



Nautilus  
COLLEGE



Yulinbal  
CAMPUS



# Nautilus Senior College 2022 Annual Report



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## MESSAGE FROM SCHOOL BODIES

With pleasure we present the school 2022 Annual report.

The Annual Report is provided to the community as an account of the School's operations and achievements throughout the year. As a key division of Mid North Coast Community College Limited, the School has again provided a successful model of youth outreach.

Each year has presented new challenges, 2022 was the year we planned to launch our new campus in Taree, however natural disasters created supply issues resulting in construction delays. This meant our planned Term 2 opening had to be rescheduled to Term 4. In November our Manning based students finally had their own permanent campus and MNCCC successfully expanded our youth outreach to service the Manning Valley.

Our second campus Yulinbal, meaning "Come Back" in Guthang (the language of the local Biripi people) was purposed as indigenous focused, while still opening our doors to all students who meet the criteria of requiring a special assistance school.

Early in 2022 the school again changed Principal as care responsibilities for aging family saw Ian Stewart expectantly heading interstate at the end of term one. Kirsty Napper arrived at the start of term two after a number of earlier school visits to meet staff and students. Kirsty comes to us with over 10years experience in the special assistance school sector.

We are a unique school, with a tailored approach that has wellbeing as its foundation. The team provides personalised assistance and learning plans to students, to help them turn around their educational experience. Our team is making a powerful difference to the lives of young people. The board congratulates all for managing the difficult times to ensure regardless of the barriers faces we could extend our services to those in need.

A blue ink signature of Grant Burtenshaw.

Grant Burtenshaw  
Chairman MNCCC Ltd

A black ink signature of Valerieanne Byrnes.

Valerieanne Byrnes  
Chief Executive Officer





## MESSAGE FROM THE PRINCIPAL

Arriving at the start of term two I was mindful that staff and students needed stability and direction to build on strengths and create a solid team. Having come directly from a special assistance school I was mindful of the things that strengthen our school community and staff, things like connecting to community with home visits, expanding our bus circuits, networking with external agencies and training staff to feel confident under a variety of circumstances. Growing through these and other situations did indeed build a cohesive; confident team.

Thankfully covid has eased over the year and it's effects have lessened the impact on staff and student absence. It did however bring a number of new students forward for enrolment who were overwhelmed with going back to the classroom over such a long break at other schools when compounded over other underlying issues.

The staff team continued to grow with the addition of a senior Aboriginal education worker, a second psychologist and additional teaching and support staff for each campus.

As students in the Manning area became excited with the preparation of Yulinbal campus expressions of interest for enrolment started coming in. It was decided that a long bus run would be offered to families who were ready for a change now, and over 20 students started heading up to Port Macquarie working there with what would become the Yulinbal education team of teachers and support staff. These students showed grit and flexibility and were finally rewarded with a completed campus to move into during term 4.

Students are supported by numerous wellbeing programs such as equine, sound, art and aroma therapies. These can be coupled by equipment as diverse as weighted blankets, specialised seating, attention calming objects and a variety of writing devices. With wellbeing enhancing students ability to focus for longer periods both academic and vocational opportunities become more accessible for students.

I'd like to thank every member of the school team and the entire Mid North Coast Community College for providing the support and facilities for these opportunities to happen for some of the most vulnerable young people in our community. It is an absolute honour to serve this school and have the opportunity to lead our growing school into even greater and new adventures in learning over the coming years.

Kirsty Napper  
Principal





## MESSAGE FROM THE WELLNESS TEAM

2022 proved that life is constantly changing and unpredictable, COVID was still continuing to make education challenging for students and staff alike. This period has certainly reinforced our need to establish and maintain strong connections with our students and community, and in many ways, we have learned that the best way forward is to lean in, embrace uncertainty, and replace expectation with appreciation.

With a couple of new additions to the Wellbeing team at Mid North Coast Community College, it has been amazing to see the magnitude of the work that is being done to engage our diverse learners in education across the entire college.

Our team grew with the addition of our Head of Wellbeing and an in-house Psychologist, and it is expected that both these placements will impact positively on the wellbeing of the colleges' student body as we move forward.

During this year Staff completed training in Positive Behaviour Management through the Berry St program and all staff were helped grow in confidence in the event of physical interactions by participating in PART training (Predict And Respond To: challenging and aggressive behavior). The teaching faculty is enthusiastic about the coming year and the opportunity to provide greater service to our students and community.

Working with external Service Providers, Families and the Community was an important focus all through this year. We learnt skills to better support our growing student enrolment expectations, with a focus on anxiety disorders, trauma backgrounds, attention deficit hyperactivity disorders (ADD/ADHD) and autism spectrum disorders.

