



GATEWAY
COMMUNITY HIGH



Child & Family Services



WHERE YOU CAN
**ACHIEVE.
BELONG.
GROW.**

**ANNUAL
REPORT**

2024

This report is prepared by Gateway Community High to meet educational and financial reporting requirements for the 2024 reporting year. It fulfils the NSW Education Standards Authority (NESA) requirement for registration and accreditation for Non-Government Schools in NSW.

Gateway Community High would like to thank:

- The students and their families who made the decision to enrol in our School.
- NSW Education Standards Authority (NESA)
- The Australian Government Department of Education
- The NSW Department of Education
- The Association of Independent Schools NSW (AISNSW)
- The Alternative High School Advisory Group volunteers who worked tirelessly since 2018 to bring our vision and concept to the reality of opening in 2021 – and continue to do so.
- The Board of Directors of Macquarie Community College for their commitment and investment in this purpose-driven educational initiative.
- The Staff of Macquarie Community College who have worked on and supported this project and continue to do so.
- The current and former members of the Board of MCC Child and Family Services.
- The current and former Staff of Gateway Community High.
- Community College and Special Assistance School colleagues and leaders for their generosity and mentoring.
- Colleagues in local school leadership roles and wellbeing teams, counselling and allied health practitioners, and individuals and organisations that have become our referral networks.
- Government and opposition politicians and staff who support and take interest in our goals.
- Like-minded NGOs and community organisations that have provided practical assistance, services, support for our students, donations and programs.
- Organisations and individuals that have presented programs, provided activities and engaged with our school community to enrich our learning options and create connections.

Report completed and published June 2025

This report was compiled by:

Theresa Collignon: Group CEO, Macquarie Community College; Mark Burgess: Head of Campus, and the Leadership, Teaching, Wellbeing and Administration staff of Gateway Community High.

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Acknowledgement of Country

Gateway Community High is located in Carlingford, in the northwest of Sydney and we respectfully acknowledge the traditional owners of the lands on which we gather, the Burramattagal people of the Eora nation. We acknowledge the first nations peoples as the original story tellers and teachers of the land on which we learn today.

1. MESSAGE FROM KEY SCHOOL BODIES

The Board

The Board is pleased to present the Gateway Community High 2024 Annual Report outlining the School's operations and achievements in another year of successes, growth and change for the School. The large and small changes in each of our first 5 years of operation are inspiring. As we monitor, celebrate and invest into the ongoing creation and development of Gateway Community High we continue to stay focussed on the most important goal – creating a student-centred learning environment that is inclusive, welcoming and supports motivated young people to achieve their educational goals.

The Board is proud to report on the achievements of our 2024 School Improvement Focus Areas. We are fortunate to keep growing our staff team of talented and committed professionals, under the leadership of our Head of Campus. You will read here about the achievements of staff and students as a result of continuous improvement in the quality of teaching and learning, increasing attendance rates and structured wellbeing programs and practices.

We are especially proud to celebrate that 24 of our 2024 Year 10 students attained their Record of School Achievement (RoSA). We are also proud to celebrate the achievements of our 14 pioneering students who were our very first Stage 6 students to sit for two Higher School Certificate (HSC) exams. They are now set to complete their Year 12 schooling and attain their HSC in October 2025.

The Board committed at the outset to focus on outcomes and impact to inform the development of our alternative high school model. Our 4th annual independent research report undertaken by Huber Social shows that the overall wellbeing of students at the School had increased by 7% over the 2024 school year. It is very pleasing to report that in 2024 the School moved further towards its goal of improving the wellbeing of young Australians through transformational education. More detail about these findings, and direct quotes from the survey process are included in this Annual Report.

We congratulate our students on their efforts and achievements. Our thanks go to their families, our staff, volunteers, State and Federal Government bodies, supporters, referral agencies, professionals and community members for their ongoing dedication and support. We especially thank Sue Westbrook who was a driving force behind the establishment of the School, including serving as Board Chair since 2019. Also, a huge thank you to Natalie Creighton, who joined us as Head of Campus in 2023, and welcome to Mark Burgess who took up the role in November 2024.

We are proud of the School's outcomes and achievements in 2024. We look forward to continuing to develop and grow our unique learning environment to support even more students to thrive because they made the choice to attend Gateway Community High.



Stephen Wells
Chair of the Board,
MCC Child and Family Services



Sue Westbrook
Former Chair of the Board,
MCC Child and Family Services
2019 – June 2024

Group CEO and Representative of the Proprietors

It is always a joy to see the transformation and growth of our amazing young people as they move along their life and learning pathways at Gateway Community High. As leaders aiming to create and continuously improve our unique alternative high school, we are learning along with our students every day about how to grow, adapt and change. Our 4th year of operations since we opened in 2021 was another year of progress and achievements to make us all proud.

Our educational, wellbeing and social impact results show that we are succeeding in advancing our goal to build a genuine school community where every student can achieve, belong and grow. You will read more in this year's report about how students at our unique school are supported to achieve their learning and personal goals, feel and create a sense of belonging for themselves and others, and grow towards adulthood, while taking positive and purposeful steps on their learning and life pathways. Sincere thanks to all that made that happen, but especially to our students and their families.

Kudos for the efforts and achievements of our wonderful staff under the leadership of Natalie Crieghton our Head of Campus since 2023. Welcome to our new Leader Mark Burgess and all those who recently joined our growing Gateway team. Sincere thanks and recognition to the volunteer Directors on our Boards, our supporters in the community and like-minded professionals and colleagues in our referral network. It takes a community effort to create a successful community of learners such as Gateway Community High.



Theresa Collignon
Group Chief Executive Officer
Macquarie Community College

Head of Campus

My first months at Gateway Community High filled me with a deep sense of gratitude, pride, and optimism. From the moment I joined this community in November 2024, I was warmly welcomed by staff, students, and families who embody the values of inclusivity, compassion, and resilience. The sense of shared purpose and commitment to student wellbeing and growth has been both inspiring and affirming.

I have been continually impressed by the dedication of our educators and support staff, who work tirelessly to create a safe, nurturing, and responsive learning culture. Their ability to connect meaningfully with each student, and to tailor learning experiences that meet individual strengths and needs, lies at the heart of what makes our school so effective and unique.

Most significantly, I have witnessed the courage and growth of young people. Many arrive at our school having experienced significant challenges in their education experiences. At Gateway Community High, they are given the opportunity not only to re-engage with learning, but to rediscover their potential and to begin imagining a brighter future. It is in these moments — when a student finds their voice, achieves a personal milestone, or simply feels a sense of belonging — that the true impact of our work becomes evident.

My thanks, and due credit, to Natalie Creighton for the achievements that you will read about in this 2024 Annual Report. Her dedication and leadership of the School during its ongoing growth and development since 2023 has created a strong set of foundations to build upon. I look forward to working closely with the Leadership Team and the Board to ensure we deliver on the promise of our Purpose and Values.

As we look ahead, I am filled with hope. The work we do is not easy, but it is profoundly important. I am proud to be part of a school community that believes in every young person and is committed to helping them flourish — not just within the school gates, but far beyond them.



Mark Burgess
Head of Campus
Appointed November 2024



Natalie Creighton
Head of Campus
January 2023 – November 2024

VISION

Gateway Community High provides a gateway to learning in an environment that delivers a positive, personalised and inclusive experience for young people that will set them up for future success

Gateway Community High students (not pictured)



2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Executive Summary

Gateway Community High is a registered and accredited non-denominational, independent secondary school, created to provide opportunities for young people to thrive in an alternative educational setting tailored to support their learning and belonging.

Gateway Community High's approach is specifically designed for the inclusion of motivated young people who may not have felt supported or included in a traditional school setting and are at risk of disengaging from their formal education.

Registered as a Special Assistance School we provide motivated young people with a gateway to learning in a unique environment that offers a positive, personalised and inclusive experience. This provides young people in our community an opportunity, and for many a second chance, to develop their capacity to learn and gain a sense of meaning and purpose. We aim to empower them to create better futures for themselves, their families and their communities.

Our Stage 5 (Years 9/10) program offers a flexible, engaging and practical learning environment for a small cohort of students to reconnect with their education and set a new direction.

Our Stage 6 (Years 11/12) program achieved initial Ministerial approval in 2023 to commence its inaugural year in January 2024. Final registration and accreditation to December 2026 were confirmed following a NESA inspection in June 2024. The Stage 6 Program is offered as a compressed curriculum model.

Initial Registration approval and establishment: September 2020 – December 2020

Inauguration date: 1 January 2021

Full Registration: Stage 5, Year 9 and Year 10 to 31 December 2026

Full Registration: Stage 6, Preliminary and HSC Years from 1 January 2024 to 31 December 2026.

Relevant codes: NESA: 78225; AGEID 87255 - Gateway Community High; AGEID 87254 - MCC Child and Family Services Ltd.

Business and Governance Structure

Gateway Community High is a registered business name of MCC Child and Family Services (CAFS). MCC Child and Family Services is a registered not-for-profit charity with both Public Benevolent Institution (PBI) and Deductible Gift Recipient (DGR) Status.

The Board of MCC Child and Family Services is the governing body of the School. The Board approves the appointment of members of the School Leadership Team. The Head of Campus reports to the MCC Group Chief Executive Officer and attends the CAFS Board meetings.

The CAFS entity was created in 2019 as a wholly owned subsidiary of Macquarie Community College (MCC) with the object of establishing dedicated services for young people and their families, including school education.

MCC is a leading not-for-profit adult community education provider serving North-Western and Western Sydney for more than 75 years. MCC is an established Registered Training Organisation (RTO 90033) that has helped tens of thousands of students to attain qualifications, skills and community connections by creating

and providing affordable Vocational Educational Training (VET) courses in Early Childhood Education and Care, Aged and Disability Care, Business, Computer Basics, English Language skills and Job ready programs, as well as hundreds of short courses for engagement in life-long learning.

Auditing of the School's operations against regulatory requirements is undertaken by the New South Wales Education Standards Authority (NESA), including for re-registration and accreditation, or on the basis of random inspection. Gateway Community High achieved final NESA registration and accreditation for Stage 5 RoSA programs after its inspection in May 2021, and in 2024 for Stage 6 HSC programs. These are due for renewal no later than 31 December 2026.

In 2024 the School was selected by the Department of Education, Skills and Employment for a full enumeration audit, conducted on site in May 2024.

The operations of the School adhere to the requirements of key legislation governing schools, employers and charities. From a corporate governance perspective both MCC and CAFS are regulated by the Australian Charities and not-for-Profits Commission (ACNC), and subject to Australian Corporations Law.

Our Programs

Stage 5

Gateway Community High offers the NSW Stage 5 curriculum for Years 9 and 10 that leads to the award of the Record of School Achievement (RoSA). Classes are taught across the Stage with both Year 9 and Year 10 students within the same classroom. Only the subjects mandatory to the successful achievement of the RoSA are taught in the Stage 5 program. This allows for time to focus on the fundamentals and re-engage students with learning.

Core subjects are Mathematics and English, Science, Human Society and its Environment (HSIE) and Personal Development, Health and Physical Education (PDHPE).

