



# WAYS Secondary Annual School Report 2016

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## Introduction

WAYS Secondary - formally known as POEM, is a school for students who prefer an alternative to mainstream education for a variety of reasons. At WAYS Secondary students can complete Year 9, 10, 11 & 12 with an emphasis on numeracy and literacy and computer skills as foundation subjects. This focus aims of WAYS Secondary is to assist students meaningfully connect with education, bridge gaps in their education and be able to pursue their future education goals for either integration into mainstream education, tertiary study or other vocational and training options. The school sits within the multi-disciplinary services offered at WAYS Youth & Family and students have access to support and development programs of the service.

### School Mission

The school aims to create a community of young people who are aware, informed, and able to make healthy lifestyle choices about their education and vocational options; recreational activities; health and wellbeing.

This is achieved by providing a supportive, engaging and flexible learning environment that helps young people address the barriers to education they may be facing. The school has high staff to student ratios and individual support that promotes the student's engagement with their education and learning and supports their emotional and behaviour development.

### Principal's message

I am very proud of the school's establishment as a leader in the field of alternative education for our target group. The school's success in engaging our students in education and in pursuing positive life goals is evidenced in the following report. As a result of the supportive learning environment students' have achieved both in their personal development and educational goals. The staff and volunteers are to be congratulated for their genuine passion, dedication and generous support that they offer each student which meaningfully contributes to their development and learning. I would also like to acknowledge and express gratitude to those in the school community whose financial and skill contributions enrich our school.

This report was prepared with the assistance of Christina Gorman – School Administration & Student Support Officer, Alastair Goodison, Celina Silva Santos, June Rachael Murray and Tim Ramsden – Teaching staff and Tom Dickson – Finance Controller.

**Dr Terri Said** - Principal

### Students' message

"I came to WAYS because no other school would accept me after I had been out of school for so long. I like WAYS better than my other schools because there are less people and the teachers help all of us. WAYS makes it easier to interact with people my own age which is something I normally have a lot of trouble with"

"WAYS has helped me get back on track with my schooling and education. I owe my future to WAYS for helping me with school life and my anxiety. Thanks for taking me when no one else would"

"I like that I don't get in trouble all the time for just being myself"

"I've made some changes since coming to WAYS. I'm more social and I've come out of my shell. WAYS has helped me so much"

"The teachers treat us different at WAYS, but its in a good way. With so few students we aren't lost in the crowd like we are at mainstream. The teachers understand us and our problems"

"My best experience at WAYS is making new friends"

"I want to finish year 12 at WAYS and go into the workforce and hopefully make a lot of money doing something that I love"

"I love WAYS because the teachers are better than in my old school. They are more one of one with our learning and our problems. Its also better because its small and its easier to get along with everyone. I hope to finish my schooling at WAYS and do some type of career in dancing"

"I came to WAYS Secondary because I was dealing with a lot of family issues and problems of my own. I found that WAYS had a more flexible and relaxed method of engaging and educating young people, which really fit in with my circumstances at the time"

Since coming to WAYS I've noticed that it is a fun and interesting school. I come to school every day and I really enjoy catching up on lost time and work that I've missed from when I wasn't going to school. Now I take my education seriously"

WAYS has helped me in so many ways. It has provided me with free education free food, and constant laughter. WAYS has also helped me obtain a really awesome job that is setting me up for success"

"I believe that the teachers shape the school and students behaviours and they are the reason a lot of us turn up to school. I hope that when I leave WAYS I get into uni and get a good job. I would also like to travel"

"At my old school I wasn't doing any of my work and I was always distracted. I complete all of my work now and I am coming to school every day"

## Student Information

### Student enrolment profile

WAYS Secondary is pleased to present students aged 13-19 with an excellent alternative to mainstream education in NSW. WAYS Secondary offers NESA accredited ROSA and HSC in a supportive and nurturing environment. WAYS Secondary has an exceptional track record of engaging young people to love and appreciate education and of meaningfully addressing any barriers to education that young people may experience.

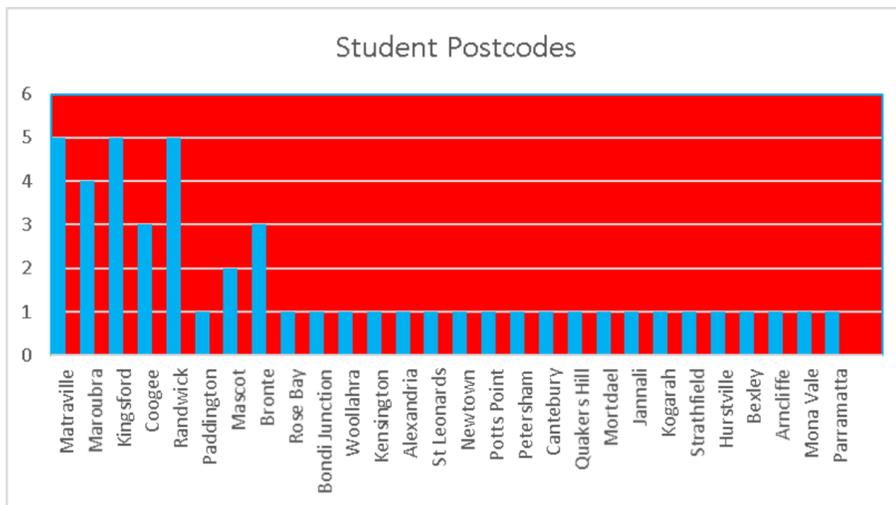
2016 has seen a number of significant changes to our education program. We have introduced three critical compulsory subjects to our curriculum: Literacy and Numeracy Support and Enrichment. These subject areas are designed to effectively bridge gaps in young people's education and build their academic skill base. We have already seen significant improvement in our students' academic output and motivation to achieve as a result.

The school takes referrals from many sources including past students, schools, counselling services, families and other social services. Staff assess enrolment suitability based on an interview with students and a significant care giver as well as background information from stakeholders including previous schools or DEC. Enrolment is voluntary and students must demonstrate a certain level of motivation to continuing their learning. If the student is deemed ineligible, alternative options will be discussed.

The school's values and code of ethics for staff outlines non-discriminative practice and is guided by Access & Equity policy and EEO principles. In their orientation to the program, students are introduced to a Rights and Responsibility statement, complaints procedures and offered access to an interpreter.

