

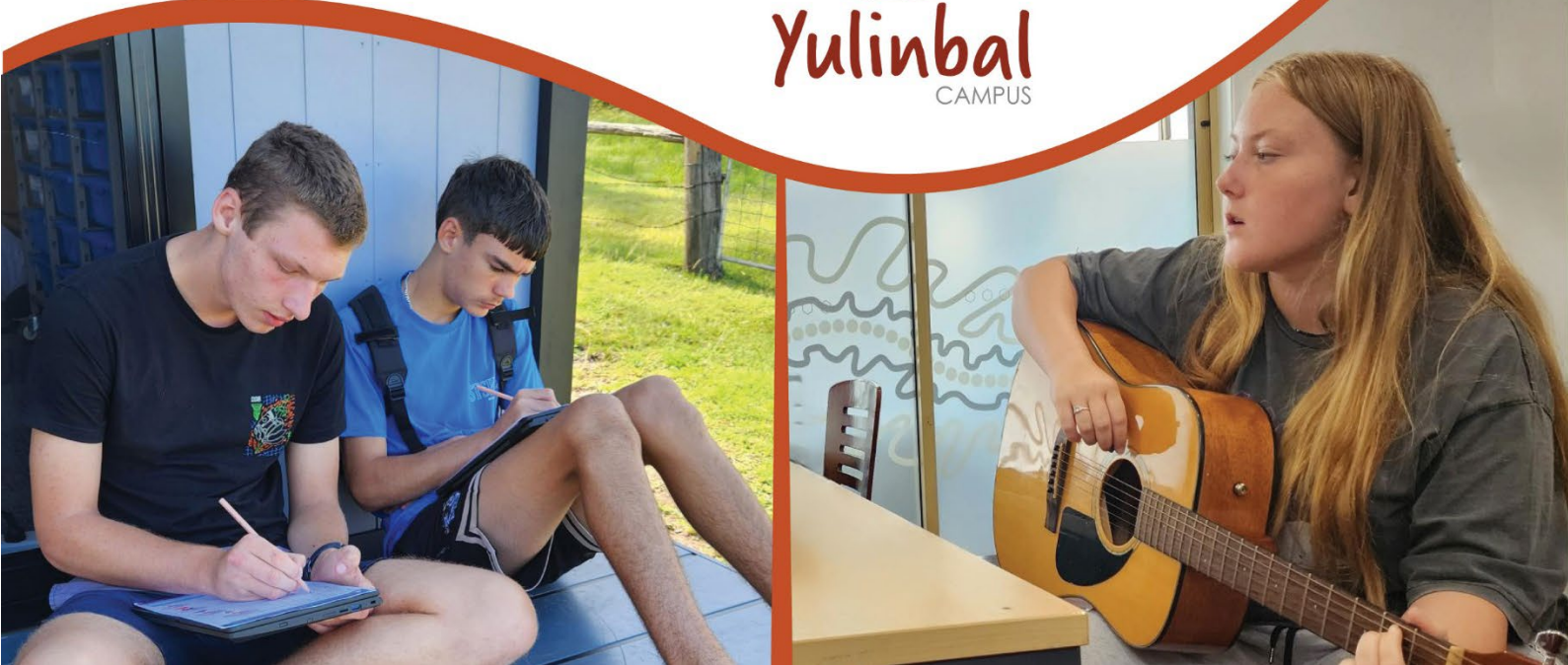


NAUTILUS
COLLEGE

2024 ANNUAL REPORT



Yulinbal
CAMPUS





Above:
Artwork by Joedie Lawler

Right:
Artwork by Corina Latimore



**ACKNOWLEDGEMENT
OF COUNTRY**

**NSC & MNCCC
ACKNOWLEDGES THE
TRADITIONAL CUSTODIANS OF
THE LAND ON WHICH WE
WORK AND LIVE.**

**WE RECOGNISE THEIR
CONTINUING CONNECTION
TO LAND, WATER AND
COMMUNITY AND PAY
RESPECT TO ELDERS PAST,
PRESENT AND EMERGING.**





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MESSAGE FROM SCHOOL BODIES

2024 was a year of consolidating our new dual campus leadership structure, confirming Scott Lathlean as the Co-Principal of the Taree campus Yulinbal and welcoming Dr Manaia Chou-Lee to the team as Co-Principal of our Port Macquarie, Nautilus Campus.

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 continues to provide a successful model of youth outreach.

