

2018 Annual Report

"Today YOU are YOU,
that is truer than true.

There is no one alive
that is **YOUER**
than **YOU** "

- Dr. Seuss





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MESSAGE FROM SCHOOL BODIES

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

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

Nautilus in its second year continued to re-engage students and is a vital education service that works closely with family, professionals, agencies and community groups to deliver a range of options to students. The school is governed by Port Macquarie Community Colleges Management Committee through the Nautilus Sub-Committee.

The management committee thanks all the volunteers, family members and staff for their efforts over a particularly tough yet extremely rewarding year, as we transition through regulatory requirements while in the formation years.

Our Strategic Plan for the school guides our commitment to the requirements of each student and achieving excellence as a Special Assistance School. Nautilus is committed to using research and passion to deliver best practice in wellbeing, teaching and learning, as well as organisational leadership.

A handwritten signature in blue ink, appearing to read 'Grant Burtenshaw', is positioned above the name and title.

Grant Burtenshaw
President Nautilus Governance Committee & PMCC Inc

MESSAGE FROM THE PRINCIPAL

The 2018 school year consolidated many practices and presented new challenges to overcome. Overall it was a highly successful year for our student body. An achievement the staff and volunteers should be proud of.

During the year there has been a strong emphasis placed on workplace engagement, training and post-school opportunities for our young people. Again, we were amazed and delighted all who took up the challenges presented with many finding a pathway into further education, or a career.

Marcel and his team continued to strive for a compliant and enriching program underpinned with our philosophy, one that places wellbeing first. It is with sadness that we farewell Marcel, who leaves the school after two hard fought foundation years, earning the respect of colleagues, parents and most importantly of the student body.

Thank you to all for another outstanding year.



Valerieanne Byrnes
Principal



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 2018 we aimed to provide opportunities for 35 young people aged primarily 15-17 who sought to complete their education outside a traditional school environment.

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

BUSINESS STRUCTURE

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

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



HISTORY

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

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

COMPLIANCE

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

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

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

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

SCHOOL PREMISES

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

During 2019 the school will be moving to a new campus in Albert Circuit which will permit additional services to be provided.

QUALITY CONTROL & CONTINUOUS IMPROVEMENT

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

COMMUNICATIONS

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

- At least two information sessions per year for any interested parties to attend. The session outlines aspects of the School's philosophy and the enrolment process.
- Two parent/teacher evenings per year where parents/guardians/carers can be given information such as:
 - 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
- Benchmarking with similar schools, such as Alesco WEA, Macleay Vocational College and Wara
- 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.

A newsletter circulated to families containing relevant and specific information regarding upcoming events, including articles related to events, parenting and child development



Marcel Hennes
Founding Head

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

Nautilus Senior College had places for 45 students in 2017, 35 students during 2018 and aims to grow. 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 second year of operation consultation involved extensive surveying of prior community college students, local school and education professionals, community leaders and the Alesco school community.

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

SCHOOL STRATEGIC DIRECTIONS | 2017- 22

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 2018

The number of Year 9 students who registered for NAPLAN tests in 2018 was 6 with 4 undertaking the tests. This is below ACARA's threshold number for public reporting of student achievement data. This is to ensure that the privacy of individual students is protected.

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

GRANTING RECORDS OF SCHOOL ACHIEVEMENT

At the end of 2018, out of Twenty year 10 students , all completed mandatory attendance and participation requirements for the year and fifteen were deemed eligible for the award of a RoSA. Of these fifteen students, two continued on to an HSC Pathway in other schools whilst the remainder, in the main, explored further vocational pathways Only students who either withdrew from the school or came to us late in the year from other schools did not receive their ROSA

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

Course	School Total	State Total	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
English 200 hours (300)	17	85134	23.53	23.53	23.53	29.41	12.2	28.22	37.55	15.57	5.55	0.92
Mathematics 200 hours (323)	17	85152	5.88	29.41	35.29	29.41	15.02	22.91	31.61	22.8	6.79	0.89
Science 200 hours (350)	17	85201		29.41	41.18	29.41	13.29	24.85	36.31	18.32	6.36	0.86
Geography 100 hours (4015)	17	85098	17.65	17.65	35.29	29.41	13.75	27.43	35.22	16.49	6.39	0.71
History 100 hours (350)	17	84875	23.53	23.53	23.53	29.41	13.88	27.15	35.46	16.76	6.02	0.74
Personal Development Health & PE 100 hours (2421)	17	21165	14.29		14.29	71.43	17.06	35.24	33.42	10.13	3.55	0.6
Personal Development Health & PE 200 hours (2420)	10	62397	10	20	70		13.12	33.18	37.14	11.94	3.92	0.69

ADDITIONAL OUTCOMES

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

Six students across Year 9 & 10, who were 15 years and over, completed a White Card course for the construction industry.

