



WAYS Secondary Annual School Report 2023

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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 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 2023. Notable results include Clara and Jensen for their achievement as distinguished achievers for 2 Unit mathematics.

My sincere thanks also goes to our external consultant Gina Grant for working with us to achieve compliant and a high quality curriculum.

The school 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 Leonie Rocklife– School Administration & Student Support Officer and our teaching staff: Celina Silva Santos (Proficient), Luke Cignarella (Provisional), Megan Nelson (Provisional) and Emma Cleary (Provisional).

Dr Terri Said - Principal

WAYS Secondary Community Feedback

Students' message

WAYS Secondary has been a transformational experience for me in every way. This school has given me and so many other students the opportunity to grow and learn in a genuine supportive environment. The values instilled in WAYS have been a special part in my journey, teaching me it is okay to be unique and everyone is valued.

WAYS Secondary show us how to make responsible decisions that are right by encouraging every student to reach their potential. Before WAYS I hated coming to school, but the fun and engaging environment makes me excited to show up. The students are always motivated to not only excel in academics, in every way of life. WAYS Secondary makes it possible.

Delia – Year 11

Before I came to WAYS I was struggling in school. All the teachers at WAYS are so caring and you can tell that they actually care about you. WAYS is the most supportive school I have ever been to in all areas. When I first started at WAYS my grades were very low, however, because of the amazing teachers I now get either A's or B's which has made me ten times more confident in my abilities to succeed in my future. WAYS not only gave me a new and fresh start but it also gave me a second chance in my education I wanted to dropout in Year 10 but now I am in Year 12, thanks to the support of WAYS.

Sarah – Year 12

Before I came to WAYS, I struggled with many aspects of my life. I particularly struggled with coming to school and with my learning. The environment of WAYS has allowed me to be comfortable and enjoy myself at school and has completely transformed every other part of my life. Since starting at WAYS Secondary I am healthier, happier and have built some of the most impactful relationships of my life. I never thought I'd be able to make it through school, but now I'm more confident than ever that I'll go to university. The teachers create such a supportive environment and truly care about the work they do. I am so grateful for everybody at WAYS.

Louis, Yr 11

For the past 2 years I've been at WAYS Secondary, it's helped me grow into who I am today tremendously. From coming from a place where I felt unsupported, unseen and unheard, coming to WAYS has made me feel ok to be myself, ok to be different and my learning has skyrocketed! I went from not planning to finish year 10 to planning on getting my HSC. I'm forever grateful to be a part of the WAYS community and the staff and friends I've made are some of the best people I know.

April, Yr 11

I moved to WAYS at the start of Year 11. After moving I was scared to join Year 11 as I wouldn't know anyone. On the very first day, I had already made new friend and meet all the teachers. Everyone was so welcoming and warm. I was excited to come to school every day. In the previous year at my old school– Year 10, I stopped trying in class. However, at WAYS I was supported in each of my subjects. Before WAYS I was failing maths and it's now my favourite subject and I am doing well in classes. The support team at WAYS has helped me to open up more and, all in all, improved my mental health. Every teacher and person working at WAYS put every part of their heart and soul into helping each and every student to better themselves. Not only has my education improved after coming to WAYS but my overall personality and behaviour has. Before I came to school at to WAYS I had no confidence and doubted myself any time I could. But now I have the ability to have confidence about things in my life, I still doubt myself but now it only about maths answers and I have changed my life in a positive way. Watching the teachers, who treat everyone with respect and kindness , has influenced me to do the same. I have had some dramas, but they have all been dealt with in a positive manner. At the start of Year 12 I found out some medical news and once I told my classmates they were supporting me and comforting me. When I told the teachers they also supported me and didn't treat me differently like I was scared they would. Every teacher understood if I needed a minute or a break. When I told the Principal she told me how strong I was. I didn't feel strong but hearing it from my Principal I did. Year 12 has been a challenging year but being in Year 12 at WAYS has helped me more than I ever thought it would.

Ebony – Year 12

Since switching schools to WAYS many things have changed. While at my old school I was struggling to go to school and my attendance was bad. But since switching to WAYS it has increased. This is because the school is smaller and has smaller classes, another thing that helps is that the teachers make a huge effort to really engage with and relate to you and to know a bit more about you. While being at WAYS I have felt way more welcome than ever.

Josh – Year 10

I love being apart of the WAYS Secondary community because it is such a supportive environment for students. My favourite experience at WAYS has been building strong connections with the teachers. They have really helped me mature and realize that I can achieve my goals if I just put in the effort. WAYS has helped me grow personally and I have gained a more confident mindset. Rachael in particular was an amazing teacher who helped me shape wo I am today and gave me a better perspective on school. My advice for new students is to be yourself, be kind and everything will fall into place.

Ella – Year 11

`WAYS Secondary has changed my view on life and helped bring a sense of support and protection to my life. At my old school I was depressed and anxious constantly. I would usually get bullied and get into arguments and fights with them. At WAYS there is no bullying, and I am so happy I am here. I have grown so much at WAYS and I feel supported and protected here.

Zane – year 10

Parent Feedback

“We would like to thank Principal Terri Said and the amazing teachers and staff at WAYS Secondary School for turning our child’s life around. When it was clear that she wasn’t thriving in the conventional school system we feared that she wouldn’t continue her education past Year 8. WAYS was referred to us through a friend and initially we were scared to reach outside the normal paradigm of traditional education. After an initial interview with Terri, we realised we had to try.

