



WAYS Secondary Annual School Report 2020

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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 ones 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 challenge of COVID in 2020, 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 and volunteers are to be congratulated for their genuine passion, dedication and generous support that they offer each student which meaningfully contributes to their development and learning. I would also like to acknowledge and express gratitude to those in the school community whose financial and skill contributions enrich our school. 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 Miriama Tamata– School Administration & Student Support Officer 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 Yr 11

"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 Yr 11

"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 Yr 11.

"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 Yr11

"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 Yr 11

“WAYS Secondary has provided me with the opportunity to excel in education and develop healthy ways to cope with adversity. I am beyond grateful for WAYS and Terri”
Phoebe Yr 12

“WAYS Secondary has changed the course of my education for the better, all the staff have provided a positive environment and supported my unique situation and enabled me to finish year 12. Thanks to all staff for being so kind and helping me grow as a person” Senna Yr12

“WAYS Secondary is an amazing school that is really flexible and understanding. The teachers take their time to understand each students situations and learning abilities and focus on people individually and make us the very best we can be. I feel very supported by all the students and teachers, we are like family! I love it there. I wouldn't be graduating if it wasn't for WAYS.” Jade Yr12

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 NESAC 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.

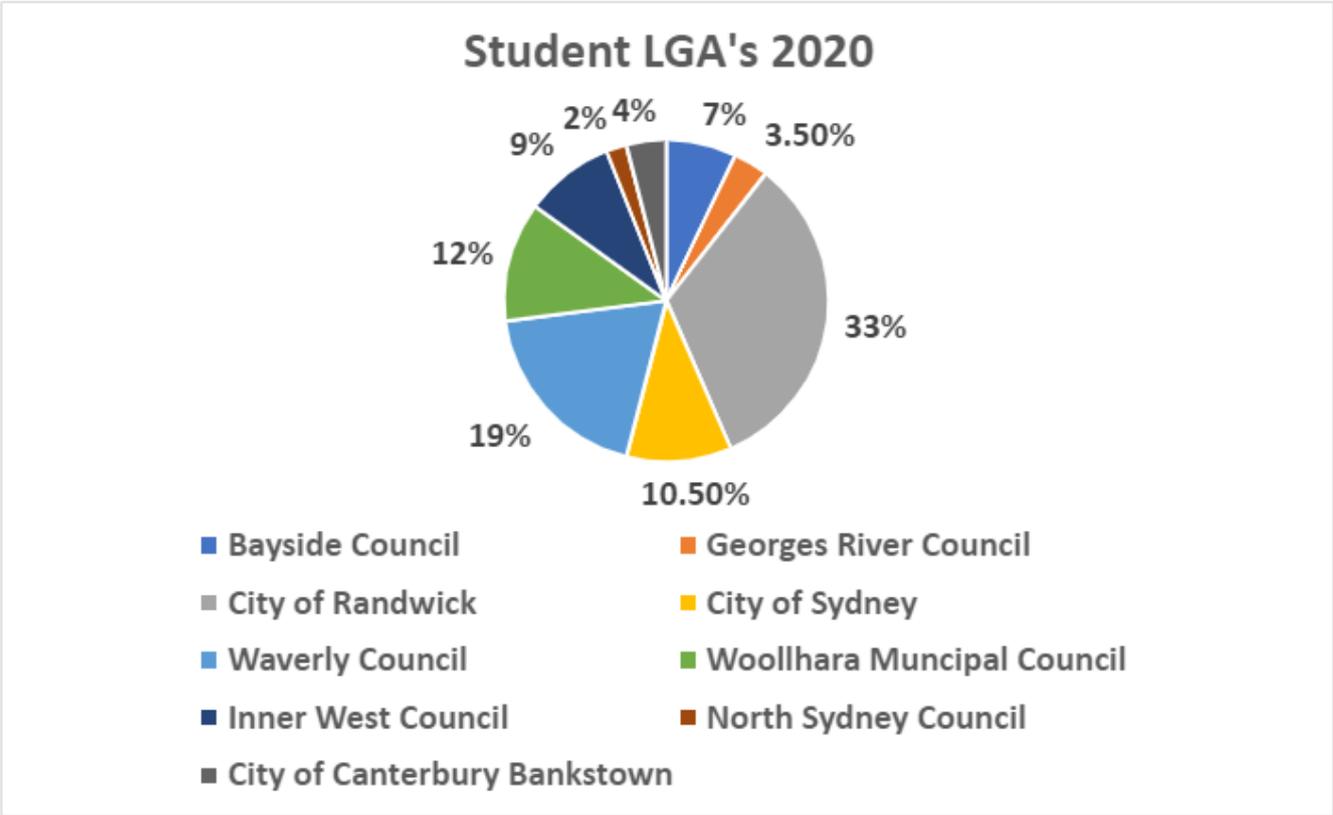
2020 has continued to see a number of innovative approaches to education in our school. We have continued to offer three critical compulsory subjects to our curriculum: Literacy and Numeracy Support and Enrichment. These subject areas are designed to effectively bridge gaps in young people's education 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. In 2020 WAYS Secondary added two new subjects to our HSC curriculum- 2 Unit Food Technology and Modern History. Thus far these subjects have been met with great success and enthusiasm.