In addition, seven students enrolled in the Community College MakerSpace Construction pathway. Five students were successful in completing the qualification, two partially completed and transferred to a Traineeship and one chose to pursue other interests.

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



SUMMARY OF PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

Staff Meetings and Staff Development Days

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

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

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

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

PROFESSIONAL LEARNING ACTIVITY

LEVEL OF STAFF PARTICIPATION

Staff Meetings	Weekly - Wednesday Afternoon
Staff Development Days	All Staff - 6 days
Staff Orientation	All teachers
High school Certificate Marking	1 (Head Teacher)
Curriculum Workshop	
PDHPE, English, Maths, HSIE, Science	All teaching staff
First Aid Course	1
Wellbeing sessions	All staff
Individual Learning Plan workshop	Wellbeing staff and Head Teacher
Child Protection - online Kids Guardian	All staff 2018
Online NSW AIS Governance courses;	
Compliance Governance, Legal, Child Protection	All responsible officers and key staff

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.

TEACHING STAFF 2018

TEACHER	QUALIFICATION	CIRRICULUM
Mr. M. Hennes (HT)	BA (CSU), Grad Dip Education (CSU), MA (UNE)	English/History Assisted with PDHPE
Ms. F Van Vree	BA (UoW) 2007, Dip Ed (UNE) 2008	HSIE
Mr. B. McKenzie	B Physical & Health Education Aust. College of Physical Education	PDHPE
Mr. D. Gill-Valance	B Environmental Science (Deakin) Masters Applied Learning & Teaching (Deakin)	Maths, Science
Supported by casual staff		

LEADERSHIP AND SUPPORT STAFF 2018

STAFF	QUALIFICATION	AREA
Ms Valerieanne Byrnes	MMGT (SMU), Grad Dip Adult Ed (UNE) BBus (CSU) BT&D (UNE) Dip Fin (IFS)	Principal
Dr. Robbie Lloyd	PhD (UWS), MA (Hons) (UWS), BSc (SydU), BA (UNE) DipEd (CSU)	Wellbeing & Student Support
Phoebe Crane	Bsc Psychology 1986 University London, Birkbeck College, Cert Social Welfare 1993 TAFE QLD, Dip Clinical Hypnotherapy 1997 The NSW School of Hypnotic Sciences, Dip Counselling 1998 The NSW College of Behavioural Sciences, Cert. Reflective Practice in Supervision 2013, 2014 New South Wales Institute of Psychiatry,	Student Support
Loren Enfield	Bachelor Arts Human Movement studies, Ocean Safe Surf Coach	Student Support
Jess Gordon	B Education (Primary) UNE 2008	Administration
Kelly Wyatt	Cert 3 Children's Services, Diploma in Children's Services, Studying Final Year Bachelor of Social Work (CSU)	Administration Student Support

WORKFORCE COMPOSITION

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

	TOTAL STAFF	F.TE
Teaching	4	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 2018.

Katrina Humble
 Shaun Evans
 Luke Baldwin Davies
 Kara Lee Hall
 Mark Dalton

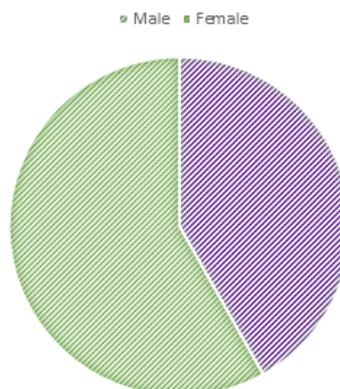
Roy Simmons
 Amanda Crowe
 Cheree Dunne
 Susie O'Neill

CHARACTERISTICS OF THE STUDENT BODY

The student body in 2018 had the following characteristics:

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

STUDENT PROFILE - GENDER

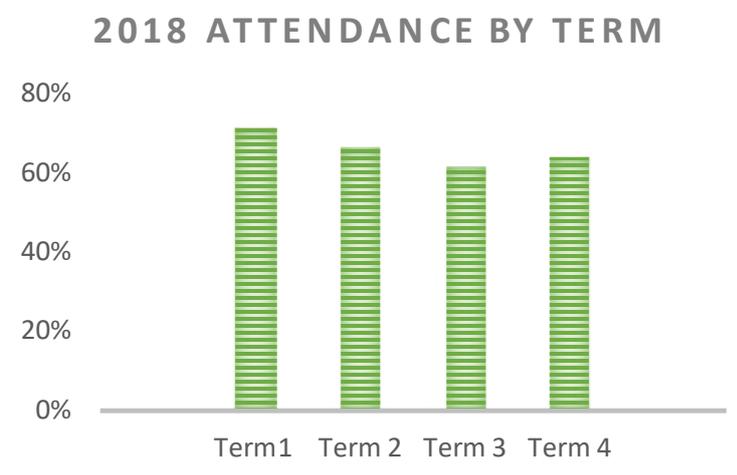
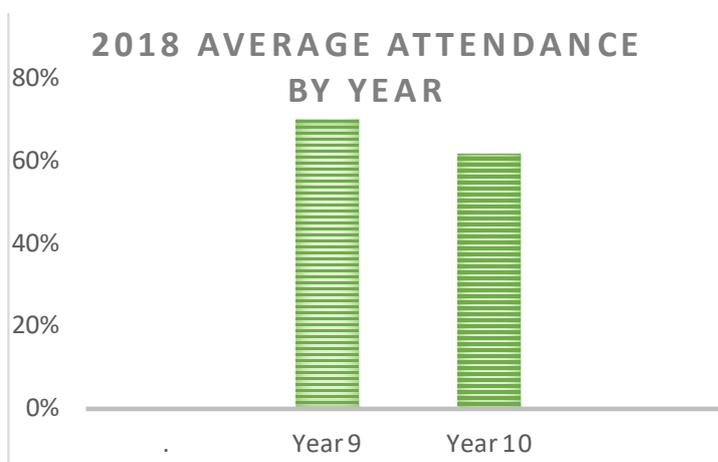


STUDENT ATTENDANCE

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 2018, the average for all students across the year was 68%. 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 2018 the School utilised technology to notify parents and guardians of any absences.



STUDENT ATTENDANCE

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 Head Teacher/ Principal, that student is placed in an intervention; the College will provide an intervention program for students who are struggling to attend school.

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

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



SPECIFIC STRATEGIES TO IMPROVE ATTENDANCE

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

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

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

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

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

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

RETENTION RATES

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

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

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



POST SCHOOL DESTINATIONS

The majority of students who withdrew from Year 10 ROSA continued to pursue vocational studies with the Community College with an 90% completion rate.

In relation to the destinations of students who completed Year 10 in 2018, the majority of the students continued to pursue vocational studies at TAFE or through apprenticeships.

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

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

“We had nowhere to go, we wondered what would happen to him”



“I am so thankful for the patience of the staff and the extra mile they go”

Many of the students have commented that they would not have completed Year 10 if they had not attended Nautilus, they are glad they stayed.

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 , its 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 2018 in surveys and group discussions to;

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



SCHOOL ENROLMENT POLICIES

POLICY - ENROLMENT

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

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

- Learning difficulties/disabilities
- Behavioural difficulties/disabilities
- Social disadvantage
- Age
- Academic achievement
- Financial disadvantage
- Non-English speaking
- Aboriginal and/or Torres Strait Islanders
- Isolation

1.2 NSC cannot cater for students who are functionally illiterate in English or who require intensive behaviour or health support. Access to a Counsellor is available to all students who are enrolled in the school, but the College is not in a position to manage students who cannot operate within the adult learning environment.

1.3 All students who apply to attend NSC will be required to attend an interview as part of the application process. If practicable a Parent / Guardian / Caregiver/Case Worker is required to attend to learn about the College and contribute to the information shared. Candidates 18 years or over may be able to attend an interview alone. Candidates under 18 must be accompanied by a responsible adult.

1.4 Applicants are expected to make a full disclosure of relevant details at interview and if a Student is accepted and undisclosed information relevant to the acceptance decision becomes available, then the Student's enrolment may be reviewed at the discretion of the Head Teacher or Principal.

1.5 A student's acceptance into the College is dependent on their presentation at interview, the documentation they provide and their demonstrated ability to work within the policies and philosophy of NSC

Copy of NSC Policies & Procedures can be found on our website www.nsc.edu.au

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.