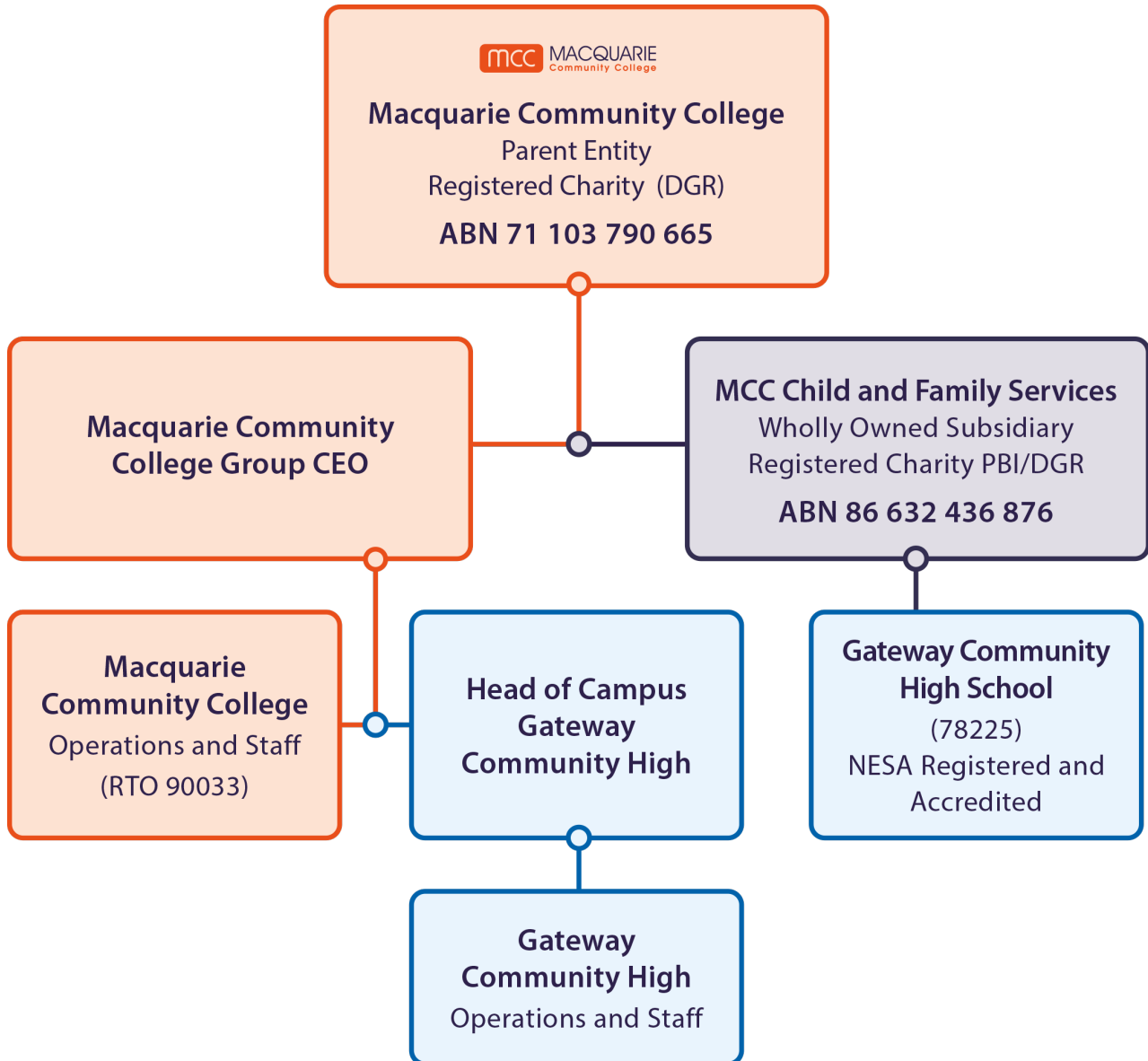
Extra time is spent on embedding literacy and numeracy across the curriculum and implementing specific programs focused on improving the wellbeing of students. These involve co-curricular activities, Personal Interest Projects and opportunities for Service Based Learning in the community.

Stage 6

Gateway Community High extended its programs in 2024 to offer the NSW Stage 6 curriculum that leads to the award of the Higher School Certificate (HSC). The Stage 6 program is offered through a compressed curriculum model. The compressed curriculum model for the HSC at Gateway Community High allows students to complete up to 3 Preliminary and HSC courses in approximately one year instead of two, focusing on fewer subjects at a time. Classes are taught across the Stage with both Year 11 and Year 12 students within the same classroom. The curriculum offering is standardised over two cycles (Senior 1 and Senior 2), with English and Mathematics options offered every two years in addition to other electives.

The Stage 6 offering was commenced in January 2024 with 18 Year 11 students only. The subjects offered in 2024 for the inaugural Senior 1 cycle were Work Studies, 2 Unit Mathematics (Standard), and 2 Unit Community and Family Studies. The School was authorised for early commencement of the 2025 program and therefore offered the Senior 2 cycle of subjects from mid-November 2024. The Senior 2 offering includes English Standard; English Studies; Visual Arts, Modern History and Hospitality Certificate II (VET). An expanded range of Subjects for the next Senior 1 cycle which commences in November 2025 will be confirmed by 30 June 2025.

Our Structure



Our Community of Learners

Gateway Community High is a small community of learners and is ideally suited to students who:

- Are interested in learning, and willing to put in effort to succeed.
- Will thrive outside a mainstream educational environment.
- Are looking for a place of belonging and safety.
- Could benefit from extra support and attention to re-engage in their education.
- May have missed some language, literacy or numeracy fundamentals.
- Are looking to build their pathway to future Stage 6 (Years 11/12) or VET studies.

The School's approach includes a focus on three key principles:

- **Achievement:** setting and achieving progress towards educational and personal goals.
- **Belonging:** feeling welcome, respected and supported in a learning environment that is individualised and inclusive.
- **Growth:** social and emotional growth and improved wellbeing through relationship building, trust and interpersonal skills.

Our focus on our **Achieve. Belong. Grow.** framework creates an environment for students who face various barriers to learning to thrive in the supportive environment at Gateway Community High. With the combination of personalised attention, individual assistance and small class sizes, all student-types can develop and grow in a way that works for them, and which will set them up for future success.

The learning opportunities and experiences aim to enable our students to develop the skills, values and attitudes needed both in learning and in life, whether that be for further study or future employment. Apart from gaining knowledge we aim to excite our students about the benefits of flexible, solution-focused thinking, the importance of respect for oneself and others and a willingness to take a positive approach to trying something new or trying again.

The commitment and approach of the School is underpinned by our belief that engaging in life-long learning is transformational and empowers young people to create better futures for themselves, their families and their communities.



**“Being here has helped
me find new friends and
become more independent.”**

Gateway Community High students (not pictured)

Our Philosophies

The Philosophies that Drive Us

A positive, personalised and inclusive community of learners



Agency

Young people can take control of, and responsibility for, their learning.



Student-centred

Individualised learning pathways; support and guidance to achieve goals.



Authenticity

A fresh start is possible for all; positivity and truthfulness matter.



Community

Our community of learners must feel valued, safe and have a sense of belonging.

Our Values in 2024

Our Values Inform our Approach

A positive, personalised and inclusive community of learners



Respect and Relationships

Treat all others with consideration and dignity
Listen and respect other points of view
Make meaningful personal connections and friendships
Demonstrate that positivity and kindness matter
Value and work on stronger relationships



Learning and Development

Commit to acquiring knowledge and skills
Explore, be curious and be willing to learn from mistakes
Participate and share your ideas
Reflect on your personal and academic progress



Empowerment and Engagement

Be proactive, taking charge of your future
Be a champion of fairness and justice
Make informed decisions, ask for help
Plan, then take your next steps
Contribute to making school a great place to be



Diversity and Inclusion

Celebrate and embrace our differences
Accept people for who they are
Understand our different abilities and backgrounds
Be fair and suspend judgment
Be a great team player



Achievement and Accountability

Set a goal to accomplish something worthwhile
Take pride in achieving your personal best
Help others achieve and excel
Take responsibility for your own actions towards yourself, others and the environment



Safety and Belonging

Be confident that you can be your best self every day
Care for yourself and others
Resolve differences in a constructive, peaceful way
Be honest and trustworthy - your word is your bond
Feel valued and confident

As part of our continuous improvement process the Values were reviewed in 2024. After a consultation process with students, staff and the Board they have been simplified to the **Achieve. Belong. Grow.** framework, which is now in place for 2025 and uploaded to our website.

School Premises

Gateway Community High is located at 263 Marden Road, Carlingford in Northwest Sydney in a dedicated precinct of buildings formally leased from Macquarie Community College. The site was originally part of the Carlingford Public School and has been used by MCC for adult and community education since 1989. In order to facilitate the establishment and growth of the School the buildings have been assigned to Gateway Community High under a registered lease agreement.

The Gateway campus from January 2021 to July 2023 was within three separate buildings surrounding a garden and courtyard, including the original sandstone cottage home of the then Principal of Carlingford Public School. From mid-2023 the School has had access to the larger original 1886 Carlingford Public School building. The changed location allowed for increased student numbers in the Stage 5 program with facilities to support all students. The introduction of Stage 6 prompted another planned change to the School's full use of the whole site from Term 4, 2024.

The site offers 8 classrooms, a large double room for whole school assemblies and activities and various break out rooms. Specialist rooms include facilities for the teaching of Science, Hospitality and Visual Arts. The School is fully equipped with fibre to the premises, laptops for all students and staff, hi-speed wi-fi, large monitors and kitchen facilities.

Students access the facility via public transport, walking or by car, generally driven by a parent/carer. As the School grows its Stage 5 and Stage 6 program and staffing, the School is progressing a facilities master plan to create ever better facilities for our students, staff and school community. The School secured a significant BGA grant through the AISNSW process, for renovations that commenced in late 2024 and will be staged throughout 2025 and 2026 term breaks.

Quality Control and Continuous Improvement

As we are still a relatively new school we are exceptionally committed to continuous improvement, learning from and leveraging what works, staying open to new ideas and approaches and re-thinking what needs improvement.

We again learned a great deal in 2024, our 4th year of operation, as a result of our commitment and investment in:

Quality of Teaching and Learning

- All students within the school have Individual Learning Plans (ILPs) which are developed and refined by the Learning and Support Teacher (L&ST) through an ongoing consultation process. New students commence at the School with an initial ILP which involves a comprehensive interview with students and parents/carers.
- Active communication of individual student needs by the L&ST and the Wellbeing Team, combined with integrated use of ILPs by teaching and support staff to improve engagement and wellbeing outcomes.
- Development of our Stage 5 teaching programs and refinement of curriculum resources, aligned with NSW Education Standards Authority (NESA) and AIS (NSW).
- Finalisation of Stage 6 guidelines, programs, scope and sequences, documentation and process requirements for the January 2024 commencement of the Senior 1 cycle and mid-November commencement of Senior 2.
- Additional staffing in teaching, student support, counselling and administration to support the increased student enrolment and growing school complexity.

- Incorporation of subject-specific excursions linked to curriculum planning.
- Regular Teaching and Learning meetings to collegially plan for and evaluate teaching and learning content, assessment and strategies.
- The integration of a systematic process for teachers to review and finalise programs and resources post evaluation.

As part of our growth and development, the Board approved the creation of a new role – Leader, Curriculum and Teaching, reporting to the Head of Campus, with effect from Term 4, 2024.

To support ongoing upskilling of staff and board members training and development included:

- Accredited workshops for teaching and support staff through AISNSW and NESA.
- Individual professional development for Stage 6 subject teachers with external experts, including from AISNSW and NESA.
- Whole school staff training and skills workshops including SENTRAL, specific child protection policies and risk recognition, Special Assistance Schools Conference.
- Governance and Child Protection training for Responsible Officers (AIS, Complispace).
- The Berry Street Educational Model (BSEM) modules – modules 3 and 4 whole staff and individual modules 1- 4 for new staff.
- Suicide Postvention Training for Wellbeing Leadership
- Suicide Intervention Training
- Anger Management PD for School Counsellor and Student Support Officer
- First Aid and CPR training
- NESA training for Stage 6 Assessment and Reporting
- AISNSW provided short courses on supporting students and their mental health.
- AISNSW Program for new Principals

Embedding our Approach to Wellbeing

We have adopted the Berry Street Educational Model (BSEM) as a whole of school approach. BSEM is a trauma informed approach that provides educators with a consistent approach to support students in and out of the classroom. Training and implementation of the model commenced in Term 2, 2023. Further modules were presented in 2024. Part of the process has included contextualising the model to Gateway Community High to be effective with our cohort of students. The process of implementing and embedding the relevant learning and strategies is ongoing and expected to be a two-to-three-year process. Some of the strategies introduced include:

- Ready-to-learn plans
- Ready-to-learn check-ins
- Morning Circle Groups
- Lesson Structure
- Brain Breaks
- Structured lessons on improving self-regulation skills.

The Wellbeing Team was expanded to include a new full-time role of Student Support Officer. This role works closely with the part-time School Counsellor and Learning and Support Teacher. A new role, Leader, Wellbeing and Student Support was created with effect from Term 3, 2024.

Wellbeing Wednesdays were introduced in 2023 and further refined in 2024 for students to participate in a combination of activities for wellbeing support, life lessons and personal interest.