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 2020, a total of 73 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: 45% girls to 55% boys.

Student Postcodes



Student Attendance

The average school attendance across all year groups for 2020 was rate was 75.25%. This pattern of attendance has been a consistent major achievement of the school and its individual students. This is especially true in light of 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 – 78%, Year 10 - 69%, Year 11 - 77 % and Year 12 was - 77 %.

The engagement is largely successful due to connection to staff that are supportive, respectful and committed. This is coupled with an educational program that is fun, flexible and individualised and student support services such as easy access to acupuncture, case managers and psychology staff who assist students holistically.

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

The following procedures are used to improve unsatisfactory attendance:

- 1) If a student begins to demonstrate a pattern of 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 students attendance does not improve despite these interventions, they will have to continue counselling and they will also receive a 1 day in-house suspension if they have more than 9 days of unexplained absences in a term. Students and parents/ caregivers will be informed by the Principal should an in-house suspension be deemed appropriate. An in house suspension refers to when a student is expected to attend school for the day, but they are removed from their normal classes and are supervised by other school staff while they complete the required school work, reflection activities and or assignments.
- 6) The Student Administration and Support Coordinator is responsible for notifying the Principal where a student is chronically absent. In this case the Principal will

access the Mandatory reporting guide on the KTS website www.keepthemsafe.nsw.gov.au to determine whether a report to Community Services is required.

- 7) The Principal may in cases of chronic absenteeism contact AIS in relation to convening a conference with the student and or, parents and or caregivers.
- 8) The Principal may discuss with the student and parents/ caregivers whether the student should be withdrawn from the school in cases where there is no improvement in the students pattern of unexplained absences despite strategies being implemented by WAYS Secondary. Should the student be withdrawn the students may be encouraged to apply to re-enter WAYS Secondary once they are able to meet the schools attendance requirements.

Staff Information

In 2020, 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, 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 2020 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

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 of 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.	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 consequences for unacceptable behaviour, as set out in the Student Enrolment Contact. To inform the school if they have an infectious disease To show tolerance of different beliefs, religions, values, gender and sexual identities
To an orderly and well-maintained school and to expect to have property kept safe.	To respect, care and contribute to maintaining an orderly and safe learning environment. To take care not to damage equipment or

	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.
To have the limits of confidentiality explained. 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)	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.
Expect that they will be able to teach in an orderly, secure and cooperative environment. Expect students to observe all classroom and school rules and expectations as documented in the Student Code of Conduct	Create and contribute to maintaining secure, caring and well managed safe and supportive environment for students, staff and the WAYS community. Create challenging learning environments through planning and implementing effective teaching, learning and assessment.
Expect student to follow reasonable instructions given by staff in the performance of their duties. Use discretion in the application of rules and consequences and be fair and consistent in their application.	Implement effectively 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. WAYS Secondary aims to further update and more fully revise all its policies and procedures in preparation for the 2021 five year accreditation, in line with any updated NESA requirements.

