



GATEWAY
COMMUNITY HIGH



Child & Family Services



WHERE YOU CAN
ACHIEVE.
BELONG.
GROW.

**ANNUAL
REPORT**

2022

This report is prepared by Gateway Community High to meet educational and financial reporting requirements for the 2022 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:

- NSW Education Standards Authority
- The Australian Government Department of Education, Skills and Employment
- The NSW Department of Education
- The Association of Independent Schools NSW
- 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.
- 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.
- The students and their families who made the decision to enrol in our new School.
- Community College and Special Assistance School colleagues and leaders for their generosity and mentoring.
- Local school Principals and leadership staff, 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 2023

This report was compiled by:

Theresa Collignon: Group CEO, Macquarie Community College 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.

1. MESSAGE FROM KEY SCHOOL BODIES

The Board

The Board is pleased to present the Gateway Community High 2022 Annual Report outlining the School's operations and achievements.

2022 has been a year of consolidation and growth for Gateway Community High. In its second year of operation the School continued to demonstrate the effectiveness of an inclusive & welcoming environment in supporting young people to achieve their educational goals.

In recognition of the quality of teaching and learning provided by the staff, the School was awarded the maximum period of 5 years registration for its Stage 5 offering.

Despite the ongoing challenges posed by COVID-19, students improved their attendance rates, engagement and achievements. Of great pride is that all 20 Year 10 students were awarded their Record of School Achievement (RoSA).

The School moved further towards its goal of improving the wellbeing of young Australians through transformational education. Particularly pleasing was the outcome of independent research undertaken by Huber Social showing that student wellbeing, at the School, had increased by 15% over the 2022 school year.

We congratulate the students on their efforts and achievements. Our thanks go to the staff, volunteers, State and Federal Government bodies, supporters, referral agencies and professionals and the School community members for their ongoing dedication and support.

We are proud of the School's outcomes and achievements in 2022. We look forward to continuing to develop and grow our unique learning environment to support students to thrive.



Sue Westbrook
Chair of the Board,
MCC Child and Family Services

Group CEO and Representative of the Proprietors

It is a delight to be able to share the achievements of the students and staff of Gateway Community High in this, our second ever annual report. Since we opened more than two years ago, we have seen great outcomes for the young people who took up the challenge to seize a new opportunity on their learning journey. As we continue to grow, continuously improve and develop "the Gateway approach" we remain committed to our ambitious goal of creating an inclusive learning environment where every student can **Achieve. Belong. Grow.**

Gateway Community High offers a unique schooling experience where young people can feel a sense of belonging, where their personal growth and well-being is as important as their academic achievement and where we aim to help them find a pathway to the future they aspire to. My thanks go to our volunteer directors and staff who have shared in and shaped the vision, and who together brought the idea of Gateway Community High to reality. My appreciation goes to the families and carers for their trust and support of our students and for the School.

My congratulations go to our students – we are so proud of you. You have proven to be resilient, creative and purposeful, during yet another year of the challenges of learning through Covid. Bravo to the students who completed their Year 9 studies in 2022 and who are now well into Year 10. Kudos to our Year 10 graduates who completed their Stage 5 schooling, earned their ROSAs and have followed new education and employment pathways in their next steps in learning and life.



Theresa Collignon

Group Chief Executive

Macquarie Community College

Our School Leaders

The Board acknowledges the commitment and hard work of our School Leadership team and extends thanks and appreciation to Andrew Lloyd, our Principal and Emma Marshall, Learning Support Teacher who worked tirelessly through 2022. Natalie Creighton was appointed in January 2023 as the new Head of Campus. Natalie looks forward to working together with the School community to continue building on the excellent work of those who established and led Gateway Community High in its start-up years.



In the words of our students

“Gateway helped me achieve my Year Ten schooling. I don’t think I would have been able to do it otherwise.”

*Gateway Community High student
(not pictured)*



Source: Huber Social wellbeing survey conducted December 2022

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.

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.

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

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.

Initial Registration approval and establishment: September 2020 – December 2020

Inauguration date: 1 January 2021

Full Registration: Year 9 and Year 10 to 31 December 2026

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

Business and Governance Structure

Gateway Community High is a registered business name of MCC Child and Family Services (MCC CaFS). The company was created in 2019 as a wholly owned subsidiary of Macquarie Community College (MCC) with the object of establishing services for young people and their families, including school education.

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 MCC CaFS Board meetings.