The program in 2024 included:

- Planned wellbeing incursions - GPs in Schools, Lovebites, Guest Speakers including Sophie Delezio, BrainStorm Productions, Bush to Bowl, Life Lessons.
- Excursions – Staff v's student competitions, Challenge Day, Darling Harbour Sea Life Aquarium, Pocket City Farm.
- Programmed wellbeing lessons.
- Community engagement – work experience, volunteering at Wesley Mission and the Allan Walker Retirement Village.
- Sport and Leisure sessions – gardening, cooking, art, touch football, Escape Rooms.

Circle groups are an important part of the structure for every school day. Each Circle is made up of a small group of students from across the Year groups and a staff member. During Circle time the staff member checks in with each student. The group then focuses on a wellbeing activity or lesson. The focus of Circle groups is to create predictable and consistent opportunities for students to make connections with peers and develop their individual self-regulation strategies in a small group setting.

The results of our annual Huber Wellbeing Surveys and Reports are used to inform our “theory of change”, especially around our wellbeing plans and activities. The Huber report is part of a longitudinal research project on social impact measurement commissioned by the Board in 2021. The 2024 Huber Social Impact Report is on our [website](#) and quotes and data extracts from the 2024 report are highlighted in this Annual Report.

Building Connections and Community

A large part of our focus at Gateway Community High is to ensure that our students feel part of, and have ownership for creating, the School community. We provide many opportunities and assist them to build the skills they need to build relationships and connections to community. This focus is informed by our Huber research, our Philosophies and our Achieve. Belong. Grow values framework.

- Circle groups are one of the ways students build connections across Year groups and classes. It gives them the opportunity to strengthen their feelings of belonging and safety.
- Stage 6 students are provided with scheduled Wellbeing days each Term rather than weekly Wellbeing Wednesdays. These sessions include a range of study skills, mental health activities and self-regulation upskilling.
- The fortnightly Student Voice meeting is an opportunity for the student body to present their concerns, issues and ideas to the School leadership. Representatives of each Circle group volunteer and are selected to participate in the student-run process.
- Fortnightly student assemblies including recognition of individual and team achievements.
- Regular weekly staff meetings for all staff plus dedicated team meetings for Teaching and Learning, Wellbeing and special projects.
- There is open two-way communication with the parent/school community by email, phone, newsletter and in-person meetings.
- Community gatherings and events. In 2024 Gateway Community High hosted parents, carers and stakeholders to a variety of welcome and orientation events, end of Term events and special events such as Parent Welcome breakfast, Harmony Day and the Graduation/End of Year event.

- Regular contact, including information sessions, with our referral network of colleagues in schools, allied health, youth support and other government and community organisations.
- Scheduled Open Days for prospective students and their families and carers.
- Frequent interaction with the network of similar Special Assistance Schools, especially those run by other Community Colleges.
- Connection and contact between students and other services including the police through a School v's Police touch football game and school visits.

“I have learnt to build stronger social connections with those around me, improve my participation in class activities and develop additional coping mechanisms for when I need them, altering my wellbeing drastically.”

Gateway Community High students (not pictured)



Memberships and Affiliations

Gateway Community High is a member of the New South Wales Association of Independent Schools (AISNSW), which provides a peak body to support the operations of independent schools. AISNSW has been a tremendous source of advice and support since the outset, and we look forward to continuing to build close working relationships with them.

The School also maintains strong networks with similar alternative high schools, especially those established by the Community College network across regional NSW. Leadership team members are working with other colleagues in the Community Education Australia (CEA) network to establish a more formal series of Community of Practice workshops.

We connect directly and often with local schools and professionals that refer students to us and a range of community organisations and agencies.

We have developed strong working relationships with professionals with specialist skills and knowledge in indigenous culture, resilience, learning issues, child safety and curriculum. Additionally, we work closely with other community organisations, government and supporters who appreciate and support the outcomes being achieved for the students and the community as a result of the creation and development of our unique school.

Communications

At Gateway Community High we believe in the importance of keeping open lines of communication with parents and carers and the greater school community in order to serve the best interests of the students.

Being a small and inclusive school, proactive outreach and engagement with students, parents and carers is a key priority for staff.

Based on our philosophies of Agency, Authenticity, being Student-Centred and building Community, the School takes an open and transparent approach when communicating with students, parents and carers, the broader community and stakeholders.

Communications also accord with our privacy and legislative requirements.

Regular Communications

Examples of regular communications include:

- Regular in-person and on-line information sessions for any interested students, families or referral agencies. The sessions outline the unique aspects of the School's philosophy and approach, and the enrolment process, so that all potential students and their families are fully informed about the unique nature of the School.
- One-on-one meetings with staff where families and the student can be given information about their academic progress, social and wellbeing matters, engagement in their schooling, interpersonal skills, issues about attendance and behaviour.
- Emails circulated to families containing relevant and specific information about upcoming events, highlights, activities.
- Term newsletters reviewing the student engagement and achievements.
- Access to information and relevant forms available from the School's website.
- Individual calls and in-person meetings arranged by teachers with parents and carers as the need arises, and/or vice versa.
- Student reports provided to students, parents/carers twice per year.
- Invitations extended to visitors, members of parliament and the community, to our school community and special events.
- Staff check their school emails daily or as soon as practical.
- Staff correspond directly with students via their Gateway Community High email address and, where necessary, by phone from the School.
- Staff maintain professional boundaries with respect to digital and social media, and privacy of home contact details.

3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Results for Year 9 Students enrolled in 2024 who completed Naplan testing were as follows:

Source: [My School - Gateway Community High](#)

Average Result	Reading	Writing	Spelling	Grammar	Numeracy
Gateway Community High Year 9 2024	569	598	567	547	527
Similar Schools 2024	576	570	571	561	563
All Schools 2024	565	574	567	555	565

Our total Year 9 cohort in 2024 was smaller than the 2023 Year 9 intake. 65% of students enrolled in Year 9 in 2024 participated in the 2024 Naplan tests, a decrease from the 100% participation rate of 2023. Of those students that did not participate 8% were absent (unwell) on test days, whilst 27% were withdrawn by parents/carers largely to avoid added stress and anxiety.

All Year 9 Naplan tests were moved to the online format in 2023. The School provides each student with a laptop to enable full participation in their learning and assessments such as Naplan.

All of our participating Year 9 students are to be congratulated on their efforts and willingness to attempt or complete the testing. We acknowledge that many of our students experience anxiety and barriers to participating in timed testing and assessment and are also apprehensive of receiving their results. This significant achievement is recognised and appreciated by all involved.

As a special assistance school whose students have often disengaged from their schooling in previous years, Gateway Community High recognises that many of our students may have gaps in their literacy, language and numeracy development. A significant design principle for the School is the specific focus on building confidence and progress in these critical educational foundations. Language, literacy and numeracy are targeted across the curriculum, including the additional timetabling of hours in the teaching areas of English and Mathematics. In 2024 there was a specific focus on embedding literacy into every lesson in every subject as reflected in the teaching programs.

In-class support, individual support and dedicated literacy and numeracy groups are interventions available for students where required. This is informed by assessment/data provided at enrolment, specific testing and through the ILP process. In 2024 all students undertook a YARC assessment to identify student strengths and gaps in reading for comprehension, as well as to identify individuals requiring in-class literacy support.

In 2024 Terms 1-3 there were small groups for intensive numeracy support, identified through Maths pathway diagnostics and previous assessment/data provided at enrolment.

A lower grading of students in standardised testing is a reflection of the School's purpose - to re-engage young people who may have missed school and therefore some literacy and numeracy fundamentals, and to better equip them to achieve their maximum potential.

4. THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (ROSA)

Twenty-four (24) students completed their Year 10 schooling at Gateway Community High in 2024. 100% were deemed to have fulfilled the requirements for their Record of School Achievement (RoSA).

As the School has developed and grown the number of graduates and percentage that qualified for the RoSA since our inaugural cohort in 2021 has been: (2021: 9/11) (2022: 20/20) (2023: 32/32) (2024: 24/24)

Maintaining this high level of RoSA achievement for our students completing Year 10, is a significant reflection of achievement and growth in both the School and the Gateway Community High students.

Year 10 Results 2024 (Source: Schools Online)

Subjects / Stage 5 Hours	Number of students	Average grade
English 200 hours	24	C
Mathematics 200 hours	24	D4
Science 200 hours	24	D
Geography 100 hours	24	D
History 100 hours	24	D
PDHPE 100 hours	24	D

At Gateway Community High we target a Stage 5 cohort of students that may have been disengaged from education or have been overcoming individual challenges impacting on their education for some time prior to enrolment.

These results acknowledge and recognise the persistence and positive achievement for some of our students in simply being able to complete their Stage 5 schooling.

Most of our students in 2024 entered the school with lower-than-average attendance rates and/or grades lower than their potential, due to the barriers they experienced during their schooling in prior years. As a result, the number of students who achieved an A or B grade in any given subject is generally lower than the State averages.

Additionally, the Year 10 students of 2024 were all impacted in their high school studies - since 2020 - by the Covid-19 Pandemic. Covid caused extraordinary disruption to their learning and connections to their school communities, as well as significant mental health impacts for many.

5. PROFESSIONAL LEARNING AND TEACHER STANDARDS

Teaching and support staff employed at Gateway Community High participated in a range of professional development activities in 2024. In addition to this, the Responsible Officers of the School also completed a range of learning activities.

The priority focus areas for professional learning in 2024 included implementing school-wide training as a strategy - including the continuation of training in the Berry Street Education Model, curriculum

development, strategies for improving quality teaching and learning, attendance improvement, wellbeing and student support.

All staff complete child protection training, reinforced by ongoing revision of practices during staff meetings. In addition, key staff participated in professional development in *Sentral* and Complispace *Policy Connect* for administrative and compliance processes.

Staff professional development opportunities were undertaken in person and virtually in 2024.

The following table summarises the key professional learning activities undertaken by staff in 2024:

Staff Professional Development Activities 2024

Program or activity	Mode	Participants	Notes
Principals Induction Program	Face to Face	1	AISNSW
Navigating Hard Conversations	Face to Face	1	AISNSW
Communities of Practice for School Pedagogical Leaders	Face to Face	2	Community Colleges Australia
Supporting Students with Learning Challenges – multiple courses	Online and Webinar	2	AISNSW and ClassCover
Governance Training Modules	On-line	2	AISNSW
CompliSpace training modules on key policy and procedure areas	Online	19	Complispace Assurance
Alternative High School conference	Face to Face	10	Hosted by Youth Off the Streets, Ourimbah
Berry Street Education Model <ul style="list-style-type: none"> - Module 3 Stamina and Engagement - Module 4 Character - All modules Catchup 	Face to Face Face to Face Online	12 13 3	Berry Street
<i>Sentral</i> School Management System Training	Teams training online	3	<i>Sentral</i>
<i>Sentral</i> School Management System Training	Face to Face	17	Gateway Staff
Teaching The Modern History Core	Face to Face	1	Sydney Jewish Museum
Introduction to Teaching Stage 6 Modern History	Webinar	1	NSW History Teachers Association
Suicide Postvention Training	Face to Face	5	Be You
Nuclear Energy Workshops	Face to Face	1	ANSTO
First Aid and CPR	Face to Face	17	Macquarie Community College

6. WORKFORCE COMPOSITION

As Gateway Community High experienced student growth in 2024 the numbers of staff also increased. Additionally, as we look to the future we invested into new leadership roles, reporting to the Head of Campus.

Gateway Community High roles and positions as of 31 December 2024 included:

1 x full time Head of Campus (0.2 teaching load)

3 x full time classroom Teaching roles

3 x 0.8 FTE classroom teaching roles*

** 1 of these positions commenced in April and 1 in November*

2 x full time Student Learning & Support Officers (SLSOs)

2 x 0.4 FTE part time SLSOs

1 x full time Leader, Wellbeing and Student Support (0.4 teaching load) from October*

**from February to September this full time staff member was Stage 5 Coordinator with a 0.65 teaching load*

1 x full time Leader, Curriculum and Training (0.4 teaching load)*

**position created but FTE appointment not taken up until Feb 2025*

1 x part time Learning & Support Teacher/Wellbeing co-ordinator (0.6)

1 x full time Student Support Officer

1 x part time School Counsellor (0.6 FTE, From Term 2)

1 x part time Leader, Administration (0.8)*

** Leadership position created, internal promotion, effective September 2024*

1 x part time Administration staff (0.6)

1 x full time Facilities Manager

All staff were Australian Citizens with the exception of one permanent resident. One staff member identifies with Indigenous heritage.