The following are the school's policies and procedures that were reviewed in 2020:

Content Area	School Policy and Procedure	Comment
Enrolment (outlined above)	Access & Equity	Minor review to ensure compliance and alignment

	WAYS Secondary Procedures Manual	with current procedures.
Student Welfare	Serious/ Critical Incidents and Emergencies Anti-Bullying Student Attendance Evacuation, Lockout and Lockdown Student Welfare Enrolment Policy (see appendix B)	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	Premises, Buildings and Facilities	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 WAYS Secondary Monitoring Student Eligibility for the Award of the Higher School Certificate WAYS Secondary Monitoring Student Eligibility for the Award of the Record of School Achievement Process for reporting Academic achievement Quality of Education	Minor review to ensure compliance and alignment with current procedures.
Governance	Responsible Persons Refusal to Register	Minor review all of policies below to ensure compliance and alignment

	<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> <p>WAYS Secondary Notifications to NESA</p> <p>Risk management</p>	with current procedures.
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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 or 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 1day

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 help the school build positive relationships with students, staff, parents/ caregivers and members of the wider school community.

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

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

Child protection

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

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

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

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

The following policy and procedures relates to the following information:

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

In 2020 this policy was updated to include clearer procedures in relation to Mandatory reporting with the school. The procedures around reportable conduct were also updated. The school received training by the AIS in this relation to child protection and reportable conduct in order to support the schools changes in the policy and procedures. The policy was also reviewed by 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. No student applied for their RoSA in 2020. This is listed below:

English 200 hours (300)

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	2	66.67	5	55.56	7	58.33	3688	8.35	7461	17.40	11149	12.81
B	0	0.00	2	22.22	2	16.67	10743	24.32	14086	32.85	24829	28.52
C	0	0.00	2	22.22	2	16.67	17054	38.61	14504	33.82	31558	36.25
D	0	0.00	0	0.00	0	0.00	8950	20.26	4833	11.27	13783	15.83
E	1	33.33	0	0.00	1	8.33	3354	7.59	1744	4.07	5098	5.86
N	0	0.00	0	0.00	0	0.00	381	0.86	258	0.60	639	0.73

Mathematics 200 hours (323)

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	0	0.00	0	0.00	0	0.00	3115	7.02	3090	7.18	6205	7.10
A9	0	0.00	4	44.44	4	33.33	3529	7.95	3678	8.55	7207	8.25
B8	0	0.00	2	22.22	2	16.67	4317	9.73	4653	10.81	8970	10.26
B7	0	0.00	0	0.00	0	0.00	5072	11.43	5397	12.54	10469	11.98
C6	0	0.00	0	0.00	0	0.00	6671	15.04	7341	17.06	14012	16.03
C5	0	0.00	0	0.00	0	0.00	7054	15.90	7129	16.57	14183	16.23
D4	1	33.33	1	11.11	2	16.67	5928	13.36	5251	12.20	11179	12.79
D3	1	33.33	0	0.00	1	8.33	4843	10.92	3902	9.07	8745	10.01
E2	1	33.33	2	22.22	3	25.00	3511	7.91	2350	5.46	5861	6.71
N	0	0.00	0	0.00	0	0.00	328	0.74	241	0.56	569	0.65

Science 200 hours (350)

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	0	0.00	2	22.22	2	16.67	4928	11.14	6607	15.40	11535	13.24
B	1	33.33	4	44.44	5	41.67	9889	22.36	11533	26.89	21422	24.59
C	1	33.33	3	33.33	4	33.33	15819	35.77	15534	36.22	31353	35.99
D	1	33.33	0	0.00	1	8.33	9656	21.84	6783	15.82	16439	18.87
E	0	0.00	0	0.00	0	0.00	3583	8.10	2198	5.12	5781	6.64
N	0	0.00	0	0.00	0	0.00	345	0.78	234	0.55	579	0.66

Geography 100 hours (4015)

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	2	22.22	2	16.67	5184	11.74	8180	19.09	13364	15.36
B	2	66.67	2	22.22	4	33.33	10931	24.75	13276	30.98	24207	27.82
C	0	0.00	3	33.33	3	25.00	16139	36.54	13910	32.46	30049	34.53
D	0	0.00	1	11.11	1	8.33	8404	19.03	5295	12.36	13699	15.74
E	1	33.33	1	11.11	2	16.67	3231	7.32	1988	4.64	5219	6.00
N	0	0.00	0	0.00	0	0.00	280	0.63	208	0.49	488	0.56

History 100 hours (4007)