Within a week of the next school term it was obvious we had made the right decision. The fear and apprehension our daughter had displayed in the past was replaced by curiosity and a willingness to go to school! In the four years she was there we saw her open up and gain much needed confidence. She made friends, genuinely made an effort with school work and ultimately sat for the HSC.

WAYS kept her at school. Without them I don’t know what we would have done. These incredible teachers gently catch students who have fallen through the cracks of the education system and set them right. The school’s commitment to personal growth – as well as education – transformed our daughter into the confident, funny and enthusiastic young woman we see today. WAYS has expanded her options as an adult and given her the grounding to do what all children should expect from a school – to be equipped to go out and live a fulfilling, meaningful life.”

Kimberly and Martin

“David and I just wanted to send a quick note to say a really heartfelt thank you after yesterday’s Graduation Assembly.

We were so absolutely thrilled to see April receive the Coogee Social Impact Award. This was totally unexpected, but so lovely for April, and for us as a family. We are all very touched, and very appreciative of the school for recognising and selecting April for such a special award. She absolutely loves going to school at WAYS – deciding to send her to the school is one of the best decisions we have ever made, and we are so thankful to all of the staff for the way you have welcomed April and made her feel so comfortable and supported. You guys all rock!”

Kylie & David

“Sean and I are filled with emotion to see, hear and feel the impact that Ways has had on Devan this year. Devan has thrived through this year with all the incredible care, support and nurturing that has been given to him on a daily basis. He is slowly gaining an understanding of who he is and developing the confidence to embrace his great characteristics and continue to grow.

This year has shown us that Devan has been acknowledged for who he is, and this has allowed him to grow and gain confidence in his abilities to learn and extend his thinking. He is a competent, capable young man who has developed so many new skills throughout the year, especially as he becomes more confident to be independent and an independent learner, trusting himself and his own beliefs and understanding of the world around him. We are all truly grateful and appreciate your care, time, patience, and incredible ability to motivate, inspire and learn alongside Devan and his peers. We feel privileged to be part of the Ways community.

Sean and Devan

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.

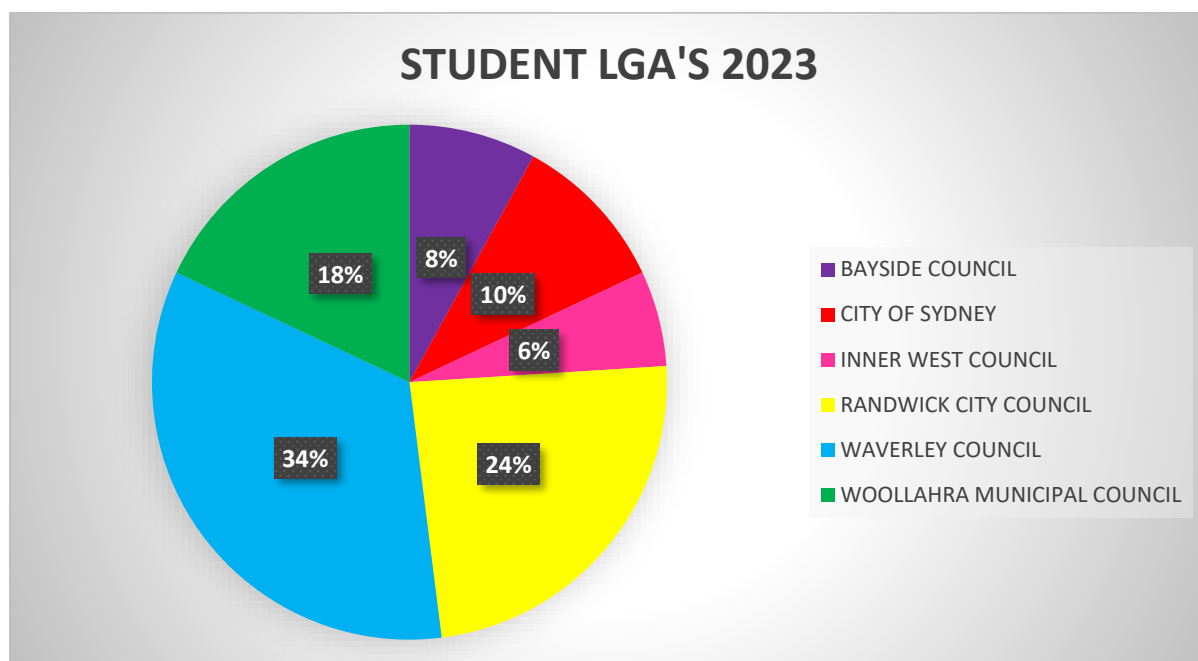
2023 has continued to see several innovative approaches to education in our school. We have continued to offer three critical compulsory subjects to our curriculum: Literacy and Numeracy Support and Enrichment. These subject areas are designed to effectively bridge gaps in young people's education and 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 2023, a total of 62 students were enrolled across Stages 5 and 6. There was a maximum of 54 students enrolled at any one time. The average age of students enrolled was 15.4 years. The gender ratio was: 48% female to 39% male to 13% gender diverse/non-binary.

Student Postcodes



Student Attendance

The average school attendance across all year groups for 2023 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 considering 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 – 73%, Year 10 - 67%, Year 11 – 82 % and Year 12 was - 83 %.

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 2023, 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.