We listened to our community and importantly to our students who expressed their desire to remain at school with us until they can transition to work or further career-based study. We created a position dedicated to Student Voice to ensure it is a critical component of our operations. We made 2024 the year to plan for adding Year 11 to our scope and are aiming to offer Year 11 in 2026.

Our school is committed to find ways to work through the challenges presented that usually exclude children from education, in fact we make it our mission to ensure missing education opportunities is not the consequence of discipline.

Our 3-year plan includes the acquisition of land to cater for Year 11 and the growing demands within the community. Space is a critical element in the support of our individualised programs.

Thank you to the Department of Education for funding and guidance. Thank you to our volunteer board, leadership group and team members and thank you to our ever-increasing community support providers and local agencies, working with us to achieve our mission.

Grant Burtenshaw
Chairman MNCCC Ltd

Valerieanne Byrnes
Chief Executive Officer



MESSAGE FROM THE CO-PRINCIPALS

2024 was a year to remember with a focus on relational engagement with our young people and an unwavering commitment to reflective practice among our growing SAS staff team. Our team is to be commended for their dedication and commitment to improving student learning and wellbeing outcomes through a focus on:

- Building positive staff-student relationships
- Building positive student-student relationships through targeted Social Emotional Learning
- Beginning our journey into a commitment to using Student Voice to foster a culture of respect and belonging

These focus points were reflected in one of our major achievements for the year where we successfully achieved NESA registration for another 5 years. In the feedback that was given, various accolades were given around our multi-faceted approaches to wellbeing.

Another highlight was our whole staff attending the Alternative Schools Conference coordinated by Youth off the Streets in July. Staff had the opportunity to connect and network with like-minded people working with youth at risk. As a result, our teams were able to recharge and bring back a plethora of new strategies and ideas suited to our school context.

The Nautilus and Yulinbal teams have also been engaging in cross-campus Professional Learning Communities. These small collaborative teams have focused on identifying priorities and setting common goals to consistently drive improvement across both campuses. Our staff teams have indicated that this initiative has supported staff wellbeing by facilitating opportunities to debrief and have their voices heard by the school's leadership teams. Furthermore, teams at our schools focussed on making connections with leadership, teaching and learning, and wellbeing teams in similar schools such as Macleay Vocational College (Kempsey), Shoretrack (Macksville), and TKL Youth College (Berkeley).

The appointment of a Teaching and Learning Coordinator at each campus—Darrel Nash and Lisa O'Callaghan—has also provided a wonderful opportunity to reflect on our teaching pedagogy and practices. Staff have been exploring STEM and project-based learning approaches to engage students in their learning. Likewise, the addition of Google Classroom has supported access to learning sequences for all our young people. We look forward to continuing to develop our model of best practice in teaching and learning.

Our school year finished with a joint Social Emotional Wellbeing Day with the whole college staff. The day included workshops on Restorative Practices, Values, and Play as tools for engagement.

On behalf of the college executive team, we would like to thank our school team and community partners who enhance and enrich our learning program day-to-day. Within our school community, the statement "it takes a village to raise a child" couldn't be more true.

Manaia Chou-Lee
Nautilus Co Principal

Scott Lathlean
Yulinbal Co Principal





MESSAGE FROM THE WELLBEING TEAM

During 2024, Nautilus and Yulinbal have been building on the strength of our holistic wellbeing program. The team focused on introducing several small group intervention programs. The most noteworthy of these were:

- "Managing the Bull" – to address bullying behaviour and support skill development in assertive communication with peers
- Boys to Men (B2M) program – focusing on providing on-country learning experiences and using the sport of fishing to engage students in their appreciation and knowledge of First Nations culture
- Sex and Ethics – respectful relationships programming with a focus on prevention of gender-based violence and improving help-seeking behaviour
- Tune ups – ongoing workshops where alternative options to self-regulate such as sound therapy, breathing techniques, art therapy, and mindfulness are explored by students.

The next stage of construction at Yulinbal campus was completed, enabling the wellbeing team to move into a new, larger, onsite office. This has provided greater flexibility for young people to access the Wellbeing Case Manager and School Psychologist in a private, confidential space, and created an area for confidential meetings with both families and external services.

Some of our leaders presented the Nautilus and Yulinbal model of incorporating physical activity to promote wellbeing at the 'Doing Schools Differently' Conference in Brisbane. This presentation was extremely well-received and has led to connections with other special assistance schools across Australia promoting similar models.

