



2022 ANNUAL REPORT



Our College

S M Y L
Community College

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 and other issues.

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

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.



Liz Parker
Principal



Dee Kennedy
Deputy Principal

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.

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.

2022 Student Snapshot



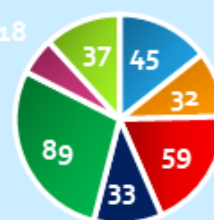
313 STUDENTS ENROLLED
IN 2022

CHARACTERISTICS OF OUR STUDENTS



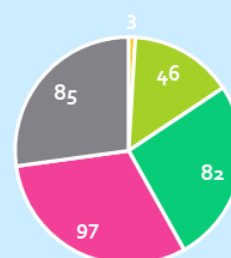
| | | |
|--------------|--------------|-------------|
| 180 (58%) | 133 (42%) | 51 (16%) |
|--------------|--------------|-------------|

STUDENTS BY CAMPUS



- Tesla
- Medina
- Mandurah
- Fremantle
- Crompton
- Cockburn
- Beale

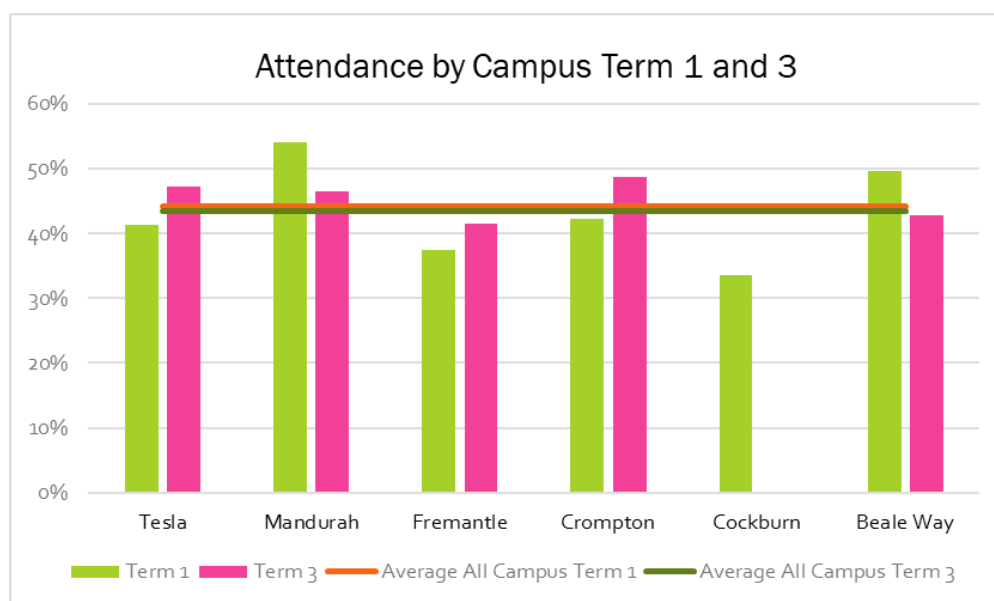
STUDENTS BY YEAR LEVEL



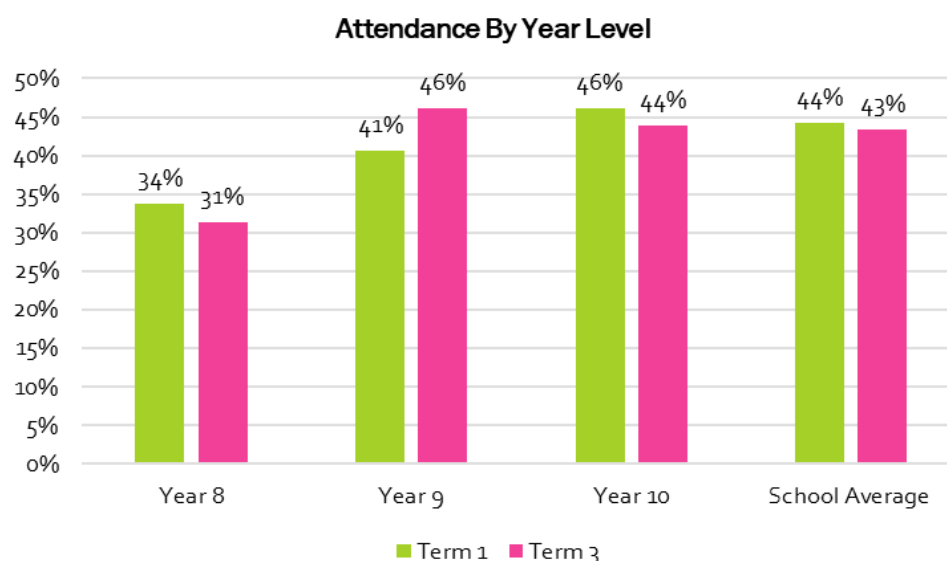
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12

Attendance

At the August 2022 Census, SMYL Community College had 313 students enrolled across Years 8 to 12 within its six campuses - Beale, Cockburn, Crompton, Fremantle, Mandurah and Tesla.



NB: Medina students are included in Crompton's figures.



Some serious individual issues, as well as COVID had a negative impact on attendance.

The College provides daily support to help keep students engaged and at school. Teaching staff, together with youth workers 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, and teachers/youth workers follow 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 youth workers 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 youth workers and careers practitioners work with students to achieve their academic goals and transition into their chosen field.

