



S M Y L  
Community College


# 2023 Annual Report





# 2023

# Contents



4	Our College
6	From the Principal
8	Our Values
9	Student Snapshot
10	Attendance
11	Student Learning Outcomes
12	Funding
13	Our Team



SMYL Community College aims to provide an engaging educational experience to young people who have prematurely disengaged from conventional schooling .

**Purpose**

To provide an inclusive and supportive learning community that offers an alternative approach to education and training for young people who are at risk of missing out on opportunities due to their home life, health or other issues.

Young people will be provided with the opportunity to progress, with all the support they need, along a pathway to employment or further education and training

**Ethos**

We believe that all young people:

- Are individuals with their own circumstances, abilities and aspirations in life.
- Have the right to receive an appropriate education.
- Deserve the opportunity to participate in the workforce.



SMYL Community College (SMYL CC) is a multi-campus Curriculum and Re-engagement in Education (CARE) School that caters specifically for students with social, emotional or behavioural difficulties who have been identified as being at risk of not completing a secondary education program.

The College offers an alternative approach to education in an inclusive and supportive learning environment that effectively combines education, vocational training, and well-being to meet the students' academic, psychological and vocational needs. This relationship between wellbeing and learning supports students to overcome personal barriers to educational achievement and develop the personal skills that are important for life and work.

At SMYL Community College, we believe every child has a fundamental right to education and that education is the most effective means to enable young people to thrive, learn and to enjoy a productive, rewarding and fulfilling life. We recognise that education should not just focus on academic attributes but on the whole person, providing active support for their social and emotional development while supporting the development of knowledge and skills needed. We realise the need for diverse transitional pathways including further education, training and entry into the workforce.

SMYL CC aims to create inclusive and supportive learning communities that meet our students where they are at and enable us to journey with them into the future. Although our students are disengaged from mainstream education, they are young individuals who are capable of seizing and achieving countless possibilities and opportunities.



While the primary focus of the College is the development of literacy and numeracy skills, and educational outcomes, this focus is shared equally with the social and emotional development of our students.

We deliver an interactive and innovative educational program in a secure, safe and supportive environment with individualised learning and project-based teaching methods. Our students can work towards a Western Australian Certificate of Education (WACE) and study Nationally accredited Vocational Education and Training (VET) Courses in areas such as construction, salon assistant, beauty, automotive, community services, horticulture, business, hospitality and retail. They are also able to participate in school-based traineeships that build an alternative pathway to employment.

# FROM THE PRINCIPAL



Kaya, Wanjoo

It is a privilege to be in this role as Principal at SMYL Community College as of July 2023, where we continue to work in line with our philosophy to:

- provide hope and opportunity to young people who have disengaged or who are at risk of disengaging from mainstream education.
- provide a secure, safe, and supportive environment; and
- empower young people by giving them the skills, knowledge, and self-reliance to be able to make a positive contribution to the community by securing employment or progressing to further education or training.

Continuing in 2023 and strongly embedded in our holistic model of re-engagement and care for our students, is the foundation of a comprehensive trauma-informed approach and clear articulation of our core Values of Community, Achievement, Respect, Empowerment and Safety, throughout our policies, procedures and in our practices across all six campuses, located in Fremantle, Medina, Mandurah, and Rockingham.

We continue to be guided by the Board-developed, Whole College Improvement Plan (2023-2025), to target student attendance and re-engagement, by continuously reviewing the effectiveness of modified social/emotional and academic curriculum that is individualised to unique student needs.

In the broader review of curriculum from Years 9 to 12, we have prioritised pedagogies that support high levels of engagement with interest and strength-based approaches in project-based and integrated subject delivery.

This approach encourages re-connection with learning and subsequently, the student is supported to develop a Pathway Plan for their further training and employment opportunities. To further develop an evidence-based approach to monitoring re-engagement, academic and social/emotional outcomes for our students, we have created targeted mechanisms for feedback and data collection in our Learning Management System. This gives us the capacity to share and review adjustments and interventions for students. With ongoing review of key induction documentation and processes, we continue to aim to provide the best wrap-around care for all of our students.

Our multi-campus structure continues to provide low teacher to student ratios with each campus establishing consistent and highly predictable routines. These measures aim to support our students who can be highly anxious and exhibit complex mental health issues, along with cognitive, social, and emotional challenges. Their basic needs for safety and physical care are also supported through our breakfast and lunch provision. Emotional and social connections are intentionally fostered through Community Circles and 'check in' protocols implemented across all campuses, in alignment with our trauma-informed approach, utilising our key frameworks of, Therapeutic Crisis Intervention in Schools, Positive Behaviour in Schools and the Berry Street Education Model.

