

2024 Annual Report

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Message from our Principal

The year 2024 saw a very busy phase for the Academy with many changes and new initiatives. The Leadership Team went through a period of adjustment as Matthew Borgward, after 10 years of service at the Academy, went on long service leave before resigning from his position as Principal to move into the tertiary education sector. Rebecca Morse, Head of Student Support and Compliance, left after 10 years of service to move into private education. I was appointed the new Principal; Julie Williams became the Head of Teaching and Learning; Sharmain Tang gained the Head of Student Support and Compliance role and Tafadzwa Makonese was appointed the School Wellbeing Manager.

One of the new initiatives formed in 2024 was the commencement of set community service activities for students to participate in. Part of the foundation of the Australian Curriculum is to support students to become active citizens. Each semester the whole school community now participates in a community service event, as well as smaller activities for students to complete in their Connect form classes. Students participate in social and environmental outings such as Keep Australia Beautiful cleanups, environmental conservation activities, and other projects which support our community.



Message from our Principal

We further developed our Career Pathways and Work Experience Program. We have established a system for post-school achievement through supporting student's career education and planning, and career exploration. We allocated career classes and activities for upper school students and established Individual Career Plans for all year 10 to 12 students to track their career plans, activities and progress. A TAFE representative regularly comes to the Academy to provide advice and assistance regarding course options, and many of our students' access VETDSS courses, (where students can simultaneously study at TAFE while at school), which are fantastic courses which allow students to begin their further education journey while still being supported by the Academy. We assist students by preparing and processing their VETDSS applications. This has been a very popular and successful initiative for student career development.



Message from our Principal

In the year following graduation we report on the employment and education outcomes for Academy graduates for the year after they graduate. Another new initiative is that we now contact the graduating class the following term after their graduation to assist and support the post graduating students. If they are not already engaged in either full-time employment or training options, we provide further support to assist them to engage. This forms the start of our new +3 Year Post Graduation Support Program. We start these 'check ins' which will continue each semester for the three years post-graduation to see if alumni need any further support for their next steps transition.



The other section of this initiative is a new focus on work experience placements for year 10 – 12 students. Practical work experience is a great way for students to get hands-on work experience in their chosen fields. Students complete their preferred work experience placement requests, and we work towards getting students and their placements processed so that the students can select a placement which is targeted, personalised, and appropriate which have the potential to lead to future employment or provide an experience that helps students experience a future career path matching their career interest. Students are hoping work experiences could turn into future work opportunities, whether that be short term as weekend or holiday positions or as part of a long-term career experience.

Message from our Principal

We are excited about the progress we have made as a school and the opportunities we are providing for the students of the Academy.

In the rest of this report, you will read about the amazing progress our students and staff have accomplished amidst the changes. These include,

- High attendance rate and resolved absences,
- 91.9% participation from our senior students in their OLNA tests,
- Overall positive feedback from stakeholders,
- Attaining multiple educational outcomes and having different career pathways.

We look forward to 2025 as we embrace the changes, continue on our successes and overcome all the challenges we might have.



Highlights from 2024

Change is the only constant, and that's the way things were at Communicare Academy in 2024. We celebrated many of our staff and students' achievements, as well as bid goodbyes to some who had been here since the school started.

Some of the highlights in 2024 were:

- Senior camp to Point Peron where year 10 – 12 students enjoyed 3 days 2 nights of adventurous activities and team building challenges.
- Annual formal at Gosnells Golf Club. It was a memorable night filled with fun, laughter and dancing.
- The school celebrated its 10th year anniversary at the Gosnells Hotel where past and present students and staff gathered and spent an evening reminiscing and celebrating the school.

Events

The Academy runs many events throughout 2024. Semester 2 especially was filled with multiple incursions and excursions with a focus on students' wellbeing. Students and staff spent their time at Ern Halliday, Movies, Bounce, Community Access and Outback Splash which allowed for positive interactions and relationships to form outside of the classroom.

Semester 2 was also a significant time as we dealt with major changes to our Leadership Team. Staff were promoted internally to replace the departure of Matt (Principal) and Bec (Deputy). Thankfully the handover process was smooth-sailing, which minimised changes and disruptions to the operations of the school.



Meet Our Team

As a CaRE school, we understand that our students have varied needs and traditional teaching methods and school environment have not been successful for them. Hence, we put utmost importance in ensuring that we have the right people for the job. Our staff at the Academy are all carefully handpicked through a rigorous selection process to ensure that they have the necessary skills and mindset to work with our students.

All the teachers at the Academy are currently registered with the TRBWA and have their relevant teaching qualifications (Bachelors of Arts in Education and/or Graduate Diploma in Education). Some teachers also have their Cert 4 in Training & Assessment, which allows them to deliver the CGEA curriculum to our senior students.

Non-teaching staff, including contracted staff, have their relevant qualifications and are registered with their respective reporting bodies.

Additionally, all staff attend regular training courses to upskill and stay updated on best practices to ensure that we are all adequately skilled to re-engage and work with our students.



Meet Our Team

Name	Role	Description
Carmel Posavac	Enrolments & Admin Officer	
Carolyn Bendotti	Teacher	Senior School (Left Term 2)
Cassandra White-Dunn	Education Assistant / Teacher	Art
Colleen Wulffers	Education Assistant	Junior School (Start Term 3)
Graeme Pratt	Teacher	Senior School/VET
Jenna Lee	Business Manager	
Joao Montenegro	Teacher	Health & PE
Joshua Gardiner	Teacher	HASS / Junior School
Julie Williams	Teacher / Head of Teaching & Learning	Start Term 4
Karen Klatt	Canteen Cook	
Kylie McKay	Education Assistant	Senior School
Lauren Myburg	Behaviour Support Advisor	
Lee Napier	Teacher	Science / STEM



Meet Our Team

Name	Role	Description
Matthew Borgward	Principal	Left in Term 3
Patricia Horsham	Teacher	English / Junior School
Rebecca Morse	Head of Student Support & Compliance	Left Term 3
Rikeesha Ziedas	Enrolments & Admin Officer	
Sanchia Hall	Head of Teaching & Learning / Principal	Start Term 3
Sharmain Tang	Teacher / Head of Student Support & Compliance	Start Term 4
Sophie Maffey	School Social Worker	Left Term 3
Susanne Cripps	Teacher	Left in Term 2
Tafadzwa Makonese	Wellbeing Manager	Start Term 1
Tristan Guy	Education Assistant	Junior School



Our Student Attendance

Students at the Academy are expected to attend everyday, however as the Academy is a CaRE school, we are able to offer flexible timetables for students who need them.

It allows for students with learning or behavioural challenges or other issues to re-engage with the school and work on improving their overall attendance.

Our Enrolment & Administration Officers, along with the Wellbeing Team will contact families and work with them to provide ongoing support in managing the attendance.