Our Wellbeing team has continued to achieve excellent outcomes for our young people, keeping them engaged in education at a crucial time in their lives. Wellbeing Teams at both Yulinbal and Nautilus have developed and maintained strong collaborative relationships with key stakeholders and service providers to ensure holistic case management services.

The wellbeing team also improved student engagement through planned events where they heard from keynote speakers at this event came from similar backgrounds as the student cohort at our schools.

The Wellbeing Team





CONTEXTUAL INFORMATION ABOUT THE SCHOOL

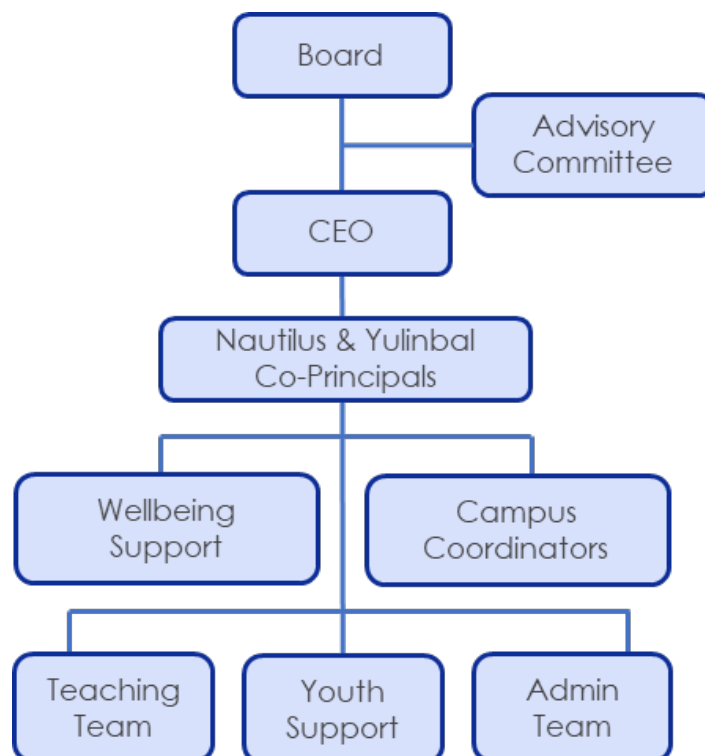
Nautilus Senior College (the School) is a registered and accredited non-government Special Assistance School. It is an independent school that aims to offer all eligible young people the chance to complete their school education in an environment that places wellbeing first.

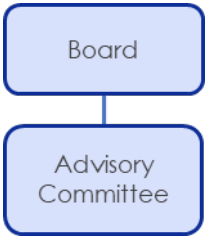
We especially aim to include those whose lives may be complicated, challenging or require a particular understanding in order to achieve success.

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 Principals & College's Chief Executive Officer reports to the College governance system which includes the School Advisory Committee.





Advisory Committee Membership
Advisors: Experienced school leaders
Executive members: Co-Principals

SCHOOL ADVISORS



John McQueen



Bronwyn Vickers



Jim O'Brien



Dee Sturgess



Robbie Lloyd

LEADERSHIP TEAM



Valerieanne Byrnes



Manacia Chou-Lee



Scott Lathlean



Darren Mumford



Tim Baker





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 MNCCC Ltd. Fully fitted for educational services, the facility comprises a two-story 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.

2023 saw a major expansion of Nautilus with the completion of Stage 4 Construction. This included a STEM laboratory, undercover seating area, a larger classroom for Year 10, and a dedicated quiet learning space. This space was officially opened in 2024. Additional areas were remodelled to enhance wellbeing services, including a psychologist's office, parent/student meeting room, and an additional all-access toilet and shower. With school growth, Bay 3 was refurbished to support woodwork, pottery (with kiln), arts and crafts, and design-based learning.

Yulinbal Campus in Taree continued to expand, with the completion of Stage 2 construction in mid-2024. This stage delivered a purpose-built STEM classroom, new toilet facilities for students and staff, a laundry, maintenance storage, and shower facilities. The campus also benefited from extensive landscaping, new outdoor seating, and undercover walkways to improve functionality and amenity across the site.

In addition, 63 Pulteney Street Taree was opened as a multipurpose off-site facility used for student workshops and as the school gym, expanding the physical capacity and program offering of the school.

