



The Y School

Annual Report 2024



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

At The Y School, we firmly believe that every young person has the right to access a strong, high-quality education, that sets the foundation for them to flourish in Body, Mind and Spirit.

Disengagement from education in its many forms is a growing issue and one of the fundamental barriers to young people's flourishing in Western Australia. Our students are increasingly disengaged from education for many reasons.

This disengagement 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 comes from a positive school experience.

Since 1844, the Y as a global organisation has aimed to make a difference for young people, and in Western Australia today, that difference lies in education. As part of the Y WA, The Y School aims to combine knowledge of evidence-informed practices with our organisation's passion and tenacity to meeting the educational needs of our students.

We deliver high-quality educational experiences, tailored to meet the needs of every individual student who enrolls with us. We provide a space where they can learn, through support and guidance. We truly believe in the power of inspired young people and endeavour to provide inspiration for a brighter future.

Key principles informing this work

Key principles and beliefs underlie our approach to education at The Y School.

Our beliefs;

- The Science of Learning informs us how students learn
- Students' learning is an adult responsibility
- Mastery is the cornerstone of Flourishing
- Data informs our planning and continuous improvement
- Our work is helping students to flourish in body, mind and spirit
- Students make the decision to learn at The Y School
- Staff members are responsible for student learning

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 and high 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.

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

- *Culture*: We will create a safe culture 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 Members 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 WA Education Strategy

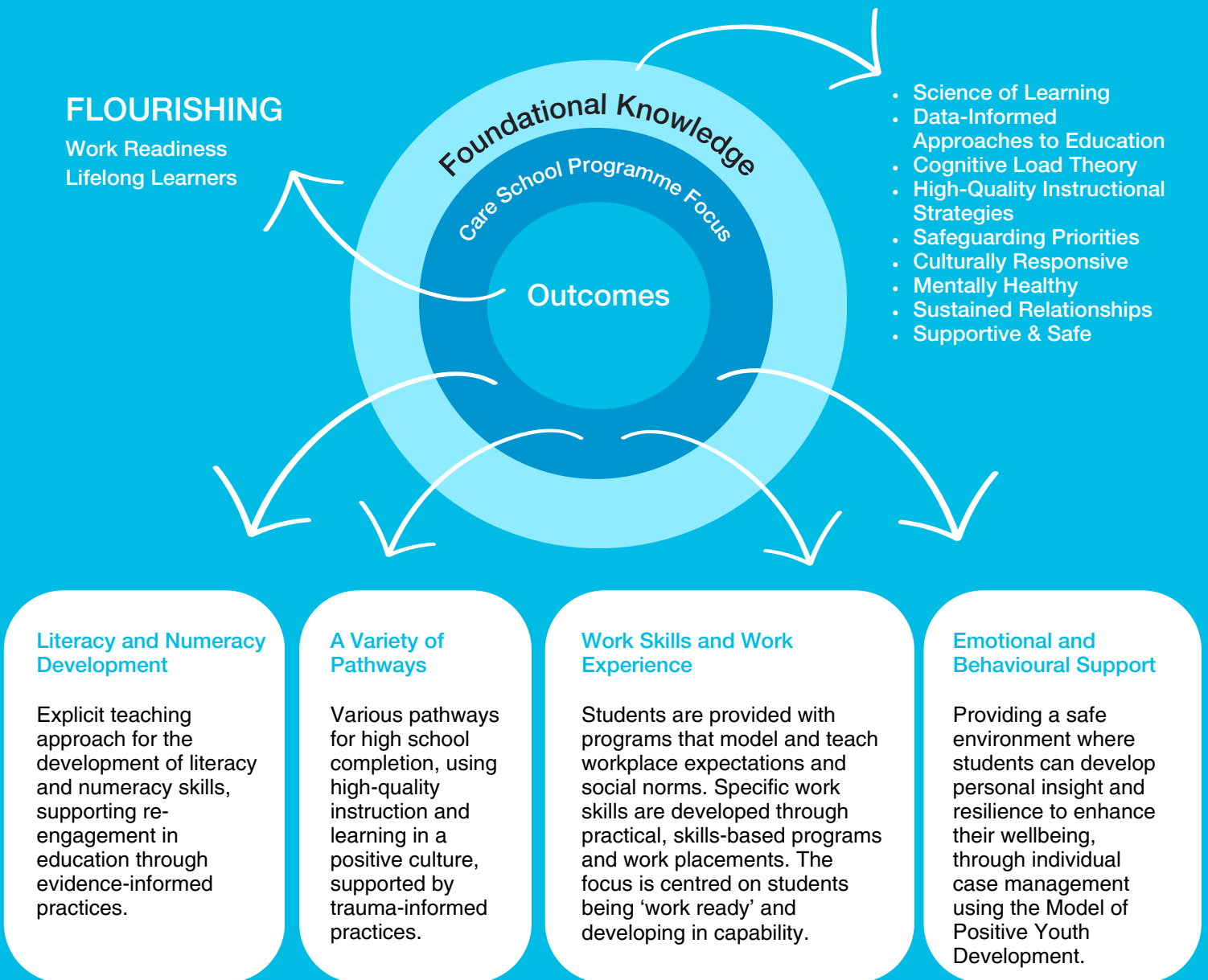
We contribute to the positive growth in Body, Mind and Spirit of all people who engage with The Y School by meeting their fundamental human needs, through careful and considered design and delivery of people-centred programs and services.

