



2017
ANNUAL REPORT





TABLE OF CONTENTS

SECTION	CONTENT	PAGE
1	MESSAGE FROM SCHOOL BODIES	1
2	CONTEXTUAL INFORMATION ABOUT THE SCHOOL	3
3	STUDENT OUTCOMES	10
4	GRANTING RECORDS OF SCHOOL ACHIEVEMENT	10
5	ADDITIONAL OUTCOMES	11
6	SUMMARY OF PROFESSIONAL LEARNING	12
7	DETAILS OF STAFF ACCREDITATION STATUS	13
8	WORKFORCE COMPOSITION	14
9	STUDENT ATTENDANCE	14
10	RETENTION RATES	16
11	POST SCHOOL DESTINATIONS	17
12	PARENT, STUDENT & TEACHER SATISFACTION	17
13	STUDENT REPRESENTATION	18
14	SCHOOL ENROLMENT POLICIES	19
15	CHARACTERISTICS OF THE STUDENT BODY	22
16	SCHOOL POLICIES	23
17	SCHOOL DETERMINED IMPROVEMENT TARGETS	25
18	PROMOTING RESPECT & RESPONSIBILITY	27
19	FINANCIAL REPORTING	28

1.0 MESSAGE FROM SCHOOL BODIES

Nautilus was created to re-engage students who for whatever reason were not able to thrive in the traditional school environment. It was created to prepare students for productive community participation; vocationally, further learning pursuits or community life.

Nautilus seeks to focus on the whole person, whole family and whole community offering students opportunities to develop their talents

The school sits under Port Macquarie Community College, which reports to a Management Committee who meet on a bi-monthly basis. Members of the Management Committee bring together a wealth of experience in the fields of education, strategy, finance, governance, risk, IT and diversity. Each member of the committee is declared as fit and proper persons in accordance with statutory and regulatory requirements.

There is a School charter and a number of sub-committees. Namely

- Nautilus Sub - Committee
- Finance and Risk Committee
- Equity Committee
- Wellbeing Committee

The Management Committee has, in consultation with the Principal and her team as well as wellbeing and educational advisors developed a Strategic Plan for the school. The goals established in each of the six key drivers display our commitment to the requirements of each student and excellence as a Special Assistance School. Nautilus is committed to using research to deliver best practice in wellbeing, teaching and learning, as well as organisational leadership.

Grant Burtenshaw

President Nautilus Governance Committee & PMCC Inc

MESSAGE FROM THE PRINCIPAL

The 2017 school year resulted in many planned and unexpected outcomes with significant breakthroughs amongst the student body. There were developments evident in the students, not just within academic results and re-engagement with education, but from a social and connected community perspective. The lasting effect of this can not be underestimated.

Being the first year, we dealt with a considerable number of issues involved in our establishment. There has been a strong emphasis placed on workplace engagement, training and post-school opportunities for our young people. Allowing them to find their passion and desire to succeed and achieve a step towards a career of choice. This has led to many finally finding a pathway into further education, or a career, they had never thought they would enjoy or could ever aspire to attain

Thank you to those who worked so hard to put our philosophy into action. Without the extended support team, we would not have been able to develop the students potential to participate in our community.

Valerieanne Byrnes
PRINCIPAL

2.0 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Nautilus Senior College is a registered and accredited non-government Special Assistance school. It is an independent school that aims to offer all eligible young people the chance to complete their school education.

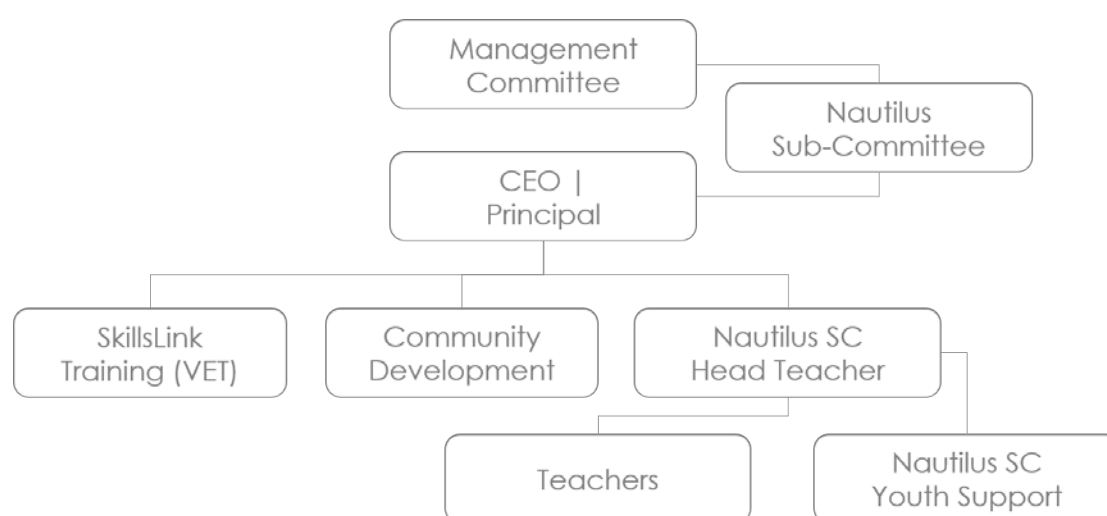
In 2017 we aimed to provide opportunities for 45 young people aged primarily 15-17 who sought to complete their education outside a traditional school environment.

We especially aim to include those whose lives may be complicated, challenging or require a particular understanding in order to achieve success.

BUSINESS STRUCTURE

Nautilus Senior College is our registered business name and is a division of Port Macquarie Community College Incorporated (PMCC) .

PMCC operates as a not-for-profit provider of adult and youth education on the New South Wales Mid-North Coast, with Nautilus Senior College, via the School's Principal & College's Chief Executive Officer reporting to the College governance system which includes the Nautilus Sub-Committee and the Board of Governance (Management Committee).



