



# WAYS Secondary Annual School Report 2022

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## **WAYS Board**

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## **Principal**

Dr Terri Said

## **Auditor**

Rosenfeld Kant & Co

## Introduction

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

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

At WAYS we are very passionate about not only ensuring that our students receive a quality education but learn social values and key life skills such as the ability to take responsibility for one's choices and to be internally regulated. WAYS Secondary offers NESA accredited ROSA and HSC courses in a supportive and nurturing environment. WAYS Secondary has an exceptional record of accomplishment in terms of engaging young people to attend school, love and appreciate education. We are accredited to offer years 9, 10, 11 and 12. Student wellbeing is paramount, and we pride ourselves on our capacity to grow students emotionally and socially. The school sits within the multi-disciplinary services offered at WAYS Youth & Family and students have access to support programs of the service.

### **School Mission and Primary aims**

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

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

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

## **Principal's message**

I am pleased to report that despite the challenges of COVID in 2021 and 2022, WAYS Secondary once again delivered inspiring outcomes for our students. I am very proud of the school's establishment as a leader in the field of alternative education for our specific target group. The school's success in engaging our students in education and in pursuing positive life goals is evidenced in the following report. As a result of the supportive learning environment students' have achieved both in their personal development and educational goals. The staff are to be congratulated for their genuine passion, dedication, and generous support that they offer each student which meaningfully contributes to their development and learning. I would also like to acknowledge and express gratitude to the Lewis Foundation and the Lowenden Foundation for their generous donations.

I would also like to extend a hearty congratulations to the HSC graduating class of 2022. Despite a very tough year to the extended lockdown, this year managed to perform brilliantly in the HSC. Notable results include Honor Veals for getting on the Distinguished Achievers List for 2 Unit Mathematics and 2 Unit Society and Culture.

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

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

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

**Dr Terri Said** - Principal

## **WAYS Secondary Community Feedback**

### **Students' message**

At WAYS Secondary we continually get a lot of incredible feedback from all our students. Here is a letter of appreciation received from year 12 student Jacob Parker.

“I would have to say, moving to WAYS has to be the best choice I have ever made, at first I was a bit sceptical due to the outdated stigma of WAYS, but once I had arrived I could see that it was primarily just a big family. I know that if I didn't change schools and Enrol into WAYS Secondary I would have never become the person I truly am today, the school has assisted me so much as well as that you get treated as a human being which I didn't recognise within my previous school.

Another point of why it is such an amazing school is the teachers, the teachers treat the children at WAYS like an adult and that the school has choices not rules, so that you can choose to do something wrong to where something will come from. The school is definitely not a behavioural school as the previous stigma would be, and with the sizing of the school everyone in class is close and respects each other.

The school has been a safe place for me to feel comfortable to learn, as well the school doesn't take up your whole life with extreme amounts of homework, the school is extremely efficient with giving the students an accurate amount of work that is achievable for the students.

The environment at WAYS Secondary is extremely positive I would say for the reasons of having such small year groups as well as that everyone accepts each person's differences as well as circumstances that they have been through. The school is clear and concise when information is present that may be confronting to some students, that they are able to step out of class for a minute. WAYS Secondary has extremely improved my mental health from factors including how the school runs as well as how the teachers are genuine people which strive to assist the students and care about how they perform.

A bit about the school, WAYS Secondary is an independent school which strives to best assist the students. WAYS Secondary is a safe space for all students and is an extremely good school and the single best place for students that don't perform as well in mainstream school due to the fast paced learning techniques that mainstream schooling systems follow. The school goes at your own pace which ensures that you have a clear understanding of your work.

Personally, WAYS Secondary has been the best school for me, as in I would not want to be in any other school available to me. The school has helped me boost my marks significantly in comparison to my last school where I found that my marks have doubled. The atmosphere at WAYS Secondary is great where you would never feel like you are out of control of your learning. WAYS has been the best place for me to learn and feel welcome. I have to say a

giant thank you to the Principal Dr Terri Said for making such a welcoming and warm school to be at. I know that I wouldn't be able to be the person I really am without attending WAYS Secondary."

