



The Y School WA

# Annual Report 2023







## Acknowledgement of Country

Ngalak kaadatjiny Wadjak Noongar Boordiya kalyakoorl boora Wadjak malayin. Wadjak Noongar winaitj boodjar-kadak kwobidak marlak wer kep bidi wer ngaany woola moorditj kabarli wer moyran baalabang bidi-k koorliny.

We acknowledge Wadjak Noongar Elders, past, present, and emerging in Wadjak culture. We acknowledge Wadjak Noongar boodjar with its beautiful land and waterways and the strong Elders on their journey.

*Many thanks to Kylie Taylor, Wadjak & Amangu*

## Acknowledgement of Survivors of Sexual Abuse

The Y acknowledges the ongoing pain, vicarious trauma and suffering endured by the victims and survivors of child sexual abuse. The Y is committed to ensuring all children and young people in our care are kept safe from harm and free from abuse. We acknowledge the mistakes and fails of the past and endeavour to create a safe and caring environment for all.



## About The Y School

### Education Matters

A strong education sets the foundation for young people to flourish in Body, Mind and Spirit.

Disengagement from education is a leading barrier to young people's flourishing in Western Australia. Our young people are increasingly disengaged from education, and the problem is growing

This prevents young people from developing the knowledge, skills, and independence they need for a fulfilling life. Moreover, it deprives young people of the sense of belonging and connection with community that come from a positive school experience

Since 1844, the Y has aimed to make a difference for young people, and in Western Australia today, that difference lies in education. The Y School aims to combine knowledge of what works, with our organisation's passion and tenacity to meeting the educational needs of our young people.

### Key principles informing this work

Key principles and beliefs underly our approach to education at the Y School.

Our beliefs;

- The science of learning tells us the best way for students to learn
- Students' learning and knowledge is an adult responsibility
- Mastery of new skills is a cornerstone of flourishing
- Using data enables responsive and comprehensive learning planning
- Our work is helping students to flourish in Body, Mind and Spirit
- Students make the decision to learn with The Y

At The Y WA, we believe in the power of inspired young people. For young people to be inspired they must feel safe and be safe. We are committed to keeping all children and young people safe at The Y, in their families and in their communities.

- We will use best practice standards in the recruitment, screening and employment of YMCA WA People
- All Y WA employees must complete regular professional development in child protection
- We will take action to ensure that children and young people are protected from exploitation, abuse and harm.

Our Vision is that all children and young people are empowered to feel safe and be safe at The Y, in their families and their communities.

We are committed to achieving our Safeguarding Vision through three Pillars:

**Culture:** We will create a safe culture nationally which empowers children and young people through effective leadership and governance

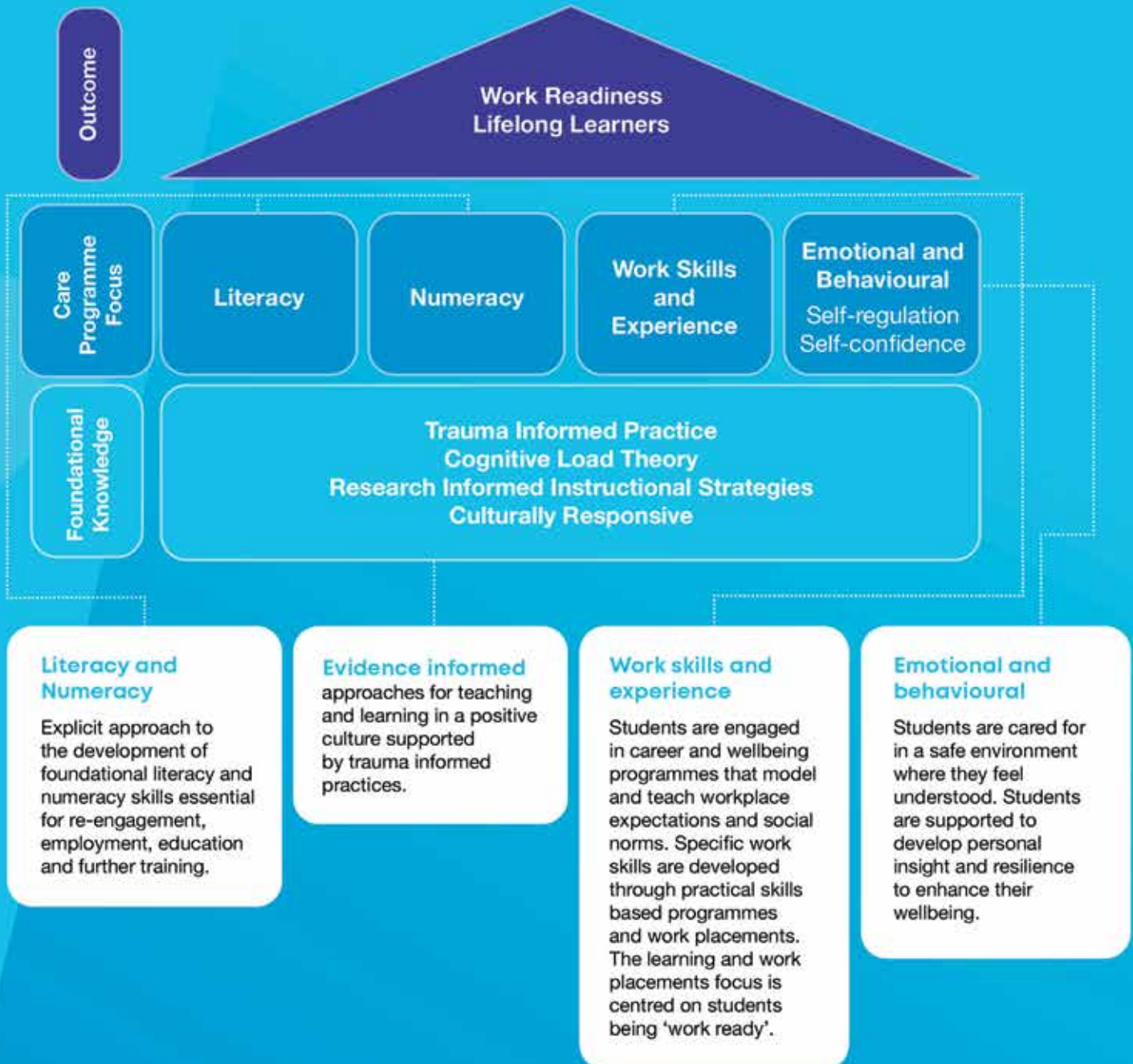
**Operations:** We will create safe operations to ensure Y People, parents / carers and community have the right policies, processes and practices to keep children and young people safe