The Y WA seeks to provide educational growth throughout their services, for all ages and abilities. The Y School works within the Education Strategy framework, dedicating their time to working directly with students, identifying their needs, the supports and strategies they require and their hopes for the future, helping them find ways to empower themselves. The team are multi-skilled and collaborate with each other regularly whilst also connecting with relevant external agencies for more targeted support. The student is always at the centre of this work and is encouraged to take responsibility for their learning, in order to feel connected to the process and confident in the outcomes that they can achieve.



The Y School Strategic Plan 2024

The Y School Vision is to provide a safe and predictable learning environment where students are able to access high-quality teaching & learning opportunities with individualised strategies and support in all aspects of their education. Student wellbeing is essential to learning, re-engagement and development, with Individual Education Plans written for each student. Students are supported through practical opportunities to develop knowledge and skills to enter a desired training or employment pathway, or to find further opportunities for education in the future.



DELIVERING LEARNING MASTERY

The Science of Learning | Data-Targeted Learning | Mutual Belief and Expectations
Highly Skilled Staff

Our Y Values

Respect

Honesty

Responsibility

Caring

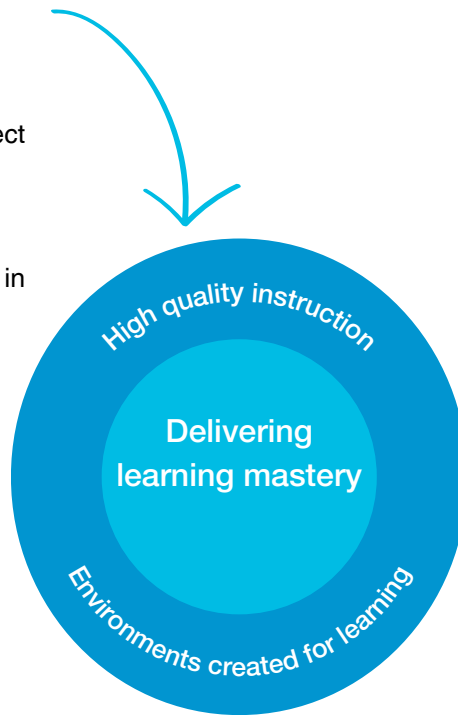
Our model

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, supported life skill development, 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,
- 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 commit to a shared belief in their potential, and shared expectations on how they 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

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 strategically developed IEP that is continually reviewed and updated, irrespective of their pathway.

Through timetabling and curriculum development, The Y School offers Vocational Pathways, a WACE Pathway, Future ReadY (for those re-entering education through identified avenues) and a University Bridging Course (ECU UniPrep).

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 has also offered **Enrichment Programs** this year that include options such as:

- | | |
|-----------------------|----------------------|
| • Photography | • Fitness |
| • Visual Art | • Outdoor Recreation |
| • Creative Writing | • Film Club |
| • Creative Journaling | • Cooking |
| • Dungeons & Dragons | |



*The word for 2025 is
Purpose*

Executive Principal's Statement

2024 began with an incredible opportunity to review our practices from the year before, using solid data in collaboration with the Y WA Impact Lead. Consulting with team members has been invaluable, allowing us to look at the areas in which young people felt they would like to develop and find strength. Our key areas of focus were the domains of Confidence and Competence, showing us that we needed to target the more academic capabilities for all of our students. Formulating a considered approach, The Y School dedicated itself to providing more targeted ways for students to find and harness their own knowledge, looking at short courses, opportunities to take on different roles within group work and varying the assessment criteria within curriculum parameters, to allow all students to find their niche. In turn, we have seen a rise in students finding success in their applications for different VETDSS School-Based Traineeship applications and an increase in students achieving both OLN and WACE course passing grades. It has been great to see the student survey results showing an increase in these domains, as we had hoped.

As part of our hope for deeper connections with our community, The Y School have offered stakeholder meetings throughout the year, alongside opportunities for parents, carers and members of external agencies to come into the school and see what the students have been working on as well as offering insight into our service. We have enjoyed hosting teams from the Department of Education, Non-Government Schools Regulation, North Metro Participation, Association of Independent Schools WA (AISWA), Zonta House, Edith Cowan University Youth Work and Department of Communities, to name a few. We have also had fabulous events incorporating organisations such as Hip Hop 101, Today's Future Sound, Midn Marr, RAC, WA Aids Council and Youth Educating Peers. As we move into 2025, we hope to offer more opportunities for our community to connect with the school in fun and positive ways.

Our policies & procedures have also reflected our growth and the establishment of a consistent approach to our teaching and holistic service delivery. We have begun the process of review and amendments, as well as ensuring information is added to our website as it is developed and finalised. It's an exciting opportunity to ensure that a high-quality, consistent approach takes place across all staff members and locations. We have begun facilitating coaching sessions for our teachers, developing curriculum materials that lend themselves to Explicit Instruction techniques for our Senior students, as well as incorporating strategies to include students who have had extended periods of time away from education. As we move into the 7-9 year groups, we will extend this coaching to include Direct Instruction techniques, with staff members already attending professional development in this field.