### **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.

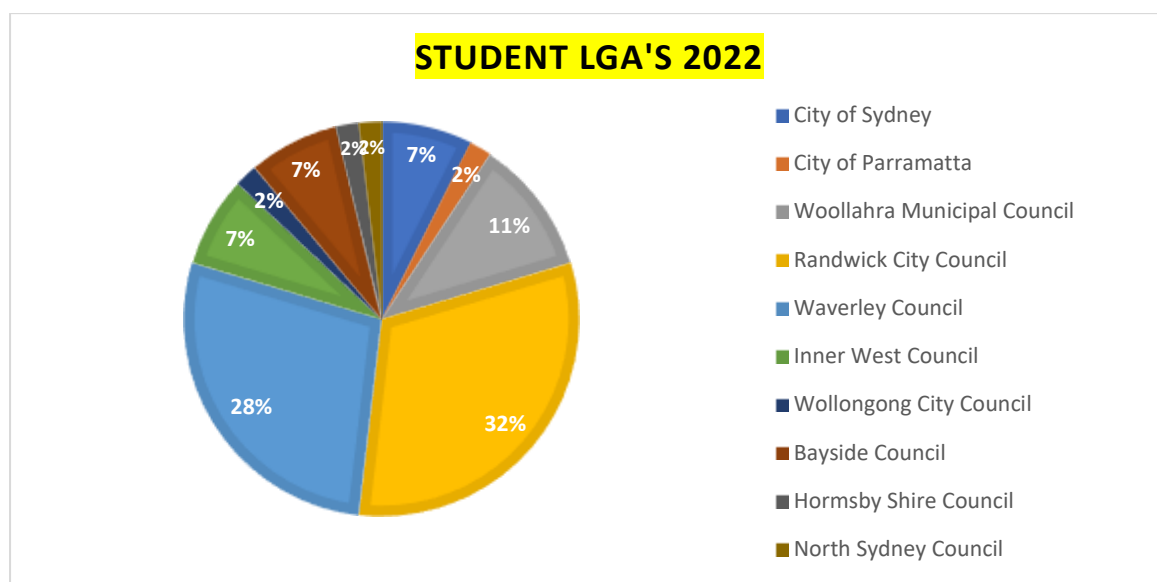
2022 has continued to see several innovative approaches to education in our school. We have continued to offer three critical compulsory subjects to our curriculum: Literacy and Numeracy Support and Enrichment. These subject areas are designed to effectively bridge gaps in young people’s education and 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 2022, 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: 50% female to 35% male to 15% gender diverse/non-binary.

### Student Postcodes



### Student Attendance

The average school attendance across all year groups for 2022 was rate was 71.75%. This pattern of attendance has been a consistent major achievement of the school and its individual students. This is especially true in light of COVID and the fact that the school works to engage young people who often have significant school absenteeism and disengagement. The attendance for each group was as follows: Year 9 – 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](http://www.keepthemsafe.nsw.gov.au) to determine whether a report to Community Services is required.
- 7) The Principal may in cases of chronic absenteeism contact AIS in relation to convening a conference with the student and or, parents and or caregivers.
- 8) The Principal may discuss with the student and parents/ caregivers whether the student should be withdrawn from the school in cases where there is no improvement in the 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 2022, the school was primarily staffed by 1 Principal, 4 permanent full-time teachers, and 1 full time School Administration & Student Support Officer. Part time staff include a part time secondary teacher and support teacher, Finance Manager and Office Manager. The school is also staffed by various casual student support staff and casual teachers. The gender ratio of all staff members are 67% female and 33% males.

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

In 2022 professional learning undertaken by school staff included, was mostly online due to COVID and included:

- English: Studying Fiction
- Society and Culture Association: Keep on Pipping
- 'Child Protection' AIS online training
- First aid training
- Unpacking the complexities- AIS conference
- Familiarisation with the stage 5 and 6 English curriculum AIS
- Familiarisation with the stage 5 and 6 Mathematics curriculum AIS
- Redesigning assessment practices to include all students yr 7-12.

## School Environment

### Initiatives promoting 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 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

<p style="text-align: center;"><b>Student Rights</b> At WAYS all students have the right:</p>	<p style="text-align: center;"><b>Student Responsibilities</b> At WAYS it is the responsibility of all students:</p>
<p>To receive an education in a safe and secure environment.</p>	<p>To participate to the best of their ability.</p> <p>To continuously strive for improvement, and always work towards their personal best.</p> <p>To take responsibility for their learning and behaviour.</p>
<p>To be treated with dignity and respect at all times.</p>	<p>To treat all members of the WAYS Secondary community with dignity and respect.</p> <p>To recognise and accept that there are consequences for unacceptable behaviour, as set out in the Student Enrolment Contact.</p> <p>To inform the school if they have an infectious disease</p> <p>To show tolerance of different beliefs, religions, values, gender, and sexual identities</p>
<p>To an orderly and well-maintained school and to expect to have property kept safe.</p>	<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>
<p>To be kept safe from violence, threats of violence, discrimination, and all forms of harassment.</p>	<p>To maintain a safe environment free from violence, threats of violence, bullying, discrimination, and all forms of harassment</p>
<p>To be given a fair hearing if there is a disagreement or dispute.</p>	<p>To use the conflict resolution and grievance procedures of the school to resolve concerns and difficulties.</p>