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	0	0.00	1	11.11	1	8.33	4846	10.97	8255	19.25	13101	15.05
B	1	33.33	2	22.22	3	25.00	10755	24.35	12990	30.29	23745	27.28
C	1	33.33	4	44.44	5	41.67	15987	36.20	14208	33.13	30195	34.69
D	0	0.00	2	22.22	2	16.67	8784	19.89	5335	12.44	14119	16.22
E	1	33.33	0	0.00	1	8.33	3455	7.82	1872	4.36	5327	6.12
N	0	0.00	0	0.00	0	0.00	333	0.75	228	0.53	561	0.64

Visual Arts 200 hours (2060)

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	0	0.00	3	33.33	3	25.00	79	6.79	602	21.35	681	17.09
B	1	33.33	5	55.56	6	50.00	302	25.95	1007	35.71	1309	32.86
C	1	33.33	0	0.00	1	8.33	455	39.09	838	29.72	1293	32.45
D	0	0.00	1	11.11	1	8.33	206	17.70	251	8.90	457	11.47
E	1	33.33	0	0.00	1	8.33	108	9.28	104	3.69	212	5.32
N	0	0.00	0	0.00	0	0.00	14	1.20	18	0.64	32	0.80

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

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	2	22.22	2	16.67	1629	15.08	1965	20.15	3594	17.49
B	2	66.67	4	44.44	6	50.00	3591	33.24	3523	36.13	7114	34.61
C	0	0.00	2	22.22	2	16.67	3941	36.48	3113	31.92	7054	34.32
D	0	0.00	1	11.11	1	8.33	1191	11.02	844	8.66	2035	9.90
E	1	33.33	0	0.00	1	8.33	401	3.71	267	2.74	668	3.25
N	0	0.00	0	0.00	0	0.00	50	0.46	39	0.40	89	0.43

Achievement of Preliminary HSC curriculum compared to the state of NSW

English Standard 2 unit (11130)

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	1	25.00	6	60.00	7	50.00	551	3.16	975	5.78	1526	4.45
B	0	0.00	2	20.00	2	14.29	3736	21.45	5154	30.58	8890	25.94
C	1	25.00	0	0.00	1	7.14	8403	48.24	7520	44.61	15923	46.46
D	1	25.00	1	10.00	2	14.29	3490	20.03	2413	14.32	5903	17.22
E	0	0.00	0	0.00	0	0.00	1148	6.59	708	4.20	1856	5.41
N	1	25.00	1	10.00	2	14.29	92	0.53	86	0.51	178	0.52

Mathematics Standard 2 unit (11236)

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	1	25.00	2	20.00	3	21.43	1296	6.36	1851	9.08	3147	7.72
B	0	0.00	3	30.00	3	21.43	3821	18.75	4707	23.08	8528	20.91
C	0	0.00	1	10.00	1	7.14	7245	35.55	7752	38.01	14997	36.78
D	1	25.00	2	20.00	3	21.43	5309	26.05	4413	21.64	9722	23.84
E	1	25.00	1	10.00	2	14.29	2519	12.36	1579	7.74	4098	10.05
N	1	25.00	1	10.00	2	14.29	190	0.93	93	0.46	283	0.69

Modern History 2 unit (11270)

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	1	25.00	2	22.22	3	23.08	939	12.74	1632	21.37	2571	17.13
B	0	0.00	4	44.44	4	30.77	1952	26.49	2380	31.17	4332	28.87
C	0	0.00	0	0.00	0	0.00	2681	36.38	2363	30.95	5044	33.61
D	2	50.00	2	22.22	4	30.77	1281	17.38	875	11.46	2156	14.37
E	0	0.00	0	0.00	0	0.00	469	6.36	342	4.48	811	5.40
N	1	25.00	1	11.11	2	15.38	48	0.65	44	0.58	92	0.61

Society and Culture 2 unit (11330)

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	1	25.00	1	10.00	2	14.29	162	10.78	1056	18.91	1218	17.18
B	1	25.00	6	60.00	7	50.00	403	26.81	1776	31.80	2179	30.74
C	0	0.00	1	10.00	1	7.14	521	34.66	1862	33.34	2383	33.62
D	1	25.00	1	10.00	2	14.29	269	17.90	644	11.53	913	12.88
E	0	0.00	0	0.00	0	0.00	128	8.52	214	3.83	342	4.83
N	1	25.00	1	10.00	2	14.29	20	1.33	33	0.59	53	0.75