HISTORY

A number of Alesco style schools have been independently established across New South Wales, each providing an educational option for students who are not able, or are not seeking, to complete mainstream schooling, the first of which commenced in 2002 under WEA Hunter, Newcastle. The name Alesco is taken from the Latin term, to grow or mature.

Nautilus Senior College was established in 2017 thanks to the hard work, dedication and support of many people, both within the Community College and from other local organisations who could see the community need for an alternative to re-engage youth at risk in education

COMPLIANCE

Auditing for the School's registration and accreditation was undertaken by the New South Wales, Education Standards Authority (NESA), including viability, enrolments and financial reporting.

During 2017, the School was a member of the Association of Independent Schools (AISNSW), which provided some support to new schools under their membership regime.

The school and the primary organisation has its finances and contract obligations audited each year by an external independent auditor.

The operations of the School adhere to the requirements of key legislation and acts including:

- Operational requirements for insurance, Goods and Services Tax (GST), workers compensation and payroll are implemented under the auspices of Port Macquarie Community College Incorporated.
- The Australian Education Act, 2013
- Disability Discrimination Act 1992
- Education Act 1990 (NSW)
- Work Health and Safety Act 2011
- Ombudsman Act 1974
- (NSW) Child Protection (Working with Children)
- Environmental Planning and Act 2012 (NSW)
- Assessment Act 1979
- Commission for Children and Young
- Food Act 1989
- People Act 1998
- Explosives Act 2003
- Children and Young Persons (Care and Building Code of Australia (2013)
- Protection Act 1998
- Institute of Teachers Act 2004

SCHOOL PREMISES

The school premises is located on the New South Wales Mid North Coast at 77 Hastings River Drive Port Macquarie and is owned by Port Macquarie Community College Incorporated. Fully fitted for educational services, the facility comprises a two storey building. Students access the facility via public transport, private transport or the Nautilus School Bus. In addition to school activities, the building is also used for vocational and adult community education classes. .

QUALITY CONTROL & CONTINUOUS IMPROVEMENT

Quality control and continuous improvement measures include:
internal monitoring of policies and procedures. Consultancy engagement of Education and Legal advisors. Ongoing professional development of employees
Teacher accreditation workshops through AISNSW and other external bodies

COMMUNICATIONS

The School believes in the importance of keeping open lines of communication with parents/guardians/carers and the greater school community in order to serve the best interests of the child. The School applies an ethical, open and transparent approach when communicating with students, their families, the broader community and stakeholders. Communications are also in accord with privacy and legislative requirements. Regular Communications Examples include:

- At least two information sessions per year for any interested parties to attend. The session outlines aspects of the School's philosophy and the enrolment process.
- Two parent/teacher evenings per year where parents/guardians/carers can be given information such as:
 - o An overview of the semester's curriculum
 - o Ways to help at home
 - o Relevant stage of child development
 - o To see student's work
 - o Hear from specialist teachers about their subject
 - o Ask questions
- A newsletter circulated to families containing relevant and specific information regarding upcoming events, including articles related to events, parenting and child development
- Benchmarking with similar schools, such as Alesco WEA, Macleay Vocational College and Warakirri
- Evaluation of teacher effectiveness
- Regular staff meetings Student and parent evaluation
- Student report feedback
- Access to information and relevant forms available from the School's website.
- Individual meetings arranged by teachers with parents/guardians/carers as the need arises, and/or vice versa.
- Student reports are given to parents/guardians/carers twice a year
- Opportunity for parents/guardians/carers to pre-arrange meetings with teachers at a time convenient to both when needed.
- Invitations extended to visitors, members of parliament and the community to special events programmed throughout the year.

DIGITAL COMMUNICATION

Examples & strategies include

- Staff may correspond directly with students via telephone and via their School email address.
- Under extreme circumstances with parent permission contact may be via Facebook
- Staff check their school mobile phone and emails daily

COMMUNICATION CODE OF CONDUCT

- Extract; Staff do not add students as friends on their Facebook page and vice versa.
- Staff do not send SMS texts to students and vice versa unless also to a parent or as instructed by them
- Staff do not give their or other employees' private contact details to students or others such as parents/guardians/carers.

SCHOOL VISION & CONTEXT

VISION STATEMENT

Nautilus aims to offer all eligible young people the chance to complete their school education. We especially aim to include those whose lives may be complicated, challenging or require a particular understanding in order to achieve success. Nautilus seeks to provide a learning environment that both challenges and supports students to explore and create opportunities and develop a lifelong passion for learning. Using community resources and our holistic approach to nurturing mental health and wellbeing, we aim to prepare students to be balanced, productive and innovative citizens.

Our vision is focused on the development of the whole child and ensures the development of resilience, resourcefulness, critical and creative thinking, personal and social capability and ethical and intercultural understanding. In doing so, we aim to ensure all students seize opportunities to become successful learners and members of the community.

SCHOOL PLANNING PROCESS

Nautilus Senior College is an Independent Special Assistance School that endeavours to nurture the physical, social and emotional well-being of students to provide a robust platform for vocational, creative and/or academic pursuits.

The programs offered, instil the core values of service, participation, respect and endeavour.

Nautilus Senior College had places for 45 students in 2017 and aims to grow to 75 (through the addition of two more stage five classes and/or the introduction of Years 7 and 8) by 2020. Additional growth will be considered, subject to community need and resource capacity.

Student wellbeing and the recognition of students as local citizens and global citizens is catered for by numerous proactive welfare initiatives.

In our initial year of operation consultation involved extensive surveying of prior community college students, local school and education professionals, community leaders and the Alesco school community.

