



S M Y L

# Annual Report

**2024**





# Our Objectives



## Facilitate Development and Access

Develop and provide equitable access to education, training, and employment opportunities.

Aim to relieve the community of poverty, sickness, suffering, destitution, misfortune, distress, or helplessness.



## Enhance Inclusion

Promote social, political, and economic inclusion for individuals, families, and the community.



## Operate a Supportive School

Provide personal development, education, and training for young people disengaged or at risk of disengaging from secondary education.

Encourage active participation of parents or guardians in the young person's education.

Ensure family and community involvement in school affairs.



## Embrace an Alternative Educational Philosophy

Offer hope and opportunity to young people who have disengaged or are at risk of disengaging from mainstream education.

Create a secure, safe, and supportive environment.

Provide individualised learning and project-based teaching.

Empower young people with skills, knowledge and self-reliance to make positive contributions to the community through employment or further education and training.



## Advocate for Policy Change

Advocate for changes in social and economic policy to improve human well-being and reduce despair.

**Our**



**College**





# SMYL Community College

## Our 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 and other issues.

Young people will be provided with the opportunity to progress, with all the support they need, along a pathway to employment

## Our 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 grow 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 transition pathways including further education, training and entry into the workforce.

We aim 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 men and women 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 education 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 and marine engines, community services, horticulture, business, hospitality and retail. They are also able to participate in school-based traineeships that build an alternative pathway to employment.







# Our Principal



Kaya, Wanjoo,

In 2024, at SMYL College, our mission remains unchanged since 2011 when we commenced our CaRE (Curriculum and Reengagement) School:

*'To provide an inclusive and supportive learning community that offers an alternative approach to education and training for young people aged 12 to 20 years of age who are at risk of missing out on opportunities due to their home life, health and other issues. Young people will be provided 'with the opportunity to progress, with all the support they need, along a pathway to employment, further education or training.'*

The famous African saying states, *'It takes a village, to raise a child'*. This phrase very simply stated, illustrates the timeless wisdom of the need for community, or the 'village'.

This 'village' includes us all: class members, parents, siblings, teachers, professionals, to policy makers and community members – we all have a role to play in supporting the holistic development of every student, *together*.

At SMYL College, we continue to value the expertise and collaborative strength of this village - our expert team, as we bring together many diverse skills and roles in both educational and therapeutic areas to collectively support the care of At-Risk students enrolled at any of our six campuses from Fremantle to Mandurah. We also continue to develop our inter-agency links outside our school for the best support of our students and families in their broader lives.


As a CaRE School, every student referred to us from surrounding schools comes with unique and diverse life experience; with acute school and learning disengagement, many with large gaps in literacy and numeracy skills, some with childhood trauma, family dysfunction and barriers to learning, and poor mental health. More recently, these challenges have also been exacerbated by the increased pressures of the cost-of-living crisis we are currently facing in disadvantaged communities across Australia.

Guided by the Board-developed, Whole College Improvement Plan (2023-2025), in 2024 we continue to develop consistency of Whole School practices in staff training, policy and procedure review and implementation, improving collaboration and communication forums, developing infrastructure and relevant tools for the long-term sustainability of SMYL College programs and resources to effectively support our ethos, purpose and goals.

We continue to regularly monitor and evaluate demonstrated student outcomes in the key areas of Attendance, Social, Emotional Learning (SEL), Academic and Vocational training completions, aligning our reporting and training forums with identified areas of need.

We offer a range of courses from Foundation and General WACE subjects to Vocational Certificate qualifications, Career Education and Protective Behaviours Curriculum from Year 9 to Year 12.





We also include a focus on developing Workplace Learning, Authority Developed Community Service (ADCS) and School-Based Traineeships (SBTs). In offering this range of subjects, we hope to create flexible and more personalised educational programs, accommodating every students' needs.

In 2024, we successfully gained a full five year re-registration, with our continued commitment to best practice and continuous improvement in compliance with all Non-Government School Regulation (NGSR) standards. Our target areas of improvement in students' participation in Literacy and Numeracy testing: NAPLAN (National Assessment Program Literacy and Numeracy), BKSBS (Basic Keys Skills Builder- Literacy and Numeracy) and OLNA (Online Literacy and Numeracy Assessment) testing have shown significant improvement in campus engagement and completions. The intentional development of PBS (Positive Behaviour in Schools) framework now implemented consistently across all sites, has notably contributed to developing a positive culture aligning with our CARES values of *Community, Achievement, Respect, Empowerment and Safety*, that are also reiterated in core areas such as; Enrolment, our Student and Parent Code of Conduct, Behaviour Management Procedures, Rewards Programs and such initiatives as our Student Voice Committees.