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

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	1	10.00	1	7.14	910	9.52	1963	17.50	2873	13.83
B	2	50.00	2	20.00	4	28.57	2232	23.35	3527	31.45	5759	27.73
C	0	0.00	5	50.00	5	35.71	3687	38.58	3805	33.93	7492	36.07
D	1	25.00	1	10.00	2	14.29	1947	20.37	1467	13.08	3414	16.44
E	0	0.00	0	0.00	0	0.00	730	7.64	413	3.68	1143	5.50
N	1	25.00	1	10.00	2	14.29	51	0.53	39	0.35	90	0.43

Food Technology 2 unit (11180)

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	1	10.00	1	7.14	76	4.21	632	17.58	708	13.12
B	0	0.00	4	40.00	4	28.57	300	16.63	1054	29.33	1354	25.08
C	1	25.00	3	30.00	4	28.57	604	33.48	1189	33.08	1793	33.22
D	2	50.00	1	10.00	3	21.43	527	29.21	505	14.05	1032	19.12
E	0	0.00	0	0.00	0	0.00	251	13.91	180	5.01	431	7.98
N	1	25.00	1	10.00	2	14.29	46	2.55	34	0.95	80	1.48

In 2020, the school had 15 students enrolled in Yr12. All of those students graduated. The completion rate for this year was 100%. For year 11 we initially had 20 students enrolled, 12 of whom completed the year. The completion rate for year 11 was 60%. For the Year 10 cohort, we had 16 students enrol, 13 of whom completed the year, resulting in a completion rate of 82%. For the year 9 cohort, we had 18 enrolled. 17 students completed the year, resulting in a completion rate of 95%. This was an increase of 14% compared to last years.

Completion rates for WAYS Secondary have been affected by significant issues faced by students such as highly disruptive and disorganised home environments and serious mental health issues. Some students also made the decision to leave school to find full time work, get an apprenticeship, attend TAFE or attend mainstream schooling. Were

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.

2020 post HSC destinations included:

67 % went to University full time
16.5% started an RTO Certificate Course at WAYS Bondi Junction
16.5 % enrolled at TAFE full time

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

53% returned to a mainstream secondary school
13% commenced an apprenticeship
20% destination unknown
13% attended an alternate secondary school

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.

The 2020 NAPLAN Examinations were cancelled due to COVID 19.

HSC RESULTS

2020 was the fifth 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>Business Services Examination 2 unit</u>	26199	13		56.60	72.20	-15.60	-1.26
<u>English Standard 2 unit</u>	15130	15		56.48	69.93	-13.45	-1.58
<u>Geography 2 unit</u>	15190	14	1	47.70	74.45	-26.75	-1.91
<u>Mathematics Standard 1 Examination 2 uni</u>	15232	13	1	66.83	68.97	-2.14	-.16
<u>Personal Development, Health and Physica</u>	15320	14	1	50.74	72.46	-21.72	-1.65
<u>Society and Culture 2 unit</u>	15350	14		64.19	76.78	-12.59	-1.15

The results for each student were as follows:

Student 1

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	54/100	N/A	54	2
2	English Standard	56/100	60/100	58	2
2	Geography	43/100	56/100	50	2
2	Mathematics Standard 1	N/A	D	N/A	N/A
	Mathematics Standard 1 Examination	56/100	N/A	56	2
2	Personal Development, Health and Physical Education	51/100	51/100	51	2
2	Society and Culture	65/100	65/100	65	3

Student 2

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	58/100	N/A	58	2
2	English Standard	52/100	64/100	58	2
2	Geography	54/100	55/100	55	2
2	Mathematics Standard 1	N/A	D	N/A	N/A
	Mathematics Standard 1 Examination	54/100	N/A	54	2
2	Personal Development, Health and Physical Education	33/100	43/100	38	1
2	Society and Culture	66/100	67/100	67	3