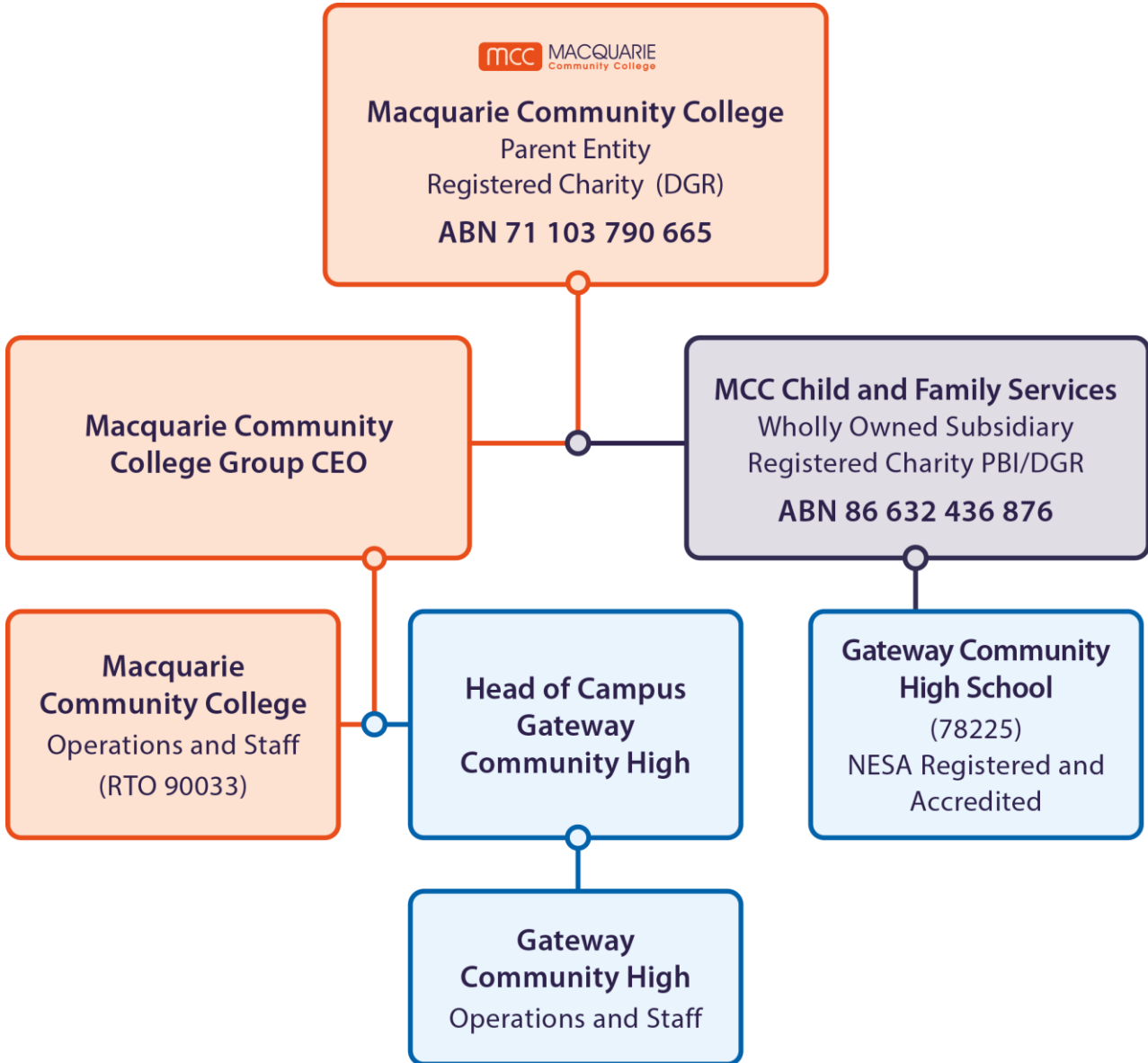
MCC is a leading not-for-profit adult community education provider serving North-Western and Western Sydney for more than 70 years. MCC is an established Registered Training Organisation (RTO 90033) that has helped tens of thousands of students to attain qualifications, skills and community connections by creating and providing affordable Vocational Educational Training (VET) courses in Child Care, Aged Care, Business, Computer Basics, English Language skills and more, 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 5 years of full NESA registration and accreditation after its initial inspection in May 2021.

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 MCC CaFS are regulated by the Australian Charities and not-for-Profits Commission (ACNC), and subject to Australian Corporations Law.



Our Structure



Our Program

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).

We focus on the fundamentals with additional teaching hours devoted to the compulsory subjects of Mathematics and English, Science, Human Society and its Environment (HSIE) and Personal Development, Health and Physical Education (PDHPE).

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

- Will thrive outside a mainstream educational environment
- Are looking for a place of belonging and safety
- 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
- 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.

The School's approach includes a focus on:

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

This approach supports students who face various barriers to learning and is backed by small class sizes, where personalised attention and assistance can be provided. Gateway Community High aims to provide an environment that allows all student-types to thrive in a way that is right for them, and which will set them up for future success.

Our 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.



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

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

School Premises

Gateway Community High is located at 263 Marden Road, Carlingford in Northwest Sydney in a dedicated precinct of buildings on the campus site owned by Macquarie Community College.



In 2022 the School occupied three separate buildings surrounding a garden and courtyard, and includes the original sandstone cottage home of the Principal of Carlingford Public School c.1886. The site has been used by MCC for adult and community education since 1989 and the buildings were reassigned for school use to facilitate the establishment of the School.



The School has 2 large classrooms and various break out rooms. 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 enrolments through its first 5 years of operations additional space on the Campus site will be utilised.

