



WAYS Secondary Annual School Report 2024

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Introduction

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

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

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

School Mission and Primary aims

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

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

The primary aim 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 once again 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 2024.

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

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

This report was prepared with the assistance of Leonie Rocklife– School Administration & Student Support Officer and our teaching staff: Celina Silva Santos (Proficient), Luke Cignarella (Provisional) and Megan Nelson (Provisional)

Dr Terri Said - Principal

WAYS Secondary Community Feedback

Students' message

Feedback from students:

I can confidently say that WAYS has completely turned my life around. Before I started at WAYS, I was a depressed, anxious mess that rarely came to class. I was getting bad marks and had so little confidence in myself all my life. WAYS was a last resort. After years of trying to fix myself, WAYS turned me into someone I never thought I could be. I went from constantly absent to being consistently in class. Instead of being pleased with 50% on an exam, I'm slightly disappointed with anything below a 90%.

I used to try and be the least noticeable person in a classroom, now I walk in every day completely unafraid of being myself. WAYS has been the catalyst for my confidence and trust in myself, and I will never stop being grateful for that. The constant, unflinching care that the teachers and staff provide to me and all other students is immeasurable. I have never met people more dedicated to their students, both academically and personally, no matter how many classes someone misses, how many bad days ending in tears someone has, the teachers are there quietly, ready to do anything they can to get that person back on track. Terri and the teachers have completely refused to give up on any student including myself. Despite the absences, the stupid mistakes I have made, and many times I mistook their care for nagging. I'm still here, about to finish my HSC. In the past, graduating was inconceivable. Now it's certain. WAYS has made sure of that, teaching me, not only the coursework, but how to be a happy, stable, calm person. Just by attending the school, I've learned how to talk to people, trust them and build friendships stronger than any other. The environment WAYS has fostered is one of compassion, care and hard work, and these values have been deeply ingrained in me. If I was to talk to kids about considering coming here, I would recommend it in a heartbeat. I would also say that while WAYS can help you build yourself into something great, you have to be willing to do the work. The people here are kind and helpful, and no matter what you're going through, there are people here that will understand you. Coming to WAYS was the best decision of my life, and I will never, ever be able to repay the love, compassion and care that has defined my time here. **Louis**

WAYS has given me an opportunity to flourish in an educational environment thanks to the teachers and our principal, Terri. I even got my first A in an assignment while coming to WAYS. ! WAYS gives students hope that there's a better future for us. Terri has given me an opportunity to be better and has believed in me every step of the way. The teachers here care for every individual student and provide support to those who need it. This school helped me figure out who I want to be, who I am as a person, and for that reason, I am forever grateful for the support and care the school has provided me. WAYS is a spectacular school filled with genuine and caring people. Our school provides a community for those who need it. I honestly wish I could stay forever. **Toby**

WAYS has had an amazing impact on me as a student and person. I feel my confidence has greatly increased due to the amazing environment created by the teachers and other students. WAYS has made it super easy to want to attend school and works really hard at managing my stress and anxiety levels to make my life as easy as possible while still caring about me academically. For anyone that is considering coming to WAYS I would highly recommend it. Even if you feel like you will have nothing in common with anyone, everyone has had troubles at different schools at WAYS so we support each other and it feels like home. **Luke**

Before coming to WAYS, I struggled immensely with finding my place in a school environment. I was struggling to stay afloat, and I felt like I didn't belong anywhere. WAYS has been such a supportive environment, and for the first time, I feel included and safe in a school, the teachers treat me with respect and kindness that I have not experienced at any other school. Because of this support, I've been able to thrive academically and mentally, which has been life changing for me. I would encourage students to come to WAYS, whether you are shy, outgoing, anxious or loud, WAYS will welcome everyone into their family. Coming to a new school may be daunting, but WAYS will support you on your journey with love and care. **Maddie**

WAYS has impacted me profoundly, from someone who hated school every year, dreaded school, didn't go to school for most of the time at my old school. I've now gone to school at WAYS every day. When I'm at school during the school year, at WAYS, I look forward to the end of the holidays so I can go back to school ! I never thought in a million years I would feel this way. At WAYS, all the teachers are lovely and great, and with the small classes, it's just a recipe for success. The other support systems available at WAYS are also great. The no uniform policy just makes me feel at ease and at home. **Noah**

WAYS secondary has positively impacted me in a variety of ways. As someone who was severely bullied from year seven to nine at my previous school, WAYS has seriously changed my life. I never thought I'd make it through to year ten, let alone year twelve. So, I have Terri and the amazing teachers to thank for that ! They have always believed in me. **April**

Feedback from parents

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 Lindy**

Thank you for providing Luke with wonderful opportunity to learn in such a supportive environment to meet his learning needs. He told me he spoke to you recently and how informing and inspiring you are. He said he feels confident to come and speak to you again. Thank you for your encouragement and strong influence during his educational journey. Furthermore, thank you to the amazing teachers that work so hard to connect with this special bunch of students.

Please send my sincere thanks to all the WAYS teachers for their much-appreciated attention and hard for these kids. **Tera**

Every day this term my heart has sung as Zebo entered the front door of WAYS. I just wanted to thank you for giving Zebo this amazing opportunity and for creating such an incredible school environment. WAYS has helped Zebo thrive again and enjoy the wonders of learning, friendship and being part of a community. He has truly rejoined the world, and I cannot thank you enough. I eagerly look forward to hearing Zebo chat about school next term. **Sarah**

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.

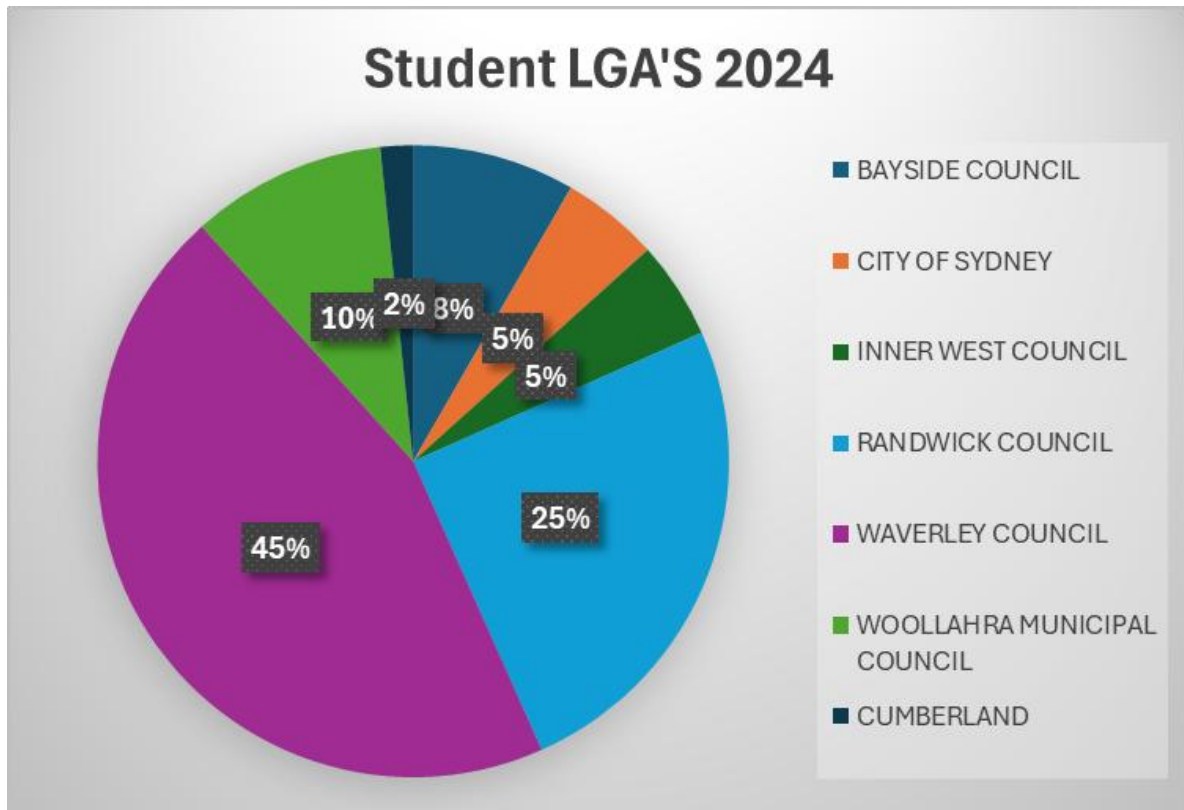
2024 has continued to see several innovative approaches to education in our school. We have continued to offer three critical compulsory subjects to our curriculum: Literacy and Numeracy Support and Enrichment. These subject areas are designed to effectively bridge gaps in young people's education and 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 2024, a total of 69 students were enrolled across Stages 5 and 6. There was a maximum of 57 students enrolled at any one time. The average age of students enrolled was 15.4 years. The gender ratio was: 52% female to 42% male to 6% gender diverse/non-binary.