Student 3

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	74/100	N/A	74	4
2	English Standard	74/100	75/100	75	4
2	Geography	71/100	66/100	69	3
2	Mathematics Standard 1	N/A	B	N/A	N/A
	Mathematics Standard 1 Examination	83/100	N/A	83	5
2	Personal Development, Health and Physical Education	64/100	63/100	64	3
2	Society and Culture	73/100	74/100	74	4

Student 4

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	66/100	N/A	66	3
2	English Standard	55/100	57/100	56	2
2	Geography	52/100	44/100	48	1
2	Mathematics Standard 1	N/A	D	N/A	N/A
	Mathematics Standard 1 Examination	79/100	N/A	79	4
2	Personal Development, Health and Physical Education	59/100	57/100	58	2
2	Society and Culture	60/100	62/100	61	3

Student 5

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	72/100	N/A	72	4
2	English Standard	76/100	76/100	76	4
2	Geography	67/100	71/100	69	3
2	Mathematics Standard 1	N/A	B	N/A	N/A
	Mathematics Standard 1 Examination	80/100	N/A	80	5
2	Personal Development, Health and Physical Education	66/100	66/100	66	3
2	Society and Culture	76/100	76/100	76	4

Student 6

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	65/100	N/A	65	3
2	English Standard	73/100	73/100	73	4
2	Geography	55/100	57/100	56	2
2	Mathematics Standard 1	N/A	B	N/A	N/A
	Mathematics Standard 1 Examination	80/100	N/A	80	5
2	Personal Development, Health and Physical Education	55/100	53/100	54	2
2	Society and Culture	70/100	68/100	69	3

Student 7

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	52/100	N/A	52	2
2	English Standard	55/100	55/100	55	2
2	Geography	32/100	< 30/100	< 30	1
2	Mathematics Standard 1	N/A	E	N/A	N/A
2	Mathematics Standard 1 Examination	Absent from examination			
2	Personal Development, Health and Physical Education	48/100	33/100	41	1
2	Society and Culture	55/100	51/100	53	2

Student 8

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	61/100	N/A	61	3
2	English Standard	64/100	62/100	63	3
2	Geography	48/100	55/100	52	2
2	Mathematics Standard 1	N/A	D	N/A	N/A
	Mathematics Standard 1 Examination	45/100	N/A	45	1
2	Personal Development, Health and Physical Education	51/100	56/100	54	2
2	Society and Culture	71/100	64/100	68	3

Student 9

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	65/100	51/100	58	2
2	Geography	56/100	< 30/100	37	1
2	Mathematics Standard 1	N/A	E	N/A	N/A
	Mathematics Standard 1 Examination	80/100	N/A	80	5
2	Personal Development, Health and Physical Education	59/100	35/100	47	1
2	Society and Culture	71/100	61/100	66	3

Student 10

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
2	English Standard	51/100	53/100	52	2
2	Geography	45/100	33/100	39	1
2	Mathematics Standard 1	N/A	C	N/A	N/A
2	Personal Development, Health and Physical Education	36/100	36/100	36	1

Student 11

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	64/100	N/A	64	3
2	English Standard	57/100	69/100	63	3
2	Geography	55/100	70/100	63	3
2	Mathematics Standard 1	N/A	B	N/A	N/A
	Mathematics Standard 1 Examination	71/100	N/A	71	4
2	Personal Development, Health and Physical Education	51/100	61/100	56	2
2	Society and Culture	64/100	74/100	69	3

Student 12

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	38/100	N/A	38	1
2	English Standard	51/100	53/100	52	2
2	Geography	< 30/100	44/100	32	1
2	Mathematics Standard 1	N/A	D	N/A	N/A
	Mathematics Standard 1 Examination	59/100	N/A	59	2
2	Personal Development, Health and Physical Education	33/100	48/100	41	1
2	Society and Culture	59/100	56/100	58	2

Student 13

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	< 30/100	N/A	< 30	1
2	English Standard	< 30/100	54/100	32	1
2	Geography	< 30/100	39/100	< 30	1
2	Mathematics Standard 1	N/A	E	N/A	N/A
	Mathematics Standard 1 Examination	51/100	N/A	51	2
2	Personal Development, Health and Physical Education	< 30/100	35/100	< 30	1
2	Society and Culture	51/100	56/100	54	2

