

# 2020 Annual Report







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## MESSAGE FROM SCHOOL BODIES

"Lead community development by providing socially inclusive learning programs and opportunities that enable enriched and enterprising lives."

It is an honour to present this summary for the Nautilus Senior College 2020 Annual report. 2020 represented a year of pandemic extremes for the school and our community, our fourth year of operation consolidated our 5 year Accreditation for Years 9 and 10. On behalf of the Mid North Coast Community College Board, I would like to congratulate all on managing what COVID presented, a remarkable effort demonstrating support for our mission. The board would also like to congratulate the Nautilus Advisory Committee represented by Jim Obrien, Brian English, John McQueen and Bronwyn Vickers who with their depth of school expertise contributed valuable recommendations and insights. We thank Brian English who retired during the year and who served the school and broader college, providing insight only years of experience, personal enquiry and a passion for ensuring all have access to education brings.

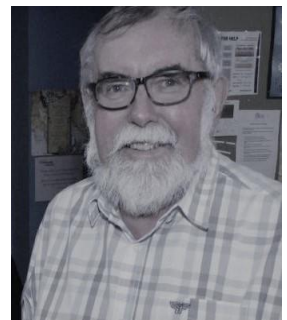
We are very thankful to have a positive working relationship, amongst the Board committees and Management. Our Board consists of community members who bring a vast array of expertise and skills, of importance is each board member's passion for education to reach all and a dedication to our mission. All board members are volunteers and are required to complete professional learning to further understand our roles as directors. Board members are also members of five committees; Finance & Risk, ACE, School Advisory, Wellbeing and Children's Services to make sure essential oversight of financial control, capital building projects, risk and compliance management, child safety, philosophy and strategic direction are given detailed attention.

The Board and Advisory Committee of Nautilus acknowledge the efforts of our supportive broader community, youth agencies and our dedicated team for their commitment, support and belief in the students.

Grant Burtenshaw

Chairman Nautilus Advisory Committee & MNCCC Ltd Board

A handwritten signature in blue ink, appearing to be "G. Burtenshaw", written over a light blue grid background.



Grant Burtenshaw





## MESSAGE FROM THE CEO

2020 saw quite a few changes to how we do things and our facilities. The transition from all face to face learning to a blended solution in lightning speed following the arrival of COVID, for students who were unable to attend school.

All team members did a wonderful job of modifying their programs and student support strategies to ensure we continued to put our students first. We didn't close during COVID as we believed it more important to stay open for those who need routine, for those who needed a safe place and for those needing to engage is critically important. The team conducted home visits and continued with wellbeing check-ins as well as communicating with families and agencies.

The move to our new premises occurred in Term 2 and with continued renovations up until December, we saw a wonderful space develop month by month. Renovations included an additional learning space, new stairwell, new toilets, flooring and kitchen. 2021 will bring additional learning spaces and a new administration area. The result of engaging students with the refurbishment has resulted in a stunning learning environment with inspiring artwork throughout.

Importantly the community education philosophy was put to work with the school immersed in a lifelong learning environment with a wellbeing focus that aimed at addressing barriers to education as the first priority.

I and the executive of MNCCC congratulate John and his team on another productive year that delivered the schools philosophy and objectives in spades and allowed us to tackle significant barriers to education in the midst of a pandemic.

Valerieanne Byrnes  
Chief Executive Officer



Valerieanne Byrnes

## MESSAGE FROM THE PRINCIPAL

The 2020 academic year was certainly one which presented numerous hurdles for the school to overcome. The pandemic which was Covid-19 effected all aspects of school life and then to be backed up by the horrendous floods experienced over the early stages of 2021 provided our small college with the opportunity to refine and develop our curricula and processes. The disjointedness of the learning program also taught staff greater resilience and resourcefulness.

The addition of staff members in the areas of Drug and Alcohol counselling, Indigenous Liaison and Support as well as additional teaching staff certainly increased our capacity to provide a more skillful and finely tuned learning program.