Annually staff, parent and students will be consulted to build an inclusive program that meets the needs identified and help set direction for the future

SCHOOL STRATEGIC DIRECTIONS | 2017-18

STRATEGY DIRECTION # 1

CREATIVE & HOLISTIC LEARNING & WELLBEING

Our purpose is to provide a supportive, creative, differentiated curriculum and co-curricular program to meet the needs of our students, giving them enterprising skills for employment (both paid & voluntary). We will develop the critical and creative thinking skills and personal & social attributes of students. Students will learn ethically with each other under adult learning principles as equals, valuing their own development as holistic, lifelong and life wide learners. To ensure resilient and resourceful students a well-being curriculum will be implemented including pastoral care for those at risk through family trauma, dislocated housing or substance misuse issues. All student programs will develop leadership capacity in a context of restorative practice among all of the school community

STRATEGY DIRECTION # 2

COLLABORATIVE, PROFESSIONAL LEARNING CULTURE

Our purpose is to provide collaborative professional learning to build the capacity of staff to become leaders of learning, creativity and innovation within the Alesco framework and with respect to the Alesco philosophy. A philosophy and practice designed to engage youth at risk will apply adult learning and restorative approaches to ensure teachers and learners are equal collaborators in taking responsibility for maintaining the school culture. We aim to ensure the well-being of all staff and implement an effective staff well-being program. We will promote ourselves as a school who seeks to learn from others within the education profession, well-being profession and wider community

STRATEGY DIRECTION # 3

CONNECTED COMMUNITY ENGAGEMENT

Our purpose is to enhance community engagement with all stakeholders, to enhance creative, holistic learning and community service, with partners including: parents, community leaders and those dedicated to outreach, other schools and the wider community. With continued outreach into the community we aim to be a school with a local and global focus, engaging with sustainability in its broadest sense: environmental, social, cultural and economic. We will provide infrastructure to support teaching and learning within our school land as a means of collaboration with others, especially using new technology to link us into the global village

TEACHING & LEARNING PHILOSOPHY

We accept that our students learning experiences have not all been positive and have had challenging barriers to negotiate however Nautilus is committed to providing challenging learning experiences, maintaining developmentally appropriate expectations for all students and promoting achievement. All students have opportunities to reach their potential socially, emotionally, behaviorally, creatively and academically. Positive and flexible learning environments are created to encourage all students to develop their areas of personal strength, interest and aptitude.

Students are encouraged to take responsibility for their own learning and to set realistic goals. Our approach acknowledges the importance of exposure to a broad and balanced curriculum, and we believe that the role of the School is to provide access to a wide range of learning opportunities. Experiential and enquiry-based learning are essential aspects of our pedagogy so that curiosity is fostered and students 'learn by doing'. Opportunities to participate in charity work illustrate our commitment to developing healthy interpersonal relationships and productive community participation

ASSESSMENT FOR LEARNING: DIFFERENTIATED CURRICULUM



We encourage all students to take pride in their efforts and celebrate their personal successes. We aim to create a School environment that provides rich and varied classroom and outdoor experiences for all students. The support staff and well-being team may also help teaching staff devise strategies for the provision of subject differentiation to provide additional scaffolding where appropriate

3.0 STUDENT OUTCOMES

NAPLAN RESULTS 2017

The number of Year 9 students who sat the NAPLAN test for Reading, Writing, Language Conventions in 2017 was six

Only five students sat the numeracy test which is below ACARA's threshold number for public reporting of student achievement data. This is to ensure that privacy of individual students is protected.

Worth noting, many of our students at Nautilus have never attempted NAPLAN tests in their previous school careers. We will continue to encourage students to participate in NAPLAN and other evaluation activities. The schools result are available to all via the My School website <https://www.myschool.edu.au/school/52436/naplan>

4.0 GRANTING RECORDS OF SCHOOL ACHIEVEMENT

At the end of 2017, there were fourteen Year 10 students who deemed eligible for the award of a RoSA. Of these fourteen students, three continued on to an HSC Pathway in other schools whilst the remainder, in the main, explored further vocational pathways.

- No student who stayed with Nautilus until the end of the year failed to complete their ROSA.
- Only students who either withdrew from the school or came to us late in the year from other schools did not receive their ROSA

Aside from the success with the ROSA certificates, Nautilus was able to see a large increase in attendance for all students. All students who attended the school lasted longer at Nautilus than the previous schools they had come from.

2017 RESULTS (VIA Schools Online)			SCHOOL PATTERN (%)						STATE PATTERN (%)					
COURSE NAME	STUDENTS IN SCHOOL	STUDENTS IN STATE	A	B	C	D	E	N	A	B	C	D	E	N
English (200 hrs)	14	85,187			57	43			12	28	37	16	6	1
Maths (200 hrs)	14	85,285			43	21	36		15	23	31	22	7	1
Science (200 hrs)	14	85,169		14	43	36	7		13	24	37	18	6	1
Geography (200 hrs)	14	84,896			43	36	21		13	26	37	17	6	1
History (200 hrs)	14	85,138		7	36	43	14		14	27	36	17	6	1
PDHPE (100/200 hrs)	13/1	82,757		15	46	38			16	35	35	10	3	1
						100			13	33	37	12	4	1

5.0 ADDITIONAL OUTCOMES

A small number of students did not complete all RoSA requirements but achieved a Transcript of Study to complete Year 10.

Twenty students across Year 9 and 10 who were 15 years and over completed the White Card Course for the Construction Industry and four students completed a Certificate 1 in Hospitality.

In addition, eleven Nautilus students who withdrew by choice during the year enrolled in the Community College MakerSpace program – Construction pathway. Nine students were successful in completing the qualification, one partially completed and transferred to a Traineeship and one chose to pursue other interests.

YEAR 9 STUDENT OF YEAR



JADE

YEAR 10 STUDENT OF YEAR



NIC

An outcome worthy of noting is student attendance rates, Over the Whole School year we were above 60% attendance - A testament to the attempts made by our students to tackle their many barriers to education

6.0 SUMMARY OF PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

Staff Meetings and Staff Development Days

Weekly staff meetings and six staff development days covered topics including policy and procedures, stakeholder feedback, Child Safety & Wellbeing, NESA audit recommendations, curriculum requirements, Discipline and Attendance.