School Environment

Actions undertaken to promote respect and responsibility

WAYS Secondary prides itself on adopting a whole school approach 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 were 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.	To participate to the best of their ability. To continuously strive for improvement, and always work towards their personal best. To take responsibility for their learning and behaviour.
To be treated with dignity and respect at all times.	To treat all members of the WAYS Secondary community with dignity and respect. To recognise and accept that there are

	<p>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 facilities of WAYS and not to interfere with the belongings of others.</p>
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>	<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.</p>

Staff rights and responsibilities

<p style="text-align: center;">Staff Rights At WAYS all staff have the right to:</p>	<p style="text-align: center;">Staff Responsibilities At WAYS all staff have a responsibility to:</p>
<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>
<p>Receive respect and support from the school community.</p>	<p>Treat all members of the WAYS community with respect, fairness, and dignity.</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>	<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.</p>
<p>Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</p>	<p>Regularly monitor student progress, attendance, participation, and welfare</p>

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 2023:

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.

<p>Assessment and Learning</p>	<p>Assessment Policy and Procedures</p> <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>	<p>Minor to moderate review and adjustments to ensure compliance and alignment with current procedures.</p>
<p>Governance</p>	<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>Minor review all of policies below to ensure compliance and alignment with current procedures.</p>

	WAYS Secondary Governance Audit of Financial Statements	
	WAYS Secondary Notifications to NESA	
	Risk management	
Curriculum	All KLA's from yr 9-12.	Review and update in terms of compliance and quality.

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 school's office and are freely given to parents/ caregivers upon request. The complaints and grievances policy is on the school's 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 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 twice 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 schoolwork 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

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, which is listed below. One student applied for their RoSA in 2023.

2023 Stage 5 (Year 10) English 200 hours (300)																
Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	2	40	2	22.22	0	0	4	25	3899	8.24	7538	16.43	10	13.33	11447	12.27
B	1	20	3	33.33	2	100	6	37.5	11771	24.88	15490	33.76	23	30.67	27284	29.25
C	1	20	2	22.22	0	0	3	18.75	18439	38.97	15681	34.18	24	32	34144	36.61
D	1	20	2	22.22	0	0	3	18.75	9412	19.89	5079	11.07	11	14.67	14502	15.55
E	0	0	0	0	0	0	0	0	3237	6.84	1629	3.55	7	9.33	4873	5.22
N	0	0	0	0	0	0	0	0	559	1.18	459	1	0	0	1018	1.09

2023 Stage 5 (Year 10) Mathematics 200 hours (323)																
Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A10	2	40	0	0	0	0	2	13.33	3272	6.9	3053	6.64	4	5.41	6329	6.77
A9	0	0	1	12.5	1	50	2	13.33	3800	8.02	3834	8.34	4	5.41	7638	8.17
B8	0	0	3	37.5	0	0	3	20	4806	10.14	4903	10.67	9	12.16	9718	10.4
B7	0	0	0	0	0	0	0	0	5313	11.21	5640	12.27	7	9.46	10960	11.73
C6	2	40	1	12.5	0	0	3	20	7526	15.88	8049	17.51	9	12.16	15584	16.68
C5	0	0	0	0	0	0	0	0	7458	15.73	7595	16.53	17	22.97	15070	16.13
D4	1	20	2	25	1	50	4	26.67	6149	12.97	5602	12.19	9	12.16	11760	12.59
D3	0	0	0	0	0	0	0	0	5062	10.68	4358	9.48	8	10.81	9428	10.09
E2	0	0	1	12.5	0	0	1	6.67	3518	7.42	2543	5.53	7	9.46	6068	6.49
N	0	0	0	0	0	0	0	0	497	1.05	380	0.83	0	0	877	0.94

2023 Stage 5 (Year 10)

Science 200 hours (350)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	2	40	1	11.11	0	0	3	18.75	5308	11.21	6853	14.92	12	16	12173	13.04
B	0	0	4	44.44	1	50	5	31.25	10469	22.11	12139	26.43	15	20	22623	24.24
C	3	60	2	22.22	1	50	6	37.5	17151	36.23	16862	36.72	24	32	34037	36.46
D	0	0	0	0	0	0	0	0	10501	22.18	7487	16.3	18	24	18006	19.29
E	0	0	2	22.22	0	0	2	12.5	3409	7.2	2146	4.67	6	8	5561	5.96
N	0	0	0	0	0	0	0	0	507	1.07	436	0.95	0	0	943	1.01

2023 Stage 5 (Year 10)

Geography 100 hours (4015)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	2	40	1	11.11	0	0	3	18.75	5335	11.28	8748	19.07	8	10.67	14091	15.11
B	3	60	5	55.56	1	50	9	56.25	12454	26.32	14470	31.55	19	25.33	26943	28.89
C	0	0	3	33.33	1	50	4	25	17554	37.1	15070	32.86	25	33.33	32649	35.01
D	0	0	0	0	0	0	0	0	8397	17.75	5236	11.42	18	24	13651	14.64
E	0	0	0	0	0	0	0	0	3135	6.63	1971	4.3	5	6.67	5111	5.48
N	0	0	0	0	0	0	0	0	439	0.93	371	0.81	0	0	810	0.87

2023 Stage 5 (Year 10)

History 100 hours (4007)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	2	40	2	22.22	0	0	4	25	5145	10.87	8484	18.49	12	16	13641	14.62
B	1	20	2	22.22	0	0	3	18.75	12031	25.42	14311	31.19	13	17.33	26355	28.25
C	1	20	5	55.56	2	100	8	50	17608	37.21	15305	33.36	29	38.67	32942	35.32
D	1	20	0	0	0	0	1	6.25	8773	18.54	5414	11.8	15	20	14202	15.23
E	0	0	0	0	0	0	0	0	3319	7.01	1998	4.36	6	8	5323	5.71
N	0	0	0	0	0	0	0	0	449	0.95	366	0.8	0	0	815	0.87