Quality Control and Continuous Improvement

As a 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 learned a great deal in our second year of operation because of our commitment and investment in:

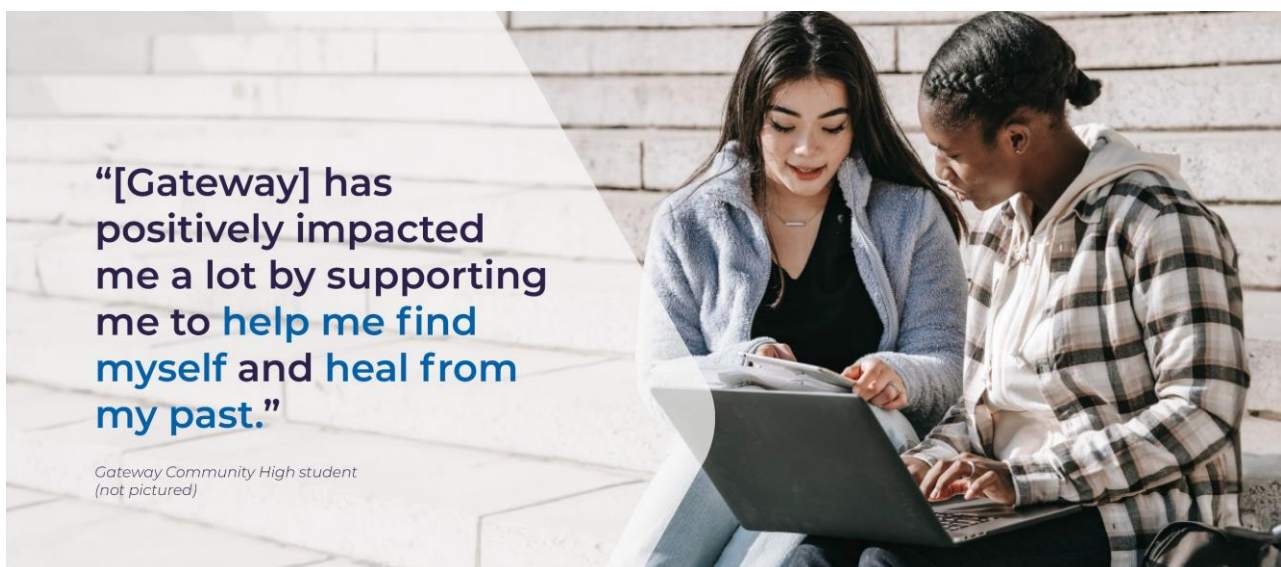
Quality of Teaching and Learning

- Further development of our implementation of Individualised Learning Plans (ILPs) which involves a comprehensive interview with students and parents/carers
 - Regular review and active use of the ILPs by teaching and support staff to improve engagement and wellbeing outcomes
 - Development of our teaching programs and curriculum resources, assisted by advice from NSW Education Standards Authority (NESA) and AIS (NSW)
 - New roles and additional staffing in teaching, student support and administration
- Evaluation of teaching and learning strategies and approaches using student feedback and guidance from AIS e.g. Universal Design for Learning

- Ongoing professional development of staff and directors:
 - Accredited workshops for teaching staff through AISNSW and NESA.
 - All staff training and skills workshops including Universal Design for Learning (AIS), Certificate in Teaching students who have suffered complex trauma (QUT), Introduction to the Solution Focused Approach (Resilience Centre), First Aid (MCC) and Mental Health First Aid (TAFE NSW)
 - Governance and Child Protection training for Staff and Responsible Officers (AIS, Complispace, Joy Woods Consulting).

Developing our Approach to Wellbeing

- Using the results of our Huber Wellbeing Report to inform wellbeing plans and activities. The Huber report is part of a 3-year longitudinal research project on social impact measurement commissioned by the Board in 2021. Graphics and more detail from the report are included throughout this document.
- Developing and documenting our pastoral care and well-being frameworks and practices.



Source: Huber Social wellbeing survey conducted December 2022

Building Connections and Community

- Weekly student assemblies including recognition of individual and team achievements.
- Regular staff meetings.
- Open two-way communication with the parent/school community by email, phone, newsletter and in-person meetings.
- Demonstrating commitment to creating an inclusive community of students, staff and families.
- Community gatherings and events (Covid permitting). In 2022 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 Reconciliation Week and the Graduation/End of Year event.
- Regular contact with our referral network of colleagues in schools, allied health, youth support and other government and community organisations.
- Regular interaction with the network of similar Special Assistance schools, especially those run by other community colleges.

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 networks with similar schools, 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, child safety and curriculum as well as 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 student.

Being a small and inclusive School, proactive outreach and engagement with students, parents and carers is a key priority for staff, particularly with the high levels of Covid in the community during 2022.

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.

Staff maintain professional boundaries with respect to digital and social media, and privacy of home contact details.

Regular Communications

Examples of regular communications include:

- Regular in-person and on-line information sessions for 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 child's academic progress, social and wellbeing matters, engagement in their schooling, interpersonal skills, issues about attendance and behaviour.
- Newsletters circulated to families containing relevant and specific information about upcoming events, highlights, activities.
- 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 school community and special events.

- Staff check and respond to their school emails regularly.
- Staff may correspond directly with students via their Gateway Community High email address and, where necessary by phone from the School.