The average attendance for 2024 was 74.5%. We also have an average of 47.7% of absences that are substantiated with evidence. This indicates that our efforts in attempting to re-engage with the students and families are efficacious.



NAPLAN Report

The National Assessment Program for Literacy and Numeracy (NAPLAN) is conducted annually in May. NAPLAN is only administered to Year 7 and 9 students and we highly encourage our students to participate.

At the Academy, these results are to aid us in ensuring that we are catering to our students' learning needs and deficits. However, due to the transitory circumstances of our students, the data collected is not consistent and is not a true reflection of the Academy's impact on our students' educational outcomes.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	400	381	341	349	415
Year 9	493	428	486	462	478

The data is taken from myschool.edu.au profile for Communicare Academy.

OLNA Report

The Online Literacy and Numeracy Assessment (OLNA) tests are offered to the students in Years 10,11 and 12 biannually(March and September). If a student attains Band 8 in their NAPLAN testing, they do not need to sit the OLNA.

The OLNA measures a basic standard of Literacy and Numeracy for entry into tertiary education/employment and has become increasingly important for School Leavers. Students have a total of 6 attempts (Year 10 to 12) to meet the required standard in OLNA while in school.

In the next page, you will find tables outlining the students’ achievements in OLNA for 2024.

There are 4 categories – NSA, Level 1, Level 2, and Level 3.

NSA	Students who did not sit for the assessment or assessment result is not available.
Level 1 or Level 2	Students who have not demonstrated the standard/proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating the standards and require specific learning interventions. Individual student feedback identifies some of the skills the student have yet to demonstrate in this component.
Level 3	Students who have demonstrated the minimum standard through OLNA. (Students who achieved a Band 8 or higher in NAPLAN will also be allocated a Level 3.)

OLNA Report

Year 10 (13 students)

	Numeracy	Reading	Writing
Level 1	2	2	2
Level 2	7	2	6
Level 3	1	6	2
NSA	3	3	3

Year 11 (14 students)

	Numeracy	Reading	Writing
Level 1	2	2	5
Level 2	4	4	4
Level 3	8	8	4
NSA	0	0	1

Year 12 (10 students)

	Numeracy	Reading	Writing
Level 1	1	0	2
Level 2	3	3	3
Level 3	6	7	5
NSA	0	0	0

Stakeholder Satisfaction

A survey is sent out to both parents and students at the end of each year to gather data and feedback regarding their experience with the Academy. The school uses the data to determine the areas of improvement and work towards providing a better experience.