Student Postcodes



Student Attendance

The average school attendance across all year groups for 2024 was rate was 72%. This pattern of attendance has been a consistent major achievement of the school and its individual students. This is especially true considering the fact that the school works to engage young people who often have significant school absenteeism and disengagement. The attendance for each group was as follows: Year 9 – 73%, Year 10 - 67%, Year 11 – 82 % and Year 12 was - 83 %.

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

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

The following procedures are used to improve unsatisfactory attendance:

- 1) If a student begins to demonstrate a pattern of significant unexplained absences, for example at least has 5 days of unexplained absences within a short period of time and no reason is supplied by the student and or parent/caregivers, teachers or the Student Administration and Support Coordinator will contact and discuss this in greater detail via phone or letter with the student, parents, caregivers, or any other agency involved in their care
- 2) Students may be required to speak with a school counsellor to help improve school attendance and an attendance management plan tailored to meet the circumstances of the student may be devised.
- 3) A copy of this plan is placed in the students file by the Student Administration and Support Coordinator
- 4) Should the pattern of unsatisfactory attendance continue to escalate despite the schools' strategies and attendance management plan being implemented, parents, caregivers and potential external agencies involved with the student will be contacted by the Principal to attend a meeting to try resolve the matter.
- 5) If the student's attendance does not improve despite these interventions, they will have to continue counselling and they will also receive a 1-day in-house suspension if they have more than 9 days of unexplained absences in a term. Students and parents/ caregivers will be informed by the Principal should an in-house suspension be deemed appropriate. An in-house suspension refers to when a student is expected to attend school for the day, but they are removed from their normal classes and are supervised by other school staff while they complete the required schoolwork, reflection activities and or assignments.
- 6) The Student Administration and Support Coordinator is responsible for notifying the Principal where a student is chronically absent. In this case the Principal will access the Mandatory reporting guide on the KTS website www.keepthemsafe.nsw.gov.au to determine whether a report to Community Services is required.
- 7) The Principal may in cases of chronic absenteeism contact AIS in relation to convening a conference with the student and or, parents and or caregivers.
- 8) The Principal may discuss with the student and parents/ caregivers whether the student should be withdrawn from the school in cases where there is no improvement in the student's pattern of unexplained absences despite strategies being implemented by WAYS Secondary. Should the student be withdrawn, the students may be encouraged to apply to re-enter WAYS Secondary once they are able to meet the school's attendance requirements.

Staff Information

In 2024, the school was primarily staffed by 1 Principal, 4 permanent full-time teachers, and 1 full-time School Administration & Student Support Officer. Part-time staff include a part time secondary teacher and support teacher, Finance Manager and Office Manager. The school is also staffed by various casual student support staff and casual teachers. The gender ratio of all staff members are 67% female and 33% males.

The teachers oversee all syllabus-based learning and assessment, while delivering most of the learning activities. The teachers have teaching qualifications from a higher education institution within Australia and the UK. All other school staff have qualifications as graduates from higher

education institutions in human services. Staff have significant experience working in supportive school settings aimed at re-engaging students into education.

School Environment

Actions undertaken to promote respect and responsibility

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

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

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

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

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

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

In summary, respect and responsibility are fostered through our ethos and values, relevant policies and procedures, the delivery of curriculum 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 align="center">Student Rights At WAYS all students have the right:</p>	<p align="center">Student Responsibilities 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</p>

	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.
<p>Expect student to follow reasonable instructions given by staff in the performance of their duties.</p> <p>Use discretion in the application of rules and consequences and be fair and consistent in their application.</p>	Effectively implement the school's policies and procedures to maintain a safe environment free from violence, threats of violence, bullying, discrimination, and all forms of harassment.
Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Regularly monitor student progress, attendance, participation, and welfare

School policies and procedures

The school is guided by a comprehensive set of policies and procedures on school operations and student welfare. Areas of policy and procedures include attendance, anti-bullying, discipline, student welfare, evacuation, enrolment, lockout and lockdown, buildings, facilities and supervision of students, child protection, code of conduct and complaints and grievances. The policies and procedures are created with an expiration date and are set for a comprehensive review before that date. The average policy review cycle is two- four years. The school can be contacted to obtain a copy of the policies in full. Some key policies are published on the school's website. In 2021 WAYS Secondary updated and fully revised all its policies and procedures in preparation for the 2021 five-year accreditation, in line with any updated 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 2024:

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	Minor review to ensure compliance and alignment

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

	<p>Induction Process</p> <p>WAYS Secondary Governance Audit of Financial Statements</p> <p>WAYS Secondary Notifications to NESAs</p> <p>Risk management</p>	
Curriculum	<p>All KLA's from yr 9-12 are continually reviewed annually. However, in 2024, some units in stage 5 English and Maths and Stage 6 Modern history underwent more comprehensive revision. In 2024 WAYS implemented stage 5 Drama and stage 6 CAFS.</p>	<p>Review and update in terms of compliance and quality.</p>

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 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 are on the school's website. Key policy areas are also explained to parents/caregivers and students at the initial interview by the Principal. Staff were all informed of key changes to procedures in numerous staff meetings to ensure key procedural changes were understood and implemented consistently across all staff.

Student Welfare

WAYS Secondary endeavours to create a school environment in which students are safe, secure and feel cared for. Student welfare encompasses the mental, physical, and emotional wellbeing of the student. Student welfare policies and programs are essential for developing a sense of self-worth and fostering personal development. Student wellbeing is a priority for all staff and within all school programs. WAYS Secondary provides wellbeing programs to meet the personal, social, and learning needs of the students.

The policy and procedure concerning student welfare covers the following:

1. Student Rights and Responsibilities
2. Student Orientation
3. Excursions
4. Health and pastoral care
5. Programs to Enhance Student Wellbeing
6. Leadership
7. Homework

Teaching staff are supported by the multidisciplinary team from the Wellness centre staff and Youth Space staff at WAYS Youth & Family. Other WAYS staff that are involved in supporting the delivery of learning and the young people at the school are:

WAYS Psychologists – Available for pastoral care and in attendance in the classroom as required

WAYS Case Managers - Provide case management support and assist with transitions to education, training, and employment upon completion of school.

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

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

Self-development and health promotion workshops run by WAYS psychologists are part of the curriculum to build resilience, create and nurture healthy relationships and promote positive choices and wellbeing. Students are supported individually by school staff through the high teacher to student ratio and regular “check in” meetings to review student goals, progress, and extra support they may need.

