and development (cont'd)

Professional learning activity	Participating staff (no)
First Aid: CPR and Anaphylaxis	1x Principal, 1x Campus Director, 2x Teachers, 2x Wellbeing Support Workers
Fire Safety Training	1x Principal, 4x Teachers, 2x Wellbeing Support Workers, 1x Campus Co-ordinator, 1x School Administrator
Mandatory Reporting of Child Abuse in Schools	1x Principal, 1x Campus Co-ordinator, 4x Teachers, 2x Wellbeing Support Workers, 1x School Administrator
Workplace, Health and Safety Training	1x School Administrator
Law at Work Health and Safety	1x Principal, 1x Campus Co-ordinator, 4x Teachers, 2x Wellbeing Support Workers, 1x School Administrator
Sexual Harassment in the Workplace	1x Principal, 1x Campus Co-ordinator, 4x Teachers, 2x Wellbeing Support Workers, 1x School Administrator
Workplace Law at Work Bullying	1x Principal, 1x Campus Co-ordinator, 4x Teachers, 2x Wellbeing Support Workers, 1x School Administrator
Electronic Communication and Social Media	1x Principal, 1x Campus Co-ordinator, 4x Teachers, 2x Wellbeing Support Workers, 1x School Administrator

Workforce composition

In 2016, The Waranara Centre comprised eight staff who worked closely alongside one another to support young people's education and wellbeing.

The Waranara Centre was also fortunate to have the assistance of volunteer tutors recruited through The Centre for Volunteering, Sydney. In 2016, 12 regular tutors each attended the school one day per week.

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

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

2016 Workforce composition

Staff	Number (FTE)
Principal	1
Campus Co-ordinator	1
Teachers	3.8
Wellbeing Support Workers	2
Administrator	1

Attendance

Most young people at The Waranara Centre experience multiple, complex challenges that impact their attendance and engagement at school (Stockman, 2017).

In many instances, young people join The Waranara Centre following long periods of absence at their previous school (Stockman, 2017).

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

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

If a young person's attendance declines, the campuses' Wellbeing Support Worker will develop a re-integration plan for the young person, which may include alerting their parents, arranging flexible school hours or extensions and linking them to relevant support services (*see p10 for full attendance policy*).

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

The average attendance rate at the Marrickville junior campus increased by 15 per cent since 2015. This is a significant achievement considering the unique needs of the student cohort.

The graph below provides a detailed breakdown of attendance rates.

Attendance rates

Campus	Year Group	2015	2016
Marrickville junior campus	9	53%	65%
	10	47%	65%
Overall Marrickville junior campus attendance rate		50%	65%
Paddington junior campus	9	NA	81%
	10	NA	29%
Overall Paddington junior campus attendance rate		NA	55%
Overall school attendance rate		66%	72%

Attendance policy

Two days absence

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

Three days absence

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

Five days absence

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

Two weeks absence

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

Section 25 of the Education Act: Attendance exemptions

Students who experience ongoing medical issues or exceptional circumstances during the course of their enrolment in The Waranara Centre program may be granted an attendance exemption under Section 25 of the Education Act. The Principal will meet with students and/or parents/carers where this may be required to consider whether criteria for an exemption can be met. Where weekly attendance audits indicate a long-term pattern of student attendance difficulties or concerns, staff will raise these issues with young people and/or parents/carers in a face-to-face meeting.

Where students do not appear to demonstrate a clear commitment to address these concerns, or where prolonged absences make it unlikely that NSW Education Standards Authority course completion requirements can be met, a letter will be sent to students with formal advice about the academic consequences of these attendance issues. In these circumstances, staff will develop a formal attendance contract with students seeking to gain a more formal student commitment to addressing issues.