Survey Questions

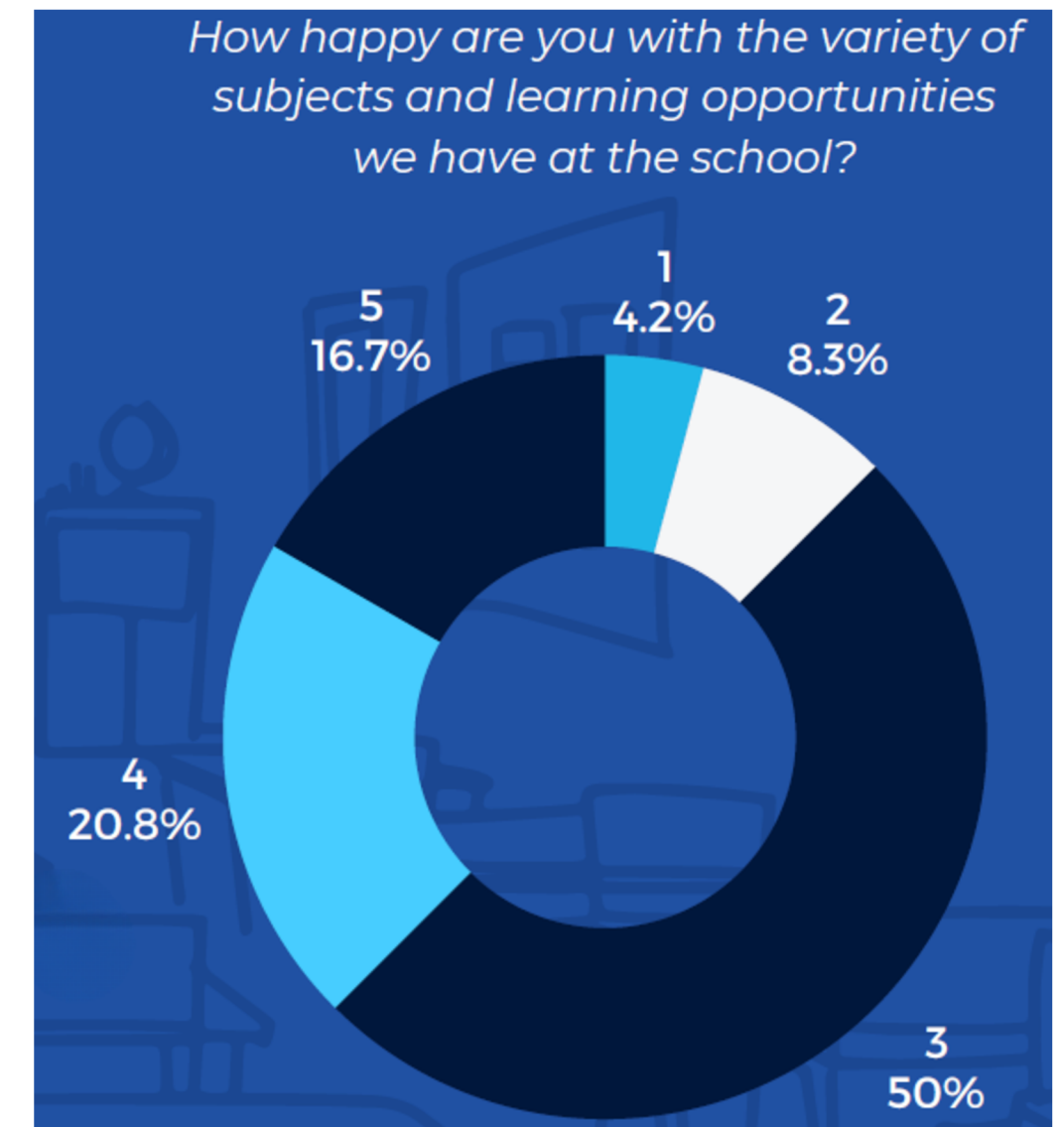
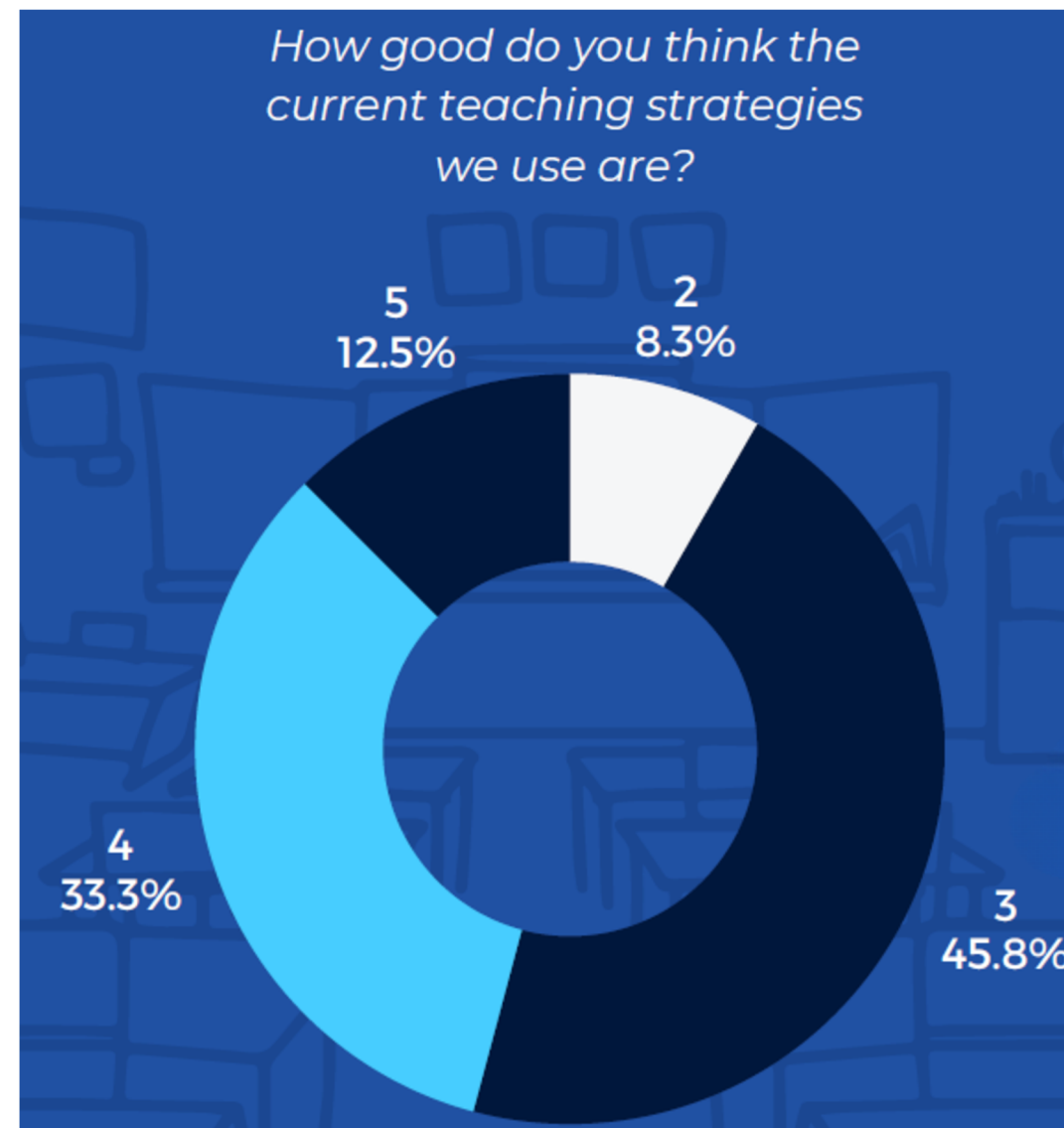
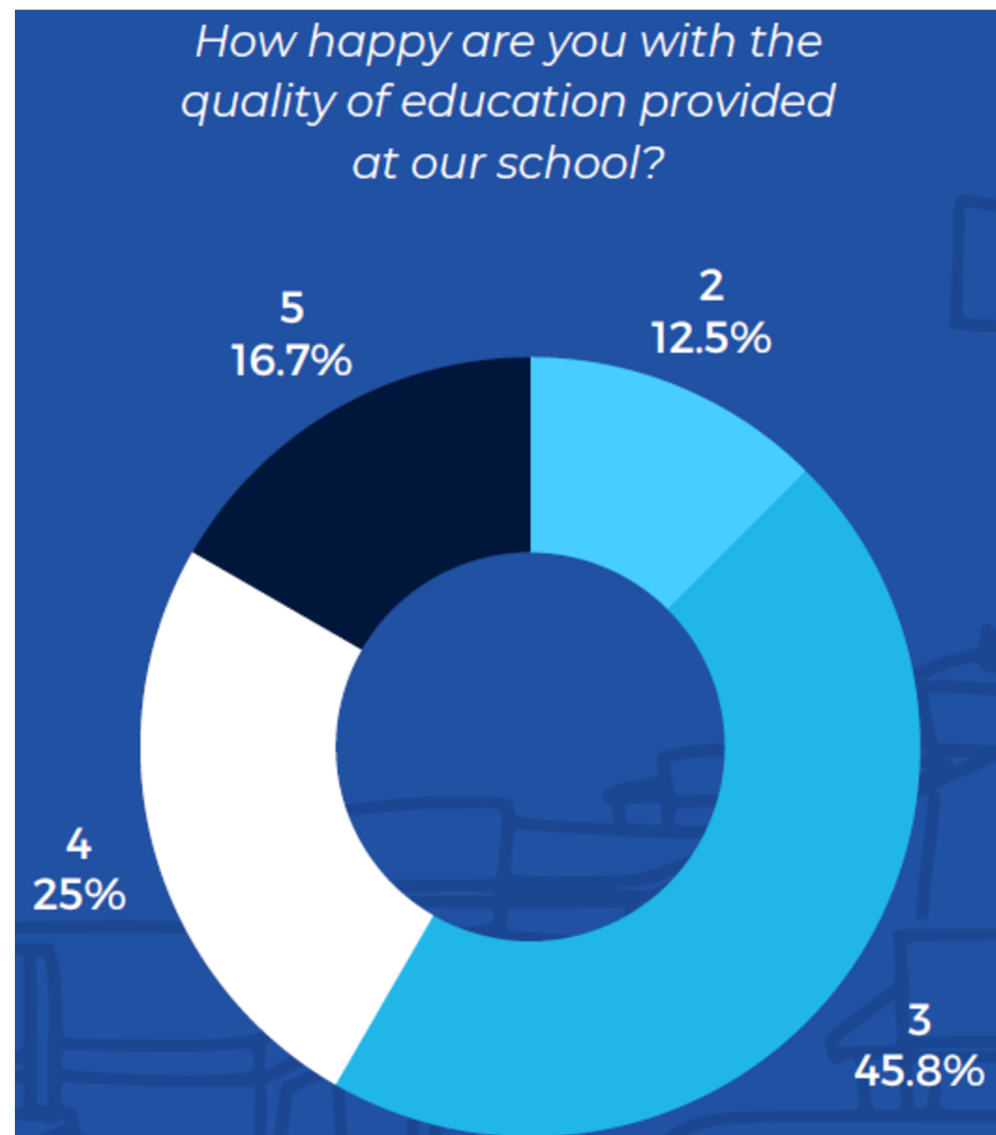
The questions we asked the students are split into 2 main categories – Learning/Engagement Programs, and Wellbeing. As many of our students struggle with mental health, the Wellbeing component is essential to the success of the school.