Student 14

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
4	Business Services	Refer to Vocational documentation			
	Business Services Examination	47/100	N/A	47	1
2	English Standard	51/100	58/100	55	2
2	Geography	< 30/100	38/100	< 30	1
2	Mathematics Standard 1	N/A	C	N/A	N/A
	Mathematics Standard 1 Examination	63/100	N/A	63	3
2	Personal Development, Health and Physical Education	51/100	53/100	52	2
2	Society and Culture	52/100	63/100	58	2

Student 15

Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Refer to Vocational documentation			
	Business Services Examination	68/100	N/A	68	3
2	English Standard	55/100	72/100	64	3
2	Geography	51/100	67/100	59	2
2	Mathematics Standard 1	N/A	C	N/A	N/A
	Mathematics Standard 1 Examination	69/100	N/A	69	3
2	Personal Development, Health and Physical Education	54/100	63/100	59	2
2	Society and Culture	66/100	73/100	70	4

2020 Significant programs and initiatives

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

WAYS Secondary updated NESAs approved curriculum in light of NESAs changes thus ensuring curriculum is compliant. There were alterations to assessments that aligned greater with NESAs curriculum and also updates to programming to enhance differentiation. Teachers updated curriculum in regards to assessment of, for and as learning. Students had the opportunity to collaborate with teachers and to discuss subjects that will replace Geography such as: Modern History. WAYS believes that it is imperative to consult student feedback in Stage 6 subject implementation in order to assist with engagement in Stage 6. Preliminary Modern History will focus on analytical source skills of visual and written analysis. Students will analyse motive, reliability, bias, usefulness and perspective of a source.

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

Students had the opportunity to participate in external subjects through Sydney Distance Education if they found a particular subject of interest that was not offered by WAYS Secondary. Students discussed this opportunity with their teachers, which was further discussed with the students' parent(s) and/or carer(s) and the school principal. If the student demonstrated the ability to work well independently and the school principal believed that the student would be successful when completing a course via Sydney Distance Education, this option was actioned and approved. We believe that the students generally enjoy the classroom environment at WAYS Secondary and we have ensured that the curriculum we offer is varied and suitable for a wide range of learning needs, so very few students have opted for this opportunity. However, one student in stage 6 has begun an external course in music with Sydney Distance Education. These students use the facilities at WAYS Secondary and communicate with the student support coordinator to ensure that all communication with the external provider is relayed. This opportunity has provided students with the knowledge that there is further opportunity to continue subjects outside of the curriculum WAYS Secondary offers.

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

Teachers have had professional development that is targeted to amendments to the NESA curriculum in order to ensure all curriculum meets stipulated requirements. Teachers have engaged in subject specific face to face development such as: Society and Culture Stage 6 development, Power and Authority Stage 6 Nazi Germany and varied online student wellbeing development. Curriculum professional development was significant in ensuring that content knowledge was high, diverse strategies were achieved, community consultation was apparent and teacher confidence in the subjects emerged. Teachers had a focus on student wellbeing in regards to online professional learning in order to enhance strategies for de-escalation and further foster holistic wellbeing. The professional development enables teachers to comprehend the scope, assessments and subject specific requirements and comprehend NESA updates.

WAYS Secondary recognises that ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, reflective and content/student driven.

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

In 2020 there was a strong focus on sharing the ethos of WAYS Secondary through our social media presence. The teaching and support staff ensured that they posted regularly to demonstrate the learning environment offered at WAYS Secondary to increase the promotion and community presence via social media platforms. Teachers regularly communicated with other teaching staff at other schools within the community and via

teacher forums to ensure that other teaching professionals were consulted in regards to creating an innovative learning environment for our students. WAYS was involved in Carols by the Sea and Splash and Dash imperative community objectives. WAYS Secondary had students involved in Splash and Dash and had great representation of the WAYS community as volunteers within the event.

Target 5 Innovative ICT (laptops) and differentiation within the classroom:

Innovation in ICT was paramount in order to support differentiated practice within the classroom dynamics. WAYS Secondary purchased state of the art smart boards for every classroom and 40 laptops in order to assist students with varied learning needs to ensure interpersonal, intrapersonal and kinaesthetic learners have the opportunity for varied engagement. The laptops have enhanced student engagement through allowing extended students to support greater resources, enhance the use of google classrooms, allow students to research for informal and formal tasks and for each student to be individualised. ICT has created greater agency in students and enhanced the scope for learning through varied resources allowing teachers to allocate students varied tasks based on ability. Thus, promoting greater differentiation through enabling students the ability to access tasks in google classroom and complete tasks at varied rates. ICT is an imperative innovator for student learning and teaching strategies and impacted the quality of teaching greatly.

