



WAYS Secondary Annual School Report 2021

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Dr Terri Said

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Introduction

WAYS Secondary is proud 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 and Primary aims

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.

The primary aims of the school centre around increasing student attendance and engagement in learning and to create a safe and supportive environment so that students are able to perform at their best academically and feel safe to grow emotionally.

Principal's message

I am pleased to report that despite the challenges of COVID in 2021, WAYS Secondary once again delivered inspiring outcomes for our students. I am very proud of the school's establishment as a leader in the field of alternative education for our specific 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 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 the Lewis Foundation and the Lowenden Foundation for their generous donations.

I would also like to extend a hearty congratulations to the HSC graduating class of 2021. Despite a very tough year to the extended lockdown, this year managed to perform brilliantly in the HSC. Notable results include Oliva Gudgeon coming 6th in the state in 2 Unit Mathematics and gaining a place on the merit list for this subject, and Adele Perchey, gaining a place on the merit list for 2 Unit Modern History.

I'd also like to acknowledge all the dedicated and hard work of the staff in the past year, especially in light of the lockdown and as importantly in ensuring that the school received an excellent result in terms of being awarded 5 years accreditation by NESAC. My sincere thanks also go to our external consultant Gina Grant for working with us to achieve such an excellent outcome in our accreditation journey.

The school also continues to perform well financially and is well positioned to retain this position on the future. See the Financial report in Appendix A.

This report was prepared with the assistance of Brian Dowling and Miriama Tamata – School Administration & Student Support Officers and our teaching staff: Celina Silva Santos (Proficient), June Rachael Murray (Proficient), Emma Simms (Provisional), Megan Nelson (Provisional) and Tim Ramsden (Proficient).

Dr Terri Said - Principal

Students' message

'I never knew a school could change my life in the way this one has. This school has benefited me in so many more ways than just educational purposes. It has given me a home and a second chance that I will forever be grateful for. I am not here because I am being forced, I come because I wouldn't want to be anywhere else". Talia (former Year 12 student)

"I have been very supported at this school as all the teachers are very helpful and caring. WAYS Secondary is the best school I have been to and I always recommend this school to everyone" Amy Year 12

"WAYS Secondary has created a relaxing, safe, and supportive atmosphere for me during my time here. This has resulted in a massive improvement in my attendance which at my previous school as so below average that I almost repeated a year. Luckily I switched schools to WAYS and they have helped me avoid repeating" Flynn Year 12.

"WAYS to me has meant a new beginning and a second chance achieving my goal of finishing year 12. In my short stay here, I have achieved finishing year 10 and now I'm more than half way through year 11! WAYS has given me a chance to make new friends in a much more safer and happier environment than my previous school" Cameron Yr12

"WAYS has helped me with my grades as I used to fail all my subjects at my previous school and now I am getting either A's or B's. I didn't realise I was capable of achieving good grades. The teachers here are amazing!" Alyssa Year 12

From the moment we walked into WAYS Secondary we were greeted and embraced by Terri and her amazing team of teachers which gave us the confidence to enrol our daughter in this unique and wonderful school. The love and care from the WAYS teachers are very special, and each student is nurtured to meet their individual needs. Thanks to Terri and the staff at WAYS who consistently exceed all expectations, our daughter has completed her HSC, turned her life around and gained an early entry offer into university. We cannot thank Terri and her team enough"

MELISSA & DANNY

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.

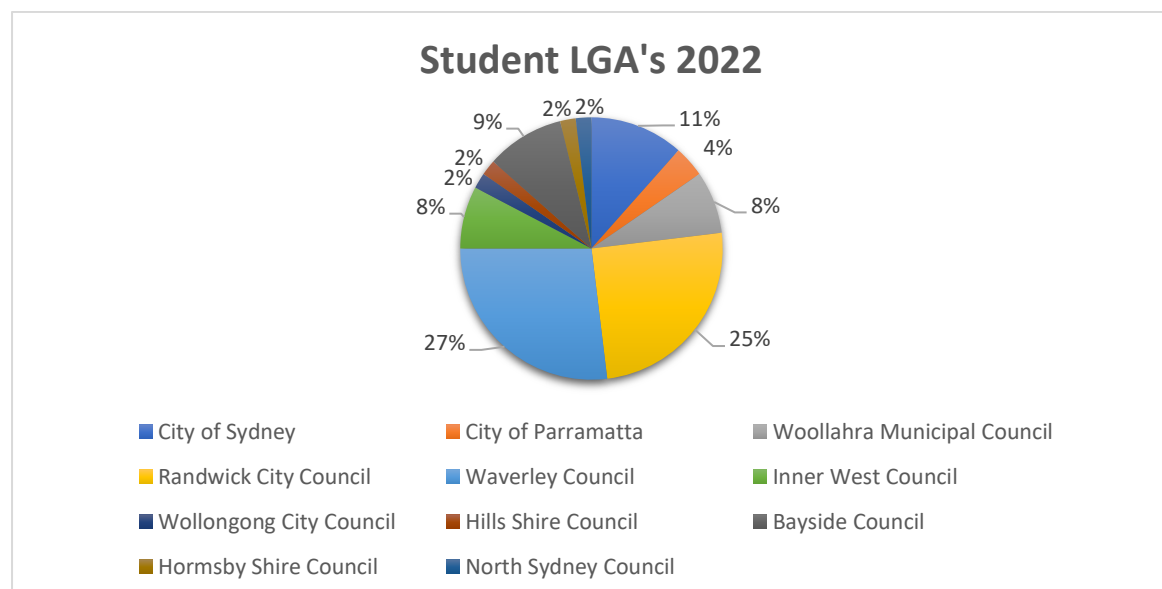
2021 has continued to see a number of innovative approaches to education in our school. We have continued to offer three critical compulsory subjects to our curriculum: Literacy and Numeracy Support and Enrichment. These subject areas are designed to effectively bridge gaps in young people's education 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.

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 school, students and parents are given clear explanations of all policies and procedures such as the discipline policy and procedures, grievance and complaints policy and procedures and serious incident policy and procedures.

In 2021, a total of 64 students who were enrolled across stages 5 and 6. There was an average of 45 students enrolled at any one time. The average age of students enrolled was 15.5 years. The gender ratio was: 65% girls to 35% boys.

Student Postcodes



Student Attendance

The average school attendance across all year groups for 2021 was rate was 71.75%. This pattern of attendance has been a consistent major achievement of the school and its individual students. This is especially true in light of COVID and the fact that the school works to engage young people who often have significant school absenteeism and disengagement. The attendance for each group was as follows: Year 9 – 74%, Year 10 - 69%, Year 11 - 68 % and Year 12 was - 76 %.

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/caregivers 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 significant unexplained 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 student's 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 schoolwork, 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 student's 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 school's attendance requirements.

Staff Information

In 2021, the school was primarily staffed by 1 Principal, 4 permanent full-time teachers, and 1 full time School Administration & Student Support Officer. Part time staff include a part time secondary teacher and support teacher, Finance Manager and Office Manager. The school is also staffed by various casual student support staff and casual teachers. The gender ratio of all 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 and the UK. 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.

In 2021 professional learning undertaken by school staff included, was mostly online due to COVID and included:

- 'Child Protection in the Work Place' DET online training
- 'Anaphylaxis' DET online training
- First Aid Training with St John's Ambulance
- Unpacking the complexities- AIS conference
- Familiarisation with the stage 5 and 6 English curriculum AIS
- Familiarisation with the stage 5 and 6 History curriculum AIS
- Redesigning assessment practices to include all students yr 7-12.