With the amazing expansion of the current campus and the development of our first campus catering for Year 7-9 students (due to open in 2026), we are excited to see what 2025 has to bring for the community of The Y School.

Liz Parker

Liz Parker
Executive Principal



Team Message

In 2024 at The Y School, we developed a consistent focus on the inclusion of all young people and further deepening of our connections within the community. We aimed to inspire our students and their families on a journey of discovery through education and in turn celebrate their diversity, strengths, and achievements.

It was a privilege to see our students thrive and to dedicate their time and energy to improving their lives through education, moving towards human flourishing after their school years. Successes included academic achievements, social connections and a strengthened understanding of how to flourish within the wider community.

As we prepare to enter the 2025 school year, our focus will be on re-invigorating our learning spaces with a continued focus on accessibility and creating safe spaces for self-expression and individuality. We believe this is another factor of our school that will support our students to try, adapt, succeed, and master everything that they do. The Y School staff are excited to welcome students both old and new to embark on an exciting and illuminating journey through 2025, where we can all work and learn together.

We all belong at the Y

The Y School Team

The Y WA's Values

The Y School connects with The Y WA in a number of ways, including through our shared values and the adoption of the Positive Youth Development (PYD) approach. 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.

The Y School's Positive Youth Development Approach

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 a Positive Youth Development approach to support positive, sustained relationships with competent and caring adults, deliver effective skill-building opportunities, and provide opportunities for students to make meaningful contributions.

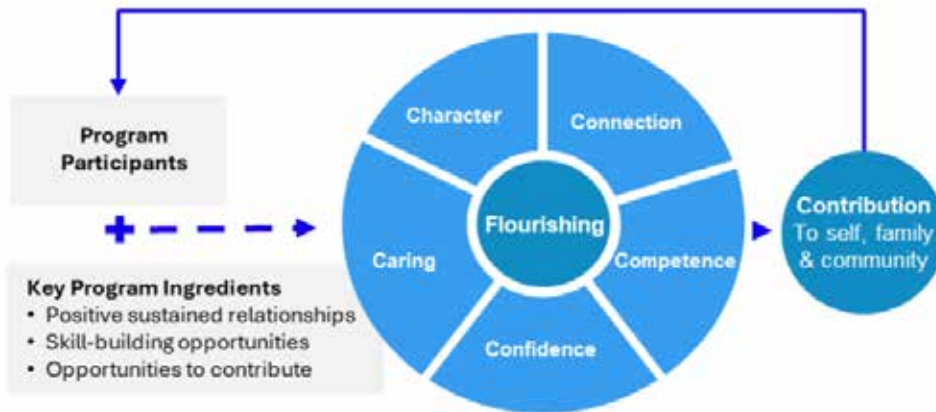
Adopting this focused approach helps students to grow in Competence, Confidence, Caring, Character, and Connection – the 5Cs.

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; and
- Measuring student 5C Outcomes using a validated student questionnaire.

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.

The Y School Survey Results



How do 5C Outcomes manifest at the Y School?

Students build positive **connections** with peers, staff and the Y School community and develop **competencies** for school, work and life. Students grow **confident, care** for others and reinforce their sense of **character** through increased motivation to be an active learner, participate in the school community & make positive change.

As young people grow in 5C outcomes over time, they flourish.

- By forming relationships, Young People learn that they are valued.
- Through a sense of achievement, Young People learn that they have talent.
- By developing responsibility, Young People learn that they have power over things that affect them.
- By connecting with others, Young People are more likely to see that their life has purpose

In the long term, these developmental outcomes increase the likelihood that each young person will make positive contributions to themselves, their family, and their community,

5C Outcome Definitions as Published in Lerner et al. 2015

Competence	Positive view of one's actions in specific areas including social, academic, physical.
Confidence	An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain specific beliefs.
Connection	Positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, and community in which both parties contribute to the relationship.
Caring	A sense of sympathy and empathy for others.
Character	Respect for societal norms, possession of standards for correct behaviours, a sense of right and wrong, and integrity.

Survey Results: Students

As a contemporary representation of body, mind and spirit, The Y WA and The Y School measure the 5C outcomes to understand the holistic growth and development of young people.

The 5Cs are evaluated with the *5C PYD Student Questionnaire - Very Short Form*, a 17-item scale that captures a young person's view of their strengths and environmental supports. These questions are asked of young people when they first engage with the school ('baseline') and then again at the end of each academic year or at the end of their engagement ('reflection').