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

<b>Staff Rights</b> <b>At WAYS all staff have the right to:</b>	<b>Staff Responsibilities</b> <b>At WAYS all staff have a responsibility to:</b>
Expect students to: <ul style="list-style-type: none"> <li>- be punctual and regular in attendance to school and classes.</li> <li>- participate in what classroom activities and assigned work to the best of their ability.</li> </ul>	Actively support and promote the school philosophy, ethos, and values.  Know how students learn and how to teach them effectively.  Know their students and use a range of teaching strategies and resources to engage their students in effective learning.
Receive respect and support from the school community.	Treat all members of the WAYS community with respect, fairness, and dignity.
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.	Effectively implement the school's policies and procedures to maintain a safe environment free from violence, threats of violence, bullying, discrimination, and all forms of harassment.

Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Regularly monitor student progress, attendance, participation, and welfare
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### 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 NESAs 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 2022:

Content Area	School Policy and Procedure	Comment
Enrolment (outlined above)	Access & Equity WAYS Secondary Procedures Manual Enrolment Policy (see appendix B)	Minor review to ensure compliance and alignment with current procedures.
Student Welfare	Serious/ Critical Incidents and Emergencies  Anti-Bullying  Student Attendance  Evacuation, Lockout and Lockdown  Student Welfare  WAYS Secondary External Provider  WAYS Secondary student welfare, Safe and Supportive Environment	Minor to moderate review and adjustments to ensure compliance and alignment with current procedures.

Staff	WAYS Secondary Staff Procedure- Professional standards for teachers	Minor review to ensure compliance and alignment with current procedures.
Discipline	Staff Code of Conduct  Community Code of Conduct  Discipline	Minor review to ensure compliance and alignment with current procedures.
Child Protection	Child Protection	Minor review to ensure compliance and alignment with current procedures.
Building and Premises	WAYS Secondary Premises and Buildings  WAYS Secondary Facilities Procedure	Minor review to ensure compliance and alignment with current procedures.
Complaints and grievances	Complaints or Grievances	Minor review to ensure compliance and alignment with current procedures.
Assessment and Learning	Assessment Policy and Procedures  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  WAYS Secondary Science Laboratory Procedures Chemical Safety	Minor to moderate review and adjustments to ensure compliance and alignment with current procedures.
Governance	Responsible Persons  Refusal to Register  WAYS Secondary Proper Governance  Delegation protocol and schedule	Minor review all of policies below to ensure compliance and alignment with current procedures.

	Legal frameworks Risk Management Framework School Board Charter WAYS Secondary Governance Conflict of Interest WAYS Secondary Governance Related Party Transactions Financial Viability Professional Learning Induction Process WAYS Secondary Governance Audit of Financial Statements WAYS Secondary Notifications to NESA Risk management	
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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 school's 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 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 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 2022.

## 2022 Stage 5 (Year 10)

### English 200 hours (300)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	2	18.18	2	12.50	3684	7.94	7568	16.73	11252	12.28
B	1	20.00	4	36.36	5	31.25	11318	24.40	15068	33.30	26386	28.80
C	2	40.00	4	36.36	6	37.50	18055	38.93	15076	33.32	33131	36.16
D	2	40.00	1	9.09	3	18.75	9302	20.06	5231	11.56	14533	15.86
E	0	0.00	0	0.00	0	0.00	3476	7.49	1910	4.22	5386	5.88
N	0	0.00	0	0.00	0	0.00	543	1.17	392	0.87	935	1.02

## 2022 Stage 5 (Year 10)

### Mathematics 200 hours (323)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A10	1	20.00	0	0.00	1	7.14	3188	6.85	3025	6.66	6213	6.76
A9	1	20.00	2	22.22	3	21.43	3494	7.50	3663	8.07	7157	7.78
B8	0	0.00	1	11.11	1	7.14	4578	9.83	4708	10.37	9286	10.10
B7	0	0.00	1	11.11	1	7.14	5295	11.37	5647	12.44	10942	11.90
C6	1	20.00	1	11.11	2	14.29	7258	15.59	7622	16.78	14880	16.18
C5	1	20.00	2	22.22	3	21.43	7385	15.86	7341	16.17	14726	16.01
D4	0	0.00	0	0.00	0	0.00	6274	13.48	5964	13.13	12238	13.31
D3	1	20.00	2	22.22	3	21.43	5149	11.06	4335	9.55	9484	10.31
E2	0	0.00	0	0.00	0	0.00	3456	7.42	2764	6.09	6220	6.76
N	0	0.00	0	0.00	0	0.00	480	1.03	343	0.76	823	0.89