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

Retention

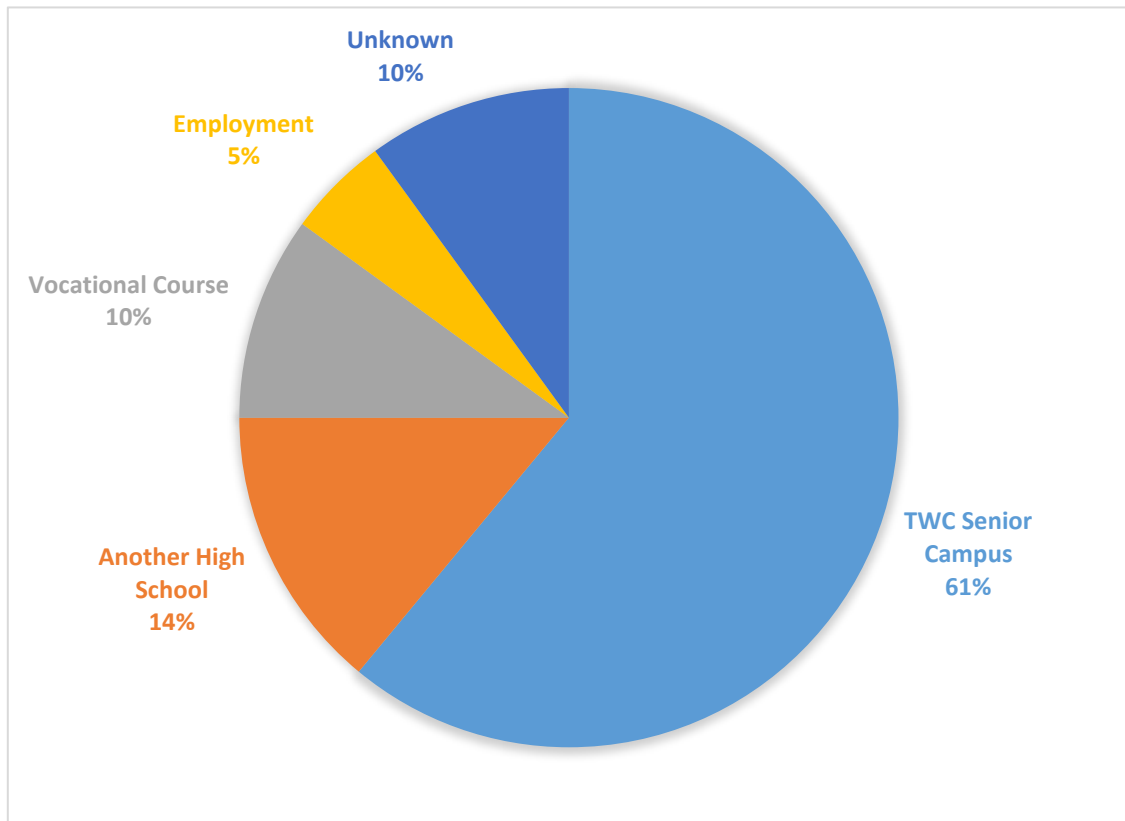
In 2016, 61 per cent of students who completed Year 10 at The Waranara Centre continued on to Years 11/12 study at the school.

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

Eleven students were withdrawn throughout the 2016 school year for various reasons, including to return to a mainstream education setting or pursue a vocation.

Of the 21 students who received their Year 10 Record of School Achievement in 2016, their post-school destinations were as follows.

Post-school destinations of Year 10 graduates



Enrolment

Fifty-nine young people were enrolled at The Waranara Centre in 2016.

2016 Enrolments

Campus	Year 9	Year 10
Marrickville junior campus	8	29
Paddington junior campus	16	6
Overall school total	24	35

Enrolment process

Referral process

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

Introduction form

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

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

Intake interview

- Once the form has been submitted, a young person and their parents/carers are invited to attend an intake interview. This serves a number of purposes, including to:
 - Gather information about the young person's previous education and learning experiences
 - Evaluate the young person's personal support needs and resources
 - Clarify information recorded on their Student Introduction Form
 - Understand the young person's education goals and aspirations
 - Inform young people and their parent(s)/carer(s) about the school
 - Provide young people and their parents(s)/carer(s) with the opportunity to ask questions about the school

Stakeholder consultation

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

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

Student progress and intake interview

Eleven staff meet weekly to review the progress of current students and to consider new enrolment applications.

To determine whether a young person is suitable for enrolment to The Waranara Centre, staff will discuss the following factors relating to the prospective student:

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

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



Enrolment process (cont'd)

School acceptance and formal enrolment

Young people are advised if they are accepted into The Waranara Centre within seven days of their intake interview. Students are then invited to begin their studies after completing the required enrolment forms. Information recorded on the enrolment forms are entered into The Waranara Centre's computerised Student Enrolment Register. This register is confidential and maintained by school staff with support from Good Shepherd Administration Officers.