Campus operational autonomy and identity has been strengthened with the Campus Coordinators directly setting attendance and engagement goals. They are guided by clear and consistent core College processes for coherence of practice and a common shared language.

Coordinators manage their site staff and students within our holistic Care Model, which includes utilising the expertise of Student Engagement Officers (Youth Workers), Teachers, Education Assistants, and Psychologists to support the implementation of Individual Education Plans and Treatment plans for students in our care.

Many successful events and projects were completed in 2023, some highlights being NAIDOC Week celebrations, Project-based Learning Open Days at campuses, and 'real-life' outreach projects in the community. Our four Year 12 Graduation events in the South Metropolitan areas were highly personalised and celebrated the individual strengths and achievements of all students, many of whom had been chronically disengaged from school and experienced many significant barriers to learning, before moving to SMYL Community College.

We continue to develop a positive school climate that supports students' 'return to learning'. This is evidenced in improved class engagement and improved completion of diagnostic testing which in turn, informs our educational practices. The prioritising of improving Literacy and Numeracy skills has supported students in successfully completing VET (Vocational Education and Training) Certificate courses for further training and employment opportunities. Our delivery of the CGEA (Certificate of General Education for Adults - Intro, I & II) within a vocational context spans two years in Year 11 & 12 and supports the inclusion of community projects, Health, Physical Education and Protective Behaviour curriculum

Student destinations (2023) indicate that nearly 20% of our students have continued onto TAFE and further training, with around 52% moving into employment.

This move into paid work is a strong motivation for the students within our demographic, and we hope to support direct pathways into trades and traineeships as we develop relationships with industry in the South Metropolitan and Peel regions through our programs of Workplace Learning, School-Based Traineeships and Aboriginal School-based Traineeships.

I would like to thank the Board and the Executive staff of SMYL for their support of SMYL Community College in the broader organisational framework. Their assistance has been pivotal in conducting a detailed review and thorough consultation process for the enhancement of Policy and Procedures, ensuring operational consistency and compliance at the College. Our College Leadership Team including Deputy Principal, Louise Attley, Curriculum Specialist, Kate Brett, Vocational Education Specialist, Kile Jeanes, and all Campus Coordinators is an exceptional team of professionals who demonstrate heartfelt dedication to this vital work.

We look forward to seeing improved confidence in learning and in approaching all aspects of life in all our students here at SMYL Community College - and this 'success' will look very different for every young person. Our students are those whom the mainstream 'system' has perhaps failed in some way; are young people who have been chronically disengaged from school due to difficult life circumstance and who hold many challenges that they are attempting to overcome. We look forward to further developing and maintaining a creative, safe, and flexible environment that supports the diverse needs of every child and is 'best practice' in the CARE school environment.



Mrs Melissa Meloni

Principal – SMYL Community College

The College operates as a trauma-informed setting and utilises a number of multi-tiered systems to create safe and nurturing environments for students that promote growth, development and self-regulation. Positive Behaviour Support (PBS) focuses on the learning and strengthening of helpful and appropriate behaviours through proactive strategies and the explicit teaching of behavioural expectations. Therapeutic Crisis Intervention for Schools (TCIS) is used as a de-escalation and modification framework to support students as they adjust to a new learning and development environment. Underpinning this is the College's CARES values platform - Community, Achievement, Respect, Empowerment and Safety.

# College Values

**SMYL Community College CARES about Our Purpose, Our People and Our Places.**



## COMMUNITY

As a Curriculum and Re-engagement in Education (CARE) school, SMYL Community College works with a case management system, to ensure students receive the care and support that they require based on their individual needs, to allow for connection within our community.



## ACHIEVEMENT

SMYL Community College works directly with students on Individual Pathway Plans, connecting them to tailored learning opportunities. Personalised success is supported through the development of goals, the creation of Individual Education Plans and the provision of engaging curriculum.



## RESPECT

Staff and students at SMYL Community College respect diversity and take responsibility in the creation of an inclusive working and educational environment. We also show respect to the environment, the spaces in which we work and the Traditional Custodians of the land on which we meet.



## EMPOWERMENT

Within a trauma-informed practice, SMYL Community College staff and students are encouraged to step forward on their path with kindness and bravery. We support each other to try new things and learn.