## 2022 Stage 5 (Year 10)

### Science 200 hours (350)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	1	20.00	6	54.55	7	43.75	5007	10.78	6543	14.46	11550	12.59
B	0	0.00	1	9.09	1	6.25	10246	22.06	11711	25.87	21957	23.94
C	1	20.00	2	18.18	3	18.75	16894	36.37	16791	37.10	33685	36.73
D	1	20.00	1	9.09	2	12.50	10268	22.11	7503	16.58	17771	19.38
E	2	40.00	1	9.09	3	18.75	3508	7.55	2371	5.24	5879	6.41
N	0	0.00	0	0.00	0	0.00	527	1.13	342	0.76	869	0.95

## 2022 Stage 5 (Year 10)

### Geography 100 hours (4015)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	2	18.18	2	12.50	5352	11.54	8421	18.62	13773	15.04
B	1	20.00	5	45.45	6	37.50	11759	25.36	13806	30.53	25565	27.91
C	2	40.00	2	18.18	4	25.00	16946	36.54	14867	32.88	31813	34.73
D	2	40.00	2	18.18	4	25.00	8585	18.51	5680	12.56	14265	15.57
E	0	0.00	0	0.00	0	0.00	3289	7.09	2134	4.72	5423	5.92
N	0	0.00	0	0.00	0	0.00	441	0.95	310	0.69	751	0.82

## 2022 Stage 5 (Year 10)

### History 100 hours (4007)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	2	18.18	2	12.50	5092	10.98	8422	18.62	13514	14.75
B	0	0.00	3	27.27	3	18.75	11610	25.03	13769	30.44	25379	27.70
C	4	80.00	4	36.36	8	50.00	16867	36.36	14707	32.52	31574	34.46
D	1	20.00	2	18.18	3	18.75	8815	19.00	5754	12.72	14569	15.90
E	0	0.00	0	0.00	0	0.00	3539	7.63	2244	4.96	5783	6.31
N	0	0.00	0	0.00	0	0.00	465	1.00	331	0.73	796	0.87



## 2022 Stage 5 (Year 10)

### Visual Arts 100 hours (2061)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	5	45.45	5	31.25	111	9.05	706	23.66	817	19.41
B	0	0.00	3	27.27	3	18.75	308	25.12	1021	34.22	1329	31.57
C	2	40.00	1	9.09	3	18.75	437	35.64	837	28.05	1274	30.26
D	3	60.00	1	9.09	4	25.00	249	20.31	284	9.52	533	12.66
E	0	0.00	1	9.09	1	6.25	104	8.48	118	3.95	222	5.27
N	0	0.00	0	0.00	0	0.00	17	1.39	18	0.60	35	0.83

## 2022 Stage 5 (Year 10)

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

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	0	0.00	4	36.36	4	25.00	1477	15.53	1833	19.65	3310	17.57
B	2	40.00	3	27.27	5	31.25	3506	36.86	3670	39.34	7176	38.09
C	1	20.00	4	36.36	5	31.25	3152	33.14	2762	29.61	5914	31.39
D	2	40.00	0	0.00	2	12.50	996	10.47	744	7.98	1740	9.24
E	0	0.00	0	0.00	0	0.00	313	3.29	258	2.77	571	3.03
N	0	0.00	0	0.00	0	0.00	67	0.70	61	0.65	128	0.68



## Achievement of Preliminary HSC curriculum compared to the state of NSW

### 2022 HSC (Preliminary)

#### English Standard 2 unit (11130)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	3	42.86	1	12.50	4	26.67	502	2.86	925	5.45	1427	4.13
B	1	14.29	2	25.00	3	20.00	3693	21.04	5125	30.22	8818	25.55
C	0	0.00	4	50.00	4	26.67	8740	49.79	7780	45.87	16520	47.86
D	2	28.57	1	12.50	3	20.00	3652	20.80	2390	14.09	6042	17.51
E	1	14.29	0	0.00	1	6.67	865	4.93	619	3.65	1484	4.30
N	0	0.00	0	0.00	0	0.00	103	0.59	121	0.71	224	0.65

### 2022 HSC (Preliminary)

#### Modern History 2 unit (11270)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	3	42.86	1	16.67	4	30.77	965	13.42	1409	20.61	2374	16.92
B	1	14.29	2	33.33	3	23.08	2036	28.31	2234	32.68	4270	30.44
C	0	0.00	1	16.67	1	7.69	2591	36.02	2124	31.08	4715	33.61
D	1	14.29	2	33.33	3	23.08	1180	16.40	761	11.13	1941	13.84
E	2	28.57	0	0.00	2	15.38	387	5.38	270	3.95	657	4.68
N	0	0.00	0	0.00	0	0.00	34	0.47	37	0.54	71	0.51