*Donna Stephens, Lasillian Ciampa, Scott Lathlean, Theresa Simmonds*  
Community Relationships and Wellbeing Team





## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

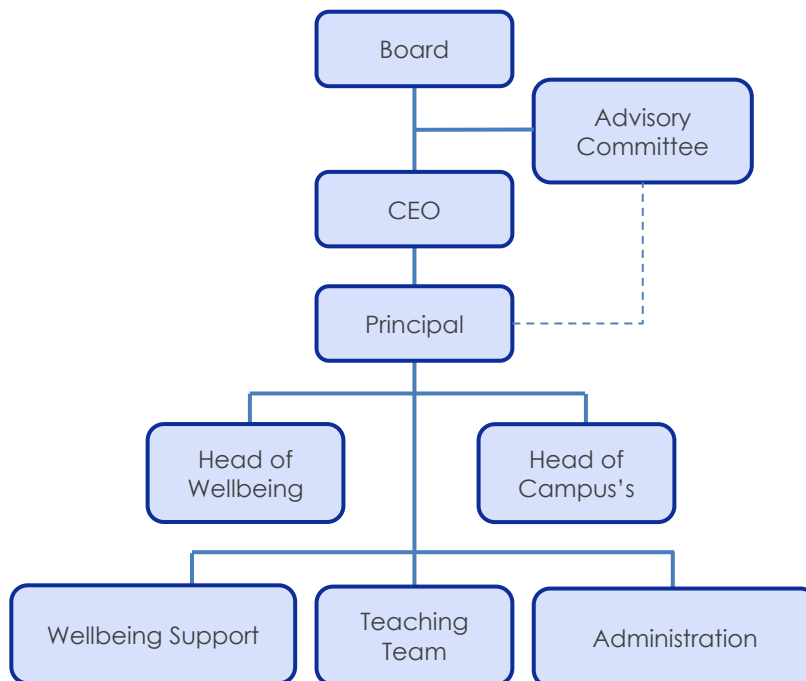
Nautilus Senior College (the College) is a registered and accredited non-government Special Assistance School. It is an independent school that aims to offer all eligible young people the chance to complete their school education in an environment that places wellbeing first.

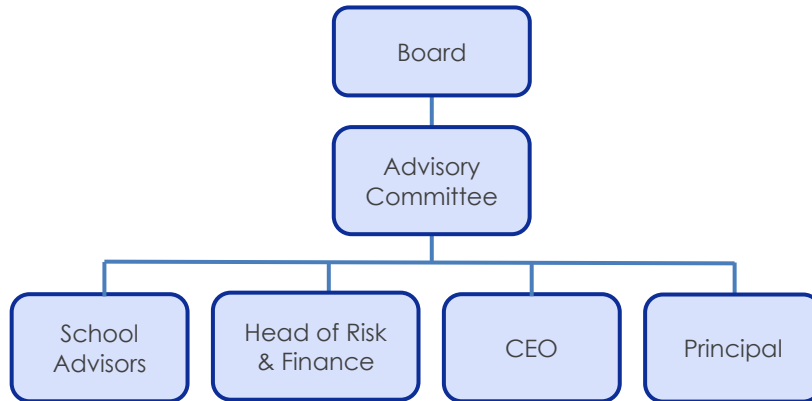
We especially aim to include those whose lives may be complicated, challenging or require a particular understanding in order to achieve success.

## 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. The 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.





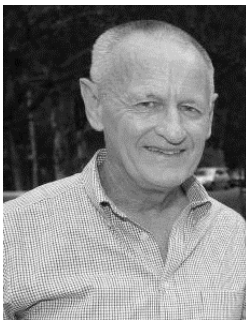
### Advisory Committee Membership

Executive members: CEO, Principal

Advisors: Experienced school leaders

Board representatives: Governance, Risk and Finance

### SCHOOL ADVISORS



John McQueen



Bronwyn Vickers



Jim O'Brien

#### Outgoing Advisors:

---

Dr Robbie Lloyd





LEADERSHIP TEAM



Valerieanne Byrnes



Kirsty Napper



Tim Baker



Darren Mumford



Scott Lathlean







## 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.

The 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 1988
- Privacy and Personal Information Protection Act 1998
- Explosives Act 2003
- Children and Young Persons (Care Protection Act 1998)
- Building Code of Australia (2013)
- Institute of Teachers Act 2004





## SCHOOL PREMISES

The school premises moved to 5 Albert Circuit Port Macquarie in 2020 and is owned by Mid North Coast Community College Ltd. 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 Buses. In addition to school activities, the building is also used for before and after school care and children's holiday programs during term breaks.

During 2022 refurbishment continued with improvements that strengthened the walls in high traffic areas and remodeled the staffroom at Nautilus College.

A massive refurbishment of a former café on the outskirts of Taree created what is now Yulinbal Campus. Yulinbal campus not only now has learning spaces, amazing kitchen gardens but also houses the biggest commercial kitchen in Taree – with lots of scope for further culinary opportunities.

We entered the green age of transport with purchasing two electric mini busses powered by the sun collected on a newly installed massive solar panel array on the roof.

To enhance confidence, support wellbeing and empower feedback on positive decision making a water program was developed. Two purpose-built surf trayloads were made, one full of surf boards and the other kayaks and stand up paddle boards. These can be swapped between the two campuses for different programs. Whole school staff training was undertaken so each campus now has qualified water supervision and coach level accreditation so the water activities can be conducted with confidence by most staff.