Parent Involvement

The school has several 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

Student achievement and school updates are provided through WAYS Youth & Family website. 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 schoolwork. 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 people 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 in which complaints are handled has a two-fold benefit for our school. It makes us aware of areas that need to be improved and helps 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 do 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 2024

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.

**2024 Stage 5 (Year 10)
English 200 hours (300)**

Grade	School	School	School	School	School	School	School	School	State		State		State		State	
	Male	Male	Female	Female	Non-binary	Non-binary			Male	Male	Female	Female	Non-binary	Non-binary	Count	State
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
A	0	0	1	10	1	100	2	12.5	3827	8.17	7496	16.24	10	16.39	11333	12.17
B	1	20	2	20	0	0	3	18.75	11717	25.01	15713	34.03	16	26.23	27446	29.48
C	0	0	0	0	0	0	0	0	18449	39.37	15820	34.26	17	27.87	34286	36.83
D	3	60	3	30	0	0	6	37.5	9185	19.6	5060	10.96	13	21.31	14258	15.32
E	1	20	2	20	0	0	3	18.75	3089	6.59	1657	3.59	2	3.28	4748	5.1
N	0	0	2	20	0	0	2	12.5	591	1.26	424	0.92	3	4.92	1018	1.09

**2024 Stage 5 (Year 10)
Mathematics 200 hours (323)**

Grade	School	School	School	School	School	School	School	School	State		State		State		State	
	Male	Male	Female	Female	Non-binary	Non-binary			Male	Male	Female	Female	Non-binary	Non-binary	Count	State
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
A10	0	0	0	0	0	0	0	0	2934	6.68	2892	6.72	0	0	5826	6.7
A9	0	0	0	0	0	0	0	0	3590	8.18	3578	8.32	2	5	7170	8.25
B8	0	0	1	10	0	0	1	7.14	4342	9.89	4522	10.51	5	12.5	8869	10.2
B7	1	25	0	0	0	0	1	7.14	5205	11.86	5525	12.85	6	15	10736	12.35
C6	2	50	0	0	0	0	2	14.29	6860	15.63	7279	16.93	3	7.5	14142	16.27
C5	0	0	0	0	0	0	0	0	6845	15.59	6968	16.2	6	15	13819	15.89
D4	0	0	1	10	0	0	1	7.14	5759	13.12	5464	12.71	3	7.5	11226	12.91
D3	0	0	2	20	0	0	2	14.29	4881	11.12	4058	9.44	5	12.5	8944	10.29
E2	1	25	4	40	0	0	5	35.71	2971	6.77	2365	5.5	8	20	5344	6.15
N	0	0	2	20	0	0	2	14.29	510	1.16	355	0.83	2	5	867	1

**2024 Stage 5 (Year 10)
Science 200 hours (350)**

Grade	School	School	School	School	School	School	School	School	State		State		State		State	
	Male	Male	Female	Female	Non-binary	Non-binary			Male	Male	Female	Female	Non-binary	Non-binary	Count	State
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
A	1	20	2	20	1	100	4	25	5286	11.26	6732	14.58	5	8.2	12023	12.9
B	2	40	0	0	0	0	2	12.5	10538	22.45	12079	26.15	12	19.67	22629	24.28
C	1	20	1	10	0	0	2	12.5	16950	36.11	17057	36.93	14	22.95	34021	36.51
D	0	0	3	30	0	0	3	18.75	10202	21.74	7659	16.58	23	37.7	17884	19.19
E	1	20	2	20	0	0	3	18.75	3438	7.33	2285	4.95	5	8.2	5728	6.15
N	0	0	2	20	0	0	2	12.5	520	1.11	376	0.81	2	3.28	898	0.96

**2024 Stage 5 (Year 10)
Geography 200 hours (4015)**

Grade	School	School	School	School	School	School	School		State	State	State	State	State	State	State	State
	Male	Male	Female	Female	Non-binary	Non-binary	Count	%	Male	Male	Female	Female	Non-binary	Non-binary	Count	%
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
A	0	0	0	0	0	0	0	0	5338	11.38	8460	18.32	8	13.11	13806	14.82
B	2	40	1	10	0	0	3	18.75	12309	26.25	14940	32.35	15	24.59	27264	29.28
C	1	20	1	10	0	0	2	12.5	17486	37.29	15177	32.87	15	24.59	32678	35.09
D	1	20	1	10	1	100	3	18.75	8254	17.6	5284	11.44	16	26.23	13554	14.55
E	1	20	5	50	0	0	6	37.5	3090	6.59	2035	4.41	5	8.2	5130	5.51
N	0	0	2	20	0	0	2	12.5	414	0.88	280	0.61	2	3.28	696	0.75

**2024 Stage 5 (Year 10)
Visual Arts 100 hours (2061)**

Grade	School	School	School	School	School	School	School		State	State	State	State	State	State	State	State
	Male	Male	Female	Female	Non-binary	Non-binary	Count	%	Male	Male	Female	Female	Non-binary	Non-binary	Count	%
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
A	0	0	1	10	1	100	2	12.5	132	9.99	640	20.85	1	33.33	773	17.6
B	2	40	2	20	0	0	4	25	360	27.25	1143	37.24	2	66.67	1505	34.26
C	1	20	0	0	0	0	1	6.25	471	35.65	861	28.05	0	0	1332	30.32
D	1	20	4	40	0	0	5	31.25	227	17.18	294	9.58	0	0	521	11.86
E	1	20	1	10	0	0	2	12.5	116	8.78	123	4.01	0	0	239	5.44
N	0	0	2	20	0	0	2	12.5	15	1.14	8	0.26	0	0	23	0.52

**2024 Stage 5 (Year 10)
Personal Development, Health and P.E. 100 hours (2421)**

Grade	School	School	School	School	School	School	School		State	State	State	State	State	State	State	State
	Male	Male	Female	Female	Non-binary	Non-binary	Count	%	Male	Male	Female	Female	Non-binary	Non-binary	Count	%
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
A	1	20	1	10	1	100	3	18.75	1592	15.89	1786	18.49	2	6.25	3380	17.15
B	1	20	0	0	0	0	1	6.25	3961	39.53	3839	39.75	8	25	7808	39.61
C	2	40	3	30	0	0	5	31.25	3183	31.76	2963	30.68	10	31.25	6156	31.23
D	0	0	3	30	0	0	3	18.75	932	9.3	764	7.91	7	21.88	1703	8.64
E	0	0	1	10	0	0	1	6.25	298	2.97	257	2.66	4	12.5	559	2.84
N	1	20	2	20	0	0	3	18.75	55	0.55	49	0.51	1	3.13	105	0.53

Achievement of Preliminary HSC curriculum compared to the state of NSW 2024

**2024 HSC (Preliminary)
English Standard 2 unit (11130)**

Grade	School	School	School	School	School	School	School		State	State	State	State	State	State	State	State
	Male	Male	Female	Female	Non-binary	Non-binary	Count	%	Male	Male	Female	Female	Non-binary	Non-binary	Count	%
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
A	0	0	2	22.22	0	0	2	13.33	520	2.78	979	5.57	1	2.94	1500	4.13
B	1	16.67	1	11.11	0	0	2	13.33	4344	23.21	5551	31.6	9	26.47	9904	27.27
C	2	33.33	1	11.11	0	0	3	20	9298	49.68	8101	46.11	16	47.06	17415	47.95
D	1	16.67	2	22.22	0	0	3	20	3688	19.7	2385	13.58	5	14.71	6078	16.74
E	2	33.33	2	22.22	0	0	4	26.67	757	4.04	468	2.66	2	5.88	1227	3.38
N	0	0	1	11.11	0	0	1	6.67	110	0.59	83	0.47	1	2.94	194	0.53