## SAFETY

SMYL Community College prioritises the physical and emotional safety of all members of our community, through active supports and holistic approaches.



# 2023 Student Snapshot

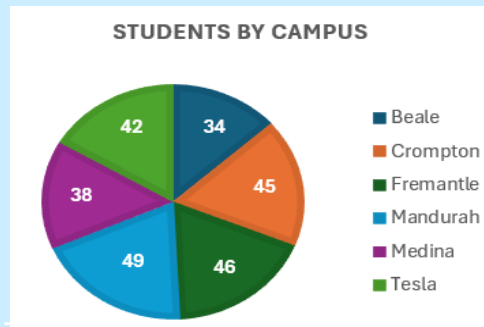


**254** STUDENTS ENROLLED IN 2023

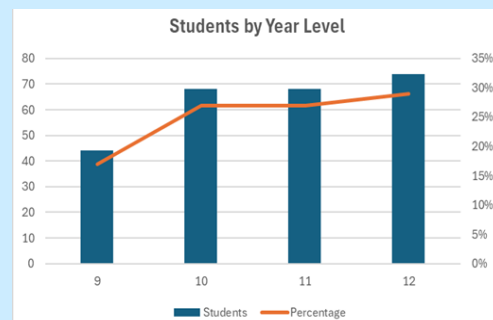
## CHARACTERISTICS OF OUR STUDENTS

Female	Male	ATSI
158 (62%)	96 (38%)	41 (16%)

## STUDENTS BY CAMPUS



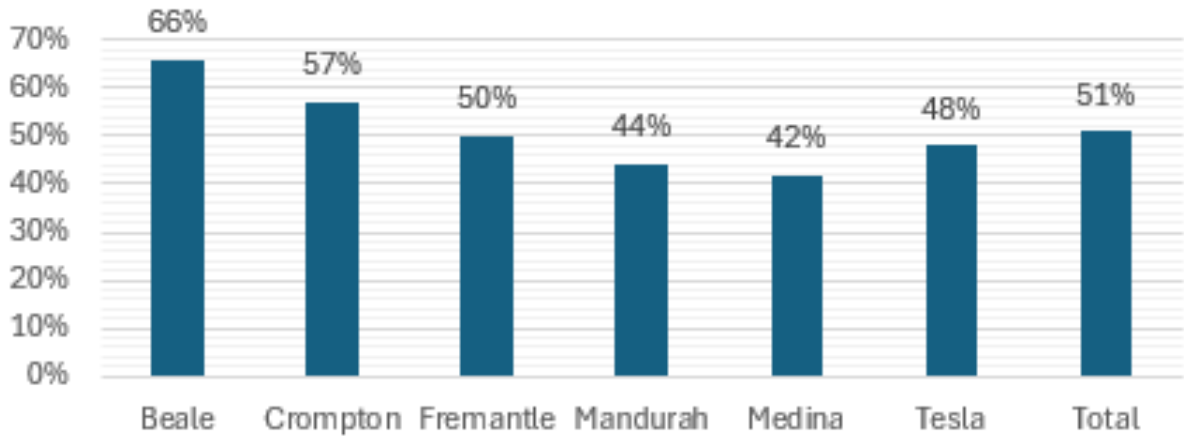
## STUDENTS BY YEAR LEVEL



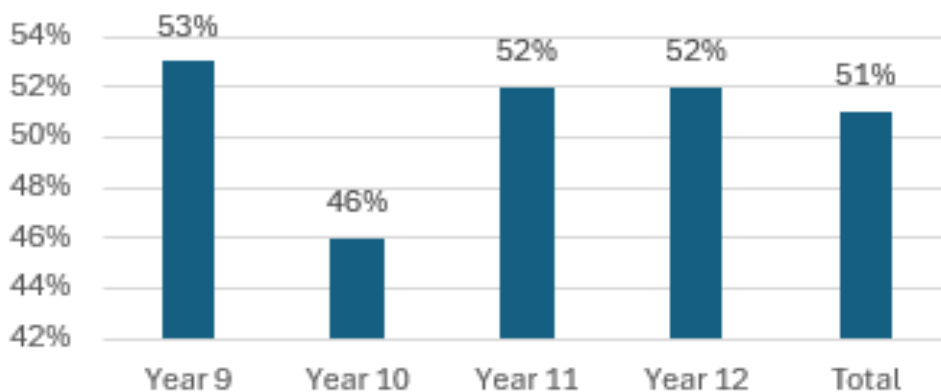
# Attendance

SMYL Community College had 254 students enrolled across Years 9 to 12 across its six campuses - Beale, Crompton, Fremantle, Mandurah, Medina and Tesla. The average rate of actual attendance across the college was 51%.