## 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 Integroe 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.
- Opportunities for parent/teacher evenings 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
- Newsletters circulated to families containing relevant and specific information regarding upcoming events, including articles related to events, parenting and child development. These are also designed with high interest engagement by including numerous student photos.
  - Benchmarking with similar schools, such as Macleay Vocational College
    - 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 throughout the year.
- 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 a social media platform.
- Staff continuous chat using Microsoft teams allows for easy transmission of information over the day. It gives exact times for movements and events and streamlines our ability to support the students and each other effectively in instant real time throughout the day.
- Staff check their school mobile phone and emails daily.
- Staff teach students about anti-bullying requirements for all communication and the pitfalls of social media use.



Equine therapy and challenge experiences such as solving science problems through 3D modelling and team problem solving are just some of the ways we seek to support and engage students in a wholistic way.

## COMMUNICATION CODE OF CONDUCT

Extract;

- Staff do not add students as friends on social media 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 without permission and for a specific purpose.





## SCHOOL VISION & CONTEXT

### VISION STATEMENT

The College 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.

Our School 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

The 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.

Our School, since inception, has had places for up to 60 students. With the new campus (post Stage 4 completion), the school will have the capacity to offer a maximum of 80 places subject to community need, we eagerly await to see this begin early next year.

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

### 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.

### STRATEGIC DIRECTION 4 – Addressing Community Need

Where community stakeholders seek special assistance school services, the board will consider the opportunity to expand the school to meet local demand within the Mid North Coast. An opportunity has been identified in Taree and a new campus will be established during 2022 subject to an appropriate property being identified and our application to NESAs being approved.





## INDIGENOUS STRATEGY



Mid North Coast Community College acknowledges the traditional owners of the land on which we work and pay our respects to the elders both past and present.

Strengthening our relationship with Aboriginal and Torres Strait Islander people, organisations and communities is fundamental to the MNCCC's work. This is reflected in our Strategic Plan and our priorities over the coming year.

Developing the Indigenous engagement strategy is an important first step in demonstrating this commitment. We recognise that delivery of the activities and actions included in the strategy is essential to improved relationships and outcomes.

Our Indigenous engagement strategy is centred on three key themes:

- ❖ Our relationships
- ❖ Our work
- ❖ Our people.

By building our relationships with Indigenous people, organisations and communities, and ensuring that our staff better understand the importance of those relationships, we will improve our services to Aboriginal and Torres Strait Islander people.

MNCCC recognises the social and economic disadvantage experienced by Aboriginal and Torres Strait Islander peoples and is committed to overcoming the gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

MNCCC initiated its Indigenous Engagement Strategy to achieve greater Indigenous participation in MNCCC's education and community development agenda and activities. This participation will ensure that MNCCC benefits from the insights that Aboriginal and Torres Strait Islander peoples can bring to the local challenges we face. It also provides a means of ensuring that MNCCC's activities are as effective as possible in contributing to the challenges and aspirations of Aboriginal and Torres Strait Islander communities. The strategy addresses four areas: education and outreach, employment, and cultural learning and development.

*Extract from artist Joedie Lawler*





### Education and outreach

We will increase participation and education outcomes of Indigenous youth at risk through our Nautilus School. We will increase participation and education outcomes through community education outreach initiatives and opportunities for Aboriginal and Torres Strait Islander students to make relevant education and training opportunities more accessible.

### Employment

We will help to close the gap incrementally by increasing Indigenous employment levels that are comparable to population ratios within our area. Aboriginal and Torres Strait Islander people's participation as employees in MNCCC is a powerful means of raising the contribution from and to Aboriginal and Torres Strait Islander peoples from our research. It will also contribute to tackling the local and national issue of high unemployment within Indigenous communities.

### Cultural learning and development

We will broaden the knowledge and understanding of Indigenous issues and cultures within MNCCC. In order to ensure that MNCCC is a trusted provider and an employer of choice by Aboriginal and Torres Strait Islander peoples, the organisation must be able to demonstrate an understanding and empathy of Indigenous issues and values. A cultural learning program and an ethics framework that reflects, acknowledges and respects Aboriginal and Torres Strait Islander peoples values are therefore high priorities.







### Vision:

The MNCCC's commitment to Indigenous people is embedded throughout our organisation.

### Goal of strategy:

Enhance our engagement with Indigenous people, communities and organisations.

### Our activities and initiatives:

We have identified a number of activities and initiatives that we will be undertaking and have committed to reporting on our progress during that time.

We will:

- ❖ improve our outreach programs
- ❖ put communication plans in place that will significantly improve our connection with Indigenous stakeholders
- ❖ work with other organisations to strengthen the ability of Aboriginal and Torres Strait Islander people to engage with education and achieve employment
- ❖ Target recruitment to increase employment opportunities within the college





## TEACHING AND LEARNING PHILOSOPHY

We accept that our students learning experiences have not all been positive in the past and have had challenging barriers to negotiate, 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 to ensure 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.