2024 HSC (Preliminary)
Mathematics Standard 2 unit (11236)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	2	33.33	1	12.5	0	0	3	21.43	1699	8.05	2235	10.21	5	16.67	3939	9.16
B	1	16.67	0	0	0	0	1	7.14	4463	21.16	5036	23.02	3	10	9502	22.09
C	2	33.33	1	12.5	0	0	3	21.43	7584	35.95	8234	37.63	10	33.33	15828	36.8
D	0	0	1	12.5	0	0	1	7.14	5084	24.1	4734	21.64	9	30	9827	22.85
E	1	16.67	4	50	0	0	5	35.71	2099	9.95	1551	7.09	3	10	3653	8.49
N	0	0	1	12.5	0	0	1	7.14	167	0.79	90	0.41	0	0	257	0.6

2024 HSC (Preliminary)
Society and Culture 2 unit (11330)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	1	16.67	2	25	0	0	3	21.43	153	9.3	1082	18.63	3	20	1238	16.58
B	1	16.67	0	0	0	0	1	7.14	417	25.33	1950	33.57	2	13.33	2369	31.72
C	0	0	0	0	0	0	0	0	597	36.27	1917	33.01	5	33.33	2519	33.73
D	3	50	3	37.5	0	0	6	42.86	322	19.56	637	10.97	4	26.67	963	12.89
E	1	16.67	2	25	0	0	3	21.43	138	8.38	180	3.1	1	6.67	319	4.27
N	0	0	1	12.5	0	0	1	7.14	19	1.15	42	0.72	0	0	61	0.82

2024 HSC (Preliminary)
Food Technology 2 unit (11180)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	1	16.67	2	22.22	0	0	3	20	126	5.84	685	18.29	0	0	811	13.72
B	1	16.67	1	11.11	0	0	2	13.33	425	19.7	1242	33.16	1	14.29	1668	28.23
C	2	33.33	1	11.11	0	0	3	20	903	41.86	1232	32.9	3	42.86	2138	36.18
D	1	16.67	2	22.22	0	0	3	20	498	23.09	446	11.91	3	42.86	947	16.03
E	1	16.67	2	22.22	0	0	3	20	170	7.88	109	2.91	0	0	279	4.72
N	0	0	1	11.11	0	0	1	6.67	35	1.62	31	0.83	0	0	66	1.12

2024 HSC (Preliminary)
Community and Family Studies 2 unit (11060)

Grade	School Male Count	School Male %	School Female Count	School Female %	School Non-binary Count	School Non-binary %	School Count	School %	State Male Count	State Male %	State Female Count	State Female %	State Non-binary Count	State Non-binary %	State Count	State %
A	2	40	3	33.33	0	0	5	35.71	69	4.48	1392	12.34	0	0	1461	11.38
B	1	20	2	22.22	0	0	3	21.43	225	14.61	3216	28.5	2	14.29	3443	26.82
C	1	20	2	22.22	0	0	3	21.43	578	37.53	4253	37.69	5	35.71	4836	37.67
D	0	0	1	11.11	0	0	1	7.14	450	29.22	1813	16.07	6	42.86	2269	17.68
E	1	20	0	0	0	0	1	7.14	187	12.14	532	4.72	1	7.14	720	5.61
N	0	0	1	11.11	0	0	1	7.14	31	2.01	77	0.68	0	0	108	0.84

2024 HSC (Preliminary)

Personal Development, Health and Physical Education 2 unit (11060)

Grade	School Male		School Female		School Non-binary		School		State Male		State Female		State Non-binary		State	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
A	1	16.67	1	12.5	0	0	2	14.29	834	7.91	1714	14.45	1	16.67	2549	11.37
B	2	33.33	0	0	0	0	2	14.29	2406	22.82	3747	31.59	2	33.33	6155	27.46
C	2	33.33	1	12.5	0	0	3	21.43	4204	39.87	4234	35.7	1	16.67	8439	37.65
D	0	0	2	25	0	0	2	14.29	2394	22.7	1768	14.91	1	16.67	4163	18.57
E	1	16.67	3	37.5	0	0	4	28.57	642	6.09	374	3.15	1	16.67	1017	4.54
N	0	0	1	12.5	0	0	1	7.14	65	0.62	24	0.2	0	0	89	0.4

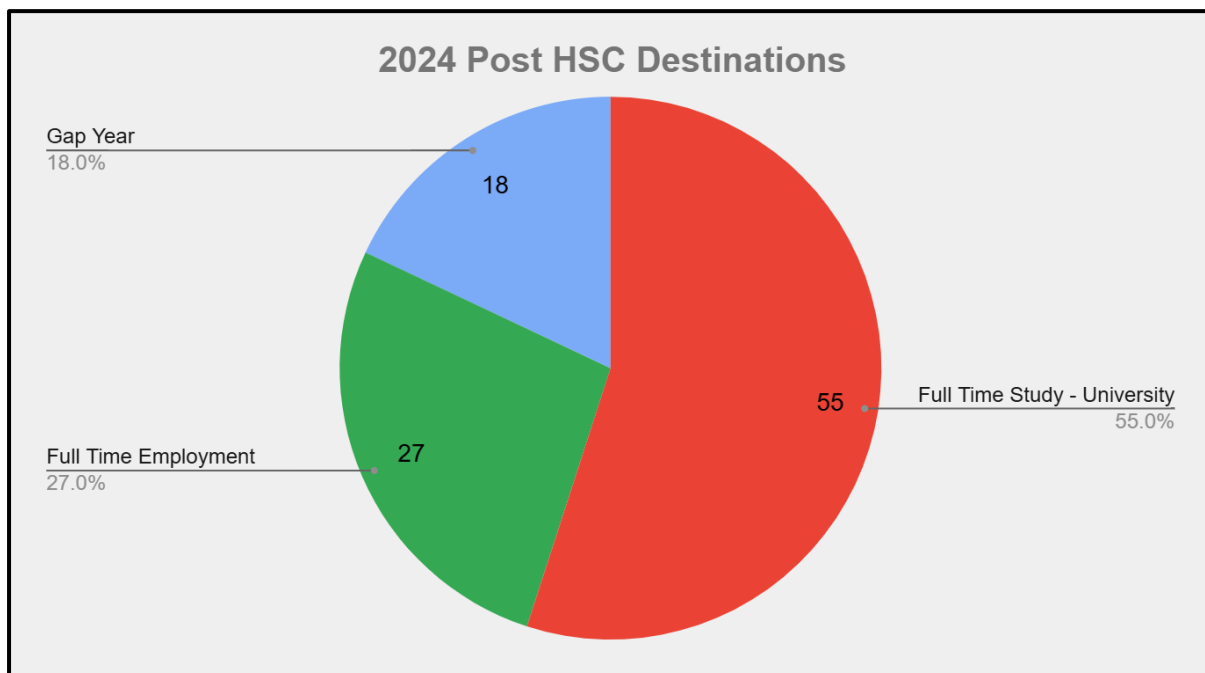
In 2024, the school had 13 students enrolled in Year 12. All those students graduated, resulting in a completion rate of 100%. For the Year 11 cohort the school had 18 students enrolled, 15 of whom completed the year. The completion rate for Year 11 was 83%. For the Year 10 cohort, we had 23 students enrol, 18 of whom completed the year, resulting in a completion rate of 78%. For the Year 9 cohort, we had 16 students enrolled. 14 completed the year, resulting in a completion rate of 87.5%.

Some students made the decision to leave school to find full time work, get an apprenticeship, attend TAFE, or attend mainstream schooling. Where possible, every effort is made to reengage these students for the following academic year and to assist them whenever possible. However, compared to past years, our completion rates are slowly improving due to increased support for students via early problem detection and provision of intensive educational and psychological support from within the school and from parents.