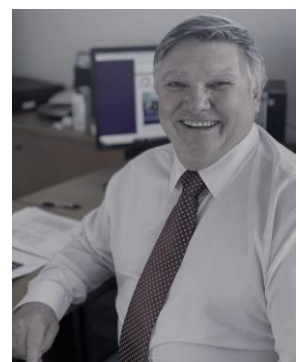
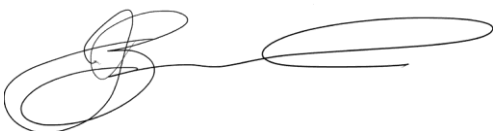
The year has seen a steady number of enrolments which in turn has led to the rapid deployment of stage 3 of the strategic building program. The new learning areas and spaces are well utilized and provide scope for the expansion of curricula.

Twenty four students completed their RoSA at the end of 2020. Six students progressed to Newman Technical College and thirteen re-engaged with educational pursuits at TAFE. Three students moved on to employment and two students have pursued other life options.

Growth has facilitated the need to expand our well-being and educational platforms. This has proven to be beneficial for students such as ours. Additional pathways and learning opportunities have provided students a number of new learning experiences. The introduction of programs such as Stockcamp, Beauty Therapy, White card, First aid certificate, Food Handling course, Workplace Health and Safety, Barista Training and a number of wellbeing programs and opportunities that operate in conjunction with other Mid North Community College entities has enhanced the value of our educational program. The College has positioned itself well to cater to the diverse needs of our student body moving forward.

I would take this opportunity to thank the staff of Nautilus College for their concern, understanding, perseverance and diligence in all matters pertaining to the education of our students. The Board of the Mid North Coast Community College have been tireless in their support of the school and certainly deserve more recognition for their efforts than they receive. To those involved in the support of our students including Community groups, professional bodies and individuals who give most generously to the maintenance of our program words seem trite.

John Beaumont  
Principal



John Beaumont

## MESSAGE FROM THE WELLNESS TEAM

The era of COVID has shown how important wellbeing is in grounding all education and training programs in the lived experience of the learners. Both Nautilus and the community college have made holistic wrap around wellbeing the mainstay of the learning experience, and focused on both learners and teachers as the centre of pastoral care strategies.

Trauma and mental health issues remain high on the radar for all ages. But creating a culture of openness and allowing vulnerability assists more and more people to seek help when they need it.

This remains a challenge for some, to accept help and know it is OK to feel like you're not always coping. And COVID has helped everyone to show more empathy to each other, and be proactive when peers are suffering.

The college and school remain committed to engaging with mental health, wellbeing, substance use and other addictive behaviours as central parts of our programs.

Dr Robbie Lloyd

Community Relationships and Wellbeing Manager



Dr Robbie Lloyd

## 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 an environment that places wellbeing first.

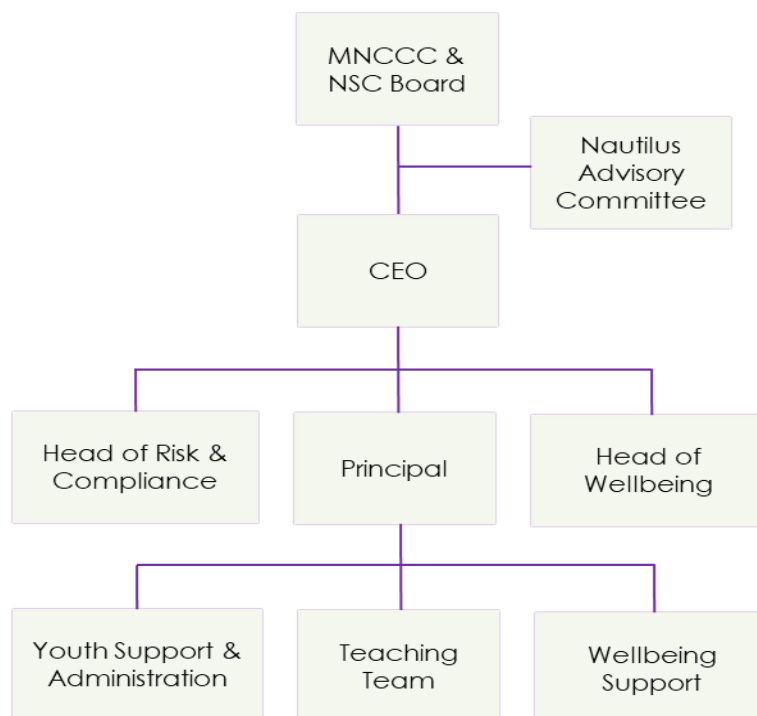
2020 provided opportunities for over 45 students, with 42 registering during the August census period.