Above: Graduating students at Nautilus College (Port Macquarie)



Right: Graduating students at Yulinbal Campus (Taree)





## STUDENT OUTCOMES

### NAUTILUS RESULTS 2022

Participation in NAPLAN was re-established this year after a two year hiatus due to covid restrictions. The school's 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 2022, out of seventy six students, thirty completed the year to achieve a successful Year 10. All thirty of the 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.

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	2018	2019	2020	2021	2022	
					NC	YC
YR10 students who completed Yr10 (enrolled at end of year)	18	14	24	25	19	11
YR10 students who attained RoSA	12	12	22	24	19	11
YR10 students who completed Yr 10 alternative with MNCCC*	-	-	-	-	-	-
<i>* These students unenrolled from Nautilus during the year</i>						
Additional Certificates / Outcomes (Across Yr 9 & Yr10)	2018	2019	2020	2021	2022	
					NC	YC
White Card Completed	6	1		3	7	
First Aid Course Completed		7				7
Surf Safety Award (SSA)						5
Certificate II in Hospitality		1				
Certificate I in Access to Vocational Pathways		1				
Certificate I in Skills for Vocational Pathways		1				
Certificate II in Skills for Work and Vocational Pathways		1				
Food Safety			3			
Non-Accredited WHS			21			





## SUMMARY OF PROFESSIONAL LEARNING UNDERTAKEN BY STAFF

### STAFF MEETINGS AND STAFF DEVELOPMENT DAYS

A number of staff meetings and 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, math, 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, understood and practiced.

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





## DETAILS OF STAFF ACCREDITATION STATUS

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

### LEADERSHIP TEAM

STAFF	QUALIFICATION / EXPERTISE	AREA
Ms Valerieanne Byrnes	MMGT (SMU), Grad Dip Adult Ed (UNE) B.Bus (CSU) BT&D (UNE) Dip Fin (IFS)	CEO
Kirsty Napper	B.A. Grad Dip Ed (Primary) -UNE	School Principal
Tim Baker	AdvDip.IT, Dip.Business Management	ICT & Operations Manager
Darren Mumford	MA.Leadership (TWU Canada BC), Dip.Teaching	Head of Campus YC
Scott Lathlean	B.Ed (Health and Physical Education)	Wellbeing Coordinator

### TEACHING STAFF – Nautilus College

TEACHER	QUALIFICATION	CURRICULUM
Andrew King	MTeach(Sec) [UNE], AdvDipArts (Eng) [UNE], BComn [UTS], LLB [UTS], GDLP [CoL]	English, HSIE, PDHPE
Leesa Briones	Bachelor of Visual Arts/Bachelor of Education	Geography/ Technology
Mark Van Der Zee	Bachelor of Education/Design & Technology	Tech
Nicole Wells	B.A. Grad Dip Ed (Asian Studies)	Maths / Science
Soloman Tafai	BA Graphic Design – NZ Diploma of Teaching - NZ	Visual Arts / Technology

### TEACHING STAFF – Yulinbal Campus

TEACHER	QUALIFICATION	CURRICULUM
Darren Mumford	MA.Leadership (TWU Canada BC), Dip.Teaching	Wellbeing, Geography, PDHPE
Tirzah McKee	Bachelor of Science, Grad. Dip Ed (Secondary)	Science/ Maths
Sharon Robertson	B.Ed.(Secondary)	Geog/History





SUPPORT STAFF

STAFF	QUALIFICATION / EXPERTISE	AREA
<b>Nautilus College</b>		
Alice Paterson	Grad Dip Ed (Secondary) (UNE) B Eco(MU) Dip Bus (CSIA)	School administration
Apisalome (Pisa) Ravaula	Cert IV Boarding Australia (Tiwi Island)	Student Support
Clarissa Ah-see	Cert IV Youth Work (TAFE), Cert IV Community Services (TAFE), Cert III Business	Student Support
Donna Stephens	Dip Com Serv (Social Welfare) (TAFE) Dip Vol Mgt (TAFE) Cert IV Counselling (TAFE)	Wellbeing and student support
Jarin Penniall	Cert Community Service Youth Work, Vocational Development	Student Support
Kelly Sewell	B.Ed (Secondary – PE), Cert III Community Services	Student Support
Loren Enfield	BA (Human Movement), Ocean Safe Surf Coach	Surf Coach, Student Support
<b>Yulinbal Campus</b>		
Andrew Ballard	BA – (Human Geography and its Environment, Film, Media and Cultural Studies), Cert IV Interactive Digital Media, Cert IV Business Administration	Student Support
Brad Webster	Certificate IV in Disability Work Diploma of Community Services Work	Bus Driver
Jeff Forest	(Enrolled) Certificate IV Assessment and Workplace Training	Student Support
John Bungie	Certificate IV Community Service	Student Support
Joshua Maharey	Certificate IV in Training and Assessment	Student Support
Patrick Contraville-Smith	Certificate II Retail Management	Student Support
Paul Wright	Diploma of Youth Work, Bachelor of Commerce	Student Support
Trish Contraville-Smith	Cert II Business Admin	School administration
<b>Whole of College</b>		
Lasallian Ciampa	Master of Professional Psychology Bachelor of Social Science/ Psychology (Hons) Grad.Dip Psychology, Grad.Dip Dance Education Bachelor of Music Education	Psychologist
Scott Lathlean	B.Ed (Health and Physical Education)	Wellbeing Coordinator
Theresa Simmonds	Master of Clinical Psychology Bachelor of Psychological Science (Honours) BA (Psychology)/ Bachelor of Music.	Psychologist