Retaining our strong and growing team of experienced staff is a key driver of stability, student outcomes and continuous improvement. As a unique, small but growing Special Assistance School, attracting and retaining staff who are the right 'fit' for the School and have the specialist skills and flexibility needed to support students to overcome barriers and re-engage with education is critical.

The School contracts consultants and specialists as required to provide services and advice. In 2024 this included a consulting psychologist for wellbeing strategy, indigenous cultural education and a review of regulatory and child protection compliance.

The School formally contracts Macquarie Community College to provide professional and managed services such as accounting and finance, ITC, governance support, marketing, property services.

Teaching Staff

Level of accreditation	Number of teachers
Provisional	3
Proficient	6
Highly Accomplished	0
Lead Teacher	0
Total Number of Teachers employed over 2024	9

Teacher Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution and holding a bachelor's degree within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	7

7. ATTENDANCE

Student Attendance

Gateway Community High is a school that specifically targets students who may have disengaged from their schooling for commencement in Years 9 and 10.

In 2024 we also had a Year 11 cohort for the first time – all Year 11 students completed their Year 10 at Gateway Community High.

Average student attendance rates across all Year groups in 2024 were slightly lower than in the prior year 2023 for a range of reasons including proactive transition-in arrangements for new students with chronic non-attendance in prior schools, a small number of shared enrolments for young people experiencing poor mental health, and short-term interventions for a small number of students demonstrating challenging behaviours.

73% of enrolled students attended school on average each school day in 2024 (2023 average was 77%)

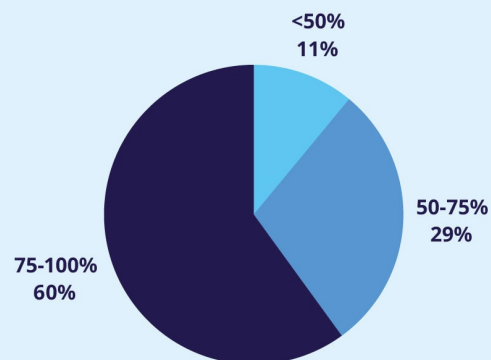
27% of enrolled students attended more than 90% of the time in 2024 (2023 was 35%)

Attendance in 2024

Looking at those who responded to the survey at end of 2024, 60% had an attendance rate of 75-100%, with only a small proportion attending less than 50% of the time.

Considering Gateway targets students who have been previously under-engaged with their education, this is a positive result demonstrating that the school is successfully engaging a majority of students.

**2024 shift responses,
by 2024 attendance rate**
n = 35



Source: Huber Social wellbeing survey conducted December 2024

Management of Non-Attendance

The School utilises a number of proactive strategies to engage students who may be experiencing barriers to regular attendance.

Strategies and actions to address non-attendance include:

- Follow-up by wellbeing staff with students and parents/carers if a student is consistently late, sick, leaving early or non-attending.

- Check-in conversations by wellbeing staff with the student in relation to the circumstances of any unexplained consistent absence upon their return.
- Follow-up with nominated parent/carer of any student who is absent for more than three days without contact with the School.
- A daily SMS system to notify parents of student absence and request school contact.

When a student is facing barriers to school attendance these are taken into consideration when planning the most effective way for them to engage with attending Gateway Community High, and in implementing student attendance support strategies.

The Head of Campus or delegate will also reaffirm with the student and their parents/carers the legal ramifications of being absent from school consistently.

The School may develop an Attendance Improvement Plan for students who have enrolled with, or are developing, poor attendance patterns. This is done in consultation with a nominated parent/carer, and/or a guardian approved by a youth service (e.g. Department of Communities & Justice or Children and Adolescent Mental Health)

These plans may include:

- Suitable and achievable attendance patterns (e.g., student attends partial day or part-time until returning to full-time attendance return).
- Monitoring and timely reporting of attendance/absence of individuals against their plan.
- Student welfare initiatives such as regular check-ins with designated staff.
- Structuring daily routines.
- Curriculum or class changes.
- Set review date/s for progressive increase of attendance and planning for success.

8. RETENTION OF STUDENTS

Gateway Community High was a small, but growing, single Stage 5 school from 2021 – 2023.

Stage 6 commenced at Gateway Community High for the first time from January 2024 and opened for interested Graduates from our Year 10 cohort of 2023.

The School seeks to maintain student enrolments overall to agreed annual target numbers, which have increased each year. In 2024 our total enrolment goal was limited to 65 (Years 9/10 and 11). In 2025 the overall goal is to offer 80 places (Years 9 to 12). Given the nature of the School and its cohort not all students that commence their enrolment at Gateway Community High in any given year complete their full year of studies.

We do ongoing recruitment and outreach to our referral network and aim to maintain an active waiting list. As places become available throughout the year we enrol a very limited number of new Year 9 and 10 students that meet the eligibility criteria.

Given the limitations to our overall enrolments, places in Stage 6 are limited. Progression of Year 10 Graduates into Stage 6 at Gateway Community High is not suitable for all. A proportion of our cohort will have different goals for their post-Year 10 education and employment pathways, including transition to VET studies or direct employment, or seeking different academic options that lead to entry for targeted university degrees. Preference is given to those students who are committed to attendance and engagement under the fast-paced compressed curriculum model and interested in the relatively limited subjects on offer in any given Senior 1 or 2 Cycle.

Permission was granted by NESA for early commencement (from mid-November 2024) for our second intake of Stage 6 students for the 2025 HSC. Therefore, the retention statistics for this report include a note about transitions from 2024 into 2025.

Transitions from 2023 into 2024

All Twenty-three (23) students that completed Year 9 at Gateway Community High in December 2023 commenced Year 10 in 2024 (100% retention).

Of the 32 students that completed Year 10 in 2023, eighteen (18) students were enrolled at the end of Year 10 into the inaugural weeks of Year 11 for the January 2024 commencement. Over the Christmas break and in the first few weeks of Term 1, four (4) of the 18 decided that the style and pace of Stage 6 program was not ideal for them. The remaining Fourteen (14) students completed their Senior Year 1 cycle studies. Of these -Thirteen (13) achieved success in their HSC subjects Community and Family Studies and Mathematics Standard. One (1) student completed their Senior Year 1 but left the School after the HSC exam period (Term 4, 2024).

In 2024 (14) of the students who commenced an enrolment at the School did not complete a full year of enrolment at Gateway Community High – nine (9) left during Year 9, five (5) left during Year 10 and one (1) left during or after Year 11.

Transitions from Year 10 2024.

One new student who completed their RoSA at another school joined the cohort of 24 Year 10 students in Term 4 with the intention of completing Stage 6 at Gateway. Of the Twenty-five (25) Year 10 students enrolled at Gateway Community High in Term 4, fourteen (14) commenced the Preliminary Course component of the Senior Year Cycle 2 for 2025 in mid-November. As at Term 2, 2025 the total Stage 6 cohort in 2025 was (28).

One student from Year 10 2024 has chosen to repeat Year 10 at Gateway Community High in 2025 and Ten (10) students left Gateway Community High to engage in other educational and employment pathways.

Twenty (20) Year 9 students from 2024 continued into Year 10 for 2025 at Gateway Community High. The total number of Year 10s in 2025, including new students was 40 as at Term 2, 2025.

9. POST SCHOOL DESTINATIONS

As part of our vision to offer options for our students, the School lodged an application in 2023 to NESA to extend its program to Stage 6 (Years 11 and 12) from 2024. This application for delivery of a compressed curriculum model over two annual cycles (Senior 1 and Senior 2) was formally approved by the Minister in 2023 for January 2024 commencement.

Eighteen (18) of the thirty-two (32) students who completed their Year 10 studies in 2023 elected to continue on at Gateway Community High in January 2024. The Fourteen (14) Year 10 students of 2023 (and 4 of the Senior 1 students who opted not to stay on) had confirmed placements into specialist alternative high schools, further education or work.

Fourteen (14) of the Twenty-five (25) students who complete Year 10 in 2024 elected to continue into Year 11 for 2025, commenced the Preliminary component of Senior Year 2 in November 2024, One student repeated Year 10 at Gateway Community High in 2025 and Ten (10) students moved to specialist alternative high schools, further education or work.

As the School offers the HSC program as a compressed curriculum model, the Stage 6 program for 2024 commenced with the Preliminary Course in January and the HSC course in mid Term 2. Fourteen (14) of the initial Eighteen (18) starters progressed all the way through to the HSC examinations for two subjects (Mathematics Standard and Community and Family Studies).

These Senior 1 cycle students then rolled into the Senior 2 cycle, which commenced in mid- November 2024 for Fourteen (14) Year 11 students who had completed their Year 10 studies in 2024 at the School.

As a sign that our students have actively and purposefully re-engaged in their education it is highly significant that the majority of students who completed their Stage 5 schooling at Gateway Community engaged in further learning – either to commence their formal Stage 6 schooling to complete their HSC, or to commence Vocational Education and Training qualifications.

- 14 students from Year 10 continued into Year 11 at Gateway Community High.
- 2 enrolled at an alternative arts or sports high school to complete Stage 6.
- 3 are completing VET studies at TAFE.
- 1 pursuing work.
- 4 destinations unknown.

We applaud each of these students in making the most of their learning opportunities while at Gateway Community High and actively setting a new direction for the next stage of their learning and employment pathways. We are very proud of their achievement in completing their Year 10 schooling and many of the students continue to share their success stories with us.

Programmed lessons and sessions for career-planning, vocational transition and job seeking were included during 2024 including: careers expos, TAFE visits, and transition to further training and education pathways. The sessions helped engage students in planning for their future and the next steps after completing their RoSA at Gateway Community High.

Strengths and Challenges for Gateway Students

This page explores the strengths and challenges across 75 student responses after they have spent time at Gateway. These findings provide Gateway with the ability to celebrate the strengths of its current students, as well as understand where the school has opportunities to create further positive impact.

Strengths



Health Management Knowledge
4.40

Understanding how lifestyle, including sleep, hygiene, diet and exercise, affect their health



Self-awareness
4.38

Understanding that their thoughts and feelings can affect their behaviour towards others



Passions and Interests
4.52

Having things that they are passionate about

24



Access to Future Education
4.30

Having access to future education opportunities

Challenges

On the other hand, Gateway students reported feeling the least confident about their communication skills, ability to cope and overcome difficulties, and their nutritious choices, highlighting the dissonance between their health management knowledge (a top strength) and the actions they take day to day. Note while these are lowest of factors, they are still relatively high scores (3 is neutral).



Communication Skills
2.70

Finding it easy to share thoughts and feelings with others

24



Coping in Challenging Situations
2.86

Remaining calm when facing difficult situations

24



Overcoming Difficulties
3.01

Bouncing back quickly after hard times

24



Nutritious Choices
3.03

Eating healthy foods most days

24

24 New Result in 2024

End of Year Celebration Event – 14 November 2024

In November 2024, we were pleased to host a wonderful End of Year celebration of the achievements of our students, including the formal graduation of Twenty-four (24) Year 10 students.

Our engaging student MCs were Isabella and Niyx, who were outstanding and entertaining throughout. Mr Joe Kwan was our special Guest Speaker, an inspirational individual who shared some life lessons, imparting the value of education, being resilient and overcoming challenges. Joe also presented the academic achievement awards.

The event featured outstanding musical performances by some of our talented students – and a hilarious video created by the staff for the students.

Two of our students Phoebe and Brianna shared the podium to deliver their reflections about the achievements, challenges and joys of completing their Year 10 and RoSA.

'I started off at Gateway after struggling in a mainstream school, I was scared, nervous and discouraged, and there were days when I couldn't even get to school. All I remember were the teachers constantly supporting me through the challenges I faced. If I missed days of school, they were there with their beautiful smiles to pick me back up and continue where we left off. School has been a struggle for me - and I'm sure for a lot of you all - but guess what, we got through it. As the years flew past, I gained confidence in myself that I didn't think I would ever have, I achieved things that I couldn't, and I failed. Yes, I failed, something I thought was bad until I realised it wasn't. If anything, failure is just a path to finding a solution. So, as my fellow Year 10s enter stage 6, I know that it's ok to struggle, it's ok to ask for help, it's ok if you don't get the results you wanted, and you can do anything you put your mind to. This has truly become a family where we support each other and will continue to support each other through the hurdles we face.'