## 2022 HSC (Preliminary)

### Society and Culture 2 unit (11330)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	3	42.86	1	12.50	4	26.67	153	9.74	1161	19.36	1314	17.36
B	1	14.29	4	50.00	5	33.33	380	24.19	2018	33.66	2398	31.69
C	1	14.29	1	12.50	2	13.33	599	38.13	1898	31.65	2497	33.00
D	1	14.29	2	25.00	3	20.00	294	18.71	695	11.59	989	13.07
E	1	14.29	0	0.00	1	6.67	128	8.15	181	3.02	309	4.08
N	0	0.00	0	0.00	0	0.00	17	1.08	43	0.72	60	0.79

## 2022 HSC (Preliminary)

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

Grade	School Male Count	School Male %	School Female Count	School Female %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Count	State %
A	1	14.29	2	25.00	3	20.00	750	7.61	1622	14.41	2372	11.24
B	2	28.57	1	12.50	3	20.00	2209	22.42	3427	30.45	5636	26.70
C	2	28.57	2	25.00	4	26.67	3916	39.74	4109	36.51	8025	38.02
D	0	0.00	3	37.50	3	20.00	2190	22.23	1633	14.51	3823	18.11
E	2	28.57	0	0.00	2	13.33	728	7.39	429	3.81	1157	5.48
N	0	0.00	0	0.00	0	0.00	60	0.61	34	0.30	94	0.45

In 2022, 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 19 students enrolled, 14 of whom completed the year. The completion rate for Year 11 was 74%. For the Year 10 cohort, we had 21 students enrol, 18 of whom completed the year, resulting in a completion rate of 86%. For the Year 9 cohort, we had 14 students enrolled. All those students completed the year, resulting in a completion rate of 100%.

Completion rates for WAYS Secondary have been impacted in 2022 by the continued COVID-19 pandemic, they have also been affected by significant issues faced by students such as highly disruptive and disorganised home environments and serious mental health issues. Some students also made the decision to leave school to find full time work, get an apprenticeship, attend TAFE, or attend mainstream schooling. Where necessary, every effort is made to reengage these students for the following academic year and to assist

them whenever possible. However, compared to past years, our completion rates are slowly improving due to increased support for students via early problem detection and provision of intensive educational and psychological support from within the school and from parents.

The introduction of Year 11 and 12 has seen the need for a more varietal approach to post-placement. From enrolment onwards, school staff work with students on creating and working towards post WAYS Secondary goals to ensure transitions are harmonious and beneficial for the student. Similarly, to previous years, this directive places a great emphasis upon stabilising students, re-engaging them in learning and creating long term learning/training pathways. This has been broadened due to the increased opportunities offered through TAFE enrolments and employment 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.

#### **2022 post HSC destinations included:**

37.5% went to University full-time.  
37.5% enrolled at TAFE full time.  
25% 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