SUPPORT STAFF (continued)

STAFF	QUALIFICATION / EXPERTISE	AREA
Operations		
Annemarie Gregory	Advanced Diploma in Accounting, Cert IV in Accounting	Finance Officer
Cameron Donelly	HSC - 2019 Cert II in Creative Industries	IT Support
Savita Vaishnav	Cert III Business Administration, Cert III Accounts Administration	Campus Reception
Sue English	Creative Arts Enterprise & Educator; Certificate IV in Training & Assessment	Marketing

ACKNOWLEDGEMENT

Special thanks to Teachers and support staff who moved on to new opportunities during the year, we wish them all the very best in their future careers and value the time they spent with our students.

Barry Roberts, Brenda Grey, Crystal Byrne, Jamie Laughton, Jeffery Styles, Karen Buchanan, Katwin Gibson, Kirk Byrnes, Luke Taylor, Paul Posterino, Samuel Dalton, Talara Morris.

WORKFORCE COMPOSITION

The College also employs consultants to assist with Curriculum development, Wellbeing programming & management and NESAs and Financial Compliance.

	TOTAL STAFF	FTE
Teaching	10	7.2
Non-teaching Student Support/Well-being staff	18	15.6
Non-teaching Leadership & Administration staff	5	3.8



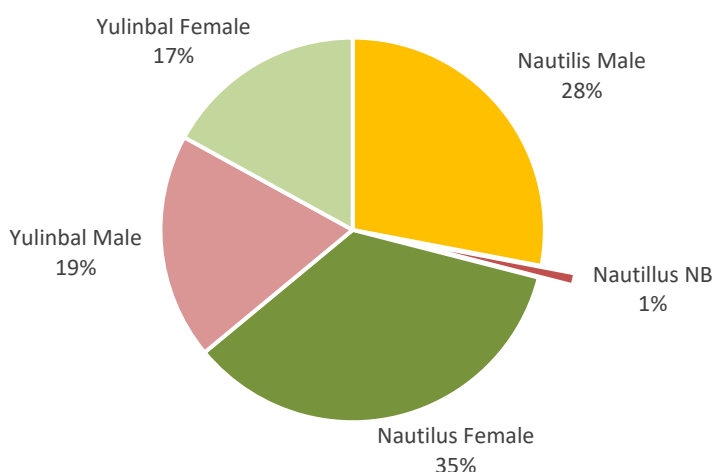


## CHARACTERISTICS OF THE STUDENT BODY

The student body in 2022 had the following characteristics:

- ❖ An equal proportion of female to male students across the college and close to even split at each individual campus.
- ❖ More Year 10 than Year 9 students, a small growing cohort of stage 4 students at Port Macquarie.
- ❖ Students were drawn from a mixture of both Independent and Government schools.
- ❖ Students attended from as far afield as Wauchope, Kempsey and Laurieton to Nautilus College campus in Port Macquarie.
- ❖ Students attended from as far afield as Foster, Old Bar, Harrington and Lansdowne to Yulinbal campus in Taree.

School Student Profile 2022



2022 Student Profile – Whole School by Year				
	Year 7	Year 8	Year 9	Year 10
<b>Female</b>	50%	73%	45%	53%
<b>Male</b>	50%	27%	53%	47%
<b>Non-Binary</b>	0%	0%	2%	0%
<b>% of total School Population</b>	2%	10%	47%	41%