Both campuses have dedicated EV charging stations to support the growing EV fleet, complemented by solar installations across both sites

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:

- One information session at enrolment or upon request at any time 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 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.
- Staff continuous chat using Microsoft teams allows for easy transmission of information throughout the day. It gives exact times for movements and events and streamlines our ability to support the students and each other effectively in real time.
- 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.





Nautilus: A student offered to assist repairing holes in walls - Learning to use fill and sanding



Yulinbal: Developing bonds and honing animal husbandry skills



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.





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 artwork
by Corina Latimore*





Extract from artwork
by Corina Latimore

Education and outreach

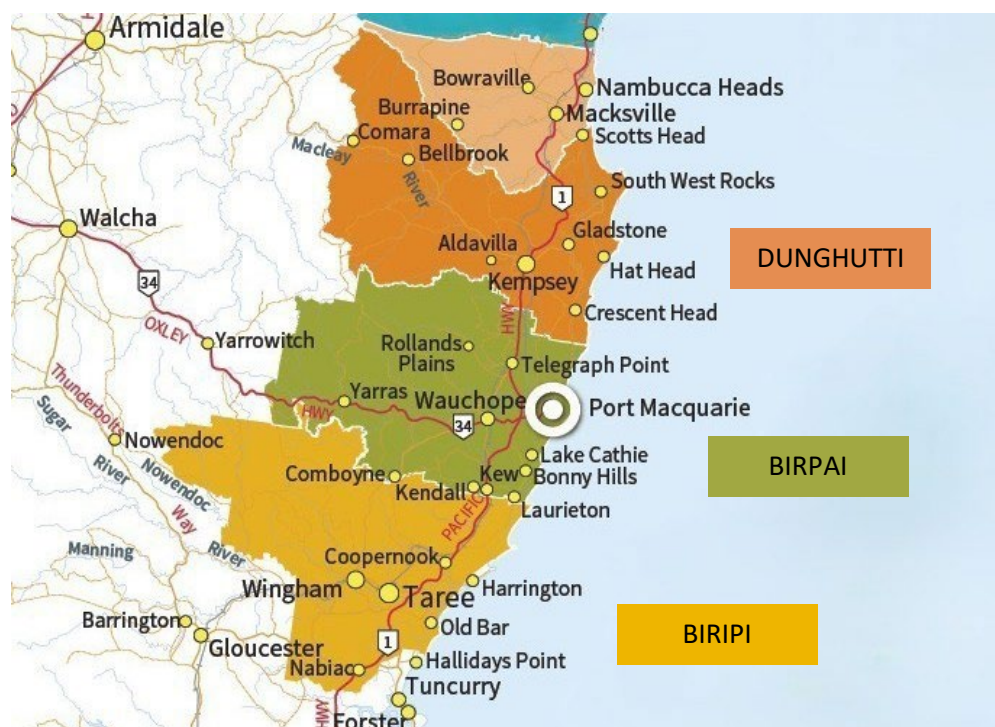
We will increase participation and education outcomes of Indigenous youth at risk through our Nautilus School. We will increase participation and education outcomes through community education outreach initiatives and opportunities for Aboriginal and Torres Strait Islander students to make relevant education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





Extract from artwork
by Corina Latimore

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

Looking Forward:

Recruitment will be prioritised for Language, Program Coordination and Governance. Priority will also be directed to Driving Licences and facilitating Culturally Supportive Programs.





TEACHING AND LEARNING PHILOSOPHY

At Nautilus, we recognise that our students' educational journeys have not always been smooth. Many have faced significant challenges and barriers in their learning experiences. It is with this understanding that we commit to providing an environment where every student can thrive.

Our Core Beliefs

We believe that all students deserve challenging, meaningful learning experiences within a framework of developmentally appropriate expectations. Our commitment extends to promoting achievement across all dimensions: social, emotional, behavioural, creative, and academic.

We create positive and flexible learning environments that encourage students to discover and develop their unique strengths, interests, and aptitudes. This approach fosters not only academic growth but also personal development and self-discovery.

Student Ownership and Growth Mindset

At the heart of our philosophy is the belief that students should take ownership of their learning journey. We actively encourage students to:

- Take responsibility for their own learning process
- Set realistic yet ambitious goals
- Understand the power of "yet" — recognising that challenges are opportunities for growth rather than insurmountable obstacles
- View mistakes as valuable learning experiences rather than failures

We nurture a growth mindset where students understand that abilities and intelligence can be developed through dedication, hard work, and resilience. This "power of yet" philosophy helps students see challenges as stepping stones rather than roadblocks.