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

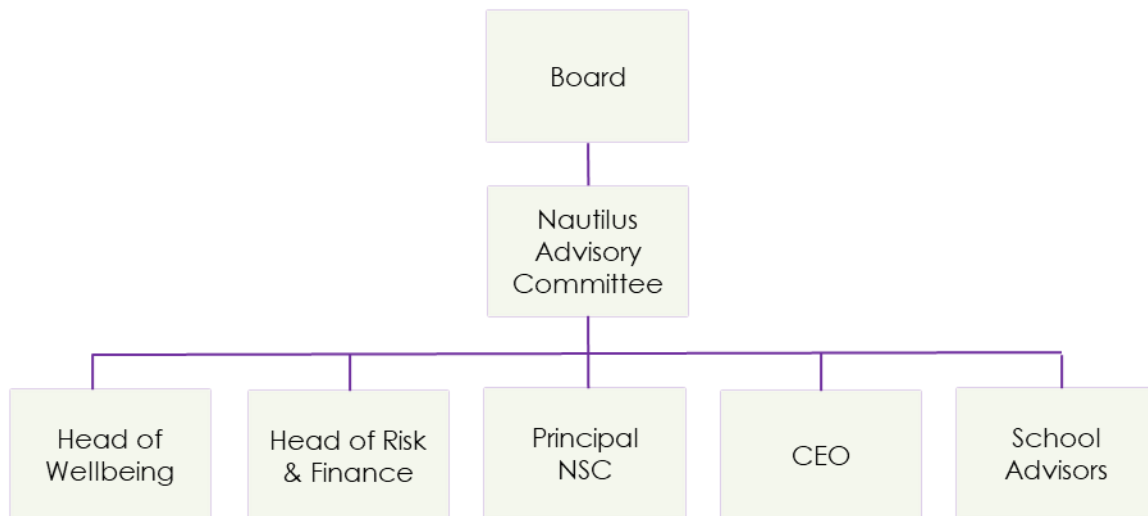
## BUSINESS STRUCTURE

Nautilus Senior College is our registered business name and is a division of Mid North Coast Community College Ltd (MNCCC).

MNCCC operates as a not-for-profit provider of adult and youth education on the New South Wales Mid-North Coast. Nautilus Senior College, via the School's Teaching Principal, Head of Wellbeing, & College's Chief Executive Officer reports to the College governance system which includes the Nautilus Advisory Committee.







### Nautilus Advisory Committee Membership

Executive members: CEO, Principal, Head of Wellbeing

Advisors: Experienced school leaders

Board representatives: Governance, Risk and Finance

## SCHOOL ADVISORS



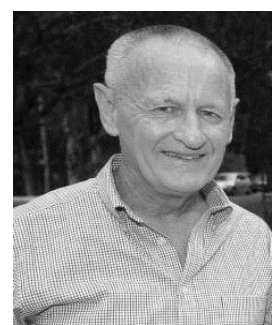
Jim O'Brien



Bronwyn Vickers



Robbie Llyod



John McQueen

### Outgoing Advisors:

Brian English (retired)

## HISTORY

A number of Alesco or 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) which included programs, student safety, school viability & enrolments.

The school and the primary organisation MNCCC have 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 & 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 People 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 for term 1 was located at 77 Hastings River Drive Port Macquarie and moved to 5 Albert Circuit Port Macquarie for Term 2. Both properties are owned by Mid North Coast Community College Ltd. Fully fitted for educational services, the new 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 in evenings and on weekends.

## 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.
- Professional Development through Scala Consulting Services and Integro Partners.
- 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:
  - An overview of semester's curriculum
  - Ways to help at home
  - Relevant stage of child development
  - To see student's work
  - Hear from specialist teachers about their subject
  - 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 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.
- Staff teach students on anti-bullying requirements for all communication.

## 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 instill the core values of service, participation, respect and endeavours.

Nautilus Senior College had places for 45 students in 2017, 35 students during 2018 and 35 students in 2019 and 42 in 2020. With the new campus, the school will have the capacity to offer a maximum of 80 places subject to community need.