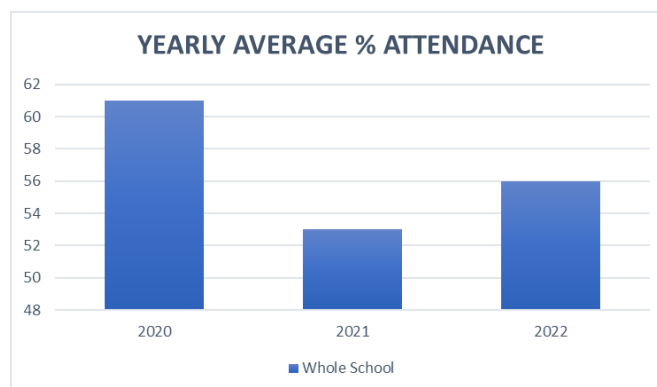
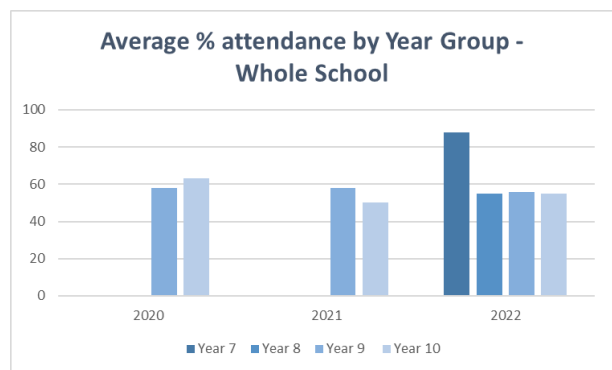
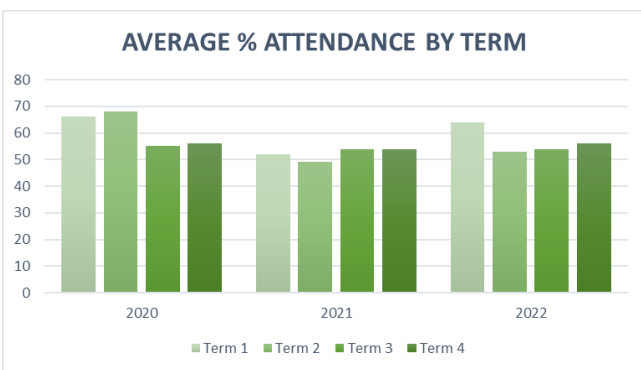


## STUDENT ATTENDANCE

The College encourages its students to aim for an attendance rate of 80% (or higher) across the year. This is not always possible for our students, as occasionally life circumstances prohibit them from being able to attend school regularly. However, we are pleased to say that most of our students work hard to try and achieve this attendance goal.

In 2022, the average for all students across the year was 56%. 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 improve future attendance figures, which is a state wide issue. Particularly after the time students spent at home during the pandemic, many are finding the daily commitment of attendance daunting and some need specific strategies to overcome phobias and anxiety about being out and in a school setting again.

The School'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 written 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 2022, the School utilised mobile phone technology to notify parents and guardians of any absences.





## 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.

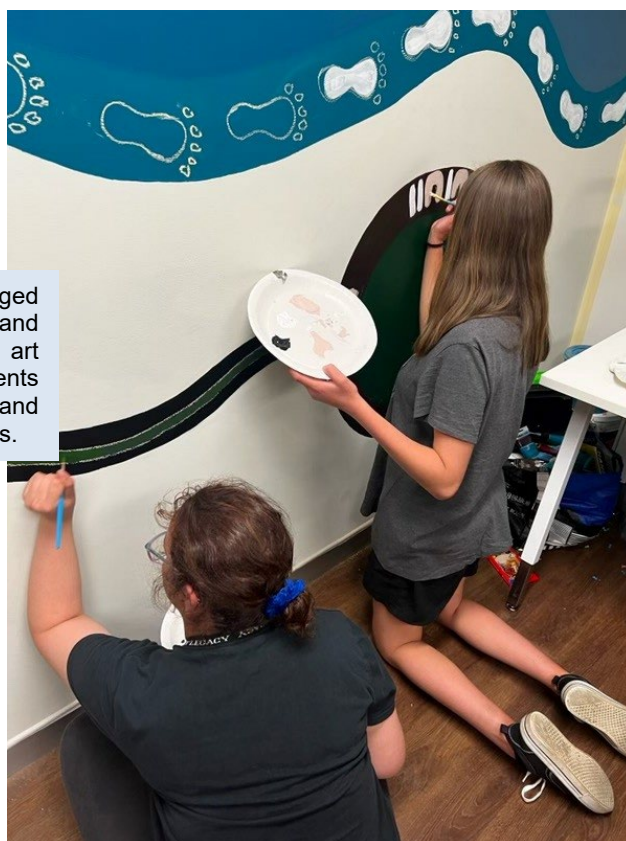
Where a student is absent from school and we have not received any verbal or written communication from them or their parent/carer then we will initiate a first day contact. This means making a determined and sustained effort to respond to unexplained absence on the first day of absence usually through 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. Home visits have also proved to be an effect way to establish connection between home and school for some struggling students. Additional private pick-ups for some anxious students, has been a way to get them into school then encourage back onto the bus runs with a buddy to build confidence.

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.

Students and staff are engaged side by side in cultural and community events. By making art and joining in activities students are better able to appreciate and respect the differences in others.





## 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 can be 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.

The 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 slight increase 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.