**Environment:** We will create safe (online and physical) environments at the Y and in communities which empower children and young people to thrive.

# The Y School Strategic Plan 2023

**Vision:** We provide a safe, supported, and predictable learning environment where students are known and understood. Student wellbeing is essential to learning re-engagement and development. Students are supported through quality teaching and practical opportunities to develop knowledge and skills to enter a desired training or employment pathway.

## Work Readiness Model



**Our Model:** Our Work Readiness model displays the elements of our approach to ensure our students are safe, supported by caring relationships with staff to achieve the knowledge and skills necessary for work or further education and training.

### Our Y Values

Respect

Honesty

Responsibility

Caring

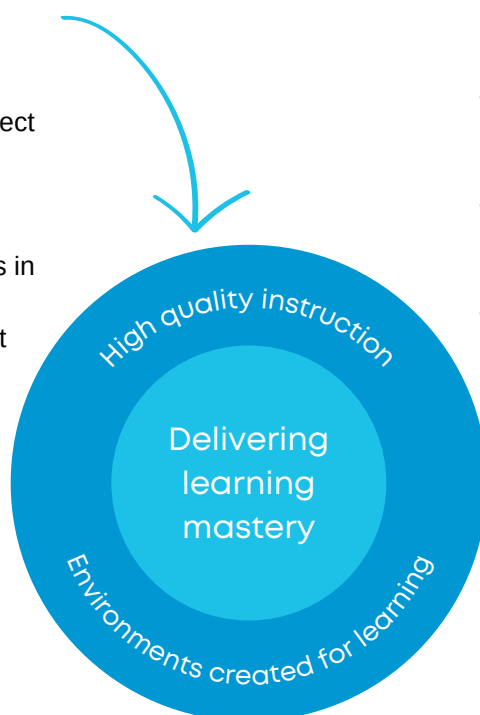
## Our model

### The science of learning

- A deep evidence base for how humans learn
- Novice learners require explicit instruction from teachers who direct learning
- Supports accelerated learning across all learning areas
- Critical when supporting students in their early mastery of reading
- Demands a learning environment that minimises distraction

### Human flourishing

- A school environment rich in positive sustained relationships, effective skill-building opportunities, and opportunities for students to contribute by committing to being an active learner.
- Students will learn that they have talent, belonging, and power over things that affect them.
- Students will see that education and life long learning provides pathways to a purposeful life.



### Highly skilled staff

- Staff who understand and commit to science of learning evidence
- Staff skilled in academic, behaviour, social and emotional curriculum
- High quality staff training and coaching that drives consistency
- Adults who take responsibility for student learning

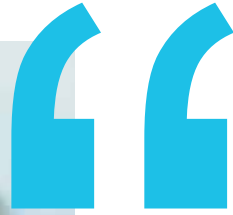
### Data targeted learning

- Data provides detail of the current knowledge, skills and challenges for each student.
- Data informs the development and delivery of accessible, achievable curriculum
- Starting from the right place allows students to experience success quickly, build confidence and accelerate progress
- Measuring and communicating progress reinforces confidence and allows for refinement of appropriate curriculum
- Students leave with qualifications

### Mutual belief and expectation

- We believe all students can experience learning mastery and we support students to share that belief
- All our students choose to enrol at our school and commit to a shared belief in their potential, and shared expectations on how we reach it
- Our staff, equipment, physical and virtual spaces all model high quality. Students see what good looks like and aspire to it

**Harnessing the science of learning to ensure disengaged students experience mastery and flourish**



*We are responsible for the provision of high-quality education for all our students*

### **Executive Principal's Statement**

2023 was an incredible year of growth for The Y School. Our student base, staff team and curriculum have developed exponentially, with numbers of both staff and students growing and an embedding of formal curriculum avenues to allow for the development engagement with school. Staff members have engaged in a range of professional development and learning, to ensure that we have a full range of skills accessible within our team, in order to provide the highest quality experience for our cohort and their families/support network.

Our flexible pathways have gone from strength to strength, combining relevancy with suitable challenges, to grow and extend the capacity of each young person. We have a dedicated focus on these pathways, ranging working through functional literacy and numeracy to bridging courses for university access.

Our commitment to “adults being responsible for young people’s learning” has come to the fore, placing the expectation on all staff that they are all educators and their strength lies in planning, development of strong resources, consistency and the dedication to upholding policy and procedure across our service delivery. With this in mind, we have worked hard on the revision and creation of strong documentation and processes that everyone understands and can implement in support of one another at all times.