2023 Stage 5 (Year 10)

Visual Arts 100 hours (2061)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	3	60	4	44.44	1	50	8	50	124	9.69	701	23.46	5	33.33	830	19.38
B	2	40	3	33.33	1	50	6	37.5	327	25.55	1081	36.18	6	40	1414	33.01
C	0	0	1	11.11	0	0	1	6.25	444	34.69	840	28.11	2	13.33	1286	30.03
D	0	0	0	0	0	0	0	0	268	20.94	233	7.8	1	6.67	502	11.72
E	0	0	1	11.11	0	0	1	6.25	99	7.73	118	3.95	1	6.67	218	5.09
N	0	0	0	0	0	0	0	0	18	1.41	15	0.5	0	0	33	0.77

2023 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 Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	4	80	4	44.44	0	0	8	50	1511	16.08	1689	18.43	2	5	3202	17.21
B	0	0	3	33.33	1	50	4	25	3514	37.4	3781	41.25	7	17.5	7302	39.26
C	1	20	2	22.22	1	50	4	25	3266	34.76	2709	29.56	21	52.5	5996	32.23
D	0	0	0	0	0	0	0	0	822	8.75	729	7.95	7	17.5	1558	8.38
E	0	0	0	0	0	0	0	0	248	2.64	222	2.42	3	7.5	473	2.54
N	0	0	0	0	0	0	0	0	35	0.37	35	0.38	0	0	70	0.38

Achievement of Preliminary HSC curriculum compared to the state of NSW

2023 HSC (Preliminary)

English Standard 2 unit (11130)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	2	40	2	28.57	0	0	4	33.33	556	2.98	985	5.71	2	6.45	1543	4.29
B	1	20	1	14.29	0	0	2	16.67	4037	21.62	5341	30.95	11	35.48	9389	26.11
C	2	40	2	28.57	0	0	4	33.33	9293	49.77	7888	45.71	11	35.48	17192	47.81
D	0	0	2	28.57	0	0	2	16.67	3841	20.57	2403	13.92	4	12.9	6248	17.37
E	0	0	0	0	0	0	0	0	850	4.55	551	3.19	3	9.68	1404	3.9
N	0	0	0	0	0	0	0	0	96	0.51	89	0.52	0	0	185	0.51

2023 HSC (Preliminary)																
Mathematics Standard 2 unit (11236)																
Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	1	20	1	14.29	0	0	2	16.67	1514	7.43	1998	9.57	4	12.12	3516	8.52
B	3	60	1	14.29	0	0	4	33.33	4070	19.98	4885	23.41	9	27.27	8964	21.72
C	1	20	4	57.14	0	0	5	41.67	7392	36.29	7818	37.47	5	15.15	15215	36.87
D	0	0	1	14.29	0	0	1	8.33	5079	24.93	4548	21.8	12	36.36	9639	23.36
E	0	0	0	0	0	0	0	0	2151	10.56	1542	7.39	2	6.06	3695	8.95
N	0	0	0	0	0	0	0	0	163	0.8	76	0.36	1	3.03	240	0.58

2023 HSC (Preliminary)																
Modern History 2 unit (11270)																
Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	3	60	1	20	0	0	4	40	896	12.19	1528	20.82	2	11.76	2426	16.5
B	0	0	2	40	0	0	2	20	2062	28.05	2409	32.83	7	41.18	4478	30.45
C	2	40	0	0	0	0	2	20	2733	37.18	2197	29.94	5	29.41	4935	33.56
D	0	0	2	40	0	0	2	20	1175	15.99	911	12.41	2	11.76	2088	14.2
E	0	0	0	0	0	0	0	0	431	5.86	261	3.56	1	5.88	693	4.71
N	0	0	0	0	0	0	0	0	53	0.72	32	0.44	0	0	85	0.58

2023 HSC (Preliminary)																
Society and Culture 2 unit (11330)																
Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	0	0	3	42.86	0	0	3	25	159	9.98	1135	18.6	1	6.25	1295	16.8
B	5	100	1	14.29	0	0	6	50	434	27.24	2004	32.85	5	31.25	2443	31.69
C	0	0	2	28.57	0	0	2	16.67	563	35.34	1987	32.57	7	43.75	2557	33.16
D	0	0	1	14.29	0	0	1	8.33	278	17.45	712	11.67	2	12.5	992	12.87
E	0	0	0	0	0	0	0	0	141	8.85	225	3.69	1	6.25	367	4.76
N	0	0	0	0	0	0	0	0	18	1.13	38	0.62	0	0	56	0.73

2023 HSC (Preliminary)

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

Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	2	40	3	42.86	0	0	5	41.67	815	7.98	1706	14.97	0	0	2521	11.66
B	1	20	1	14.29	0	0	2	16.67	2284	22.36	3402	29.85	0	0	5686	26.3
C	1	20	2	28.57	0	0	3	25	4022	39.38	4143	36.35	2	33.33	8167	37.78
D	1	20	1	14.29	0	0	2	16.67	2277	22.29	1681	14.75	1	16.67	3959	18.31
E	0	0	0	0	0	0	0	0	758	7.42	432	3.79	3	50	1193	5.52
N	0	0	0	0	0	0	0	0	58	0.57	33	0.29	0	0	91	0.42

In 2023, the school had 8 students enrolled in Year 12. All those students graduated, resulting in a completion rate of 100%. For the Year 11 cohort the school had 18 students enrolled, 12 of whom completed the year. The completion rate for Year 11 was 67%. For the Year 10 cohort, we had 21 students enrol, 16 of whom completed the year, resulting in a completion rate of 76%. For the Year 9 cohort, we had 9 students enrolled. 8 completed the year, resulting in a completion rate of 89%.

