



WAYS Secondary Annual School Report 2017

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Introduction

WAYS Secondary is pleased to present students aged 13-19 with an excellent alternative to mainstream education in NSW. WAYS Secondary is especially tailored for students (aged 13 to 19) who:

- 1) Do not fit a mainstream schooling environment
- 2) Do not wish to attend a mainstream schooling environment
- 3) Have been disconnected from a mainstream schooling environment
- 4) Haven't been able to manage at mainstream education for a variety of reasons: bullying at their current school, environment too large, classes too large.
- 5) Have gaps in their education and / or school attendance and can't catch up as they require more intensive support than what a mainstream offers.
- 6) May experience emotional issues such as low to moderate anxiety, depression and low self esteem.

At WAYS we are very passionate about not only ensuring that our students receive a quality education but learn social values and key life skills such as the ability to take responsibility for one's choices and to be internally regulated. WAYS Secondary offers NESA accredited ROSA and HSC courses in a supportive and nurturing environment. WAYS Secondary has an exceptional record of accomplishment in terms of engaging young people to attend school, love and appreciate education. We are accredited to offer years 9, 10, 11 and 12. Student wellbeing is paramount and we pride ourselves on our capacity to grow students emotionally and socially. The school sits within the multi-disciplinary services offered at WAYS Youth & Family and students have access to support 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 youth orientated, student focused, supportive, engaging and innovative learning environment that helps young people address any barriers to education they may be facing. The school has high staff to student ratios, strong wellness focus and individual support systems that promote the student's engagement with their education and their pathway into adolescence and young adulthood.

Principal's message

I am very proud of the school's establishment as a leader in the field of alternative education. 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 safe and supportive learning environment students have achieved both in their personal development and educational goals. The staff 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 Feedback

"My life has completely changed through WAYS Secondary. Through receiving a great education and being surrounded by friendly faces, life has not been more fun and learning has not been more fun. Thanks to the WAYS staff and the WAYS guidelines, my education and my life is only and can only go uphill!" Zac

"WAYS Secondary has had a very large impact on my life in many different ways. WAYS has helped me become a stronger individual and has taught me how to cope with some hard obstacles in my life. Without WAYS I would not have achieved all that I have thus far. WAYS supported me and made me the person I am today. Thankyou" Magda

"WAYS Secondary has benefitted me in many ways, educationally and in my outside life. I have learned to challenge myself and I've gained life skills I'd never thought I'd have. My grades and relationships with others have drastically improved ever since I started attending WAYS Secondary. I'm completely comfortable at WAYS and grateful for the staff who have helped me come this far." Holly

"WAYS Secondary has had a profound impact on my life. It has allowed me the ability to achieve success in my education." Makayla

"WAYS Secondary has improved my depression. I used to never want to nor could I go to school before I came to WAYS. With the support of my close friends, teachers and other staff at WAYS I am finally improving my mood, experiencing more joy in my life and I'm not encumbered by crippling mental illness 24/7 anymore." Sandy

"WAYS Secondary has significantly impacted my education by constantly reassuring me and checking up on me to ensure that I am engaging in my education and on track to achieving my goals. WAYS has also allowed me to be a lot more confident within myself and my education". Bella

Parent Feedback

"Having attended mainstream high schools, my son commenced WAYS Secondary in year 10. I was a little skeptical at first not having much awareness of this school, but quickly realised how amazingly well my son settled and engaged in the WAYS Secondary environment - a small, nurturing school with strong academic curriculum and guidance and effective support systems. The teaching staff are excellent as are the support staff. With Terri (who I call my life saver) at the helm, a wonderful resource, team leader with adolescent advice and strategies that actually work, my words don't do justice. My son completed his HSC last year, his results even exceeded his expectations and he now is on his way as a successful adult in life after school. I am so very pleased we found WAYS Secondary!" Trish Danzey

"WAYS Secondary is warm, friendly, understanding and truly sympathetic of the students and their parent's needs and any struggles they may have. Academically they individualise education for each student to fit to their needs and thus ensuring their academic and personal advancement. Students interests and needs are catered to well by the staff." Judy Shi

Student Information

Student enrolment profile

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.