In 2016, a total of 47 students were enrolled across stages 5 and 6. There was an average of 26 students enrolled at any one time. The average age of students enrolled was 17. The gender ratio was: 51% girls to 49% boys.

The following chart represents the geographical location of students:



## Student Attendance

The average school attendance across all year groups for 2016 was rate was 77.5%. This pattern of attendance has been a consistent major achievement of the school and its individual students. This is especially true in light of the fact that the school works to engage young people who often have significant school absenteeism. The attendance for each group was as follows: Year 9 - 64%, Year 10 - 75%, Year 11 - 73% and Year 12 was 98%.

The engagement is largely successful due to connection to staff that are supportive, respectful and committed. This is coupled with an educational program that is fun, flexible and individualised and student support services which assist students holistically.

Student attendance is recorded on a daily roll which is taken at the start of class. The roll records attendance, lateness, explained absences and unexplained absences. All student absences are followed up with parents/carers as required and consequences are given to the students if appropriate.

The following procedures are used to improve unsatisfactory attendance:

- 1) If a student begins to demonstrate a pattern of absences, for example at least has 5 days of unexplained absences within a short period of time and no reason is supplied by the student and or parent/caregivers, teachers or the Student Administration and Support Coordinator will contact and discuss this in greater detail via phone or letter with the student, parents, caregivers or any other agency involved in their care
- 2) Students may be required to speak with a school counsellor to help improve school attendance and an attendance management plan tailored to meet the circumstances of the student may be devised.
- 3) A copy of this plan is placed in the students file by the Student Administration and Support Coordinator
- 4) Should the pattern of unsatisfactory attendance continue to escalate despite the schools strategies and attendance management plan being implemented, parents, caregivers and potential external agencies involved with the student will be contacted by the Principal to attend a meeting to try resolve the matter.
- 5) If the students attendance does not improve despite these interventions, they will have to continue counselling and they will also receive a 1 day in-house suspension if they have more than 9 days of unexplained absences in a term. Students and parents/ caregivers will be informed by the Principal should an in-house suspension be deemed appropriate. An in house suspension refers to when a student is expected to attend school for the day, but they are removed from their normal classes and are supervised by other school staff while they complete the required school work, reflection activities and or assignments.
- 6) The Student Administration and Support Coordinator is responsible for notifying the Principal where a student is chronically absent. In this case the Principal will access the Mandatory reporting guide on the KTS website [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au) to determine whether a report to Community Services is required.
- 7) The Principal may in cases of chronic absenteeism contact AIS in relation to convening a conference with the student and or, parents and or caregivers.
- 8) The Principal may discuss with the student and parents/ caregivers whether the student should be withdrawn from the school in cases where there is no improvement in the students pattern of unexplained absences despite strategies being implemented by WAYS Secondary. Should the student be withdrawn the students may be encouraged to apply to re-enter WAYS Secondary once they are able to meet the schools attendance requirements.

## Staff Information

In 2016, the school was primarily staffed by 1 Principal, 1 part time, 4 permanent full time teachers and 1 full time School Administration & Student Support Officer. The gender ratio of staff members are 62.5% female and 37.5% males.

The teachers oversee all syllabus based learning and assessment, while delivering most of the learning activities. The teachers have teaching qualifications from a higher education institution within Australia. All other school staff have qualifications as graduates from higher education institutions in human services. Staff have significant experience working in supportive school settings aimed at re-engaging students into education.

Every staff member's dedication to the school and their position is evident with 100% of staff retention.

In 2016, professional learning undertaken by school staff included:

- Stage Six English Standard Modules/ 'Refining MSC Modules' Full Day of Workshops held at the University of Sydney
- 'Child Protection in the Work Place' DET online training
- Society and Culture PIP (personal interest project) day held in the CBD.
- Reviewing the School curriculum in relation to NESA requirements for ROSA and HSC (2 tiered workshop) held by Gina Grant
- 'Anaphylaxis' DET online training
- First Aid Training with St John's Ambulance
- STELR Workshop at East Hills Girl's Technology High School for Science Curriculum
- Evidence-based Practices for Youth at Risk or with Emotional Behaviour Disorder at UNSW

## School Environment

### School policies and procedures

The school is guided by a comprehensive set of policies and procedures on school operations and student welfare, areas of policy and procedures include: attendance, anti-bullying, discipline, student welfare, evacuation, lockout and lockdown, buildings, facilities and supervision of students, child protection, code of conduct and complaints and grievances. The policies and procedures are created with an expiration date and are set for a review before that date. The average policy review cycle is two- four years. The school can be contacted to obtain a copy of the policies in full. WAYS Secondary aims to further update its Enrolment, Assessment and Learning and Governance policies and procedures in 2017.

In 2016 some of the WAYS Secondary policy and procedures were recreated in accordance with NESA guidelines. These include Student welfare, Complaints and Grievances, Child protection, Anti bullying and Discipline.

The following are the school's policies and procedures:

Content Area	School Policy and Procedure
Enrolment (outlined above)	Access & Equity WAYS Secondary Procedures Manual
Student Welfare	Serious/ Critical Incidents and Emergencies  Anti-Bullying  Student Attendance  Evacuation, Lockout and Lockdown
Discipline	Code of Conduct  Discipline
Child Protection	Child Protection
Building and Premises	Premises, Buildings and Facilities
Complaints and grievances	Complaints and Grievances
Assessment and Learning	Assessment Policy and Procedures  Process for reporting Academic achievement  Quality of Education
Governance	Responsible Person Requirements for Registration and Accreditation  WAYS Secondary Proper Governance  WAYS Secondary Governance Conflict of Interest  WAYS Secondary Governance Related Party Transaction  Professional Learning  Induction Process  WAYS Secondary Governance Audit of Financial Statements  WAYS Secondary Notifications to NESA

Below are summaries of policies for student welfare, child protection, anti-bullying, discipline, and complaints and grievances. The procedures detailed in these policies were all updated in the past year in that the procedures were made more specific to the needs and to the capacity of the school and to meaningfully address the specific needs of our students. All of these policies are made public and are explained in great detail to prospective students and their parents/caregivers at every initial interview. Copies of these policies and procedures are also made available from the schools office and are freely given to parents/ caregivers upon request.