- Stage 6 PDHPE resource exploration

School Environment

Initiatives promoting respect and responsibility

WAYS Secondary prides itself on adopting a whole school approach in order to create an environment that actively promotes respect and responsibility amongst its student body, staff and wider WAYS community.

A whole-school approach encourages schools to review their existing procedures and culture to ensure that they model respectful relationships and gender equality practices across the entire school community.

Cultural and procedural change means schools and their communities look at staff practices, classroom management, school events, sport programs, and other occasions, to ensure all aspects of a school's operation and culture are underpinned by respect and equality.

A whole-school approach to Respectful Relationships recognises that schools are:

- a workplace where all staff should feel equally respected, safe and valued and have equal opportunities
- a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom
- part of the wider community that can model gender equality and respectful relationships.

WAYS Secondary has as its core values complete acceptance and support for the diversity of all its students. At the school, we actively support gender diversity, diversity of sexual orientation and all religious and cultural beliefs. Lack of tolerance and discrimination against others is unacceptable and are dealt with as per our welfare and bullying and harassment policies and procedures. Students are encouraged to respect the choices of their peers, and this is widely encouraged in all classrooms and where possible in the delivery of relevant curriculum. Students do not wear a school uniform. This is intentional, as the school wants to actively encourage students to develop a sense of self through individual expression. Students are taught that with freedom, comes the responsibility for respect for diversity.

In summary, respect and responsibility are fostered through our ethos and values, relevant policies and procedures, the delivery of curriculum where possible, day to day activities and experiences of the students. The following are the areas of respect and responsibility the School encourages, nurtures, promotes, and hopes to instil in our students:

- Respect for one-self
- Respect for others
- Respect and acceptance of the individuality and uniqueness of each person
- Respect for the environment

- Respect for the accomplishments of others (past and present)
- Respect and gratitude for the contributions of the people in the past
- Respect for the ideas and opinions of others
- Responsibility for oneself and one's actions
- Responsibility as a member of a group, community, and society
- Responsibility for the future (the important role that each person plays in the betterment of the future and the positive contributions each can make)
- Kindness and compassion for others

The following rights and responsibility for all staff and students is another way the school promotes respect and diversity.

Student's rights and responsibilities

Student Rights At WAYS all students have the right:	Student Responsibilities At WAYS it is the responsibility of all students:
To receive an education in a safe and secure environment.	<p>To participate to the best of their ability.</p> <p>To continuously strive for improvement, and always work towards their personal best.</p> <p>To take responsibility for their learning and behaviour.</p>
To be treated with dignity and respect at all times.	<p>To treat all members of the WAYS Secondary community with dignity and respect.</p> <p>To recognise and accept that there are consequences for unacceptable behaviour, as set out in the Student Enrolment Contact.</p> <p>To inform the school if they have an infectious disease</p> <p>To show tolerance of different beliefs, religions, values, gender and sexual identities</p>
To an orderly and well-maintained school and to expect to have property kept safe.	<p>To respect, care and contribute to maintaining an orderly and safe learning environment.</p> <p>To take care not to damage equipment or</p>

	facilities of WAYS and not to interfere with the belongings of others.
To be kept safe from violence, threats of violence, discrimination, and all forms of harassment.	To maintain a safe environment free from violence, threats of violence, bullying, discrimination, and all forms of harassment
To be given a fair hearing if there is a disagreement or dispute.	To use the conflict resolution and grievance procedures of the school to resolve concerns and difficulties.
To have a say in the decisions that affect them.	
To raise complaints and concerns without fear of harassment, bullying or victimisation.	Not to make false accusations against the staff and other students.
<p>To have the limits of confidentiality explained.</p> <p>To know that WAYS Secondary is required to report any concern regarding the safety, welfare and wellbeing of a student to the relevant authorities (mandatory reporting)</p>	Student has a responsibility to understand the schools mandatory responsibilities and to report any staff wrong doing immediately to the principal or if it's about the principal to the President of the WAYS school Board.

Staff rights and responsibilities

Staff Rights At WAYS all staff have the right to:	Staff Responsibilities At WAYS all staff have a responsibility to:
<p>Expect students to:</p> <ul style="list-style-type: none"> - be punctual and regular in attendance to school and classes. - participate in what classroom activities and assigned work to the best of their ability. 	<p>Actively support and promote the school philosophy, ethos, and values.</p> <p>Know how students learn and how to teach them effectively.</p> <p>Know their students and use a range of teaching strategies and resources to engage their students in effective learning.</p>

Receive respect and support from the school community.	Treat all members of the WAYS community with respect, fairness, and dignity.
<p>Expect that they will be able to teach in an orderly, secure, and cooperative environment.</p> <p>Expect students to observe all classroom and school rules and expectations as documented in the Student Code of Conduct</p>	<p>Create and contribute to maintaining secure, caring and well managed safe and supportive environment for students, staff, and the WAYS community.</p> <p>Create challenging learning environments through planning and implementing effective teaching, learning and assessment.</p>
<p>Expect student to follow reasonable instructions given by staff in the performance of their duties.</p> <p>Use discretion in the application of rules and consequences and be fair and consistent in their application.</p>	Effectively implement the school's policies and procedures to maintain a safe environment free from violence, threats of violence, bullying, discrimination, and all forms of harassment.
Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Regularly monitor student progress, attendance, participation, and welfare

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, enrolment, 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 comprehensive 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. Some key policies are published on the school's website. In 2021 WAYS Secondary updated and fully revised all its policies and procedures in preparation for the 2021 five-year accreditation, in line with any updated NESA requirements. WAYS was successful in achieving 5 years of accreditation. WAYS Secondary also received recognition from the minister of education of a special assistance school status.

The following are the school's policies and procedures that were reviewed in 2021:

Content Area	School Policy and Procedure	Comment
Enrolment (outlined above)	Access & Equity WAYS Secondary Procedures Manual Enrolment Policy (see appendix B)	Minor review to ensure compliance and alignment with current procedures.
Student Welfare	Serious/ Critical Incidents and Emergencies Anti-Bullying Student Attendance Evacuation, Lockout and Lockdown Student Welfare WAYS Secondary External Provider WAYS Secondary student welfare, Safe and Supportive Environment	Minor to moderate review and adjustments to ensure compliance and alignment with current procedures.
Staff	WAYS Secondary Staff Procedure- Professional standards for teachers	Minor review to ensure compliance and alignment with current procedures.
Discipline	Staff Code of Conduct Community Code of Conduct Discipline	Minor review to ensure compliance and alignment with current procedures.
Child Protection	Child Protection	Minor review to ensure compliance and alignment with current procedures.
Building and Premises	WAYS Secondary Premises and Buildings WAYS Secondary Facilities Procedure	Minor review to ensure compliance and alignment with current procedures.
Complaints and grievances	Complaints or Grievances	Minor review to ensure compliance and alignment with current procedures.
Assessment and Learning	Assessment Policy and Procedures	Minor to moderate review and adjustments to ensure compliance and alignment

	<p>WAYS Secondary Monitoring Student Eligibility for the Award of the Higher School Certificate</p> <p>WAYS Secondary Monitoring Student Eligibility for the Award of the Record of School Achievement</p> <p>Process for reporting Academic achievement</p> <p>Quality of Education</p> <p>WAYS Secondary Science Laboratory Procedures</p> <p>Chemical Safety</p>	with current procedures.
Governance	<p>Responsible Persons</p> <p>Refusal to Register</p> <p>WAYS Secondary Proper Governance</p> <p>Delegation protocol and schedule</p> <p>Legal frameworks</p> <p>Risk Management Framework</p> <p>School Board Charter</p> <p>WAYS Secondary Governance Conflict of Interest</p> <p>WAYS Secondary Governance Related Party Transactions</p> <p>Financial Viability</p> <p>Professional Learning</p> <p>Induction Process</p> <p>WAYS Secondary Governance Audit of Financial Statements</p>	Minor review all of policies below to ensure compliance and alignment with current procedures.