Our positive relationships have worked in a number of ways. Our team have built positive relationships with the students, encouraging them to feel a sense of belonging and an avenue to find success in their own right. Staff members have worked with each other by developing a network of strengths. The Y School has reached out and connected with other branches of The Y WA for a number of purposes (professional connections, work placements for students, attendance at extra-curricular activities). Outside agencies and service providers are reaching out in the hope to work with The Y School, as they have heard about the innovative and engaging things happening.

Moving into 2024, we have a solid foundation in so many areas and will be able to elevate our standards even further, by reflecting, reviewing and constantly reaching for the next level of education delivery.

*Liz Parker*

Liz Parker  
Executive Principal



## Team Message

Having doubled our team throughout the year, we have created more opportunities for our students to access pathways, support and a range of skills within the team itself. Our community partnerships have expanded, building strong foundations and the capacity to reach out to develop holistic support for students and their families. This has been solidly represented through our status as an Act, Belong, Commit school.

Diversification and expansion of the curriculum opportunities has been huge. We now have the capacity to provide a variety of subjects, more Endorsed Programs, enrichment programs and connection to nationally accredited VET courses. Our connection with Perth Children's Court has also seen us recognised as their education provider for both the Drug Court and their In Roads programs.

The professional skill set of the team is so vast that it has allowed us all to bring specialist interests and passions to the school. We consistently model positive behaviours to the students and encourage them to be passionate and to actively work towards their goals and dreams. We are able to show students how to work as a team, without shame or negativity. We have shared our educational skills and our personal passions for the betterment and success of our service delivery, both within the school and as part of the wider Y.

We have undertaken Professional Learning in a number of areas, including Explicit Direct Instruction, Western Australian Certificate of Education updates and moderation, UniPrep delivery, Team Teach Facilitation, Literacy Support and CaRE School Collaboration.

The team at The Y School are looking forward to all that 2024 brings, in the hope that we can build on our successes and go from Strength to Strong!

*We believe in the power of inspired young people*

## The Y WA's Values and the Model for Positive Youth Development

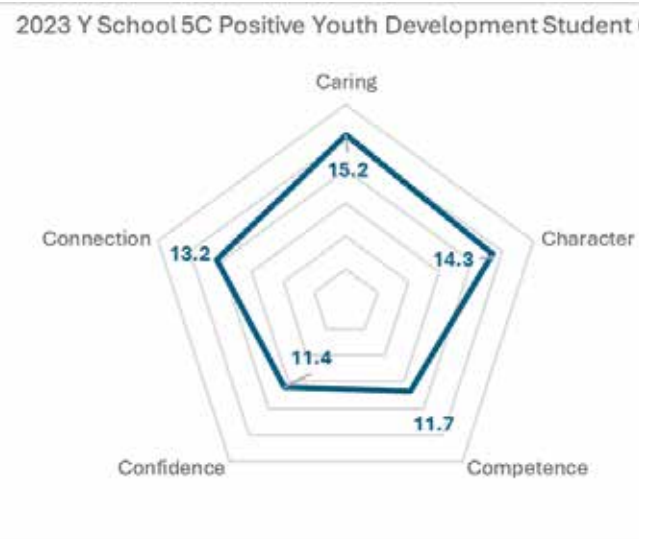
The Y School connects with The Y WA in a number of ways, including through our shared values and the competencies outlined in the Positive Youth Development Model (PYD). We seek the outcome of Human Flourishing for all our Young People.

Both the Staff & Student Codes of Conduct outline the Values of Respect, Honesty, Responsibility and Caring as the cornerstones of all we do. This is open in conversation as well as in our actions. Staff are expected to model best practice and create open discourse with students, in order to help them create a deep understanding of each concept and develop the intrinsic motivation to adhere to them in all they do.

We also work alongside the PYD outcomes, using them as our social and emotional attributes in our reports. This allows for a shared language across the school, as well as a targeted focus on development in these areas. This all aligns with the data collected in our surveys.

Our contemporary understanding of The Y's mission is that all children and young people have the capacity to flourish when they have a sense of belonging, experience a sense of achievement, have the independence and power to make decisions and have a sense of purpose.

To realise our values and support students to flourish, The Y School embeds the PYD in order to support positive, sustained relationships with competent and caring adults, effective skill-building opportunities, and opportunities for students to make meaningful contributions.



Adopting this focused approach helps students to grow in Competence, Confidence, Caring, Character, and Connection – the 5Cs.

In 2023, The Y School began embedding the 5Cs model of Positive Youth Development by:

- Supporting staff to align reporting to 5C Outcomes;
- Surveying students and parents on their perspectives of indicators of high-quality Positive Youth Development environments;
- Measuring student 5C Outcomes using a validated student questionnaire; and
- Integrating the 5C Outcomes in student reports.



## Student Achievements

For those students interested in Carpentry, Bricklaying and/or Block-laying, Try-A-Trade provided the opportunity to attend an intensive 3-day taster program at Skills Hire in Joondalup, fully funded by the Construction Training Fund. Our students worked on real-life projects in a simulated construction environment, where the training was delivered by specialist trainers with over 16 years Construction Industry experience. All reports of the training were excellent, with trainers and staff having only positive things to say about how our students interacted and engaged with the tasks, for which they should be incredibly proud. This also has encouraged some of our students to apply for a number of trades VET courses and School-Based Traineeships for 2024.