A highlight was the presentation of a range of achievement and recognitions awards for students from Years 9, 10 and 11, including two Defence Force Long Tan Awards for leadership and citizenship, two awards sponsored by Epping and Carlingford Rotary Clubs and the Bennelong Award for an outstanding artist.

Year 10 graduation certificates were proudly accepted by students in the presence of their understandably proud and emotional families, their fellow students, staff and Board members

The school community said a fond farewell to Natalie Creighton our Head of Campus since January 2023 and welcomed Mark Burgess who commenced in the role the following week.

The venue was kindly provided by our neighbours at Carlingford Public School.



10. ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

Gateway Community High uses Complispace (Ideagen *Policy Connect*) as the source of its policy framework and customises these to our operating context as a small, independent Special Assistance School.

Enrolment Policies and Procedures

Our Student Enrolment Policy and Procedures

Introduction	The governing body of a registered individual school must demonstrate that the school has enrolment and attendance procedures that comply with all relevant laws and are detailed in written documents in a clear and concise manner.
Purpose	This Policy and its Procedures outline how the school meets the requirement regarding Enrolment Policies
Source of Obligation	<p>The NSW Registration Manual (B7.1) requires the Head of Campus of the School to keep a register, in a form approved by the Minister, of student enrolments of all children at the School.</p> <p>The NSW Registration Manual (B8.2) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.</p>
Student Enrolments	<p>Gateway Community High keeps a register of enrolments of all children at the School in the Electronic Student data base (Sentral).</p> <p>(<i>Sentral</i> has been in use since Term 4 2023 and has cloud-based, off-site regular back-ups).</p>
Information for Register of Enrolments	<p>The register of enrolments records the following information for each student:</p> <ul style="list-style-type: none"> • name, date of birth and address • the name and contact phone number of parent(s)/guardian(s) • enrolment date of enrolment • leaving date and destination • for students older than six (6) years, pre-enrolment situation or previous school (where relevant) • where the destination of a student below seventeen (17) years of age is unknown, evidence that the NSW Department of Education has been notified of: <ul style="list-style-type: none"> ○ the student's full name ○ the student's date of birth ○ the student's last known address ○ the student's last attendance date ○ the student's possible destination ○ parents'/guardians' full names and contact information

	<ul style="list-style-type: none"> ○ any known work health and safety risks associated with contacting the parents/guardians or student ○ any information that may help locate the student.
Records of the Register of Enrolments	The register is retained for a period of five years after the last entry is made, and copies of information in the register are backed up to the Cloud and stored off-site at regular intervals.
Implementation	The Head of Campus and appointed delegates are responsible for the effective implementation of this Policy.

Enrolment Procedures 2024

Information Required Upon Application to Gateway Community High

As a school that assists students in a range of circumstances, Gateway Community High requires detailed information about potential students when they are applying to enrol.

Gateway Community High has a very small intake overall and generally has a waiting list.

Term 1 commencement is generally supplemented by rolling intakes throughout the year as spaces become available.

The 2024 school year commenced with 44 Stage 5 students and 18 Stage 6 students in Semester One 2024, with a total of 62 by Census Date in Semester Two.

This information collected for enrolment may include:

- Personal details including name, age, address, date of birth (note: proof of identity through birth certificate, passport or other identification is required)
- Parent/guardian/carer contact details
- Current living arrangements
- Emergency contact details
- Referral details where relevant
- Demographic Information such as Aboriginal and Torres Strait Islander and employment of parents/carers
- Disability, medical condition(s) and/or medication requirements where applicable
- Assessment/support details including any reports from psychologists, psychiatrists, and/or counsellors
- Previous education details
- Other training or employment information.

This information is gathered through the *Application for Enrolment Form*. No application will be progressed to interview without this application form.

Enrolment Procedure

All parent/carer and student enquirers are encouraged to access information on the website, enquire by email, call the School and book into an in-person Open Day prior to submitting an Enrolment Application. Open Days are scheduled in every Term of the school year.

Professionals from our referral networks are also encouraged to access information on the website, enquire by email, call the School. New referrers are encouraged to book into an online Information Session scheduled prior to each Term's Open Days for prospective students. Members of the referral network are welcome to accompany a referred client to any in person Open Day.

Upon comprehensive review of an Application for Enrolment Form, contact will be made with the Parent/Carer. A suitable interview time may be made for all parties for students that meet the eligibility criteria and assuming there are available enrolment places in their intended Year group.

Where information provided is incomplete, and/or further information is required in order to provide deeper information about an individual's particular circumstances, staff may follow up with their prior school and/or professionals involved in the 'team' around the student, including a referral agency or health practitioner, social worker, learning or disability support practitioner.

The Head of Campus and/or appointed delegate(s) will personally interview each applicant along with their parent/carers. They will consider each applicant's interview responses regarding their ability and willingness to support the Gateway Community High ethos. If the prospective student has not previously attended an in-person information session they will also tour the facilities.

The Head of Campus and/or appointed delegate reviews all information and makes a decision regarding acceptance for enrolment and their likely start date.

The Head of Campus or appointed delegate will inform the applicant, in writing and/or by phone, about the outcome of their application and, if successful, a commencement date will then be arranged.

Students accepted for enrolment will be entered into the student database, including details of their commencement date.

An Information Pack is sent to the nominated parent/carer, and a student induction process will be followed.

Selection Criteria

Places are strictly limited and demand for places is high. In general, the largest intake of new students each year is for Year 9.

Being a small community of learners in our special assistance setting we seek to make the opportunity available to young people who:

- Are interested in learning, and willing to put in effort to succeed
- Could benefit from extra support and attention to re-engage in their education
- Will thrive outside a mainstream educational environment
- Are looking for a place of safety and belonging
- May have missed some language, literacy or numeracy fundamentals
- Are looking to build their pathway to future VET or Stage 6 (Years 11/12) studies.

Initial and ongoing enrolment

Enrolment at the School is a two-phase process:

Phase 1 – Initial enrolment at the School for a limited trial period of up to 4 weeks.

Phase 2 – Confirmed enrolment after the student successfully completes the initial enrolment period.

Phase 1 – Initial enrolment trial period

During the initial enrolment period the School assesses how the student responds to the School environment in relation to the following criteria for confirmation of ongoing enrolment:

- Attendance
- Engagement
- Social interaction
- Attitude towards learning

The School communicates with the student and their parents/carers during the initial enrolment period about how the student is progressing in relation to the criteria for confirmation of enrolment as identified above. If the student's enrolment is not confirmed the student and family are supported in enrolment elsewhere and the student's enrolment at the School ceases.

Phase 2 – Confirmation of enrolment

After successful completion of the initial enrolment period, the School confirms ongoing enrolment at the School, subject to the student and their parents/carers meeting the School's requirements for continuing enrolment.

Continuing enrolment at the School is subject to the student abiding by the School's Code of Conduct, the terms and conditions of the signed enrolment agreement and values-driven behavioural expectations. Breaches will result in students progressing through the formal discipline process.

Cessation of enrolment

A student's enrolment may cease in the following circumstances:

1. expiry of the initial enrolment period, with no confirmation of enrolment offered
2. withdrawal of enrolment by the student and their parents/carers
3. termination of the enrolment by the School on the grounds of discipline or a breach of the School's Code of Conduct.

Where a student's enrolment ceases, the student and their parents/carers are required to inform the School of their post-school destination. Specifically, whether the student has enrolled in education or training at another education provider or is in employment and who the education/training and/or employment is with. Where a student is under the age of 17 and the School has not been informed of their post-school destination, the School is required to report that the student's destination is unknown to the NSW Department of Education.

Relevant Forms and documents

1. Information session slides and FAQs for applicants (on website)
2. Application for enrolment form (on website)
3. Referral Form (optional)
4. Enrolment Agreement
5. Pre-enrolment risk assessment form
6. Interview Guide with response notes
7. Offer letter
8. Confirmation of Enrolment letter

Characteristics of the Student Cohort

There are a variety of reasons that a young person may choose to pursue their education at Gateway Community High. In general, most students who attend Gateway Community High are young people who, for many and varying reasons, have not thrived in a mainstream school setting, disengaging from their full time learning in early secondary schooling, or even in primary school.

Some students are from families who are genuinely interested in exploring alternative educational models. Some students need a smaller and more personalised setting, having been overwhelmed by the large volume of people and complex logistics of a mainstream school. Some couldn't deal within the competitive mainstream environment or experienced ongoing bullying. Some students have a learning-related, emotional or psychological challenge, or have experienced trauma. Some didn't feel sufficiently supported or able to make lasting friendships in a mainstream system.

The majority of students at Gateway Community High have mild to moderate social emotional and/or mental health issues including anxiety and depression. Students often have one or more conditions that benefit from learning support including ASD, ADHD, dyslexia, dyscalculia.

The majority of students have missed months of school since 2020 because of the impact of Covid disruptions to school opening hours, family employment and finances. Others may have missed school due to health or other personal impacts within their family including family breakdown or change of housing. Some students may have been struggling at school as a result of dealing with physical and/or identity changes of adolescence, gender or sexual identity.

Often it is a combination of complex factors that contribute to a young person electing to enrol at Gateway Community High to re-engage with their learning.

Due to lower than full attendance at school in prior years, many of our students may have some catching up to do in terms of performing at their intellectual and academic potential, or at the pace of their usual age level cohorts.

Our students come from a full range of socio-economic backgrounds and suburbs ranging from the Parramatta/Ryde area, the Hills, upper north shore, and Sydney's western suburbs. We have a diverse range of students from relatively advantaged to disadvantaged and vulnerable families or care situations.

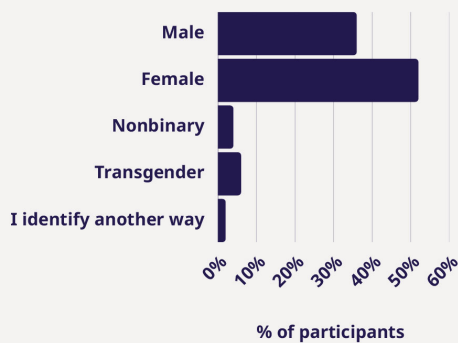
Student Demographics

The following provides some further high-level insights into the demographic makeup of 93 students who have participated in the Wellbeing Survey since 2021.

Gender

Just over half of respondents identified as female (52%), 36% identified as male, 4% identified as non-binary, and 6% identified as transgender.

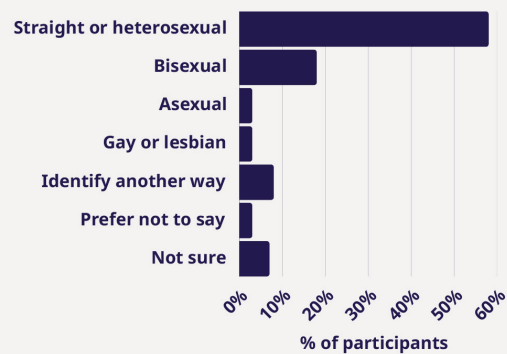
All responses, by gender
n=84



Sexual Identity

The majority of respondents (58%) identified as straight or heterosexual, with 18% identifying as bisexual.

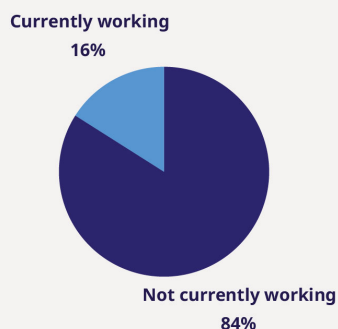
All responses, by sexual identity
n=90



Current Employment

16% of respondents reported that they were currently working.

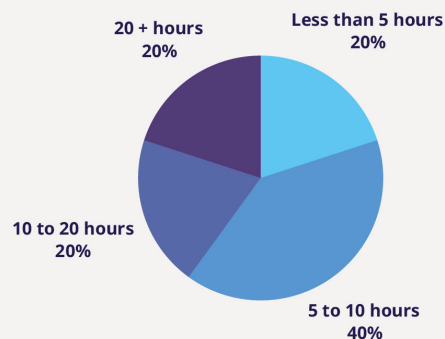
All responses, by current employment
n = 91



Hours of Work

Of respondents who reported being currently employed, 40% worked 5-10 hours per week.