	WAYS Secondary Notifications to NESA	
	Risk management	

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 reviewed in the past year and some procedures were slightly modified to reflect more practical requirements for students and staff, in that the procedures were made more specific to emerging student needs and to the growing nature of the school. They have also 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. The complaints and grievances policy is on the schools website. 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 from the Wellness centre staff and Youth Space staff 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 and acupuncturist-

Parents/caregivers have granted the school
Permission to take their children to the WAYS

G.P when required.

WAYS Psychologists – 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 completion of school.

WAYS Youth workers – Available for pastoral care and provide recreation activities for the students after school and in school holidays.

WAYS Youth & Family employs music tutors – Currently delivering fee for service music tuition to students if they desire it after school.

Self-development and health promotion workshops run by WAYS psychologists 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. Parents are informed at interview that should they need additional

information regarding their child's performance at school, they are welcome to contact teaching and psychology staff via phone and email.

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. In 2018 this policy was modified to include the potential use of a medium-term student suspension option. The principal or the principal's delegate may choose to suspend a student in the event that a student has allegedly been engaged in a serious offense that involves violent behaviour of drug related offenses. The medium-term suspension will only be applied whereby a more extensive internal investigation of the student's alleged behaviour is warranted. A medium-term suspension may be anywhere between 1 day and 4 weeks. Once all relevant evidence has been collected the suspension may be lifted and the student may return to school, or it may be replaced with another consequence in relation to the alleged behaviour determined by the principal or delegate. The student, parents/ caregivers will be notified of the outcome as soon as is practical once the decision has been made.

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 relate 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 2021 this policy was updated to include clearer procedures in relation to Mandatory reporting with the school. The procedures around reportable conduct was 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 DCJ 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 Year 10 curriculum compared to the state of NSW

The curriculum at WAYS Secondary is based upon the NESA curriculum, with all associated outcomes measured and recorded in direct comparison to student achievement and progress. Six students applied for their RoSA in 2021. This is listed below.

English 200 hours (300)

2021 Stage 5 (Year 10)

English 200 hours (300)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	1	11.11	2	15.38	3	13.64	4131	9.10	7776	17.68	11907	13.32
B	1	11.11	3	23.08	4	18.18	11009	24.25	14727	33.49	25736	28.80
C	5	55.56	2	15.38	7	31.82	17333	38.18	14501	32.98	31834	35.62
D	1	11.11	2	15.38	3	13.64	9083	20.01	4897	11.14	13980	15.64
E	1	11.11	3	23.08	4	18.18	3516	7.75	1832	4.17	5348	5.98
N	0	0.00	1	7.69	1	4.55	325	0.72	238	0.54	563	0.63

Mathematics 200 hours (323)

2021 Stage 5 (Year 10)

Mathematics 200 hours (323)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A10	1	12.50	1	9.09	2	10.53	3181	6.99	3071	6.97	6252	6.98
A9	0	0.00	1	9.09	1	5.26	3620	7.95	3871	8.78	7491	8.36
B8	0	0.00	1	9.09	1	5.26	4574	10.05	4764	10.81	9338	10.42
B7	3	37.50	1	9.09	4	21.05	5350	11.76	5791	13.14	11141	12.44
C6	0	0.00	0	0.00	0	0.00	7006	15.40	7581	17.20	14587	16.28
C5	0	0.00	1	9.09	1	5.26	7096	15.59	6987	15.86	14083	15.72
D4	0	0.00	0	0.00	0	0.00	5949	13.07	5381	12.21	11330	12.65
D3	3	37.50	1	9.09	4	21.05	4977	10.94	4004	9.09	8981	10.03
E2	1	12.50	4	36.36	5	26.32	3468	7.62	2421	5.49	5889	6.57
N	0	0.00	1	9.09	1	5.26	285	0.63	197	0.45	482	0.54

Science 200 hours (350)

2021 Stage 5 (Year 10)

Science 200 hours (350)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	1	11.11	4	30.77	5	22.73	5339	11.77	7056	16.04	12395	13.87
B	2	22.22	0	0.00	2	9.09	10366	22.85	12124	27.57	22490	25.17
C	4	44.44	4	30.77	8	36.36	16467	36.30	16029	36.44	32496	36.37
D	1	11.11	1	7.69	2	9.09	9357	20.63	6478	14.73	15835	17.72
E	1	11.11	3	23.08	4	18.18	3508	7.73	2049	4.66	5557	6.22
N	0	0.00	1	7.69	1	4.55	325	0.72	246	0.56	571	0.64

Geography 100 hours (4015)

2021 Stage 5 (Year 10)

Geography 100 hours (4015)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	3	23.08	3	13.64	5500	12.11	8714	19.82	14214	15.90
B	4	44.44	2	15.38	6	27.27	11378	25.05	13597	30.93	24975	27.94
C	4	44.44	1	7.69	5	22.73	16309	35.91	14178	32.25	30487	34.11
D	0	0.00	3	23.08	3	13.64	8419	18.54	5212	11.85	13631	15.25
E	1	11.11	3	23.08	4	18.18	3570	7.86	2065	4.70	5635	6.30
N	0	0.00	1	7.69	1	4.55	237	0.52	199	0.45	436	0.49

History 100 hours (4007)

2021 Stage 5 (Year 10)

History 100 hours (4007)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	1	11.11	3	23.08	4	18.18	5138	11.31	8755	19.91	13893	15.54
B	3	33.33	1	7.69	4	18.18	11314	24.91	13668	31.09	24982	27.95
C	2	22.22	4	30.77	6	27.27	16563	36.47	14088	32.04	30651	34.29
D	1	11.11	1	7.69	2	9.09	8460	18.63	5111	11.62	13571	15.18
E	2	22.22	3	23.08	5	22.73	3689	8.12	2142	4.87	5831	6.52
N	0	0.00	1	7.69	1	4.55	252	0.55	202	0.46	454	0.51

Visual Arts 200 hours (2060)

2021 Stage 5 (Year 10)

Visual Arts 100 hours (2061)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	2	22.22	2	15.38	4	18.18	100	8.39	584	21.95	684	17.75
B	0	0.00	2	15.38	2	9.09	248	20.81	930	34.95	1178	30.57
C	3	33.33	4	30.77	7	31.82	480	40.27	787	29.58	1267	32.88
D	1	11.11	2	15.38	3	13.64	268	22.48	257	9.66	525	13.63
E	3	33.33	2	15.38	5	22.73	83	6.96	93	3.49	176	4.57
N	0	0.00	1	7.69	1	4.55	13	1.09	10	0.38	23	0.60

Personal Development, Health and P.E. 200 hours (2420)

2021 Stage 5 (Year 10)

Personal Development, Health and P.E. 100 hours (2421)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	4	30.77	4	18.18	1622	16.56	1836	20.69	3458	18.52
B	4	44.44	1	7.69	5	22.73	3495	35.68	3373	38.01	6868	36.79
C	4	44.44	2	15.38	6	27.27	3289	33.58	2578	29.05	5867	31.43
D	0	0.00	3	23.08	3	13.64	1009	10.30	793	8.94	1802	9.65
E	1	11.11	2	15.38	3	13.64	346	3.53	273	3.08	619	3.32
N	0	0.00	1	7.69	1	4.55	34	0.35	21	0.24	55	0.29

Achievement of Preliminary HSC curriculum compared to the state of NSW

English Standard 2 unit (11130)