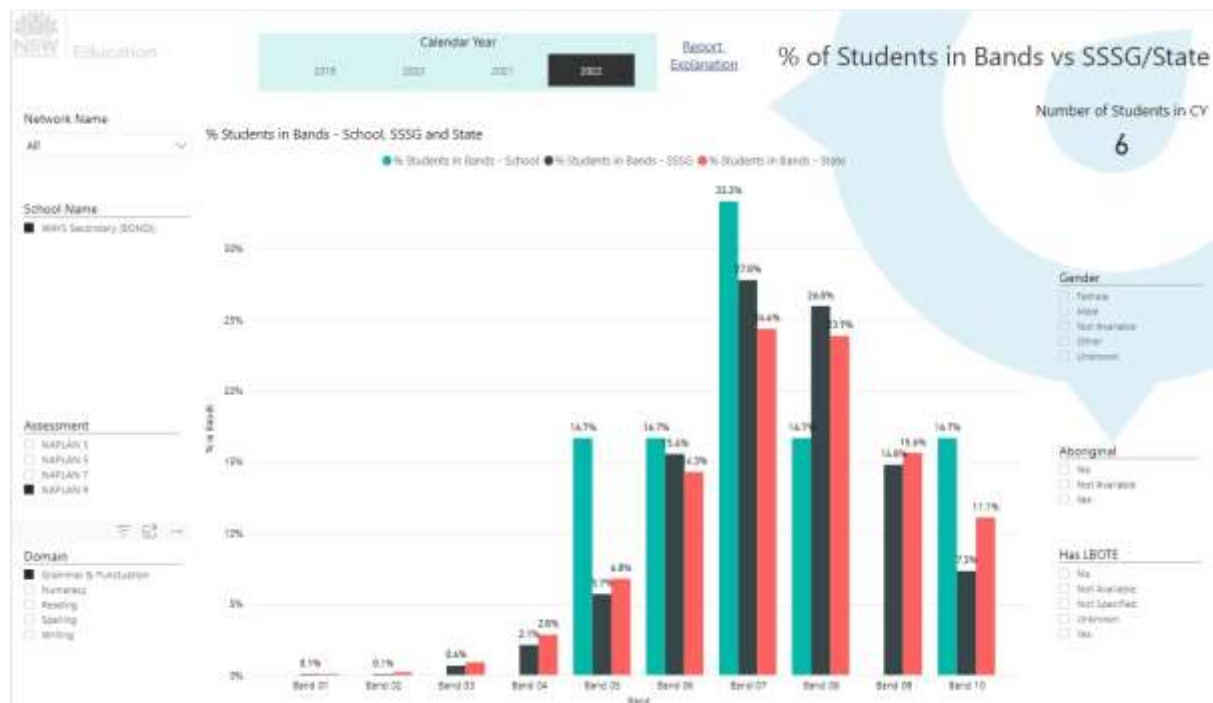
student is below the national minimum standard, and the second bottom band indicates the student is at the national minimum standard. The results of WAYS students show sound progress in the areas of literacy and numeracy.

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



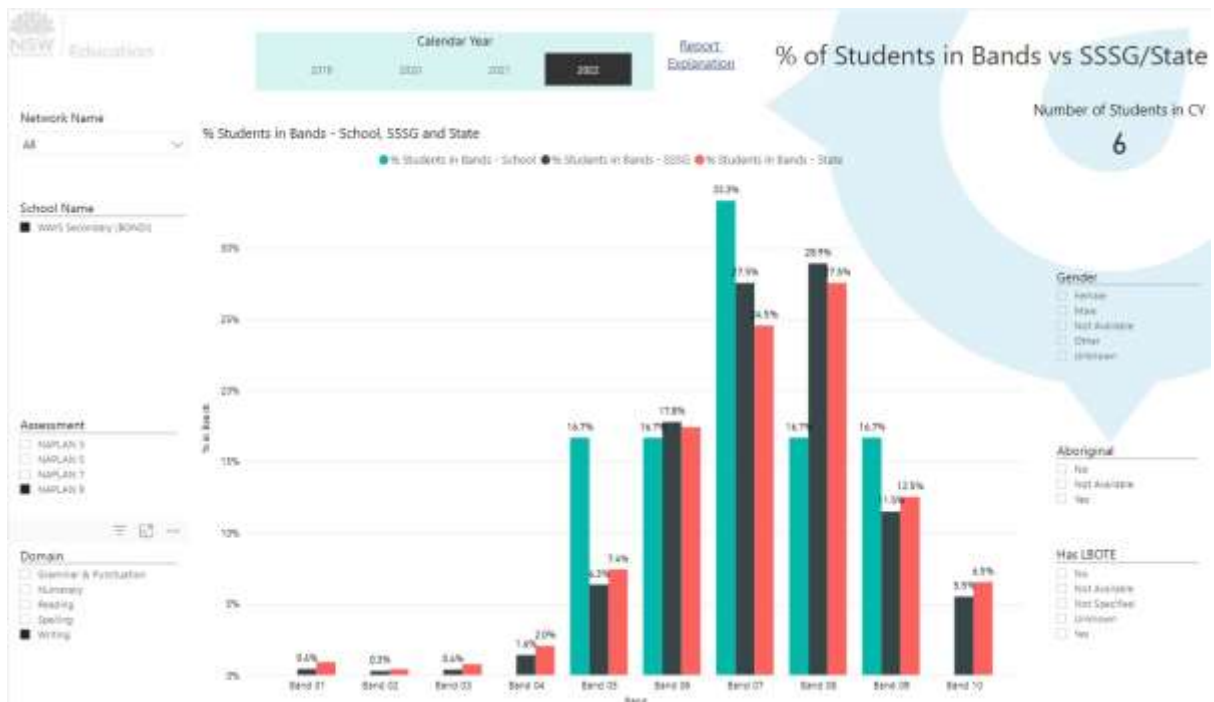
## Graph 3 Reading



Graph 4 Spelling



Graph 5 Writing





## HSC RESULTS

2022 was the seventh year that WAYS Secondary students have sat for the HSC. One student was on the Distinguished Achievers list for 2 Unit Society and Culture and 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

### 2022 School-Determined Improvement Target Outcomes

#### Target 1: VET Business Services

In 2022, VET Business Services was reintroduced into the school, with the view that it would be of benefit to future graduates, as it would provide students with a further Certificate III in Business, which is a Registered Training Organisation (RTO) qualification. This would be of great practical benefit to students in terms of employment opportunities but also to provide a different lens to learning through their senior years, compared to the category A subjects.