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

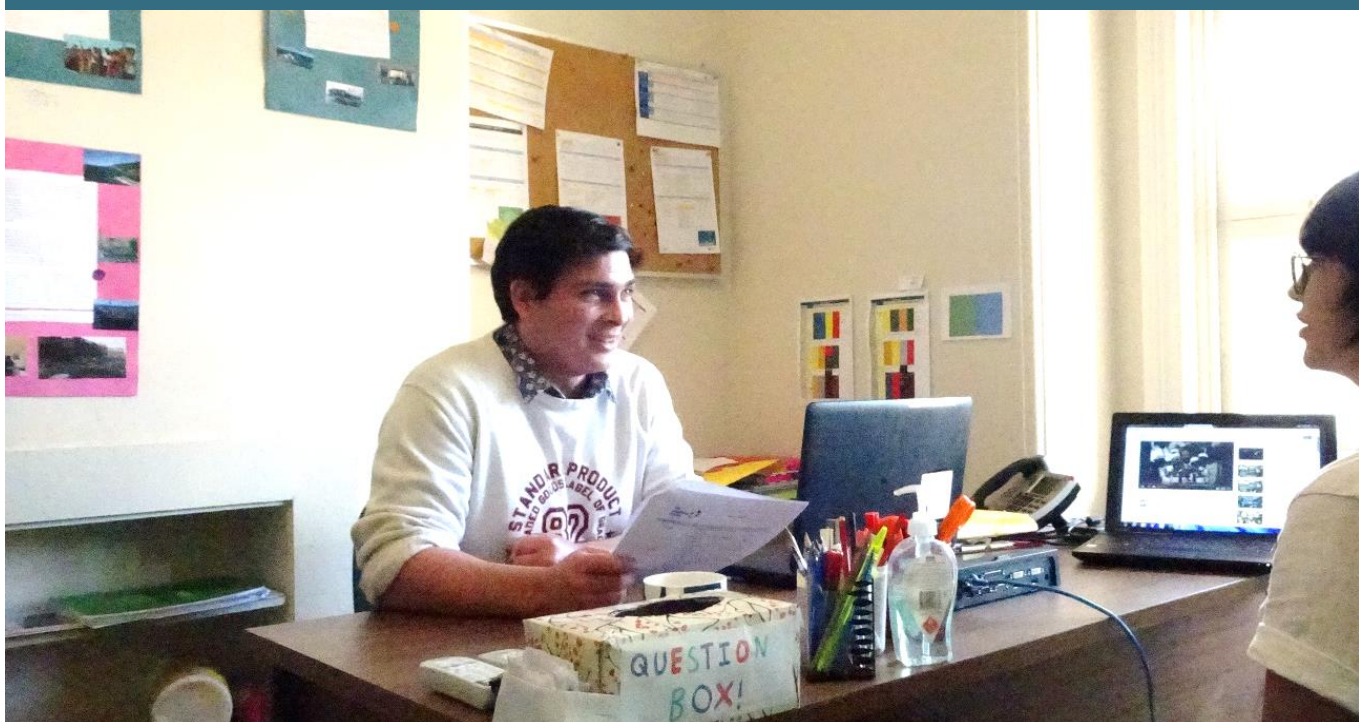
Safety management form (includes risk assessment)

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

Individual Learning Support Plan

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

Teachers at The Waranara Centre work closely with young people to develop an Individual Learning Support Plan that builds on their unique strengths and attributes.



School policies

Below is an overview of The Waranara Centre's school policies, which can be provided to interested parties or individuals upon request. There were no changes to the school policies throughout the year.

Student welfare policy

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

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

Anti-bullying policy

Respectful relationships are fundamental to the success and effectiveness of The Waranara Centre, alongside student safety, inclusivity and equity. Bullying, discrimination, verbal/physical abuse and violence are rejected under all circumstances as they are fundamentally at odds with the school's values regarding the right of all individuals to respect and dignity. It is therefore viewed as unacceptable for any student, employee, parent/carer or other stakeholder to experience bullying in any form.

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

Behaviour management policy

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

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

Seven restorative practices, which form a foundation for effective reconciliation and restoration of relationships:

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

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

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

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

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

Areas for school improvement

In 2016, The Waranara Centre identified and addressed the following priority areas for improvement.