2021 HSC (Preliminary)

English Standard 2 unit (11130)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	1	14.29	1	10.00	632	3.59	1142	6.85	1774	5.17
B	1	33.33	3	42.86	4	40.00	4067	23.08	5382	32.29	9449	27.56
C	1	33.33	3	42.86	4	40.00	8462	48.02	7217	43.30	15679	45.73
D	0	0.00	0	0.00	0	0.00	3300	18.73	2099	12.59	5399	15.75
E	1	33.33	0	0.00	1	10.00	990	5.62	664	3.98	1654	4.82
N	0	0.00	0	0.00	0	0.00	171	0.97	163	0.98	334	0.97

Mathematics Standard 2 unit (11236)

2021 HSC (Preliminary)

Mathematics Standard 2 unit (11236)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	2	28.57	2	20.00	1582	7.86	2302	11.24	3884	9.57
B	2	66.67	0	0.00	2	20.00	4318	21.46	5193	25.37	9511	23.43
C	0	0.00	2	28.57	2	20.00	7286	36.22	7762	37.92	15048	37.07
D	0	0.00	2	28.57	2	20.00	4628	23.01	3804	18.58	8432	20.77
E	0	0.00	1	14.29	1	10.00	2067	10.27	1264	6.17	3331	8.21
N	1	33.33	0	0.00	1	10.00	236	1.17	147	0.72	383	0.94

Modern History 2 unit (11270)

2021 HSC (Preliminary)

Modern History 2 unit (11270)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	1	14.29	1	10.00	1071	14.87	1698	23.82	2769	19.32
B	0	0.00	2	28.57	2	20.00	2005	27.84	2274	31.91	4279	29.86
C	2	66.67	2	28.57	4	40.00	2561	35.56	2081	29.20	4642	32.40
D	0	0.00	1	14.29	1	10.00	1067	14.82	724	10.16	1791	12.50
E	0	0.00	1	14.29	1	10.00	419	5.82	266	3.73	685	4.78
N	1	33.33	0	0.00	1	10.00	79	1.10	84	1.18	163	1.14

Society and Culture 2 unit (11330)

2021 HSC (Preliminary)

Society and Culture 2 unit (11330)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	2	28.57	2	20.00	176	12.08	1281	22.78	1457	20.58
B	1	33.33	1	14.29	2	20.00	352	24.16	1907	33.91	2259	31.91
C	1	33.33	2	28.57	3	30.00	532	36.51	1609	28.61	2141	30.24
D	0	0.00	2	28.57	2	20.00	265	18.19	577	10.26	842	11.89
E	1	33.33	0	0.00	1	10.00	118	8.10	213	3.79	331	4.68
N	0	0.00	0	0.00	0	0.00	14	0.96	36	0.64	50	0.71

Personal Development, Health and Physical Education 2 unit (11300)

2021 HSC (Preliminary)

Personal Development, Health and Physical Education 2 unit (11300)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	2	28.57	2	20.00	900	9.85	2132	19.26	3032	15.01
B	0	0.00	1	14.29	1	10.00	2407	26.35	3470	31.35	5877	29.09
C	2	66.67	0	0.00	2	20.00	3342	36.59	3712	33.54	7054	34.92
D	0	0.00	3	42.86	3	30.00	1761	19.28	1313	11.86	3074	15.22
E	0	0.00	1	14.29	1	10.00	624	6.83	363	3.28	987	4.89
N	1	33.33	0	0.00	1	10.00	99	1.08	78	0.70	177	0.88

Food Technology 2 unit (11180)

2021 HSC (Preliminary)

Food Technology 2 unit (11180)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	2	28.57	2	20.00	118	6.88	818	23.24	936	17.88
B	1	33.33	3	42.86	4	40.00	295	17.19	1080	30.68	1375	26.26
C	0	0.00	2	28.57	2	20.00	632	36.83	1000	28.41	1632	31.17
D	0	0.00	0	0.00	0	0.00	398	23.19	388	11.02	786	15.01
E	1	33.33	0	0.00	1	10.00	214	12.47	170	4.83	384	7.33
N	1	33.33	0	0.00	1	10.00	59	3.44	64	1.82	123	2.35

In 2021, the school had 11 students enrolled in Year 12. All those students graduated except one. The completion rate for this year was 91%. For year 11 we initially had 13 students enrolled, 8 of whom completed the year. The completion rate for year 11 was 61%. For the Year 10 cohort, we had 22 students enrol, all of whom completed the year, resulting in a completion rate of 100%. For the year 9 cohort, we had 15 enrolled. 12 students completed the year, resulting in a completion rate of 80%.

Completion rates for WAYS Secondary have been impacted in 2021 by the extended lockdown, they have also 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. However, compared to past years, our completion rates are slowly improving due to increased support for students via early problem detection and provision of intensive educational and psychological support from within the school and from parents.

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

2021 post HSC destinations included:

- 10% went to University full-time
- 10% enrolled at TAFE full time
- 30% accepted a university course and deferred until 2023.
- 30% are employed full-time
- 10% became an entrepreneur
- 10% destination unknown

Students who left the school in Years 9, 10 and 11

- 18% returned to a mainstream secondary school
- 9% attended an alternate secondary school
- 18% attended enrolled at TAFE full-time
- 9% started an RTO Certificate Course at WAYS Bondi Junction
- 9% started a university bridging course
- 37% destination unknown

The National Assessment Program – Literacy and Numeracy (NAPLAN)

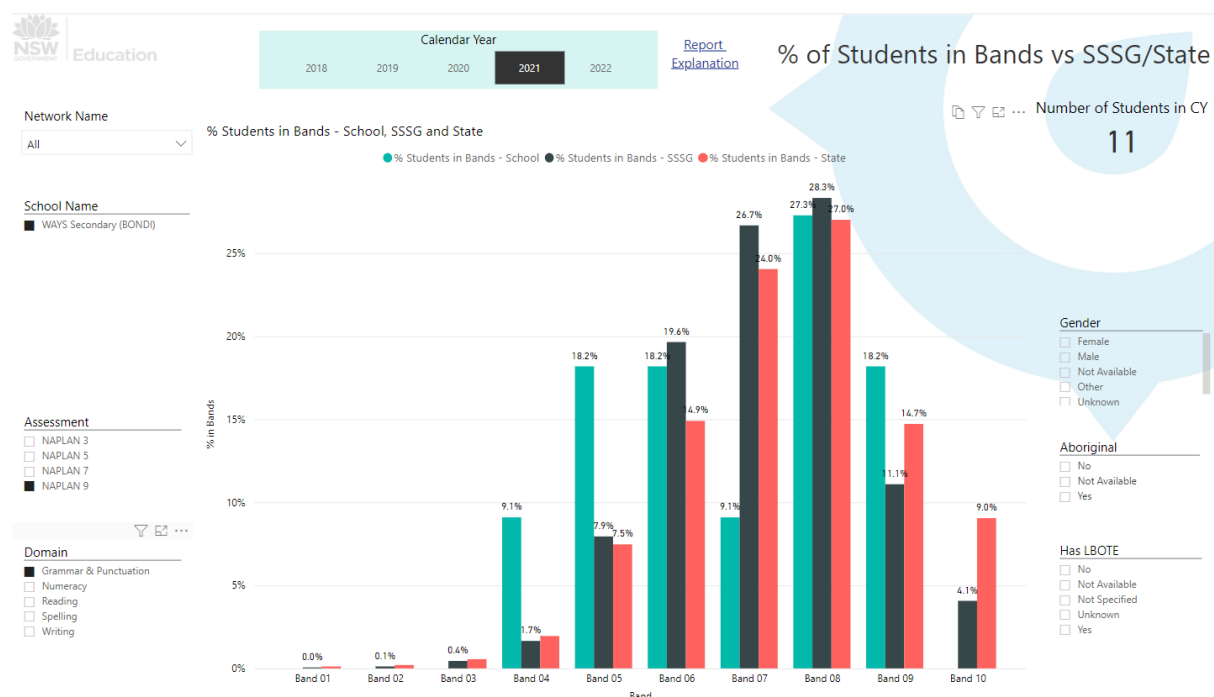
The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. All students in the same year level are assessed on the same test items in the assessment domains of Reading, Writing, Language Conventions (Spelling,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