### Student Welfare

WAYS Secondary endeavours to create a school environment in which students are safe, secure and feel cared for. Student welfare encompasses the mental, physical and emotional wellbeing of the student. Student welfare policies and programs are essential for developing a sense of self-worth and fostering personal development. Student wellbeing is a priority for all staff and within all school programs. WAYS Secondary provides wellbeing programs to meet the personal, social and learning needs of the students.

The policy and procedure concerning student welfare covers the following:

1. Student Rights and Responsibilities
2. Student Orientation
3. Excursions
4. Health and pastoral care
5. Programs to Enhance Student Wellbeing
6. Leadership
7. Homework

Teaching staff are supported by the multidisciplinary team at WAYS Youth & Family. Other WAYS staff that are involved in supporting the delivery of learning and the young people at the school are:

WAYS Counsellors – available for pastoral care and in attendance in the classroom on a weekly basis.  
WAYS Case Managers - provide case management support and assist with transitions to education, training and employment upon program completion.  
WAYS Youth workers – available for pastoral care and provide recreation activities for the students after school and in school holidays.  
WAYS employed music tutors – currently delivering music tuition to students if they desire it after school.

Self development and health promotion workshops are part of the curriculum to build resilience, create and nurture healthy relationships and promote positive choices and wellbeing.

Students are supported individually by school staff through the high teacher to student ratio and regular “check in” meetings to review student goals, progress and extra support they may need.

### Parent Involvement

The school has a number of scheduled parent/carer contacts built into the year. These events are the minimum contact the school may have with parents/carers and in reality parents/carers are highly involved with the school. The school values the importance of family/carer support of the students and the impact this may have on the student's success. Scheduled contacts are outlined below.

### Referral/Enrolment

Parent/caregivers are involved with the school from the time of the student referral to the program. Parents/caregivers are encouraged to attend the initial interview with their child and if they can't they are contacted by staff prior to acceptance into the program. Program outlines, structure, rules and policies and procedures are all covered in the first point of contact and supported throughout an enrolment.

#### Parent/Teacher meetings

Parent/Teacher meetings are scheduled twice a year. The first is at the end of the first semester and the second is at the end of the school year. The purpose of these meetings is to discuss the progress of their son/daughter and review school reports. Student and parent feedback is a valuable tool that enables the school to communicate such progress in addition to achievements of clients on an ongoing basis.

#### School Reports

Similarly to Parent/Teacher meetings, reports on student achievement are created twice a year. These are given at the end of second semester and at the end of the year. The reports cover grades, academic progress, specific achievements, student challenges, any positive or negative behaviours and constructive suggestions for improvement.

#### Celebrations

The school has two end-of-semester celebrations where students are recognised for their academic and personal achievements. These are attended by the relevant stakeholders of the school including parents/carers. They have proven to be an excellent way to recognise the student's achievements and encourage parent/carer participation. Also attending on the day are members of the community that include the Mayor of Waverley, support workers, Police Youth Liaison Officers and volunteers that contribute to the program.

#### Website and newsletter

Student achievement and school updates are provided through WAYS Youth & Family website and quarterly newsletter. Communication of the school's progress and involvement in internal and external programs/activities play an integral part in supporting program outcomes and creating a positive school environment.

The school prides itself on maintaining a high quality of education and support. Parent satisfaction, an aspect that is very highly regarded, is supported by the invitation to provide feedback about any facet of the program as well as in Parent/Teacher evenings.

Families/carers of students have access to the organisation's student welfare services this includes a counselling service, parent information evenings and 5 week effective parenting course.

### **Anti-bullying**

At WAYS Secondary, we believe that all students and members of the community have the right to a learning and work environment that promotes safety and security and that it is free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying in any form is unacceptable and that students, staff and parents / caregivers all share a responsibility for preventing it.

The anti-bullying policy and procedure provides clear procedures and strategies that the school utilizes to prevent, reduce and respond to bullying.

### **Discipline**

It is publicly recognised that a strength of independent schools is the ability to maintain discipline and deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students. The primary aims of the disciplinary policy and procedures are to provide clear boundaries around student behaviours and to provide young people the opportunity to reflect and learn from their actions

WAYS Secondary supports disciplinary procedures that are based on principles of procedural fairness, consistency and transparency and use of the hearing rule. WAYS Secondary prohibits the use of any disciplinary actions that could be deemed as corporal punishment, by school persons. WAYS Secondary does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons including parent(s) or caregivers to enforce discipline at school. One of the key changes to our discipline policy in 2016 was the inclusion of the in-house suspension system, whereby students may be given an in-house suspension instead of an out of an out of school suspension. The decision of which rests with the Principal. Students and parents are informed of this by the Principal as soon as the decision is made. Students who receive an in-house suspension spend the day catching up on school work or being extended in their school work. They supervised by WAYS Secondary staff on the day.

### **Complaints and grievances**

This policy deals with complaints from students, parents, caregivers or members of the wider school community of WAYS Secondary. For internal complaints between staff, volunteers, management and individual management committee members, see Staff complaints and grievance policy.

WAYS Secondary has a responsibility to act wisely and justly in relation to issues of conflict that have the potential to cause a breakdown in the relationships between members of our school community.

At WAYS Secondary it is always kept in mind when handling complaints, that regardless of how important or unimportant the issue might appear on the surface, for the persons involved, it is a source of unhappiness. Anyone who makes a complaint therefore will be treated with respect. The procures modified in the 2016 version are ones pertaining to the time frame and delivery/receipt of complaints. Complaints must now only be rendered in writing only and they will be responded to within 10 days of the school receiving the complaint.

The prompt, respectful and just manner by which complaints are handled, has a two-fold benefit for our school. It makes us aware of areas that need to be improved and to and help the school build positive relationships with students, staff, parents/ caregivers and members of the wider school community.

All complaints and grievances will be addressed confidentially using procedural fairness, objective assessment and support for all people involved, in order to seek a speedy resolution. It is a policy of the school that anonymous complaints will not be acted upon. Vexatious and malicious complaints may result in disciplinary action.

This policy and procedure does not relate to child protection or reportable conduct matters. Please review the WAYS Secondary child protection policy and procedure for any matters relating to child protection and reportable conduct.