Identified areas for school improvement

Focus area	Strategies utilised
Improved student attendance	Staff implemented a number of strategies to improve student attendance including individualised attendance plans; improved communication with students, parents and carers in regards to attendance expectations; and regular meetings resulting in an improved student attendance rate in 2016.
Extension of the school's accreditation to Years 11 and 12 (HSC)	The Principal worked closely with school staff to develop the application for extended years of schooling at the Marrickville campus to Years 11 and 12. This was provisionally granted by NSW BOSTES (now known as NESAS) for 2017.
Student access to an online learning management system (LMS)	In 2016, teachers at The Waranara Centre implemented the use of Google Classroom as a learning management system (LMS). To enable student access to the LMS, 25 laptop computers were purchased across the Marrickville and Paddington campuses for use alongside our desktop computers and iPads.
Refurbishment and updating of the Marrickville and Paddington campuses	Both campuses were repainted in a number of key areas as well as an updating of furnishings to improve the aesthetics of the school in line with trauma-informed care perspectives and guidelines.

Initiatives to promote respect and responsibility

In 2016, a number of initiatives highlighted the importance of respect and responsibility to students, including:

- Money Savvy workshop
- Surf lifesaving excursion/workshop
- Strive workshops promoting resilience and self esteem
- Circle of Cultures – Indigenous performing arts exhibition
- Same difference workshop delivered by Family Planning
- Indigenous tour of The Rocks
- Love Bites workshop on healthy relationships
- Holocaust museum – talk from a holocaust survivor

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

The Waranara Centre values respectful relationships among the student body and staff.



Student, parent and teacher satisfaction

Student satisfaction

Ten students were surveyed in December 2016. Below are some of their responses to the question "In what way do you feel the team supports your needs?"

- "They help me deal with anxiety"
- "They understand when I need time off and how I'm feeling"
- "Assisting me with areas I find challenging and give emotional support"
- "I get to chill when I'm unhappy and they support me as a teen with issues"
- "They help me to come to school every day"

All students who were asked "How can we support you better?" answered that they already felt supported and weren't sure how this could be improved. Students surveyed found the school to be a safe environment and made the following remarks:

- "Everyone is polite and fights are rare"
- "Chill time = less stress"
- "Lots of diffusers"
- "Friendly people"
- "Peaceful environment"
- "Support us when we need help"

When asked "How is the school different from mainstream school?" comments were:

- "Less kids, better teachers and classes"
- "More relaxed and less pressure"
- "No uniform. They help us more."
- "In every possible way"
- "More one-on-one learning"
- "Teachers are more like friends and the environment is more relaxed"

Parent satisfaction

Twelve parents participated in an online survey in December 2016. All parents felt their young person had benefitted from attending The Waranara Centre. When asked how they had benefitted:

- 83 per cent found improved wellbeing
- 66 per cent of respondents found their young person had increased confidence in their ability to learn
- 66 per cent found an increased motivation to continue education/training
- 58 per cent found increased academic performance
- 58 per cent found improved relationships with parents/carers
- 41 per cent found improved social skills
- 50 per cent found a greater motivation to attend school

Some of the comments made by parents were:

- “Thank you for your positive and gentle support of our children. Hard work, greatly appreciated.”
- “We love it!! Fantastic staff and service.”
- “I think it’s a blessing and all staff are very dedicated. I am eternally grateful, thank you.”
- “I appreciate being able to talk to the Wellbeing Support Worker openly and for my family to feel supported in my child’s attendance at the school.”
- “We are very happy with everything.”

Teacher satisfaction

Staff turnover is very low. The school has a strong record of class teachers staying with their classes for the full year. It is a safe, positive, supportive and collaborative environment where issues can be raised and addressed professionally.

The Principal meets with each staff member on a fortnightly basis to discuss staff wellbeing and concerns, and monitors each staff member’s level of satisfaction. There is access to a wide range of professional development opportunities. These factors, along with good relations with students, all contribute to a high level of teacher satisfaction.