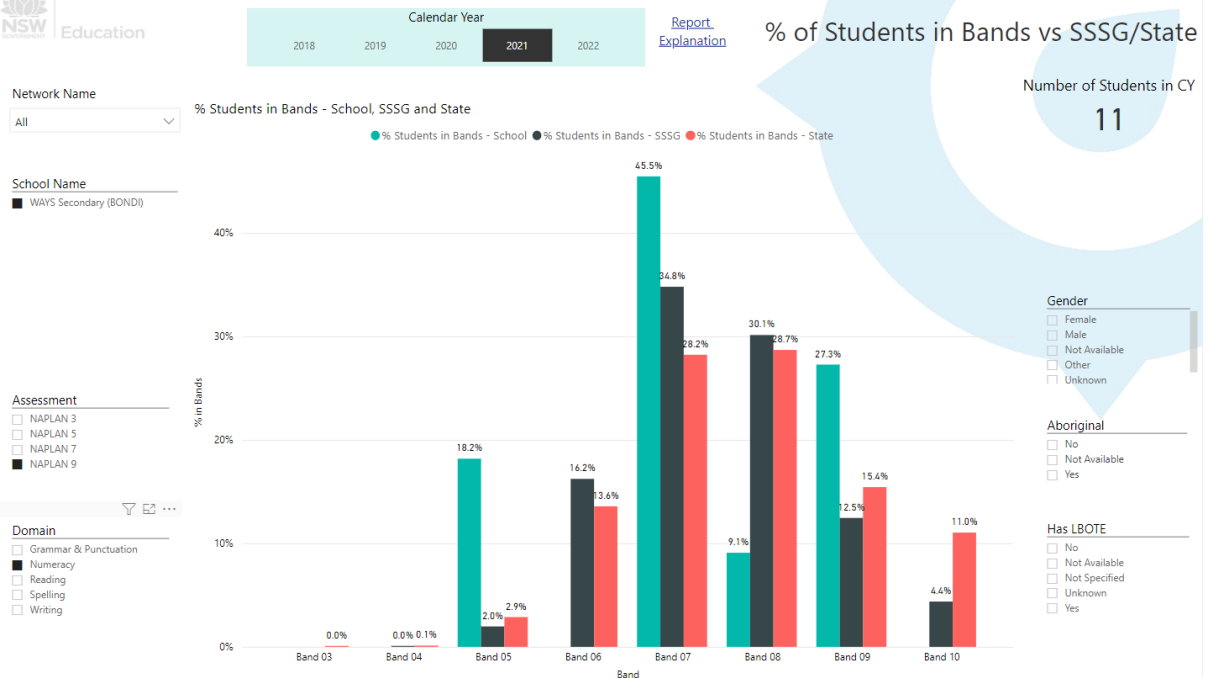
Details on school performance are provided in the table below where band distributions and percentages of WAYS students are compared with the state of NSW.

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

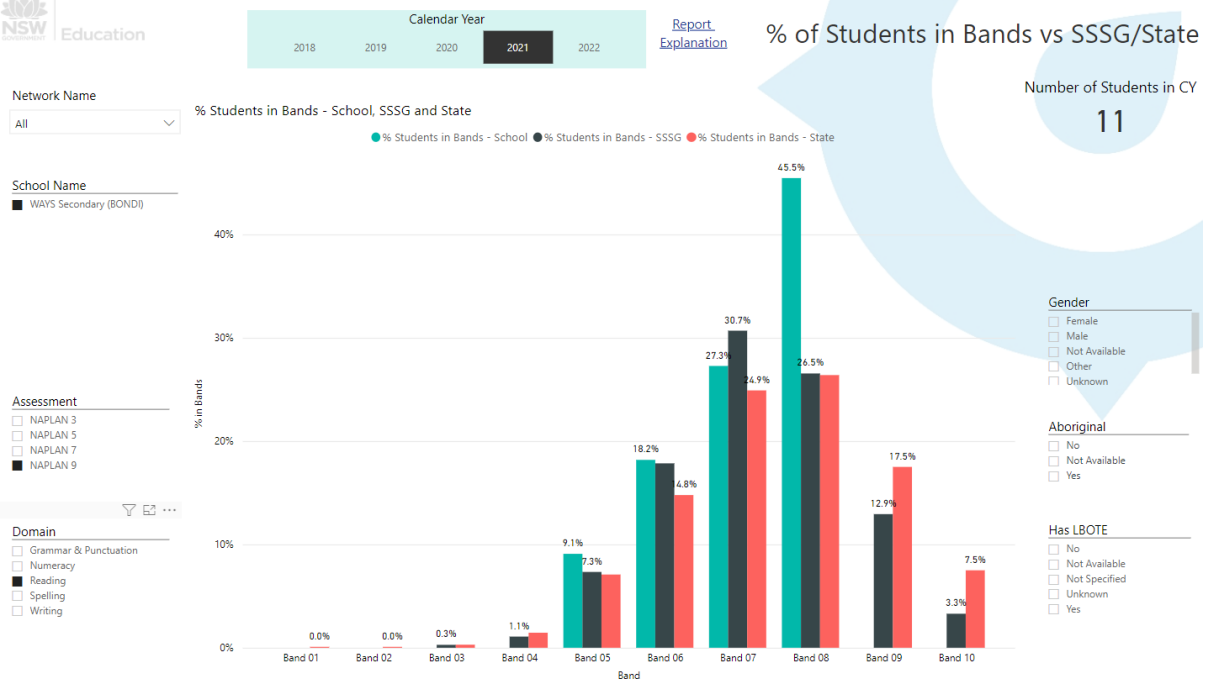
The Scout website provides detailed information and data for national literacy and numeracy testing (NAPLAN) including the school's results. See Graph's below which include information regarding the school's relative performance in the five domains assessed.