Dr Elliot Gann of Today's Future Sound came to visit us from America, after touring across the East Coast of Australia. Elliot and his colleagues, Paulie and Arnold, work with young people to make beats, lyrics and use dance as ways to express themselves and to create albums and artwork that reflect who they are and what makes them unique. Our group of students were able to learn new skills, find ways to incorporate Literacy and Numeracy into Music and have created a brilliant group of songs that are now on Soundcloud! Dr Elliot is a Professor of Psychotherapy and uses his skills to help young people explore trauma and mental health conditions through this creative outlet.



## Student Achievements

Over three terms, our Year 10 student cohort were involved in an innovative learning program that partners teachers with creative practitioners to collaboratively reimagine curriculum over 16 weeks, including involvement in the “I Have More To Say” Podcast sessions at Murdoch University. The students worked with Creative Jodie Davidson and teacher Alicia Fromson, engaging in a series of diverse creative experiences intended to build communication and collaboration skills, spark curiosity and playfulness, and develop resilience. The students worked collaboratively to create and install the visual representation of their learning journey in Form’s Now I Own Celebration of Creative Bravery, which launched at Council House in Perth CBD on the 25th October 2023. This was a unique opportunity for our students’ hard work, persistence, and growth to be acknowledged and celebrated in the public eye.



## Student Achievements

In November, the UniPrep student cohort embarked on an excursion to Edith Cowan University for their experience day. This was filled with a mix of general nerves and anticipation about what awaited them but also positive anticipation for the path ahead. The first session commenced with all schools gathering in one of the lecture theatres, engaging in a task to build a “chatterbox”, by following a combination of verbal and visual instructions. The students demonstrated excellent teamwork in completing the task successfully. Afterwards, armed with a map, they navigated the campus to attend various workshops, including Environmental Science, Business, and Engineering. The participants thoroughly enjoyed the workshops, exploring the campus, and purchasing lunch from the campus cafes. The day was all about absorbing information, gaining new experiences, and embracing the role of a university student. It was a thoroughly enjoyable day that provided valuable insights into university life. All students submitted and passed their first assignment before the end of 2023 academic year.

Year 10 students were required to engage in a Work Experience placement to establish contacts and gain experience in workspaces and industries of interest to them. Students were invited to attend 20-35 hours in a workplace and complete a self-reflective logbook noting tasks and interactions, which were then used to update their resume for future work. This has also been reflected in Schools Curriculum and Standards Authority (SCSA) Endorsed Programs.

## Curriculum Overview

As a CARE School, The Y School are required to provide either a full Western Australian Certificate of Education (WACE) pathway or ensure all students have their own Individual Education Plan (IEP). This document should outline highly specific targets for each student, connecting them to the curriculum outcomes that reflect their academic pathway, their capacity (taking into considerations any diagnosis or disabilities) and their hopes for the future.

All our students have a developed IEP, irrespective of their pathway.

Through timetabling and curriculum development, the Y School offers Vocational Pathways, a WACE Pathway and added a University Bridging Course (UniPrep) at the end of the year.

### 2023 Curriculum Offerings:

- English (OLNA Support and General English)
- Maths (OLNA Support and General Maths)
- Career & Enterprise (Foundation and General)
- Leadership Skills
- Creative Schools
- School-Based Traineeship options

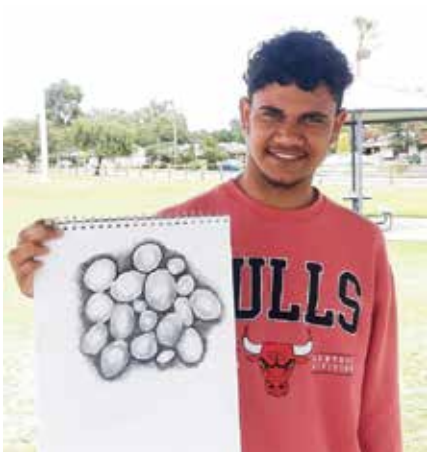
Working through the development of the curriculum has assisted the Y School in the designing of a broader range of offerings, some of which were initiated at the end of 2023 for trial purposes or for preliminary assignment completion.

### 2024 Curriculum Offerings:

- English (OLNA Support and General English)
- Maths (OLNA Support and General Maths)
- Career & Enterprise (Foundation and General)
- Work Skills (with combined Endorsed Workplace Learning opportunities for work-ready students)
- Creative Schools
- School-Based Traineeship options
- Community Arts - Endorsed Program
- Community Service - Endorsed Program
- UniPrep (Year 12 University Bridging Course)
- Citizenship
- Culture & Community

The Y School also offers **Enrichment Programs** each day that include options such as:

- Photography
- Visual Art
- Creative Writing
- Creative Journalling
- Dungeons & Dragons
- Fitness
- Outdoor Recreation
- Film Club
- Cooking



## Programs & Excursions

In the last week of Term 3 2023, our Year 10 students embarked on a day out at the Zoo to celebrate all of their hard work and successes - especially in completing projects within set deadlines! They had a fantastic time exploring the space and working on reviews on their return to school.

At the end of Term 4 2023, our Year 10 students embarked on a day out at Bounce to acknowledge all of their hard work and successes - especially installing the Creative Schools project in Form's Now I Own Celebration of Creative Bravery and completing their work placements! Creative Schools also enabled a number of other excursions to happen, including nature walks to collect resources, celebrations and exhibitions and trips to see artwork in situ.

