



# Annual Report 2019

## Context

<b>School Name:</b>	Youth Futures Community School	<b>School Number:</b>	1433
<b>Principal:</b>	Richard Furber	<b>Region:</b>	North Metro

Youth Futures acquired the site of Youth Futures Community School in Midland and authority to govern it from November 2018 after the previous school entered External Administration. Evidencing a sound history of successfully managing and delivering numerous CaRE Schools and Community Based Courses, Youth Futures Community School (YFCS) was established in 2019.

YFCS provides an alternative setting to mainstream education for students in Year 8-12 who have been unable to successfully access education at conventional mainstream schools. YFCS prides itself on successfully fostering excellent relationships between school staff, students and their families. These relationships are based on empathy, respect and trust, which underpin the learning process. YFCS runs a highly student-centered learning model with much of the learning self-paced based on individual needs; rather than students having to conform to an inflexible educational model which may not meet their requirements. Students have access to VET learning pathways including Certificates in General Education for Adults I, II and III (22472VIC, 22473VIC and 22474VIC), in addition to, several industry specific qualifications including Building and Construction. The school also focuses on preparing students for their future pathways and assists them to transition to employment. This is done through numerous work experience opportunities, TAFE courses, apprenticeships and traineeships. Academic achievements are complemented with experiences to develop social skills required to be successful in the workplace as well as practical and independent life skills such as Keys 4 Life, attaining driving licenses, and acquiring WHS certificates and White cards.

## 2019 Highlights

2019 was the inaugural year for Youth Futures Community School. Throughout the year the school supported increasing enrolments necessitating the opening of new classrooms for both the junior and senior years. A full enrolment of students, with a waiting list, evidenced the value in and need for our model of alternative, appropriate education, and the excellent level of academic provision on offer to students.

The school initially opened with 2 junior year and 3 senior year classrooms, all purposely operating below capacity. The rationale behind this was to allow staff to manage change, and to deliver a positive ethos and culture. By Semester 2, a positive ethos and work ethic was evident in the school which was backed up by positive interactions between staff and students, as well as, overall positive engagement, resulting in an increase in attendance. This precipitated the hiring of new staff and the opening of a further two classrooms while the existing classrooms accepted new enrolments towards capacity.

Students performed admirably with great attendance, engagement, personal and social education as well as academic achievement.

Over the year, YFCS students had numerous educational excursions which included the Royal Mint, Caversham Wildlife Park, Scitech and Fremantle Prison. All were well attended, and the school was commended by venues on the behavior, attitude and presentation of students while visiting. The school also attended Career expos and the RAC 'Bstreetsmart' Conference which supports the School Protective Behaviours Curriculum.



RAC Road safety Conference

There were several incursions supporting the Protective Behaviours framework. These ranged from hard-hitting real-life stories and lessons discussing education around alcohol, drugs, driving and sound decision making to softer life skills such as nutritional literacy.



The school also provided dance classes, fitness training, sport and facilitated a basketball tournament and intra-school sports carnival with Comet CaRE Schools and Youth Futures Anchor Point programs.



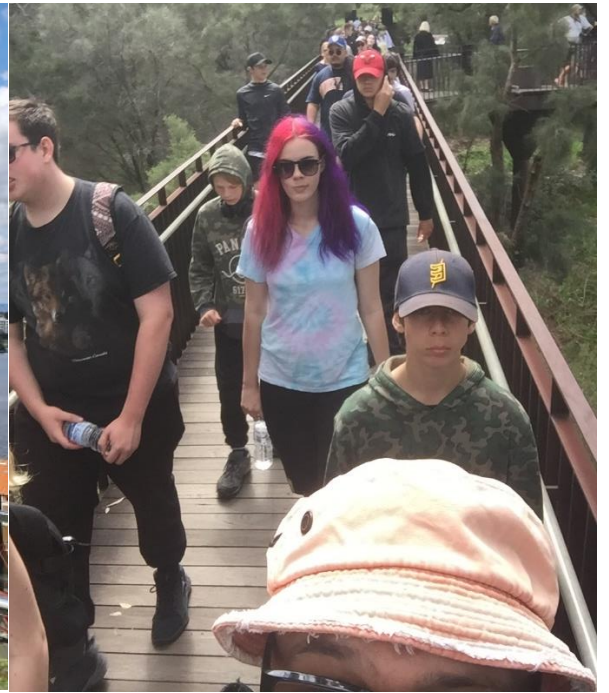
Additionally, YFCS also ran art classes and workshops for students in junior and senior years, some students even had their art displayed at local art exhibitions and competitions.