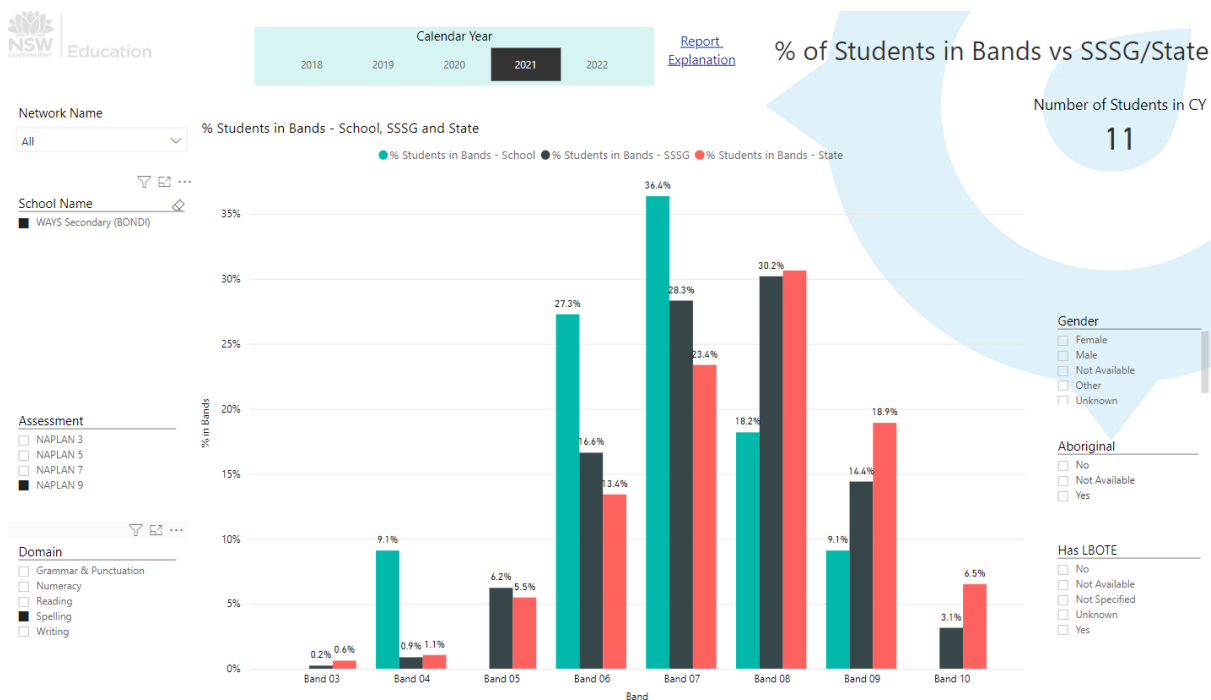
Graph 1 Grammar and Punctuation



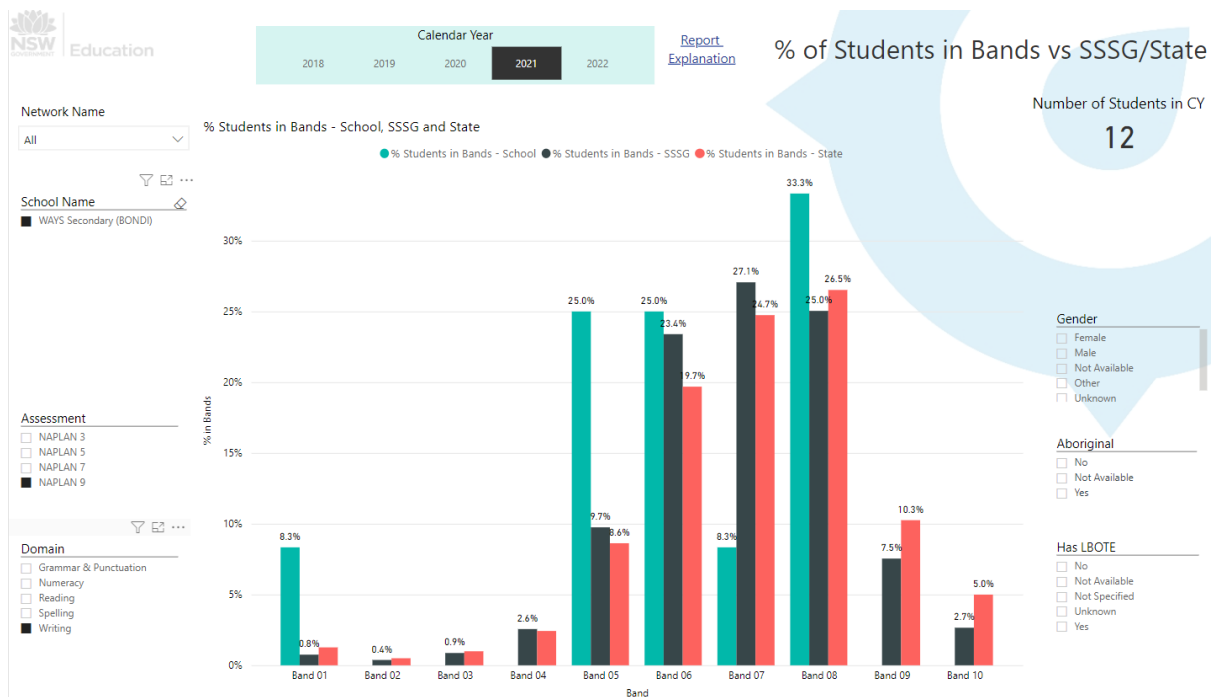
Graph 2 Numeracy



Graph 3 Reading



Graph 4 Spelling



Graph 5 Writing

HSC RESULTS

2021 was the sixth year that WAYS Secondary students have sat for the HSC.

Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
<u>English Standard 2 unit</u>	15130	10		66.78	70.47	-3.69	-.39
<u>Food Technology 2 unit</u>	15180	9	1	65.38	73.36	-7.98	-.60
<u>Mathematics Standard 1 Examination 2 uni</u>	15232	7		81.06	69.46	11.60	.95
<u>Modern History 2 unit</u>	15270	9		50.49	72.85	-22.36	-1.51
<u>Personal Development, Health and Physica</u>	15320	8		61.33	72.19	-10.86	-.91
<u>Society and Culture 2 unit</u>	15350	10		69.70	76.88	-7.18	-.61

The results for each student were as follows:

Student 1

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	91/100	91/100	91	6
2	Food Technology	86/100	86/100	86	5
2	Mathematics Standard 1	N/A	A	N/A	N/A
	Mathematics Standard 1 Examination	93/100	N/A	93	6
2	Modern History	94/100	94/100	94	6
2	Personal Development, Health and Physical Education	75/100	75/100	75	4
2	Society and Culture	75/100	81/100	78	4

Student 2

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	79/100	79/100	79	4
2	Food Technology	76/100	76/100	76	4
2	Mathematics Standard 1	N/A	B	N/A	N/A
	Mathematics Standard 1 Examination	86/100	N/A	86	5
2	Modern History	69/100	61/100	65	3
2	Personal Development, Health and Physical Education	69/100	71/100	70	4
2	Society and Culture	81/100	77/100	79	4

Student 3

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	80/100	80/100	80	5
2	Food Technology	60/100	56/100	58	2
2	Mathematics Standard 1	N/A	D	N/A	N/A
	Mathematics Standard 1 Examination	61/100	N/A	61	3
2	Modern History	63/100	65/100	64	3
2	Personal Development, Health and Physical Education	49/100	55/100	52	2
2	Society and Culture	74/100	78/100	76	4

Student 4

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	66/100	65/100	66	3
2	Food Technology	65/100	65/100	65	3
2	Mathematics Standard 1	N/A	B	N/A	N/A
	Mathematics Standard 1 Examination	96/100	N/A	96	6
2	Music 1	70/100	68/100	69	3
2	Personal Development, Health and Physical Education	65/100	62/100	64	3
2	Society and Culture	69/100	66/100	68	3

Student 5

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	63/100	63/100	63	3
2	Food Technology	66/100	71/100	69	3
2	Modern History	49/100	56/100	53	2
2	Personal Development, Health and Physical Education	65/100	65/100	65	3
2	Society and Culture	66/100	70/100	68	3

Student 6

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	75/100	68/100	72	4
2	Food Technology	76/100	68/100	72	4
2	Mathematics Standard 1	N/A	B	N/A	N/A
	Mathematics Standard 1 Examination	85/100	N/A	85	5
2	Modern History	86/100	82/100	84	5
2	Personal Development, Health and Physical Education	63/100	61/100	62	3
2	Society and Culture	69/100	67/100	68	3