The introduction of Year 11 and 12 has seen the need for a more varietal approach to post-placement. From enrolment onwards, school staff work with students on creating and working towards post WAYS Secondary goals to ensure transitions are harmonious and beneficial for the student. Similarly, to previous years, this directive places a great emphasis upon stabilising students, re-engaging them in learning and creating long term learning/training pathways. This has been broadened due to the increased opportunities offered through TAFE enrolments and employment if the student has completed Year 10. Upon leaving the school, regardless of what year the student leaves, student contact is maintained for a period of three months and post-school destinations are obtained. Additional support is provided to students in their transition into other educational/training/employment opportunities.

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

2024 post HSC destinations included:



Full Time Study – University - 55%
Full Time Study – TAFE - 0%
Full Time Employment – 27%
Part Time or Casual Employment – 0%
Apprenticeship – 0%
Gap Year – 18%

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) 2024

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. NAPLAN results are reported using **proficiency standards** rather than numerical bands. Student performance is now described using four categories: **Exceeding, Strong, Developing,** and **Needs Additional Support**, indicating how well they have met the expected literacy and numeracy standards for their year level. The report also provides a comparison with

the national average. The results of WAYS students continue to demonstrate sound progress in both literacy and numeracy under this updated assessment framework.

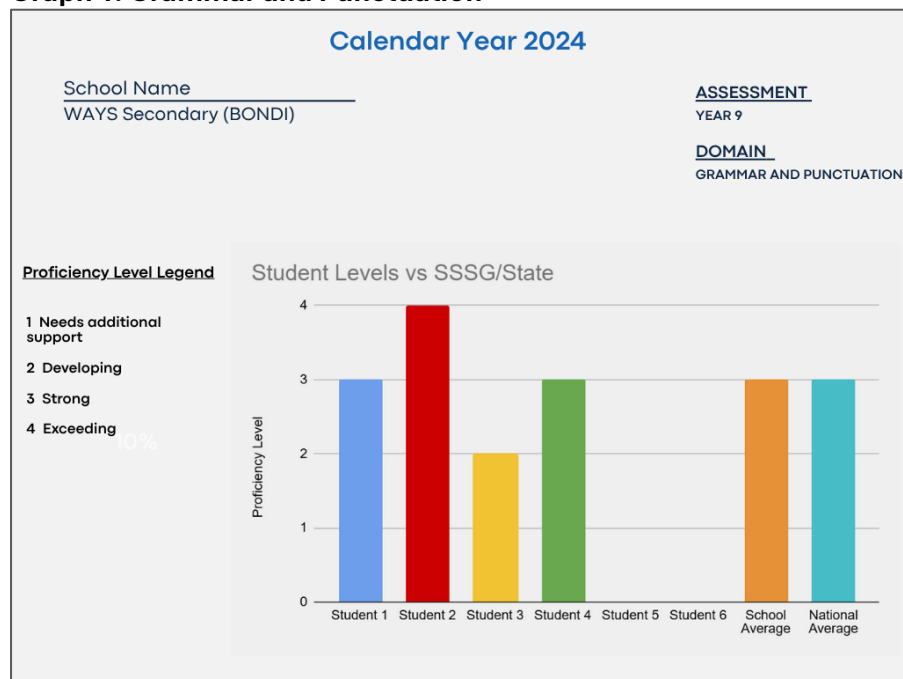
Details on school performance are provided in the tables below where proficiency levels of individual students are compared with the school average and the NSW average.

NAPLAN Year 9 proficiency levels

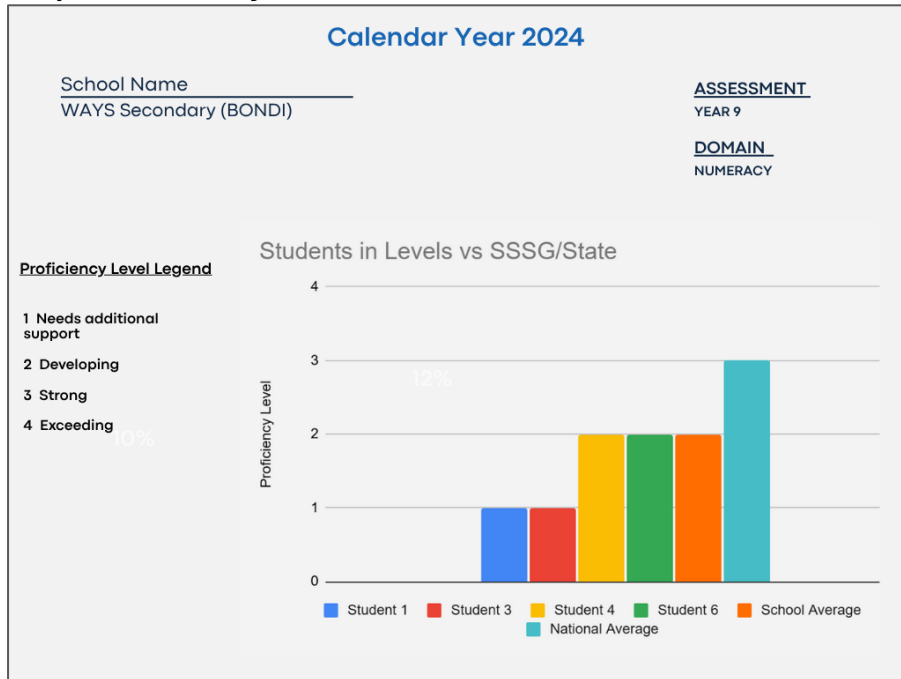
- **Exceeding:** Indicates the student has demonstrated a superior understanding and application of the literacy or numeracy skills expected at their year level.
- **Strong:** Denotes that the student has a solid grasp of the required skills and is well-prepared for future learning.
- **Developing:** Suggests the student is progressing but may require additional support to fully meet the year-level expectations.
- **Needs Additional Support:** Highlights that the student is not meeting the expected standards and requires targeted intervention to improve.

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.