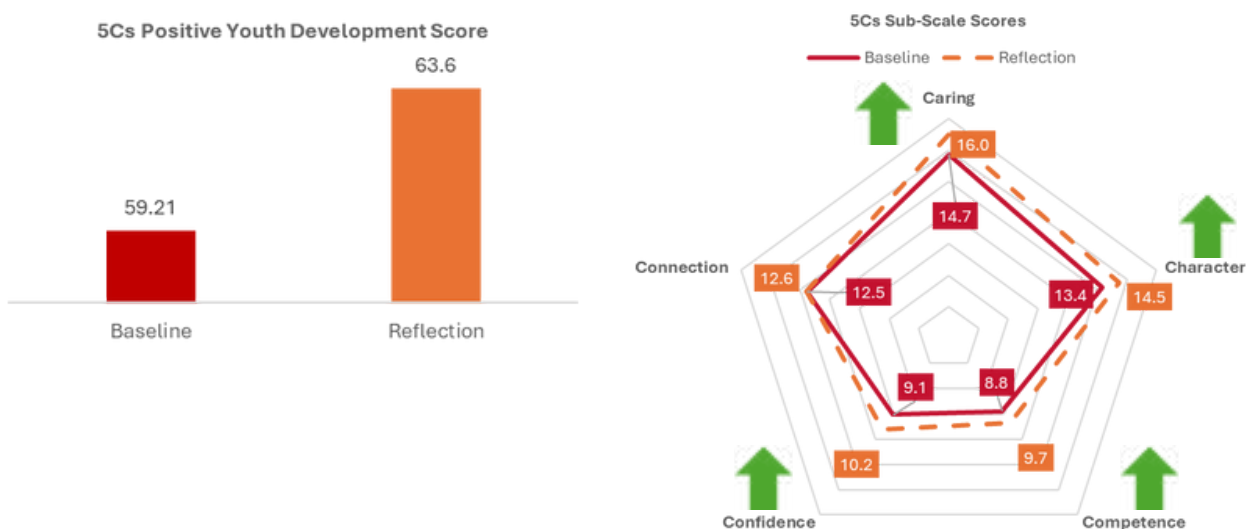
The 5Cs can be reported as individual sub-scale scores from 0 to 20, or an aggregate PYD score from 0 - 100.

Overall Results.

The average PYD Score for The Y School students in Term 1 2024 was 59.5. This was much lower than scores previously captured across services, indicating significant vulnerability in the cohort. By Term 3, the average score had increased to 63.9, correlating more closely with the scores seen in other branches of service delivery. For the students who completed both a pre and post survey, the average change in the individual PYD score was an increase of 3.29.

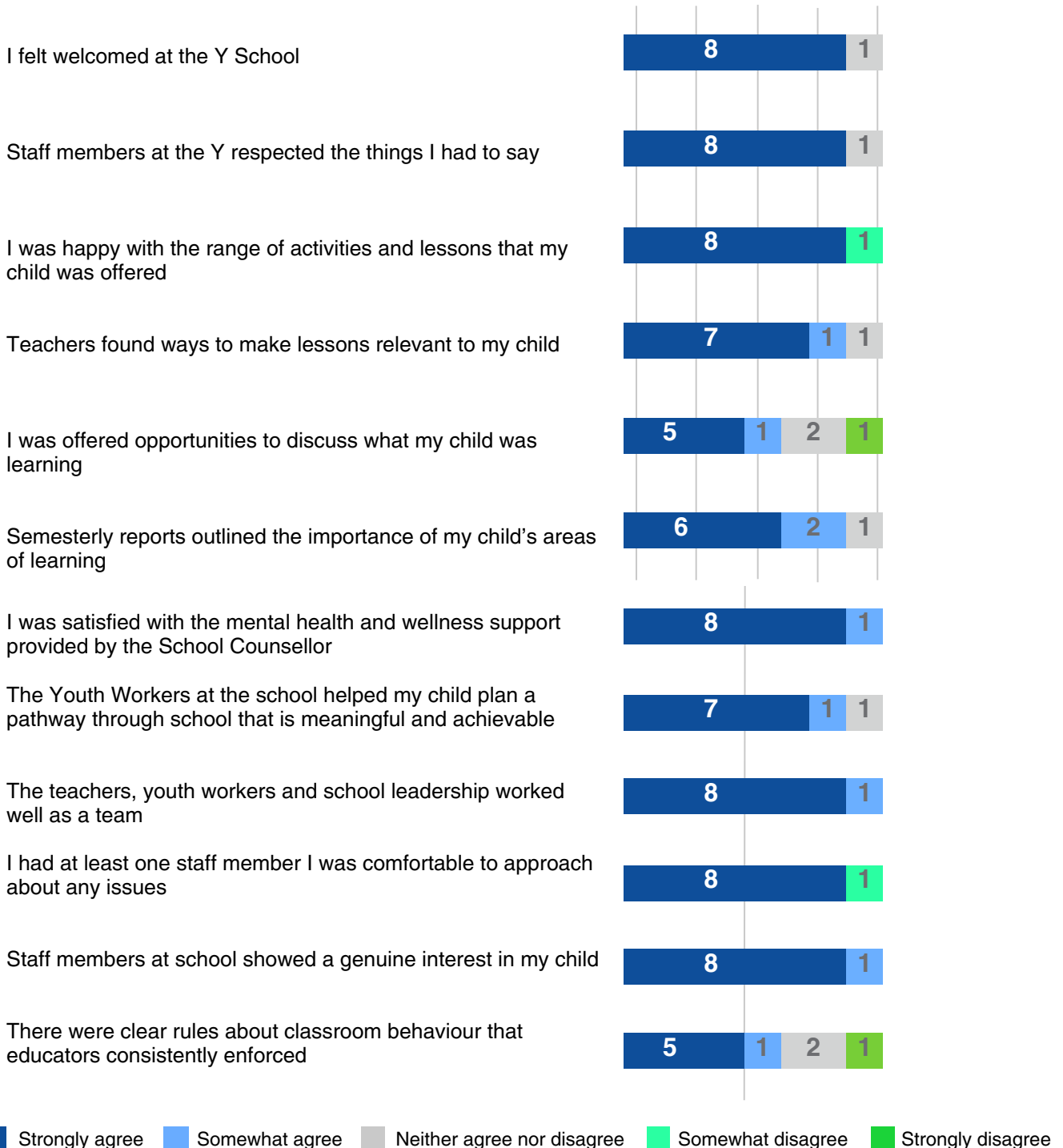
5C Sub-Scale Results.