Some students made the decision to leave school to find full time work, get an apprenticeship, attend TAFE, or attend mainstream schooling. Where possible, 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 if 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 three 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.

2023 post HSC destinations included:

46% went to University full-time.

23% enrolled at TAFE full time.

31% are employed full-time

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

25% attended a mainstream secondary school.

25% attended an alternate secondary school.

25% entered full or part time employment.

25% 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.

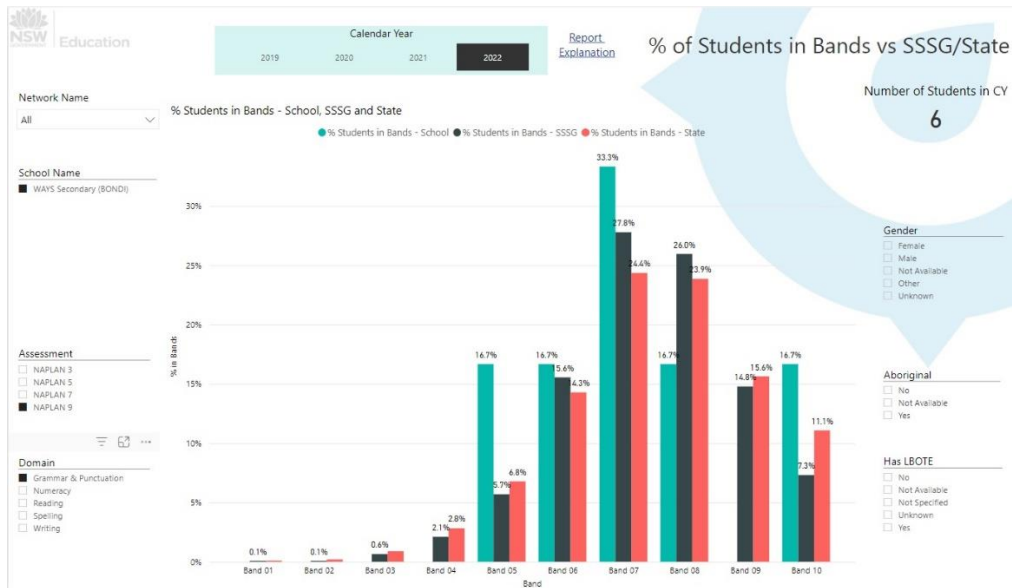
NAPLAN results are reported using five national achievement scales, one for each of the NAPLAN assessment domains of Reading, Writing, Spelling Grammar and Punctuation and Numeracy. Each scale consists of ten bands, which represent the increasing complexity of the skills and understandings assessed by 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.