Perth Children's Court has developed the In-Roads Program, a multi-faceted therapeutic program aimed at supporting complex young offenders to address their needs, thereby improving their wellbeing, reducing recidivism, and creating a safer community. The program provides an alternative to detention and works intensively with the young person, their family, and their wider network to achieve lasting positive change through targeted interventions, continuing beyond their involvement with the Court and into their adulthood. Individual needs of the participants are identified through collaborative multidisciplinary and interactive assessment with an aim to provide evidenced based strategies to support participants and avenues for positive change. The program offers understanding and support to accommodate cycles of relapse and progress, acknowledging this can be part of the process of towards change and recovery. The Y School are the education provider for the In-Roads Program and for young people connected with Drug Court at Perth Children's Court.



## Programs & Excursions

Linking with our Career & Enterprise course, The Y School held a fair as part of their NAIDOC celebrations over the first week of Term 3 (Tuesday 18 July - Friday 21 July). Consisting of a range of incursions and communal activities, NAIDOC provided the opportunity to acknowledge the impact of our Elders. It also gave us the space to learn and grow our understanding of the impact of our thoughts, deeds and words. Our students created a number of items (artwork, jewellery, baked goods) that were sold at our NAIDOC Fair, with all proceeds being donated to Black Rainbow.

Students also visited King's Park for a heritage walk and learned about the Aboriginal history of the area. They were able to connect with Elders and spend time exploring the space, hearing stories and finding out information about the native plants and animals.



### Kokoda Leadership Program

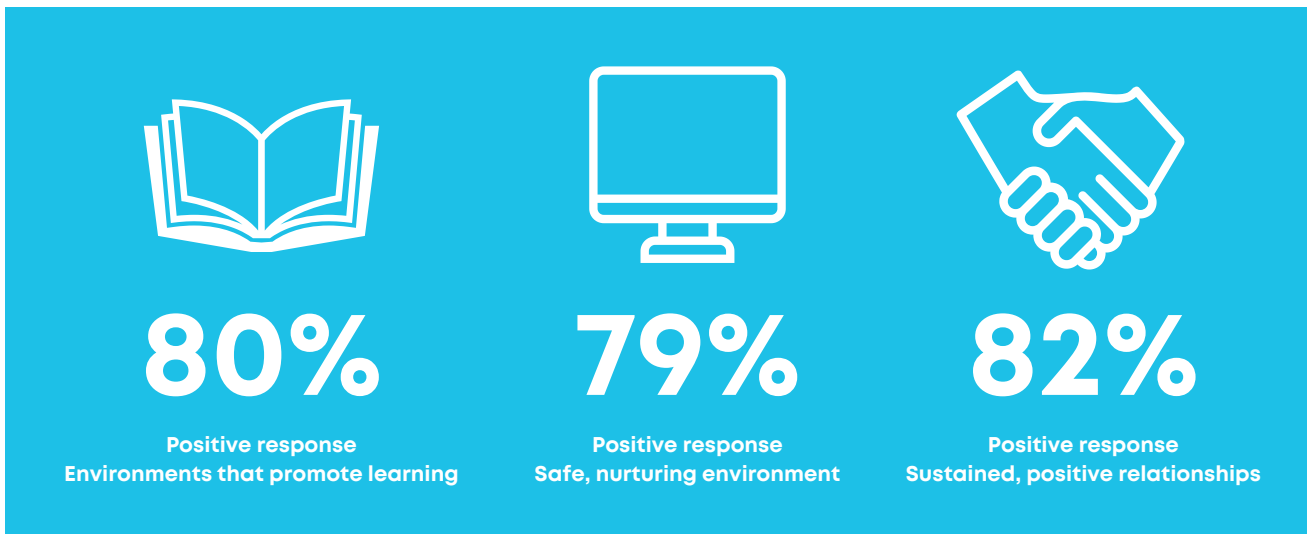
The Y School, in conjunction with other Y WA services and Kokoda Courage, sent 15 young people from across the state to walk the historical Kokoda Trail in Papua New Guinea. A near full year of training, camps and preparation saw five of our students make the trip of a lifetime. It has been a pleasure to see the development, commitment and enthusiasm of our young people in undertaking something so significant. The connections made between Perth Metro and Regional young people has started the discussion around creating a camp where they can experience how each other lives and to reconnect after their experience. There have also been interviews and articles that have showcased the amazing endeavours of our young people.



### Asia Pacific Alliance of YMCA's

In September 2023 the Asia Pacific Alliance of YMCA's (APAY) was held with three conferences taking place: the 21st General Assembly, the 5th Youth Assembly, and the 1st Gender Equity Forum. Shikara was selected to spend one week in Chennai, India as a Youth Voice Delegate for The Y. In this role, she attended the Youth Assembly to discuss priority goals and important global factors affecting Young People, including finding solutions to global unrest and injustice, climate change, accessible education and career opportunities, and the rising stress of living costs. Factors such as mental health support, healthcare access, and generational barriers were found as significant individual and collective concerns. Over 150 young people contributed to a youth statement to highlight these priorities for adoption at the General Assembly. During the General Assembly, representatives from multiple nations discussed The Y's movement from the local to the global level and how our organisation adapts to current needs, supporting staff, volunteers and young people in the community. The Four Pillars of Impact model was endorsed as The Y prioritises Community Wellbeing, Meaningful Work, Just World and Sustainable Planet.

Shikara was deeply grateful to the whole Australian delegation, the host country, and The Y for the opportunity to connect and build bonds with multiple sections of the organisation. It was a culturally rich and impactful event, which celebrated diversity and connectedness. Continuing from this experience, Shikara has been able to integrate this vision into the daily work with Young People and ensuring the youth voice is being empowered across The Y School and broader Y Services.