The greatest increase (1.33) was in the Caring domain, which speaks to the students' growth in prosocial skills like sympathy and empathy. Character and Competence had quite different starting points yet increased the same amount (1.14). Confidence also increased pleasingly. In Term 1, the sense of Connection appeared to be the overall strength of the cohort, relative to the 2023 average. There was minimal change in this domain for students at the school by the end of Term 3.



Survey Results: Parents/Carers

An annual survey collects data from parents on their view of factors that are essential in impactful youth development and education; Safe, nurturing environments that promote learning; Positive, sustained relationships, Skill-building opportunities, and Opportunities for contribution. In 2024, 9 parents responded to the survey. We hope to extend this number over the coming years, to help us further understand the areas for improvement. At this time, we see the trend of parents seeking opportunities to discuss learning and the ways in which we operate in the classroom - this will be included in our actions for the upcoming academic year.



Survey Results: Staff

The Y WA is dedicated to the wellbeing of all stakeholders, which includes their staff members across the branches of the organisation. The People & Culture Team have designed the Employee Experience Survey, collecting data for the organisation as a whole, as well as each individual branch and service pathway.

The Y School Team provided their responses in the areas of Employee Engagement, Inclusion, Intent to Stay and Wellbeing. These areas correlate with the domains of Belonging, Competence, Independence and Connectedness.

The Y WA thrives on feedback, and we deeply value employee's insights that drive positive change across the organisation. The Employee Experience Survey underpins the ongoing evaluation of the impact of the Y WA's People Strategy, and provides a deep, holistic understanding of the employee experience, informing our people decisions to ensure our people flourish, and they are better equipped to deliver flourishing outcomes to our young people, enabling them to grow in body, mind and spirit.

With 7% growth in employee wellbeing over the past 12 months, the Y School Team has outlined that their work gives them a feeling of personal accomplishment, they love our supportive, inclusive environment, and the genuine care we provide for their wellbeing. They take pride in knowing their efforts impact our goals and make a real difference in the lives of young people.

The Y School Team outlined that their work gives them a feeling of personal accomplishment, ranking 5 points higher than the Australian Benchmark relating to other like organisations nationally. They feel that they are able to be themselves at work and feel that an inclusive environment has been developed at the school. Wellbeing has an overall 14-point lead on the Australian Benchmark in this field and is trending upwards from last year, highlighting a positive and supportive workplace environment.

Team members report that a majority intend to stay working at the school for between 1 - 3 years or 3 - 5 years, making a clear request to find more career avenues and opportunities for progression within the Y to allow them to maintain their connection with the organisation, as well as develop in their careers. There is also an opportunity listen to the team's request and to develop clearer channels of communication between those who work at the school and those who work in more strategic roles at our Head Office location.

All domains show a positive overview of the school's working environment, with workplace safety (both physical and psychosocial) and feeling valued ranking highly. Staff members feel that they can be themselves, learn and be respected for their contributions. They report feeling empowered and purposeful, allowing them to be strong role models for the students.



Student Achievements

Learner Destinations - 2024

This table outlines the destinations of our Year 12 students. These destinations are classified as:

- Employment - Full or Part-time work
- Employment & Training - Apprenticeships or work-based traineeships
- Training - TAFE or similar further study
- University/Tertiary - Acceptance of University placement offer
- Year 13 - Repeating Year 12 or UniPrep

DESTINATION	NUMBER OF STUDENTS
EMPLOYMENT	7
EMPLOYMENT & TRAINING	6
TRAINING	1
UNIVERSITY/TERTIARY EDUCATION	5
YEAR 13 AT THE Y SCHOOL	12



Student Achievements

Online Literacy and Numeracy Assessment (OLNA) Results

Each year, we provide support to our students in order for them to gain confidence to attempt their OLNA assessments. OLNA is an integral part of the secondary education experience, providing opportunities for students to apply for TAFE courses and other further education opportunities. It can also assist with access to employment which requires evidence of a minimum Year 10 level English and Mathematics ability. 2024 has seen an increase in students sitting the OLNA assessments, a positive shift to the desired outcome of Band 3 and more disability adjustments submitted to the Department of Education to allow for increased accessibility for students.