3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Results for Year 9 Students enrolled in 2022 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 2022	542	549	567	548	543
Similar Schools 2022	567	559	578	567	574
All Schools 2022	578	560	577	573	584

87% of students enrolled in Year 9 in 2022 participated in the 2022 Naplan tests, an increase on the previous year in percentage and overall numbers participating. 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. We appreciate the efforts of all who were willing and able to attempt or complete the testing, and respectful of those that did not.

The School provides each student with a laptop and students were assisted where needed to use this for the Naplan testing.

The School specifically focusses on building confidence and progress in the fundamentals of language, literacy and numeracy including giving many additional timetable hours to the teaching of English and Mathematics. We do this because they are critical to success in all other subject areas. In-class support is made available for students where required. 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 LLN fundamentals and to better equip them to achieve their maximum potential.

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

In 2022 twenty (20) Year 10 students completed their Year 10 schooling with us and 100% were deemed to have fulfilled the requirements for their Record of School Achievement (ROSA). Compared to our inaugural cohort of Year 10 completers in 2021 this was more than double the number of graduates and a higher percentage that qualified for the ROSA. (2021: 9/11)

Year 10 Results 2022 *(Source: Schools Online)*

Subjects / Stage 5 Hours	Number of students	Average grade
English 200 hours	20	C
Mathematics 200 hours	20	D
Science 200 hours	20	C
Geography 100 hours	20	C
History 100 hours	20	B
PDHPE 100 hours	20	C

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. 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 persistence and very positive achievement for some of our students in simply being able to complete their Stage 5 schooling.

The Year 10 students of 2022 were all impacted in their 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.

Most of our students in 2022 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.

5. PROFESSIONAL LEARNING AND TEACHER STANDARDS

Teaching and support staff employed at Gateway Community High, in addition to responsible officers of MCC and MCC CaFS Board Directors and some key staff of Macquarie Community College participated in a range of professional development activities in 2022.

A key focus for upskilling was engagement of the whole team in strengthening our approaches to the quality of teaching and learning, the development and improvement of wellbeing and student support practices, child protection and other administrative and compliance processes.

Staff professional development opportunities were undertaken in person and virtually in 2022 with some planned events/attendance impacted by Covid-19.

The following table summarises the range of professional learning activities undertaken by staff and responsible officers in 2022.

Professional Development Activities 2022

Program or activity	Mode	Participants	Provider/Source
Mandatory Child Protection Policy Training	Online - including assessment	20	Complispace/ Assurance
Introduction to the Solution Focused Approach	Face to Face	11	The Resilience Centre
Certificate in Teaching students with Complex Trauma Backgrounds	Online	6	QUTex
NCCD collection and implementation	Webinar	2	AISNSW
Universal Design for Learning	Face to face	8	AISNSW
The Resilience Doughnut	On-Line	2	The Resilience Centre
Alternative High School conference	Face to face	2	Skill Set Senior College Bathurst (Host)
First Aid – CPR training	Face to Face	7	Macquarie Community College
Child Safeguarding Training	Face to face	16	Joy Woods consulting
Mental Health First Aid	Face to face	4	TAFE NSW
Autism	Online Learning Modules	1	AISNSW
Mental Health		1	
Governance		2	
Child Protection		8	
Financial Acumen for Directors/Principals	Face to Face	1	AISNSW
Commercial Negotiations and Contracts		1	AISNSW

6. WORKFORCE COMPOSITION

Gateway Community High significantly increased its staffing during 2022 compared to 2021.

Gateway Community High roles and positions in 2022 included:

- 1 x full time Principal (0.4 teaching load)
- 4 x full-time classroom teaching roles
- 1 x full time student learning support and well-being officer
- 1 x part-time Learning Support Teacher (0.8 FTE)

- 3 casual Student Learning Support Officers (SLSOs)
- 2 casual teachers and teaching students on placement
- 2 x part-time administration staff
- 1 x Business Manager (from Term 4)

All staff were Australian citizens with no Indigenous heritage.

Attracting and retaining staff with the specialist skills needed to work within our new and unique Special Assistance School environment, during Covid and under strict Public Health Order requirements, was a significant challenge in 2021 and was ongoing through all of 2022. Illness amongst staff, related absence, and lack of casuals led to School closure on several days in Term 1 and 2.

The School contracts consultants and specialists as required to provide services and advice. In 2022 this included resilience coaching, indigenous cultural education and a review of regulatory and child protection compliance.

The School 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
Conditional	1
Provisional	1
Proficient	8
Highly Accomplished	0
Lead Teacher	0
Total Number employed in 2022	10

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.	10

7. ATTENDANCE

“I have showed up to school almost everyday when I am able to where as at my old school I would barely go to school. I genuinely feel happy and proud of myself.”

Gateway Community High student (not pictured)



Source: Huber Social wellbeing survey conducted December 2022

Student Attendance

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

Average student attendance rates throughout 2022:

- 66% of enrolled students attended school on average each school day in 2022.
- 17% of enrolled students attended more than 90% of the time in 2022.

- Year 9 average attendance rate was 72%
- Year 10 average attendance rate was 65%

Source: MySchool website and SchoolPro SMS

Management of Non-Attendance

The School works proactively with students who may have issues and circumstances which prevent them from attending regularly.