## Survey Results: Students

Students were provided the link to the Student Survey as a pilot in 2023. We were able to start our data collection process, in collaboration with The Y WA Organisational Impact Team. During 2024, we will provide this survey at the start and end of the year, allowing for a comparative data collection process to be formally embedded.

The questions in the survey were allocated into the domains as follows:

### Safe, nurturing environment:

- I feel safe at The Y School
- I feel welcomed at The Y School
- I have been satisfied with the mental health and wellness support...
- Other people at the school respect the things I have to say

### Sustained, positive relationships:

Educators at the school show a genuine interest in me...  
 I get along well with most people at school  
 I have a friend who is important to me at school  
 My classmates and I work well together even when educators are absent  
 The teachers, youth workers and school leadership work well as a team

### Environments that promote learning:

Educators explain to me why the things I learn at school are important  
 Teachers deliver lessons in a way I can understand  
 Teachers find ways to make lessons relevant to me  
 Youth Workers - assisted with pathway planning  
 There are clear rules about classroom behaviours...

As outlined by the survey results, The Y School students have identified that they feel most connected to the competencies of Caring, Connection and Character. Relationships are strong, students are able to be themselves and they feel supported by both the people and the processes at the school.

Further development and focus will be applied for the competencies of Confidence and Competence.

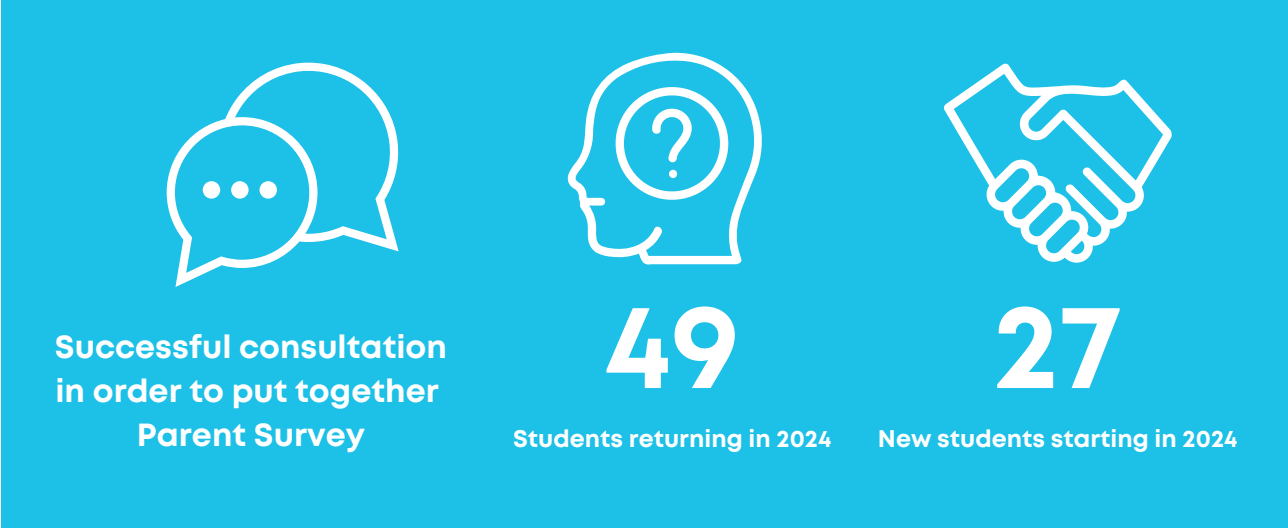
In 2023, the Y School began embedding the 5Cs model of Positive Youth Development in part by piloting a survey for students on their perspectives of indicators of quality Positive Youth Development environments.

The design of the survey reflects core components of the 5Cs model that are known to be effective mechanisms of change in supporting positive development of students. In 2023

- 79% of students agreed the Y School provided a safe, nurturing environment.**
- 82% of students agreed they had positive relationships with peers and staff.**
- 80% of students agreed that the environment at the Y School promoted learning.**

In 2024, we will strengthen our approach by enhancing data collection with students, implement a parent survey, and use insights distilled in data collection to inform a regular cycle of planning and decision making within the Y School.

### Survey Results: Parents/Carers



As part of the work with the Y WA Impact Team, we have developed a Parent Survey that corresponds with the Student Survey. It is designed to allow us to collect an overview of our service, maintaining connection with our outcomes and values.

Each year, we will be sending the survey out to all our parents/carers within the first month of Term 1, to allow for the collection of baseline data. The survey has been designed with two pathways; one is for those who are new to The Y School and the other is for those returning for a new academic year. With this in mind, we can create different data sets and gather insight from a number of points of view.

The first year that this cycle will begin is 2024.

## Survey Results: Staff



This year the team at The Y School participated in the Y WA's first Employee Experience Survey. This is part of an overarching approach to continuous employee listening enabling a deeper understanding and more holistic view of the employee experience. The survey uses a validated tool to measure and benchmark the employee experience drivers that lead to employee engagement, intent to stay and employee advocacy, as well as measuring the impact for employees of our strategic people and culture initiatives. It enables us to ensure the voice of our people is heard and acted upon and is also a key data point for measurement of organisational health and culture.

The Y School team expressed a clear dedication to their work that they are undertaking, in the educational support and potential personal development of students. There is a willingness to commit to working with The Y School in the coming years, applying themselves to the expansion of the school itself, as well as ensuring that they are knowledgeable in their fields.