2023 saw 16.3% of students achieving Band 3 in Numeracy, 20% Band 3 in Reading and 19.2% Band 3 in Writing. In 2024, these Band 3 rates have increased to 42.7% in Numeracy, 50.4% in Reading and 53.4% in Writing, through the use of focussed OLNA preparation classes and tailored support with practice and authorised adjustments for test settings.

Subject	Band 1	Band 2	Band 3	NSA
Reading	11	15	52	19
Writing	14	7	55	21
Numeracy	10	24	44	19

N.B. Band 3 indicates a passing level. NSA indicates student did not sit assessment.

Student Achievements

Social & Emotional Development - Youth Worker 5C Report Outcomes

To recognise the work our students do towards their social & emotional development, we use the Model of Positive Youth Development as our reporting attributes. Each student receives a review of their developing skills in their school report, with their Case Manager providing an overview of their progress. We have begun correlating these statistics to show a snapshot of the achievement in each domain, which will allow us to compare this data on an annual basis as we move forward, providing targeted support and resources as outlined by the overall cohort's needs.

PYD Domain	Developing	Consolidating	Consistent
Connection	30	38	33
Confidence	32	46	23
Competence	27	41	33
Character	24	35	42
Caring	23	24	54

2025 Award Winners

Each year, students are invited to nominate their peers in Years 11 & 12 for awards in the five categories of Character, Confidence, Competence, Connection & Caring. These awards are prestigious recognition of the qualities of the nominated students and are presented at the End of Year Dinner Dance. We also have an overarching "Body, Mind, Spirit" award, with the recipient being chosen by the staff members.

Character - Dakodah Stout

Confidence - Harmoni Hunter

Competence - Caiden Parker & Ataea Hasler

Connection - Nox

Caring - Nirvana Whitworth

Body, Mind, Spirit - Shyanne Walker





Programs & Excursions

Beatmaking

Dr Elliot Gann of Today's Future Sound worked with our young people to make beats, lyrics and use dance as ways to express themselves, address mental health 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 and find ways to incorporate academic topics into music, creating songs that are now on Soundcloud.

Try-a-Trade

The opportunity to attend an intensive 3-day taster program at Skill Hire in Joondalup through the Try-a-Trade program, fully funded by the Construction Training Fund, was offered to our students. They worked on real-life projects in a practical simulated environment, where the training was delivered by specialist trainers with a wealth of industry experience. Reports of the training were excellent, with trainers having only positive things to say about how our students interacted and engaged with the tasks.

Canberra - Together For Humanity

As The Y School's first interstate excursion, our Canberra tour was an incredible success with moments of growth and opportunity for future discussions. We had the privilege of meeting young people with similar passions and strong visions for an inclusive society, coupled with educators and leaders willing to listen and advocate for change. This excursion was supported by the Parliament and Civics Education Rebate (PACER) who kindly granted \$765 per student, as the Federal Government identifies the social and cultural importance of engaging young people in community and citizenship opportunities. Our two student delegates spoke in Parliament House in front of an audience that included Federal politicians and delegates from around Australia and were recipients of the Governor General's Medal.



Programs & Excursions

FORM NOW I OWN - Creative Schools Celebration of Creative Bravery at Council House

Over three terms, a select group of Year 10 and Vocational Year 11 & 12 students were involved in the Creative Schools Program, a partnership with AISWA and FORM, as a part of their Community Arts Endorsed Program. Engaging in a series of workshops intended to promote creative exploration, our students were encouraged to find their voice and build the confidence to be their authentic selves, supporting them to flourish as individuals and foster stronger connections in the school and wider community.

As a celebration of their dedication and growth, the creative works of the students were installed in FORM's Now I Own Celebration of Creative Bravery exhibition, which launched on 11 October 2024. This was a unique opportunity for our young people's hard work, persistence and growth to be acknowledged and celebrated in the public eye, connected to Perth's renown Scribblers' Festival. Teacher and Creative Practitioner, Kylie Mouat and student representative Chloe Murace made key addresses on the day.

Many congratulations were shared for a successful creative journey. All involved were incredibly proud.



Kokoda Leadership Program

The Y WA Kokoda Leadership Challenge was unavoidably delayed, due to unforeseen situations arising in Papua New Guinea. However, this has not deterred our intrepid young people! The three students we have taking part have continued to attend camps, go through training routines and ensure that they are full prepared for the task at hand. The dates have been altered, and the trek should go ahead early in 2025.

Two of the students are new to this challenge but are being well supported, not only by the Y WA staff members who are attending, but also by one of our students, Shyanne Walker, who returns as a Peer Mentor for this trek.



ECU UniPrep

This year, we have celebrated an incredible milestone: the graduation of the first ever Y School Uniprep class. These students have dedicated themselves to not only excelling academically but also on embracing personal growth.

Over the course of the year, each student has worked tirelessly to reach their full potential, and their achievements are a testament to their commitment and determination. They have completed the 4 units that make up the UniPrep course which include, Future Ready Skills, Academic Literacy, Social & Cultural Studies and Mathematics.