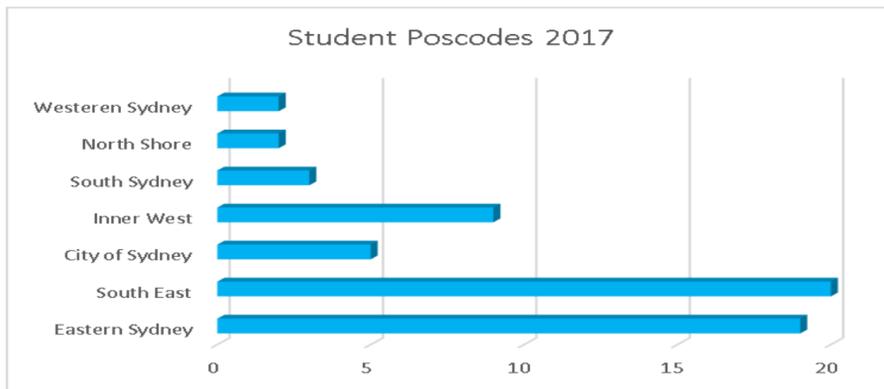
2017 has seen a number of significant changes to our education program. We have introduced three critical compulsory subjects to our curriculum: Literacy and Numeracy Support and Enrichment. These subject areas are designed to effectively bridge gaps in young people's education and build their academic skill base as well as equip them with more skills and greater confidence for the NAPLAN. We have already seen significant improvement in our students' academic output and motivation to achieve as a result. In 2017 WAYS Secondary has also been developing a new subject to add to our HSC curriculum- the VET subject Business services to commence in 2018.

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 parents, students and a significant caregiver 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, grievance and complaints procedures and are offered access to an interpreter if required.

In 2017, a total of 61 students were enrolled across stages 5 and 6. There was an average of 35 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 2017 was rate was 77.25%. 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 - 70%, Year 10 -75%, Year 11 - 80% and Year 12 was 84%.

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 such as easy access to acupuncture, case managers and psychology staff who assist students holistically.

Student attendance is recorded on a daily roll which is taken at the start of the first 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 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 2017, the school was primarily staffed by 1 Principal, 4 permanent full time teachers and 1 full time School Administration & Student Support Officer. The gender ratio of staff members are 67% female and 33% 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 2017 professional learning undertaken by school staff included:

- 'Child Protection in the Work Place' DET online training
- Reviewing the School curriculum in relation to NESA requirements for ROSA and HSC (2 tiered workshop) held by Gina Grant
- Teacher Accreditation training- Estelle Lewis- AIS
- 'Anaphylaxis' DET online training
- First Aid Training with St John's Ambulance
- Unpacking the complexities- AIS conference
- Familiarisation: Revised Stage 6 Mathematics Syllabuses
- Rocketing to new horizons AIS Stage 6 English conference
- Familiarisation with the stage 5 and 6 English curriculum AIS
- Familiarisation with the stage 5 and 6 History curriculum AIS
- Familiarisation with the stage 5 and 6 Geography curriculum AIS
- PLANNING AND PROGRAMMING: NSW SYLLABUS FOR THE AUSTRALIAN CURRICULUM ENGLISH 7-10
- Redesigning assessment practices to include all students yr 7-12.

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 Student Welfare
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 emerging student needs and to the growing nature of the school. They have been modified 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. Key policy areas are also explained to parents/caregivers and students at the initial interview by the Principal. Staff were all informed of key changes to procedures in numerous staff meetings to ensure key procedural changes were understood and implemented consistently across all staff.

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 G.P-	Parents/caregivers have granted the school permission to take their children to the WAYS G.P when required
WAYS Psychologists/Counsellors –	Available for pastoral care and in attendance in the classroom as required
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 once a year per year group. The purpose of these meetings is to discuss the progress of their son/daughter and review school reports as well as to provide key information regarding curriculum outlines, student expectation and assessment policy and procedures. 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.

Graduations

The school has an end of year graduation 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 school.

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. Complaints must only be rendered in writing 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. Staff are expected to do child protection training annually.

School Performance

Comparative NSW State Achievement of curriculum outcomes by students

Achievement of Stage 5 curriculum compared to the state of NSW

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
<u>English 200 hours (300)</u>	10	85187	40.00	40.00		10.00		10.00	12.08	27.72	37.35	16.24	5.56	1.04
<u>Mathematics 200 hours (323)</u>	10	85285	20.00	10.00	20.00	30.00	10.00	10.00	15.18	23.33	31.43	22.13	6.99	.93
<u>Science 200 hours (350)</u>	10	85169	10.00	10.00	30.00	10.00	40.00		13.12	24.30	36.81	18.43	6.47	.86
<u>Australian Geography 100 hours (4015)</u>	10	84896	20.00	20.00	50.00			10.00	12.89	26.04	36.62	17.36	6.30	.79
<u>History 100 hours (4007)</u>	10	85138	20.00	10.00	60.00			10.00	13.57	27.22	35.59	16.60	6.20	.82
<u>Visual Arts 100 hours (2061)</u>	12	3800	33.33	33.33		16.67	8.33	8.33	17.34	31.71	31.84	12.92	5.37	.82
<u>Personal Development, Health and P.E. 100 hours (2421)</u>	12	23460	16.67	50.00	16.67		8.33	8.33	16.36	34.59	34.79	10.20	3.39	.67