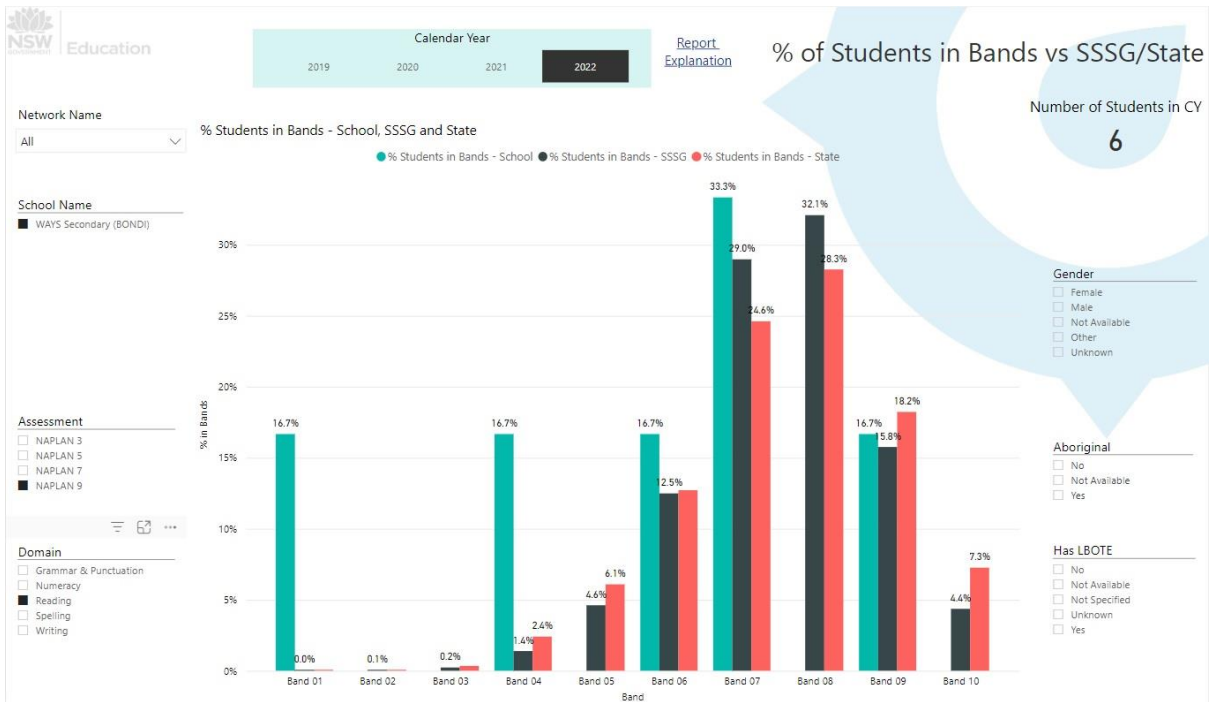
Graph 1 Grammar and Punctuation



Graph 2 Numeracy



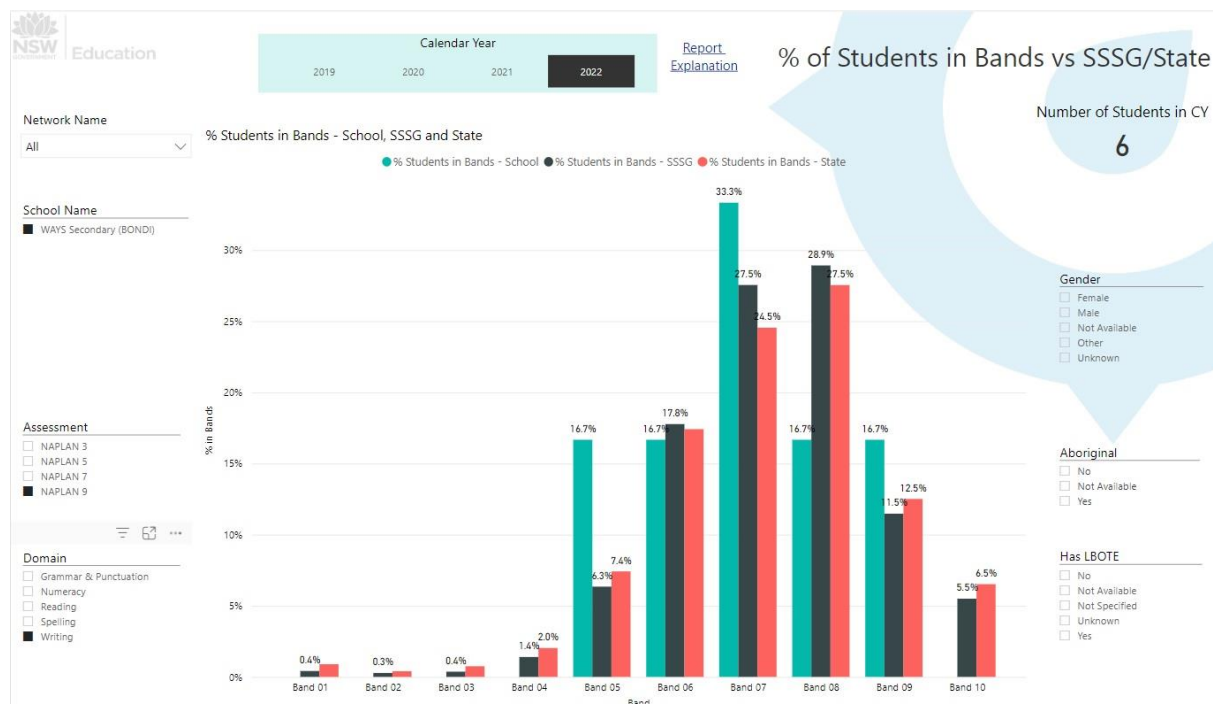
Graph 3 Reading



Graph 4 Spelling



Graph 5 Writing



HSC RESULTS

2023 was the eighth year that WAYS Secondary students have sat for the HSC. 2 students were on the Distinguished list for 2 Unit Mathematics.

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	8		73.00	69.88	3.12	.33
<u>Food Technology 2 unit</u>	15180	8		71.08	71.78	-.70	-.05
<u>Mathematics Standard 1 Examination 2 uni</u>	15232	3		69.27	72.35	-3.08	-.27
<u>Mathematics Standard 2 2 unit</u>	15236	5		67.72	70.87	-3.15	-.24
<u>Modern History 2 unit</u>	15270	8		71.00	73.67	-2.67	-.21
<u>Personal Development, Health and Physica</u>	15320	8		65.35	69.75	-4.40	-.35
<u>Society and Culture 2 unit</u>	15350	8		76.85	76.13	.72	.06

The results for each student were as follows:

Student 1

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	63/100	63/100	63	3
2	Food Technology	64/100	64/100	64	3
2	Mathematics Standard 1	N/A	D	N/A	N/A
	Mathematics Standard 1 Examination	64/100	N/A	64	3
2	Modern History	61/100	68/100	65	3
2	Personal Development, Health and Physical Education	53/100	55/100	54	2
2	Society and Culture	68/100	68/100	68	3

Student 2

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	66/100	64/100	65	3
2	Food Technology	66/100	67/100	67	3
2	Mathematics Standard 1	N/A	C	N/A	N/A
	Mathematics Standard 1 Examination	72/100	N/A	72	4
2	Modern History	64/100	61/100	63	3
2	Personal Development, Health and Physical Education	61/100	53/100	57	2
2	Society and Culture	69/100	70/100	70	4

Student 3

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	72/100	72/100	72	4
2	Food Technology	68/100	72/100	70	4
2	Mathematics Standard 2	57/100	55/100	56	2
2	Modern History	74/100	74/100	74	4
2	Personal Development, Health and Physical Education	64/100	68/100	66	3
2	Society and Culture	79/100	76/100	78	4

Student 4

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	74/100	81/100	78	4
2	Food Technology	69/100	74/100	72	4
2	Mathematics Standard 2	58/100	57/100	58	2
2	Modern History	76/100	76/100	76	4
2	Personal Development, Health and Physical Education	64/100	67/100	66	3
2	Society and Culture	77/100	85/100	81	5

Student 5

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	75/100	75/100	75	4
2	Food Technology	64/100	67/100	66	3
2	Mathematics Standard 2	51/100	51/100	51	2
2	Modern History	66/100	67/100	67	3
2	Personal Development, Health and Physical Education	61/100	58/100	60	3
2	Society and Culture	76/100	73/100	75	4