Strategies and actions to address non-attendance include:

- Follow-up with students and parents/carers if a student consistently misses certain subject periods.
- Ensure there is a conversation 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 a few days without contact with the School.

Student circumstances are considered in making sure they are supported if facing challenges which are restricting them from attending school.

The Principal 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 Plan 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) for students who have enrolled with or are developing poor attendance patterns.

These plans may include:

- Suitable and achievable programs (e.g., student attends partial day or part-time until full time return).
- Monitoring and timely reporting of student absence
- Student welfare initiatives
- Curriculum changes and
- Review date/s.

For students absent due to Covid or other health issues, proactive outreach by staff was a significant focus to ensure enrolled students were participating actively in their education program.

8. RETENTION OF STUDENTS

Given that Gateway Community High is a single Stage 5 School, and that 2021 was the first year of operation, retention statistics for year-to-year progression are only available for Year 9 2021 to Year 10 in 2022.

Eighteen (18) of the twenty (20) students that completed Year 9 in December 2021 commenced Year 10 in 2022 (90 %).

Given the nature of the School and its cohort, not all students that commence their enrolment in any given year complete their full year of studies at our School.

In 2022 eleven (11) of the students who commenced an enrolment at the School did not complete a full year of enrolment at Gateway Community High – six (6) left during Year 9 and five (5) left during Year 10.

Exits can occur for a range of reasons (change in family circumstances, health and wellbeing, behaviour and engagement). Given the high demand for the limited 40 places available, the School maintains an active waiting list. In 2022 enrolment offers were made to students on the waiting list and new enquiries that met our selection criteria when places become available.

9. POST-SCHOOL DESTINATIONS

Sixteen (16) of the twenty (20) students who completed their Year 10 studies in 2022, have confirmed placements into further education or work.

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.

As a sign that our students have actively and purposefully re-engaged in their education it is highly significant that most 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.

- 2 enrolled at a mainstream school to complete Stage 6
- 7 enrolled at an alternative high school to complete Stage 6
- 5 are completing Stage 6 or VET studies at TAFE
- 2 are enrolled in an apprenticeship and working
- 2 are not working and not currently studying; 2 unknown

We applaud each of these students in making the most of their learning opportunities while at Gateway Community High, and for actively setting a new direction for the next stage of their learning and employment pathways.

Numerous school sessions during 2022 included skills development for job seeking, career planning and skills attainment to prepare the Year 9 and Year 10 students for life after Gateway Community High.

As part of our vision to offer options for our students the School lodged an application to NESA to extend its program to Stage 6 (Years 11 and 12). This application was formally approved by the Minister late in 2022 for 2023 commencement. Given the desire to further consolidate, develop and improve in 2022, and the relatively short time frame to implement for a January 2023 intake, the School decided to defer the introduction of Stage 6 until 2024. A new application was lodged in March 2023 and is being assessed for Ministerial approval, with plans in place to proceed with Year 11 in 2024.

End of Year Celebration Event – 9 December 2022

In December 2022, we were pleased to host a wonderful end of year celebration of the achievements of our Stage 5 students, including the formal graduation of our Year 10 students.

Jim Taggart, OAM, Board Member was our engaging MC with a special guest address from Mark Morrison OAM former Principal of the Macleay Vocational College, a school with a similar ethos to Gateway Community High.

“The future might be a long way away, but the journey has started”

Jim Taggart, OAM.

“Take your strengths to the world and let it empower others”

Mark Morrison OAM



Aboriginal Elder Theresa Ardler, clad in a magnificent possum skin cloak was a special guest, having been very involved with programs for the School and students during the year.

The event featured outstanding musical performances by three of our talented students. A moving speech from a student that started with our very first intake of Year 9 students in 2021 highlighted some of the personal and academic growth she achieved during her two years of Stage 5 studies at Gateway Community High:

“Without Gateway Community High I would not have been able to complete Year 10. It was the sense of community and the special bonds formed between the students, staff and teachers at Gateway that made the difference”.



A highlight was the presentation of a range of achievement and recognitions awards for students from Years 9 and 10, including 2 Long Tan leadership and citizenship awards presented by Defence Force representative Rahme Ryhan.

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



A short video with highlights of the 2022 End of Year celebration can be found [here](#)

10. ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

Gateway Community High uses Complispace (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 – last updated March 2023

Source of Obligation	<p>The NSW Registration Manual (3.8) requires the Head of Campus of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.</p> <p>The NSW Registration Manual (3.6.2) 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 Student data base (Schoolpro).</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, age and address • the name and contact telephone number of parent(s)/guardian(s) • date of enrolment and, where appropriate, the date of leaving the school and the student's destination • for students older than six (6) years, previous school or pre-enrolment situation • where the destination of a student below seventeen (17) years of age is unknown, evidence that the 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 date of attendance ○ parents'/guardians' names and contact details ○ an indication of possible destination, other information that may assist officers to locate the student ○ any known work health and safety risks associated with contacting the parents/guardians or student.
Records of the Register of Enrolments	<p>The register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored off-site at regular intervals.</p>
Implementation	<p>The Head of Campus and appointed delegates are responsible for the effective implementation of this Policy.</p>

Enrolment Procedures 2022

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 (maximum 40 in 2022) and generally has a waiting list. Term 1 commencement is supplemented by rolling intakes throughout the year as spaces become available.

