



# Gateway Community High Social Impact Report 2022

Improving the wellbeing of  
young Australians through  
transformational education

January 2023

Prepared by





Huber Social acknowledges the traditional owners and custodians of country throughout Australia and acknowledges their continuing connection to land, waters and community. We pay our respects to the people, the cultures and the elders past, present and future.

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This report was prepared and written on the lands of the Gadigal and Cammeraygal people of the Eora Nation. Data was collected on Burramattagal lands.



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## **Disclaimer**

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# Empowering Students to Create Better Futures

Education is a crucial foundation for young people. Early school leavers are two and a half times more likely to be unemployed, earn lower wages and have poorer quality of life outcomes.<sup>1</sup> Despite this, thousands of children are suspended and hundreds expelled from schools in NSW every year, let down by a system that has been unable to support them.<sup>2</sup>

There are many reasons why a student may not thrive within the 'one size fits all' approach used in our mainstream education system. Gateway Community High, one of the many education options offered by Macquarie Community College, exists to support students who have been let down by the mainstream education system and who are ready and willing to re-engage with their learning in an personalised and inclusive environment.

In operation since 2021, Gateway Community High has partnered with Huber Social from the beginning to measure its social impact. The goal is to not only demonstrate the effectiveness of its student-focused model, but to integrate routine measurement that enables the school to continuously monitor and refine its approach to ensure that Gateway Community High is best serving its students' wellbeing.

## 2022 Social Impact Results

Following our 2021 pilot, this report shares the results of Gateway Community High's first full year of measurement. Key findings include:

- **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 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.

Not only does Gateway have a positive impact on the lives of its students, but it successfully addresses its key target outcomes including those which are most important to its students' wellbeing. Future measurements will provide further evidence for Gateway's approach and key insights into the wellbeing needs of alternative education students, thus enabling transformational change across the sector.

1. *School Leaving Age*, NSW Department of Education, <https://policies.education.nsw.gov.au/parents-and-carers/pathways-after-school/school-leaving-age> accessed 23 July 2021

2. *Suspensions and expulsions in NSW government schools (2005-2019)*, NSW Department of Education, <https://data.cese.nsw.gov.au/data/dataset/suspensions-and-expulsions-in-nsw-government-schools> accessed 23 July 2021



VISION

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



# Gateway Community High Program Summary

Gateway Community High (Gateway) is a registered and accredited non-government Special Assistance School. Gateway is an initiative of Macquarie Community College (MCC), an established Registered Training Organisation (RTO) that has provided community-oriented adult education in Sydney for over 70 years.

Gateway is an independent school that offers eligible young people the chance to complete their secondary education (Stage 5) in an environment that is positive, personalised and inclusive. With an emphasis on small class sizes and tailored support programs, Gateway 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.

The school specifically aims to include those whose lives may be complicated, challenging or require personalised support interventions to achieve success. Gateway opened its doors at the start of 2021 for placements of 30 students. In 2022 the school offered 40 placements to students in Years 9 and 10. As of February 2023 Gateway has approximately 40 students with a plan for continued annual growth in placements.

## Curriculum

The School teaches the compulsory NESA curriculum Stage 5 subjects. This allows the students completing Year 10 to qualify for the NSW Record of School Achievement (RoSA) certification - a formal qualification for enrolment in further studies such as the HSC or VET qualifications and/or employment.

Formal curriculum is only one part of what students need to be able to fulfil their potential and live a life they value. Gateway places value in practical, real-life experiences so that its students learn the critical life skills necessary to succeed beyond Year 10.

## Aims for the Future

In 2024, Gateway aims to expand its enrolment offerings to students in Years 11 and 12. While at this time no elective courses are offered this is a goal for the school moving forward in Stage 5. Staff recognise the need for expanded facilities and time to allow for additional enrichment activities. The school aims to further develop existing programs in order to equip students with knowledge about topics on mental health care, emotional intelligence, relationship skills and building resilience.





# Gateway Community High Core Values

The following six core values underpin the ethos of Gateway Community High's alternative education model, and the learning environment that they aim to foster for their students.



## RESPECT & RELATIONSHIPS

- Treat all 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



## DIVERSITY & 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 & ACCOUNTABILITY

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



## EMPOWERMENT & 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



## LEARNING & 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



## SAFETY & 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



# Why Measure Social Impact?

Huber Social has been engaged to measure the social impact of Gateway Community High's education model on student wellbeing to better understand their areas of strength and ways to improve as an emerging alternate model.

## 1. Measure

To measure the impact of Gateway Community High, Huber Social measures the shift in overall wellbeing and outcomes for enrolled students.

Measurement provides a data-driven approach for Gateway to articulate their social impact to their partnering stakeholders and to contribute data about this emerging model of alternate education in an under-researched field.

### Why Wellbeing?

*Measures overall progress and supports the systematic solving of social issues*

Ultimately, the goal of all social impact is to put people in the best position to fulfil their potential and achieve wellbeing. It is therefore important to measure wellbeing to ensure that overall, programs are having a positive impact. To measure social impact, Huber Social therefore measures a shift in overall subjective wellbeing and the specific program outcomes that contribute\* to it.

Taking a wellbeing approach also provides a whole-of-life understanding of a person's needs. Instead of starting with the issue at hand, which tends to focus on the crisis end of a problem and place artificial limitations on the needs of people, strengthening wellbeing supports building a person's capability and opportunity to fulfil their potential, thus working to systematically address social issues.

*\*For details of how Huber Social measures wellbeing, refer to Appendix 1, the Huber Social Wellbeing Measurement Framework*

## 2. Maximise

Beyond a focus on outcomes, Huber Social's approach considers the holistic needs of a person to be in the best position to fulfil their potential.