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

In our third year of operation consultation involved extensive surveying of prior community college students, local school and education professionals, community leaders and the Alesco / Alternative 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 – 2022

### STRATEGIC 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.

### STRATEGIC 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.

### STRATEGIC 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 AND 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.



## STUDENT OUTCOMES

### NAUTILUS RESULTS 2020

Participation in NAPLAN was not required due to COVID. The schools results are usually not available to the public as our student numbers are below ACARA's threshold number for public reporting of student achievement data. This is to ensure that the privacy of individual students is protected.

### GRANTING RECORDS OF SCHOOL ACHIEVEMENT

At the end of 2020, out of Forty-Two students, Twenty-Four completed the year to achieve a successful Year 10. Twenty-Two year 10 students, completed mandatory attendance and participation requirements of the Record of School Achievement (RoSA) Of these, six continued on to an HSC Pathway in other schools whilst the remainder, explored further vocational pathways. Students who came to us late in the year from other schools did not receive their ROSA as they had not completed the mandatory hours however the majority achieved other milestones and vocational awards.

Aside from the success with the ROSA certificates, Nautilus was able to see a large increase in attendance for all students in comparison to prior school engagement levels.

Year 10 Outcomes	2017	2018	2019	2020
YR10 students who completed Yr10 (enrolled at end of year)	14	18	14	24
YR10 students who attained RoSA	14	12	12	22
YR10 students who completed Yr 10 alternative with MNCCC	9	-	-	-
Additional Certificates / Outcomes (Across Yr 9 & Yr10)	2017	2018	2019	2020
White Card Completed	20	6	1	0
First Aid Course Completed			7	0
Certificate I in Hospitality	4			0
Certificate II in Hospitality			1	0
Certificate I in Access to Vocational Pathways			1	0
Certificate I in Skills for Vocational Pathways			1	0
Certificate II in Skills for Work and Vocational Pathways			1	0
Food Safety				3
Non-Accredited WHS				21

## ADDITIONAL OUTCOMES

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

Three students also completed Food Hygiene and safety. Most extracurricular opportunities were withdrawn due to COVID.

An outcome worthy of noting is student attendance rates, were greater than those achieved at their previous schools - a testament to the attempts made by our students to tackle their many barriers to education.





## SUMMARY OF PROFESSIONAL LEARNING UNDERTAKEN BY STAFF

### 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, First Aid, WHS, policies and procedures were introduced.

Unfortunately, the annual Alternative Schools Conference was placed on hold due to COVID.

Responsible Officers undertook NESA accredited online course modules in governance, compliance, legal responsibilities & child protection.

Teaching Team:



Sharon Ison



Jeff Styles



Nigel Harding



John Beaumont



Dylan Gill-Valance



## DETAILS OF STAFF ACCREDITATION STATUS

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

### TEACHING STAFF 2020

TEACHER	QUALIFICATION	CIRRICULUM
John Beaumont	Grad Dip Ed Studies (UWS) BEd (CCE) Dip Teaching (CCE)	Principal English, HSIE
Sharon Ison	MEdu (UNE) BEd (UNE) Dip Teaching (UNE)	Maths, Science
Stephen Hall	Dip Teaching (ACU)	English, PDHPE
Jeff Styles	Grad Dip Edu (UNE) B Urb Reg Plan (UNE)	HSIE
Nigel Harding	Diploma of Education, Batchelor of Education – Industrial Arts, Cert 4 Building & Construction	PDHPE, Maths
Dylan Gill-Valance	Masters of Applied Learning and Teaching, Deakin University 2016, Bachelor of Environmental Science, Deakin University 2005	Science &PDHPE