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 enquirers and referral networks are encouraged to access information on the School's website, enquire by email or call the School. They are then generally contacted for an initial discussion about the School and invited to attend an information briefing session prior to submitting an application.
- Upon 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.
- 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 Principal 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 Principal and/or appointed delegate reviews all information and makes a decision regarding acceptance for enrolment and their likely start date.
- The Principal 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/guardian/carer and a student induction process will be followed.

Selection Criteria

Places are strictly limited and demand for places is high.

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 belonging and safety
- 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 in 2022 was a two-phase process:

- Phase 1 – Initial enrolment at the school for a limited trial period of a minimum two weeks
- Phase 2 – Confirmed enrolment after the student successfully completed the initial enrolment period.

Phase 1 – Initial enrolment trial period

During the initial enrolment period the School assessed how the student was responding to the School environment in relation to the following criteria for confirmation of enrolment:

- Attendance
- Engagement
- Social interaction
- Attitude towards learning

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

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 renewal 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, that is 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 School website)
2. Application for enrolment form (on School 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

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.



Source: Huber Social wellbeing survey conducted December 2022

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 in Stage 5 at Gateway Community High have mild to moderate mental health issues including anxiety and depression. Students often have one or more conditions that benefit from learning support including ASD, ADHD, dyslexia, dyscalculia.

Some 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 other personal impacts within their family including family breakdown or change of housing. Some students may have been struggling at school while dealing with physical and/or identity changes of adolescence, gender or sexual identity.

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, western suburbs. We have a diverse range of students from relatively advantaged to disadvantaged and vulnerable families or care situations.

Gateway Community High Students Feel Increased Sense of Connection



Mentorship
+39%

Access to someone in their life who they look up to and respect



Sense of Belonging
+39%

Feeling part of a community



Supportive Relationships
+37%

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



Trusting Others
+34%

Knowing who to trust



Friendship
+6%

Opportunity to make new friends at Gateway Community High

Source: Huber Social wellbeing survey conducted December 2022

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, because 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 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 has adopted the Complispace policy bank and has customised and contextualised these to our unique environment.

All policies were new in our inaugural year (2021) and submitted to NESAs in March 2021. There were again updated in March 2022, with selective review in July 2022 as part of our registration/inspection processes.

In keeping with our commitment to continuous improvement during the establishment years of the new School policies are regularly reviewed and where necessary 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 Safe and Supportive Environment (Child Protection, Student Duty of Care, Bullying, Code of Conduct), Staffing, Curriculum, Attendance, Discipline and Property/WHS areas, especially Covid-safe policies and compliance under the NSW Public Health order in 2021 and 2022.

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 Gateway Community High [website](#). This is updated regularly and as at time of this publication included:

- Bullying Prevention and Intervention
- Complaints Handling Policy
- Compliance with Safe and Supportive Environment Requirements
- Gateway Community High Safety and Wellbeing Policy
- Pastoral Care Policy
- Privacy Policy
- Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct
- Student Code of Conduct
- Student Discipline Policy

12. SCHOOL DETERMINED IMPROVEMENT TARGETS

In 2022, the School's key target areas for improvement were:


- Focus on Student Attendance
- Focus on Wellbeing
- Focus on 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.

After the Covid lockdowns of 2020 and 2021 students were mostly relieved and pleased to return to on-site learning. Very high levels of community transmission again presented some challenges with staffing coverage, and impacted student ability to attend daily, or catch up on missed lessons if not at school due to Covid.



"I have showed up to school almost everyday when I am able to where as at my old school I would barely go to school. I genuinely feel happy and proud of myself."

*Gateway Community High student
(not pictured)*

Source: Huber Social wellbeing survey conducted December 2022

Strategies to encourage student attendance in 2022 included:

- 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 phone calls were made to parents/carers to discuss reasons for non-attendance of the student on any day or in periods when a student was absent.
 - Follow ups from staff directly with students/families through school email.
- 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 2022 during their second and final year at the School.

Students Are Attending School Again at Gateway Community High

As well as responding to questions about specific factors relating to the school’s target outcomes, students also had the chance to offer open feedback about how Gateway Community High affects their wellbeing. There was a strong commentary about students wanting to come to school more, including reflections such as:

“[Gateway Community High] has helped me have a fresh start and have positive feelings towards school again.”

“[I’ve] gone to school more.”

“I like going to school now because people are nice here and its fun.”

“Really good, best school I’ve been to.”

“I have showed up to school almost every day when I am able to whereas at my old school I would barely go to school.”

“I actually go to school - nearly every day.”