Curriculum and Pedagogy

Our approach acknowledges the importance of a broad and balanced curriculum. We believe the role of our school is to provide access to a wide range of learning opportunities that:

- Foster curiosity and encourage inquiry
- Embrace experiential, hands-on learning where students "learn by doing"
- Develop skills that prepare students for future employment and life success
- Help students recognise and seize opportunities in their educational journey and beyond

Participation in community service and charity work illustrates our commitment to developing healthy interpersonal relationships and productive community engagement.





Assessment for Learning - Differentiated Curriculum

We encourage all students to take pride in their efforts and celebrate their personal successes. Our school environment provides rich and varied classroom and outdoor experiences tailored to diverse learning needs.

Our support staff and well-being team collaborate with teaching staff to develop differentiated learning strategies that:

- Provide appropriate scaffolding where needed
- Challenge students at their individual level
- Create multiple pathways to success
- Acknowledge and celebrate different forms of achievement

Through this comprehensive approach, we aim to instill a positive relationship with education and learning, preparing students with the skills, mindset, and confidence needed to successfully transition to employment and adult life.

STUDENT OUTCOMES

RESULTS 2024

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.

Students Outcomes & Achievements

At the conclusion of 2024, we saw twenty three [23], Year 10 students successfully transition into further education, continuing their education at various institutions:

- Three students progressing into Year 11 at government schools, following a HSC pathway
- Six students enrolling in TAFE to pursue vocational qualifications
- One student moving into a non-government school

Additionally, seven students opted to continue their education through the Mid North Coast Community College (MNCCC), where they are undertaking:

- Certificate II in Skills for Work and Vocational Pathways
- Certificate III in Business Studies





Employment outcomes have also been strong, with eight students across Years 9 and 10 securing part-time or full-time work. Notably, five Year 10 students have chosen to transition directly into employment upon completing their schooling.

Year 10 Outcomes	2022		2023		2024	
	NC	YC	NC	YC	NC	YC
Number Year 10 students who completed Yr10 (enrolled at end of year)	19	11	15	19	20	23
Number Year 10 students who attained RoSA	19	11	15	18	14	21
YR10 students who completed Yr 10 alternative with MNCCC * These students unenrolled from the College during the year	-	-	-	1*	-	-

Additional Certificates / Outcomes (Across Yr 9 & Yr10)	2022		2023		2024	
	NC	YC	NC	YC	NC	YC
White Card Completed	7	-	8	4	1	2
First Aid Course Completed	-	7	1	4	-	-
Surf Safety Award (SSA)	-	5	-	-	-	30
Certificate I & II in Hospitality	-	-	-	-	-	-
Certificate I in Access to Vocational Pathways	-	-	-	-	-	-
Certificate I in Skills for Vocational Pathways	-	-	-	-	-	-
Certificate II in Skills for Work and Vocational Pathways	-	-	-	4	-	-
Food Safety	-	-	-	-	-	-
Non-Accredited WHS	-	-	-	-	-	-
Participation in TAFE Yes Program	-	-	3	3	-	4



SUMMARY OF PROFESSIONAL LEARNING UNDERTAKEN BY STAFF

STAFF MEETINGS AND STAFF DEVELOPMENT DAYS

Professional learning focused on the following key areas in 2024:

Training	Key Learnings
Child Protection, Safety and Professional Standards Workshop. Facilitated by our Integroe Community Partners	• Introduction to Child Safety and Reporting Responsibilities • Staff Code of Conduct – Behaviours to encourage and avoid
Birpai Cultural Protocols (hosted by Birpai Land Council)	• Improving understanding and awareness of cultural protocols in the school setting
Trauma Informed Practice Delivered internally by professional staff employed staff members	• Building on Trauma-Informed, Strengths-Based School Cultures
Alternative Schools Conference Facilitated by Youth off the Streets	• Exploring the Window of Tolerance • The impact of trauma on classroom learning • Strategies in the classroom for diverse learners • NCCD compliance • Individual Learning Plans
Ocean Safety Surf Coach Award (OSSCA)	• Industry Specific award for National Coaching Accreditation in Level 1 Surf Riding Coach /Instructor Qualification
School Surfing Supervisor Award (SSSA)	• Industry Specific award for National Supervisor Accreditation
Project-based Learning Big Picture Learning Australia	• Introduction to Project based learning
Staff and student voice	• Improved understanding of what staff and student voice looks like in trauma informed settings
Sensory Awareness	• Improving awareness and understanding needs of students with sensory needs

In addition, operational and wellbeing staff meetings covered topics including policy and procedures, stakeholder feedback, child safety & wellbeing, school refusal and disengagement, NESA audit recommendations, curriculum requirements, behaviour management, attendance and risk management. A focus on development of a Schoolwide Positive Behaviour Framework was also a regular component of schoolwide professional learning throughout the year.