Student 6

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	78/100	68/100	73	4
2	Food Technology	77/100	68/100	73	4
2	Mathematics Standard 2	75/100	78/100	77	4
2	Modern History	75/100	65/100	70	4
2	Personal Development, Health and Physical Education	70/100	67/100	69	3
2	Society and Culture	81/100	73/100	77	4

Student 7

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	85/100	85/100	85	5
2	Food Technology	86/100	86/100	86	5
2	Mathematics Standard 2	98/100	98/100	98	6
2	Modern History	82/100	82/100	82	5
2	Personal Development, Health and Physical Education	87/100	87/100	87	5
2	Society and Culture	90/100	90/100	90	6

Student 8

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	71/100	75/100	73	4
2	Food Technology	75/100	69/100	72	4
2	Mathematics Standard 1	N/A	E	N/A	N/A
	Mathematics Standard 1 Examination	72/100	N/A	72	4
2	Modern History	70/100	75/100	73	4
2	Personal Development, Health and Physical Education	64/100	69/100	67	3
2	Society and Culture	76/100	81/100	79	4

2023 School-Determined Improvement Target Outcomes

Target 1: Introduce a Year 11 Mentoring Program

The Wellness team and WAYS Secondary worked collaboratively to ensure that all Year 11 students were supported physically, emotionally and mentally during the start of their Stage 6 course. This is always a difficult period of adjustment for students when the pressures of academic achievement become imminent. Through this collaboration, the team was able to ensure that all students were engaged with their studies as much as possible and were getting the most out of their education, including understanding the importance of unplugging and having time to relax.

Throughout the year, the team also ran workshops on Revision Skills, Time Management and Stress Management to provide students with much needed skills to manage themselves and build resilience through these tough years and it is our hope that they will be able to utilise these skills well beyond secondary school and into their adulthood.

Target 2: Retention of Year 10 students into Year 11

We have shifted the preexisting stage 6 course options from an inclusion of Modern History to Community and Family Studies (CAFS), this was done in an effort to allow the 2024 Stage 6 cohort to have greater levels of accessibility and meet their individual learning needs. 69% of the current Year 11 cohort are existing students who were with us from Year 10, showing a good level of retention.

We also have a handful of students completing external subjects through Sydney Distance Education, which has made the secondary more inviting as they are able to tailor their subjects more to suit their individual needs.

Target 3: Engaging at Risk Students:

WAYS Secondary and the Wellness team worked together to identify what the needs of the students were, as a whole school and individually. This year, with the addition of a new case manager to the team, staff were able to spend more quality time with students who were of

concern, working with them regularly to develop self-regulation skills and generally ensuring that students were maintaining their connection with the school.

Workshops that took place this year were highly successful and students thoroughly engaged with some very tough concepts such as Drug and Alcohol Addiction and Respectful Behaviour. As a result, students were more informed on these risk-taking behaviours and in turn make wiser choices.

Target 4: Trauma-Informed Professional Development:

The WAYS organisation completed a full staff professional development workshop hosted by the Blue Knot Foundation on Trauma Sensitive Practice, which was highly relevant given the types of young people that we regularly engage with. The workshop ran for the whole day and all staff who undertook this course felt the benefits of it. The course was highly engaging and practical for the purposes of our professions within the organisation and everyone felt that they were better prepared in managing the numerous types of situations that may arise on any given day.

Target 5: Stage 5 English and Maths Implementation of New curriculum

WAYS Secondary implemented the New Stage 5 English and Maths curriculum in 2024. The new Maths syllabus will encompass a new curriculum from with new syllabuses focused on what is essential to know and do in early and middle years of schooling, and key learning areas in the senior years. The syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus. Mathematics K–10 outcomes and their related content are organised in: Number and Algebra, Measurement and space and statistics and probability. The Working mathematically processes present in the Mathematics K–10 syllabus is: Communicating, understanding and fluency, reasoning and problem solving. Students learn to work mathematically by using these processes in an interconnected way. The coordinated development of these processes results in students becoming mathematically proficient.

In 2023, the English Stage 5 was developed collaboratively to ensure Year 9 and Year 10 Scope, assessment schedules, units and assessments reflect the new syllabus requirements. English changes to requirements of texts, reduction of outcomes and content points and a strong focus on grammar will become a core focus to help students express complex ideas, write clear sentences, and lift academic results. English 9–10 new syllabus built on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of Reading, viewing, and listening to texts, Understanding and responding to texts and Expressing ideas and composing text. The focal points were reading, viewing and listening to texts, understanding, and responding to texts and expressing ideas and composing texts.

The WAYS Secondary team worked alongside Gina Grant, the external advisor on curriculum matters, and were successful in creating new course units to better reflect the new syllabus requirements as described above. The writing of new documentation went through a planning, writing and review process throughout 2023 to ensure that all documents were ready for implementation at the beginning of the 2024 school year.

Target 6: Professional Development for teachers

Teachers underwent a wide range of Professional Development courses throughout 2023 in order to maintain their Professional Knowledge and Practice, and constantly striving to become more proficient in the daily requirements of the job. Professional Development courses that were undertaken in 2023: completing mandatory yearly modules, such as Mandatory Child Protection and Reporting, renewing First Aid qualifications, Key Learning Area focused courses which included unpacking the new Stage 5 English and Mathematics syllabi, to developing sensitive practices in delivering and teaching Indigenous students. With the combination of courses undertaken this year, teachers were able to develop their skills further and therefore support their students more holistically.