Students reflect that Gateway Community High is/offers:

meaningful learning
more comfortable
a fresh start
positive

more mental health guidance
a school worth going to
more supported
more calm and casual



Source: Huber Social wellbeing survey conducted December 2022

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:

- Interactive Workshops with Theresa Ardler, indigenous elder, educator and artist. Bush food and medicine, how the Waratah got its name. Naidoc week activities, excursion to her Whale sculpture at Kurnell
- 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 creating a vegetable garden on site, workshops with Ngina and a visit to Pocket City Farms
- Specialist sports and PE sessions on site (Stars/TV sports) and off-site (local parks, YMCA West Epping)
- Art activities, including colouring, painting, participation in art competitions.
- Interactive sessions and meetings with Police Youth Liaison officers
- Car-repair and maintenance workshops
- Post-school destination workshops
- Resume and job interview skills
- Excursion to Kinokuniya Bookstore
- First Aid program
- End of term “reward” and celebration activities including Ice skating, excursion to Treetops

Focus on Wellbeing

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

The focus on improvement in student wellbeing in 2022 was very much about building 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.

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 were 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. An induction day was held in December 2022 for all new students enrolled for Term 1 2023 commencement.

Gateway Community High Students Feel Increased Sense of Connection



Mentorship
+39%

Access to someone in their life who they look up to and respect



Sense of Belonging
+39%

Feeling part of a community



Supportive Relationships
+37%

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



Trusting Others
+34%

Knowing who to trust



Friendship
+6%

Opportunity to make new friends at Gateway Community High

Source: Huber Social wellbeing survey conducted December 2022

In 2022 we have developed our understanding, resourcing, practices, and outreach to specialist services to have authentic conversations and better support students dealing with mental health conditions including anxiety and depression.

Gateway Community High Students Feel Increased Holistic Wellbeing



Happiness
+57%

Frequent feelings of happiness



Enjoyment
+39%

Enjoying life and having fun



Help-Seeking Behaviour
+17%

Asking for help when they need it



Health Management
+15%

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

“[Gateway Community High has] impacted my social skills [and] my education in a good way. My health and wellbeing has improved. I’ve made friends. I am more able to deal with stress and anxiety, asking for help and expressing what I need.”

Gateway Community High student

Wellbeing practices in 2022 included:

- Facilitated Home Room groups – including a gratitude reflection
- On-site, part-time resilience coach
- Programmed wellbeing 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.

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

- AIS NSW and NESA
- NSW Departments of Education and Health, Police
- QUT and University of Western Sydney (Wingara workshop)
- Galmatic (Car maintenance workshop)
- Local clubs (Epping and Carlingford Rotary) and Parramatta Leagues
- The Resilience Centre
- Theresa Ardler, indigenous elder, educator and artist
- Treetops (Cumberland Forest)
- Wayside Chapel to support/explore volunteering
- YMCA Epping and StarsTV sports



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

In 2022 the School also established a regular meeting forum on pastoral care and wellbeing practices. This has been a key contribution to developing and documenting a comprehensive pastoral care framework to inform our approach to further improvement in wellbeing outcomes in 2023. Some of our work on the pastoral care model and practices was supported by generous pro-bono consulting from a registered psychologist with experience in school settings.

Finally, The Board commissioned an external consultant 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 Board also reviewed its risk framework and insurance arrangements.

Gateway Community High Students Have Greater Life Skills



Relationship Skills - Unhealthy Relationships

+62%

Identifying and avoiding relationships that might be dangerous or unhealthy



Self-management Skills – Safety

+47%

Knowing how to safely remove themselves from a situation that might be unsafe



Communication Skills

+42%

Sharing thoughts and feelings with others with ease



Relationship Skills - Peer Pressure

+34%

Saying no to friends if they don't agree with what they are doing or how they are behaving exercise, affect their health

“We are passionate about seeing young people succeed, whether that be in schooling, socially or personally. We aim to empower them to create better futures for themselves, their families and their communities.”

Theresa Collignon, Group Chief Executive Officer Macquarie Community College

Source: Huber Social wellbeing survey conducted December 2022

Focus on Teaching and Learning

The engagement of a specialist Learning Support Teacher and additional staff positions to support learning has led to significant outcomes, including the development of detailed 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 the students enrolled at the time of census data submission were eligible for some form of additional, funded support at significant or substantial level.

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.

The School benefited from a Covid-intensive learning grant, through AISNSW, which enabled targeted students to participate in additional small group tutoring, facilitated by our learning support team.

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.

- A dedicated bi-weekly Teaching and Learning meeting.
- Detailed documentation of our assessment and grading procedures for school reports and the awarding of the ROSA.
- Completion of professional development workshops on teaching and curriculum with NESAs 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. This was done proactively and collaboratively with students and staff to describe and document what “walking the talk” of our values means. The output was collaboratively developed and agreed classroom “rules” and non-negotiables, and a program to actively recognise and reward examples of kindness, inclusion and accountability for actions.