Student 7

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	78/100	78/100	78	4
2	Food Technology	62/100	71/100	67	3
2	Mathematics Standard 1	N/A	E	N/A	N/A
	Mathematics Standard 1 Examination	76/100	N/A	76	4
2	Modern History	63/100	65/100	64	3
2	Society and Culture	72/100	74/100	73	4

Student 8

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	53/100	53/100	53	2
2	Food Technology	55/100	56/100	56	2
2	Modern History	36/100	36/100	36	1
2	Personal Development, Health and Physical Education	51/100	53/100	52	2
2	Society and Culture	61/100	61/100	61	3

Student 9

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	67/100	67/100	67	3
2	Food Technology	53/100	53/100	53	2
2	Mathematics Standard 1	N/A	E	N/A	N/A
	Mathematics Standard 1 Examination	70/100	N/A	70	4
2	Modern History	61/100	63/100	62	3
2	Society and Culture	60/100	60/100	60	3

Student 10

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	65/100	65/100	65	3
2	Food Technology	58/100	62/100	60	3
2	Modern History	64/100	66/100	65	3
2	Personal Development, Health and Physical Education	54/100	49/100	52	2
2	Society and Culture	70/100	71/100	71	4

2021 Significant Programs and Initiatives

Target 1: Implementation of support staff to support student learning needs

The inclusion of support staff has been very successful, particularly in Year 9 and 10, where students have considerable gaps in their knowledge. It has also provided our students with the opportunity to further extend themselves where possible, as classes can be further split into small groups to work with educational staff more intensively. Students who have a high incident of absences are also benefitting from this as the support teachers can work with them individually to catch up on missed content while the classroom teacher continued with the rest of the class, leading to a more conducive learning environment. Additionally, the support staff can assist with students that require emotional support, which has always been a prime focus of the school. This holistic approach is what makes WAYS Secondary such a unique learning environment for students.

Target 2: Literacy and numeracy targeted lessons to bridge gaps in student learning and support HSC minimum standard

WAYS Secondary has an ongoing commitment to developing the numeracy and literacy skills of all students. In 2021, WAYS Secondary staff has implemented a range of strategies that will assist students to bridge some of their knowledge gaps in these key areas. Developing numeracy and literacy is a mandated part of all NESA curriculums across all subjects, WAYS Secondary teachers will have a focus on developing classroom activities that have a numeracy and literacy focus. Each week, the students in Years 9 and 10 developed basic numeracy and literacy skills during lessons outside of their normal Mathematics and English lesson. This target assisted students to feel more confident in their abilities in numeracy and literacy and to ensure that they meet the HSC minimum standard. Secondary teachers will also differentiate classroom activities to ensure that students from all ability levels are able to engage in content and develop their skills. Stage 6 students had the opportunity to work with WAYS Secondary teachers in a weekly after school tutorial setting allowing them to build the skills they will require for their HSC.

Target 3: Allocated spending on efficient resources for education access with particular focus on PDHPE and food technology.

Since the implementation of Food Technology, it has proven to be a fun and practical learning experience for students who are predominantly learning within a classroom environment. This gives them an opportunity to be more collaborative when working on recipes together and learning skills that will help them when they become independent in their adult life. With the addition of the new equipment, we have been able to provide students with a more enriching experience, allowing them to learn a wider range of cooking techniques and deepening their understanding of food properties and nutrition.

Target 4: Innovation in Stage 6 Modern History subject selection

Modern History was a successful intervention to heighten engagement for Stage 6 students as it permeated autonomous learning, relatable content, and inclusive practice. Modern history has had higher engagement from students expressed through evaluations of the content, retention, assessment marks and informative tasks. Modern history assessed a range of skills that enabled students to enhance research lens and conduct source analysis that heightened social understanding. Students had high engagement in source analysis and embraced the Historical Investigation in Year 11 fostering autonomy, self-regulation, and analytical skills. HSC History promoted high engagement through source analysis (Nazi Germany), webinars with The Jewish museum and deep analysis of conflict and National studies.

Target 5: Differentiation supported through implementation of greater ICT resources

WAYS Secondary aimed to ensure that there are sufficient laptops available across the schools so that every student has access to the support of ICT during their lessons. Through the support of ICT students can access curriculum through a varied means and mode of

expression and representation. WAYS Secondary purchased two smartboard that will be innovative technologies and enable students to have access to varied resources. Students were able to complete group ICT projects, individualised informal and formal assessments and utilise the innovative technologies. The smart boards supported teachers in terms of writing templates, mathematical skills, and graphic organisers. Differentiated support through ICT will aim to create varied, engaging lessons and be supported through scaffolds, modelling, and high technological teaching strategies.

Target 6: Professional development around NESA objectives

In 2021 WAYS Secondary strived to attain ongoing professional development to have comprehensive understanding of the NESA curriculum and requirements, and to satisfy the teacher requirements for ongoing accreditation. It is foundation to success that teachers are up to date with changes to scope, assessments, texts and can adapt their programming to suit requirements. Teachers were able to understand the importance of modifications to tasks and the assessment moderation particularly for senior syllabus.

Teachers who implemented new curriculum within Stage 6 subjects will have ongoing training and support from AIS to ensure that curriculum is innovative and meets all NESA teaching and assessment requirements.

Target 7: Successful full accreditation for 5 years from NESA

WAYS Secondary achieved 5 years accreditation in 2021 with consultation support of AIS, collaborative teachers, and transformative leadership. There was success in programming heightening differentiation, subject specific requirements, annotations, work samples and effective programming. Policies were compliant and WAYS Secondary were commended for NESA requirements and alterations to previous programming and policies.

2022 School-Determined Improvement Target Outcomes

Target 1: VET Business Services

VET Business Services has been reintroduced into the school, with the view that it will be of benefit to future graduates, as it will provide students with a further Certificate III in Business, which is a Registered Training Organisation (RTO) qualification. With a new structure and a new collaborative team between WAYS Secondary and WAYS Youth Training, it is the goal of the school to continue to successfully deliver the course to all senior students over a two-year period for them to all attain certification at the conclusion of their HSC.

Target 2: Increase inclusive lens in pedagogy

WAYS aligns with NESA and AITSL as they encompass the imperative need for inclusivity to foster social, cultural literacy within pedagogy. It is a Target for 2022 that Stage 5 English and

Stage 6 English will promote Indigenous representation and foster inclusivity through textual representation and relationships with external agencies. WAYS is dedicated to external partnerships to increase inclusive practice, foster relationships, and enhance connectivity within the school environment. WAYS is committed to increasing inclusivity within pedagogical approach, curriculum, and external relations.

Target 3: Evaluate effectiveness of teacher aid on student progress and wellbeing

Through a collaborative approach to evaluate the effectiveness of teacher aid on student progress and wellbeing. Through evaluation of student feedback informal and formal (post it notes, Google form, student leaders' interviews with teachers) and student data we will evaluate engagement, intrinsic motivation, and academic progression. A collaborative approach will ensure evaluation of teacher aids and adjustments to the initiative to target areas of literacy and numeracy and students with disengaged learning. It is imperative that teachers evaluate teacher aid and discuss aspects that are effective and could be altered to increase student progress and wellbeing.

Target 4: Promotion of external relationships (Greater parent meetings)

2022 will have a stronger focus on external partnerships through altering the size of reports (Consultations with AIS) and promoting face to face meetings with stage 5 and 6. This is a collaborative decision to ensure that relationships are meaningful, there is ongoing authentic feedback and that dynamic partnerships are pivotal to increase student engagement and holistic achievement. The meetings will have a student-centred approach and ensure that parents are involved in the process of education through goal setting, positive reinforcement, and promotion of intrinsic motivation.