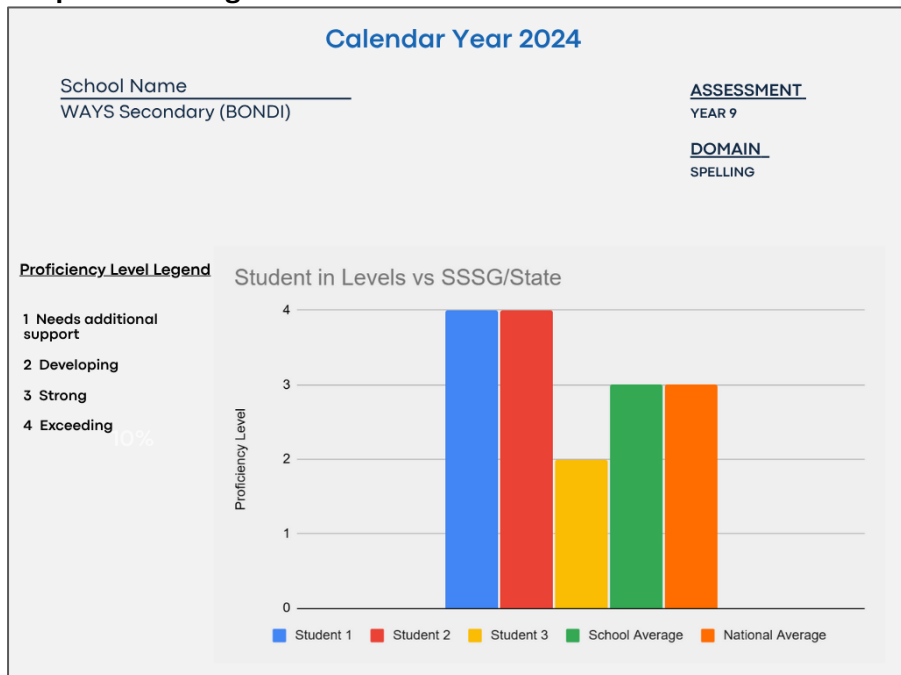
Graph 1: Grammar and Punctuation



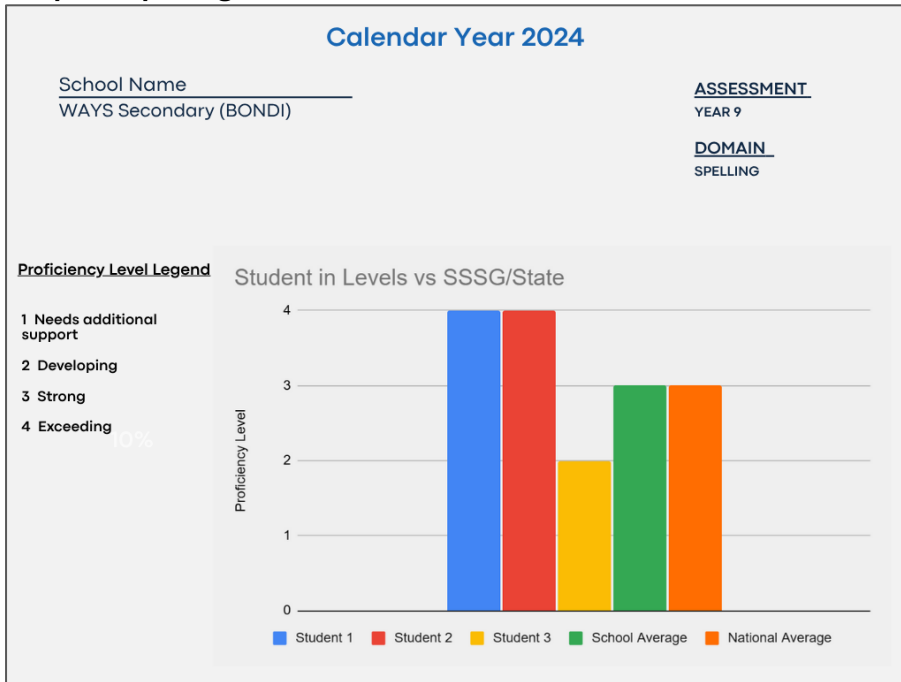
Graph 2: Numeracy



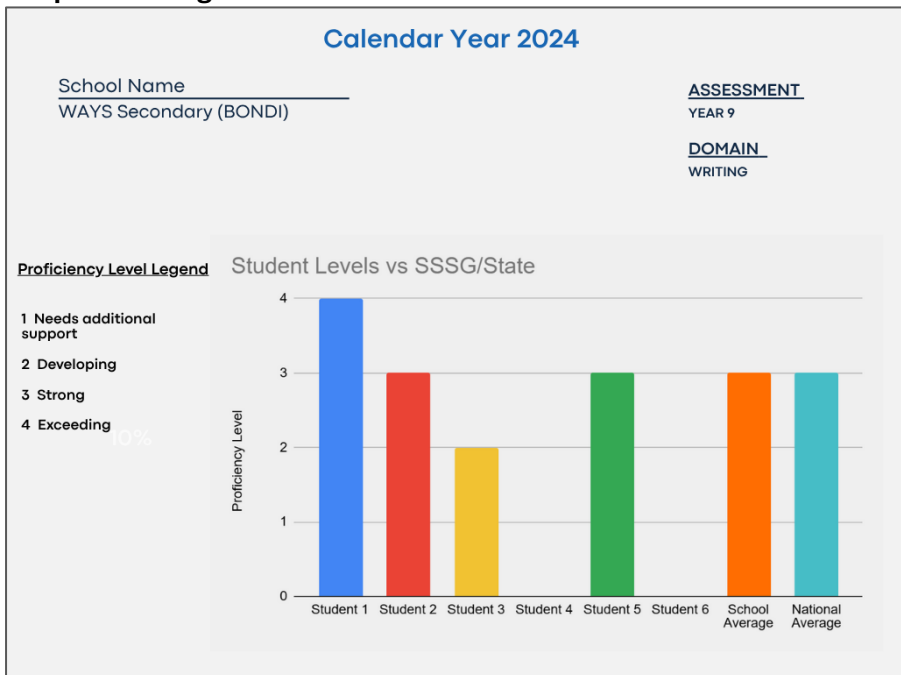
Graph 3: Reading



Graph 4: Spelling



Graph 5 Writing



HSC RESULTS

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	10		75.08	74.33	0.75	0.08
<u>English Standard 2 unit</u>	15130	11		71.87	71.4	0.47	0.06
<u>Mathematics Standard 2 2 unit</u>	15236	9		66.98	71.63	-4.65	-0.36
<u>Modern History 2 unit</u>	15270	10		67.38	75.02	-7.64	-0.64
<u>Personal Development, Health and Physical Education 2 unit</u>	15320	12		70.02	74.03	-4.01	-0.36
<u>Society and Culture 2 unit</u>	15350	9		72.71	77.01	-4.3	-0.39

2024 was the ninth year that WAYS Secondary students have sat for the HSC.

The results for each student were as follows:

Student 1					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Attained Competency			
	Business Services Examination	71/100	N/A	71	4
2	English Standard	71/100	74/100	73	4
2	Mathematics Standard 2	68/100	69/100	69	3
2	Modern History	67/100	66/100	67	3
2	Personal Development, Health and Physical Education	66/100	69/100	68	3

Student 2					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Attained Competency			
	Business Services Examination	74/100	N/A	74	4
2	English Standard	69/100	80/100	75	4
2	Mathematics Standard 2	64/100	71/100	68	3
2	Modern History	64/100	76/100	70	4
2	Personal Development, Health and Physical Education	73/100	78/100	76	4
2	Society and Culture	75/100	76/100	76	4

Student 3					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Attained Competency			
	Business Services Examination	78/100	N/A	78	4
2	English Standard	68/100	74/100	71	4
2	Mathematics Standard 2	75/100	76/100	76	4
2	Modern History	71/100	75/100	73	4
2	Personal Development, Health and Physical Education	76/100	81/100	79	4
2	Society and Culture	76/100	76/100	76	4

Student 4					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Attained Competency			
	Business Services Examination	81/100	N/A	81	5
2	English Standard	75/100	69/100	72	4
2	Mathematics Standard 2	59/100	52/100	56	2
2	Modern History	72/100	62/100	67	3
2	Personal Development, Health and Physical Education	72/100	69/100	71	4
2	Society and Culture	74/100	68/100	71	4

Student 5					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Attained Competency			
	Business Services Examination	69/100	N/A	69	3
2	English Standard	73/100	67/100	70	4
2	Mathematics Standard 2	67/100	71/100	69	3
2	Modern History	66/100	59/100	63	3
2	Personal Development, Health and Physical Education	69/100	68/100	69	3

Student 6					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Attained Competency			
	Business Services Examination	66/100	N/A	66	3
2	English Standard	73/100	74/100	74	4
2	Modern History	73/100	77/100	75	4
2	Personal Development, Health and Physical Education	58/100	58/100	58	2
2	Society and Culture	66/100	73/100	70	4

Student 7					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	English Standard	64/100	64/100	64	3
2	Mathematics Standard 2	52/100	55/100	54	2
2	Modern History	55/100	55/100	55	2
2	Personal Development, Health and Physical Education	58/100	63/100	61	3
2	Society and Culture	64/100	64/100	64	3