To further develop and broaden the horizons of our students this year, the class has had the opportunity to visit a range of universities, engaging with different academic environments and cultures. From touring campuses to working at the library at Edith Cowan University (ECU) and engaging in specific workshops, these visits have allowed them to explore future possibilities to help them decide on their next steps. The successes of this cohort, however, are not only confined to their academic progress. This year has been a time of personal flourishing — developing the skills, resilience, and mindset that will serve them well no matter where their future paths lead.

As these amazing young people embark on their next adventure, we are proud to share that each student has secured a pathway for the year ahead. Some will be pursuing university degrees in fields such as Psychology, Aviation, Nursing, Education and English. Each one of them will embark on their next stage in life with the foundation of knowledge, growth, and determination that they have built at The Y School, and we are sure they will continue to thrive and contribute positively to society. This course has been a huge success, and we have already seen numbers grow for 2025.



Special Events & Highlights

The Y School Ball

On 24 October, The Y School held their second annual ball. All of our students were dressed to impress as they arrived at Hillarys Yacht Club, to celebrate a year of achievements. The night was very special with 53 of our students, 20 staff and a number of special guests including Y WA CEO, Dr Tim McDonald, attending. It was lovely seeing the effort all our students made for the night; they all looked very sophisticated and grown up! The students were taught how to make floral buttonholes and corsages to share with their partners and friends. It made all the outfits complete and they were buzzing with excitement as they saw their creations elevate people's outfits and build confidence. The night was full of laughter, food and dancing. Our very first UniPrep cohort were acknowledged for their amazing achievements, and other students were also celebrated having been identified by their peers for excellence across the 5 C's. Whilst some of the staff dancing was questionable, the genuine enjoyment and happiness of the night was obvious. The event was another huge success due to the impeccable behaviour and positive attitude of our

Special Events & Highlights

Market Day

As a part of the Year 10 and 12 Career and Enterprise curriculum, our students were given the opportunity to develop their entrepreneurial skills by creating a product or providing a service at The Y School's first Market Day. There was an amazing array of handmade items for sale, including jewellery, artwork on mini easels, canvas magnets, pencil sketches, and baked goods like cake pops and cupcakes. French braids and hair wraps were also offered. Our students were not only responsible for the products, but also the marketing, display, transactions and bookkeeping. Market Day was a huge success, receiving high praise from our visiting executives from Head Office.

Celebration Evening

On 13 September, our community came together to celebrate the expansion of The Y School which will now allow us to support more young people to flourish and meet their personal goals. Both staff members and our students worked tirelessly to prepare the space, showcasing the spectacular work done by our school community over the year. Their hard work was well rewarded with a fantastic event that they should be very proud of, collaborating, dancing and celebrating together.





Financial Report

In 2024, The Y School achieved a significant progress and expansion; Student enrolment increased from 59 in Census 2023 to 82 in Census 2024, representing a 39% increase. Similarly, staff numbers expanded from 14 in 2023 to 22 in 2024, ensuring that we continue to provide personalized attention and maintain operational efficiency.

In addition to State and Federal funding, the school received interest on term deposits held as security over the lease, as well as landlord's contributions to lease make good, which are included in other income.

Total expenditure increased to \$3,743,574, up from \$2,214,278 in 2023, driven by investments in key areas: Salaries & Oncosts: Representing 45.9% of total expenses reflecting staff expansion as required to maintain staff to student ratios with the increased enrolment numbers. Facilities and Rent increased with the school taking over additional space. In addition to this there was significant investment in fit-outs and upgrades to our infrastructure, which resulted in increased depreciation expense. These investments were essential to accommodate the growing number of students and ensure our facilities are equipped to provide a quality learning environment. Operating Expenses: Actual spending reached \$147,641, exceeding the budget of \$129,970 by 13.6%. This was primarily due to the implementation of SEQTA, a learning management system enhancing communication and efficiency. The bulk of these costs were one off implementation costs. SEQTA offers long-term benefits for the school including improved compliance and registration standards. While total expenses exceeded the budget by 3% (\$108,552), it is important to note that this included a non-cash amount of \$115,370.53, related to the accounting treatment of our new lease.

Despite the rise in expenses, the school achieved a surplus of \$722,375, exceeding the budgeted surplus which will be utilised in the establishment of a planned 7-9 campus. As a result, net assets increased from \$201,032 to \$923,407. The year's results reflect the dedication of our team, and the positive impact of strategic investments.

Y SCHOOL FINANCIAL REPORT	Budget \$	Actual \$
REVENUE		
Fees & Services	10,000	3,050
Other Incomes	-	17,910
State Funding	764,586	728,882
Federal Funding	3,317,981	3,716,108
TOTAL REVENUE	4,092,567	4,465,949

EXPENDITURE		
Administration / Corporate Levy	1,011,704	1,011,704
Program Costs - Student Services	86,467	67,934
Salaries & Oncosts	1,738,422	1,718,766
Professional Development	51,627	34,846
Rent and Lease Expenses	318,987	436,771
Buildings and grounds - operations, building and equipment - maintenance	89,950	96,962
Operating Expenses	129,970	147,641
Depreciation	207,894	228,950
TOTAL EXPENDITURE	3,635,022	3,743,574

NET SURPLUS / DEFICIT	457,545	722,375
NET ASSETS AS AT 2023		201,032
NET ASSETS AS AT 2024		923,407

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.