Target 5: Differentiation

WAYS Secondary will implement a stronger focus on visible learning as stipulated by AIS consultant Gina Grant. We will base the theories and implementation with programming around evidence from John Hattie's book Visible Learning. The 'visible' refers to a few things. We will ensure that we are making student learning visible to teachers so they can know whether they are having an impact on this learning. Further, to making teaching visible to the student as well so that students learn to become their own teachers, an important component of becoming lifelong learners – something we want students to value. There is an imperative focus on the lens for teaching with learning in the forefront and with the idea that we should consider teaching primarily in terms of its impact on student learning.

Target 6: Professional development around HSC subjects

To develop a professional lens around NESA changes, collaborate with external HSC teachers, and heighten content knowledge teachers will stay committed to professional learning. It is imperative that teachers engage with other teachers to promote higher learning, develop AOF and AFL strategies and increase knowledge of access to the curriculum. Face-to-face conferences were postponed in 2021 and thus is imperative that we heighten our collaborative approach and be aware of changes to the curriculum to ensure accreditation is maintained.

Appendix A

WAVERLEY ACTION FOR YOUTH SERVICES INCORPORATED

FINANCIAL REPORT YEAR ENDED DECEMBER 31 2021 **(2828606-WAYS Secondary)**

STATEMENT OF PROFIT OR LOSS

	2021	2020
	\$	\$
NSW (DEC) grant	309,825	341,838
Commonwealth (DET) grant	1,175,346	1,211,971
Total Income	1,485,171	1,553,809
Expenses		
Audit fees	(4,722)	(12,814)
Building expense	(215,737)	105,750)
Depreciation expense	(106,819)	(138,324)
Finance costs	(501)	(379)
Leave expense	(60,728)	(32,153)
Operating expense	(192,433)	(233,435)
Salaries and Wages	(762,711)	(850,632)
Superannuation	(75,820)	(73,675)
Workers Compensation and Other expenses	(13,276)	(12,893)
Total Expenses	(1,432,747)	(1,460,055)
Surplus before income taxes	52,424	93,754
Income tax expense	-	-
Profit from continuing operations	52,424	93,754

Appendix B



WAYS Secondary Enrolment Policy and Procedure

NESA Manual Section: Educational and financial reporting (3.10)

Policy

WAYS Secondary is an Independent, special assistance non-government co-educational high school currently offering schooling for students in Years 9, 10, 11 and 12. The school has NSW Education Standards Authority (NESA) registration and accreditation to deliver courses for the awards of the Record of School Achievement (RoSA) and the Higher School Certificate (HSC). The school is non-fee paying.

Applications for enrolment may be made by students, parent(s)/caregivers(s) at any time, for students to commence at WAYS Secondary.

WAYS Secondary provides an innovative, safe, supportive and flexible learning environment for young people who want an alternative to mainstream education to thrive and achieve their educational goals.

As a special assistance school, WAYS Secondary provides programs specifically designed to cater for the needs of students with identified mild to moderate emotional difficulties such as anxiety and depressive disorders and social issues. Due to resourcing and specific staff expertise, WAYS Secondary is unable to cater for students with identified behavioural disorders/significant concerns and/or learning disorders/concerns and moderate to severe mental health disorders/concerns.

The School will base any decision about offering a place to a student on:

- the student's mental health status in that they fit into the mild to moderate psychological criteria;
- evidence that the student is struggling in their current school and that the student's needs can be catered for by WAYS Secondary;
- the student's reports from previous schools
- the availability of a place for a student at their year group at WAYS Secondary;
- order of receipt when the application to enrol is received by the school;

The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

Continued enrolment at WAYS Secondary is dependent on the student making satisfactory academic progress, attending consistently, the student and the parent(s)/caregiver(s) observing the School codes of conduct and other requirements, which are applicable from time to time.

Should during the enrolment the student's presentation change or becomes more severe, the school may not be able to accommodate their needs and continued enrolment may no longer be viable. In this situation if requested, the school may assist with recommendations for alternative schooling options.

Procedure

Before applying for enrolment for their student at WAYS Secondary, parent(s)/caregiver(s) should have read:

- the Enrolment Policy which also explains the terms and conditions of enrolment.
- Information document

These are available on the WAYS Secondary website ways@ways.org.au or they can be posted to the prospective parent(s)/caregiver(s) upon request to the Student Administration and Support coordinator.

Parent(s)/caregiver(s) seeking enrolment for their student should then contact the school and speak with either the Principal or the Student Support and Administration Coordinator. At this initial contact the Principal/Student Administration and Support Coordinator will discuss the WAYS Secondary enrolment criteria and request some information about the student's history, any presenting issues and schooling concerns.

The Principal will meet with parent(s)/caregivers(s) and the student before offering a place. Prior to this enrolment interview/meeting parent(s)/caregivers(s) are requested to provide the Principal with copies of past school reports and any documentation from mental health professionals, such as psychiatrists and psychologist regarding the mental health of their child.

The Principal/Student Administration and Support Coordinator will request verbal permission from the parent(s)/caregiver(s) to contact their nominated mental health professional and a contact from their child's current school prior to the potential enrolment interview.

Once all the students' background information has been collected, the Principal reviews the information and decides if an enrolment interview will take place. The Principal or the Student Administration and Support Coordinator will contact the parent(s)/caregiver(s) and arrange a time for an enrolment interview.

At this interview, the Principal will seek through further clarifying/assessment questions to the student and their parent(s)/caregiver(s) to ascertain the student's suitability. The Principal is a Clinical Adolescent and Family Psychologist with over 15 years' experience in the diagnoses and treatment of mental health disorders in the adolescent population.

After the assessment part of the enrolment interview, the Principal will make a determination whether the enrolment criteria are met and if the school can cater for the student's needs. If the aforementioned factors are confirmed, the Principal/Student Administration and Support Coordinator will make an offer of enrolment. The enrolment interview may take up to 2 hours.

At the enrolment interview if the offer of enrolment is accepted the Principal/ Student Administration and Support Coordinator explains the school's policies and procedures, mandatory reporting requirements, how the school operates in terms of timetables, the orientation program, the psychological and other support available and provides the enrolment package and enrolment paperwork to be read and signed. The students and parent/caregiver sign an enrolment contract outlining and agreeing to the terms and conditions of enrolment at the school.

At the enrolment interview the students start date at the school is confirmed. Students and their parent(s)/caregiver(s) are advised that the student would need to unenroll from their current school before they can commence at WAYS Secondary.

All completed enrolment paperwork is handed back to the Principal/Student Administration and Support Coordinator to be maintained securely in T Drive/Students Files folder and in hard copy in

student's files located in a locked filing cabinet in the Student Administration and Support Coordinator office.

If there is not a place available and or the student is deemed suitable for the school, the parent(s)/caregiver(s) will be advised that they will be placed on a waiting list. The Principal/Student Administration and Support Coordinator will contact the parent(s)/caregiver(s) as soon as a place becomes available for a meeting regarding enrolment.

After the assessment part of the enrolment interview, should the Principal determine that the student does not meet the enrolment criteria and/or the school cannot cater for the student's needs the Principal/Student Administration and Support Coordinator will inform the parent(s)/caregiver(s) and advise them of the decision and may if requested offer suggestions for alternative education options.

Records of all enrolment inquiries are securely maintained by the Principal or the Student Administration and Support Coordinator in the T Drive/Student Enrolment Enquiries folder.

The Student Administration and Support Coordinator is responsible for maintaining the electronic Register of Enrolments in a form approved by the Minister, in the computer T Drive in the WAYS Secondary student/Reports and records/ register of enrolment folder.

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Approved by:	Dr Terri Said, Chief Executive Officer