## Attendance by Campus



## Attendance by Year Level



Students who attend the College have various contributing factors which influence their attendance.

The College provides daily support to help keep students engaged and at school. Teaching staff, together with student engagement officers and campus administrative staff, monitor attendance and maintain regular contact with students and families in a variety of ways.

Regular calls and SMS text messages are used to communicate absences daily to families, with teachers and student engagement officers following up on unexplained absences.

If a student is absent without reasonable explanation for a period of more than three days, or if a member of staff judges that attendance is an issue, the student engagement officers will contact the student and/or the student's parent/care-giver and if necessary, initiate a re-engagement plan.

If all attempts to locate a student fail and no advice has been received that the student has enrolled at another school, the College will contact the Education Department Regional Office.

# Student Learning Outcomes

At SMYL, we are passionate about giving each and every student the support they need to thrive.

We understand that every person and every pathway is different, and the type of support that is needed will vary from student to student. Our student engagement officers and careers practitioners work with students to achieve their academic goals and transition into their chosen field.

Students also have the opportunity to develop a strong plan to leave the school with the support in place required to undertake the next steps, whether that be employment, education or further training.

One of the pathways that our students have found beneficial is a School Based Traineeship (SBT). This gives our students the opportunity to finalise their qualification with a day of paid work and a day of vocational training each week. This suits our students who learn better through hands on experiences and those who are ready to get out into the workforce.

2023 Data	Total	%	2022 %
Year 12 Students in 2023	70	100	100
No. of students enrolled with RTO	68	97	80
Completed a Vocational Qualification	30	34	58
Completed CGEA Qualification	3	3	24
Completed more than 1 qualification	7	8	23
Leaving SMYL with partial or no qual.	17	24	46
Returning in 2024 to complete a qual.	3	3	6

Year 12 Destination	Total	%	2022%
Full time work	10	14	17
Part time / casual work	14	19	9
RTO / TAFE	14*	19	18
University	1	1	1
Looking for work or referred	17	23	35
Unknown or health issues	18**	24	20
<b>TOTALS</b>	<b>88</b>	<b>100 %</b>	<b>100%</b>

\* Includes 1 student returning for 2024  
 \*\* Includes students on the participation list

## NAPLAN and OLNA

Many students at SMYL have had no previous experience of NAPLAN assessments due to interruptions in their schooling. All Year 9 students are prepared for NAPLAN assessments using practice tests and exposure to the online platform where the assessments are undertaken.

In 2023, NAPLAN testing underwent significant changes, shifting from numerical bands to proficiency levels and moving the testing period from May to March. With 89% of Year 9 students participating, results are now categorized into four proficiency levels as detailed below, complicating comparisons with previous years.

Proficiency Level	Reading	Writing	Grammar & Punctuation	Spelling	Numeracy
Exceeding	0	0	0	0	0
Strong	2 7%	3 11%	1 3%	6 22%	0 0%
Developing	6 22%	2 7%	5 18%	4 15%	5 18%
Needs additional support	11 41%	13 48%	12 44%	7 26%	13 48%
Present (0 scored) or Absent	8 30%	9 33%	9 33%	10 36%	9 33%
Total	27	27	27	27	27

Students who achieve the 'Strong' Proficiency level in Year 9 NAPLAN automatically qualify for the corresponding OLNA assessment. These adjustments aim to provide a more detailed assessment of students' skills and better align NAPLAN outcomes with educational goals.

NAPLAN and OLNA testing is used in conjunction with Bksb testing to identify students requiring additional support to meet these standards and complete vocational qualifications or WACE pathways.