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 The Y School, Y WA Youth Services and associated 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.”



School Development Plan - Targets for 2025

Connecting with the overarching Education Strategy, The Y School strive to be a part of an organisation that is responsive to feedback, who work steadily on improvement using the most relevant data, to ensure we are supporting students in working together towards the best outcomes for their future.

For 2025, our operational targets are as follows:

- 1. We seek to support our students in the development of skills in all the 5C domains and will work on the following:**
 - a. Developing our students' capacity within the domains of Competence and Confidence, by providing academic support through Fundamentals lessons (preparation for OLNA), as well as supporting through targeted literacy and numeracy in order to continue improving student outcomes
 - b. The development of a reflection workbook for all students, looking at how they have developed their skills in each domain over time - we will work alongside the relevant staff members across The Y WA and endeavour to upskill our team in the practicalities of this action
 - c. Investigating and implementing a more robust, evidence-informed approach to the collection of information and data in our Individual Pathway Plans, setting us as industry leaders in this field
 - d. Creating a clear pathway for students to connect to the broader Y organisation through Why Not and Youth Parliament programs, offering opportunities to develop confidence and competence in these areas, through relationship building and experiential learning
 - e. Building a Student Voice cohort to work directly with the broader Y community, offering opportunities for their voices to be recognised on a local, national and global scale
- 2. We value our staff members at The Y School and seek to work on the following:**
 - a. Identifying clear career pathways at The Y School and The Y WA
 - b. Providing opportunities for staff members to communicate more regularly with the Senior Leadership Team, the Executive Leadership Team, and the Y WA Board
 - c. Continuing to offer varied opportunities to learn and grow, through courses and other forms of professional learning
- 3. Connecting with the broader community of The Y WA, to promote multi-layered, high-quality service delivery, we seek to complete the following:**
 - a. Continue to create links with Youth Services, for shared activities, opportunities for collaborative Case Management and potential shared locations for an embedded model of through-care, specifically supporting our Future ReadY program
 - b. Building relationships with the Children Services Team, in order to lock in work placements for students, potential childcare for young parents (enabling them to attend our school) and other collaborative opportunities
 - c. To connect with our parents and carers, the team will take part in opportunities such as parent evenings, parent seminars and "Ask Me Anything" events throughout the year
- 4. Taking the next steps in the growth of The Y School, we aim to complete the following:**
 - a. Registration of our 7-9 Mirrabooka Campus
 - b. Re-registration of our existing 10-12 Mirrabooka Campus
 - c. Expanding the school's footprint through applications for new campuses
 - d. Consolidating the Future ReadY Team, delivering the program at sites in both North and South Metro locations
 - e. Ensure all the aspects of the new school entity are formally recognised and established

Student Results for Schools Curriculum and Standards Authority (SCSA) Courses

Our General pathway students have shown incredible success in their commitment to education. The following courses take a year to complete, comprising of a number of assessments throughout the year. These are moderated by the teaching staff and grades are lodged with SCSA, being shown on the WA Statement of Student Achievement (WASSA) or through completion of all components required for a full WA Certificate of Education (WACE).

Foundation Year 10 Careers and Enterprise		General Year 11 English		General Year 11 Maths		General Year 11 Careers and Enterprise	
Grade	Students	Grade	Students	Grade	Students	Grade	Students
A	4	A	0	A	0	A	2
B	3	B	1	B	1	B	5
C	1	C	2	C	1	C	1
D	0	D	0	D	1	D	0
E	0	E	0	E	0	E	0
TOTAL	8	TOTAL	3	TOTAL	3	TOTAL	8

General Year 12 English		General Year 12 Maths		General Year 12 Careers and Enterprise	
Grade	Students	Grade	Students	Grade	Students
A	2	A	3	A	1
B	4	B	2	B	6
C	3	C	4	C	1
D	2	D	1	D	0
E	1	E	1	E	0
TOTAL	12	TOTAL	11	TOTAL	8

Uni Prep	
Total students enrolled	7
Achieved	4
Not Achieved	3
Of the 3 students that have not achieved are continuing with the uniprep course in 2025.	

Student Results for SCSA Endorsed Programs

Community Arts : Semester 1	Community Arts : Semester 2	Community Services	PKL4 - Work Skills
Achieved	Achieved	Achieved	Achieved
22	24	4	14

Students are enrolled in a variety of Endorsed Programs, enabling them to accrue points that will be reflected on their WASSA or WACE Certificates at the end of their formal schooling. There are certain criteria which require meeting in order for the students to gain the associated points.

We also have had students complete Nationally Accredited Training Certificates (or Units of Competency included therein) in the following subject areas:

- Music Production
- Salon Assistant
- Leadership
- Warehousing
- Make Up
- Community Services

Student Attendance Data

Student attendance is recorded on an individual basis. It is updated when students arrive/leave for the day, being recorded at the start of each of the four sessions.

Overall attendance data from 2024 (inclusive of all students) is as follows:

Semester 1 2024 : 57%

Semester 2 2024 : 54%

CONTACT

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Mentally Healthy WA