Achievement of Preliminary HSC curriculum compared to the state of NSW

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
<u>English (Standard) 2 unit (11130)</u>	13	33735	23.08	23.08	30.77	7.69	15.38		2.94	19.10	48.78	22.70	5.81	.67
<u>Mathematics General 2 unit (11235)</u>	13	40157	7.69	23.08	15.38	15.38	38.46		7.09	20.31	35.16	24.92	11.54	.97
<u>Geography 2 unit (11190)</u>	13	6050	15.38	30.77	38.46	7.69	7.69		16.76	29.42	34.84	13.37	4.94	.66
<u>Society and Culture 2 unit (11330)</u>	13	6834	15.38	30.77	23.08	23.08	7.69		15.06	29.47	34.78	14.49	5.40	.80
<u>Community and Family Studies 2 unit (11060)</u>	13	10965			15.38	23.08	61.54		10.78	25.07	35.80	19.63	7.40	1.33
<u>Personal Development, Health and Physical Education 2 unit</u>	13	20171			23.08	30.77	46.15		12.12	26.97	37.44	17.30	5.64	.53

Achievement of HSC curriculum compared to the state of NSW

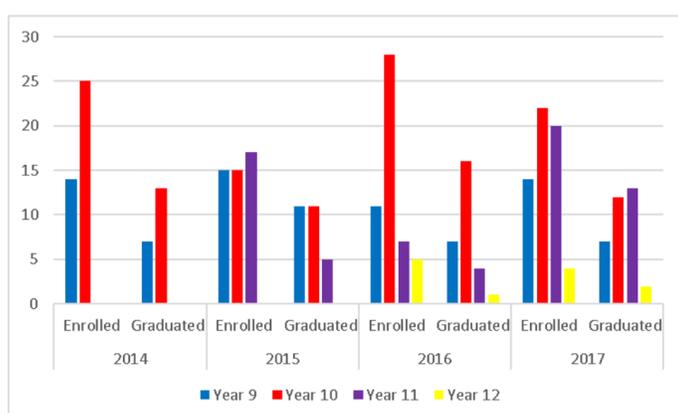
Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
<u>Aboriginal Studies 2 unit</u>	15000	1		68.40	68.33	0.07	.00
<u>Community and Family Studies 2 unit</u>	15060	2		69.60	72.71	3.11-	.27-
<u>English (Standard) 2 unit</u>	15130	2		65.60	69.19	3.59-	.31-
<u>Mathematics General 2 2 unit</u>	15235	1		65.80	68.51	2.71-	.18-
<u>Personal Development, Health and Physical</u>	15320	2		56.10	71.03	14.93-	1.04-
<u>Society and Culture 2 unit</u>	15350	2		70.60	77.00	6.40-	.53

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 2017, the school had 2 students graduating in Yr 12, with a completion rate of 100%, 13 students completing Yr 11, with a completion rate of 69%, 8 students graduating Year 9, with a completion rate of 47% and 11 students graduating from Year 10 with a 49% 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. Some students also made the decision to leave school to find full time work, get an apprenticeship, attend TAFE or attend mainstream schooling. Where necessary, 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 2014-2017



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 WAYS Secondary 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 school regardless of what year the student leaves, student contact is maintained for a period of 3 months and post school destinations are obtained. Additional support is provided 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.

2017 post school destinations included:

- 10 students (32%) returned to a mainstream secondary school
- 2 students (6%) attended an alternate secondary school
- 2 students (6%) started an RTO Certificate Course at WAYS Bondi Junction
- 5 students (16%) started full time employment
- 2 students (6%) commenced an apprenticeship
- 5 students (16 %) enrolled at TAFE
- 1 student (3%) moved interstate or overseas
- 4 students (13 %) destination unknown

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 %
	WAYS	50	50	0.0	0.0	0.0	0.0
	State	5.6	16.8	26.7	26.2	16.9	7.9
	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
	WAYS	50	50	0.0	0.0	0.0	0.0
	State	8.5	12.9	23.5	29.5	17.1	8.4
	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
	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

2017 was the second year that WAYS Secondary students have sat for the HSC. is currently undertaking vocational training. His results were an excellent effort which resulted in the following results:

Tomas Danzey

Units	Courses studied	Examination mark	Assessment Mark	HSC mark	Performance band
2	Community and Family studies				
2	English (standard)				
2	Mathematics General 2				
2	PDHPE				
2	Society and Culture				

Joshua Barboza

Units	Courses studied	Examination mark	Assessment Mark	HSC mark	Performance band
2	Community and Family studies				
2	English (standard)				
2	Aboriginal Studies				
2	PDHPE				
2	Society and Culture				

2017 Significant programs and initiatives

PROFESSIONAL DEVELOPMENT:

As stated in the beginning of the Annual report WAYS SECONDARY staff have completed ample professional development in 2017 that has aided the foundation for implementation of NESSA requirements. WAYS SECONDARY staff have strived to enhance their pedagogical practice and extend their knowledge across an array of KLA'S.