Through this measurement approach, opportunities are identified for improved resource allocation to maximise the potential impact that Gateway can have on their students' overall wellbeing.







# Gateway Community High Impact Thesis

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

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## 1. Impact

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



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## 2. Outcomes

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

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



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## 3. Outputs

Gateway Community High delivers the following outputs:

- Academic performance
- Attendance
- Year 10 completion
- Student retention
- Completion of additional courses or vocational work
- Continued education
- Employment
- Apprenticeships/traineeships
- Interactions with external service providers



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## 4. Activities

The above outputs are achieved through:

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



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## 5. Resources

The above activities require:

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



# Measurement Approach

## Design

To assess the social impact of Gateway Community High, Huber Social measured the overall wellbeing (impact) and levels of capability and access to opportunities (outcomes) of its students. In the December 2021 pilot, a co-design workshop was held to identify outcomes critical for inclusion in the measurement framework. This framework was then reviewed and refined prior to data collection in 2022.

## Measurement Timing and Tools

For the project pilot, a single measurement was collected in December 2021; however, moving forward data collection occurs at two points in a student's journey through Gateway Community High: (1) at school enrolment, and (2) when a young person leaves Gateway, regardless of reason (e.g., graduation, transferring schools, etc.).

All data was collected through self-report surveys, created by Huber Social and developed and tested with Gateway staff. To ensure anonymity and allow linkage of baseline and shift surveys, all students were allocated a unique ID, to be used on each survey completed. For any student under the age of 16, parental/guardian consent was required prior to participation.

## Response Rates

A total of 44 students have completed at least one baseline or shift survey since wellbeing data collection began in December 2021. 18 of 26 enrolled students participated in the pilot measurement, for a response rate of 69%. In 2022, 21 of 22 newly enrolled students completed a baseline survey and 27 of 39

enrolled students completed a shift survey in 2022, for a response rate of 95% and 69%, respectively.

## Analysis Methods and Limitations

To understand the school's impact, student baseline responses were compared to their shift responses to ascertain what changes have occurred as a result of their attendance at Gateway. Including pilot measurement baselines, there were 19 students who completed both a baseline and shift survey. As paired data analysis offers a stronger indication of the change achieved than group averages, this report utilised the 19 paired responses for impact and outcomes analysis; however Huber Social does recognise that this is below the necessary sample size to achieve a 95% confidence level, and therefore report results should be considered indicative at this stage. For determining predictors of wellbeing and students strengths and challenges, broader data samples were used; sample sizes are noted on each page of analysis.

Key limitations for our measurement approach include certain logistical challenges with data collection, such as accurate unique ID assignment, collection of parent/guardian permission prior to survey completion, and linkage of school demographic data to survey responses. Access to students can also be a challenge given that the Gateway student body has historically struggled to achieve strong attendance and some students may not be present during survey activities. Collectively, these issues reduced the total number of eligible surveys to be included in data analysis; however, they can be easily addressed for future measurements.

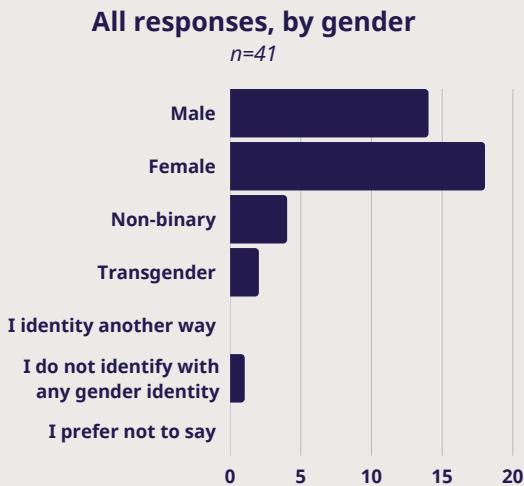


# Student Demographics

The Gateway Community High Wellbeing Survey received responses from 44 students since 2021. The following provides some high-level insights into the demographic makeup of students who have participated in the Wellbeing Survey.

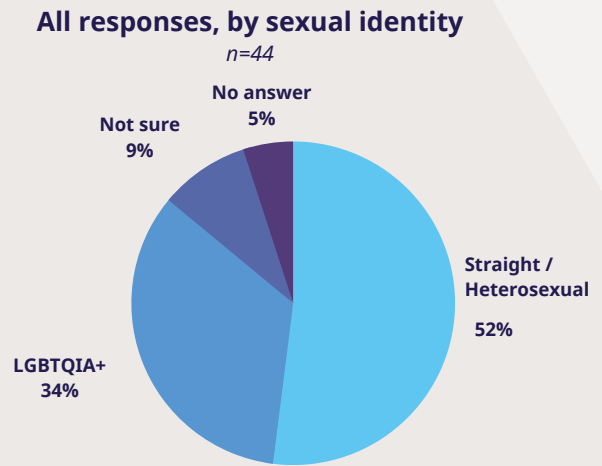
## Gender

Almost half of respondents identified as female (49%). 32% identified as male, 10% identified as non-binary, 7% identified as transgender, and 2% did not identify with any gender identity.



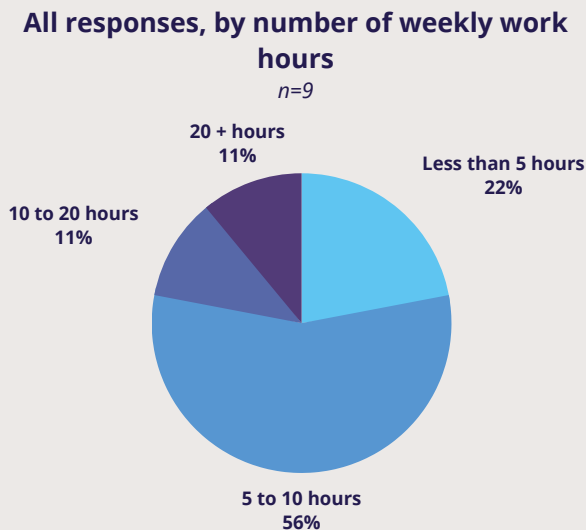
## Sexual Identity

While the majority of respondents (52%) identified as straight, over a third (34%) identified as LGBTQIA+.