13. PARENT, STUDENT AND TEACHER SATISFACTION

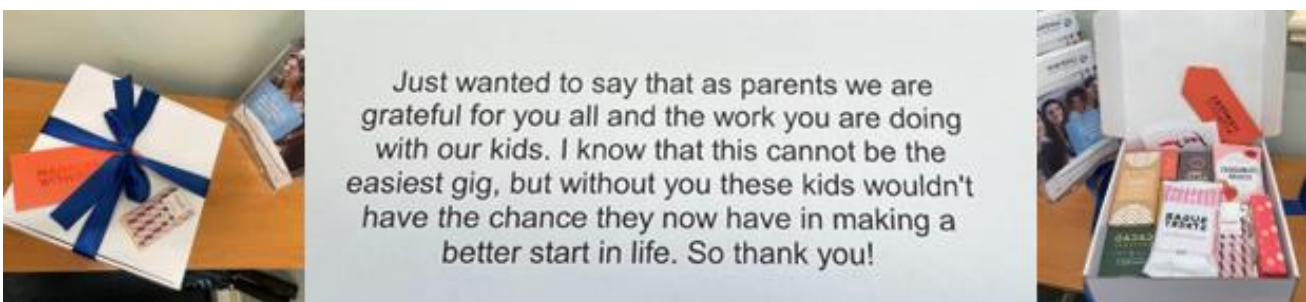
We work with all feedback proactively whether it be positive or negative as part of our continuous improvement journey.

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

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.

Recruitment for new staff in permanent, acting or casual roles is an ongoing challenge. This was especially true in securing classroom teaching staff with specific subject expertise in a time of significant teacher shortages. We were fortunate to build our team with talented new staff members including a new Principal. We increased resourcing with a dedicated Learning Support Teacher position, new teaching, admin and student learning and wellbeing support staff, plus additional casuals and fixed term contract staff. Happily, we have started 2023 with a full team of continuing and experienced teachers and have been able to add additional learning and support roles.

Student Satisfaction

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 report can be accessed [here](#), including our impact thesis (page 9).

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.

The inaugural 2021 Term 4 survey of students established a baseline of students' wellbeing status, informed us on priority focus areas for students, and allowed for benchmarking of longitudinal Gateway data against that of other similar schools in the Huber data sets.

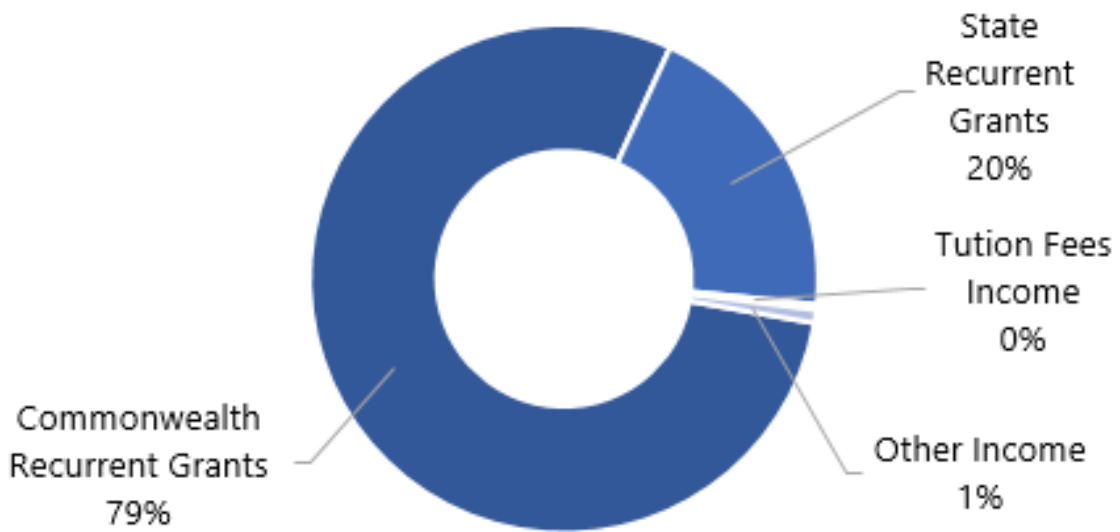
The 2022 surveys were conducted in Terms 1 and 4 for most students. The 2022 data included a cohort of students that completed 2 full years at Gateway Community High and some that commenced later in 2021, as well as our new students that commenced in 2022. This means that for some students we have data from 3 different surveys.

Highlights of the outcomes report for the 2022 measurement project are featured below:

- **Gateway Community High has a positive impact on overall student wellbeing** - students' wellbeing increased by 15% on average over the past academic year.
- **Gateway Community High achieves its target outcomes** - students recorded significant improvements across key program outcomes including strengthening daily life skills (46%), sense of self-worth (34%), holistic wellness (32%), and connections (31%).
- **Gateway Community High addresses what matters most to student wellbeing** - students reported significant improvements across factors including sense of pride (38%) and purpose (44%), both of which were found to be predictors of high student wellbeing.
- **Gateway Community High students report wanting to attend school more than in previous schools.**
- **Gateway Community High has identified key predictors of wellbeing and areas for focus** Happiness, Pride, Purpose and Enjoyment are key predictors of wellbeing for Gateway Community High Students and are areas for strong future focus for continuous improvement include further developing a sense of pride in achievements and Help-seeking behaviours.

14. SUMMARY FINANCIAL INFORMATION

Gateway Community High - 2022 Income



Gateway Community High - 2022 Expenses







GATEWAY COMMUNITY HIGH

An initiative of |  **MACQUARIE**
Community College

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