Student attendance and engagement was another area celebrated by the YFCS community; with an increasing number of students achieving higher levels of attendance throughout the year. Attendance and engagement are key focus areas for students who were previously unable to attend school consistently, or in some cases at all. This success is attributed to both strong relationships with students and families and staff having the ability and resources to engage with students in a safe and secure environment. Increases in attendance and engagement were supported by students having exposure to enjoyable experiences such as mountain biking, gym visits, working with community artists and some simple but healthy excursions including: Caversham Wildlife Park, Perth Zoo and Kings Park to name a few.



Kings Park, always a great experience with lots of opportunities to learn more about WA.



Students at the local gym receiving instruction on the importance and benefits of good technique.





The students also enjoyed a range of incursions including the RAC, Dismantle (bike workshop), Bunnings and visits from local artists.



The highlights of the year, however, are the individual students, for overcoming obstacles, and following pathways to be successful and confident learners at YFCS. Some of these successes were demonstrated to staff and students at graduation where several YFCS students had grown in self-esteem and confidence enough to stand up and share their reflections and stories with everyone.

Some of the YFCS graduates.



The class of 2019 the inaugural year of Youth Futures Community School produced some fantastic students with great achievements, and we wish them all the best in the future.

## Site Improvement Planning and Development

Throughout 2019 significant improvements were made to the YFCS campus, these included:

- Painting and refit out of classrooms
- Provision of a student recreation room
- Site clean-up and safety inspection
- Replace, repair and servicing of all air conditioners
- New student laptops, wireless network and IT infrastructure
- New sports equipment including a new mounted basketball backboard and ring.

These systems and equipment will continue to be fully maintained and developed throughout 2020 and beyond. There also remains much potential on-site to further develop vacant buildings and classrooms to increase volume and scope of educational provision in the future.

## Student Achievement

11 students completed CGEA qualifications at Certificate I, II or III

216 VET units of competency were awarded

11 students completed WHS certificates

3 students completed First Aid certificates

6 students transferred into TAFE or training

2 students transitioned back into mainstream education

2 students gained employment

YFCS staff continually review student learning and achievements to ensure that the best possible education is being offered to students. This has led to changes in some course work and units of learning, to promote student achievement, and to better prepare students for their future. The development of Futures Education and Training RTO (FEAT) allowed YFCS staff to tailor the units and Certificates in General Education for Adults to our students' requirements. The school now offers an improved suite of certification for students, which increases access to education in addition to fully preparing students for future pathways which may include traineeships, TAFE courses, apprenticeships, or employment. It also fosters skills for students to be independent and life-long learners. In 2019 the total number of academic achievements in the CGEA curriculum were modest. This was due to some of the Certificates generally taking longer than 1 year to complete, as well as, the school, as a whole, initially focusing on the development of a positive culture with student self-regulation; this had to occur before effective teaching and learning could take place. The hard work done in 2019 will translate into further positive transitions in 2020 once students have completed more certification and are able to access further training.

## Student Data

### Attendance

Many YFCS students have not regularly attended school for their entire Secondary School learning pathway and so YFCS rigorously records and encourages student engagement and attendance. To support this, Attendance Officers, Participation Coordinators, Youth Support Workers, Trainers, Teachers and the Principal are constantly involved with families and external agencies to support students into school and ensure this is reinforced with positive experiences. Positive relationships are key and staff at YFCS are committed to fostering these relationships with students and families to remove barriers and assist students back into school, where positive messages about school engagement can be reinforced and students can be led to success. YFCS removes physical and financial barriers by providing additional support to students including: the provision of SmartRider cards, a breakfast program and access to Emergency Relief when required.

Incentives in the form of excursions, a range of positive experiences and awards are used to encourage student participation and engagement and assists in students having an enjoyable educational experience. YFCS also accesses funding to promote attendance and engagement for senior students through the provision of personal training sessions and driving lessons.