### **Child protection**

The safety, protection and well-being of all students is of fundamental importance to WAYS Secondary.

WAYS Secondary has a range of different obligations relating to the safety, protection and welfare of students including:

- a) a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- b) obligations under child protection legislation; and
- c) obligations under work health and safety legislation.

The purpose of this Policy is to summarise the obligations imposed by child protection legislation on WAYS Secondary and on employees, contractors and volunteers at WAYS Secondary and to provide guidelines as to how WAYS Secondary will deal with certain matters.

The following policy and procedures relates to the following information:

- Key legislation and related policies
- The care and protection act- Policy
- How staff are informed about the WAYS Secondary Child Protection and Reportable Conduct
- Mandatory Reporting Procedures
- The Ombudsman Act- Policy and Procedures

In 2016 this policy was updated to include clearer procedures in relation to Mandatory reporting with the school. The procedures around reportable conduct were also updated. The school received training by the AIS in this relation to child protection and reportable conduct in order to support the schools changes in the policy and procedures. The policy was also reviewed by FACS to ensure its currency.

## School Performance

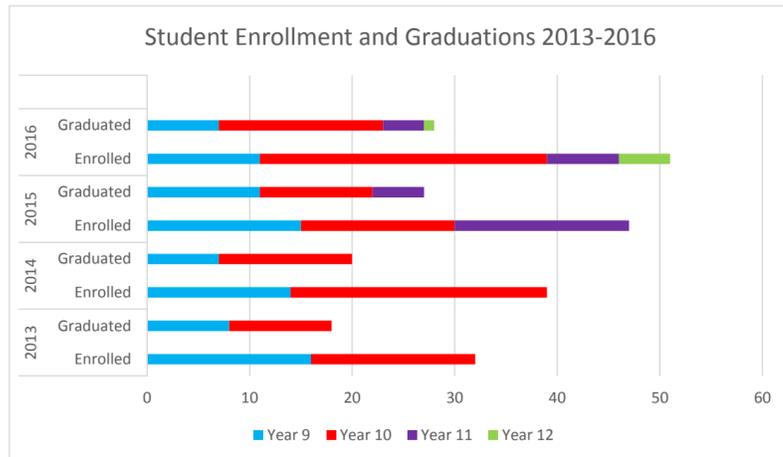
### Achievement of curriculum outcomes by students

The education program at WAYS Secondary is based upon the Board of Studies curriculum (Stage 5), with all associated outcomes measured and recorded in direct comparison to student achievement and progress.

In 2016, the school had 1 student graduating in Yr 12, with a completion rate of 25%, 4 students in Yr 11, with a completion rate of 57%, 8 students graduating Year 10, with a completion rate of 73% and 11 students graduating from Year 10 with a 50% completion rate.

Completion rates for WAYS Secondary have been affected by significant issues faced by students such as highly disruptive and disorganised home environments and serious mental health issues. Every effort is made to reengage these students for the following academic year and to assist them whenever possible.

### The graph below details the graduations and enrolments for the years 2013-2016



### Post-school destinations

The introduction of year 11 and 12 has seen the need for a more varietal approach to post-placement. From enrolment onwards, school staff work with students on creating and working towards post-placement goals to ensure transitions are harmonious and beneficial for the student. Similarly to previous years, this directive places a great emphasis upon stabilising students, re-engaging them in learning and creating long term learning/training pathways. This has been broadened due to the increased opportunities offered through TAFE enrolments and employment, as long as the student has completed year 10. Upon leaving the program, student contact is maintained for a period of 3 months. This period is used to provide additional assistance to students in their transition into other educational/training/employment opportunities.

Tutoring is also offered to previous students who may be having difficulties with school work when they leave WAYS Secondary. This is provided by the teacher and is organised at the student/teacher convenience.

2016 post school destinations included:

- 8 students (17%) returning to mainstream school
- 2 students (4.2%) started RTO Certificate Course at WAYS Bondi Junction
- 4 students (8.5%) started full time employment / Apprenticeships
- 4 students (4.5%) enrolled at TAFE
- 2 student (4.2%) moved interstate or overseas
- 27 students (57.4%) continued at WAYS Secondary
- 0 students (0%) remained disengaged at the end of the year

### The National Assessment Program – Literacy and Numeracy (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. All students in the same year level are assessed on the same test items in the assessment domains of Reading, Writing, language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

NAPLAN results are reported using five national achievement scales, one for each of the NAPLAN assessment domains of Reading, Writing, Spelling Grammar and Punctuation and Numeracy. Each scale consists of ten bands, which represent the increasing complexity of the skills and understandings assessed by NAPLAN from Years 3 to 9. Six of these bands are used for reporting student performance in each year level. The report shows a comparison of the student's result to the national average for the year. The bottom band indicates a student is below the national minimum standard, and the second bottom band indicates the student is at the national minimum standard. The results of WAYS students show sound progress in the areas of literacy and numeracy.

Details on school performance are provided in the table below where band distributions and percentages of WAYS students are compared with the state of NSW.

#### Year 9 band distributions and % of students at or above national minimum:

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN) including the school's results.

		Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %
Reading	WAYS	50	50	0.0	0.0	0.0	0.0
	State	5.6	16.8	26.7	26.2	16.9	7.9
Writing	WAYS	100	0.0	0.0	0.0	0.0	0.0
	State	16.3	22.5	26.2	22.6	8.2	4.2
Spelling	WAYS	50	50	0.0	0.0	0.0	0.0
	State	8.5	12.9	23.5	29.5	17.1	8.4
Grammar and Punctuation	WAYS	100	0.0	0.0	0.0	0.0	0.0
	State	10.0	17.3	30.8	19.7	13.4	8.8
Numeracy	WAYS	0.0	100	0.0	0.0	0.0	0.0
	State	2.3	16.3	28.6	25.9	15.4	11.5

## HSC RESULTS

2016 was the first year that a WAYS Secondary student sat for the HSC. Muru Rudolf achieved exemplary attendance of 98%, he proved to be an outstanding role model for his peers, many of whom in the year below were inspired by him to improve their attendance, their commitment to education and determination to follow in his footsteps and complete their year 12. Muru is currently undertaking vocational training. His results were an excellent effort which resulted in the following results:

Units	Courses studied	Examination mark	Assessment Mark	HSC mark	Performance band
2	Community and Family studies	68/100	68/100	68	3
2	English (standard)	65/100	65/100	65	3
2	Mathematics General 2	62/100	62/100	62	3
2	PDHPE	59/100	59/100	59	2
2	Society and Culture	71/100	71/100	71	4

## Significant programs and initiatives

### Realize film festival

In the second half of 2016 Muru Rudolph attended the film festival on behalf of the recognition of his film that was created for Aboriginal Studies students. He was awarded with recognition for community engagement, consultation and indigenous awareness. Students were invited amongst many guests who were recognised and a viewing of their film was shown. WAYS Secondary has had ongoing consultation with indigenous community members and it was a very prestigious event.