In looking ahead to 2025, our key areas of targeted improvement include; developing a further range of re-engagement strategies with Student Engagement Teams to build an effective 'bridge' back into school for students struggling with attendance ; to identify and track career interests and pathways throughout the journey of every student at SMYL through our Career Pathway Planning tool and tracking of VET and post-school pathways into training, further education and work. We also intend to continue to prioritise the development of differentiated and integrated learning curriculum design within our specific CaRE environment, with Educational Assistants also to be trained in facilitating Tier 2 Literacy and Numeracy Intervention activities with targeted groups.

To close, a highlight of 2024 was our inaugural combined Year 12 SMYL College Graduation Event, with around 50 students completing Year 12 at SMYL College, coming together from all our six campuses. Improvement and excellence were celebrated throughout the evening at the Gary Holland Centre in Rockingham, with around 300 of this 'village' in attendance for a very special evening. The positive relationships between all students, staff and families were clearly evident as staff related anecdotes about each graduate, families and friends expressed pride in the many challenges that were navigated by each student to arrive at the key moment of High School completion.

We look forward to a new year in 2025, with each of our roles being vital in contributing to guiding each student towards their chosen path or destination.

And we will continue to work towards this end for every child at SMYL College.

*Mel Meloni*

# Our CARES Values

The College operates as a trauma-informed setting, supported by evidence-based frameworks that promote student wellbeing, engagement, and emotional development. Through Positive Behaviour Support (PBS), Therapeutic Crisis Intervention for Schools (TCIS), and the Berry Street Education Model (BSEM), staff are equipped to respond to student needs with consistency, care, and relational support. In addition, the Aussie Optimism program fosters hope, resilience, and coping skills as part of our proactive mental health strategy.

Underpinning these approaches is our CARES values platform — **Community, Achievement, Respect, Empowerment and Safety** — which is embedded across all aspects of school life. These values shape the way we teach, learn, and interact, forming the foundation of the College's supportive and inclusive culture.

## Core Values at SMYL Community College



### COMMUNITY

We use a case management system to offer personalised support, ensuring students feel-valued, connected, valued, and supported within our community.



### ACHIEVEMENT

We create Individual *Pathway* Plans and personalised goals, connecting each student to tailored learning experiences that lead to their personal success.



### RESPECT

We celebrate diversity, promote responsibility, and create inclusive environments. We respect our community, environment, and Traditional Custodians.



### EMPOWERMENT

Within our trauma-informed practice, students and staff bravely take steps forward, empowered to learn, grow, and embrace new opportunities with kindness.



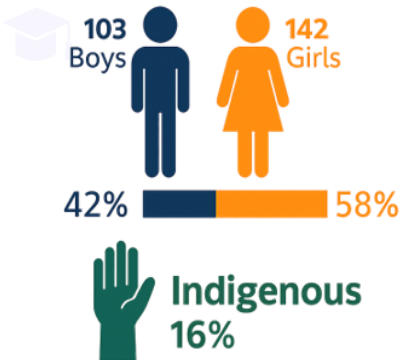
### SAFETY

We prioritise physical and emotional safety through holistic approaches, ensuring our community feels safe, supported, and protected.