Student 8					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Modern History	77/100	76/100	77	4
2	Personal Development, Health and Physical Education	76/100	73/100	75	4

Student 9					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Attained Competency			
	Business Services Examination	79/100	N/A	79	4
2	English Standard	75/100	76/100	76	4
2	German Beginners	69/100	69/100	69	3
2	Mathematics Standard 2	76/100	76/100	76	4
2	Personal Development, Health and Physical Education	73/100	73/100	73	4
2	Society and Culture	77/100	71/100	74	4

Student 10					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Biology	74/100	78/100	76	4
2	Business Services	Attained Competency			
	Business Services Examination	85/100	N/A	85	5
2	English Standard	79/100	79/100	79	4
2	Mathematics Standard 2	73/100	65/100	69	3
2	Personal Development, Health and Physical Education	81/100	78/100	80	5
2	Society and Culture	79/100	79/100	79	4

Student 11					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Attained Competency			
	Business Services Examination	73/100	N/A	73	4
2	English Standard	72/100	74/100	73	4
2	Mathematics Standard 2	69/100	69/100	69	3
2	Modern History	64/100	73/100	69	3
2	Personal Development, Health and Physical Education	74/100	73/100	74	4
2	Society and Culture	73/100	71/100	72	4

Student 12					
Units	Courses Studied	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2	Business Services	Attained Competency			
	Business Services Examination	75/100	N/A	75	4
2	English Standard	71/100	71/100	71	4
2	Modern History	65/100	66/100	66	3
2	Personal Development, Health and Physical Education	66/100	58/100	62	3
2	Society and Culture	71/100	77/100	74	4

Reflection on 2024 School-Determined Improvement Target Outcomes

Target 1 – Drama implementation of new curriculum

WAYS Secondary implemented the Stage 5 Drama curriculum, structured around an emphasis on communication and confidence building skills. The course has been well received so far, particularly the units with a greater focus on collaborative work. The importance of these skills have been vital to the cohort of students WAYS Secondary, as evidenced by the cohesive nature of the 2025 Year 10 cohort, who commenced with this course as Year 9 students in 2024. Moving forward, units with a great focus and opportunity for collaborative work will be prioritised, to ensure the values that we've implemented with this course are the priority.

Target 2 – CAFS implementation of new curriculum

2024 has seen WAYS Secondary successfully implement the Stage 6 CAFS curriculum. We are now teaching Community and Family Studies to the whole of Stage 6, encompassing both Years 11 and 12. Our students are actively engaged in this dynamic course and Year 12 are currently preparing for their upcoming HSC trial examination and Year 11 are currently working towards their Preliminary examination. This subject, which focuses on developing essential skills in resource management, effective decision-making, and fostering positive relationships, is truly preparing students to thrive in our rapidly changing society. We are confident that their knowledge and skills gained will significantly enhance their wellbeing and future vocational pathways.

Target 3 – Reintroduction of Food Technology

WAYS Secondary's decision to reintroduce Food Technology as a Stage 6 subject in 2024 is a commendable response to student interest and a strategic move to equip learners with essential life skills. This course not only offers practical culinary abilities but also delves into critical aspects of nutrition, food quality, and the socio-economic factors influencing food choices across Australia.

Key Benefits of the Revamped Food Technology Course:

1. **Comprehensive Nutritional Education:** Students will gain in-depth knowledge about human nutrition, enabling them to make informed dietary choices that promote long-term health and well-being.
2. **Understanding Food Accessibility:** The curriculum addresses the disparities in food availability across different Australian regions, fostering awareness of issues like food deserts and the impact of socio-economic status on diet.
3. **Insight into Food Systems:** Learners will explore the complexities of food production, processing, and distribution, providing a holistic view of the food industry and its challenges.
4. **Development of Practical Skills:** Beyond theoretical knowledge, the course emphasizes hands-on experiences in the kitchen, teaching students essential cooking techniques and food safety practices.
5. **Preparation for Future Endeavors:** Whether pursuing further education, entering the workforce, or simply aiming for personal growth, students will find the skills acquired in this course invaluable.

By integrating these elements, WAYS Secondary ensures that its students are not only academically prepared but also equipped to navigate the complexities of food-related decisions in their daily lives. This initiative reflects a broader educational trend emphasizing practical, real-world applications of classroom learning.

Target 4 – Professional Development

WAYS Secondary aimed to continue development in 2024 around subject specific professional development (PD), as we viewed it as an investment in both teachers and students. By providing quality PD opportunities, schools can empower their teachers to become more effective educators and create a positive learning environment for all. This is even more prevalent due to having new teachers teaching subjects for the first time, meaning they can focus on enhancing their pedagogy and increase their confidence in subjects that are not their main area of expertise. As we are a small school PD often involves collaboration with colleagues, sharing best practices, and learning from experienced professionals. This fosters innovation and creates a more dynamic teaching environment.

During 2024, we set our goal of engaging in quality professional development by implementing the following key professional development initiatives:

- **CAFS AIS In-Person PD:** To specifically support our Year 12 students in their crucial Independent Research Project, we arranged for CAFS AIS to provide targeted in-person professional development. This empowered our teachers with enhanced strategies and insights, particularly beneficial for those teaching the subject for the first time or seeking to deepen their expertise in this dynamic area.
- **English AIS Support:** We also welcomed English AIS to deliver professional development sessions, specifically designed to support our English teachers. This provided valuable

opportunities for them to refine their pedagogy and enhance their confidence in delivering quality English education.

- **Whole School Child Protection PD:** Demonstrating our commitment to a safe and positive learning environment for all, we conducted a whole-school professional development session on child protection. This ensured that all staff members are equipped with the most current knowledge and best practices in this critical area.
- **The Learning Network for CAFS:** Furthermore, we have expanded our resources by signing up for The Learning Network for CAFS. This provides ongoing access to collaborative resources, best practices, and learning from experienced professionals, fostering a more dynamic teaching environment for our Community and Family Studies educators.

These strategic professional development opportunities have been instrumental in empowering our teachers, particularly those taking on new subjects, by enhancing their pedagogy and increasing their confidence. This commitment to ongoing learning directly contributes to a richer and more effective learning environment for all our students at WAYS Secondary.

Target 5 – inclusive practice of RAP

WAYS Secondary continues to have a teacher present on the RAP (Reconciliation Action Plan) Working Group, which commenced in 2023. The entirety of the WAYS Secondary Teaching engaged in Professional Development around Indigenous Native Food practices in Term 4 of 2024, thus enabling aid in the embedding of Indigenous practices within each specific KLA, allowing for a wholistic approach to WAYS Secondary's reconciliation action plan.

Whilst WAYS' progress on the Reconciliation Action Plan has been temporarily postponed, the school remains committed to embedding Indigenous perspectives, stories, and knowledge into each unit across the curriculum. WAYS continues to have a member on the RAP Working Group. By equipping staff with the tools to integrate Indigenous knowledge into their teaching, WAYS Secondary continues to take a wholistic approach to reconciliation, particularly with the humanities subjects present in Stage 6.

Target 6 – continued engagement of at risk students

Reflecting on our approach to student engagement in 2024, it's clear that our continued investment in the support of at-risk students through the case manager model and collaboration with the WAYS Wellness team has had a meaningful impact. By identifying students both at enrolment and throughout their time with us, we've been able to respond more effectively to emerging needs and provide timely, individualised support.

Working more closely with the Wellness team, particularly our psychologists and case managers, has strengthened our capacity to deliver holistic support. The introduction of workshops targeting resilience, social pressures, and at-risk behaviours has been a valuable addition, equipping students with strategies to manage challenges both in and outside the classroom. The internal workshops around study skills, stress, relationships, and emotional regulation have been particularly well received by students, and we're beginning to see the positive effects on their overall engagement and wellbeing.