### LEADERSHIP AND SUPPORT STAFF 2020

STAFF	QUALIFICATION / EXPERTISE	AREA
Ms Valerieanne Byrnes	MMGT (SMU), Grad Dip Adult Ed (UNE)BBus (CSU) BT&D (UNE) Dip Fin (IFS)	CEO
Dr. Robbie Lloyd	PhD (UWS), MA (Hons) (UWS), BSc (SydU),BA (UNE) DipEd (CSU)	Wellbeing & Student Support
Adrian Davis	MBA, GCLTHE, GCert BA	
Alice Paterson	Grad Dip Ed (Secondary) (UNE)B Eco(MU) Dip Bus (CSIA)	School administration
Donna Stephens	Dip Com Serv (Social Welfare) (TAFE)Dip Vol Mgt (TAFE) Cert IV Counselling(TAFE)	Wellbeing and student support
Loren Enfield	BArts (Human Movement)Ocean Safe Surf Coach	Surf Coach, Student Support
Howard Trott	HR and Bus Authority Drivers Licence, Previously a career as an Enrolled Nurse	Bus Driver
Jamie Laughton	Cert III Community Services, Vocational Development	Student Support
Jarin Penniall	Cert Community Service Youth Work, Vocational Development	Student Support
Christine Murphy	Adv Diploma Management (HR), Dip Business	Campus Reception
Sue English	Creative Arts Enterprise & Educator; Certificate IV in Training & Assessment	Marketing
Annemarie Gregory	Advanced Diploma in Accounting, Cert IV in Accounting	Finance Officer

## WORKFORCE COMPOSITION

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

	TOTAL STAFF	F.TE
Teaching	5	3.4
Non-Teaching student support/Well-being staff	4	2.2
Non-Teaching Leadership & Administration staff	6	3.0

## ACKNOWLEDGEMENT

Special thanks to Teachers and support staff who moved on to new challenges in 2020.  
Dylan Gill-Vallance

## CHARACTERISTICS OF THE STUDENT BODY

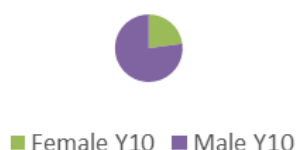
The student body in 2020 had the following characteristics:

- A predominantly higher proportion of male to female students.
- More Year 9 than Year 10 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.

Student Profile :  
Gender Y9



Student Profile :  
Gender Y10



Student Profile : Gender Combined



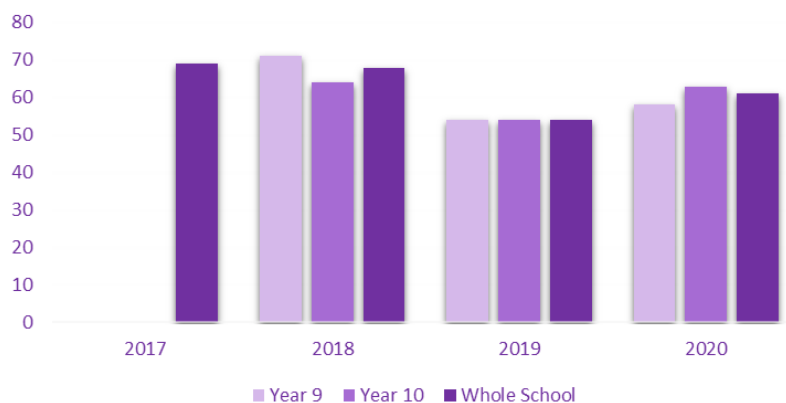
## STUDENT ATTENDANCE

Nautilus Senior School encourages its students to maintain an attendance rate of 80% (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 2020, the average for all students across the year was 61%. 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 2020 the School utilised technology to notify parents and guardians of any absences.

### YEARLY AVERAGE % ATTENDANCE



### AVERAGE % ATTENDANCE BY TERM



## MANAGEMENT - ATTENDANCE AND 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 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 Principal.

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 Principal. In these circumstances, pastoral and duty of care are always considered.

Escalation for non-attendance including home visits and interviews between the Principal and 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 Principal/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.

## 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 for Term One and Two. Term Three & Term Four saw a small drop off in attendance.

Compared with the state, Nautilus completed a similar percentage of students to their ROSA.

Our student enrollment has been mostly consistent each term but lower than the statewide average, but this is not unexpected for the nature of the school.