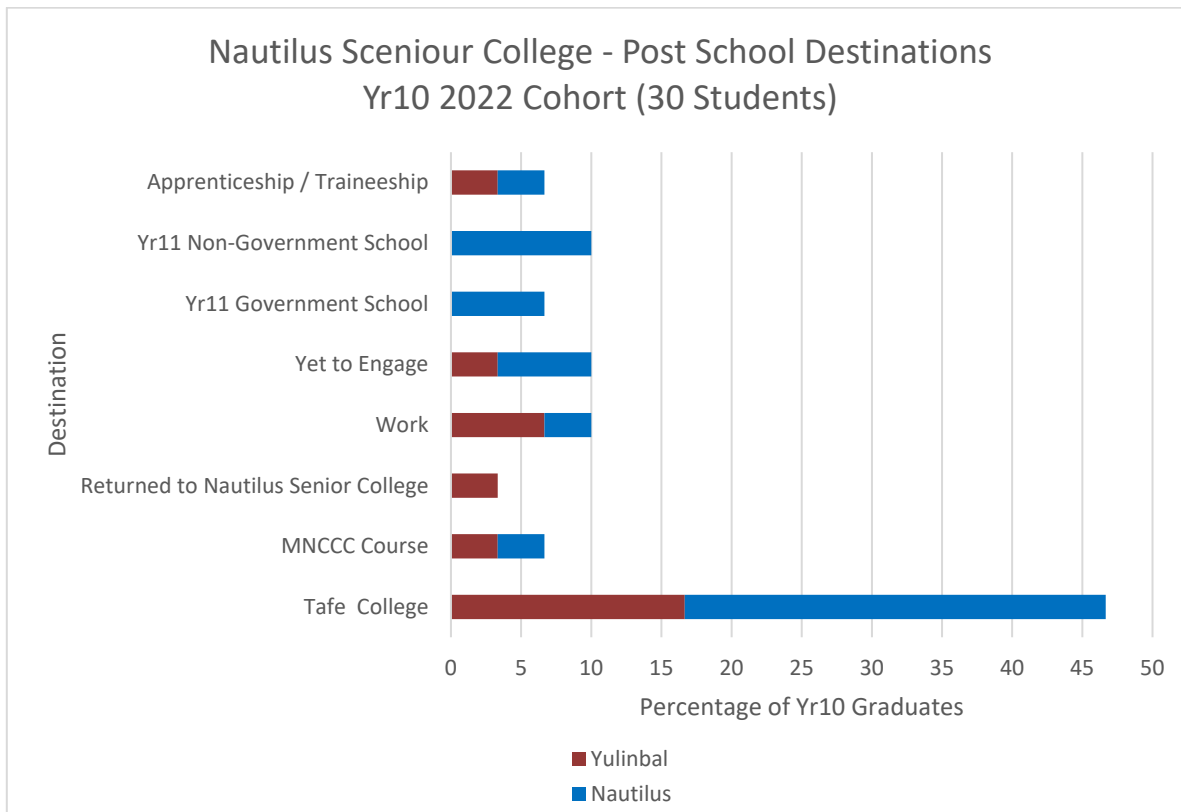
Comparisons with similar schools was positive in terms of the percentage of students that completed the Year 10 course.





## POST SCHOOL DESTINATIONS

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.

At the end of Year 10 celebration at each campus, 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 small team did a wonderful job.

*“Putting in place a new way of dealing with social, emotional and behavioural challenge 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.



Students enjoy a variety of activities and therapies for wellbeing and to enhance learning. Time in nature, learning social subtleties through sharing puzzles and games, sound therapy and making vision boards to encourage big picture and inspirational thinking are all regular features of our programs.





## Yulinbal Campus Art Story

The story behind the art...

*Yulinbal means "Come Back" in Gathang language.  
A place to overcome challenges and move forward.*

Joedie Lawler is the talented artist who created this unique and beautiful piece for our Yulinbal Campus. Joedie is a Biripi local and has close ties to our school. The artwork covers more than just this framed image, it starts on the outside of the building and follows a path in and throughout the main building.

The three circles seen in the below artwork, represent coming together as community, locals, students and teachers in a nurturing space. The 3 sharks represent the lands ancestors, creator and connection to mother earth. These components tie back to indigenous philosophies that guide all through everyday experiences, giving a sense of strength, knowing & belonging, a space to grow in different ways to build productive and happy future lives.

Joedie will continue this work through the campus as we grow, continuing the story to connect everything together.



"We walk together on Biripi land and together we will build strength and resilience".  
Marrungbu (Thank you). Joedie Lawler





## 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 the College focuses on eight key areas;

- |   |   |
|---|---|
| ❖ Learning difficulties/disabilities    | ❖ Financial disadvantages                   |
| ❖ Behavioural difficulties/disabilities | ❖ Non-English speaking                      |
| ❖ Social disadvantages                  | ❖ Aboriginal and/or Torres Strait Islanders |
| ❖ Age                                   | ❖ Isolation                                 |
| ❖ Academic Achievement                  |   |

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 the 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 the 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 the College's expectations regarding maintaining enrolment.

ACTIVITY	RESPONSIBILITY
Orientation	Principal & Class Teacher
Student Handbook	Principal or Class Teacher
Ongoing presentation of Handbook content	Teaching team





## PROCEDURE, ORIENTATION & ENROLMENT CONTRACT

Nautilus Senior School policies cover all major sections of the NSW Education Authority (NESA) Manual. All approved policies and procedures are located on the Student Management System (Sentral) for all staff to access.