Staff induction at MNCCC was conducted to ensure WWCC, First Aid, WHS, policies and procedures were introduced, understood and practiced. In addition, staff orientation was conducted onsite during the first 2 weeks at each campus to ensure a smoother transition into the school.



Staffing

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

Valerieanne Byrnes	CEO
Manaia Chou-Lee	Co Principal Nautilus
Scott Lathlean	Co Principal Yulinbal
Tim Baker	ICT & Operations Manager
Darren Mumford	Youth Transition Coordinator

TEACHING STAFF – Nautilus College

Manaia Chou-Lee	HSIE/Maths
Andrew King	English/HSIE/PDHPE
Leesa Briones	HSIE/Music/
Darrell Nash	Teaching and Learning Coordinator/TASS/Maths
Nicole Wells	Maths
Rochelle Fineanganofa	Science/TASS
Sol Tafai	Campus Coordinator/Visual Arts/PDHPE

TEACHING STAFF – Yulinbal Campus

Scott Lathlean	PDHPE
Lisa O'Callaghan	Teaching and Learning Coordinator/English
Chris Foster	Science/Maths
Rebecca Wheeler	Geography / History
Karen McWilliams	Macqlit
Daren Mumford	PDHPE/Careers

SUPPORT STAFF

Wellbeing Team

Nathan Paff	Psychologist
Rhiannon Tange	Psychologist
Joanne Burge	Wellbeing Case Manager
Allison Bonney	Mental Health Nurse

Operations

Annemarie Gregory	Finance Officer
Cameron Donelly	IT Support
Reese Sheather	IT Support
Sue English	Marketing
Jerry Kusnadi	Finance Manager
Alice Paterson	Compliance Officer
Shannon Revell	Project Manager



SUPPORT STAFF [con't]

Nautilus College

Alix Styles	Student Support
Apisalome (Pisa) Ravaula	Student Support
Dean Tuckwell	Student Support
Donna Stephens	Wellbeing and student support
Elsa Munday	Student Support (Casual)
Emily Marlow	Student Support
George Stark	Bus Driver
Jarin Penniall	Student Support
Justine Shaw	Student Support
John McKeough	Bus Driver
Kelly O'Brien	Student Support
Kelly Sewell	Student Support
Linda Murphy	School Administration
Loren Enfield	Surf Coach, Student Support
Luke Barry	Student Support
Monica Ilieski	Student Support
Seti Fono	Student Support
Will Jennings	Bus driver
Paul Paterson	Bus driver
Sharon Bow	Attendance officer and school receptionist
Kathy Wonderly	Wellbeing and student support
Kathy Graham	Student Support - Indigenous

Yulinbal Campus

Brad Webster	Student Support
Kate Bowling	Student Support
Jeff Forest	Student Support/Life Skills
Jodie Newell	School Administration
Joshua Maharey	Student Support
Katrina Hall	Student Support
Patrick Cortaville-Smith	Student Support
Trish Cortaville-Smith	Student Support
Vicki Paine	Student Support

ACKNOWLEDGEMENT

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

Christine Brown, Hugh Hayden, John Bungie, Karen McWilliams, Maria Mitchell, Andrew King, Linda Murphy, Emily Marlow, Kelly Sewell, Kelly O'Brien, Monica Ilieski, George Stark, Loren Enfield





WORKFORCE COMPOSITION

The College also employs consultants to assist with curriculum development, wellbeing programming & management and NESA and financial compliance.