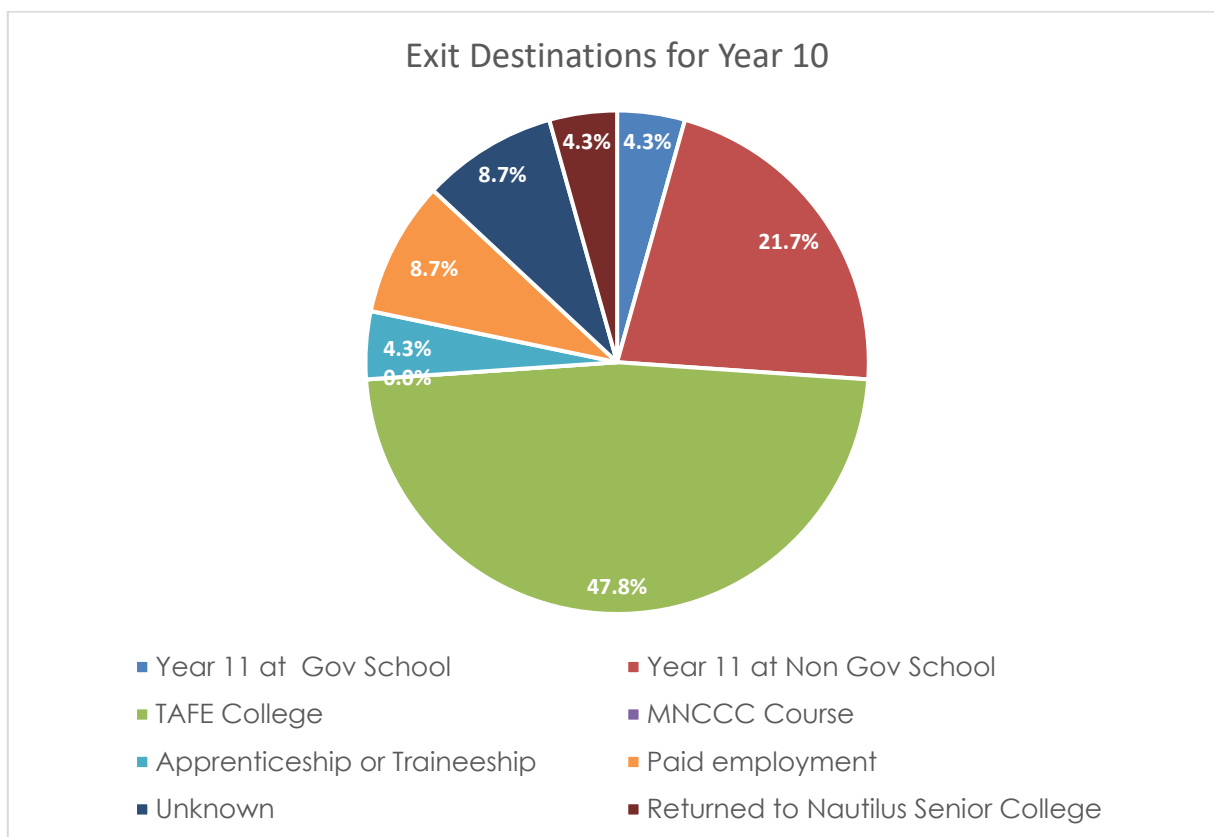
Comparisons with similar schools was positive in terms of the percentage of students that completed the Year 10 course.



## POST SCHOOL DESTINATIONS

The majority of students who withdrew from Year 10 ROSA continued to pursue vocational studies with the Community College or TAFE or enter the workforce.

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



## 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 on how pleased they were with their child's progress.

It takes a team to achieve a goal, to remove barriers, to listen and to care ..... our very small team did a wonderful job.

**“Putting in place a new way of dealing with social, emotional and behavioural challenges in youth is challenging. However, when you see the change, it's all worth it.”**

## STUDENT REPRESENTATION

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

- Consider changes or improvements that could be made to better the School's environment or classroom areas.
- Design and create extra-curricular activities that suited their interests.
- Consider changes to policies and procedures.
- Raise awareness of social justice issues among the student body, as well as providing a forum for discussion of ideas for change.



## 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 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.

## POLICY - ENROLMENT (CONT'D)

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.

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.

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.

## SCHOOL 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 Principal's 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

Orientation

Student Handbook

Ongoing presentation of Handbook content

#### RESPONSIBILITY

Principal & Class Teacher

Principal or Class Teacher

Teaching team





## PROCEDURE, ORIENTATION & ENROLMENT CONTRACT

Nautilus Senior School policies cover all major sections of the NSW Education Authority (NESA) Manual - There have been two revisions of the manual in 2018 that required review of policies. All approved policies and procedures are located on the Student Management System (Sentral) for all staff to access.

As the school heads towards 2019 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.

## 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 WELLBEING 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 2018-19 statement and our statement on our website [www.nsc.edu.au](http://www.nsc.edu.au).