Specific workshops were conducted on Curriculum for NESA syllabuses for Science, Maths, Geography, PDHPE & History. Others include Mental Health - wellbeing, Individual Learning Plan & Child Protection.

Staff Orientation was conducted to ensure WWCC, WHS, policies and procedures were introduced.

Other development opportunities included High school Certificate Marking and First Aid. Responsible Officers undertook AIS, NESA accredited online course modules in Governance, Compliance, Legal Responsibilities & Child Protection

PROFESSIONAL LEARNING ACTIVITY

LEVEL OF STAFF PARTICIPATION

Staff Meetings	<ul style="list-style-type: none"> Weekly - Wed A/Noon
Staff Development Days	<ul style="list-style-type: none"> All Staff - 6 days All new 2018 Staff - 2 days
Staff Orientation	<ul style="list-style-type: none"> All new staff Jan 2017
High school Certificate Marking	<ul style="list-style-type: none"> 1 (Header Teacher)
Curriculum Workshop PDHPE, English, Maths, HSIE, Science	<ul style="list-style-type: none"> All teachers
First Aid Course	<ul style="list-style-type: none"> 1 (Head Teacher)
Wellbeing sessions	<ul style="list-style-type: none"> All Staff
Individual Learning Plan workshop	<ul style="list-style-type: none"> Wellbeing staff & Head Teachers
Child Protection - online Kids Guardian	<ul style="list-style-type: none"> All Staff 2017
Online NSW AIS Governance courses; Compliance Governance, Legal, Child Protection	<ul style="list-style-type: none"> All responsible officers and key staff

7.0 DETAILS OF STAFF ACCREDITATION STATUS

All teaching staff have Bachelor degrees and teaching qualifications and all are accredited with NESA. The College ensures that all casual teaching staff are similarly fully qualified and accredited.

TEACHING STAFF 2017

TEACHER	QUALIFICATION	CURRICULUM
Mr. M. Hennes (HT)	BA (CSU), Grad Dip Education (CSU), MA (UNE)	English / History Assisted with PDHPE
Mr. A Lord	B Design (Newcastle), Dip Ed (Tas) Secondary School (Newcastle)	Maths
Mr. L. Godson	B Science (UQld) 2000, Science Hons, 2002, BEd Secondary (CSU), Grad Cert Antarctic Studies	Science
Mr. G. Smith	BA English (Manchester), B Teaching	History / English Assisted with PDHPE
Supported by Casual Staff		PDHPE

LEADERSHIP, SUPPORT & ADMINISTRATION STAFF 2017

STAFF	QUALIFICATION	AREA
Ms Valerieanne Byrnes	MMGT (SMU), Grad Dip Adult Ed (UNE) BBus (CSU) BT&D (UNE) Dip Fin (IFS), CertIV WTA (TAFE)	Principal
Dr. Robbie Lloyd	PhD (UWS), MA (Hons) (UWS), BSc (SydU), BA (UNE) DipEd (CSU) CertIV WTA (Syd Inst TAFE)	Wellbeing
Mrs Katrina Humble	Associate Dip Counselling	Wellbeing & Student Support
Phoebe Crane	Bsc Psychology 1986 University London, Birkbeck College, Cert Social Welfare 1993 TAFE QLD, Dip Clinical Hypnotherapy 1997 The NSW School of Hypnotic Sciences, Dip Counselling 1998 The NSW College of Behavioural Sciences, Cert IV Telephone Counselling 2009 Lifeline Australia, Cert. Reflective Practice in Supervision 2013, 2014 The New South Wales Institute of Psychiatry, Cert IV Trainer and Assessor 2016 TAFE NorthCoast, Cert IV Bereavement Support 2018 current Aust. Centre of Grief and Bereavement	Wellbeing Support
Kelly Wyatt	Cert 3 Children's Services, Diploma in Children's Services, Studying Final Year Bachelor of Social Work (CSU)	Administration & Student Support
Loren Enfield	Bachelor Arts Human Movement studies, Ocean Safe Surf Coach	Student Support
Ms Jess Gordon	B.Ed (UNE)	Administration

YEAR
END

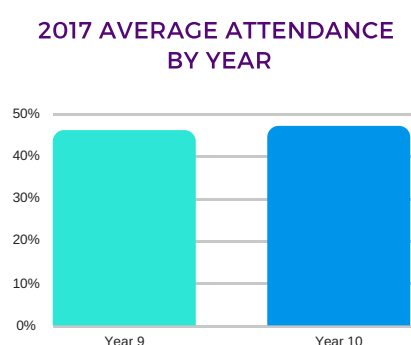
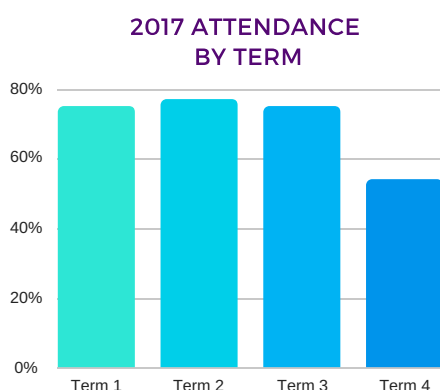
8.0 WORKFORCE COMPOSITION

As it was the first year of operation, the composition of the School changed in the second semester to align with revised enrolment numbers and allocation of resources.

Nautilus Senior College also employs consultants to assist with Curriculum development, Wellbeing programming & management and NESA and Financial Compliance.

	TOTAL STAFF	FTE
• Teaching	4	3.2
• Non-teaching Student Support/ Well-being staff	4	2.2
• Non-teaching leadership & administration staff	6	3.0

9.0 STUDENT ATTENDANCE



Nautilus Senior School encourages its students to maintain an attendance rate of 85% (or higher) consistently across the year. This is not always possible for our students, as occasionally life circumstances prohibit them from being able to attend school regularly at certain times. However, we are pleased to say that most of our students work hard to try and achieve this attendance goal.