### WAYS Secondary Visual Arts Program:

In 2016 WAYS Secondary year 10 students were fortunate enough to work with an Art Therapist for the first three terms of the year. Anna Kellerman, from the Bondi Cottage, was funded to work with youth organisations in the local area. Anna's wealth of experience and passion for the creative arts were a welcomed addition to the art classroom with programs and activities designed to allow students to express themselves creatively. Over the course of the year Anna brought in a variety of professionals as guest speakers and to perform workshops with year 10. Students were impressed with artist Susie Dureau's talk about expressing adversity creatively and were fortunate enough to participate in a workshop and mural creation with street artist Anthony Lister.

### Sculptures by the Sea:

As part of WAYS Secondary's commitment to a well rounded education students in years 9-11 viewed the 2016 Sculptures by the Sea exhibition along the coastal walk from Bondi to Bronte. This annual event provides students the opportunity to directly interact with the art world and to foster creativity amongst students. Classroom activities are incorporated around the excursion with students analysing artworks through different contextual frames and lenses.

### Sydney Jewish Museum:

Students in years 9-11 visited the Sydney Jewish Museum in February of 2016. This excursion allows students the opportunity to view primary and secondary sources from this event. Programs at the museum are linked to NSW Board of Studies Syllabus outcomes and are tailored to meet class needs. Programs include personal testimony from a Holocaust survivor.

### ANZAC Memorial Hyde Park:

As part of the stage 5 History curriculum students are required to complete a site visit as a means through which students acquire knowledge, skills, values and attitudes from experience in the field. Site studies enable students to understand their historical environment and participate actively in historical inquiry. In October, year 9 students attended the ANZAC War Memorial in Hyde Park. A tour of the memorial was guided by a veteran of the war in Afghanistan.

### Wellbeing Workshops

During the school year a number of wellbeing workshops were run by WAYS Youth & Family psychologists as well as guest speakers in relation to topics pertinent to identified youth issues that presented at various points in the school year. Workshops delivered in the school included; Stress and managing anxiety, Traineeships, Anger Management, Bullying and healthy relationships, Risky behaviours- including AOD, Positive Self Talk, Addictions, Know Your Rights, Self Esteem, Cops and the Law, Life Management and Employment.

These workshops were of great benefit to the school as they provided an opportunity to enable young people to reflect of their attitudes and behaviours in a supportive environment. The workshops also gave the school an opportunity to reiterate school policy and procedure in relation to student welfare and student expectations. Student participation and knowledge retention was high, with information covered having positive results on the students.

### Forensic Science and Mathematics Workshop @ University of Technology, Sydney.

Students participated in the Forensic Science and Mathematics Workshop held at the University of Technology, Sydney early on in 2016. The class participated in a tour of the UTS facility, fingerprinting and DNA workshop, including identification of human skin markings and characteristics, a blacklight crime scene experience and a mathematics seminar aimed at patterns and characteristics of mathematics in the real world. Students thoroughly enjoyed the experience had to investigate and solve a crime by analysing evidence left at the scene, gaining an exciting and practical insight into problem solving and the world of forensic science. The class were involved with activities like fingerprinting, computer facial ID, soil analysis, chemical tests for fabrics, and investigating fibres under the microscope.

### Innovations in Science

Science classes has had an upgrade in 2016 with a completely reworked curriculum and purchase of new equipment. This is the first year that students have been able to build practical skills with the introduction of in-class experiments. Additional topics of interest within Science have also been integrated into classes, such as Gastronomy (Food Science), Psychology and building a Rube Goldberg machine. Student learning has also been enriched with a number of excursions and incursions, the Sydney Observatory and a Chemistry Show, to name a few. Current acquisition of equipment had been ongoing since the beginning of 2016 and will continue into 2017. Special thanks should be given to the STELR (Science and Technology Education Leveraging Relevance) from ATSE (Australia Academic Technology and Engineering) for supplying us with over \$2500 worth of equipment to assist us in delivering content relevant to energy and sustainability across several subjects.

## 2016 School-determined improvement target outcomes

### Target 1: Implementation of Technology.

It was a key goal for 2016 for WAYS Secondary to implement the use of innovative technologies for teaching and learning activities. 2016 has seen the introduction of a range of improved technologies in all learning areas at both WAYS campuses. Both WAYS Bondi Beach and Bondi Junction have implemented computer and software packages through support from Microsoft and fund raising activities. These updated systems have vastly improved student access to essential online learning tools. At WAYS secondary, these ICT facilities have been installed in the years 9 and 12 classrooms and will be available in the year 10 and 11 classrooms in 2017. Teachers and students have enjoyed faster and more reliable internet access as well as a host of up-to-date software allowing students the opportunity to improve on and learn new digital skills. As a result, students have experienced an increase in the use of technology in their day-to-day learning, with teachers updating programs to include more ICT activities as well as meaningful differentiation strategies across learning activities for students with varying levels of ability.

WAYS Secondary has achieved this outcome by: -

- Introduction of 30 new computer and software terminals across the two WAYS campuses
- Introduction of technology focussed learning; Teachers have updated programs that feature innovative curriculum design that include teaching and learning activities with an increased focus on ICT.
- Introduction of large, flat screen TV's into each learning space to ensure access to increased digital learning opportunities.
- Meaningful and engaging differentiation strategies to ensure students of all abilities levels can access the curriculum
- Continuing and expanding use of online learning platforms including google drive enabling universal access to classwork and assessment

- Continuing and expanding use of social media as a learning tool including increased access to You Tube

### **Target 2: Improving student literacy and numeracy achievement and attendance 2016.**

It was a key goal for 2016 that Ways Secondary students met or exceeded expected growth in literacy and numeracy along with a reduction in the percentage of students represented in the lower bands in numeracy and literacy (NAPLAN). As a result of Literacy and Numeracy focus students have begun to show that they have bridged gaps in learning and set a strong foundation for senior years. All staff begun using SMART data to inform teaching and learning practices.