In the parents/guardian survey, we put emphasis on determining the school's communication with the parents and asking for feedback about the school's programs, strengths and areas of improvement.

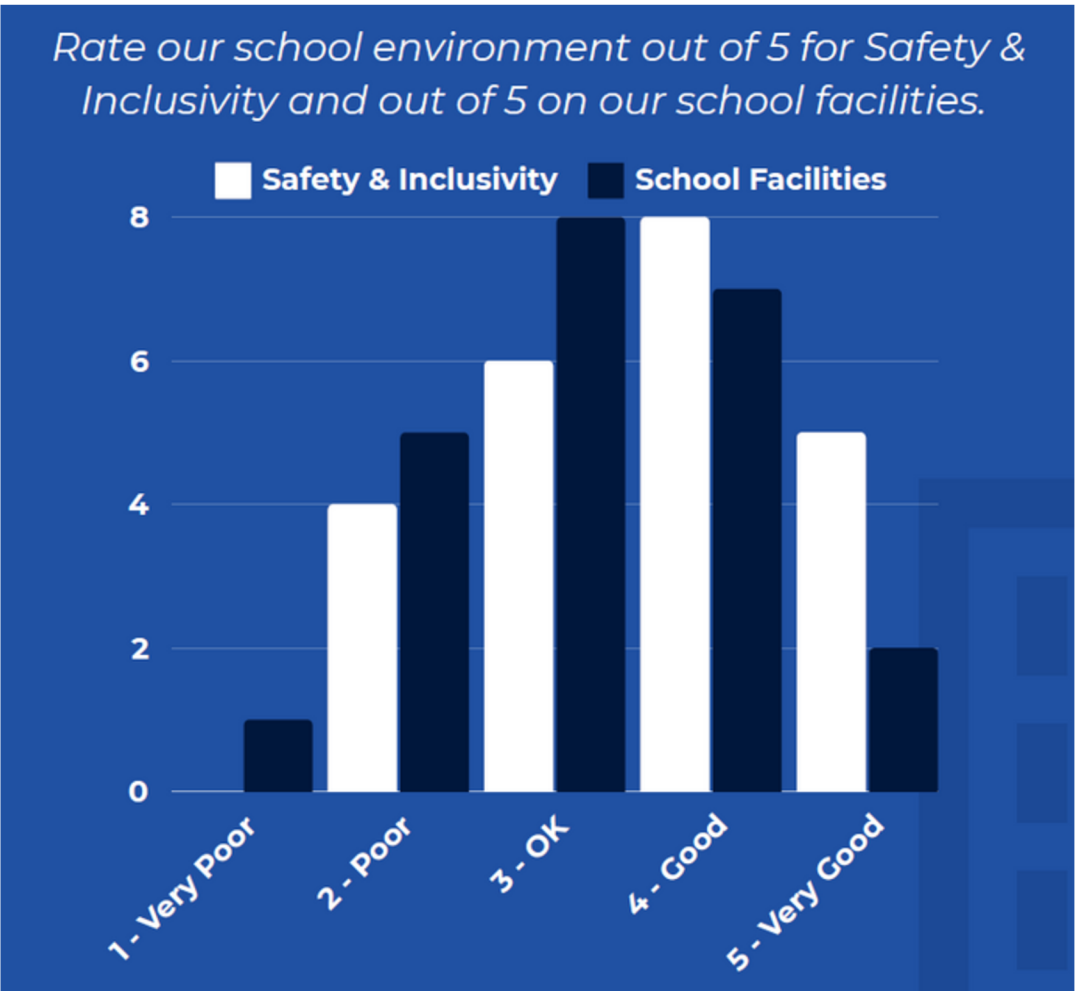
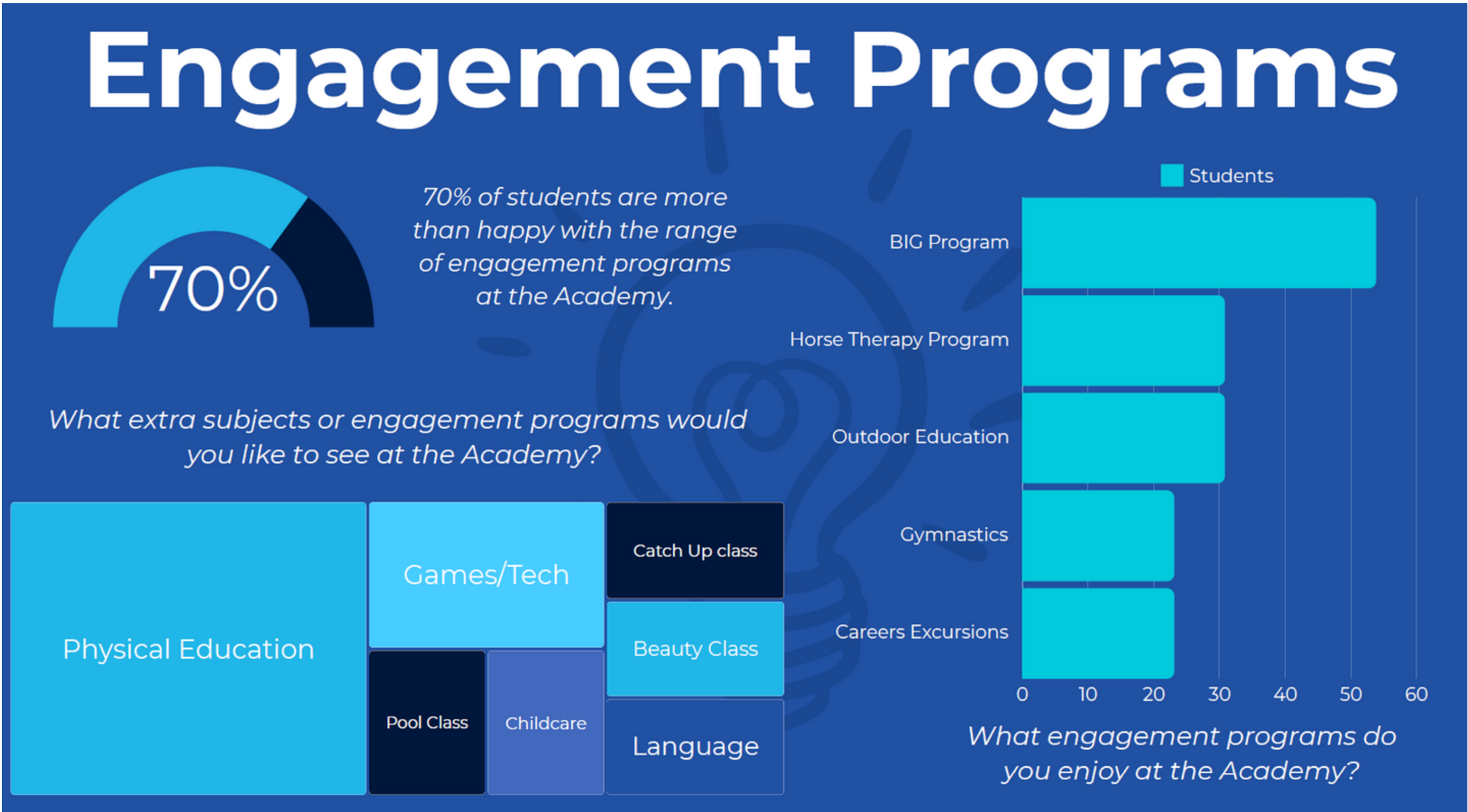