In 2017, yearly attendance rates ranged from 34% attendance to 99%. The average for all students across the year was 69%. The overall average attendance rate for students who completed the year was 72%. This is an improvement from the past experiences noted in prior school reports and from discussion with parents and guardians. NSC will continue to implement different strategies to continue to try and improve this figure which is a state wide issue.

The college's policies and procedures for attendance reflect the relevant regulation of the NSW Education Act 1990 and specify that absence from school for any period of time during the day requires a letter of explanation from a parent or guardian. Roll calls are carried out each morning and entered into the Student Management System (Sentral). Partial absences are recorded by the Student Attendance/Support Officer with details of times and reason for partial absence and how the School was notified. Returns after a partial absence are also recorded. During 2017 the School utilised technology to notify parents and guardians of any absences.

9.0 STUDENT ATTENDANCE

MANAGEMENT OF NON-ATTENDANCE - EARLY INTERVENTION

Encouraging attendance is a core responsibility and belief of NSC.

Early Intervention is designed to reduce poor attendance and decrease the number of students who do not complete their RoSA.

Where a student is absent from school and we have not received any verbal or written communication from them or their parent/carer then we will initiate a first day contact. This means making a determined and sustained effort to respond to unexplained absence on the first day of absence usually through a telephone call by a member of staff.

Our school policy certainly takes individual situations into account, such as health issues, but in general, once a student misses more than five days of school within a fortnight without approval from the Head Teacher/ Principal, that student is placed in an intervention; the College will provide an intervention program for students who are struggling to attend school.

The structure of the program will consist of intervention sessions held monthly throughout the year to share information concerning a student's attendance. These sessions will include Student; Parent/carer; Student Welfare Officer and Head Teacher.

If more school days are missed from this point forward the students may be withdrawn from the program. An important part of the Early Intervention Policy is to offer help or assistance to students with problems that may interfere with a student's attendance.

SPECIFIC STRATEGIES TO IMPROVE ATTENDANCE

Non-attendance is managed via an attendance list analysed on a weekly basis. Unexplained absences of three or more days in the week are subject to a follow-up enquiry

Non-attendance procedures are in place where the Student Attendance/Support Officer will follow up and escalate to the Head Teacher and if appropriate the Principal. In these circumstances, pastoral and duty of care are always considered.

Escalation for non-attendance including home visits and interviews between the Head Teacher, the student and the parent or guardian. Formal letters can be issued for non-attendance and summary of each term, attendance records are sent out to the parent/guardian.

Students are encouraged to review their attendance on a weekly basis, should we see a pattern of non-attendance forming there are a number of interventions

- Term Intervention meetings with Head Teacher/Student Welfare Coordinator
- Parent/ Guardian consultation
- Verbal and written warnings
- Attendance contracts
- Review of placement

Nautilus Senior College only operates a school initiated or student-initiated withdrawal policy for students. There is no expulsion policy in place. This means there is the opportunity for students to take time out and reassess their educational priorities and for students to re-apply when they are able to participate further.

10.0 RETENTION RATES

The comparative performance over time was consistent with regards to the students who started the year and those that finished. There was a consistent attendance percentage until the end of Term Three. Term Four saw a drop off in attendance

Compared with the state, Nautilus completed a similar percentage of students to their ROSA. Our student enrollment has fluctuated more dramatically than the statewide average, but this is not unexpected for the nature of the school.

Comparisons with similar schools was positive in terms of the percentage of students that completed the Year 10 course.

11.0 POST SCHOOL DESTINATIONS

The majority of students who withdrew from Year 10 continued to pursue vocational studies with the Community College with an 81% completion rate

In relation to the destinations of students who completed Year 10 in 2017, the majority of the students continued to pursue vocational studies at TAFE or through apprenticeships.

Three students continued on to an HSC pathway at other schools and two students accepted offers of employment.

12.0 PARENT, STUDENT, TEACHER SATISFACTION

Parent and student satisfaction was extremely high with those students who achieved the RoSA and those that successfully undertook vocational programs

At the end of Year 10 celebration, parents commented

“they would have been lost without Nautilus, they had nowhere to go”

Many of the students have commented that they would not have completed Year 10 if they had not attended Nautilus.”

“I use to hate school, now I get along with the teachers here, they don’t frustrate me”



Staff should be extremely pleased with their achievements - the environment and philosophy created challenges for all. It is difficult to set aside what you have grown up with and practices as a professional adult ..

Putting in place a new way of dealing with social, emotional and behavioural challenges in youth is challenging however when you see the change , its all worth it.

13.0 STUDENT REPRESENTATION

Seeking input from our students is critical to understanding their needs and creating better learning environments. Our students participated during 2017 in surveys and group discussions to;

- Design and create extra-curricular activities that suited their interests
- Help teachers design and create programs that could suit their interests and also comply with the NESA curriculum requirements
- Consider changes or improvements that could be made to better the School's environment or classroom areas.
- Consider changes to wellbeing and positive action policies and procedures
- Raise awareness of social justice issues among the student body, as well as providing a forum for discussion of ideas for continuous improvement

BEAU ROBSON WORKING
WITH HORSES AS PART OF
THE EXTRA CURRICULAR
ACTIVITIES

14.0 SCHOOL ENROLMENT POLICIES

POLICY: ENROLMENT

- 1.1 NSC primarily seeks to support students suffering from social or financial disadvantage, medical, psychological or emotional challenges or who have become disconnected from mainstream education. Students may be facing mental health challenges, homelessness, dysfunctional families, substance abuse issues, interface with Department of Juvenile Justice, early parenthood, neglect, living independently in refuges or have recently settled in Australia as part of the humanitarian resettlement/refugee program.