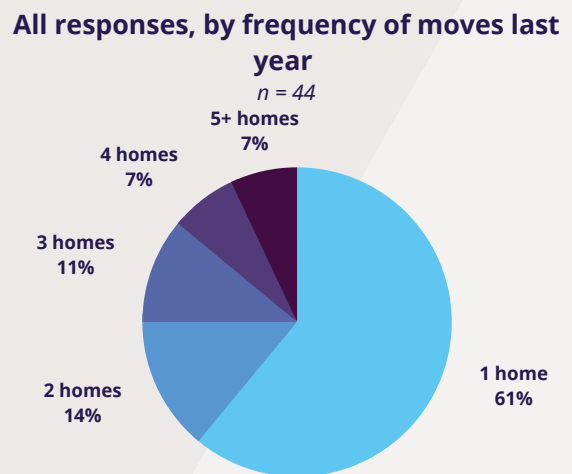
## Hours of Work

Of all student respondents, 20% of respondents report that they are currently employed.



## Accommodation

One-quarter of respondents (25%) have moved homes three or more times within the past year.



Note: Data analysis includes responses from 44 students 2021-22.



**"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)*



# Key Findings: The Impact of Gateway Community High

## 1. Overall wellbeing has **improved 15%** among students at Gateway Community High

In comparing paired responses from students who have completed a baseline and follow up survey, overall wellbeing has improved by 15% ( $p < 0.2$ ). This is a strong indication of the positive social impact that Gateway Community High has on its students' lives.

## 2. Gateway strengthens students' **daily life skills, sense of self-worth, holistic wellness and connections**

Among all factors measured, students recorded the greatest significant improvements across factors related to their daily life skills (46%), sense of self-worth (34%), holistic wellness (32%) and connections (31%). These results demonstrate how Gateway's approach successfully achieves its target outcomes.

## 3. Gateway **addresses what matters most to student wellbeing**

This year, four factors were identified as having a strong relationship with overall student wellbeing, including 'sense of pride' and 'sense of purpose' which were also identified in 2021. Students reported feeling significantly more confident across these four factors while attending Gateway Community High, indicating that the school is likely making a positive contribution to overall student wellbeing.

## 4. Cultivating students' **sense of pride and ability to ask for help** are priority needs

Having a strong sense of pride in one's achievements and feeling empowered to ask for help were both found to be important to student wellbeing in 2022. Despite improvements recorded across these two factors, they both received low scores relative to all other factors measured, indicating that there is an opportunity for Gateway to continue strengthening these capabilities among students so as to have an even greater impact on their overall wellbeing.

## 5. Gateway students report **wanting to attend school more**

There was a recurring theme within qualitative feedback that students have increased desire to attend school at Gateway Community High, in comparison to their previous learning experiences. This narrates Gateway's positive role in connecting students back into school and including students into positive school experiences.



## Overall Impact

Huber Social measures impact in terms of changes in the overall wellbeing of students.

To do that, we measure subjective wellbeing by asking students how satisfied they are with their life, presently and in the future.

The following pages examine Gateway Community High's impact on the wellbeing of its students, and includes analysis on what matters most to the overall student wellbeing.



## The Impact of Gateway Community High

Among Gateway Community High students, overall wellbeing increased by

# +15%

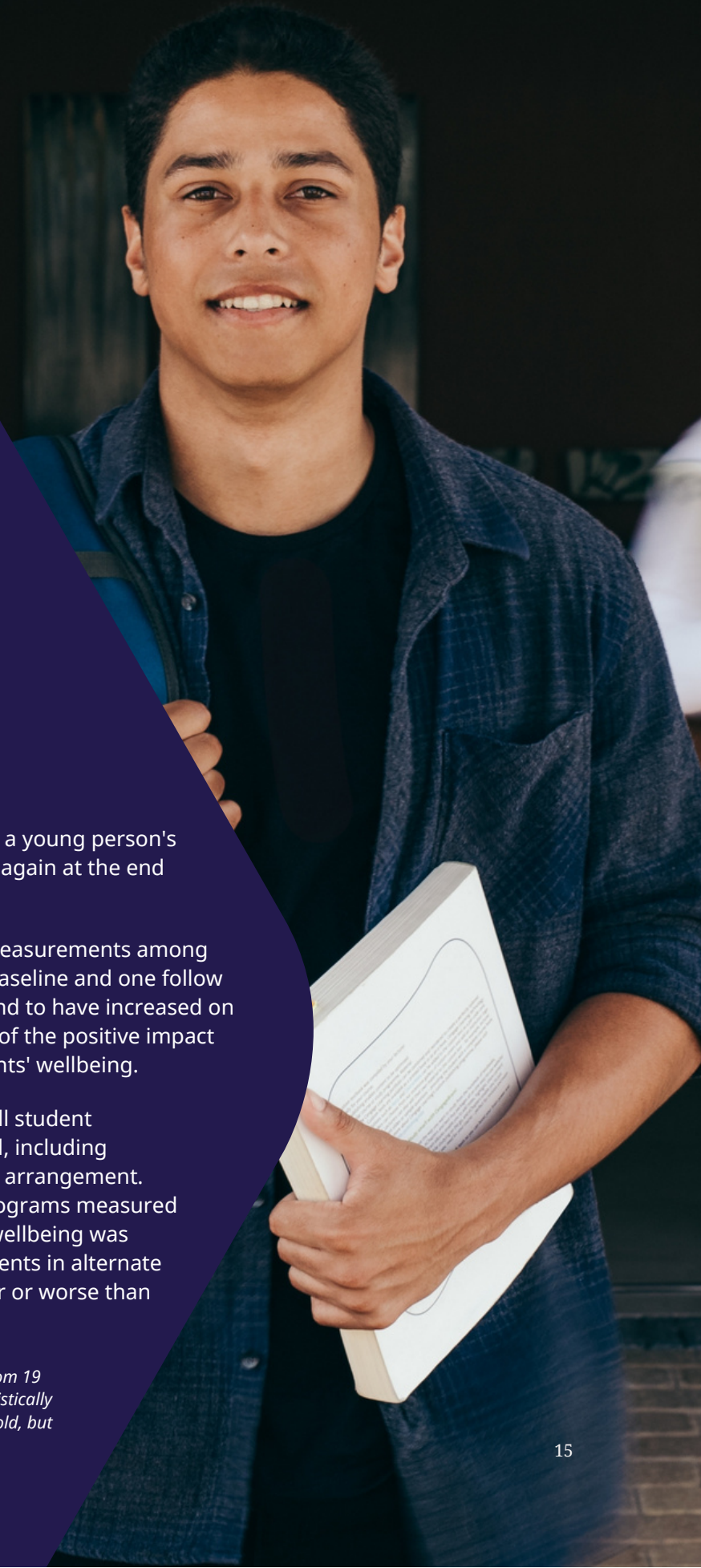
over the past academic year.