Professional development is as follows:

All stage 6 subjects have undergone alterations and implementation to the stage 6 NESSA approved curriculum alterations to Scope and sequences, texts and concepts studied (English) and a decrease in assessments across the board from 5 in year 12 to 4 maximum and 4 in year 11 to 3 maximum. Because of this, staff have undergone professional development at the following development courses:

- AIS Familiarisation in 7-10 curriculum
- Planning and programming 7-10
- AIS Rocketing to new Horizons
- AIS Familiarisation in stage 6 English curriculum
- Australian curriculum training
- Online networking PDHPETA
- External research into pedagogical structures and subject applications
- AIS 7-10 familiarisation in History/ Geography for Australian curriculum
- Society and culture unpacking the complexities AIS

Mandatory requirements completed in 2017:

- Anaphylaxis training
- Child protection update/training

APPLIED LIFE STUDIES:

WAYS SECONDARY is an innovative, independent, alternative high school that strives to acknowledge a student's perception of the broader social world. In reference to NESSA'S requirements, WAYS SECONDARY is abiding by the expected hours of 150 hours across stage 5 in all subjects, however one period a week will be dedicated to applied life studies. In 2018, Ways Secondary is trailing applied life studies one period a week that will be a practical expression of a range of KLAS and outcomes across the curriculum. The studies will be extended but not limited to practical life experiences such as resume, work practicality, exposure and fundamentals of broader social scope.

EXCURSIONS:

WAYS Secondary have exposed students to an array of educational excursions that have assisted the outcomes and requirements of core KLA subjects. The excursions have enabled students to grasp the scope of the stage from a wider perspective and comprehend the curriculum through various programs. The excursions are as follows: MCA art excursion (stage 5), Party program Prince Of Whales (stage 5-6), Sculptures by the sea (stage 5), Hyde Park Barracks (stage 5), Financial mathematics workshop, Narrabeen coastal management fieldwork (Stage 6) and numerous community consultations such as Headspace for Aboriginal studies (stage 6.) The excursions have proved to be effective and insightful as students are able to draw meaning to curriculum and develop perception and voice about the focus topic areas.

2017 Wellbeing Workshops:

During 2017 WAYS Youth & Family psychologists as well as guest speakers in relation to topics ran a number of wellbeing workshops pertinent to identified youth issues that presented at various points in the school year. The workshops have embodied and utilized internal and external agencies to enable student wellbeing to be at the forefront of education from a holistic approach. The workshops have ranged from Resilience (stage 6 Mikal & Daniel WAYS psychologists), AOD (Eva, case manager WAYS Secondary), Exam stress (Daniel Stage 6 WAYS psychologist), AOD workshop (Mikae & Matt, WAYS case managers) and exam stress workshop. The workshops targeted student needs and approached students in a manner that was supportive and collaborative enabling them to express autonomy and gain the insight into strategies both on an educational and health level. 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. Students were highly engaged in these workshops and were aided with the knowledge in a diverse and relational manner that equipped students and their broader social and educational implications.

2017 School-determined improvement target outcomes

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

In 2017 we achieved good results and reduced drop-out rates for year 11/12 stage 6 a comparison of 2017 year 11 38% and year 12 75% to 2016 the dropout rate for year 11 was lower than in 2016 with a rate of 30%. The pattern continued with the year 12 cohort, whereby the dropout rate was 50%. Good results for students in HSC are achieved by a stronger focus on the enrolment process (screening for behavior issues), probation periods, and implementation of after school tutoring lessons, collaboration with wellness team to create strategies to manage exam stress and external factors, stability and consistency with teaching staff. The retention rate is a direct result of the discussed strategies as well as implementation of a diverse and suited curriculum (Geography Stage 6), supportive small class environment, stronger collaboration with parents and teachers, external excursion that have enabled meaningful content and curriculum engagement. Furthermore, a focus has been on enrolling students with diverse backgrounds who are not suited to mainstream environment. The shift in clientele has enabled dropout rates to decrease and high engagement with curriculum. Furthermore, 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: -

Syllabus and information packs 2017:

All preliminary and HSC content was made available to HSC students via year level information packs and ongoing subject updates. The information packs were distributed at information evenings and enabled all students and parents to have a comprehensive understanding of the assessment schedules and the applied weightings. This ensured students and parents had transparency for expectations of curriculum and ensured appropriate strategic management. The syllabus for all subjects was uploaded into a shared platform and available on the NESSA website.

Technological Learning for the HSC 2017:

In 2017 all students were provided with an online Google Docs/Email account where all HSC work can be completed in a relatively paperless environment. Teachers utilized Prezi, PPT, Google classroom and Google share over the course of 2017 to ensure transparency across the board. Teachers and students were able to collaborate about assessments and implications that may arise over the course of the year. Google drive also enabled the implementation of subject specific folders that teachers downloaded relevant material from the course to enable students with attendance issues to take responsibility for learning. The HSC Study Kit allowed students to review academic work online in their own time and establish their own pattern of study when not in school furthering self-regulation and a stronger sense of autonomy to education. Email to and from staff was made available in the event students require assistance in the event of unplanned absences. The Google Docs account enabled students in each subject can be saved under their own profiles to ensure they do not get lost.