The selection criteria for Nautilus Senior College focuses on eight key areas;

- Learning difficulties/disabilities
 - Behavioural difficulties/disabilities
 - Social disadvantage
 - Age
 - Academic achievement
 - Financial disadvantage
 - Non-English speaking
 - Aboriginal and/or Torres Strait Islanders
 - Isolation
- 1.2 NSC cannot cater for students who are functionally illiterate in English or who require intensive behaviour or health support. Access to a Counsellor is available to all students who are enrolled in the school, but the College is not in a position to manage students who cannot operate within the adult learning environment.
- 1.3 All students who apply to attend NSC will be required to attend an interview as part of the application process. If practicable a Parent / Guardian / Caregiver/Case Worker is required to attend to learn about the College and contribute to the information shared. Candidates 18 years or over may be able to attend an interview alone. Candidates under 18 must be accompanied by a responsible adult.
- 1.4 Applicants are expected to make a full disclosure of relevant details at interview and if a Student is accepted and undisclosed information relevant to the acceptance decision becomes available, then the Student's enrolment may be reviewed at the discretion of the Head Teacher or Principal.
- 1.5 A student's acceptance into the College is dependent on their presentation at interview, the documentation they provide and their demonstrated ability to work within the policies and philosophy of NSC

14.0 SCHOOL ENROLMENT POLICIES

POLICY: ENROLMENT (CONT.,)

- 1.6 Students enrolled at NSC may be required to undergo Literacy and Numeracy assessment or other cognitive testing, if the teaching staff deems it necessary. This assessment may be conducted prior to enrolment or post-enrolment at the discretion of the relevant teaching staff.
- 1.7 Except in exceptional circumstances, (e.g. Refugee status) prospective students are required to provide evidence of prior learning and a copy of the most recent school report from the last school they studied at. If necessary, NSC will contact the past school to confirm details of the prospective student's enrolment and reasons for leaving or to obtain a copy of the report. Where required, further contact may be made with other relevant organisations before a student's enrolment application is accepted.
- 1.8 Students entering Year 10 enrolment must demonstrate that they had significant participation in Year 9 studies, or complete school designed form or that they are suitable for Year 10 enrolments as determined by the Principal or Head of Campus.

POLICY: ACCEPTANCE

- 2.1 Successful applicants will receive a letter confirming their enrolment.
- 2.2 Copies of all supporting documents, credentials provided by the student are kept in the student's file

POLICY: WITHDRAWAL

- 3.1 NSC recognises the commitment they ask of their students will not suit everyone's needs and respects the right of any candidate to withdraw their application for inclusion in NSC.
- 3.2 If a candidate makes the choice to withdraw their application for enrolment this does not mean they cannot apply again at a later date.
- 3.3 Should a student terminate their enrolment at the College, following a period of attendance, the College will consider a request to re-enrol, at the discretion of the Principal..

POLICY: CONTINUING ENROLMENT

- 4.1 A student's enrolment at the College is conditional upon the student demonstrating commitment to the College ethos including adherence to the Student Conduct Policy. Students need to commit to attendance and participation.

14.0 SCHOOL ENROLMENT POLICIES

PROCEDURE: ORIENTATION & ENROLMENT CONTRACT

The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act 1990 No 8 (NSW) and of the NSW Education Standards Authority (NESA) requirements for registration of the school."

Orientation is considered extremely important for both Nautilus Senior College and the newly enrolled students. It is an opportunity for students to ensure all documentation relating to their application and enrolment have been finalised so that they may receive all the initial support they require. It is however, an equally important opportunity for all students and their parents/guardians/caregivers to have the opportunity to read, discuss and agree to the terms, conditions and expectations of enrolment. Due to the nature of our students it is the Head Teachers responsibility to ensure the contents of the Student Handbook are verbally discussed with all students throughout the year.

The enrolment contract identifies the terms and conditions of enrolment with specific reference to Nautilus Senior Colleges:

- Discipline policies and procedures ,
- Attendance policies and procedures
- Curriculum and assessment policies and procedures and Student welfare policies and procedures

All of which are available for the student and his/her parent to read in full as part of the Student Handbook. The goal of the orientation process is for the student, his/her parent/guardian/caregiver are aware of their rights and responsibilities and Nautilus Senior College's expectations regarding maintaining enrolment.

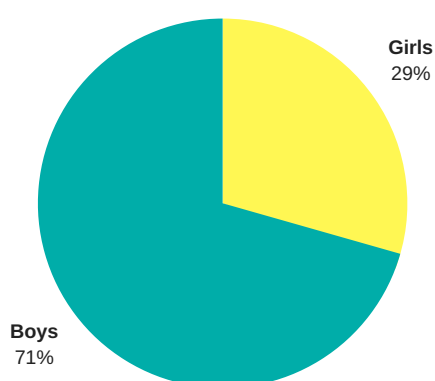
ACTIVITY	RESPONSIBILITY
• Orientation	• Head Teacher & Class Teacher
• Discuss Student Handbook	• Head Teacher or Class Teacher
• Ongoing presentation of Handbook content	• Head Teacher

15.0 CHARACTERISTICS OF THE STUDENT BODY

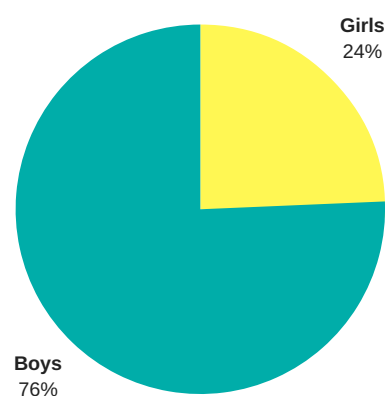
The student body in 2017 had the following characteristics:

- A significantly higher proportion of male to female students
- More Year 10 than Year 9 students.
- Students were drawn from a mixture of both Independent and Government schools.
- Students attended from as far afield as Wauchope, Telegraph Point and Lake Cathie

YEAR 9



YEAR 10



16.0 SCHOOL POLICIES

Nautilus Senior School policies cover all major sections of the NSW Education Authority (NESA) Manual - There have been two revisions of the manual in 2017 that required review of policies. All approved policies and procedures are located on the Student Management System (Sentral) for all staff to access. NESA desktop and field inspections took place in June and October 2017.