Students in employment, by number of weekly work hours
n=15



Source: Page 14 Huber Social Impact report 2024

Some students may have been previously “labelled” as naughty or troubled, exhibiting inappropriate behaviours, swearing, being disrespectful or disruptive and/or lacking the ability to regulate their emotions. This might include disrespecting teachers or not complying with school rules, including uniform, phone usage or punctuality rules.

Some students may, as a result of the above, have been suspended from their previous schools, had attendance issues, and spent time in lunchtime or after school detention or have been on warnings, or a variety of discipline levels.

At Gateway Community High all of these students are working alongside one another and learning to get along, respect differences and learn to operate within our values frameworks so that all can feel able to **Achieve. Belong. Grow.**

11. KEY SCHOOL POLICIES

Gateway Community High uses the Complispace (Ideagen/Policy Connect) policy bank. The software provides automated updates to policies which are reviewed and adapted or customised and contextualised to our unique and evolving operating environment.

All policies were new in our inaugural year (2021) and submitted to NESA in March 2021. There were again fully updated in March 2022, with selective reviews in July 2022, March 2023 and June 2024 as part of our registration/inspection processes.

In keeping with our commitment to continuous improvement during the first 5 establishment years of the new School, policies are regularly reviewed and built upon, especially at the level of developing, documenting and implementing procedures.

Key Policies are organised in categories as per the requirements for Registration with particular focus on Child Safeguarding (Child Protection, Student Duty of Care, Bullying, Code of Conduct), Staffing, Curriculum, Enrolment and Attendance, Discipline, Facilities and Property/WHS areas.

Students, parents/carers are made aware of the key points of these policies at varying levels of detail during the pre-enrolment, pre-commencement and post-commencement periods. Staff are made aware of policies through mandatory and additional training and access to the Complispace systems.

All policies are available on request. Key Policies are available on the website. This is updated regularly and at the time of this publication (May 2025) included:

- Bullying Prevention and Intervention
- Complaints Handling Policy
 - Complaints, Compliments and Suggestions Form
- Gateway Community High Safety and Wellbeing Policy
 - Child Safety and Wellbeing Codes of Conduct
 - Student Code of Conduct
 - Creating and Maintaining a Child-Safe Environment
 - Reportable Conduct Procedures
- Pastoral Care Policy
- Privacy Policy
- Student Discipline Policy and Procedures

12. SCHOOL DETERMINED IMPROVEMENT TARGETS

In 2024 the School elected to build on the areas identified in 2022 and continued through 2023.

The School Improvement Goals for 2024 were:

- Focus on Student Attendance
- Focus on Wellbeing
- Focus on Quality Teaching and Learning.

Focus on Attendance

Being a school that specifically targets students that may have missed learning due to lack of attendance in prior years, a primary objective of Gateway Community High is to focus on improving their attendance and active participation.

We aim to encourage and reward attendance in and of itself, as well as active participation and effort in their classroom work, regardless of their diverse starting points and academic goals.

Strategies to encourage student attendance in 2024 included:

Transition Planning for new enrolments:

- Recognising that a significant number of students who enrol at Gateway Community High have been non-school attenders or undertaking home schooling in the period immediately prior to enrolling with the School, attendance transition plans were implemented as a re-engagement strategy.
- Attendance transition plans are determined on a case-by-case basis and tailored to the individual student at the same time as the initial Individual Learning Plan (ILP) consultation occurs.
- Plans are progressive with the end goal being full-time school engagement and attendance.
- Assignment of Student mentors and peer buddies to all new students in orientation.

Timely and regular conversations and follow up:

- Every day any student who was late or not in attendance for classes was spoken with by key staff.
- Individual outbound SMS messages were sent to parents/carers of students who were not in attendance.
- Phone calls were made to parents/carers to discuss reasons for non-attendance of the students without sufficient reason or who had missed three days of school.
- Follow ups from staff directly with students/families through school email.
- Meetings and attendance planning with those students not meeting attendance expectations.

Positive reinforcement and recognition for attendance

- Personal attention and encouraging words. All students in attendance warmly welcomed, regardless of time of arrival or duration of attendance on any given day. A special welcome back or “we missed you” for the those that had been absent.
- A system of rewards that celebrated and recognised attendance. A system of merits was a popular and effective way to support good habits. Prizes were given for 10 merits and a certificate and gift voucher for 30 merits. At the end of term and the end of the year further awards were given for students with high attendance.
- To support positive behaviours, Merits were also awarded for working well in class and for kindness to their peers and staff.

It was gratifying to see our Year 10 students demonstrate commitment to ongoing improvement in attendance to achieve their RoSA outcomes in 2024. The attendance rates of our inaugural Year 11 students was very strong.

The major focus on improving attendance was to make lessons and activities engaging and to bring back some joy to the process of learning. This is especially important for those with a negative self-view of their academic performance – against their own or other’s assessment of their potential. Being at school helps our students to calibrate their expectations about their results against their own assessment, or in comparison to others, or compared to prior performance.

Some examples of engaging students in different approaches to learning included:

- Wellbeing Wednesdays.
- Games and fun activities during breaks and after school – Uno, cards, jigsaws, art and other activities shared Face to Face when on site and “fun/game” sessions.
- Cooking and food preparation/nutrition activities.
- Gardening activities including an onsite vegetable garden and beautifying the outside break areas.
- Specialist sports and PE sessions off-site (local parks, YMCA West Epping, rock climbing, gym).
- Art activities, including colouring, painting, participation in art competitions.
- Interactive sessions and meetings with Police Youth Engagement officers.
- Post-school destination workshops.
- Resume and job interview skills.
- White Card Training
- Excursions to: The Sydney Jewish Museum, Careers Expos, Darling Harbour Sea Life Aquarium, The musical ‘&Juliet’
- End of Term “reward” and celebration activities including student games day, Ice skating, Treetops, Luna Park and Taronga Zoo.



Students Gain New Friends and Confidence at Gateway

In addition to responding to questions about specific factors relating to the School's target outcomes, students were invited to provide open feedback on how Gateway Community High has impacted their wellbeing. The strongest theme emerging in 2024 qualitative feedback was the positive impact on students' friendships and social connections, and improved confidence in social situations. Students also highlighted how Gateway Community High has helped them to feel more comfortable attending school and provided support in coping with challenges.

"Gateway has helped me immensely. It has gotten me to be more comfortable and confident around others, and overall has made me a lot happier."

"Yes it has changed me a lot I actually have some friends."

"More friends."

"Improved my connections to my friends and family."

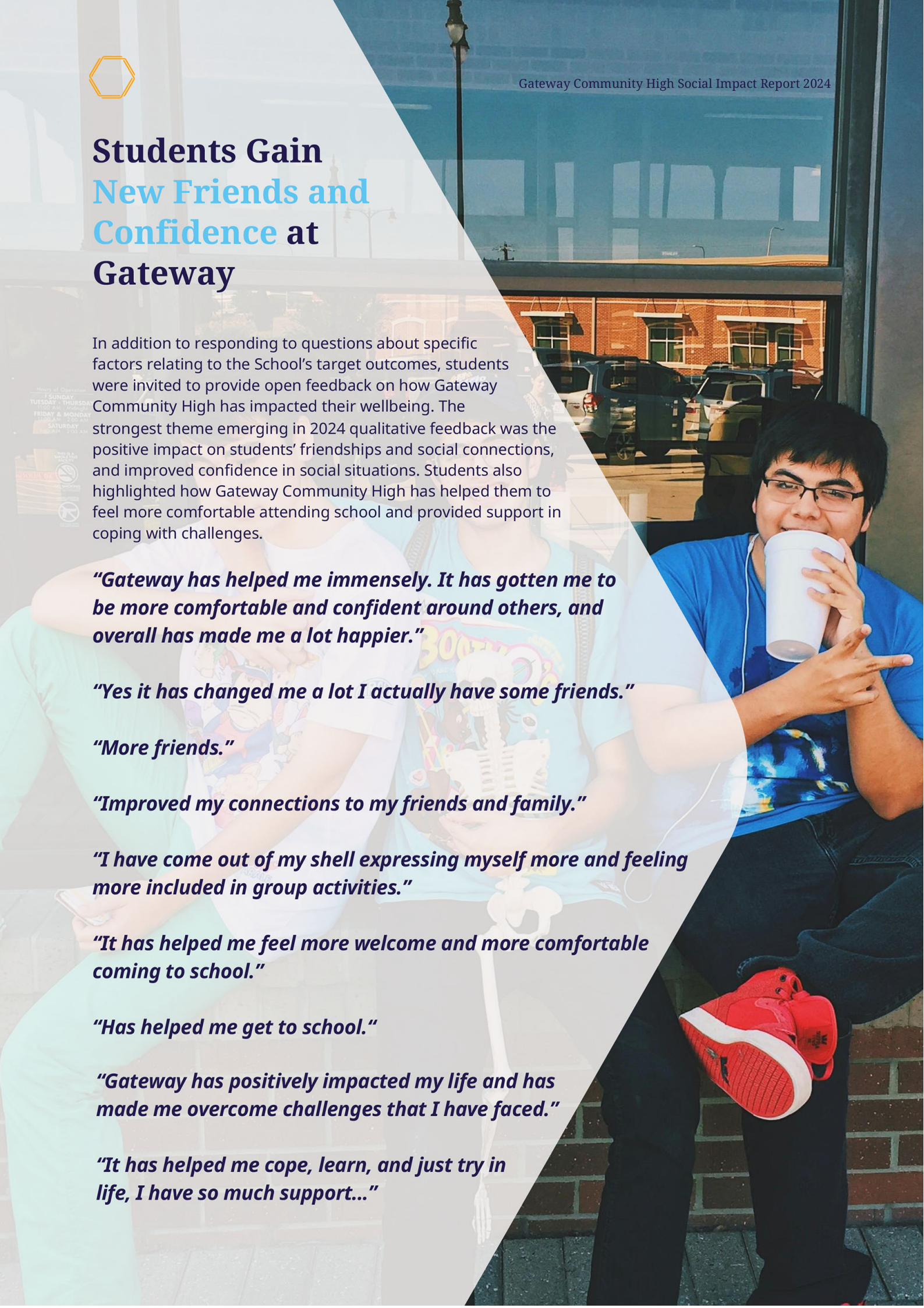
"I have come out of my shell expressing myself more and feeling more included in group activities."

"It has helped me feel more welcome and more comfortable coming to school."

"Has helped me get to school."

"Gateway has positively impacted my life and has made me overcome challenges that I have faced."

"It has helped me cope, learn, and just try in life, I have so much support..."



Focus on Wellbeing

Without some basic level of wellbeing students are generally not “ready to learn”.

The focus on improvement in student wellbeing in 2024 was very much about continuing to build our capacity and capability to understand and engage with the “whole person” to support their learning journey.

Informed by detailed individualised learning plans, and findings from our Huber research results, our approach is to assist students to build awareness of their own wellbeing and behaviours – and to develop strategies to manage and improve their wellbeing as individuals and for the cohort as a whole.

Our investment of time and resourcing into adopting the Berry Street Education Model as a whole-of-school initiative has established a more consistent application of a shared evidence-based approach.

It is a whole of staff effort to ensure that we continue to focus on student wellbeing as a core principle of our approach at Gateway.



Actions include being ever ready to provide a listening ear, personal and learning support and demonstrating and encouraging tolerance and acceptance for all – and especially for those that are not having a good day or week.

The benefit of having such a small cohort of students with new peers in a new learning environment with high staff/student ratios means we are committed to being solutions-focused, and willing to ‘figure it out’ together.

A key element of remaining responsive to the needs of our students is planning the structure of the school day, including our core operating hours and the timetable for each day/week and Term.

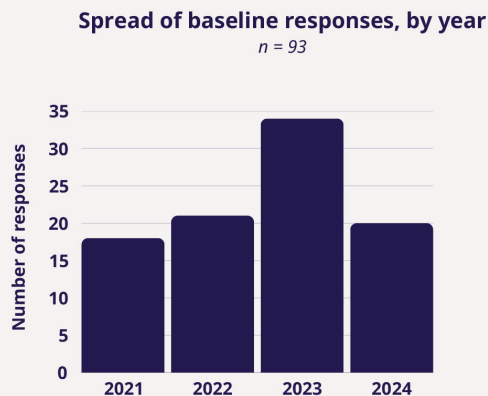
At Gateway Community High we devote significant time to getting to knowing our students, building trust in our small school setting between students as peers and between students and staff.