Nautilus Campus	TOTAL STAFF	FTE
Teaching	6	3.4
Non-teaching Student Support/Well-being staff	13	8.4
Non-teaching Leadership & Administration staff	5	3.6
Yulinbal Campus	TOTAL STAFF	FTE
Teaching	4	3.2
Non-teaching Student Support/Well-being staff	11	10
Non-teaching Leadership & Administration staff	7	5

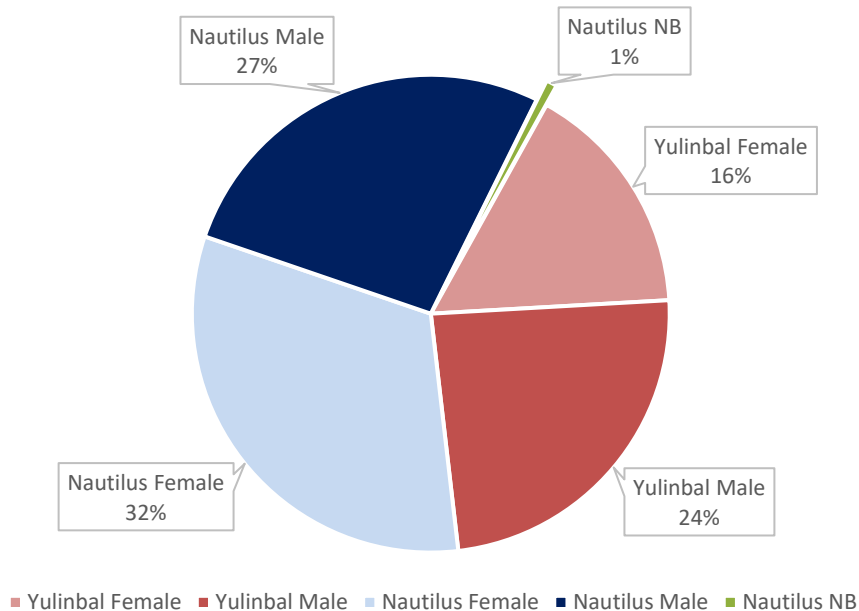


CHARACTERISTICS OF THE STUDENT BODY

The student body in 2024 had the following characteristics:

- A small shift in balance of female to male student ratios at both campuses.
- 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, 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 Gender Profile 2024



2024 Student Profile – Whole School by Year				
	Year 7	Year 8	Year 9	Year 10
Female	83%	50%	43%	46%
Male	17%	50%	57%	52%
Non-Binary	-	-	-	2%
% of total School Population	5%	14%	32%	49%



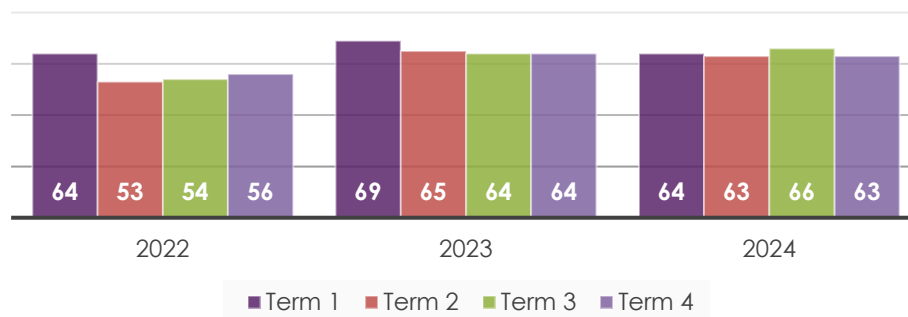
STUDENT ATTENDANCE

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.

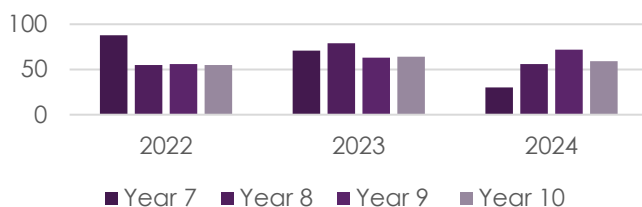
In 2024, the average for all students across the year was 64%. This is consistent with last year and prior school reports and from discussion with parents and guardians. NSC will continue to implement different strategies to continue to improve future attendance figures, which is a state wide issue.

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. The School utilises our Student Management System (Sentral) to notify parents and guardians of any absences.

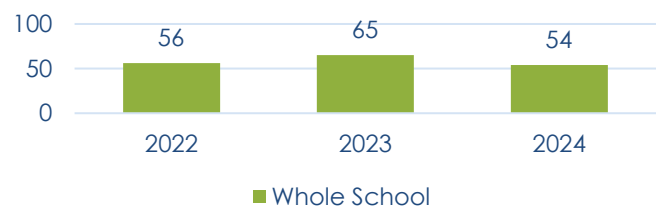
AVERAGE % ATTENDANCE BY TERM



Average % Attendance by Year Group - Whole School



Annual Average % 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 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 effective 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.