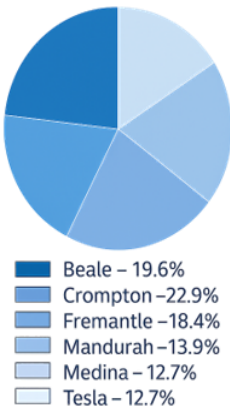
# 2024 Student Snapshot



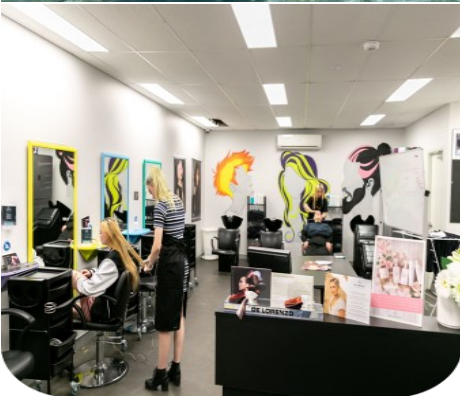
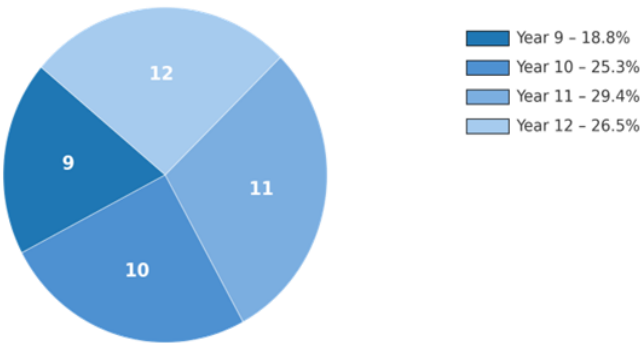
## Demographics



## Student Enrolments by Campus

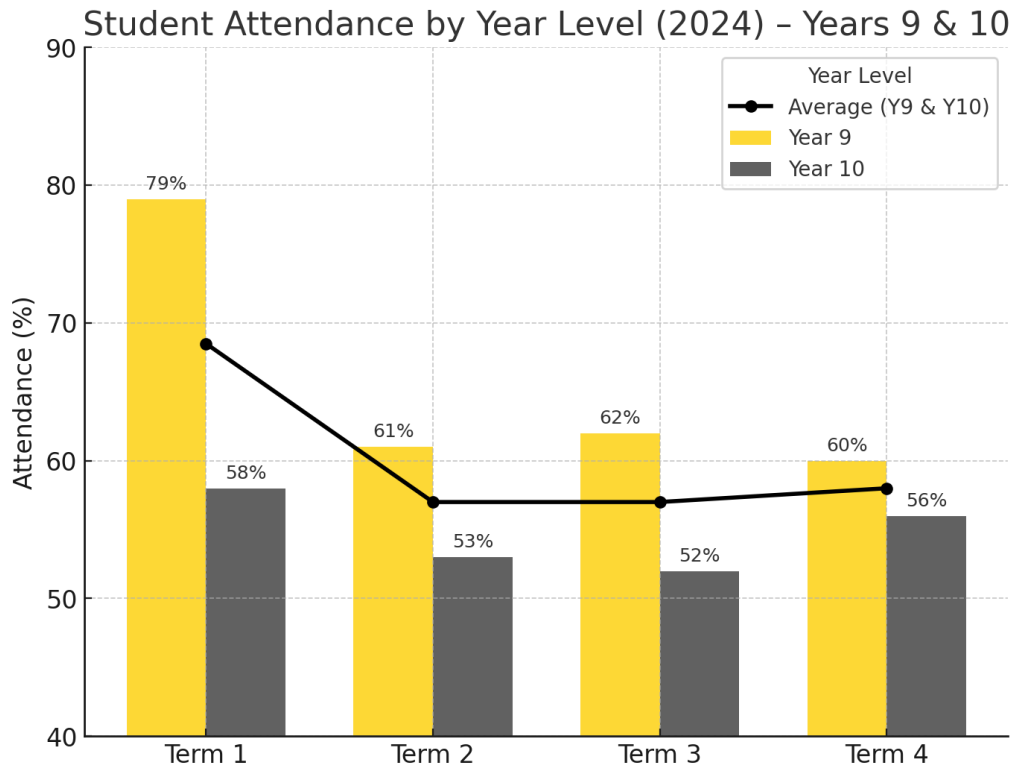


## Student Enrolments by Year Level



# Attendance

At the August 2024 Census, SMYL Community College had 245 students enrolled across Years 9 to 12 within its six campuses - Beale, Crompton, Fremantle, Medina, Mandurah and Tesla.



## Managing Attendance

As a CARE school, SMYL Community College supports students who face significant barriers to regular attendance. Many students have experienced long-term disengagement from mainstream education, and attendance remains a persistent challenge.

To address this, the College provides daily wraparound support to keep students engaged and connected to learning. Attendance is closely monitored by teaching staff, Student Engagement Officers (SEOs), and administrative staff at each campus, with daily communication to families through phone calls and SMS notifications regarding absences.

All students have a Student Education and Attendance Plan (SEAP), which outlines personalised strategies to support engagement and wellbeing. These plans are reviewed regularly and guide targeted re-engagement efforts when attendance issues arise.