New students may be offered transition-in plans over a period of time in addition to an induction day held in December 2023 for all new students enrolled for Term 1, 2024 commencement. This was repeated again in Term 4 for the 2025 Year 9 intake.

Gateway now has a longitudinal data set stretching back to December 2021 – the growing number of surveys completed gives any conclusions greater rigour in 2024. A total of 107 students have completed at least one baseline or shift survey since wellbeing data collection began in December 2021.

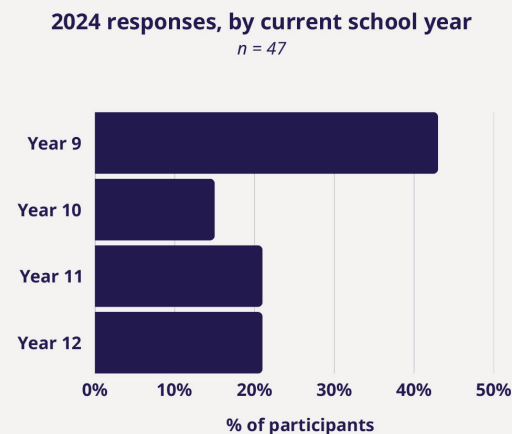
Spread of Responses

The below graph shows the spread of baseline survey responses received each year. There were 20 new responses from incoming students in 2024.



Current School Year - 2024

Looking at all distinct 2024 respondents, the largest proportion of students (43%) were in Year 9.



Findings demonstrate the continuing positive impact Gateway Community High has had on its students' wellbeing since 2021 and show that things that matter the most to students and that make a difference to their wellbeing are being addressed as part of the Gateway "model".

In 2024 we further developed our staffing roles and experience and increased our Wellbeing Team, led by the Head of Campus who brought a wealth of experience to the role. In August the newly created role of Leader, Wellbeing and Student Support was implemented as part of a planned increase in resourcing and development of a broader leadership team.

The School receives a National Student Wellbeing Program grant and uses this to support our wellbeing program.

The School continues to improve its understanding, resourcing, daily practices and outreach to specialist services to have authentic conversations and better support students dealing with mental health conditions including anxiety and depression.

Wellbeing practices in 2024 included:

- Facilitated Home Room groups – including Circle Group reflection.
- On-site, part-time School Counsellor.
- Structured wellbeing team and staff feedback.
- Timetabled, wellbeing programs and activities conducted by staff and visitors.
- Fortnightly all-school assemblies, including recognition, merits and dialogue.
- Inclusive themed events for students, families and staff – welcome events, Harmony day, Reconciliation week, Naidoc week, end/start of Term gatherings.
- Love Bites program.
- Food basics provided and dedicated student kitchen facilities to encourage healthy eating.
- Ready-to-learn plans, using the Berry Street Educational Model.
- Regulation breaks and individual student check-ins.
- Cool Kids Anxiety Program – group sessions.
- Trained staff delivering the RAGE program to targeted small groups.

To build capability and reach as well as specific enrichment activities we actively engaged with key organisations and other services including:

- AISNSW and NESA
- NSW Departments of Education, Health, and NSW Police
- Local clubs (Epping and Carlingford Rotary)
- GPs in Schools
- Theresa Ardler, indigenous elder, educator and artist
- Treetops (Cumberland Forest)
- KYDS
- YMCA Epping, Climbfit and Fitness First

A key input to the development of our wellbeing practices is the ongoing Huber longitudinal research study - extracts of the 2024 report are highlighted throughout this report.

In 2024 the School continued its regular meeting forum on wellbeing and continued to improve the systematisation of our note taking and record keeping using *Sentral* and confidential registers for risk and critical events.

We continued to develop and document our Wellbeing Framework and practices to inform our approach to further improvement in wellbeing outcomes in 2024, and to embed them into the ongoing operations.

Some of our work on the wellbeing model and child-safeguarding practices was led and supported by specialist consultants including a registered psychologist, and an expert in ILPs, with experience in school settings.

The Board commissioned an external consultant in late 2022 to conduct a complete review and update of our child safe procedures and further develop our policies and procedures in anticipation of the new legislative regime for Child Safeguarding. The scope of works is extensive and being implemented methodically and was ongoing in 2024.

The Board also reviewed its risk framework and insurance arrangements.

Self-worth drives Wellbeing for Gateway Community High Students

Of the 50 factors measured in 2024, 20 were found to have a moderate relationship with overall wellbeing among Gateway Community High students. Of these, the top four factors are:



Three of the four factors cluster under the self-worth outcomes identified in our Social impact Model found inside the Back Cover of this report.

2024 Compared to Past Years

Findings are expected to vary from year to year as new students enrol at the school and new responses are added. Adding to the factors under self-worth, self-love emerged as a new top predictor of wellbeing in 2024. Previous years included 'happiness' and 'environments that promote self-respect and self-expression'. Overall, predictors of wellbeing have remained steady across the years and continue to suggest a high predictive relationship between self-worth and wellbeing.

Source: Page 18 Huber Gateway Community High Social Impact Report 2024

"I feel much more accepted for who I am and I am able to connect with teachers [and] staff in a much better way than before at old schools."

Gateway Community High students (not pictured)



Opportunities to support Student Self- worth and Help- seeking Behaviour

Priority needs are factors with a predictive relationship to wellbeing that are scoring low at baseline. When these factors improve, overall wellbeing is also likely to improve. By focusing on priority needs, Gateway can most effectively shift the dial on the wellbeing of its students in a positive direction.

Of the factors measured, the following four were identified as both moderate predictors of wellbeing and having the lowest-scores relative to all other factors measured among Gateway students.



Self-love

2.77

Liking oneself



Help-seeking Behaviour

2.81 ²⁴

Asking for help when they need it



Self-belief

2.81

Belief in oneself getting them through hard times



Pride

2.91 ²⁴

Feeling proud of one's life



Increase in Holistic Wellness and Connection for Gateway Community High Students

By measuring what changes for Gateway students between when they join Gateway and when they exit or end their year with the school, we can understand where Gateway is achieving the target outcomes outlined in its Social Impact Model (page 10). The biggest shifts were around the outcomes of holistic wellness and connection, however there were also a number of other outcomes that saw shifts. This indicates Gateway is successfully supporting students across a broad range of target outcomes. This page sets out the highest shifts relating to holistic wellness and connection.



Hope

+15%

Believing good things will happen in their future



Enjoyment

+15%

Enjoying life and having fun



Emotional Intelligence

+12%

Having strategies and tools to help manage their emotions



Help-Seeking Behaviour

+10%

Asking for help when they need it



Supportive Relationships

+10%

Having someone to talk to when feeling upset, angry or worried

24



Community Connection

+10%

Feeling part of a community

24



Affirming Relationships

+10%

Having people in their life who encourage and praise them

24



Supportive Friendships

+9%

Having a strong friendship group

24

24 New result in 2024

Source: Page 22 Huber Gateway Community High Social Impact Report 2024

Positive Shifts in **Daily Life Skills, Resilience and Self-worth**

This page sets out the highest shifts outside the holistic wellness and connections outcomes. There are a broad range of shifts across different target outcomes such as daily life skills, being learning and work ready, resilience and self-worth, which emphasise the different dimensions through which students are positively impacted during their time at Gateway Community High.



**Relationship Skills -
Peer Pressure**

+15%

Saying no to friends if they don't agree with what they are doing or how they are behaving

24



Self-discipline

+11%

Doing things that are important, even if they don't feel like it



**Environments that
Promote Respect**

+10%

Feeling one's opinions are heard and respected



Purpose

+9%

Feeling their life is important

24 New result in 2024

Source: Page 23 Huber Gateway Community High Social Impact Report 2024

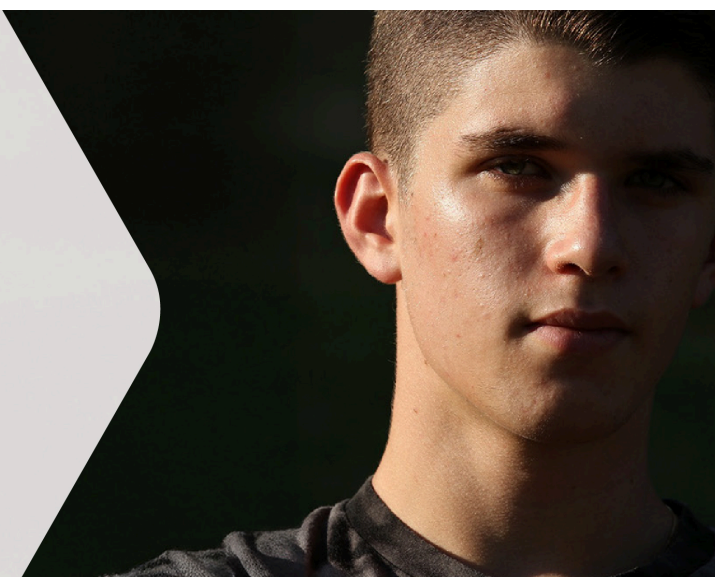
Focus on Quality Teaching and Learning

The engagement of a specialist Learning and Support Teacher in 2022, and additional staff positions to support learning has led to significant outcomes, including the development of detailed and regularly updated Individualised Learning Plans (ILPs). The ILPs include comprehensive documentation to support our assessment of student learning support and interventions in accord with the Nationally Consistent Collection of Data (NCCD) and funding requirements.

Almost all of the 62 students enrolled at the time of census data submission were eligible for some form of additional, funded support at significant or substantial level.

**"I hope I can become
more confident and
motivated to strive for
the things I want in life,
even if it's difficult."**

Gateway Community High students (not pictured)



Leveraging the information gathered from the process of creating, monitoring and using the ILPs as "living documents" is an ongoing project. Notably this has also been part of an ongoing focus on developing individual and collective skills in differentiated teaching practices.

As part of the development of our curriculum and teaching resources all staff spent time on the further development of the quality of teaching and learning. Activities included:

- Review of all scope and sequence and teaching programs for Stage 5 and Stage 6.
- A dedicated weekly Teaching and Learning team meeting.
- Detailed documentation of our assessment and grading procedures for school reports and the awarding of the RoSA and HSC.
- Completion of professional development workshops on teaching and curriculum with NESA and AIS.

A significant amount of work was done with students to ensure the school and classrooms are a place where students have an environment where everyone can feel safe. A sense of safety means that all can be ready to learn and progress their achievements. Seating arrangements, consistent, predictable practices and quiet, calm classrooms have been factors in increasing safety and belonging. Ready to Learn plans, headphones and the consistent implementation of aspect of the BSEM model have all contributed to quieter, welcoming classrooms that facilitate everyone's concentration and learning environment.

We work proactively and collaboratively with students and staff to describe and document what "walking the talk" of our values means, including a review of the Values during 2024, implemented in 2025. The inputs and outputs are collaboratively developed, and the School operates with agreed classroom "rules" and non-negotiables along with a program to actively recognise and reward examples of kindness, inclusion and accountability for actions.

13. PARENT, STUDENT AND TEACHER SATISFACTION

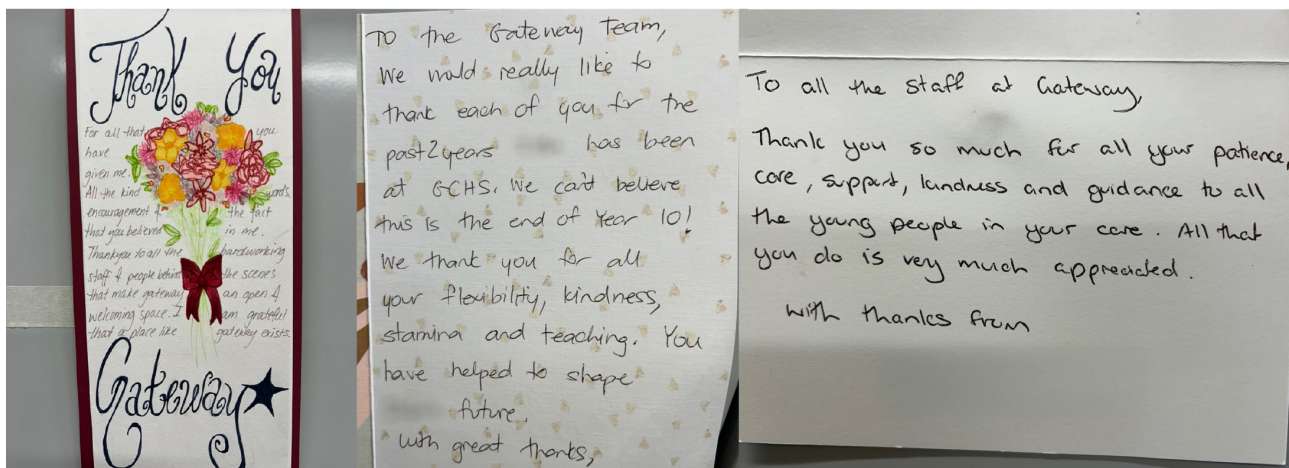
We work with all feedback proactively whether it be positive or negative as part of our continuous improvement journey.