Overall wellbeing is measured at the start of a young person's time at Gateway Community High, and then again at the end of each school year until graduation.

When comparing paired overall wellbeing measurements among students who have completed at least one baseline and one follow up measurement, overall wellbeing was found to have increased on average by 15%.\* This is a strong indication of the positive impact that the Gateway approach has for its students' wellbeing.

There were no differences detected in overall student wellbeing by demographic factors measured, including gender, sexual identity, work status or living arrangement. Compared to other alternative education programs measured by Huber Social in 2022, Gateway students wellbeing was found to be statistically similar to other students in alternate schools, suggesting they are faring no better or worse than their peers.

*\*Data includes paired baseline and shift measurements from 19 students. Change in overall wellbeing was found to be statistically significant at  $p < 0.2$ ; note that this is a less rigorous threshold, but considered acceptable given the small sample size.*

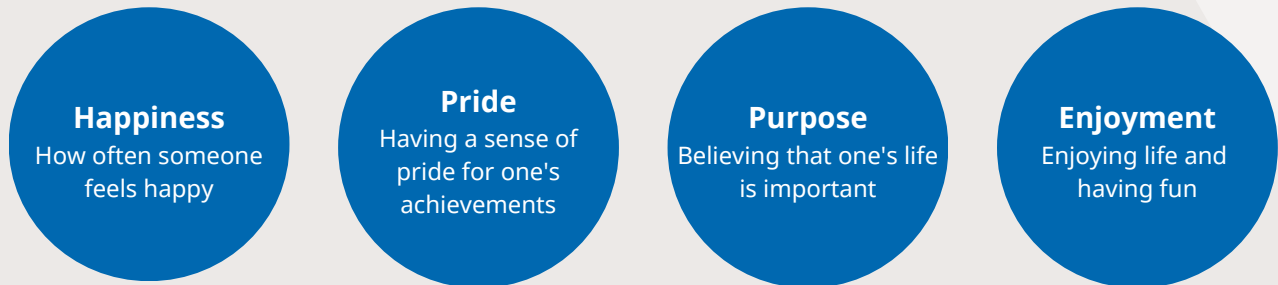




# Predictors of Wellbeing for Gateway Community High Students

In order to better understand the needs of Gateway Community High students, statistical analysis was used to identify which factors measured have a predictive relationship with overall wellbeing. When these factors are improved upon, students' overall wellbeing is more likely to increase as well.

Of the 50 factors measured, four were found to have a strong association with overall wellbeing among Gateway Community High students. These factors are:



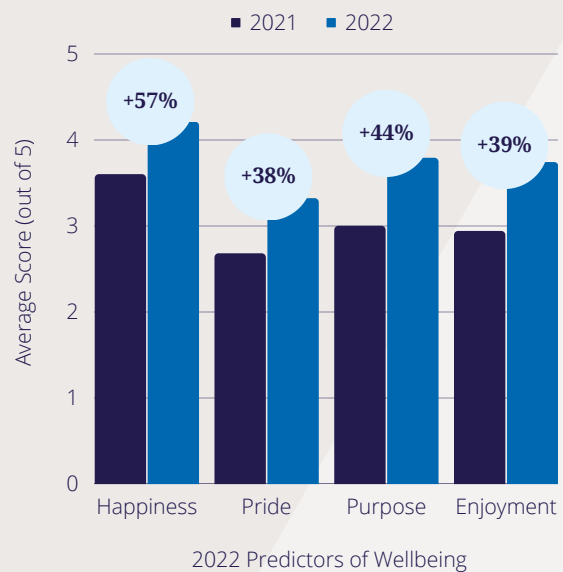
When Gateway students feel happy, have a strong sense of pride and purpose in themselves, and feel that they are able to enjoy life, they are more likely to also have higher overall wellbeing.

## 2021 vs 2022

As each group of students will have a unique combination of wellbeing needs, we expect predictors of wellbeing to vary slightly from year to year.

In the 2021 pilot measurement, pride and purpose were also identified as predictors of wellbeing; they were also identified as priority needs, due to their low baseline scores among students. Encouragingly, among paired student responses both of these factors have significantly improved between 2021 and 2022.\* This suggests that Gateway Community High is successfully addressing those things which matter most to students' satisfaction with life, and is therefore having a positive impact on overall student wellbeing.