Students also have the opportunity to work with our Pathway and Transitions Coordinator 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 Traineeships (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.

| 2022 Data | Total | % | 2021 % |
|---------------------------------------|-------|-----|--------|
| Year 12 Students in 2022 | 88 | 100 | 100 |
| Completed a Vocational Qualification | 30 | 34 | 58 |
| Completed CGEA Qualification | 3 | 3 | 24 |
| Completed more than 1 qualification | 7 | 8 | 23 |
| Returning in 2023 to complete a qual. | 3 | 3 | 6 |

| Year 12 Destination | Total | % | 2021 % |
|--------------------------|-----------|--------------|-------------|
| Full time work | 15 | 17 | 14 |
| Part time / casual work | 8 | 9 | 7 |
| RTO / TAFE/ SMYL | 16* | 18 | 14 |
| University | 1 | 1 | 1 |
| Looking for work | 30 | 35 | 49 |
| Unknown or health issues | 18** | 20 | 15 |
| TOTALS | 88 | 100 % | 100% |

* Includes 3 students returning for 2023

** Includes 14 students on the participation list

NAPLAN and OLNA

Many students in 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 2022 18% of the Year 9 cohort undertook NAPLAN. The percentage of students above, at or below standard is detailed in the table below.

| | At or Above Standard | Below Standard | Did Not Sit (DNS) |
|-------------|----------------------|----------------|-------------------|
| Reading | 11% | 22% | 67% |
| Writing | 0% | 19% | 81% |
| Conventions | 11% | 5% | 74% |
| Spelling | 8% | 8% | 84% |
| Numeracy | 3% | 14% | 83% |

Based on Year 9 NAPLAN results, students scoring Band 8 or higher prequalify for the corresponding OLNA category. This gives teachers useful data to focus on individual's literacy and numeracy needs.