As we look toward continuing this focus into next year, it's important that we build on the foundation we've created. Strengthening our external partnerships even further, evaluating the effectiveness of the workshops, and ensuring student voice is included in program development will be key priorities. There is also an opportunity to formalise feedback loops

between case managers, the Wellness team, teaching staff, and external providers to ensure consistency and continuity of care.

The progress made in 2024 has been encouraging, and we are confident that by refining and expanding these strategies, we can continue to create a safe, inclusive, and goal-oriented environment where all students—particularly those most at risk—feel supported to succeed.

Target 7 - retention of year 10 students into year 11

WAYS has seen a positive increase in student retention from Year 10 into Year 11, reflecting the success of our revised enrolment strategy and student-centred approach. By reframing enrolment conversations before student's commencement in WAYS, to emphasise the goal of completing the HSC, we have attracted students with a long-term commitment to their education within our school. The flexibility to incorporate distance education subjects has also played a key role, allowing students to personalise their learning and pursue areas of interest not offered directly by WAYS such as English Extension, Mathematics Advanced, Mathematics Extension, etc. These initiatives have contributed to a stronger sense of belonging and academic engagement in our classrooms here in WAYS while also allowing students the space to engage with subjects they are eager to complete for their future educational prospects through distance learning. This approach is aimed at supporting our goal of sustained enrolment from junior years into senior years.

2025 PRIORITY AREAS FOR IMPROVEMENT

Target 1- Stage 5 Science implementation

In alignment with the NSW Education Standards Authority (NESA) curriculum reform, our school is actively preparing for the implementation of the updated Stage 5 Science Syllabus (2023). This initiative aims to enhance scientific literacy and critical thinking among students in Years 9 and 10.

Implementation Timeline

- 2024–2025: Engagement with the new syllabus, including planning and preparation activities.
- 2026: Implementation commences for Year 9.
- 2027: Implementation extends to Year 10.

Key Features of the New Syllabus

1. **Emphasis on 'Working Scientifically':** The syllabus underscores the importance of scientific inquiry, encouraging students to develop skills in questioning, predicting, planning, conducting, and evaluating scientific investigations.
2. **Integration of Depth Studies:** Students will engage in depth studies, allowing for extended investigations into scientific concepts, fostering deeper understanding and application of knowledge. education.nsw.gov.au
3. **Updated Content Areas:** The syllabus content has been reorganized to reflect contemporary scientific understanding, including topics such as climate science, digital technologies, and the role of science in society.

The implementation of the NESA Stage 5 Science program represents a significant advancement in science education within NSW. Through careful planning, collaboration, and utilization of available resources, our school is committed to effectively navigating this transition, ultimately enriching the scientific understanding and capabilities of our students.

Target 2- Stage 6 English and Math's Curriculum

Moving into 2026, WAYS Secondary will begin implementing new Stage 6 curriculum for both English, and Mathematics. This will involve a staggered implementation, where only Year 11 will commence the new curriculum in 2026, followed by both Year 11 and Year 12 by 2027. For English, this involves choosing which prescribed texts will be most accessible for the WAYS Secondary students, whilst taking into consideration the NESA requirements, including a wide variety of voices and specific modes of texts (prose, poetry, film, etc).

For Mathematics, A significant update involves the introduction of the 'Networks' topic into the Year 11 course. Previously, this topic was exclusively taught in Year 12; however, the new syllabus structure integrates it into Year 11 to enhance students' understanding of interconnected systems and their applications in real-world contexts. This shift aims to provide students with a more cohesive learning experience and better preparation for advanced mathematical concepts. Additionally, the revised syllabus prompts a reorganization of existing topics within the curriculum. This restructuring is designed to reflect the strengthened connections between mathematical concepts and to emphasize the importance of 'Working Mathematically' across all areas of study. By realigning the sequence of topics, we aim to facilitate a more logical progression of content, thereby enhancing students' comprehension and application of mathematical principles.

Target 3- Attendance

A key target for WAYS Secondary in the coming year is to improve student attendance across all year groups. This will be achieved by implementing strategies focused on engagement and support for students who have a history of irregular attendance. Initiatives include regular check-ins with students and their families to address underlying challenges, making case work and psychology accessible, and increasing the visibility of attendance data to highlight trends and areas for improvement. Teachers will work closely with students to identify and remove barriers to attendance. This approach will ensure a holistic response to attendance challenges, involving both the student and their support networks, and aligning with WAYS Secondary's broader goals of fostering positive outcomes and community involvement.

Target 4- Improvement of physical and digital resources available to staff and students

WAYS remains committed to enhancing the quality and accessibility of resources across all subject areas. This year, the school has focused on identifying and addressing gaps in both digital and physical teaching materials and resources. Investments will be made in updating technology, curriculum-aligned resources, and professional development tools to support staff in delivering engaging and effective lessons that are easily accessible to all learners here at WAYS. Students will benefit from a wider range of learning aids, both in-class and online, promoting greater independent learning skills and academic success. Continued collaboration with staff has ensured that resource development remains relevant to classroom and student needs and subject-specific demands.

Target 5- Preparations for accreditation

Our school is due for renewal of registration and accreditation with the NSW Education Standards Authority (NESA) in 2026, aligning with the requirements of the Education Act 1990 (NSW). This process is essential to ensure our compliance and to authorize us to present candidates for the Record of School Achievement (RoSA) and/or the Higher School Certificate (HSC).

To meet NESA's standards, we are focusing on developing and implementing a curriculum that aligns with NESA's requirements for the RoSA and HSC and implementing comprehensive policies covering student welfare, discipline, attendance, and complaints handling. Our preparation includes reviewing and updating existing policies, conducting professional development sessions for staff, designing curriculum programs that meet the specified learning outcomes, evaluating and upgrading facilities, and compiling evidence of compliance in all required areas for submission to NESA.

Achieving NESA registration and accreditation is a critical milestone for our school. Through diligent preparation and adherence to the outlined requirements, we aim to meet the standards set by NESA and provide our students with a high-quality educational experience.

Target 6- Collaboration with other organisations for PDHPE

In alignment with the NESA curriculum reform and the revised PDHPE syllabus, our goal for the upcoming academic year is to strengthen partnerships with external organisations to broaden the scope and impact of our Physical Education program. We aim to strengthen collaboration with external organisations to enrich the Physical Education program by building meaningful community partnerships. Our focus is to provide students with engaging and diverse physical activity experiences that extend beyond the traditional curriculum. By exposing students to a wider range of activities, particularly those they may not have access to outside of school—we aim to promote healthy, active lifestyles beyond the classroom. These experiences will support students in developing the skills, confidence, and motivation to engage in physical activity as part of their everyday lives, while also encouraging curiosity, inclusivity, and connection to the broader community. This aligns with syllabus outcomes focused on fostering lifelong physical activity participation, health literacy, and personal wellbeing.

Target 7-Ongoing Retention of Year 10 students into Year's 11and 12

We are continuing to prioritise the retention of students from Year 10 into Year 11 and 12. As part of this effort, our approach to junior student enrolment has evolved: rather than focusing on completing Year 10, conversations now center around completing the HSC at WAYS. This shift aims to attract students who are committed to completing their senior studies within our school community. To further support retention and cater to individual interests, students are offered the option of replacing one HSC subject with a distance education course, allowing for a broader and more personalised subject selection. This added flexibility enhances WAYS' appeal as a diverse and student-centred learning environment, making it a more attractive long-term option for students progressing through their secondary education.

Appendix A



WAYS Secondary Enrolment Policy and Procedure

NESA Manual Section: Educational and financial reporting (3.10)

Policy

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

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

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

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

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

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

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

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

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

Procedure

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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