2017 was the first year of operation for Nautilus Senior School. As the school heads towards 2018 the school will go from strength to strength using a number of useful recommendations from NESA

A number of changes have been made to policies based on NESA feedback we have received in the first year of its operation. To monitor changes to documents a master list has been developed to detail amendments and version control during the reporting year. Some policies are made available on the school website with the remainder available on request.

ANTI-BULLYING POLICY

The purpose of this policy as stated is to recognise that bullying is a risk to health and safety, and that the School has clear procedures in place to ensure respect and acceptance of differences as part of the provision of a safe environment.

The policy clarifies the legal responsibility of all individuals including students, staff and parents to prevent bullying and associated behaviours such as harassment.

Associated procedures detail the School's response to any conduct deemed to constitute bullying.

COMPLAINTS OR GRIEVANCES RECEIVED BY NAUTILUS SENIOR COLLEGE POLICY

This policy confirms that the School is committed to ensuring that the response to complaints or grievances is timely, fair and transparent.

The policy references relevant legislation including the Ombudsman Act 1974 (NSW), and associated procedures detail the processes to be followed by the School in responding to a complaint, formal or informal, or a grievance. This includes provision for both an internal review and external review of the outcome of the School's processes if relevant.

16.0 SCHOOL POLICIES

STUDENT DISCIPLINE AND PROCEDURAL FAIRNESS POLICY

This policy clarifies the School's expectations for student behaviour, contextualised for the 'adult learning' environment, and the consequences of behaviour that is deemed to be unacceptable.

The policy defines the School's preference for the use of terms such as withdrawal' and 'inclusion', rather than 'suspension' or 'expulsion'. Processes of procedural fairness are strongly and explicitly represented throughout the policy and associated procedures which detail the School's response to disciplinary-related matters

STUDENT WELL BEING AT NAUTILUS SENIOR COLLEGE

The importance of student wellbeing at the School is reflected in its vision statement: 'to ensure the development of the whole child - resilience, resourcefulness, critical and creative thinking, personal and social capability, and ethical and intercultural understanding'

The school's policies, including those related to attendance, discipline and student behaviour, and anti-bullying reflect the importance of student welfare.

Student welfare is at the heart of the decisions made about the school's provision of curriculum, teaching and learning, and strategies to strengthen student engagement. Further information related to student wellbeing at the School can be found in the statement of the School Strategic Directions 2017-18 statement (Page 8) and the statement on Student Representation (Page 18) of this report

17.0 SCHOOL DETERMINED IMPROVEMENT TARGETS

2017 PRIORITIES & ACHIEVEMENTS

PRIORITY	TARGET	ACHIEVEMENT
<ul style="list-style-type: none"> Establish the school targets 	<ul style="list-style-type: none"> 40 students by June 2017 Recruit & maintain accredited teaching & wellbeing staff 	<ul style="list-style-type: none"> 54 enrolments - over year 43 enrolments - during census period Recruitment of teaching and key well-being staff completed prior to school commencement and staffing maintained throughout the year
<ul style="list-style-type: none"> Meet NESA registration requirements and achieve renewal for 2018 	<ul style="list-style-type: none"> Meet NESA standards 	<ul style="list-style-type: none"> Achieved initial registration requirements and renewal for 2018 and developed a plan to continue to improve
<ul style="list-style-type: none"> Develop programs , Systems and Procedures 	<ul style="list-style-type: none"> To provide a quality learning environment 	<ul style="list-style-type: none"> Achieved – programs to meet RoSA award and have developed a plan to continue to improve
<ul style="list-style-type: none"> To develop and promote well-being partnerships 	<ul style="list-style-type: none"> Establish a well-being committee 	<ul style="list-style-type: none"> Achieved – partnering with Head Space – EACH and Dessert Healing (Psychologist) and created a well-being committee
<ul style="list-style-type: none"> Continuous improvement in governance 	<ul style="list-style-type: none"> Enhance development program and recruitment of experience and skills 	<ul style="list-style-type: none"> Achieved - progress towards professional development requirements and revision of policies to assist governance

SCHOOL DETERMINED IMPROVEMENT TARGETS

2018 PRIORITIES

PRIORITY	TARGET
<ul style="list-style-type: none">• Professional Development of Staff to embrace a different philosophy of building respect with disengaged youth	<ul style="list-style-type: none">• All to complete the NESAs accredited Social Emotional Well-being Program
<ul style="list-style-type: none">• Enhance student feedback mechanisms	<ul style="list-style-type: none">• Greater participation
<ul style="list-style-type: none">• Continuous improvement in teaching and learning	<ul style="list-style-type: none">• Meeting NESAs standards• Exceeding student standards
<ul style="list-style-type: none">• Premises	<ul style="list-style-type: none">• Establish a new campus to provide additional opportunities for students
<ul style="list-style-type: none">• Continuous improvement in governance	<ul style="list-style-type: none">• Enhance development program and recruitment of experience and skills

18.0 PROMOTING RESPECT & RESPONSIBILITY

A key focus of policies can be found under our requirements to build a safe and supportive environment. The College has published policies covering the following areas:

- Visitor's protocol.
- Duty of Care.
- Risk Management and Assessment.
- Excursion permission notes.
- Child Protection framework, including how to identify and Respond to Child Abuse and Neglect.
- Promoting Student Safety.
- Critical Incidents.
- Student Discipline.
- Withdrawal of Enrolment.

DEVELOPMENT OF THE WELLBEING TEAM

Meeting on a weekly basis, the Wellbeing Team tracks the social and emotional well-being of all students and staff. The combined wisdom of this group seeks positive responses to issues challenging students' lives, and this unconditional positive approach usually leads to solutions being found rapidly. These may not solve chronic issues in students' personal or family lives, but they aim to move things towards more self-aware and self-empowering responses to old triggers for individual students. Staff also receive help from the combined wisdom of the school leadership, as well as having peer support and mentoring in their Professional Development program to rely on

RESTORATIVE PRACTICE

Building a non-violent communication culture, with Restorative Practices at its core, is a major cultural development across the school and the whole college. It takes time to educate everyone about the processes for sharing responsibility and for resolving issues across the whole school community. However, this is beginning to take root, and there are strong signs that young people engage wholeheartedly in seeking "fair" outcomes for all, once they understand how the restorative process unfolds. "calling a circle" is becoming a pattern to deal with "hot" issues, and it all builds deeper understanding of and engagement with constructive problem solving, rather than punitive approaches to behaviour management. .