With a new structure and a new collaborative team between WAYS Secondary and WAYS Youth Training, we aimed to successfully deliver the course to all senior students over a two-year period for them to all attain certification at the conclusion of their HSC.

Since the re-implementation of the VET Business Services course, students have worked hard and have almost completed all the requirements of the 2 year RTO course, meaning that they will be receiving their Cert III in Business at the end of the year. They are also well on their way to successfully completing the HSC component of the course. During the course students had the opportunity to be involved in several practical applications of the course content. These included working in several community events. These events ranged from organising and working on music events, markets days and planning the end of year formal. Students were exposed to marketing, event planning, creating stalls to sell merchandise, liaising with musicians and engaging with the public via promotional activities at the events. All students engaged incredibly well, learning many practical valuable skills.

#### Target 2: Increase inclusive lens in pedagogy

WAYS aligns with NESA and AITSL ideology in terms of the focus on inclusivity in order to foster social, cultural literacy within pedagogy. It was a target for 2022 that Stage 5 English and Stage 6 English would promote Indigenous representation and foster inclusivity through textual representation and relationships with external agencies. WAYS is dedicated to external partnerships to increase inclusive practice, foster relationships, and enhance

connectivity within the school environment. WAYS is also committed to increasing inclusivity within pedagogical approach, curriculum, and external relations.

In line with these goal, in 2022, WAYS English and Maths teachers completed professional development in the promotion of Indigenous representation within the curriculum. The WAYS teachers focused on ensuring that representation of Indigenous authors is shared and enjoyed with the students. Inclusivity is continuously promoted within WAYS through harvesting positive relationships and connecting with students and their families. The curriculum has been adapted to offer inclusivity.

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

Throughout 2022, WAYS Secondary staff had the benefit of working with a teacher's aid which helped to develop greater progress for the students across the school. Through a collaborative approach, with the class teacher, the teacher's aid was able to offer promote intrinsic motivation within the students which helped students to make greater progress with their attendance and development of skills and understanding. The teacher's aid also led specialised numeracy and literacy groups to support disengaged students and students with lower numeracy and literacy skills. The teachers believe that the teacher's aid was incredibly helpful and supportive in helping teachers and students with the progression of learning and skills.

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

In 2022 we increased the frequency of face to face parent teacher evenings. WAYS Secondary staff hosted two parent-teacher evenings this year for each year group. This has been beneficial in fostering positive and collaborative relationships between parents and teachers to support the learning of all WAYS students. This has proved to be incredibly beneficial as it has offered parents the opportunity to engage with their students learning and develop a sense of involvement. This has also ensured that the positive reinforcement that is consistently presented within the classrooms at WAYS Secondary is reiterated at home, offering the students holistic support for their learning.

### **Target 5: Differentiation**

In 2022 WAYS Secondary implemented a stronger focus on visible learning as guided by AIS consultant Gina Grant. This particular strategy was based around the theories and implementation with programming around evidence from John Hattie's book Visible Learning. The 'visible' refers to a few things. We successfully ensured that we made student learning visible to teachers, so they were able to decipher whether they were having an impact using this learning implementation strategy. Further, the shift to making teaching visible to the

student was focused on as well. This was to ensure that students learn to become their own “teachers”, which is an important component of becoming lifelong learners – something we want students to value. There was an imperative focus on the lens for teaching with learning in the forefront and with the idea that we should consider teaching primarily in terms of its impact on student learning.

The support of external consultant has been beneficial to support the WAYS staff with making improvements with the quality of teaching and learning. The teachers have taken advice from Gina Grant to make the learning intentions more visible to the students so that they have a greater understanding of their learning.

### **Target 6: Professional development around HSC subjects**

To develop a professional lens around NESA changes, collaborate with external HSC teachers, and heighten content knowledge teachers in 2022 continued to stay committed to professional learning. It is imperative that teachers engage with other teachers to promote higher learning, develop AOF and AFL strategies and increase knowledge of access to the curriculum.

In 2022 Teachers experienced several professional development courses this year in order to improve their teaching practice. Some of these courses included recertification in First Aid, Familiarising with upcoming new curriculum in English and Maths (to be implemented in 2024) and trauma-informed education and best practice in Aboriginal and Torres Strait Islander students.