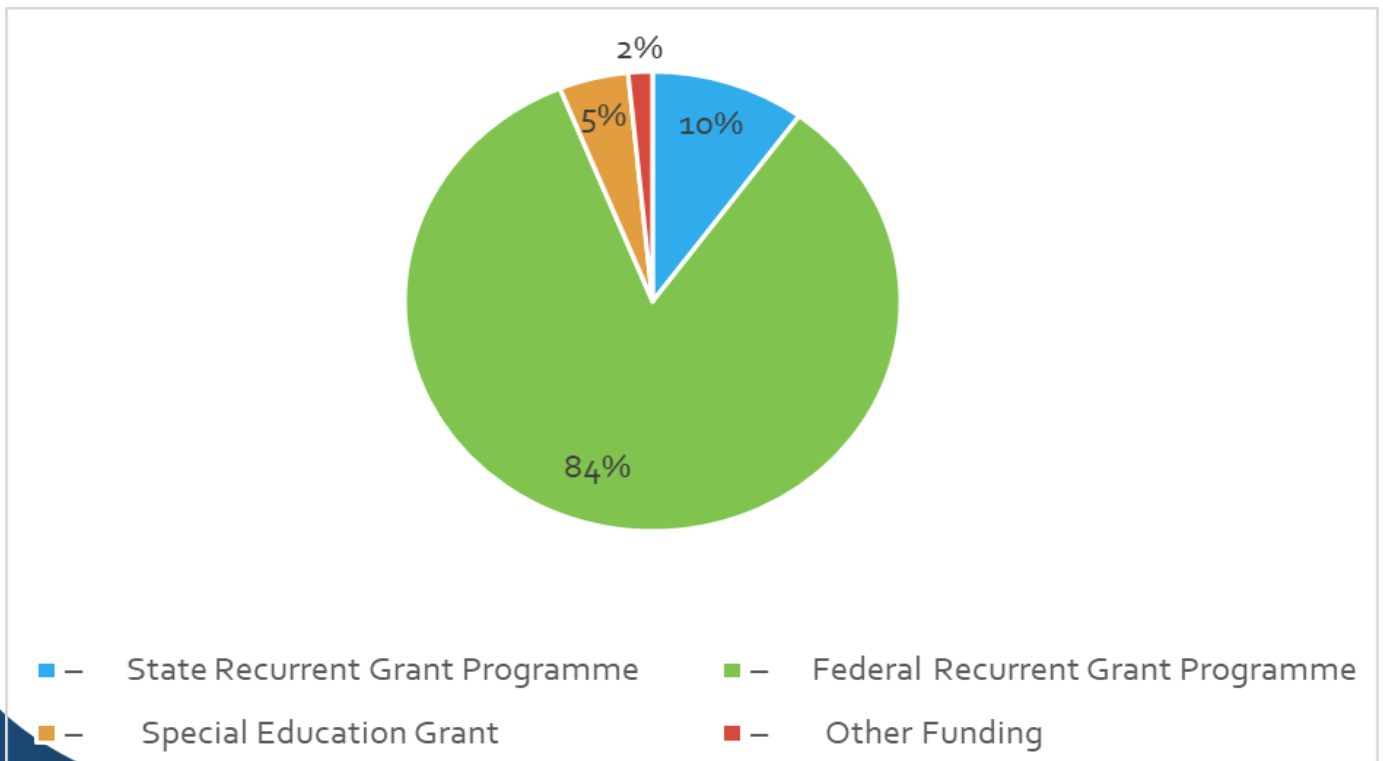
OLNA results from the 2023 testing in the table below show the number of students who have reached the achievement standard in OLNA.

<b>Numeracy</b>	<b>Year 12</b>	55%
	<b>Year 11</b>	29%
	<b>Year 10</b>	21%
<b>Reading</b>	<b>Year 12</b>	61%
	<b>Year 11</b>	47%
	<b>Year 10</b>	36%
<b>Writing</b>	<b>Year 12</b>	64%
	<b>Year 11</b>	44%
	<b>Year 10</b>	26%

Whilst the OLNA WACE requirement will continue to pose many challenges for our students, ongoing efforts to build student confidence and efficacy in approaching this test have led to an increase in students' completing the assessments.



## Breakdown of Funding



# Our Team

The College employed 102 people in 2023.

Teaching and training staff 53 Including 24 registered teachers, 15 trainers, 3 LLN specialists and 11 education assistants.

Student support staff 49 Including 5 Psychologists, 20 Student Engagement Officers and 24 in admin and support roles.

**Female** 76

**Male** 26

**ATSI** 7

## Professional Development

Teachers, trainers, student support services staff and other staff have been involved in internal and external professional development activities and programs throughout the year. The sessions were varied in their context and included some of the following topics:

- Code of Conduct
- Child Protection, Mandatory Reporting and Child Sexual Abuse Prevention
- Berry Street Educational Model PL
- Positive Behaviour Support (PBS)
- Aussie Optimism Training
- Therapeutic Crisis Intervention in Schools (TCIS)
- Curriculum Planning
- Mental Health First Aid
- Keeping Safe Curriculum Training
- Gatekeeper Suicide Prevention Training
- Trauma Informed Classrooms & Toolbox Routines