2021 School-determined improvement target outcomes

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

Additional support staff will be implemented as a strategy to bridge gaps within Stage 5 to ensure students have adequate support and access to curriculum. The support staff will aim to increase holistic wellbeing within the school sector, support Stage 6 Personal development projects and assist with practical aspects of core subjects. The teacher will assist with Society and culture Stage 6 to ensure all students have access to a teacher for positive reinforcement, development of skills and tracking of the progression of the PIP. The support staff member will focus on supporting literacy within the school sector to support transition into Stage 6 and support implicated learners. The support teacher will assist with the practical components of Food Technology and PDHPE thus enabling support of students wellbeing and academic progression. A staff member will be employed in order to enable students to have one to one support on foundational skills in literacy and holistic enrichment. The targeted implementation of a support worker will aim to support holistic wellbeing academic progression.

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 will implement 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 will develop basic numeracy and literacy skills during lessons outside of their normal Mathematics and English lesson. This will be a target to help students 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 will again have 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.

With the new Food Technology curriculum in about to begin its second year in the school, additional funds will be allocated towards amassing more equipment for cooking sessions so that students will have a more enriching experience. This will also allow students to expand the skills that they are taught in the kitchen, giving them a wider repertoire for future use.

PDHPE will also receive additional funding for replenishing sports equipment for practical sessions. Along with a change in the Stage 5 curriculum, change in practical sessions to provide students with a more rigorous and varied range of physical activities to increase engagement and motivation will be implemented.

Target 4: Innovation in Stage 6 Modern History subject selection

Modern History will be implemented in 2021 within the Stage 6 curriculum in order to enable students to have greater access to relatable content. Modern History Stage 6 will replace Geography Stage 6 as teacher reflection and student feedback data has proven that new subjects will create engagement. Innovation and reflection of Stage 6 data based on student feedback proves that students require a subject that fosters greater relatability and assesses a variety of skills. Students in 2020 had the opportunity to collaborate with teachers and to choose between Ancient and Modern History. It is imperative to consult student feedback in Stage 6 subject implementation in order to assist with engagement in Stage 6. Preliminary Modern History will focus on analytical source skills of visual and written analysis. Students will analyse motive, reliability, bias, usefulness and perspective of a source. Stage 6 Modern History will focus on Power and Authority Nazi Germany, Conflict in Indochina, National studies USA and Civil rights movement.

Target 5: Differentiation supported through implementation of greater ICT resources

WAYS Secondary will aim 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 have the ability to access curriculum through a varied means and mode of expression and representation. WAYS Secondary will aim to purchase two smartboard that will be innovative technologies and enable students to have access

to varied resources. Students will be able to complete group ICT projects, individualised informal and formal assessments and utilise the innovative technologies. The smart boards will support 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 will strive to attain ongoing professional development in order 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 are able to 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 will be implementing 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

Appendix A

WAVERLEY ACTION FOR YOUTH SERVICES INCORPORATED

FINANCIAL REPORT YEAR ENDED DECEMBER 31 2020 (2828606-WAYS Secondary)

STATEMENT OF PROFIT OR LOSS

	2020	2019
NSW (DEC) grant	341,838	304,147
Commonwealth (DET) grant	1,211,971	1,076,407
Other grants	22,899	7,920
Donations	10,160	2,111
Total Income	1,586,868	1,390,585
Expenses		
Audit fees	(12,814)	(12,150)
Building expense	(105,750)	(71,554)
Depreciation expense	15 (138,324)	(109,153)
Finance costs	(379)	(738)
Leave expense	14 (32,153)	(56,348)
Operating expense	13 (244,949)	(290,282)
Salaries and Wages	(839,119)	(701,466)
Superannuation	(73,675)	(56,326)
Workers Compensation and Other expenses	(12,893)	(12,836)
Total Expenses	(1,460,056)	(1,310,853)
Surplus before income taxes	126,812	79,732
Income tax expense	-	-

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