#### **Literacy:**

- There has been a strong focus for Literacy in Stage 5 (Year 9-10), students have been given two extra periods of Literacy a week as a subject in order to bridge gaps in learning. There has been a strong focus on written response, grammar, spelling, punctuation, creative writing, paraphrasing, summarising and self-editing. Students have shown a clear co-relation between curriculum focus and achievement as they have strengthened their abilities significantly.
- Teachers have established individual goals for students and identified strengths and weaknesses further addressing and accommodating for them through a differentiated curriculum.
- NAPLAN data has been assessed at an on-going rate and has been used to inform learning and student needs.
- There has been a focus on Literacy in ALL subjects and students are being prepared for senior years by having regular written response exams across the board.
- There has been a strong focus on teacher capacity to deliver an enriched Literacy program with weekly revision of programming and an increased emphasis on exam conditions, reflective writing, extended response and comprehension. Principal has assessed teaching through observation of lessons and has viewed the Literacy curriculum. The principal has advised the program is effective and suggested a continued focus on essay skills from Stage 5 (Year 9) in order to benefit students and reduce dropout rate.
- Student Makayla Black (Year 10) has improved her creative writing to such an extent that she has been published in the Young writers of the year booklet that can be purchased at UNSW. It is commendable that she has improved so significantly and taken this ownership to submit her work in external programs that have noted she is from WAYS Secondary.

#### **Student Attainment Strategies:**

- 70% per cent of students were involved in extracurricular activities in 2016.
- All students have been assigned a counsellor and attend regular sessions and counselling workshops.
- All Year 12 students (1 student in 2016) completed HSC satisfactorily
- There has been a reduction in N awards in Stages 5 and 6.
- There has been a close monitoring of attendance, particularly Stage 6 students who have received individualised contracts for attendance.
- Continued written/verbal ongoing feedback to parents and guardians when a student is absent.
- Ongoing documentation within case notes when a student demonstrates a pattern of absence or late arrival
- Parent engagement forums and workshops to increase parent participation in the school. Year 12 introduction parent teacher interviews and regular phone calls/emails to parents.

#### **Numeracy:**

- There has been a strong focus for Numeracy in Stage 5 (Year 9), students have been given an extra period of Numeracy a week as a subject in order to bridge gaps in learning. There has been a strong focus on foundation Numeracy as it has been identified that students have significant gaps in learning. The programming is specialised and differentiated for specific students as a result of Gardeners multiple intelligences (all students learn in different forms.)
- The Numeracy program will be ongoing as it has proven to support students in mainstream mathematics and enable a more focussed learning environment.
- NAPLAN data has been assessed at an on-going rate and has been used to inform learning and student needs.

### **Target 3: Student Leadership.**

*The Student Leadership and Volunteer Program* at WAYS Secondary continued this year to provide students with leadership and volunteer opportunities, supporting their development with practical experience and enabling them to contribute further to their community.

The aim of the program was to improve the students' employability, personal development and social experience both throughout and beyond their time at WAYS Secondary.

The strategies achieved to obtain this target include:

- We were able to obtain services from past WAYS clients to mentor students at the start of the year. We also utilised WAYS services (counselling workshops, Splash 'n' Dash) and ongoing activities conducted within the school, such as Graffiti removal with local MP, Gabriel Upton) This program was able to be conducted without need for funding
- Full orientation of new students that was conducted throughout the year, in particular at the start of each term.
- Students were provided with the means to engage with staff members as mentors, but also encouraged to utilise services/case workers already playing a role in the students' lives. This occurred throughout the year.
- The ongoing analysis of the success of the program via supervision and academic means. This ensured transparency and efficiency of identifying factors that were successful/required modification.

The program has been referred to as a great success. The integration of the SLVP into the curriculum and culture of the school has led to increased participation and establishment of a representative ethos by staff, students and program outcomes. The conclusion of the year saw numerous successes both in academic achievement, but in the leadership displayed by students from all cohorts.

### **Target 4: Marketing of the School.**

During 2016, WAYS Secondary staff have been actively involved in direct marketing activities to promote the school. Teaching staff have been delegated a location district (North, South, East & West.) Teachers have been having on-going consultation with principals, deputies, counsellors and welfare teams of targeted schools. The aim has been to promote WAYS Secondary, reinforce our philosophy, and redirect past mentality of the school. The teachers have had success in promoting the school and facilitating the information around curriculum, policies, welfare and services offered at WAYS Secondary. Stage 5 has experienced growth as result of these meetings and there has been an influx of enrolments. The aim is to enrol students in Year 9 and support them through to year 12 to reduce attrition rate in year 12 and give them many more opportunities to succeed. Teachers have focussed their information on a "Predictable structured environment" that engages students and enables them the opportunity to learn in small, supported, differentiated environments. Students have completed feedback sheets that are used as an example of student success and the impact WAYS is having on student achievement. There has been a focus on youth centres and other organisations that help "At-risk" students to become engaged in mainstream education.

New promotion material:

- WAYS Secondary cards (wallet size: Name, phone number, fax, address and email.) Very useful in terms of size and distribution.
- Flyers
- Pamphlets
- Letter drops
- Posters
- Face to face meetings with principals, counsellors, teachers and support workers in delegated districts (On going consultation.)

### **Target 5: Update and introduce new School policies and Procedures.**

During 2016, WAYS Secondary have completed the development and implementation of a range of updated policies and procedures as mandated by NESA during their inspection visit in 2015. These updates included amendments to over 14 policies and procedures, which have resulted in the provisional accreditation of the school for the period of 5 years during the NESA inspection of the school on April 26<sup>th</sup> 2016. NESA will perform a follow up inspection of evidence to ensure satisfactory implementation of the Policies and Procedures in 2017. The Principal has worked closely with

the Association of Independent schools (AIS) to ensure all updated policies and procedures comply with all necessary standards. Teachers and management have worked hard to ensure that policies and procedures are observed.