Average Paired Scores for Predictors of Wellbeing, by year



\*Predictors of wellbeing data informed by all baseline responses to date from 38 students. Predictors of wellbeing shift analysis includes paired baseline and shift measurements from 19 students. Change in all four predictors of wellbeing was found to be statistically significant (p<0.01). For the purposes of analysis, '2021' refers to all student baselines; however it should be noted that some baseline measurements were collected from students in February 2022. For a full list of predictors of wellbeing, see the report appendix.





# Opportunities to Maximise Student Wellbeing

A factor that has a statistically strong correlation with high overall wellbeing but a low score relative to other factors measured presents an opportunity for Gateway Community High to further maximise the wellbeing of its students. The low score indicates that said need is being under-addressed; however, when it is improved upon, this factor is more likely to lead to an increase in overall wellbeing as compared to other factors.

Of all factors measured, Gateway students' sense of pride was identified as both a strong predictor of wellbeing and low-scoring factor relative to all others measured among Gateway students; pride was also identified as an impact opportunity in the 2021 pilot measurement. This year, students' ability to ask for help when needed was also identified as a moderate predictor of wellbeing, but also received a low score among students relative to all other factors measured.



**3.23** out of 5

### Pride

Having a sense of pride for one's achievements

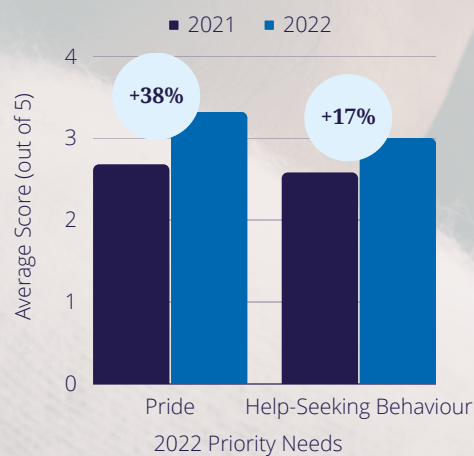


**2.92** out of 5

### Help-Seeking Behaviour

Being able to ask for help when needed

Average Paired Scores for Priority Needs, by year



That being said, both factors have significantly improved over the course of the year when comparing paired responses among individual students, suggesting that these factors are already being addressed by the school.\* Continued focus on enabling positive student progress across these two factors will be more likely to accompany further improvements in overall student wellbeing, and therefore should remain priority areas for Gateway staff.

\*Data includes paired baseline and shift measurements from 19 students. Change in both factors was found to be statistically significant ( $p < 0.01$ ). For a full list of predictors of wellbeing, see the report appendix.



## Target Outcomes

To understand whether Gateway Community High is achieving the target outcomes set out in its impact thesis, Huber Social has measured the change in students across a range of 50 different capabilities and opportunities.

The following section explores the results of this measurement, and identifies students' strengths and challenges at the end of the year.



# Gateway Community High Students Have **Greater Life Skills**

Across all factors measured, the greatest shifts can be clustered into four key outcomes. On average, students saw greatest improvements among their daily life skills (46%), sense of self-worth (34%), holistic wellness (32%) and connections (31%) (p<0.01).

## Life Skills

In setting up students for life, Gateway Community High also support students in the development of general knowledge and life skills for a happy and healthy life.



**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

**“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*



# Gateway Community High Students Have Increased Holistic Wellbeing

In addition to empowering students with practical life skills, Gateway Community High upskill their students with the knowledge and skills to improve and maintain one’s physical, mental and emotional health. The four highest shifts are listed below:

## Holistic Wellness



**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

The outcomes of 'happiness' and 'enjoyment' are also found to have two of the strongest relationships with overall wellbeing, which suggests that these two factors are particularly important to student wellbeing. These results therefore demonstrate that the Gateway model is not only achieving its program goals but that these goals are also well-aligned to address what matters most to student wellbeing.\*