Student Response

Scale of 1 (least positive) to 5 (most positive)



Student Response



Student Response

Do you receive more learning support here than at your previous school?

Unsure
27.8%

No
5.6%

Yes
66.7%

79%

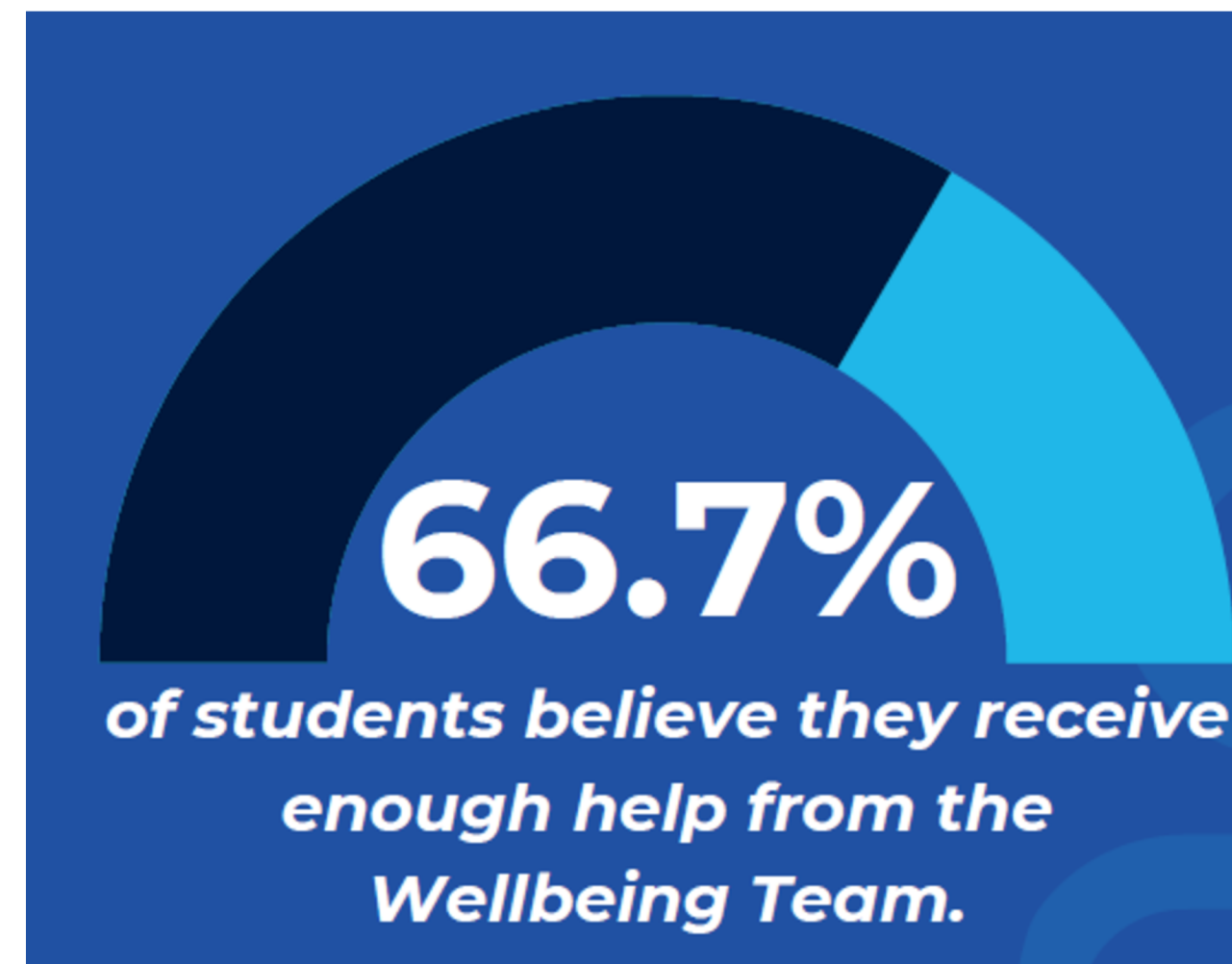
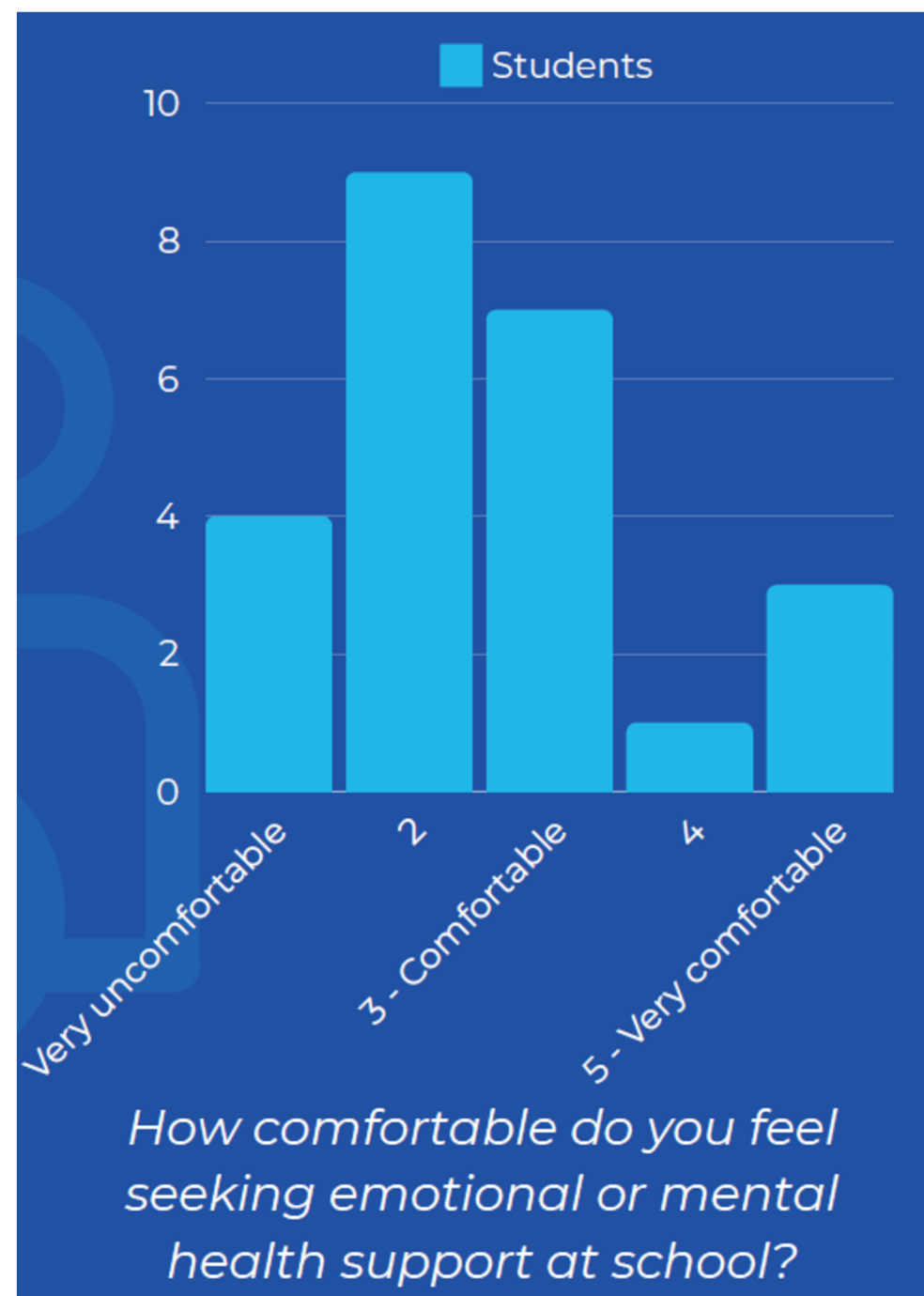
79% of our students feel more than happy with the support they receive at the Academy and feel comfortable asking for help in the classroom.