Copy of NSC Policies & Procedures can be found on our website [www.nsc.edu.au](http://www.nsc.edu.au)

## SCHOOL DETERMINED IMPROVEMENT TARGETS

### 2020 PRIORITIES & ACHIEVEMENTS

Priority	Target	Achievement
<ul style="list-style-type: none"> <li>Professional development of staff to embrace a different philosophy of building respect with disengaged youth</li> <li>Enhance student feedback mechanisms</li> <li>Meet NESA registration requirements with 5-year renewal</li> </ul>	<ul style="list-style-type: none"> <li>All to complete the NESA approved socialemotional wellbeing program</li> <li>Strive always for greater participation</li> <li>Build tools specific to Special Assistance Schools</li> <li>Continuous Improvement in teaching and learning</li> <li>Meet NCCD disabilityadjustments standards</li> </ul>	<ul style="list-style-type: none"> <li>Completed</li> <li>Successful system approach to engagement and collection of feedback</li> <li>All categories resulted in the development of new programs and approaches using stakeholder engagement and informed by accredited professionals</li> <li>5 Year accredited achieved</li> </ul>



## 2021 PRIORITIES & TARGETS

Priority	Target
<ul style="list-style-type: none"> <li>Professional Development of staff to embrace a different philosophy of building respect with disengaged youth – continued</li> <li>Enhance student feedback mechanisms</li> <li>Meet NESA registration and accreditation standards.</li> <li>Meet NCCD disability adjustments standards</li> <li>Premises – continued</li> <li>Continuous improvement in governance</li> </ul>	<ul style="list-style-type: none"> <li>Embrace alternative school experiences and evaluate philosophy in action</li> <li>Strive always for greater participation</li> <li>Build tools specific to Special Assistance Schools</li> <li>Continuous improvement in teaching and learning</li> <li>Establish a new campus to provide additional opportunities for students</li> <li>NESA criteria met for development, recruitment and conduct</li> </ul>



## 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.
- 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
- Duty of Care.