Parent/Carers Feedback

The School receives many complimentary emails, some delightful thank you gifts and strong words of encouragement and gratitude. These come from parents and carers, our referral network and stakeholders, appreciating the establishment of our affordable and inclusive school, and for being part of a solution for their student.

Of course, not all students and families find that Gateway Community High is the right fit for them. Gateway Community High may also find that we are not the right environment to provide the specific areas of academic interest, or the intense support and specialist expertise some students require. In these cases, we assist them to identify schools that can better meet their needs, including other high schools, distance learning, special education or behavioural schools.

Given the unique nature of our small and new school, and some of the challenges and barriers students who seek to enrol at Gateway Community High face, we anticipate and work with the prospect of some student turnover. This enables us to do individual or group intakes through the year, from the waiting list.



Staff Satisfaction

It is pleasing to note that we have stronger staff retention in 2024 than in the prior year and improvement again from 2024 into 2025. Attracting and retaining staff with the specialist skills needed to support and work within our new, independent and unique Special Assistance School environment has been a challenge from the outset, exacerbated by opening and operating through Covid.

Given the critical skills shortage in the school teaching sector in NSW, recruitment for new staff in permanent, acting or casual roles is an ongoing challenge. This is especially true in securing classroom teaching staff with specific subject expertise in a growing but small school in a competitive market for staff. We were fortunate to build our team with talented new staff members including a smooth transition in late November to a new Head of Campus. This and other initiatives were strongly supported by MCC's HR Specialist, and Leadership team members.

We increased resourcing with 3 dedicated Leadership roles which builds our "bench strength" and provides more time to focus on progressing critical projects, including the School Improvement goals.

Student Learning and Support team members, new teaching, administration and wellbeing support staff, plus additional casuals and fixed term contract staff were added in 2024.

Happily, we have started and ended 2024 with a full team of continuing and experienced teachers and have been able to add teaching, learning and support roles for further growth, including for the implementation of the Senior 2 Cycle of Stage 6 which commenced in November 2024.

Student Satisfaction

In a small school where all staff and students know each other very well there are daily opportunities to hear feedback directly from our students, including through our wellbeing team and other structured processes such as Circle groups, Student Voice, and Assemblies.

Our Huber Social longitudinal, objective research has provided valuable insights into the levels of student satisfaction and the outcomes of our alternative approach to inclusive education.

The survey process provides direct qualitative and quantitative input from students on what is working for them. The full reports for 2024 and prior years can be accessed [here](#), including our impact thesis which is also included in the last page of this report.

Student Suggestions for Maximising Gateway Community High's Positive Impact

When asked if they had any feedback or suggestions for Gateway Community High, many students responded positively:

- *"No I think it is very close to perfect for me"*
- *"It deserves more recognition and I expect its independent system to be used in mainstream schooling for the sake of Australian students, give mainstream students a voice for how they feel about their studies and their experience and I'm certain they'll agree that there needs to be a change to the Australian schooling system."*
- *"GCH has been a great school for me to learn and the teachers have been patient in my development."*
- *"No, I think the school is doing good."*

Suggestions for improvement at Gateway in 2024 qualitative feedback largely clustered around improvements to the learning environment and structure. Additionally, there were several areas mentioned that were also highlighted in constructive feedback in 2023 - namely, accountability for student behaviour, staff knowledge, and access to sports.

Listed below are suggestions for improvement from student feedback:



Learning Environment and Structure

- Support improved time management for students when transitioning between classes. Suggestions included increasing the time between classes as the gap is often insufficient due to classes running over time, and a bell to signal the end of breaks to ensure timely return to class.
- The importance of providing breaks was mentioned, and a slower pace during lessons was also suggested.
- Manage physical comfort in the classroom, for example air conditioning where appropriate.
- Other suggestions for improving the learning environment included allowing access to personal technology such as AirPods to assist those with sensory issues, and the addition of a therapy animal.



Accountability for Student Behaviour

- More effectively address disruptive or disrespectful behaviour which affects other students' ability to learn.
- Increase consistent discipline by following through on policies rather than allowing leniency.



Staff Knowledge

- Increase staff listening to students' perspectives and the reasons behind their feelings, before immediately offering directives.




Access to Sports

- Increase options available for students to participate in sports.

MCC Child and Family Services (CAFS) and Macquarie Community College (MCC) are very committed to understanding the outcomes for our students and the broader social impact of how we actualise our Purpose and Vision. The CAFS Board commissioned this measurement of social impact with two distinct goals. An immediate measurement of the School program's impact at the end of each school year and an establishment of a measurement system for tracking social impact year-on-year.

We now have a statistically significant volume of data and increasing numbers of paired sets of commencement data to compare for the same student at completion. Additionally for some students we have data from different surveys each year they attend the School.



“Gateway has offered me the opportunity to access an education that can also help me benefit my wellbeing... this year was only a challenge due to personal events that occurred which were both out of my control and couldn’t be helped.

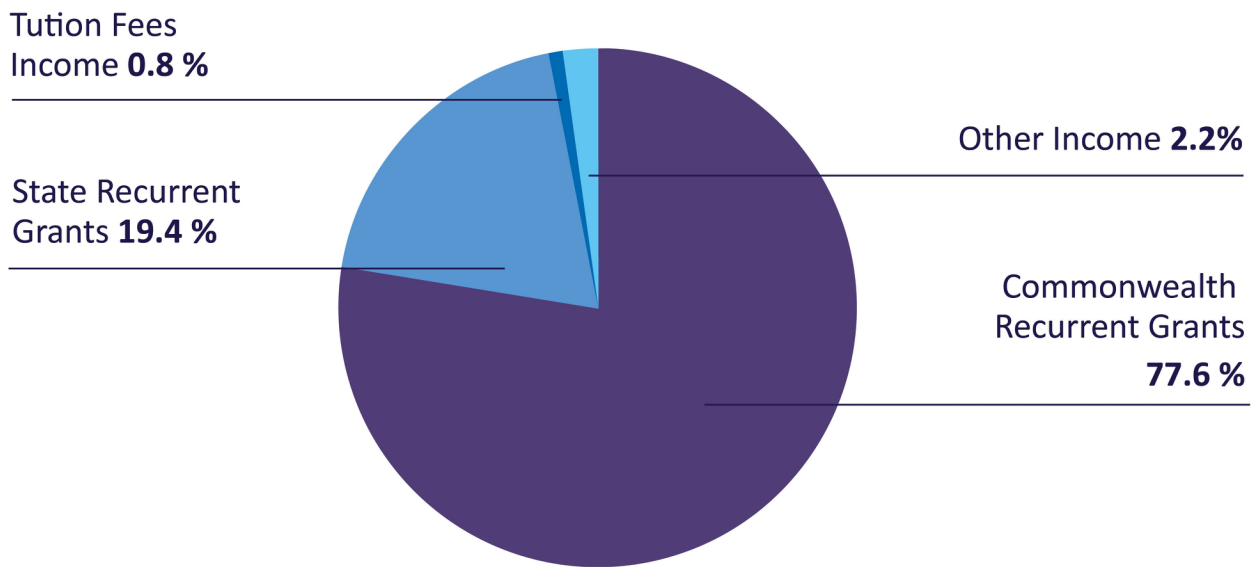
Gateway has provided me with reassurance during those difficult times which helped me push through my struggles.”

Gateway Community High students (not pictured)

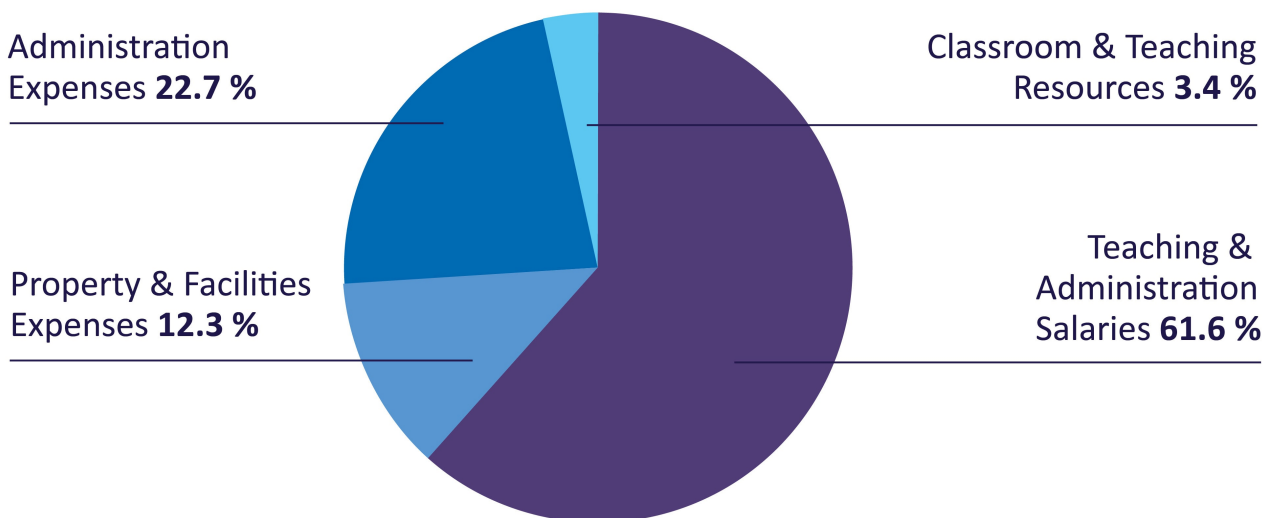
Source: Page 31 Huber Social wellbeing report 2024

14. SUMMARY FINANCIAL INFORMATION

Gateway Community High – 2024 Income



Gateway Community High – 2024 Expenses





Gateway Community High Impact Thesis

The Gateway Community High Impact Thesis outlines the impact it has on its students' wellbeing. Through measuring each level of impact, Gateway can use a data-driven approach to demonstrate what works and what is needed to maximise impact and outcomes.

1. Impact

Gateway Community High aims to improve the overall wellbeing of young people, so they are in the best position to access the education opportunities they need to achieve their potential.



2. Outcomes

Gateway Community High achieves this impact by building capabilities and providing access to opportunities across the following areas:

- Learning ready
- Work ready
- Life skills
- Safe and stable environment
- Connection
- Resilience
- Self-worth
- Holistic wellness



3. Outputs

Gateway Community High delivers the following outputs:

- Academic performance
- Attendance
- Year 10 and Year 12 completion
- Student retention
- Completion of additional courses or vocational work
- Continued education
- Employment
- Apprenticeships/traineeships
- Interactions with external service providers
- Recognised qualifications (RoSA and HSC)



4. Activities

The above outputs are achieved through:

- Teaching of RoSA course and HSC course
- Extracurricular activities
- Development of individual strategies and flexible approaches for each student
- Connections with external service providers



5. Resources

The above activities require:

- Teaching staff who understand the students and are capable in a non-traditional teaching environment
- Resilience and support staff
- Educational resources
- Funding
- Relationships with external service providers and community members
- School facilities
- Strong governance



**“Gateway Community High helped me
become a better person and become more
invested into my education.”**

Gateway Community High student (not pictured)



An initiative of |  **MACQUARIE**
Community College

(02) 8845 8835

info@gatewaycommunityhigh.nsw.edu.au

Campus Location

263 Marsden Rd, Carlingford, NSW 2118

www.gatewaycommunityhigh.nsw.edu.au