**“[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

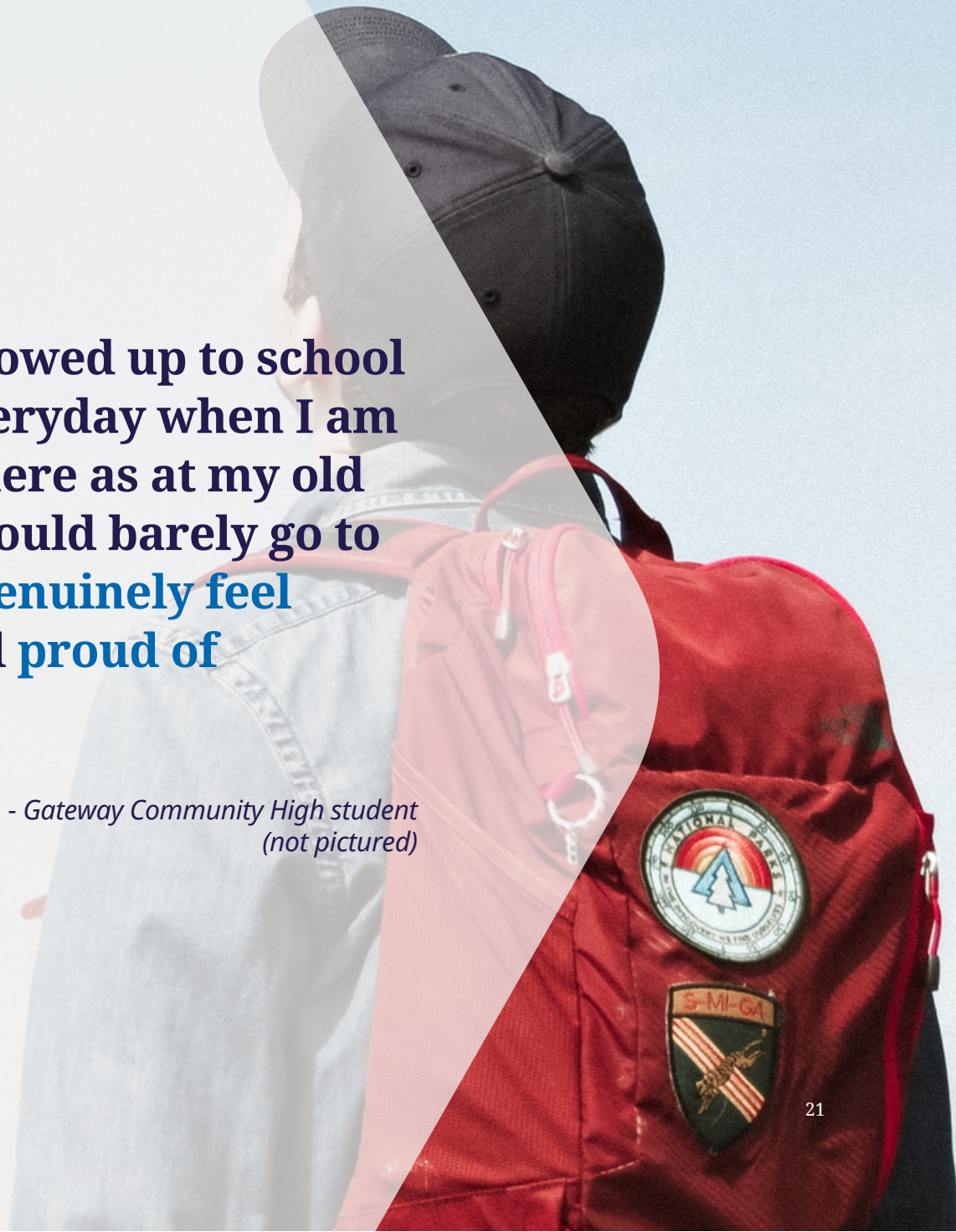
Data includes: 19 paired responses from students from Gateway Community High.

\*The outcomes 'Happiness' and 'Enjoyment' were found to be positively correlated with overall student wellbeing ( $r=0.752$   $p<0.01$  and  $r=0.613$ ,  $p<0.01$  respectively). All shifts reported are found to be statistically significant ( $p<0.2$ ).



**"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)*





# Gateway Community High Students Have Increased Sense of Self-Worth

In setting students with diverse histories of life challenges up for success, Gateway Community High provide opportunity for their students to "re-create their own identities as learners in positive ways"<sup>3</sup> as they enter this alternative education model. The high shift scores below suggest the positive ways Gateway achieves this and nurtures students' sense of self.

## Self-Worth



**Purpose**

**+44%**

Feeling their life is important



**Pride**

**+38%**

Feeling proud of their life



**Hope**

**+33%**

Believing good things will happen in thier future



**Agency**

**+32%**

Feeling they have control over their future



**Self -Love**

**+25%**

Liking who they are

Students reported significant improvements in both their sense of purpose (44%) and pride (38%), two factors which were found to have strong relationships with overall student wellbeing in both years' measurements.\* This demonstrates that the Gateway model is not only successful at fostering students' sense of self-worth, but that it specifically addresses those factors which are most important to student wellbeing. As pride was also identified as a low-scoring factor among outcomes measured, Gateway should continue to focus on addressing and supporting this factor among its students to further maximise their wellbeing improvements.

3. Plows, Bottrell, & te Riele, 2016, as cited MacDonald, F., Bottrell, D., & Johnson, B. (2018). Socially transformative wellbeing practices in flexible learning environments: Invoking an education of hope. *Health Education Journal*. ISSN 0017-8969

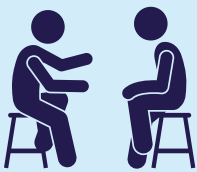
\*Data includes: 19 paired responses from students from Gateway Community High. Pride: 2021 (r=0.639, p<0.01), 2022 (r=0.702, p<0.01), Purpose: 2021 (r=0.632, p<0.01), 2022 (r=0.621, p<0.01). For more information on predictors of wellbeing, see the report appendix.



# Gateway Community High Students Feel Increased Sense of Connection

Gateway Community High students also saw large increases in factors relating to sense of connection with both community and personal relationships.

## 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

**“I’ve felt more supported by the staff and been able to build a community within the school.”**

*- Gateway Community High student*

**“It’s the best school I have been to and I have been to about five schools. Gateway has an amazing support team.”**

*- Gateway Community High student*



**"I actually go to school nearly every day, made friends, talk with friends, teachers, school [counsellor]. I feel happy about coming to school - it's pretty good. I figured out or have an idea of what I want to do when I finish school."**

*- Gateway Community High student  
(not pictured)*





# Strengths and Challenges for Gateway Community High Students

Each student and cohort has individual needs. By unpacking the strengths and challenges of the Gateway Community High cohort, this offers an opportunity to celebrate achievements of current students and understand in which areas they are facing the greatest difficulties.\*

## Strengths

Of the 50 factors measured, Gateway students reported feeling most confident across factors related to their capacity for respectful relationships, health management and having things they are passionate about.