## 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 AND 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.

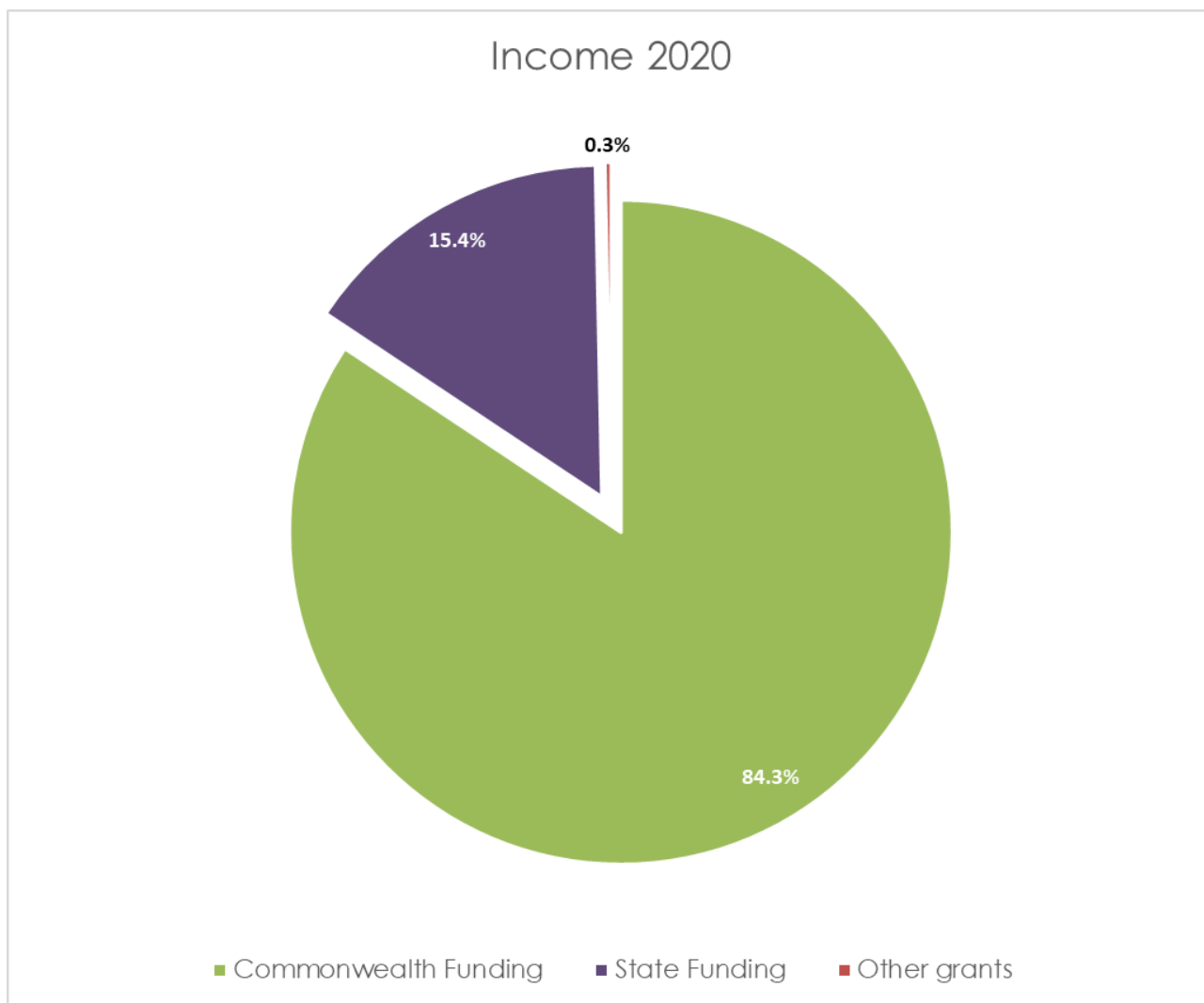




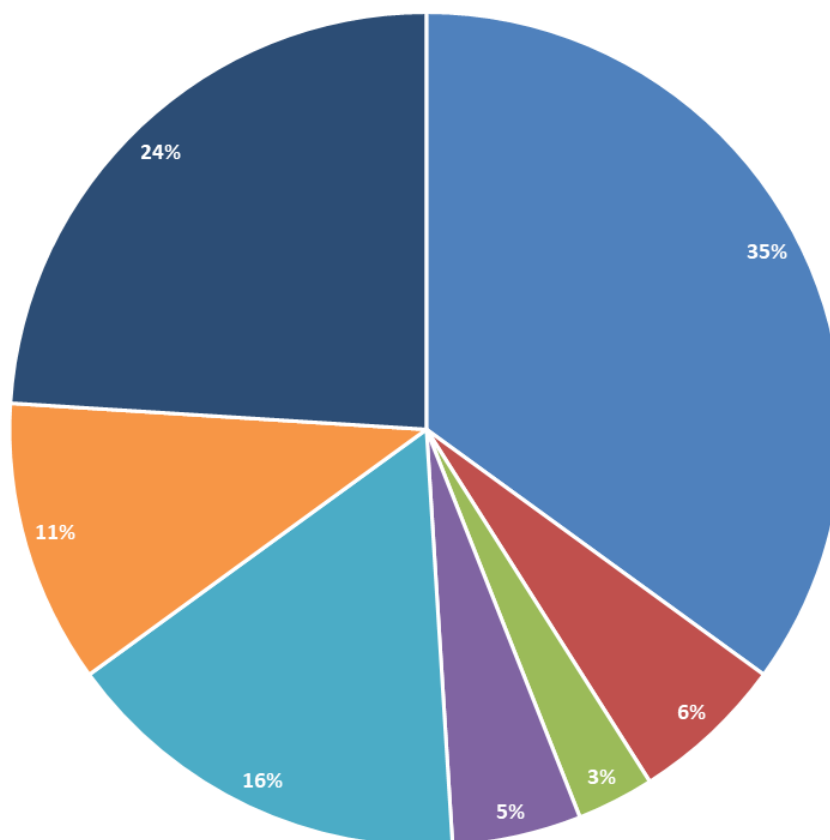
## FINANCIAL REPORTING

### 2020 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.



### Recurrent / Capital Expenditure 2020



- Teaching & Support salaries & Benefits
- Admin Salaries & Benefits
- Course Expense
- Rent/room hire
- Other OPEX
- Capital 2019 allocation
- Capital 2020



Nautilus  
senior college

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