When a student is absent for more than three days without explanation, or when concerning patterns emerge, SEOs follow up directly with the student and their parent or caregiver. The student's SEAP is used to guide appropriate responses, which may be adapted to meet emerging needs.



# Student Learning Outcomes

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

We recognise that no two students are the same—and neither are their goals or circumstances. Our student engagement officers and careers practitioners work closely with each young person to help them achieve their academic aims while preparing for meaningful pathways beyond school.

SMYL students are supported to develop a personalised transition plan that reflects their strengths, interests, and aspirations. Whether their next step is employment, further education, or training, we ensure they are connected to the right supports and opportunities to succeed.

One valuable pathway our students often pursue is a School-Based Traineeship (SBT). These traineeships allow students to complete a nationally recognised qualification while gaining real-world experience, typically involving one day of paid work and one day of vocational training each week. This approach particularly benefits students who learn best through practical, hands-on experiences and those who are ready to begin their journey into the workforce.

2024 Data	Total	%	2023
Year 12 Students in 2022	56	100	100
Completed a Vocational Qualification	34	61	67
Completed CGEA Qualification	30	54	50
Completed more than 1 qualification	5	9	37
Returning the following year to complete a qualification.	2	4	1

Year 12 Destination	Total	%	2023%
Full time work	7	13	14
Part time / casual work	8	14	19
RTO / TAFE/ SMYL	12*	22	19
University	1	2	1
Looking for work	23	41	23
Unknown or health issues	5	9	24
<b>TOTALS</b>	<b>88</b>	<b>100 %</b>	<b>100%</b>

\*Includes 2 students returning for 2025.

\*\*Percentages are rounded and may not add up to 100%

## NAPLAN and OLNA

Many students at SMYL have had no previous experience with NAPLAN assessments due to interruptions in their schooling.

In 2024, 90 % of SMYL's Year 9 cohort participated in NAPLAN testing—an exceptionally high rate given the significant barriers many of our students face in formalised testing environments

This participation rate is notably higher than what is typically observed across CARE schools. Through targeted preparation, including practice tests and familiarisation with the online assessment platform, our staff successfully supported students to engage with the assessment process. This outcome reflects both the resilience of our students and the commitment of our educators to inclusive and empowering learning practices.

As seen below results are now reported across four proficiency levels, with students achieving the 'Strong' level automatically meeting the standard for the corresponding OLNA component. This supports clearer reporting and reduces duplication in testing.

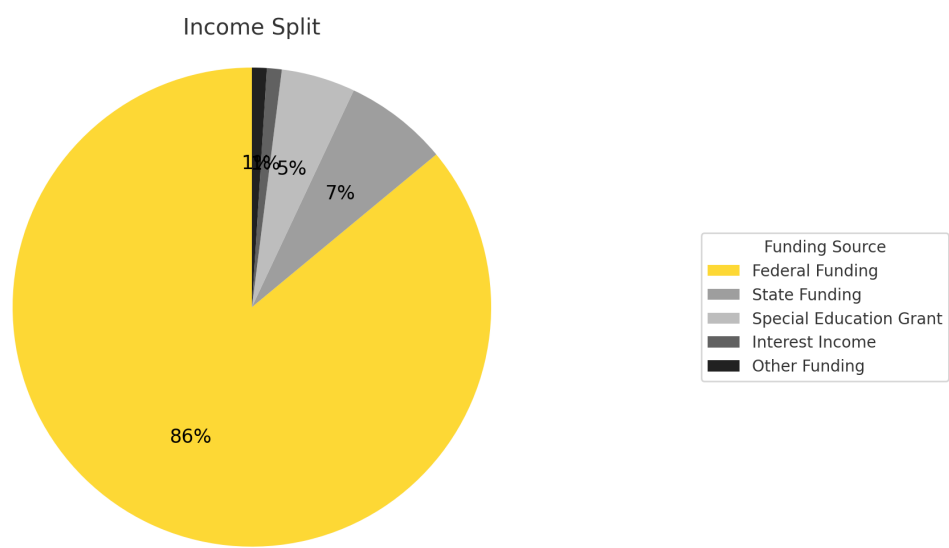
Proficiency Level	Reading	Writing	Grammar & Punctuation	Spelling	Numeracy
Exceeding	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Strong	6 (27%)	3 (14%)	4 (18%)	7 (32%)	2 (9%)
Developing	7 (32%)	11 (50%)	7 (32%)	6 (27%)	10 (46%)
Needs Additional Support	7 (32%)	6 (27%)	8 (36%)	6 (27%)	8 (36%)
Absent	2 (9%)	2 (9%)	3 (14%)	3 (14%)	2 (9%)
Total	22	22	22	22	22

At SMYL, NAPLAN, OLNA, and Basic Keys Skills Builder (BKSB) testing are used in conjunction to identify students who require additional support to meet minimum standards and to inform planning for tailored academic interventions and pathway support.