Dynamic and flexible teaching aids 2017:

2017 depicted dynamic and flexible teaching aids that conveyed a supportive environment based on encouragement to equip students at all stages in their HSC courses. Staff have had diverse training, planned lessons according to the diverse cohort of students, and provided scaffolded exam conditions to prepare students for HSC Trials and HSC Examinations. Teachers have modified assessments in order to accommodate for students with gaps in learning and have approached students individually based on ILPS, external home environment factors, significant gaps in education and prior learning experiences.

Overall, this HSC Study plan 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.

2017 has embodied the planning and implementation for the two unit Geography Stage 6 Curriculum to replace 2 unit Aboriginal studies in 2017/2018 stage 6. The implementation of Geography is a direct result of consideration of student cohort, weighting of subject in the HSC, collaboration and advice from AIS and management, engagement, achievement outcomes relatedness to curriculum and teacher experience and willingness to teach the subject. The preliminary course (Stage 6: Year 11) focussed on a broad range of skills that embodied a focus on the biophysical environment and equipped students with research skills in the SGP and fieldwork. Fieldwork is a required component of the stage 6 curriculum for Geography and it is imperative that students attend to strengthen understanding across the board. Fieldwork enabled students to develop deeper appreciation, engagement and draw a meaningful relationship to curriculum. The primary research conducted at Narrabeen for the case study on coastal management enabled students to comprehend their assessment on a deeper level and apply a practical approach to curriculum and pedagogy. Students completed the SGP that focussed on Bondi and Government intervention and the policies, procedures and cultural integration that dictates immigration and statistical revenue. The SGP equipped students with the relevant research skills required for stage six Year 12 KLA subjects. In year, 12 2017/2-18 students investigate units titled Ecosystems at Risk, Urban Places and People and Economic Activity. Teachers have developed programs for all units that have been advised by the AIS to ensure compliance. WAYS Secondary is experiencing stronger engagement from students with a more practical program that builds upon the skills and content studied in mandatory Geography in stage 5.

In 2017, 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 as stipulated by NESSA must undertake fieldwork in Stage 5 this was conducted through a RAP research action plan at Dudley page .

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

During 2017 WAYS Youth & Family psychologists as well as guest speakers in relation to topics ran a number of wellbeing workshops pertinent to identified youth issues that presented at various points in the school year. The workshops have embodied and utilized internal and external agencies to enable student wellbeing to be at the forefront of education from a holistic approach. The workshops have ranged from Resilience (stage 6 Mikal & Daniel WAYS psychologists), AOD (Eva, case manager WAYS SECONDARY), Exam stress (Daniel Stage 6 WAYS psychologist), AOD workshop (Mikae & Matt, WAYS case managers) and exam stress workshop. The workshops targeted student needs and approached students in a manner that was supportive and collaborative enabling them to express autonomy and gain the insight into strategies both on an educational and health level.

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. Students were highly engaged in these workshops and were aided with the knowledge in a diverse and relational manner that equipped students and their broader social and educational implications.

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

It was 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). There was a stronger focus on literacy and numeracy across NESSA syllabus in 2017 and continued into 2018. Literacy and numeracy are paramount for student success and due to the cohort of students, there has been numeracy and literacy classes added to the timetable as well as required NESSA hours.

Ways Secondary staff have commenced using SMART data to inform teaching and learning practices. There have been various strategies implemented to ensure the continued success of the Literacy and Numeracy program and bridge gaps in learning:

Literacy:

- Teachers have encouraged 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 have focused the lessons on subjects that students will engage with and reflect to a high degree.
- Teachers have ensured high autonomy in literacy classes to enable students to take responsibility for learning and self-regulate.
- Teachers have incorporated various means and modes of representation and expression to accommodate for a range of student diverse needs.
- Teachers have used varied instruction (audio, written, visual, and auditory) in the classroom in order to cater for all student needs.
- There has been a strong focus on written exams and scaffolding for completing exam. Furthermore, teachers have differentiated down elements for those students who represent gaps in learning (In order to minimise exam anxiety and prepare students for senior years.)
- There was a focus on Essay writing, comprehension, paraphrasing and summarising, as these are the fundamental skills needed for senior years.
- Literacy and Numeracy teachers have had adequate professional development as stated prior in the report, in order to attain a diverse range of teaching strategies and stay up to date with current curriculum.

Numeracy:

- ICT was a focus in 2017 and teachers have encouraged 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.
- Scaffolding and differentiated practice was utilized to ensure student achievement.
- Monitored progress of student achievement over the course of the year.
- Peer to peer mentoring to assist those students with gaps in learning.
- Teachers have 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 was 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.