Only 1 student selected "Very Unhappy" with their support.

83.3%

of students are more than happy with how the school communicates information.

Student Response



Student Response

In a nutshell, the overall feedback from students regarding their learning experiences and the variety of our engagement programs at the Academy are mostly positive. While the teachers at the Academy continue to offer different and new Fixed Focus classes, this data helps us to determine which ones to continue.

Most of the students are also very happy with the support they are receiving at the Academy. This support refers to both in-class learning support and wellbeing/holistic support. Many of our students experience anxiety of varying degrees and find difficulty in verbalising their needs. This is further substantiated by the higher percentage of students that find it uncomfortable for them to seek support for their emotional/mental needs.

Re-engagement in education is a complex process for our students as many of them also deal with additional needs/concerns. The Academy ensures that all aspects of behaviour management, student support and teaching are underpinned by a Trauma Informed Practice framework. This means that we utilise strategies that will help our students to re-engage and provide for the best learning outcome.



Parent Response

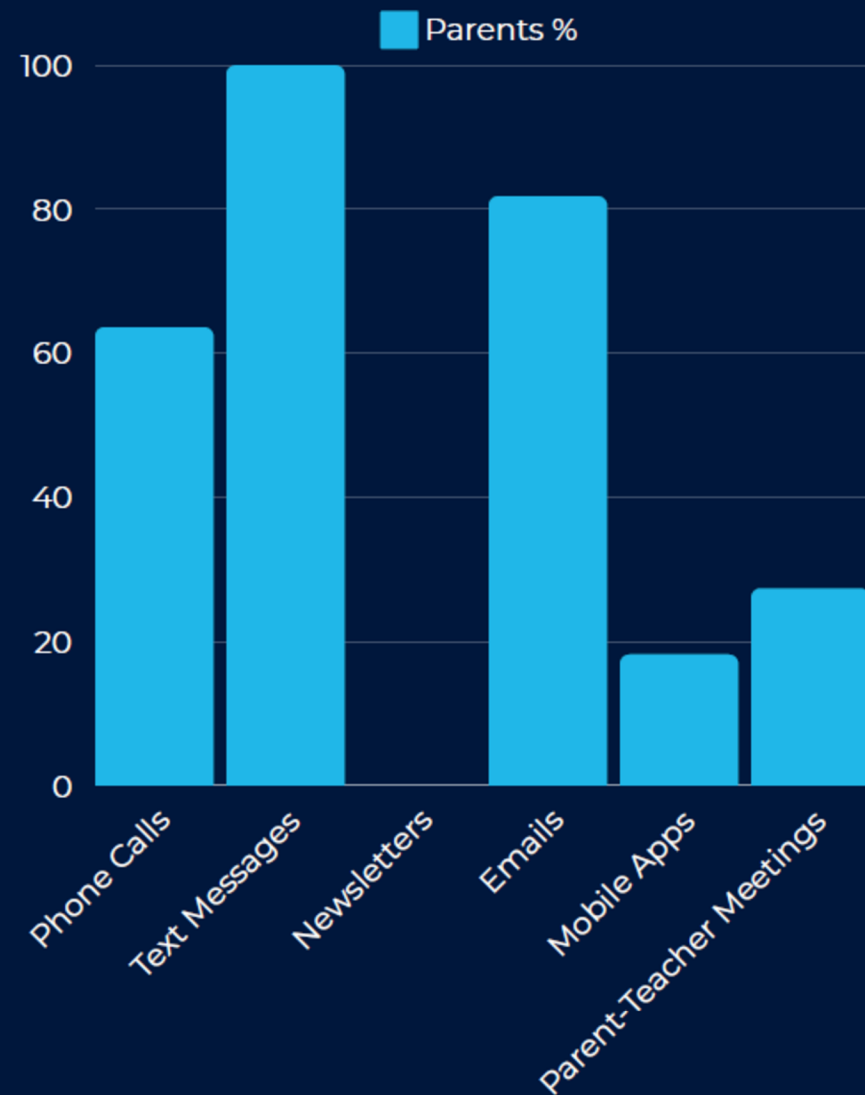


4 out of 5 parents are "Very Happy" with our communication.



90.9% of Parents would use a parent app to communicate with the school.