Copy of NSC Policies & Procedures can be found on our website www.nsc.edu.au

SCHOOL ENROLMENT POLICIES

PROCEDURE, ORIENTATION & ENROLMENT CONTRACT

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

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

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

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

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

ACTIVITY

RESPONSIBILITY

Orientation

Head Teacher & Class Teacher

Discuss Student Handbook

Head Teacher or Class Teacher

Ongoing presentation of Handbook content

Head Teacher

Copy of NSC Policies & Procedures can be found on our website www.nsc.edu.au

SCHOOL POLICIES

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.

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SCHOOL POLICIES

STUDENT DISCIPLINE AND PROCEDURAL FAIRNESS POLICY

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

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

STUDENT 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 Student Representation of this report.



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SCHOOL DETERMINED IMPROVEMENT TARGETS

2018 PRIORITIES & ACHIEVEMENTS

PRIORITY	TARGET	ACHIEVEMENT
Professional Development of Staff to embrace a different philosophy of building respect with disengaged youth	All to complete the NESAs approved social emotional wellbeing program	Short course version and small workshops provided to all staff. Full program scheduled for Jan 2019
Enhance student feedback mechanisms	Greater participation	Small group sessions achieved better participation
Continuous Improvement in teaching and learning	Meet NESAs registration requirements Exceed students standards	Renewal achieved for 2019 Student satisfaction high
Premises	Establish a new campus to provide additional opportunities for students	Campus negotiations continue . Seeking to occupy during 2019
Continuous Improve in Governance	Enhance development program and recruitment of experience and skills	Attracted additional school experienced representatives and undertook mandatory and organisational training

2019 PRIORITIES & TARGETS

PRIORITY	TARGET
Professional Development of Staff to embrace a different philosophy of building respect with disengaged youth	All to complete the NESAs approved social emotional wellbeing program
Enhance student feedback mechanisms	Strive always for greater participation
Continuous Improvement in teaching and learning	Meet NESAs registration requirements with 3 year renewal Build tools specific to Special Assistance Schools Meet NCCD disability adjustments standards
Premises	Establish a new campus to provide additional opportunities for students
Continuous Improve in Governance	Enhance development program and recruitment of experience and skills

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.
- Duty of Care.
- Promoting Student Safety.
- Critical Incidents.
- Student Discipline.
- Withdrawal of Enrolment.

DEVELOPMENT OF THE WELLBEING TEAM

Meeting on a weekly basis, the Wellbeing Team tracks the social and emotional well-being of all students and staff. The combined wisdom of this group seeks positive responses to issues challenging students' lives, and this unconditional positive approach usually leads to solutions being found rapidly. These may not solve chronic issues in students' personal or family lives, but they aim to move things towards more self-aware and self-empowering responses to old triggers for individual students.

Staff also receive help from the combined wisdom of the school leadership, as well as having peer support and mentoring in their Professional Development program to rely on.

RESTORATIVE PRACTICE

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

PROFESSIONAL DEVELOPMENT AND MENTORING IN SOCIAL 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.



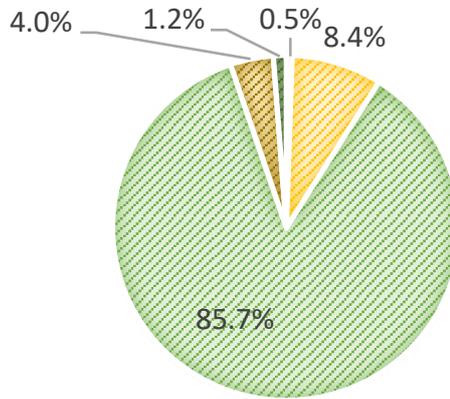
FINANCIAL REPORTING

2018 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.

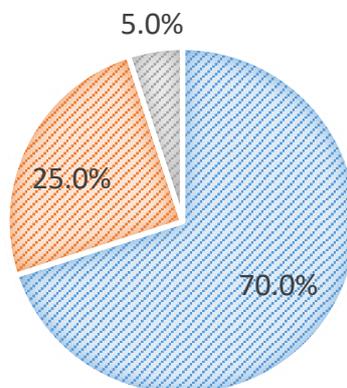
2018 RECURRENT/ CAPITAL INCOME

- Fees and private income
- Commonwealth recurrent grants
- other capital income
- State Recurrent grants
- Government capital grants
- other funding



2018 RECURRENT/ CAPITAL EXPENDITURE

- salaries, allowances and related expenses
- Non-salary expenses incl capital expenditure
- capital expenditure





Nautilus
senior college

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