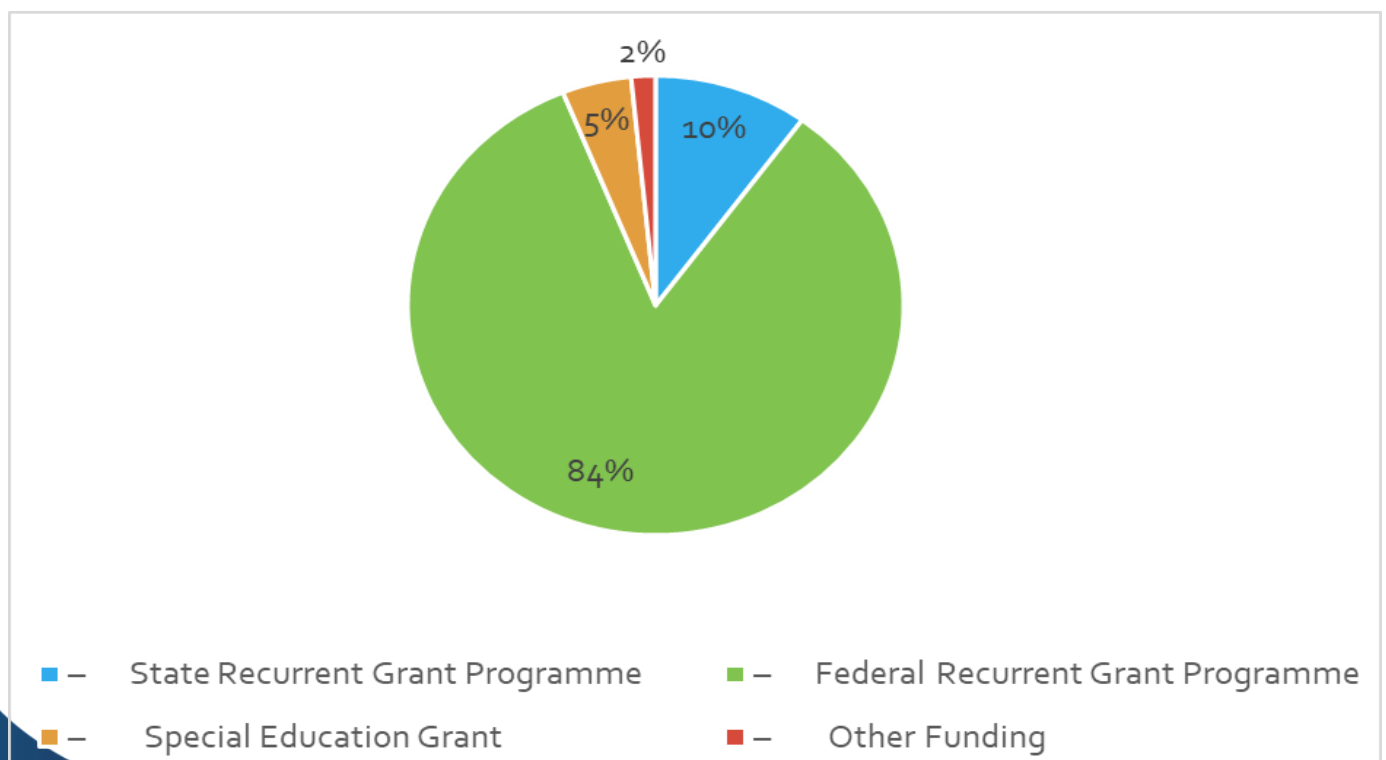
OLNA, along with bksb Testing provide data on the Australian Core Skills Framework scale, which informs teacher strategies and foci for literacy and numeracy.

OLNA results from Round 2 2021 – the table below shows the number of students who have achieved each level in OLNA.

| | | |
|----------|---------|-----|
| Numeracy | Year 12 | 37% |
| | Year 11 | 23% |
| | Year 10 | 17% |
| Reading | Year 12 | 49% |
| | Year 11 | 36% |
| | Year 10 | 28% |
| Writing | Year 12 | 46% |
| | Year 11 | 32% |
| | Year 10 | 23% |



Breakdown of Income



Our Team

The College employed 102 people in 2022.

| | | |
|-----------------------------|----|---|
| 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 youth workers and 24 in admin and support roles. |



82



20



9

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
- Team Teach
- Positive Behaviour Support (PBS)
- Project Based Learning (PBL)
- Therapeutic Crisis Intervention in Schools (TCIS)
- Curriculum Planning
- Bushrangers
- Cultural Awareness
- Neurobiology of Trauma
- Trauma Informed Classrooms & Toolbox Routines