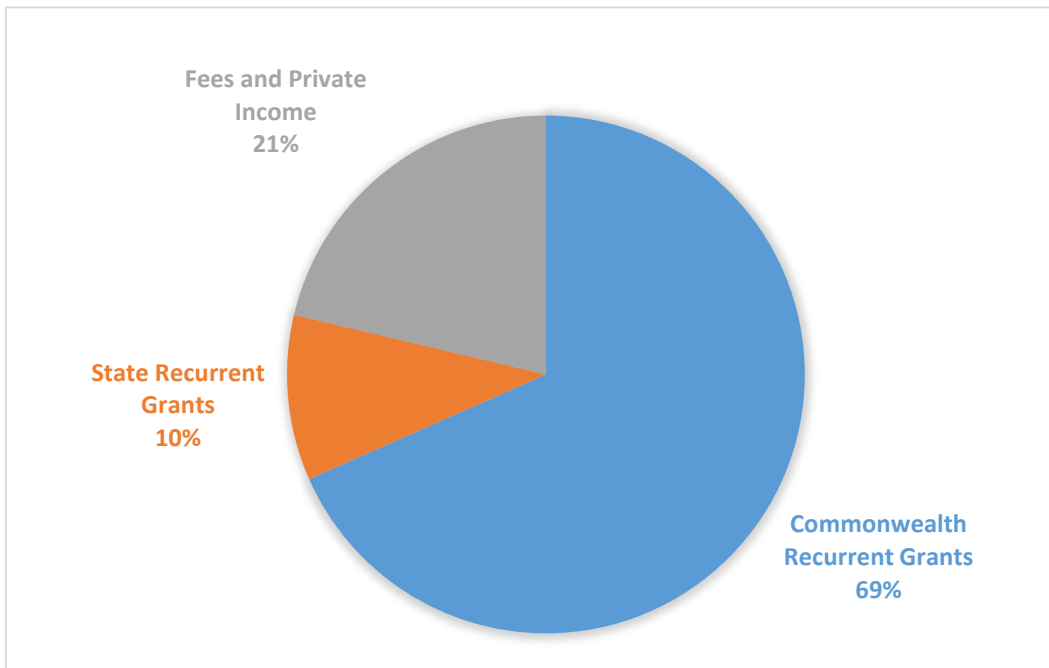
The Waranara Centre aims to foster a supportive and collaborative environment for staff.



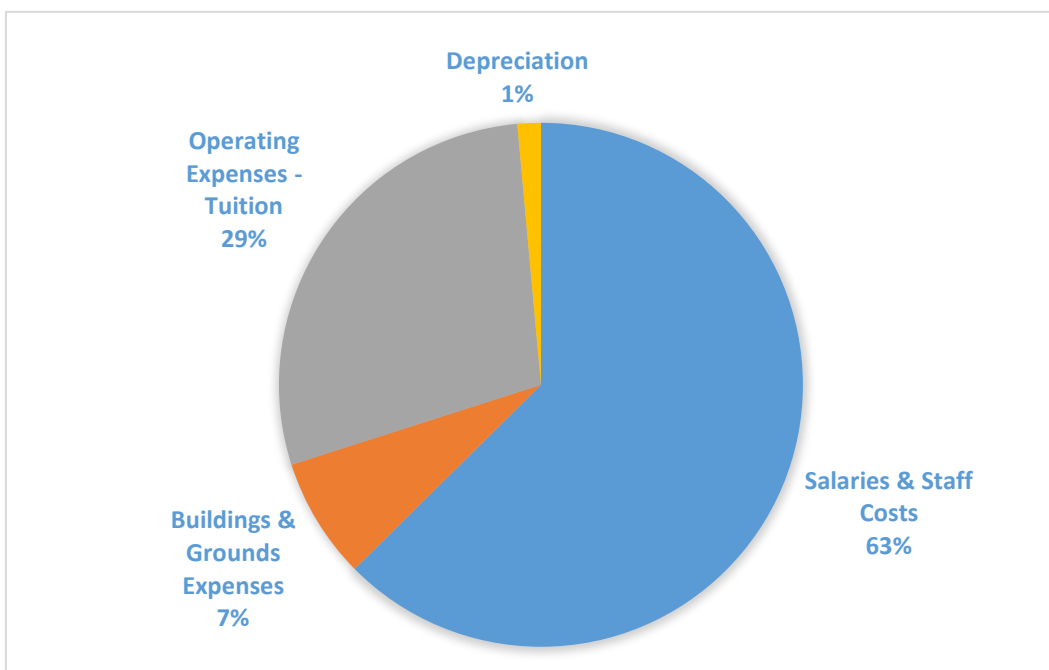
Summary of financial information

Below is an overview of The Waranara Centre's income and expenditure for 2016.

The Waranara Centre income 2016



The Waranara Centre expenditure 2016



References

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

Beyond Blue, 2017 *Who does it affect – Women* [Online] Beyond Blue. Available at <https://www.beyondblue.org.au/who-does-it-affect/women> [Accessed 7 June 2017]

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