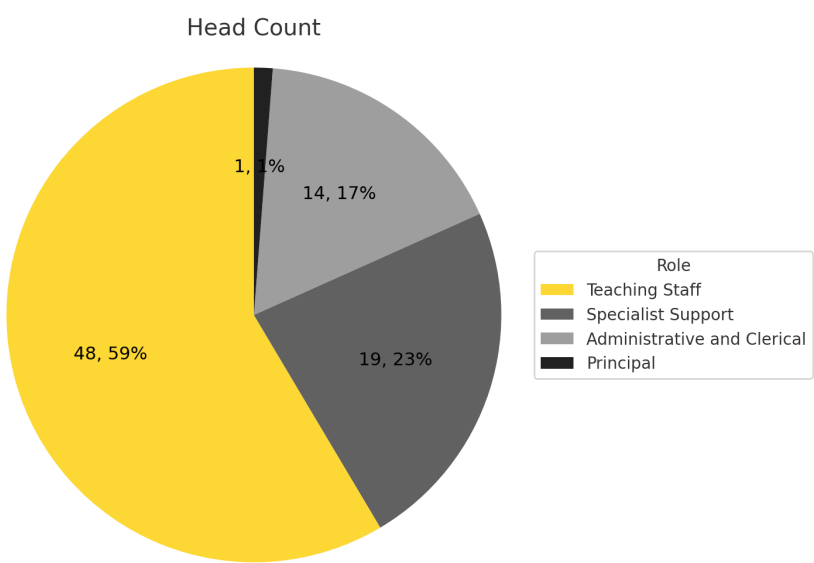
The table below shows the percentage of students who have achieved each level in OLNA.

Numeracy	Year 12	50
	Year 11	28
	Year 10	19
Reading	Year 12	60
	Year 11	52
	Year 10	34
Writing	Year 12	57
	Year 11	35
	Year 10	26

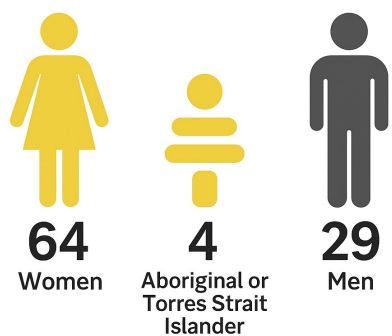
# Breakdown of Income



# Our Team



This chart represents the full-time equivalent (FTE) headcount across key staffing categories as at the August census. Teaching Staff make up the largest group (59%), comprising 26 teachers, 13 training staff, and 16 education assistants (EAs). Specialist Support staff (23%) include 2 psychologists and 12 student engagement officers. Administrative and clerical roles represent 17% and include admin, building & maintenance and canteen staff.