Which communication channels do you find most effective? (can select as many as you like)

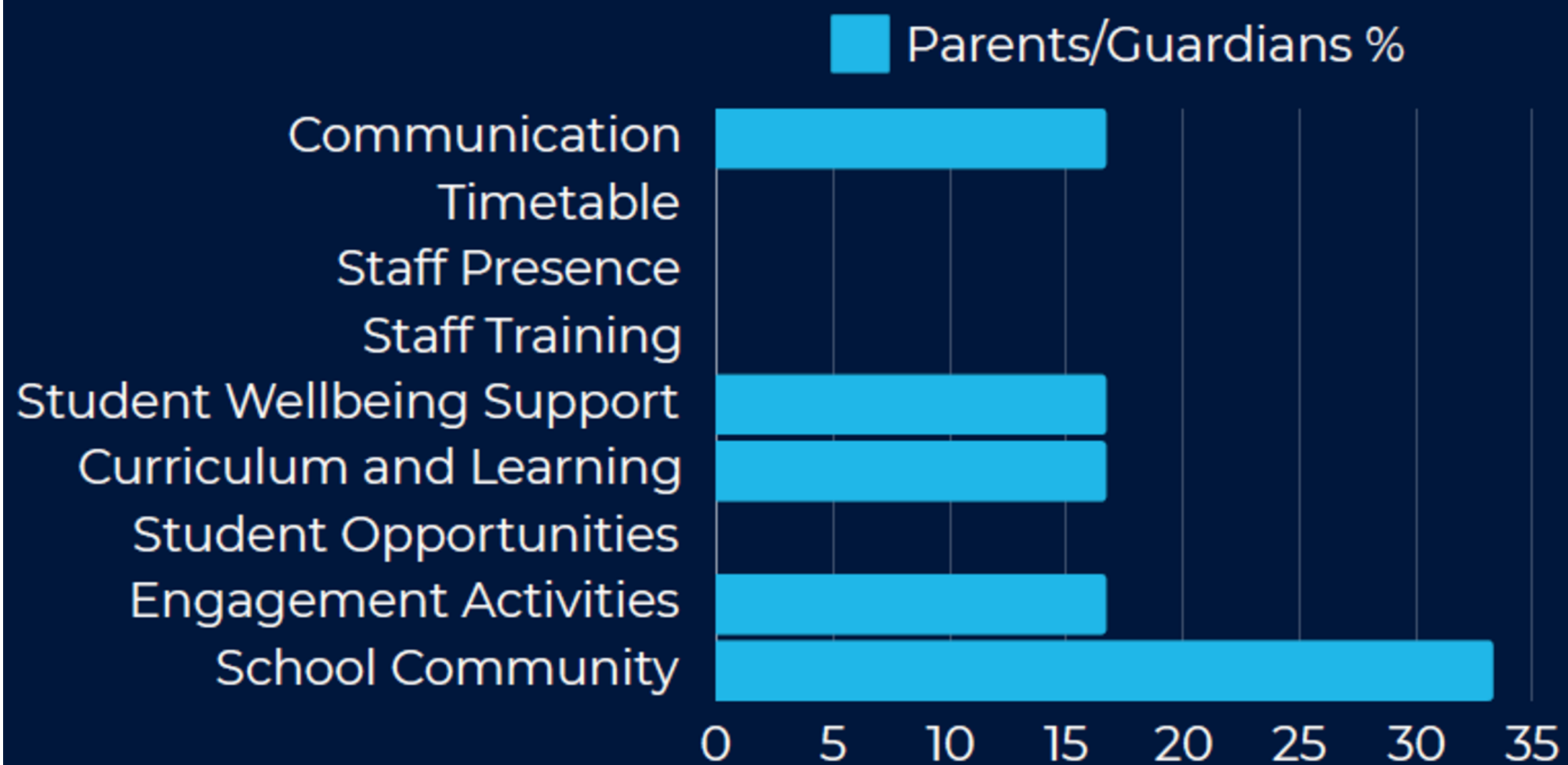


90.9%

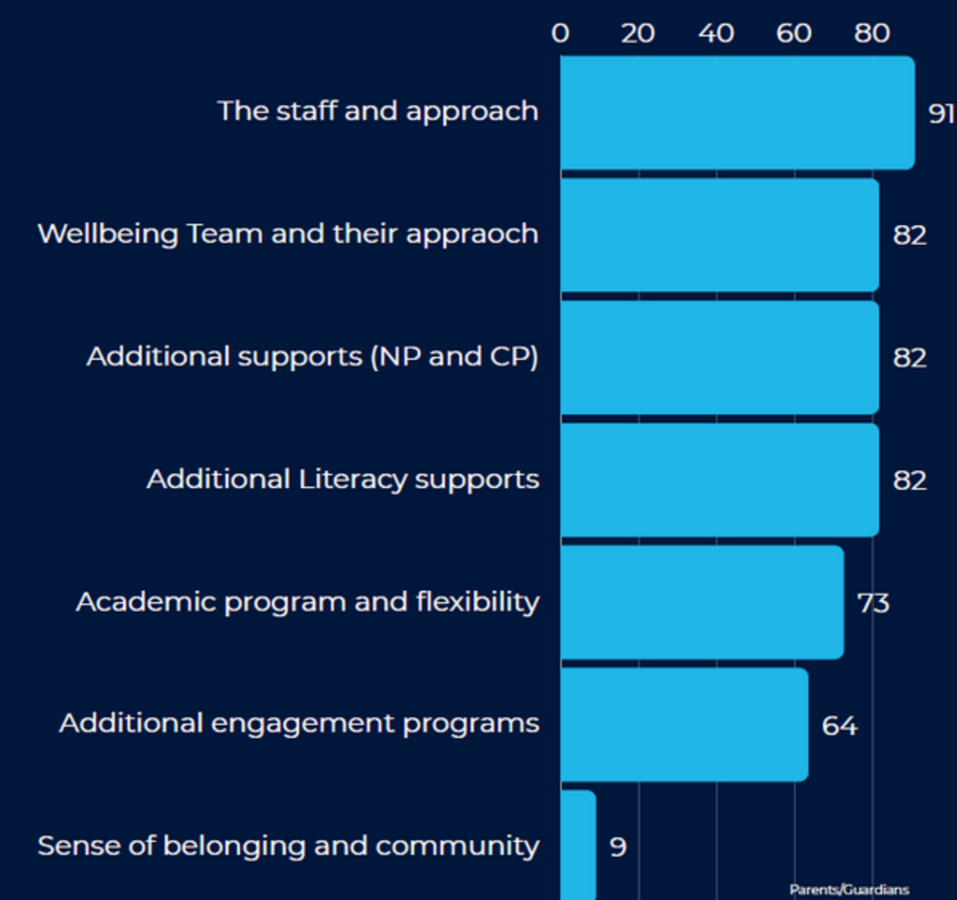
of parents feel they are appropriately informed of their child's academic progress and school life.

Parent Response

What areas can we improve?



In your opinion, what are the strengths of the Academy? (Select as many as you like)



Parent Response

Seeing as most parents/guardians are now using smartphones, majority have indicated that their preferred method of communication is via email and texts. The added feedback of wanting to communicate with the school through a parent app signals to us that the Academy should be looking at using alternative platforms as a form of communication.