Staff highlighted that they felt valued at The Y School and that their opinions mattered. They outlined that they were significantly engaged in the operations of the school, showing survey outcomes that significantly surpassed Australian benchmarks in these areas, and were willing to work on areas for further improvement, to ensure a high-quality service delivery for all our clients, as well as a supportive and productive work environment for all our team members. The positive responses in the overall domains of Employee Engagement (95%), Inclusion (90%), Intent to Stay (86%) and Wellbeing (81%) have also provided focus areas for improvement in 2024.



## Special Events & Highlights

On the 16 November 2023, the staff and students had a wonderful time at The Y School ball, providing a more formal space for recognition than the previous year's Dinner Dance held on school site. Our students were integral in the planning of the night and choosing of the location at Hillary's Yacht Club. Their hard work was well rewarded with a fantastic event that they should be very proud of. It was lovely seeing the students put so much effort into the night with the theme of 'Dress to Impress'. They all looked gorgeous and so grown up! The night was a great success with perfect behaviour from our students accompanied by great food, questionable dance moves (mainly by the staff) and lots of smiles and laughter.

Awards were shared, with students taking home trophies and gift cards after being nominated by their peers and staff members.



## Special Events & Highlights

The Y WA is very proud to have been involved in two events for Pride WA 2023. This is the first year we registered as a participating organisation, with staff invited to join the community events. Staff attended Fairday with our stall 'We all belong at the Y', which was a wonderful opportunity to talk to the public about our services for Young People, including The Y School, and some of the wonderful outcomes for our students in particular. The Y School students contributed by making bright posters with uplifting messages and creating beaded bracelets to hand out to people at the event. Our Pride celebrations wrapped up with eighteen Y Staff marching in the parade through Northbridge under our rainbow banner. Some of our students were watching from the crowd and it was incredible to see so much community support. As part of our commitment to inclusivity, diversity, and safe spaces for all Young People, we are proud of our participation and look forward to 2024.

## Financial Report

Compared with 2022, The Y School experienced significant growth in student enrolment, with the number of students increased from 40 to 59. For that reason, our staff expanded from 6 to 14, including both teachers and administrative personnel on both part-time and full-time contracts.

Financially, The Y School saw a rise in both revenue and expenditure. Total revenue increased from \$1,283,098 to \$2,953,278. Compared with budget, Federal funding saw a slight increase of 7.43%, while the State funding was under forecast budget by 4.8%. The Federal funding constitutes approximately 80% of our overall budget, with State funding making up the remaining 20%.

On the expenditure side, there was also an increase from \$1,483,097 to \$2,214,278 compared with 2022. Key expenses included salaries & oncosts 43.6% of total expenses, administration with 26.06%, and rent/lease expenses with 12.5% of total expenses.

Y SCHOOL FINANCIAL REPORT	Budget \$	Actual \$
<b>REVENUE</b>		
Fees & Services	19,271	6,107
Other Incomes	-	442
<b>State Funding</b>	437,034	415,727
AIWA	-	17,110
Department of Education	-	398,617
Federal Funding	2,356,013	2,531,002
<b>TOTAL REVENUE</b>	<b>2,812,318</b>	<b>2,953,278</b>



In 2023, The Y School managed its expenses efficiently, utilizing only 80.85% of the budgeted expenses. This effective cost management resulted in total savings of \$524,497 across various expenditure categories, contributing to the overall financial health of the institution. However, with an expected enrolment of 72 students during the first semester, it's evident that there will be increased demand for educational resources and services. Consequently, this would necessitate the allocation of additional resources, particularly in terms of wages, to support the expanded student body and ensure a high-quality learning experience for all students.

<b>EXPENDITURE</b>		
Administration / Corporate Levy	577,119	577,118
Program Costs - Student Services	52,490	4,472
Salaries & Oncosts	1,328,711	965,330
Professional Development	48,068	17,500
Rent and Lease Expenses	292,335	275,751
Buildings and grounds - operations, building and equipment - maintenance	92,241	70,906
Operating Expenses	158,425	139,384
Depreciation	189,388	163,817
<b>TOTAL EXPENDITURE</b>	<b>2,738,776</b>	<b>2,214,278</b>

<b>NET SURPLUS / DEFICIT</b>	<b>73,542</b>	<b>739,000</b>
<b>NET ASSETS AS AT 2022</b>		<b>(537,967)</b>
<b>NET ASSETS AS AT 2023</b>		<b>201,033</b>

Despite the increase in expenditure, The Y School managed to achieve a net surplus of \$739,000 in 2023, a notable improvement from the previous year's deficit of \$199,999. This positive financial performance led to an increase in net assets from a deficit of \$537,967 in 2022 to a positive value of \$201,033 in 2023.

## Y WA Safeguarding



The Y WA is committed to providing opportunities for young people to grow in body, mind and spirit and be protected from harm. Our Safeguarding vision is that all Children and Young People are empowered to feel safe and be safe at The Y, in their families and their communities.

Reflective of our National Safeguarding Children and Young People Policy, Safeguarding Children and Young People is our highest priority – we want them to 'Feel Safe and Be Safe', and this means that we do not tolerate any type of harm or abuse. We are committed to providing safe spaces for Children and Young People, amplifying the voices of Children and Young People, and truly listening to them. We believe in the power of inspired Young People, and for Young People to be inspired they must be safe, and they must feel safe.

At The Y WA, Safeguarding is everyone's responsibility. All Y People are empowered and required to, where appropriate, contribute to the development and implementation of safeguarding practices.