# Staff Composition

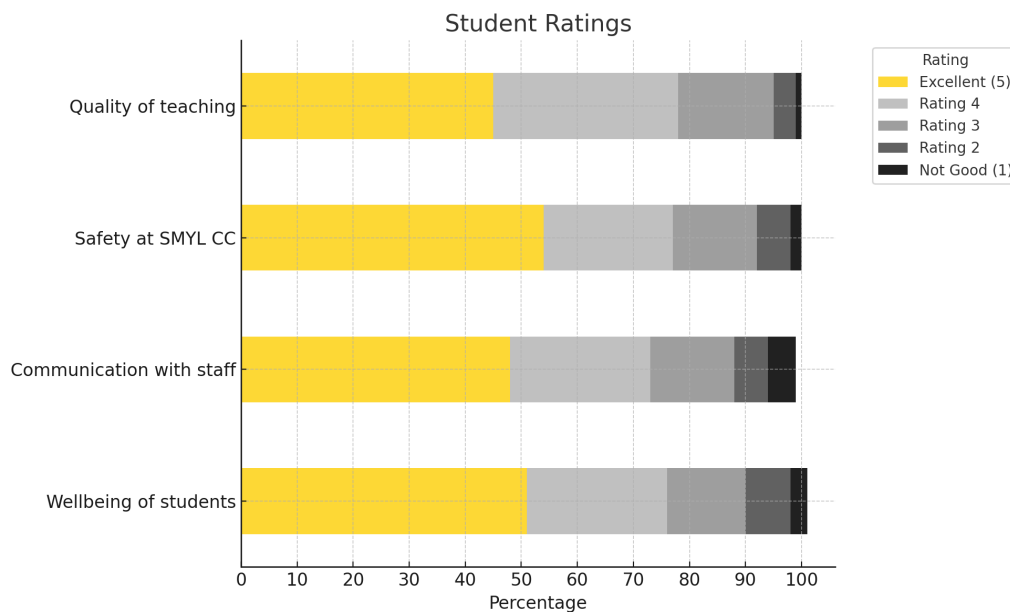
# Professional Development

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
- Reportable Conduct Scheme
- Keeping Safe: Child Protection Curriculum
- Building Healthy Relationships
- SEQTA & Senso Training
- Gatekeeper Suicide Prevention Training
- Mental Health First Aid
- Berry Street Education Model
- Aussie Optimism Program
- Senior First Aid Training
- Therapeutic Crisis Intervention in Schools (TCIS)
- Functional Behavioural Analysis + Post Crisis Response
- Education Perfect (EP) Training
- IT Training – MySMYL Updates
- WHS Training – Incident Reporting and Building Ticket Process
- Student Reporting



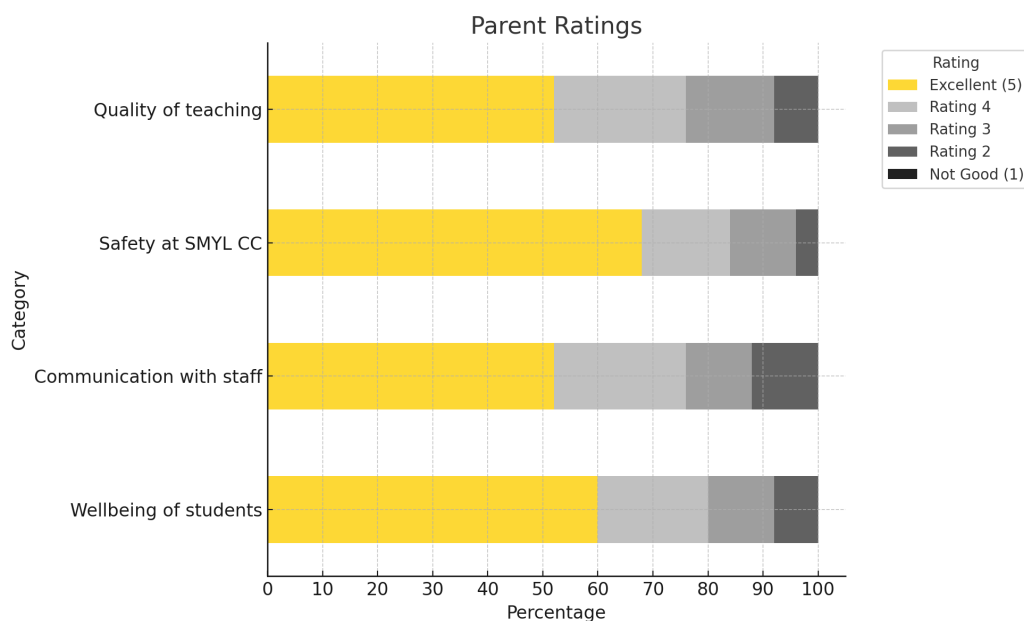
# Our College Voices:



Student feedback was overwhelmingly positive, with more than 70% of students rating all key areas, wellbeing, safety, communication, and teaching, as 4 or 5. Safety received the highest ratings, reflecting students' strong sense of security and trust in the school environment.