## **2023 School-Determined Improvement Target Outcomes**

### **Target 1: Introduce a Year 11 Mentoring Program**

As we all know, the transition from Year 10 into Year 11 is often a difficult transition for students due to the increase in workload and the pressure that they feel in undertaking the HSC. In 2023, to further assist the students in this, WAYS Secondary is collaborating with the Wellness Team to develop a mentoring program that will assist all year 11 students with this transition in order to ensure that they are physically, emotionally and mentally at their best to achieve academically. This will involve regular check-ins with students throughout the year to ensure that their needs are being met by the collaborative team.

### **Target 2: Retention of Year 10 students into Year 11**

As students complete Year 10, there is the opportunity for them to move into different pathways for their education, such as going to TAFE, starting an apprenticeship or moving to another school which offers more courses than WAYS Secondary is able to. As a result, retention of Year 10 students moving into Year 11 with us can sometimes be a challenge. In 2023, to address this, WAYS Secondary is inviting students to have more input in what

subjects they would like to undertake in their senior years. To implement this, WAYS Secondary teachers will be giving students a presentation of a range of subjects that they could choose from and asking for their input on what they would prefer to complete for their HSC. Additionally, students will also have the option to complete a subject of their choice through Sydney Distance Education.

### **Target 3: Engaging at Risk Students:**

WAYS Secondary is committed to engaging students in 2023 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 2023 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 2023 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 4: Trauma-Informed Professional Development:**

WAYS Secondary aims to continue development in 2023 around Trauma-informed professional development for teachers and support staff. Staff will be involved in training with specialists externally such as The Blue Knot Foundation to enhance knowledge around pedagogical approach and de-escalation for at risk students. The professional development will aim to empower staff and equip them with management strategies to refer and appropriately manage with an empowered lens.

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

WAYS Secondary will implement the New Stage 5 English and Maths curriculum in 2024. We will begin to prepare for this in 2023 to ensure we are ready to implement the curriculum as per NESA requirements. 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 are: 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 will be 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 will build 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 will be reading viewing and listening to texts, understanding, and responding to texts and expressing ideas and composing texts.

#### **Target 6: Professional Development for teachers**

Teachers will continue to engage in Professional Development across their subject disciplines and ensure there is a strong focus on Stage 5 new syllabus implementation and strategies for engagement and educational success in Stage 6. Professional development for teachers will make them more efficient in their presentations and course evaluations by exposing educators to new delivery methods, evaluation styles and record-keeping strategies. Teachers will collaborate with the principal to identify areas of concern and research PD that would target areas and empower practice.

#### **Target 7: Inclusive practices (RAP)**

In 2023, WAYS Secondary, will as part of the parent WAYS organisation, be involved in the RAP (Reflect, Innovate, Stretch, Elevate) process. This aims to ensure 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 will collaborate with other WAYS teams to identify RAP and other like-minded organisations that we could approach to collaborate with on our reconciliation journey. WAYS will aim to engage community organisations (AIME, Go foundation, Red Room, Stronger Smarter institute) to enhance reconciliation and inclusivity in a meaningful manner with an organisation and a school lens. We will 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 involve our students as appropriate in this journey.

## Appendix A

### WAVERLEY ACTION FOR YOUTH SERVICES INCORPORATED

#### FINANCIAL REPORT YEAR ENDED DECEMBER 31 2022 (2828606-WAYS Secondary)

#### STATEMENT OF PROFIT OR LOSS

	2022	2021
	\$	\$
<b>Income</b>		
NSW (DEC) grant	304,394	309,825
Commonwealth (DET) grant	1,059,404	1,288,150
Interest received	1,200	-
<b>Total Income</b>	<u>1,364,998</u>	<u>1,597,975</u>
<b>Expenses</b>		
Audit fees	(5,500)	(4,722)
Building expense	(45,180)	(244,347)
Depreciation expense	(66,279)	(106,819)
Finance costs	(685)	(501)
Leave expense	(23,107)	(62,286)
Operating expense	2 (236,195)	(192,433)
Salaries and Wages	(785,181)	(773,320)
Superannuation	(83,299)	(76,581)
Workers Compensation and Other expenses	(14,272)	(13,276)
<b>Total Expenses</b>	<u>(1,259,698)</u>	<u>(1,474,285)</u>
<b>Surplus before income taxes</b>	105,300	123,690
Income tax expense	-	-
<b>Profit from continuing operations</b>	<u>105,300</u>	<u>123,690</u>

## 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, 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](mailto: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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