Likewise with most parents, the Academy also believes that we should be having a stronger presence in our community. Therefore we are looking into connecting with our wider community in more areas – work experiences for our students, becoming involved with community events, networking with local businesses and surrounding councils.

The Academy uses the feedback from the parents to work on improving its current processes and programs. We value the feedback and uses them to drive our future strategic initiatives and goals for the school.



Graduates & Post-School Destinations

At the Academy, we aim to help our students to achieve their future goals. For some it might be to pursue further education, for others it could be to secure full-time employment.

During their time at the Academy, the students work on completing their Certificates in General Education for Adults. We also aim to engage the students as much as possible by providing them with alternatives such as work experience and VET Delivered to Secondary School Students (VETDSS) Courses. The students also regularly have meetings with a Jobs & Skills Advisor who will have career pathway discussions with them.



The VETDSS Courses allow the students to attend TAFE 1-2 days per week to complete their selected TAFE qualification whilst still attending school. By encouraging our students to attend VETDSS Courses, it allows them to be better equipped with the skills and knowledge required for their chosen career path.

The students listed in the data presented here are classified as 'Leavers'; they have studied till the end of the academic school year with the Academy. Most of them are Year 12s, with some Year 11s who have chosen to go on to full-time employment, apprenticeships, traineeships or other tertiary studies.

Graduates & Post-School Destinations

Student Outcomes

Student	Outcome(s)
Student 1	Cert 2 in CGEA
Student 2	Cert 3 in CGEA
Student 3	Statement of Attainment in Cert 1 CGEA
Student 4	Statement of Attainment in Cert 1 CGEA
Student 5 (Year 11)	Cert 3 in CGEA
Student 6	Statement of Attainment in Cert 1 CGEA
Student 7	Statement of Attainment in Cert 1 CGEA
Student 8	Cert 1 in CGEA
Student 9	Cert 2 in CGEA
Student 10	Statement of Attainment in Cert 1 CGEA
Student 11	Statement of Attainment in Cert 3 CGEA



Graduates & Post-School Destinations

VETDSS Qualifications

Student	Outcome(s)
Student 12 (non-leaver)	Cert 2 in Civil Construction
Student 2	Cert 3 in Early Childhood Education & Care (School-based traineeship)
Student 13 (non-leaver)	Cert 2 in Computer Assembly & Repair
Student 4	Cert 2 in Applied Digital Technologies
Student 14 (non-leaver)	Introduction to Beauty Skill Set
Student 8	Introduction to Beauty Skill Set
Student 9	Cert 2 in Engineering (Heavy Fabrication Pre-Apprenticeship)
Student 10	Cert 2 in Automotive Vocational Preparation
Student 11	Cert 2 in Engineering (Heavy Fabrication Pre-Apprenticeship)

Graduates & Post-School Destinations

Post School Destination

Student	Destination
Student 1	Work Experience & Employment Services
Student 2	Fulltime Employment
Student 3	Employment Agency
Student 4	TAFE
Student 5 (Year 11)	TAFE
Student 6	TAFE
Student 7	Job Network Assistance
Student 8	NDIS Job Support Team
Student 9	Work Skills Employment Service
Student 10	TAFE / NDIS Job Support
Student 11	TAFE



Income Statement 2024

	Item	Total		
Recurrent Income			Recurrent Expenditure	
School Fees			Salaries and Wages	
Fees and Charges (excluding Overseas Students)	RI.010	104,694	Principal, General Teaching Staff-lay and religious	RE.030 1,866,802
Other Fee Related Income			All other staff	RE.040 -
Income from excursions/trips	RI.020	-	Salary related expenses	-
Other receipts from students	RI.030	-	Other Staff Related Expenses	RE.050 27,306
ABSTUDY Allowances Paid Direct to School	RI.040	-	Superannuation (Employer Contribution only)	RE.060 229,955
Total Income from Overseas Students	RI.050	-	Long Service Leave (Expens/Provision for Long Service Leave and Annual Leave)	RE.070 166,568
Private Income			Office and Administrative Expenses	-
Private Income	RI.060	34,252	Operating Expenses	RE.080 1,445,133
State Government Recurrent Grants			Property and Building Expenses	-
State Government Recurrent Grants	RI.070	735,686	Buildings and grounds-operations, building and equipment - maintenance	RE.090 92,242
State Government Education Allowances	RI.080	7,755	Rent and Lease Expenses	RE.095 311,628
State Government Interest Subsidy	RI.090	-	Interest Expenses	-
Commonwealth Government Recurrent Grants			Interest - Bank overdraft and recurrent loans	RE.100 -
Commonwealth Government General Recurrent Grants Programme	RI.100	3,360,388	Interest - Capital and bridging loans and finance leases	RE.110 -
Indigenous Education Grants (excluding grants paid under the Australian Education Act 2013)	RI.110	-	Depreciation and Amortisation	-
All other Commonwealth Government Recurrent Grants (excluding those grants already in RI.100 and RI.110)	RI.120	-	Amortisation - Leasehold Land and Buildings and assets under finance leases and hire agreements	RE.120 -
Total Recurrent Income	R.130	4,242,775	Depreciation	RE.130 -
Capital Income			Bad Debts	-
Government Capital Grants			Total Bad and Doubtful Debt Expense	RE.140 -
Commonwealth Government Capital Grants	CI.010	-	Total Recurrent Expenditure	RE.150 4,139,634
State Government Capital Grants	CI.020	-		
Capital Fees and Levies			Capital Expenditure	
Fee/levies allocated for capital purposes	CI.030	-	Capital Expenditure	
Capital funds received from Overseas Students	CI.040	-	Land, Buildings and Improvements	CE.010 -
Other Capital Income			Other Capital Expenditure	CE.020 -
Other Capital Income	CI.050	-	Total Capital Expenditure	CE.030 -
Total Capital Income	CI.060	-		

Income Statement

2024

Trading Activities (Report total income and expenditure from trading activities only. You are no longer required to report profit and loss from specified activities)		
Income from Trading Activities		
Trading Activities Income	TA.010	-
Expenditure from Trading Activities		
Trading Activities Expenditure (e.g Canteen, Bookshops, Clothing Pool, After School Care etc)	TA.020	-
Loans		
Refundable Enrolment Deposits		
Opening Balance	LN.010	-
Closing Balance	LN.020	-
Loans for Recurrent Purposes		
Opening Balance (all loans including overdrafts, short erm loans from Finanical Institutions, Building Funds and P&F associations) DO NOT REPORT OVERDRAFT IF IN CREDIT	LN.030	-
Total Trading Activies & Loans		-
Operating Surplus/(Deficit)		103,140
Bank Balance as at 31 December 2024		1,057,816
Principal Certification		
Principal:		
Signature:		
Date:		

[Signature]
SANCHA HALL
20 June 2025

Contact Information



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