*"I have started attending school and have started learning things since I moved to SMYL College."*

*"I've improved a lot in maths and English. I believe I'm understanding better."*



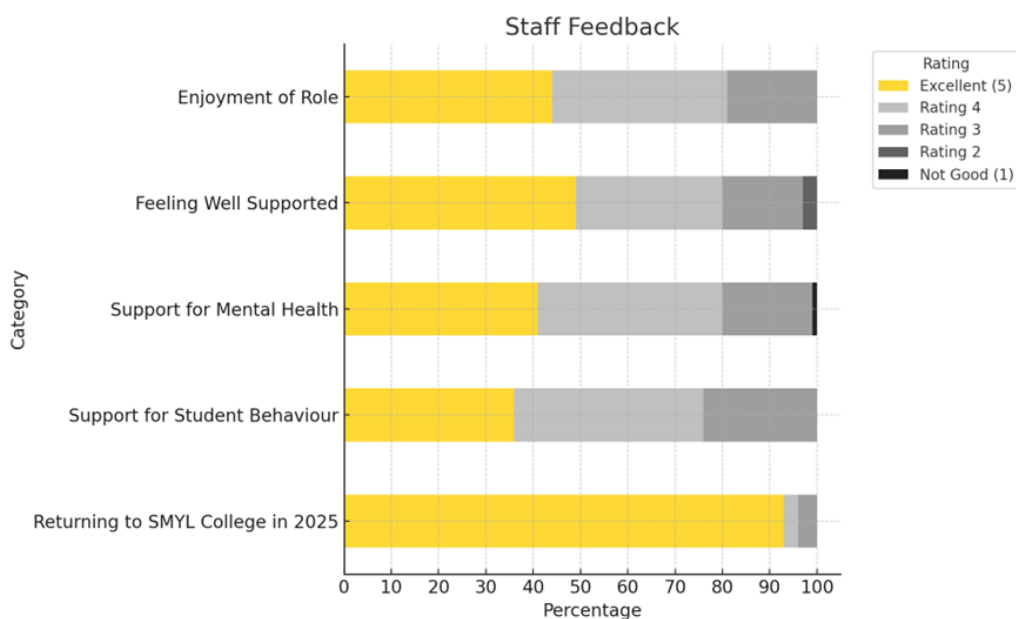
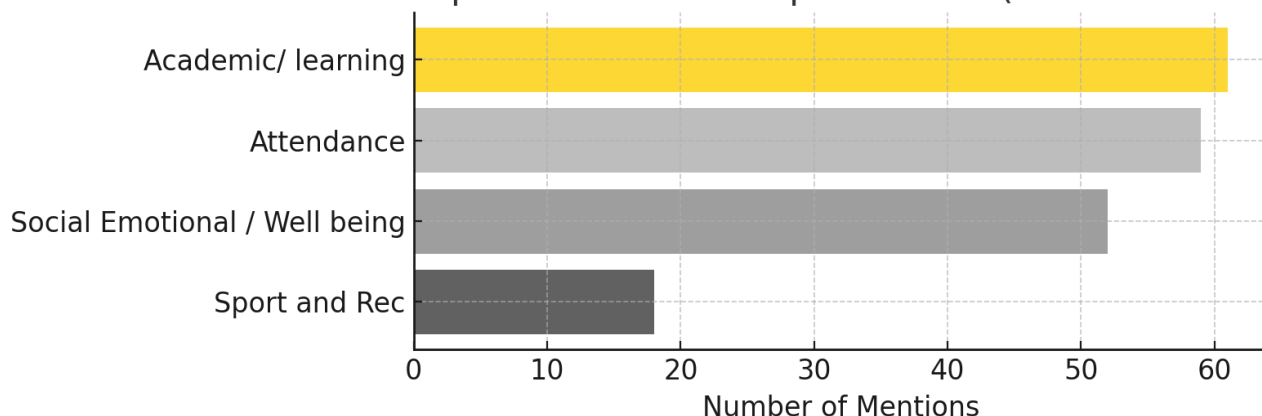
Parents expressed high confidence in the College, with strong positive ratings across all areas. Safety and wellbeing received the highest levels of endorsement, while feedback on communication and teaching was also favourable.

*"We need more schools like SMYL but starting from Year 7... SMYL had to fix a broken kid scarred from 2 years in mainstream schooling."*

*"School attendance and social interactions have had an amazingly positive turn around. SMYL has provided a safe, predictable and flexible environment"*



## Most Reported Areas of Improvement (Students & Parents)



Staff reported strong satisfaction with their roles and the overall culture of the College, with 93% indicating they intend to return. Positive ratings were highest for feeling supported and enjoying their role. .

*"This year has been filled with pride and joy as I've witnessed our students grow and achieve milestones they once thought were out of reach. Graduation was an emotional highlight, not only marking the end of their academic journey but also celebrating years of hard work and perseverance."*

*"See our students grow and mature, make better choices and achieve."*



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