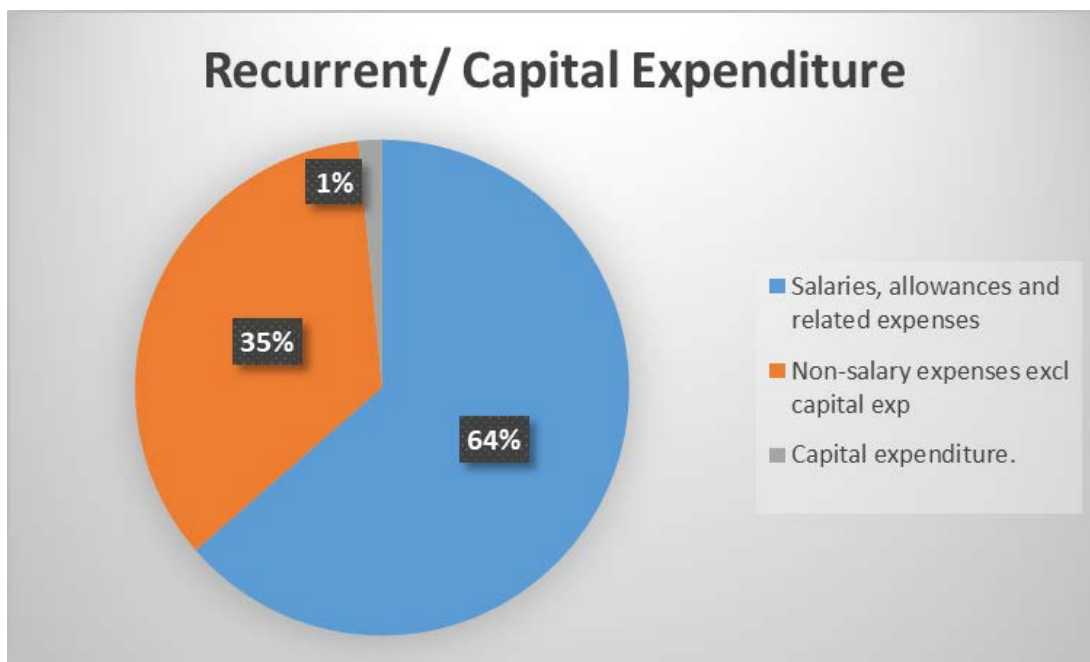
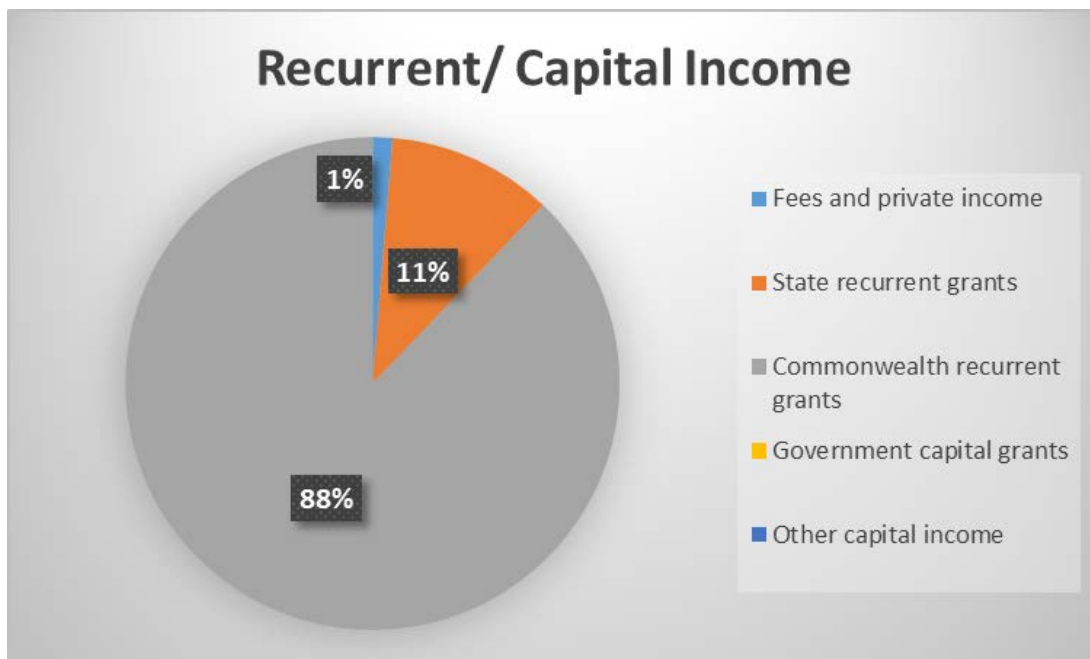
PROFESSIONAL DEVELOPMENT AND MENTORING IN SOCIAL & EMOTIONAL WELLBEING (SEWB)

Nautilus is moving into a rhythm of professional development that enhances teachers' mutual support and personal skills building. By sharing in discussions on case studies, taking turns preparing and recording Well-being Team meetings, and following up on resolving individual student issues, teachers are learning the steps involved in building a whole school culture of well-being. They are also following up on their own learning to deepen their understanding of this different form of facilitating teaching and learning. .

FINANCIAL REPORTING

2017 FINANCIAL SUMMARY

The financial performance of the school was within expectations. The majority of our income is Commonwealth Recurrent funding and our major expense is People; staff, teachers, consultants.



YEAR
END