**4.54**  
out of 5

### Respectful Interactions

Students treat others with respect in most interactions



**4.46**  
out of 5

### Health Management

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



**4.42**  
out of 5

### Passions and Interests

Students have things they are passionate about

## Challenges



**1.92**  
out of 5

### Anxiety

Students often feel anxious



**2.04**  
out of 5

### Stress

Students often feel stressed or overwhelmed



**2.35**  
out of 5

### Trusting Others

Students have difficulty knowing who to trust

Whilst trusting others is a continued challenge for students, results show a 34% positive increase between paired responses, indicating that progress is being made. Despite positive shifts across the majority of factors related to self-worth, two of the lowest scoring factors are related to emotional wellness. These two factors did not significantly improve among students, and therefore highlights a potential area of focus for Gateway that may offer new opportunities for exploring external partnerships with student families' and mental health services.

\*Data includes 27 student responses. Listed above are the three highest-scoring and lowest-scoring factors from shift survey data.



## Open Feedback

In addition to quantitative questions about wellbeing and program outcomes, students were offered the opportunity to provide open feedback on their education experiences to date.

The following section provides a high-level analysis of their qualitative feedback, including suggestions for improving the student experience at Gateway Community High.



# 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**



# Student Suggestions for Maximising Gateway Community High's Positive Impact

When asked for feedback and what they wanted to change about Gateway Community High, many students responded that they valued the approach:

- *"I really like this school so far & I wouldn't change anything at the moment."*
- *"I am overall happy with Gateway the way it is."*

## Student-Suggested Areas for Improvement

While predictors of wellbeing and priority needs have been identified, the survey asks students for suggestions on ways Gateway can maximise their positive impact. From this feedback, areas for improvement clustered around four themes: staff, student behaviour, extra-curricular and access to personal technology. **Listed below are suggestions for improvement from student feedback:**



### Accountability for Student Behaviour

- Increase accountability for student behaviour (namely rudeness, trash-talking, bullying, exclusion)
- Decrease frequency of bullying incidences
- Increase feelings of safety in all aspects of school life
- Create access to more work/study locations to allow physical space between certain student groups

**Note:** It is worth highlighting that while students report 'respecting others' as a personal strength, there is clearly a disconnect between how students feel they treat and are treated by others.



### Extra-Curricular

- Increase extra-curricular activities offered by Gateway, including more sport, excursions and after-school activities



### Staff Knowledge

- Increase consistency of staff knowledge around mental health
- Increase staff validation and listening to what students say they need
- Increase staff understanding toward student circumstances
- Increase male support staff on the team



### Accessibility of Personal Technology

- Removal of restrictions on laptops
- Increase accessibility to phones for students' mental health needs: *"I think students should be allowed phones at least at break... it can help lots of us to calm down. Lots of us also feel a lot safer with our phones."*



**"[Gateway] has positively impacted me a lot by supporting me to help me find myself and heal from my past."**

*- Gateway Community High student  
(not pictured)*



## Reflections and Recommendations

This year's measurement has demonstrated the positive impact that Gateway Community High has on its students' lives. Student wellbeing increases on average by 15% over the course of their year at school, and students report having improved life skills, a greater sense of self-worth and connection, and feeling better overall. Students' qualitative feedback reinforces these findings across the board, and in particular they report having a renewed motivation to attend school and actively participate in their education experience.

To further support student wellbeing, Gateway may wish to continue nurturing students' sense of pride in themselves and their help-seeking behaviours. While both factors saw significant increases among students, they were also identified as priority needs based on their relatively low score and significance to student wellbeing. In their open feedback, students also provided concrete examples for improving their experiences at school, including increased accountability for fellow students' behaviour, staff knowledge and practice of mental health support, and access to personal technologies and extracurricular activities.

In 2023, Gateway Community High will renew its impact measurement endeavours. Continued data collection will further strengthen its evidence base for the positive impact of its approach. In doing so, Gateway will not only be able to maximise its own students' wellbeing but have the opportunity to contribute key insights to the broader education community and strengthen its position as a leader in alternative education models.



**"Gateway [Community High] has changed my life and made it much better. [It has] made me a better person."**

- Gateway Community High student



## Get in Touch



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## Report Appendix

- The Huber Social Wellbeing Measurement Framework
- Data Transparency Page
- Predictors of Wellbeing
- Significance Tables





# Huber Social Wellbeing Measurement Framework

To be able to fulfil their potential and achieve wellbeing, each individual needs to have the capability and the opportunity to do so. Everyone has different needs within these categories depending on their context.

When it comes to measuring the social impact of a service, Huber Social measures the 'shift' the service creates in terms of wellbeing and the specific program outcomes achieved to create this. Results are then consolidated at a sector, community and global level.

Longitudinal measurement monitors effectiveness of programs to meet these needs; ensuring resources are directed to have the greatest impact. The vision is a wellbeing measurement system that delivers us the whole picture, to put each of us in the best position to achieve wellbeing and leave no one behind.

**The goal for each of us is the same; wellbeing. The part that differs, are our individual needs.**

## The Huber Social Wellbeing Measurement Framework

### IMPACT

## Wellbeing

To be in the best position to fulfil your potential and live a life of value. The overall goal for all services working with people.

### OUTCOMES

#### Through building **Capability**

- Resilience
- Life skills
- Wellness - mental, physical and spiritual

### OUTCOMES

#### and providing **Opportunity**

- Resources
- Self development
- Societal structures
- Relationships



# Data Transparency Page

To support understanding of the findings and informed decision-making, Huber Social includes a data transparency page for every measurement project. This makes clear the rigour of evidence and analysis across every stage of the data lifecycle for the project.