#### **Target 6: Attainment of five-year registration from NESA.**

NESA came to audit WAYS Secondary for approval of school accreditation in April 2016, and the school was granted 5 years' accreditation until 2021. All teachers involved worked to get Scope and Sequence, Unit programs, Assessment Schedules and Weightings set up and compliant with NESA requirements.

All teachers have been involved in annotating units and gathering work samples throughout 2016, in preparation for the follow-up meeting set in March 2017. Each teacher was in charge of overlooking the subjects that they taught this year.

Teachers overlooking annotations of units:

**Alastair Goodison** – Year 10 PDHPE (Personal Development, Health and Physical Education), Year 11 Community and Families, Year 11 PDHPE, Year 12 Mathematics General 2, Year 12 Community and Families, Year 12 PDHPE.

**Tim Ramsden** – Year 9 Geography, Year 9 History, Year 9 PDHPE, Year 10 Geography, Year 10 History, Year 10 Art, Year 11 Society and Culture, Year 12 Society and Culture

**Rachael Murray** – Year 9 English, Year 10 English, Year 11 English, Year 11 Aboriginal Studies, Year 12 English, Year 12 Aboriginal Studies

**Celina Silva Santos** – Year 9 Maths, Year 9 Science, Year 9 Art, Year 10 Maths, Year 10 Science, Year 11 Preliminary Mathematics General

### **2017 Targets**

#### **Target 1: HSC results – aim to achieve good results for students and reduce drop-out rates for year 11 and 12.**

WAYS Secondary's first HSC student completed the year. The motivation for this young person to achieve highly was supported with a positive work ethic, high levels of attendance and some help from staff to establish a study plan.

The new 2017 cohort will be introduced to a strategic plan to ensure positive results for the HSC and ensure attendance rates for the program are kept to a high standard. For this to occur, the following HSC Study Kit will put in place: -

##### **One Universal Guide.**

All preliminary and HSC content will be made available to HSC students via year level information packs and ongoing subject updates. This will ensure students are fully aware of what to expect, but also what is expected of them.

##### **Technological Learning**

Due to the need to improve ICT skills through meaningful use of technology in the classroom, all students will be provided with an online Google Docs/Email account where all HSC work can be completed in a relatively paperless environment. The HSC Study Kit will also allow students to review academic work online in their own time and establish their own pattern of study when not in school. Email to and from staff will also be made available in the event students require assistance in the event of unplanned absences. The Google Docs account will also ensure multimedia from each subject can be saved under their own profiles to ensure they do not get lost.

##### **Dynamic and flexible teaching aids**

Staff will support students via encouragement to work through HSC courses at a consistent and manageable pace. Staff will plan lesson content to be delivered on a week-by-week basis and provide scaffolded exam-styled activities to prepare students for HSC Trials and HSC Examinations. Additionally, the Study Kit will be utilised to support students who may require additional assistance or have missed lessons.

**Overall, this HSC Study Kit will provide students with meaning and purpose to engage in education and develop self-identity with academic study and achievement.**

#### **Target 2: Introduction of new HSC subject: Geography and to update stage 5 geography.**

2016 has seen the planning for the introduction of 2 unit Geography to the stage 6 curriculum to replace 2 unit Aboriginal studies in 2017. This decision has been a result of consultation with management, teachers, students, parents and the AIS to include a more engaging, skills based program that better suits the academic needs of WAYS Secondary students. The preliminary Geography course sees students explore spatial and ecological dimensions of biophysical environments and human phenomena in a changing world through units titled *Biophysical Interactions* and *Global Challenges* before completing their *Senior Geography Project*, where students design and construct research on a geographical issue. In year 12 students investigate units titled *Ecosystems at Risk*, *Urban Places* and *People and Economic Activity*. Teachers have written programs for all units which have been scrutinised by the AIS to ensure compliance. WAYS Secondary is expecting stronger engagement from students with a more practical program that builds upon the skills and content studied in mandatory Geography in stage 5. The current Year 12 cohort will continue Aboriginal studies throughout 2017.

In 2016 teachers have also updated the stage 5 Geography programs to meet the requirements for the new NSW curriculum. These updates are implemented state wide with Year 9 students commencing the new units in 2016, with year 10 to follow in 2017. The new units for year 9 include *Sustainable Biomes* and *Changing Places*, with year 10 2017 exploring the units *Environmental Change and Management* as well as *Human Wellbeing*. Content including knowledge and understanding, concepts, skills and tools have been integrated to provide meaningful learning experiences for students. All students must undertake fieldwork in Stage 5. Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

#### **Target 3: Innovation in student wellbeing: Introduction of trial peer mentoring program and increase in number of wellness workshops run in the school.**

Regular workshops are planned to be run by the wellness centre team on emotion regulation, goal setting and resilience, mental health: stress and anxiety management and psychoeducation topics such as healthy relationships and risky behaviour. This will be run on a 3-week cycle to ensure that all students will be working on a consistent basis on these areas of personal development. Teachers will be assisting the wellness centre team in a supporting capacity during these sessions.

There will also be a trial period during 2017 where peer mentoring will take place. Older students will be 'buddied up' with a newer/younger student in order to guide them in a number of aspects of school life such as integrating into the school's culture and dynamics, as well as reinforcing the ideas that have been covered in the wellness workshops mentioned in the previous paragraph. This will also allow the older students to develop leadership skills and give them a sense of responsibility and belonging in the school.

#### **Target 4: Practical Curriculum innovations 2017 – Numeracy and Literacy.**

It is a key goal for 2017 that Ways Secondary students meet or exceed expected growth in literacy and numeracy along with a reduction in the percentage of students represented in the lower bands in numeracy and literacy (NAPLAN). All staff are to begin using SMART data to inform teaching and learning practices.

Various strategies will be implemented to ensure the continued success of the Literacy and Numeracy program and bridge gaps in learning:

##### **Literacy:**

- ICT will be a focus in 2017 and teachers will encourage students to use BYOD and ICT in the classroom in order to offer a diverse range of ways to represent and express their levels of learning and understanding.
- Teachers will continually use varied instruction (audio, written, visual, and auditory) in the classroom in order to cater for all student needs.
- There will be a strong focus on written exams (In order to minimise exam anxiety and prepare students for senior years.)
- There will be a focus on Essay writing, comprehension, paraphrasing and summarising as these are the fundamental skills needed for senior years.
- Literacy and Numeracy teachers will have professional development in order to attain a diverse range of teaching strategies and stay up to date with current curriculum.