Attendance data below is representative of **actual attendance and does not include 'approved' absences.**

2019 attendance

Overall Attendance	Non-Indigenous Attendance %	Indigenous Attendance %
48.22%	55.40%	39.24%

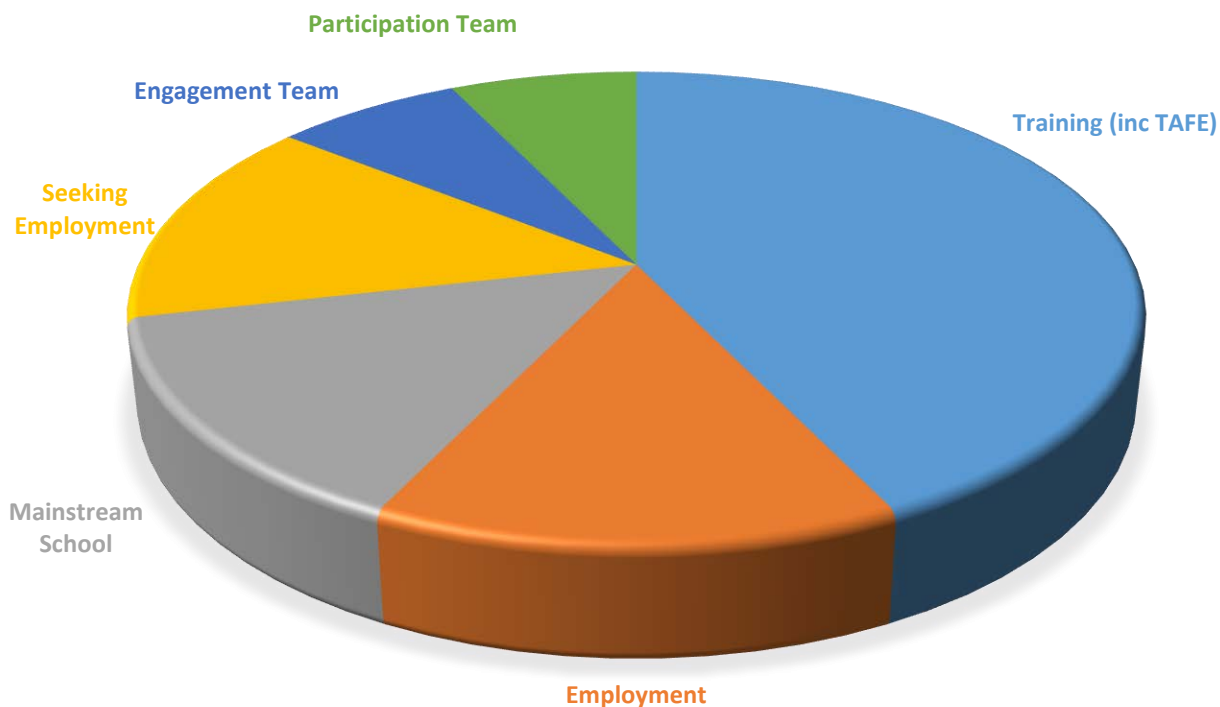
2018 attendance (Pre YFCS)

Overall Attendance	Non-Indigenous Attendance %	Indigenous Attendance %
34.84%	41.10%	16.32%

### Destination

Student destination includes all students who leave the school, not just those who complete Year 12. The data evidences a positive trend in destination where the majority of YFCS students who were previously disengaged from schooling have now embarked on employment, training or further education. Years 10 and 11 were included as some of these students have also successfully transitioned into mainstream schooling and TAFE.

## STUDENT DESTINATIONS 2019



## Client Opinion

Feedback was sought from student families in 2019 by way of anonymous surveys at “parent” interview evenings. The feedback was positive with some great testimonials of how families had seen positive changes in students throughout the year.

### School Satisfaction Survey

#### Parent/Guardian Feedback

Teachers at this school expect my child to do his or her best.	90%	Agree/Strongly agree
Teachers at this school treat students fairly.	94%	Agree / strongly agree
Teachers at this school work hard to engage and create relationships with their students.	100%	Agree / Strongly agree
My child feels safe at this school.	100%	Agree / strongly agree

Student behaviour is well managed at this school.	78%	Agree/ strongly agree
This school takes parents' opinions seriously.	100%	Agree/ strongly agree
Teachers at this school motivate my child to learn.	90%	Agree / strongly agree
This school works with me to support my child's overall development.	95%	Strongly agree / agree

## Staff

### Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Training Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-time Equivalents	0	8	0	5	1	4
Persons	0	8	0	5	1	5

Staff who work in CaRE schools are more than just a practitioner in their own discipline as the challenges faced in this sector are more acute due to the nature of the students. The staff at YFCS are therefore, highly committed to, as well as extremely passionate about the students they work with and the outcomes they assist students in gaining. The dedicated and professional nature of the staff and the positive and professional relationships they form with our students and their families truly are the glue that holds the school together and allows Youth Futures Community School and its students to be so successful.