Phase	Questions on the Treatment of the Data	Points allocated	Yes or No	
<b>Design</b>	Everyone in the intervention included in the measurement	2	Y	
	OR Survey sample population designed to be representative of group	1	N	
	SAMPLE Sample description: <i>All students were invited to participate in 2021 pilot and 2022 baseline and shift measurements. Of the 26 enrolled students in 2021, 18 completed a survey for a response rate of 69%. Of the 39 enrolled students in 2022, 21 of 22 new students completed a baseline and 27 of 39 enrolled students completed a shift survey for response rates of 95% and 69%, respectively.</i>	N/A	N/A	
	CONTROL GROUP Control group (independent of the intervention)	3	N	
	BASELINE Group baseline measured (pre -intervention)	2	Y	
		Baseline inferred from time in intervention (e.g. 1 vs. 3 years)	1	N
	EXCLUSIONS Details of people specifically excluded from the measurement: <i>Any student under the age of 16 years old without parental consent provided was excluded from measurement.</i>	N/A	N/A	
<b>Data Collection</b>	DISTRIBUTION Online surveys		Y	
	OR hardcopy surveys		Y	
	Data collection supervised by Huber Social consultant	1	Y	
	Translation or guidance provided	N/A	N/A	
	DATA SOURCES Data mining of other sources	N	Y	
		Data included from previous years/measurements	1	Y
<b>Cleaning</b>	CLEANING Partial responses removed or no partial responses	1	Y	
	Details of any responses removed: <i>Partial responses removed if missing &gt;50% Satisfaction with Life Scale data and/or &gt;50% of outcomes data.</i> <i>Note: There were three additional sets of paired baseline and shift responses from students; however, surveys were completed within three months of each other as these students enrolled in Gateway mid-way through the year. Thus they have been excluded from impact analysis for this year but will be included in future reports.</i>	N/A	N/A	
	SHIFT MEASUREMENT Calculated on time in intervention		Y	
<b>Analysis</b>	Calculated on group average	1	N	
	Calculated based on individual scores	2	Y	
	TEST APPLIED Basic analysis	1	Y	
		Statistical Correlation Test	2	Y
<b>Reporting</b>	Multiple Regression or Lasso Regression Test	3	N	
	REPORTING Client published Outcomes Report (prove)	1	N	
		Client received Social Performance Report (improve)	2	N
		Client published full Social Impact Report	3	Y
<b>RIGOUR SCORE:</b> LOW: 1-9; MED 10-14; HIGH 15-19		<b>HIGH</b>	<b>15</b>	



# Predictors of Wellbeing

To inform the education sector in how best to support the wellbeing of students, correlation analysis is used to identify which factors measured have a significant relationship with students' overall wellbeing; these are known as predictors of wellbeing.

The predictors of wellbeing can be found listed in the following table in order of statistical strength. The stronger the relationship between an outcome and overall wellbeing, the more confidence there is that a change in the outcome will correspond with a change in wellbeing.

Relationship strength is based on both the statistical significance (p-value) and beta coefficient value (r). All predictors listed are statistically significant to  $p < 0.001$  (unless otherwise noted), meaning there is 99% confidence that the relationship identified between the predictive outcome and wellbeing is true, rather than produced due to sampling error or chance. The beta coefficient (r) describes how closely each outcome and wellbeing are likely to move together in relation to each other.

For the purposes of this study, a strong relationship between an outcome and overall wellbeing is defined as any outcome with a beta coefficient value greater than 0.6; a moderate relationship is between 0.599 and 0.4; a weak relationship less than 0.4. Even though a relationship may be weak, there is still a significant association between the outcome and overall wellbeing.

The following page presents all predictors of wellbeing that have a significant relationship with overall wellbeing for Gateway Community High students in 2022.





# Significance Tables

**Table 1. All Predictors of Wellbeing for Gateway Community High Students in 2022**

Indicator	Outcome	R	Strength	Average Score*
Happiness	Holistic Wellness	0.752	Strong	4.08
Pride	Self-Worth	0.702	Strong	3.23
Purpose	Self-Worth	0.621	Strong	3.69
Enjoyment	Holistic Wellness	0.613	Strong	3.69
Help-Seeking Behaviours	Holistic Wellness	0.595	Moderate	2.92
Relationship Skills - Peer Pressure	Daily Life Skills	0.594	Moderate	3.69
Physical Wellness	Holistic Wellness	0.584	Moderate	3.65
Self-Love	Self-Worth	0.573	Moderate	3.15
Hope	Self-Worth	0.526	Moderate	3.46
Relationship Skills - Boundaries	Daily Life Skills	0.477	Moderate	4.00
Self-Management - Emotions	Holistic Wellness	0.475	Moderate	3.42
Respect	Resilience	0.466	Moderate	3.35
Self-Belief	Resilience	0.464	Moderate	3.08
Sense of Safety	Safe School Environment	0.456	Moderate	3.85
Self-Management - Safety	Daily Life Skills	0.454	Moderate	3.40
Words of Affirmation	Connection	0.445	Moderate	4.23
Self-Discipline	Resilience	0.444	Moderate	3.50
Trust in the Legal System	Daily Life Skills	0.436	Moderate	3.15
Participation in Education	Learning, Work Skills and Opportunities	0.429	Moderate	4.19
Self-Motivated Learning	Learning, Work Skills and Opportunities	0.399	Weak	4.15
Supportive Relationships	Connection	0.383	Weak	4.27
Anxiety	Holistic Wellness	0.371	Weak	1.92
Goal-Setting	Learning, Work Skills and Opportunities	0.37	Weak	4.23
Trusting Others	Connection	0.342	Weak	2.35
Relationship Skills - Unhealthy Relationships	Daily Life Skills	0.339	Weak	3.23
Stress	Holistic Wellness	0.336	Weak	2.04
Sleep	Holistic Wellness	0.336	Weak	2.58
Sense of Belonging	Connection	0.324	Weak	3.77
Coping Skills	Resilience	0.313	Weak	3.00
Inclusive School Environment	Safe School Environment	0.269	Weak	3.92

\*Average score calculated from all student responses at December 2022 measurement (n=27).