The target was met in 2017 to further engage with the vast array of student/family backgrounds through utilising a case-management focus within the academic structures of the school. Collaboration with parents was vast as retention rates were higher and enrolments were consistent the importance of regular collaboration was imperative to success and a holistic approach to the child's wellbeing and educational success. This was accomplished through a variety of approaches outlined in the following:

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. Parent teacher evenings to subject transitions that embodied the expectations for the subject, the assessments and enabled students to raise core concerns and collaborate with staff.
3. Increase collaboration between the school (teaching staff) and parents was made possible in 2017 through emails, phone calls, case notes and Parent-teacher interviews. Parent teacher interviews enabled expressed concerns, regulated student behaviour and enabled teachers to comprehend the external factors that may be influencing behaviour.

Achieving the target in 2017 enabled teachers to collaborate with parents and each other to perceive the students degree of success or failure. Collaboration enabled expectations for policies and behaviour, behaviour management strategy and an aboveboard understanding of parent concerns. As a result, strategies could be made by all parties and student success paramount.

Target 6: Increase in Teacher Development.

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 was achieved by all teachers participating in a variety of professional development sessions both in and out of school. Teachers were 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. As stated in the beginning of the Annual report WAYS SECONDARY staff have completed ample professional development in 2017 that has aided the foundation for implementation of NESSA requirements. WAYS SECONDARY staff have strived to enhance their pedagogical practice and extend their knowledge across an array of KLA'S.

Professional development is as follows:

All stage 6 subjects have undergone alterations and implementation to the stage 6 NESSA approved curriculum alterations to Scope and sequences, texts and concepts studied (English) and a decrease in assessments across the board from 5 in year 12 to 4 maximum and 4 in year 11 to 3 maximum. Because of this, staff have undergone professional development at the following development courses:

- AIS Familiarisation in 7-10 curriculum
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- Society and culture unpacking the complexities AIS

Mandatory requirements completed in 2017:

- Anaphylaxis training
- Child protection update/training

Target 7: Marketing of the School.

In 2017 WAYS Secondary staff has been involved in marketing and promotional activities for the school and the wider WAYS organisation. Teaching staff have been 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. Ways staff have strengthened relationship with external parties in 2017 such as: Youth centres, high schools (independent, private and public), Key College, PCYC Glebe, The shack, JJ Cahill, Rivendell hospital and Adolescent unit- POW. Promotion and community consultation has enabled a diverse range of students and an increase in retention rates in stage 6 across the board. Although our target is retention, we also acknowledge the student and the focal point of their educational experience is to have sufficient attendance.

Strategies that enabled success for 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
- Ongoing regular meetings with CEO Russell King and principal Terri Said
- Increased social media presence and online promotion of the school via social media platforms including Facebook
- Flyer distribution via letterbox drop
- Ongoing emails and phone conversations with counterparts
- 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 is measured by:

- Increased student enrolment numbers across all year groups (9-12)
- Strong reputation for a successful alternative high school that re-engages students of diverse backgrounds
- Increased brand recognition of WAYS Secondary throughout targeted organisations
- Retention in stage 6
- Increased referrals from targeted schools and community organisations

Target 8: Science Innovations.

WAYS Secondary now have plans for the building of the Multi-purpose Science Laboratory in order to deliver the curriculum in a more engaging and dynamic manner. Plans that have been drawn up have been approved by the relevant compliance bodies and building will be underway in the school holidays between Terms 1 and 2. Financially, WAYS Secondary has now raised the required money that will be combined with the government grant awarded us in 2016.

The implementation of the additional topics in the Science curriculum have been put in place this year (2017), each topic with varying degrees of success in terms of engagement and delivery. The most successful topic delivered this year (including all curriculum required topics) was the Forensics topic where students learned about different aspects of scientific tests or techniques used in connection with the detection of crime, including, but not limited to, criminal psychology, analysing a crime scene and ballistics and trajectory. Through further refinement in 2018, the courses will become even more engaging.

2018 Targets

Target 1: Implementation of updated stage 6 NESAs approved curriculum:

The revised NESAs curriculum has outlined clear stipulations that stage 6 syllabus must abide by requirements will be updated and implemented in stage 6 across the board in 2018. NESAs has outlined that stage six preliminary assessments must be three and four assessments maximum for HSC courses across KLAS in stage 6. The new Stage 6 syllabuses are to be implemented as follows: 2018 Start teaching the New Year 11 English, Mathematics Standard, Science and History courses. In Term 4, start teaching the New Year 12 English, Mathematics Standard, Science, Science Extension and History courses. Familiarisation and planning for the new Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2 and Science Extension (Terms 1–3) Stage 6 syllabuses. Guidelines for school-based assessment are as follows: Number of tasks capped three tasks in Year 11 4 tasks in Year 12 task types suited to the course. One formal written examination style task option further guidance on processes for ensuring students' own work in projects Consultation on changes to Stage 6 BDCs to align with new Stage 6 assessment requirements New assessment requirements from Year 11 2018. There have been extensive alterations to the English stage 6 syllabus outlined in the following: Year 11 three prescribed modules mandatory first module: Reading to Write Year 12 reduction in the number of prescribed texts three extended prescribed texts as well as short texts. A common mandatory first module: Texts and Human Experiences two new modules: Language, Identity, Culture, and The Craft of Writing. The syllabus name has changed from Mathematics General to Mathematics Standard the Standard 1 course is now a Board Developed Course Content is organised in topics and subtopics Content identifies and builds on elements of Stage 5 Algebra, Geometry, Measurement and Statistics. Various changes to the structure of the curriculum has altered dictated in the following: Focus Studies material is integrated Opportunities for Applications and Modelling (AAM) are identified Digital technologies has been strengthened Working Mathematically: Understanding, Fluency, Communicating, Problem Solving, Reasoning and Justification and New Networks topic. In order to meet requirements for assessment regulations staff have completed ample professional development that have advised them on the formation of assessments and expectations. It is vital that staff consider the implications of altered assessment numbers and adjust their programs accordingly to focus on the assessments. The assessments are weighted to a higher extent and it is imperative that staff implement the updated stage 6 curriculum with a comprehensive understanding of objectives. The target addresses the importance of updating curriculum and understanding regulation in order to develop student learning to a high extend and meet requirements for stage 6.

Target 2: Innovative teaching, Potential for opening the scope for open learning / external subject:

Implementing a trial period to enable further scope for subjects and to accommodate for students diverse learning needs and interests we have introduced Open learning. The final decision is indicative by Terri Said, as she will assess the competency of the student for the desired subject. There are specific stipulations and requirements students must demonstrate capacity for self directed learning, be internally regulated in terms of academic resourcefulness and if the subject is a language, the student must have done a language from year 7 onwards in junior years to accommodate knowledge and learning. Parents for all open learning external subjects must be responsible for any payment required by open education institutions and source a tutor. A WAYS teacher's responsibility will only be monitoring progress, ensuring adequate resources, space and time to do the subject and signing off on the learning tasks but not assessing. WAYS does not bear any responsibility for the standard of the subject being delivered or the outcome of student achievement in the subject. The implementation of open learning/external subjects are designed to enable diversity, autonomy, self-regulation and completion of students desired outcomes.

Target 3: Ongoing professional development for staff in the updated NESAs curriculum:

In addition to 2017 ongoing professional development will continue in 2018, it is paramount that Ways Secondary staff are up to date with curriculum knowledge, pedagogical approach, NESAs alterations, assessment weightings, curriculum stipulations, requirements, and diverse perspective of syllabus/curriculum. There will be strong focus on Geography professional development; Business services as the implementation of these subjects require coherency and strong understanding of requirements. Geography teachers will complete online and external professional development to participate in professional and community networks and forums to broaden knowledge and improve practice. Teachers will undertake professional learning programs designed to address identified student learning needs. Teachers will establish and maintain respectful collaborative relationships and contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. Business services will see completion of Cert 4 in training and assessment to advise Ways Secondary staff on the application to assessment and regulation to assess the subject. The ongoing professional development will enable staff to report clearly, accurately, and respectfully to students and parents about student achievement. Furthermore, ongoing professional development will enable teachers to understand and participate in assessment moderation activities to support consistent and comparable judgements of students learning. Teachers will further comprehend the implications of and comply with legislative, administrative, organisational, and professional requirements, policies and procedures. Teachers will meet codes or ethics and conduct established by regulatory authorities, systems and schools. Professional development will allow teachers to use the Australian professional standards for teachers and advice from colleagues to identify and plan professional learning needs. Ways Secondary management is dedicated to further achieve this target in order to equip staff with the relevant knowledge of KLAS and to consistently improve pedagogy.

Target 4: Increase promotion and community consultation with external parties to broaden scope of students:

Collaboration with external parties has been successful in 2017 and it will be a stipulated target in 2018 to ensure retention, attendance, partnership and integration are attained in 2018. Ways staff have strengthened relationship with external parties in 2017 such as: Youth centres, high schools (independent, private and public), Key College, PCYC Glebe, The shack, JJ Cahill, Rivendell hospital and Adolescent unit- POW. Promotion and community consultation has enabled a diverse range of students and an increase in retention rates in stage 6 across the board. Although our target is retention, we also acknowledge the student and the focal point of their educational experience is to have sufficient attendance. In relation to collaboration we acknowledge the importance of recognising a student if they desire to pursuit reintegration into mainstream education. Our ultimate goal is retention however, it is integral to work collaboratively to ensure student success on the front of wellbeing and educational success. 2018 the increase of collaboration and promotion will continue as WAYS strives to broaden scope of diverse students to extend the clientele at Ways Secondary. In order to abide by the target of retention it is imperative that Ways staff are innovative in their collaborative approach to community consultation and establish a strong relationship with counterparts to work effectively to integrate at risk students to achieve desired outcomes.