All teachers are TRBWA registered with either a Diploma or Bachelor's Degree in Education. All teaching and training staff also hold Cert IV TAE allowing them to deliver VET training, as well as the demonstrated competence required to deliver VET based curriculum.

We are fortunate to have several staff who hold qualifications in both Education and Youth Work allowing them to be very effective in their area of practice with our students.

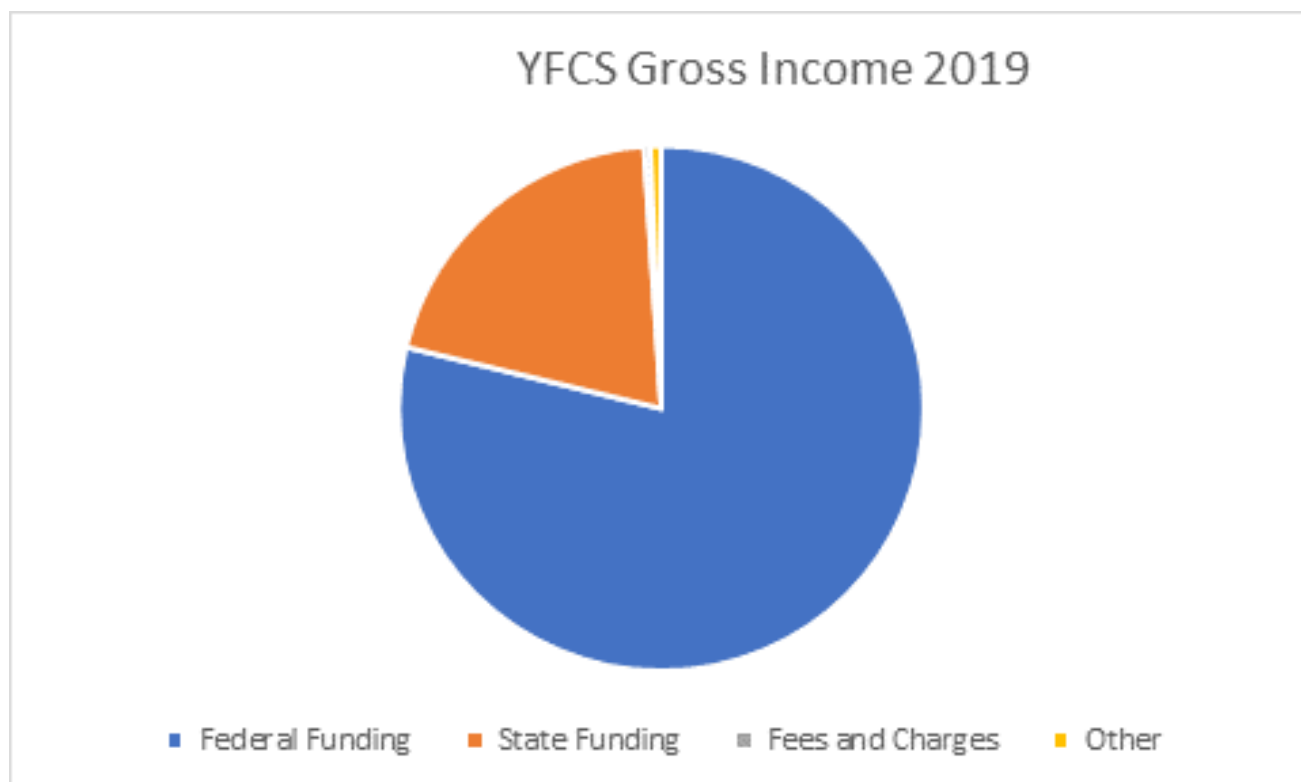
The school also has Clinical Psychologists onsite for those students with more complex levels of need. We have continued to see an increase in the numbers of students with complex needs. The ability to access professional psychological therapy and support onsite has had a significant impact on the school's ability to support these students and provide guidance to staff members.

## Financial Statement

Following a year where the school (pre YFCS) was placed in External Administration and lost over \$3,000,000, the school's current financial situation at the end of 2019 demonstrates, that with sound governance and prudent financial management, the school will return to being financially sustainable in 2020. With the implementation of a proven educational model and good management, as part of a successful and sustainable business model, the school's future is heading in the right direction. With continued support and funding from both the Commonwealth and State Governments, YFCS will continue to operate in 2020 and beyond.

### Income by Funding Source

Source	Percentage
Commonwealth Government Per Capita Funding	78.8%
State Government Per Capita Funding	20.2%
Fees, Charges and Parent Contributions	0.3%
Other Sources	0.7%
Total Gross Income	100%



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# End of report