Target 7: Inclusive practices (RAP)

In 2023, WAYS Secondary, as part of the parent WAYS organisation, was involved in the RAP (Reflect, Innovate, Stretch, Elevate) process. This ensured that both the school and parent organisation builds strong relationships, respect and opportunities within organisation and the community in terms of adopting greater cultural inclusivity and a greater sensitivity to the indigenous voice. WAYS Secondary staff collaborated with other WAYS teams to identify RAP and other like-minded organisations that we could approach to collaborate with on our reconciliation journey.

Since the commencement of WAYS' Reconciliation Action Plan (RAP), WAYS Secondary has had Luke Cignarella, a WAYS Secondary teacher on the RAP Working Group for each RAP Working Group Meeting. WAYS Secondary has identified various courses that could benefit from Indigenous resources, and have prepared question for our collaboration with Koori Curriculum, an Indigenous Education Organisation, and have encouraged both Indigenous and non-Indigenous students to participate with the RAP Working Group for future endeavours. WAYS will continue to aim to engage community organisations to enhance reconciliation and inclusivity in a meaningful manner with an organisation and a school lens. We will continue to aim to implement educational talks, workshops, engagement with Aboriginal students and enhance knowledge for all staff and to create holistic practice around recognition within our education framework. We will also continue to involve our students as appropriate in this journey.

2024 PRIORITY AREAS FOR IMPROVEMENT

Target 1 – Drama implementation of new curriculum

WAYS Secondary has moved towards an implementation of Drama within the Stage 5 curriculum. This Drama course has been structured around an emphasis on communication and confidence building skills. This has been implemented to embed education around these skills at the introductory level of WAYS Secondary. The importance of these confidence and communication skills are vital to the cohort of students WAYS Secondary engages with, being students with a history of social and emotional challenges. Drama has commenced with the year 9 students in 2024, and will progress with the same year group to include all of Stage 5 from 2025.

Target 2 – CAFS implementation of new curriculum

WAYS has incorporated the subject Community and Family studies into the stage 6 curriculum. Contemporary society is characterized by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Community and Family Studies is a course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities. This includes preparing students for vocational options and acting to enhance the wellbeing of themselves and others. Community and Family Studies develops students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living. Community and Family Studies provides opportunities for students to explore and form positive attitudes about themselves and others; to develop an understanding of their relationships within their families and other groups; to learn to work cooperatively and to appreciate the importance of effective communication. This study's dynamic nature places importance on the skills of inquiry and investigation. Research is an integral component of this subject. Year 11 are currently taking part in this course and working well and this will continue in 2025.

Target 3 – Reintroduction of Food Technology

Students in Year 10 in 2023 were given a range of subjects to choose from and in order to provide students with choice for their senior years, WAYS Secondary has reintroduced Food Technology as a Stage 6 subject due to popular demand. This course will be revamped and given new life, providing students with lifelong skills in the kitchen. The implementation of Food Technology in 2024 will mean that students will be able to receive an in depth education in food nutrition and food quality, as well as reasons why there may be limited selection of food choices in different areas of Australia and factors that will affect their personal food choices. Students who undertake this course will in turn be able to make wiser, more informed food choices that may have long-lasting benefits to their health.

Target 4 – Professional Development

WAYS Secondary aims to continue development in 2024 around subject specific professional development (PD), as it is an investment in both teachers and students. By providing quality PD opportunities, schools can empower their teachers to become more effective educators

and create a positive learning environment for all. This is even more prevalent due to having new teachers teaching subjects for the first time, meaning they can focus on enhancing their pedagogy and increase their confidence in subjects that are not their main area of expertise. As we are a small school PD often involves collaboration with colleagues, sharing best practices, and learning from experienced professionals. This fosters innovation and creates a more dynamic teaching environment.

Target 5 – inclusive practice of RAP

WAYS Secondary continues to have a teacher present on the RAP (Reconciliation Action Plan) Working Group, which commenced in 2023. The entirety of the WAYS Secondary Teaching will be undergoing Professional Development around Indigenous Native Food practices in Term 4 of 2024. This will aid in the embedding Indigenous practices within each specific course, allowing for a wholistic approach to WAYS Secondary's reconciliation action plan. WAYS Secondary will also encourage students, from both Indigenous and non-Indigenous backgrounds to be present at RAP Working Group meetings.

Target 6 – continued engagement of at risk students

WAYS Secondary is committed to engaging students in 2024 through the continued support of case managers with at identified risk students. These students are identified upon enrolment and throughout their schooling years as the need becomes apparent. In 2024 the school will work more closely with WAYS Wellness team which include Psychologists and case managers to foster an even more holistic engagement than what we have at present. We aim to work collaboratively with wellness team to build more partnerships with external supports to ensure students feel better supported and to enhance our safe learning environment with a goal orientated lens. In 2024 the school aims to engage external agencies to complete workshops around at risk behaviours, resilience and management of social external issues. Case managers and psychologists will also continue to run workshops around study skills, emotional regulation, stress and relationships to better support student wellbeing, most especially for the identified at risk students.

Target 7 - retention of year 10 students into year 11

We will continue to focus on increasing retention of students from Year 10 into Year 11. During junior student enrolment, we have shifted our approach from a discussion focusing on completing year 10, to completing their HSC at WAYS. The principal therefore hopes to enrol students with the desire to remain at WAYS for the duration of their education. Students also have the opportunity to complete subjects from distance education, replacing one of the HSC subjects that WAYS offers with another that may suit them more, thus broadening student choice. This makes us more desirable and eclectic as a school, thus encouraging retention from year 10.

Appendix



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, history of violent behaviours, 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;
- history of violent or aggressive or behaviours

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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