Target 5: Implementation of Stage 6 Business Services TVET course:

A target for WAYS Secondary in 2018 will be to implement the VET Cert III in Business Services. This will occur at the start of the school year in 2018 to accommodate the dynamic nature of WAYS Secondary High School. The course is NESA approved for the HSC and ATAR, offering students the qualification. The course reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge, provide technical advice and support to a team. Students completing the course will achieve the potential for job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- customer service adviser
- data entry operator
- general clerk
- payroll officer
- typist
- Word processing operator

In order to abide by this target, the school will develop, implement and monitor the course internally, but also train staff with the qualification of Cert IV in Training and Assessment. This will enable staff to effectively teach and assess the implementation of VET Business Services in WAYS Secondary High School.

Target 6: Continued Retention of current students and attendance rates stage 6 HSC:

In conjunction with the retention rates of students in 2017 it is a target in 2018 to retain current students and attendance rates for stage 6 HSC. Retention rates will be ensured through accommodating students with various wellbeing workshops and collaboration with teaching staff and wellness team to target needs. Students will have ILPS developed that will inform staff of external barriers. In order to attain attendance rates students that present at risk will be approached and a contract will be developed with Principal Terri Said. The contracts have been successful in 2017 as students have understood the choice, decision, and responsibility model and abided by their terms and conditions. Because of attendance and retention stage 6 will expand ensuring consistent progress, achieved outcomes and success in the HSC. As stated earlier in the report 2017 year 11 38% and year 12 75% to 2017 the dropout rate for year 11 was lower than in 2016 with a rate of 30%. The pattern continued with the year 12 cohort, whereby the dropout rate was 50%. 2018 will continue to improve retention and attendance rates, 2018 depicts 12 students enrolled in Stage 6 HSC.

Target 7: Innovative ICT (laptops) and differentiation within the classroom and introduction of life skills in Stage 5

A 2018 continual target will be the innovative approach to ICT to enable differentiation for a diverse range of students across a broad spectrum of learning needs. The commencing period of 2017 Ways Secondary had the introduction of laptops for Stage 6 (Year 12) to ensure they had full transparency in their learning and attained a greater sense of autonomy, self-regulation, collaboration with peers and teachers. Students will continue to utilize these laptops in 2018 to instill a greater sense of diversity in curriculum pathways and accommodate for implications in learning. Students will further utilize the laptops to attain autonomy and access a greater range of resources on the internet. Students have begun participating in community forums to broaden knowledge of practice and curriculum that has strengthened curriculum knowledge and enabled students to extend their understanding of requirements. Students will be able to download and complete past HSC papers ensuring they are managing anxiety and expectation. Furthermore, ICT will enable differentiation in the classroom across the board and the range of KLAS as teachers will find various pathways to assessment that will cater to students with memory processing issues, handwriting implications, gaps in learning, ADHD, anxiety, autism and gaps in learning.

ICT differentiation within the classroom will range from:

- PREZI
- PPT
- YouTube
- Online blogs/forum
- Digital multimedia
- Online syllabus/Google classroom etc.

In conjunction with the 2017 engagement we hypothesise that the innovative approach to ICT within the classroom will continue to be successful. Differentiated ICT will enable effective teaching strategies to integrate ICT into learning and teaching to make selected content relevant and meaningful. Teachers will select and create a range of resources to engage students in their learning, attain retention rates and accommodate student learning. Finally, in 2018 it is aimed for teachers to commence writing a life skills program for all stage 5 subjects to be implemented in 2019.

Target 8: Completion of the stage 5 science laboratory

We aim to have completed the building and installation of the science lab and all relevant equipment by the end of 2018.

WAVERLEY ACTION FOR YOUTH SERVICES INCORPORATED

FINANCIAL REPORT
YEAR ENDED DECEMBER 31 2017
(Client No: 2828606-WAYS Secondary)

STATEMENT OF INCOME AND EXPENDITURE

	<u>2017</u>
	\$
<u>INCOME</u>	
Funding received -NSW DEC grant	204,765
-DET (state Government)	723,370
-Other Grants	-
Fundraising and other income	3,600
<u>TOTAL INCOME</u>	<u>936,735</u>
<u>EXPENDITURE</u>	
Depreciation expense	106,993
Finance costs	2,458
Salaries	564,511
Workers comp	12,036
Leave expense	2,358
Building expense	41,343
Operating expenses	131,996
Superannuation	<u>48,194</u>
<u>TOTAL EXPENDITURE</u>	<u>909,889</u>
<u>EXCESS OF INCOME OVER EXPENDITURE</u>	
<u>FOR THE YEAR</u>	<u>(26,846)</u>