### **Numeracy:**

- ICT will be a focus in 2017 and teachers will encourage students to use BYOD and ICT in the classroom in order to offer a diverse range of ways to represent and express their levels of learning and understanding.
- Teachers will continually use varied instruction (audio, written, visual, and auditory) in the classroom in order to cater for all student needs.
- There will be a strong focus on practising worded problems, regular quizzes and written exams (In order to minimise exam anxiety and prepare students for senior years.)
- There will be a focus on basic numeracy skills that students may have missed in earlier schooling, such as fractions, decimals, percentages.
- Literacy and Numeracy teachers will have professional development in order to attain a diverse range of teaching strategies and stay up to date with current curriculum.

### **Target 5: Increase collaboration between the school (teaching staff) and parents.**

Historically, parents have originated from complex backgrounds and thus the school has struggled to meaningfully engage parents to work collaboratively with staff in relation to their children/ wards. This target will set out to further engage with the vast array of student/family backgrounds through utilising a case-management focus within the academic structures of the school. This will be done via 3 progressive structures: -

1. Orientation days at the start of each semester for students and their families will initially provide the starting point for the collaboration, but also ensure families, students and staff can establish relationships supportive of the target.
2. Daily mentoring, academic/personal progress analysis and ongoing student support regarding the unpredictability of student lives will provide the basis of the collaboration structure. This will be further supported by individual student case notes and communication between staff and parents regarding concerns, improvements or general feedback on student progress. Communication networks in place will include phone, text, email and post in order to support as many contact mediums as possible.
3. Parent-teacher interviews will be enacted twice a year at the end of each semester and include a brief collaborative session. This will be used to communicate notable aspects of the school and student experiences, but also as a medium to address any inquiries parents/carers may have about the school or their child/ward's schooling experience.

Overall, the target will aim to increase transparency of the school to students and their families, but increase the development of a positive school culture that promotes inclusion and holistic understanding of education.

### **Target 6: Increase in Teacher Development.**

There will be an increase in the focus on teacher development in 2017. In order for teachers to continue to grow and improve on their teaching practice, it is imperative that they undertake a number of hours of professional development. This will be achieved by all teachers participating in a variety of professional development sessions both in and out of school. In school sessions will be held periodically in the weekly after school teacher meetings and on allocated Professional Development (student-free) days. These sessions will have a general focus on teacher development such as better classroom management strategies, timing and pace of lessons, helping students with learning difficulties and differentiation of curriculum and all teaching staff will be expected to attend. Teachers will also be provided an additional 5 teaching training days where they will be able to take time from teaching in order to attend further workshops outside of school. These training days may be used in any way that the individual teacher sees fit for the improvement of their teaching practice. They may have a general focus like the in school sessions or subject specific in order for the teacher to build on their knowledge and methods of delivery of content to the students.

### **Target 7: Marketing of the School.**

In 2017 WAYS Secondary staff will once again be involved in marketing and promotional activities for the school and the wider WAYS organisation. Teaching staff will once again be allocated a geographical area of Sydney to focus these activities. Teachers will continue on-going consultation with principals, deputies, counsellors and welfare teams of targeted schools and other community organisations.

Strategies to achieve this target include:

- Ongoing direct marketing of WAYS Secondary through organised meetings with school representatives and community organisations
- Completion and launch of new WAYS website
- Increased social media presence and online promotion of the school via social media platforms including Facebook
- Flyer distribution via letterbox drop
- Ongoing media releases to local press including The Wentworth Courier and The Beast
- Ongoing email communication with targeted schools and community organisations to reinforce brand message

Our success will be measured by:

- Increased student enrolment numbers across all year groups (9-12)
- Increased brand recognition of WAYS Secondary throughout targeted organisations
- Increased referrals from targeted schools and community organisations

### **Target 8: Science Innovations.**

WAYS Secondary is currently undergoing plans to build a Multi-purpose Science Laboratory in order to deliver the curriculum in a more engaging and dynamic manner. We have so far received government grants and are looking to raise more to put towards this project. The target date for implementing use of this facility is at the beginning of 2018. There has been continued consultations with the AIS (Australian Independent Schools), contractors and other schools in the Sydney area that have a similar model to ensure that we are on target with compliance. The laboratory will also be used as a multi-purpose room that will allow students access to the more practical learning aspects of other subjects, such as food technology.

In addition to building the Science laboratory, there will be integration of more 'extracurricular' topics in Science classes to further engage students, fill missing gaps in knowledge and promote STEM (Science, Technology, Engineering and Mathematics) subjects. These extracurricular topics will be taught in the last 2 weeks of every term in both Years 9 and 10.

Topics covered will be:

#### **Year 9**

- Nutrition
- Gastronomy (Food Science)
- Body Systems
- Matter – Solids, Liquids and Gases

#### **Year 10**

- Philosophy
- Forensics
- Psychology
- Earth in Space

**WAVERLEY ACTION FOR YOUTH SERVICES INCORPORATED**

**FINANCIAL REPORT**  
**YEAR ENDED DECEMBER 31 2016**  
**(Client No: 2828606-WAYS Secondary)**

**STATEMENT OF INCOME AND EXPENDITURE**

	<b><u>2016</u></b>
	\$
<b><u>INCOME</u></b>	
Funding received -NSW DEC grant	132,527
-DET (state Government)	480,223
-Other Grants	50,000
Fundraising and other income	-
<b><u>TOTAL INCOME</u></b>	<b><u>662,750</u></b>
<b><u>EXPENDITURE</u></b>	
Depreciation expense	18,314
Finance costs	2,130
Salaries	472,805
Workers comp	10,609
Leave expense	6,973
Building expense	36,838
Operating expenses	81,752
Superannuation	41,435
<b><u>TOTAL EXPENDITURE</u></b>	<b><u>670,856</u></b>
<b><u>EXCESS OF INCOME OVER EXPENDITURE</u></b>	
<b><u>FOR THE YEAR</u></b>	<b><u>(8,106)</u></b>