In November an independent audit undertaken by the Australian Childhood Foundation (ACF), assessing The Y WA's Safeguarding Children And Young People Policy, resulted in the highest overall assessment of 'Excellent', solidifying The Y WA's commitment to protecting and upholding children and young people. This is the highest possible rating by an independent body that governs safety for children and marks the second annual audit review to achieve such a high standard.

Assessing Y WA Youth Services and programs across the state, the annual review process is designed to build upon the foundation laid by the previous review, focusing on the continuous enhancement of safeguarding measures within the Y WA. This approach ensures the Y WA's commitment to the highest standards of safeguarding compliance and practice.

The Y WA share a strong partnership with the ACF, driven by a shared commitment to safeguarding children and young people and through publicly sharing the audit results, the Y WA hope to give parents and carers assurance that the Y is one of the safest places for children and young people to be guided and cared for.

The Y WA CEO Dr Tim McDonald said, "As an organisation whose heart can only beat when it is full of inspirational young people, employing measures to assess, ensure and reassess our safeguarding policies is critical. Achieving such a high standard for a second year in a row is a testament to the continual work by all our Y WA staff."

## AISWA Inclusive Education Funding Reflection

During the 2022 academic year, five students were benefiting from AISWA Inclusive Education Funding.

The first 2023 funding round witnessed a notable increase, supporting 13 students. The subsequent funding round saw further growth, reaching a total of 21 students.

This not only expanded Inclusive Education Funding but also enhanced the number of students actively participating in the on-site school counselling services. A significant outcome was the positive reframing of perceived unhelpful and negative counselling experiences for many students into positive and longstanding therapeutic relationships. More regular check-ins from students became the new normal.

Considering this, seven students became regular weekly participants, benefitting from weekly appointments, same day, and time. This enabled the student to feel respected, autonomous, and empowered to take charge of their own mental health. This encompasses a trauma-informed counselling approach, providing consistency, predictability, and, ultimately, safety to our vulnerable student cohort. It has also allowed more meaningful consultation with outside agencies and consistent referrals to provide students consistent support in their communities.

In 2024, we aim to continue delivering supportive mental health services to The Y students.



## Targets for School Development

Connecting with the overarching strategy regarding Continuous Improvement in Social Impact, The Y School strive to be part of an organisation that are responsive to feedback and work steadily with relevant data.

For 2024, our operational and strategic targets are as follows:

1. Our Team seek to embed opportunities for all young people to develop skills in all the 5C competencies, reflecting the areas for improvement identified in our student survey results:
  - a. Consult with the Impact Team to discover the question areas that determine the response for Confidence and Competence
  - b. Collaborate with the school staff to look at ways in which their roles support the specific development in these identified areas of need
  - c. Create activities and strategies to be used across the school, with a reflection point mid-year and an evaluation after our end-of-year student survey
2. We seek to consolidate and share our policies and processes with relevant stakeholders:
  - a. All students and their parents/guardians will have access to The Y School Handbook at enrolment
  - b. Public-facing policies will be available through our revised website and communications
  - c. All policies that require review are updated in a timely fashion (as per their review dates)
  - d. Focus on developing procedures for mentoring teachers in the provision of high-quality learning experiences, to ensure students achieve the highest possible outcomes - key strategies to focus on the development of Confidence and Competence
    - a. Review of strategies regarding engagement and attendance, including how staff support students when returning from extended periods of non-attendance
3. Develop deeper connections and communication channels to further embed the strategic direction of The Y WA:
  - a. Continue to develop strong links and collaborative opportunities with The Y Youth Services Team
  - b. Create a referral process for Young People at The Y School to connect with ongoing Case Management through The Y Youth Services
  - c. Development of “through-care” models, in alignment with The Y Youth strategy, to support Young People at every point in their journey to Flourishing
4. Taking the next steps in the growth of The Y School:
  - a. Expanding the Mirrabooka Campus and creating an even more exciting place to learn
  - b. Developing the plans for the next campuses, including introducing the first campus catering for Years 7-9
  - c. Creating a reflection tool to investigate the strengths of the current campus and ensuring that we learn from our current progress

*We all belong at The Y*

## Appendix - Student Results for SCSA Courses

Foundation Career & Enterprise Semester 1:		Foundation Career & Enterprise Semester 2:		General Career & Enterprise Semester 1:		General Career & Enterprise Semester 2:	
Grade	Students	Grade	Students	Grade	Students	Grade	Students
A	1	A	2	A	2	A	0
B	3	B	5	B	4	B	7
C	5	C	3	C	7	C	4
D	2	D	2	D	1	D	1
E	1	E	3	E	0	E	0
U	4	U	3	U	0	U	0

General English Semester 1:		General English Semester 2:		General Maths Semester 1:		General Maths Semester 2:	
Grade	Students	Grade	Students	Grade	Students	Grade	Students
A	0	A	0	A	0	A	0
B	3	B	0	B	1	B	2
C	8	C	5	C	6	C	4
D	3	D	6	D	6	D	6
E	0	E	1	E	2	E	1
U	0	U	0	U	0	U	0

All results from SCSA subjects will be decided as a combined pairing and issued on Western Australian Statements of Student Achievement. This may also lead to some of students completing their Western Australian Certificate of Education (WACE). To achieve WACE, students must pass subjects at a C grade level, with 20 overall points accumulated over the three years. 8 of these points can be allocated from School-Based Traineeships and/or Endorsed Programs. 10 of these points must have been accrued during their Year 12.

21 students passed SCSA Endorsed Programs, adding points to their overall achievements.

D grade or above at this level can be considered as a suitable entry level grade for further training and access to TAFE certificates.



## CONTACT

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