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 THE 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 statement and our statement on our website [www.nsc.edu.au](http://www.nsc.edu.au).





## SCHOOL DETERMINED IMPROVEMENT TARGETS

### 2022 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>Environment – Stage 3 building improvements</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>Establish new campus to provide additional opportunities for students</li> <li>Improve air quality in classrooms in line with COVID management recommendations</li> </ul>	<ul style="list-style-type: none"> <li>100% of Year10 students who completed the year with us, achieved their RoSA.</li> <li>Yulinbal Campus established in Taree and was fully operational by the end of 2022.</li> <li>Staff &amp; students completed numerous training courses on sustainable practices.</li> <li>2 electric buses purchased and operational in line with our college sustainability goals and green strategy.</li> </ul>

### 2023 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 NESAs registration and accreditation standards.</li> <li>Meet NCCD disability adjustments standards.</li> <li>Environment: Manage building works as stage 4 of the Nautilus building upgrade is under way.</li> <li>Environment: Manage building works at Yulinbal Campus as a new classroom, an administration block and connected rooms are built onsite.</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>Completion by August 2023</li> <li>Completion by December 2024</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.	Promoting Student Safety.
Risk Management and Assessment.	Critical Incidents.
Excursion permission notes.	Student Discipline.
Child Protection framework, including how to identify and respond to child abuse and neglect.	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 whole heartedly 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)

The College 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.



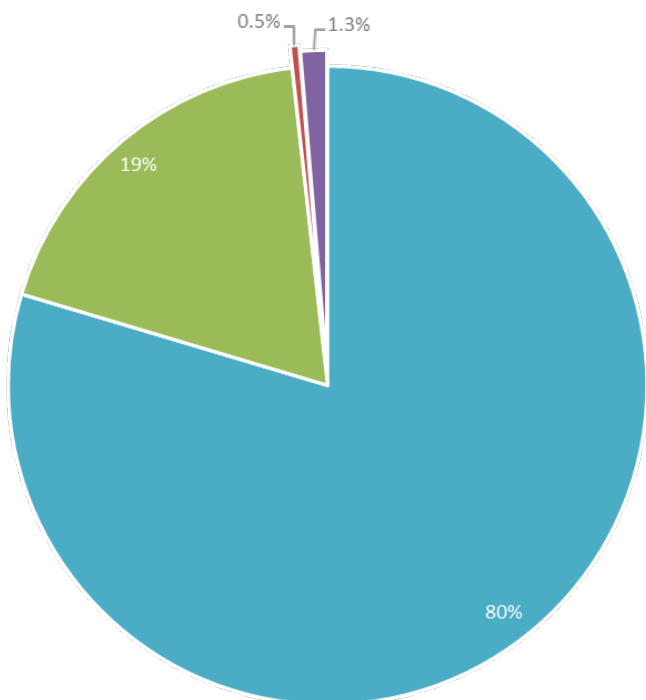


## FINANCIAL REPORTING

### 2022 FINANCIAL SUMMARY

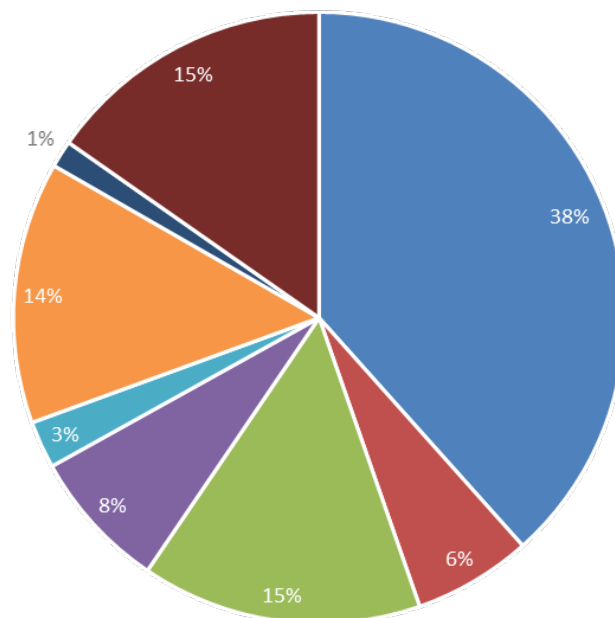
The financial performance of the school was within expectations. The majority of our income is Commonwealth Recurrent funding and our major expense is People; staff, teachers, consultants.

NSC Income 2022



- Commonwealth Funding
- State Funding
- Other Grants
- Other Income

Recurrent / Capital Expenditure 2022



- Teaching/Support Salaries
- Other OPEX
- Rent/room Hire
- Capital 2022
- Course Expense
- Admin Salaries & Benefits
- Capital Reserve 2021
- Capital Reserve 2022





# Nautilus Senior College



**Nautilus**  
COLLEGE



**Yulinbal**  
CAMPUS