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 Co-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.

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. 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.

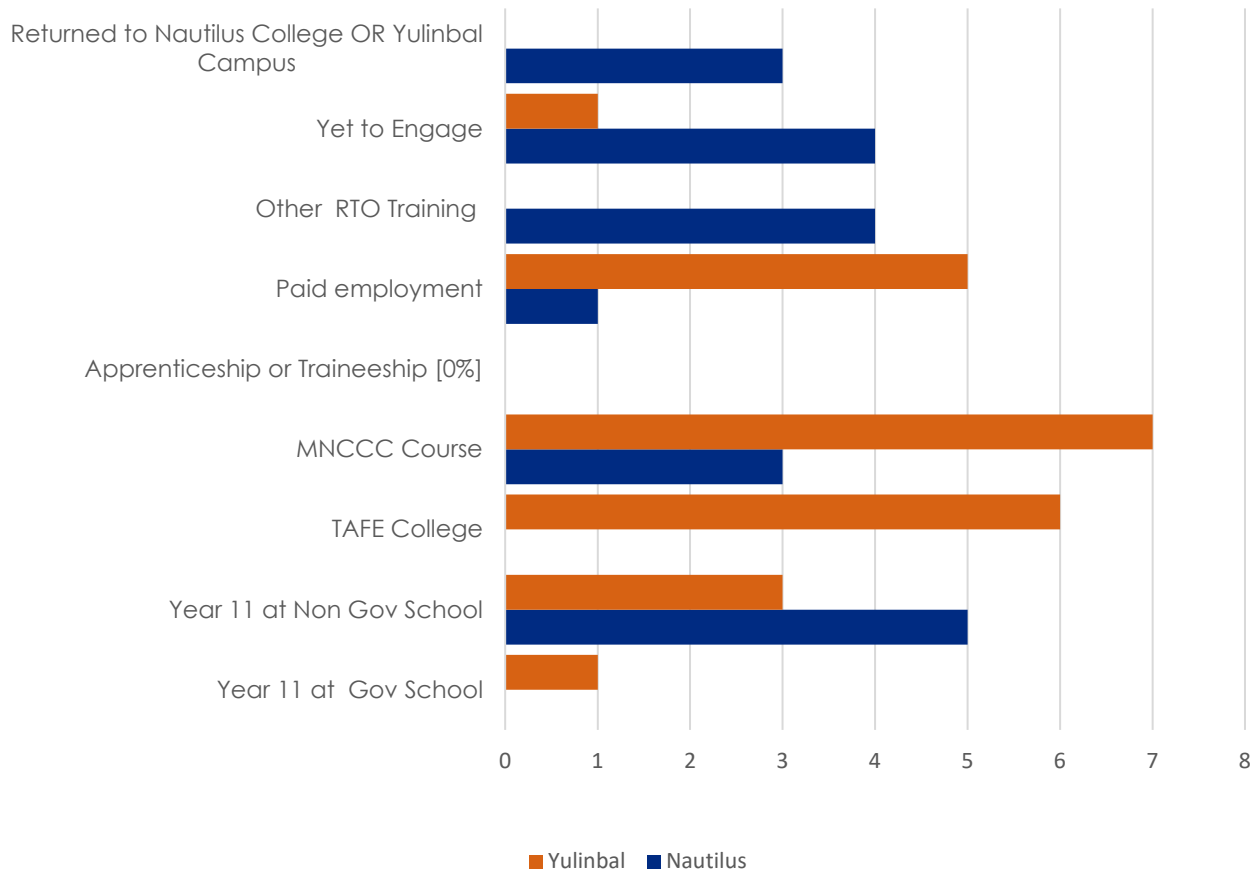




POST SCHOOL DESTINATIONS

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.

Year 10 Cohort Post School Destinations



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. Our increased family engagement recognises that a commitment to wellbeing, relationships, and a sense of belonging leads to enhanced education outcomes.

Student voice is becoming an increased focus across both schools, highlighted by an alumni day held for the graduating class of 2024 at Yulinbal campus. Former students shared updates on their learning journeys and reconnected with staff, exchanging stories about their time at our school.

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.

Starting top left:

- Swimming carnival - Focusing on developing skills and confidence around water
- Working with students on the Workbench for Bay 3 school project
- Photo taken by student during photography SEL class
- Students choosing outside learning spaces to complete their work
- Yulinbal Students proudly showing off their year-end Class of 2024 Commemorative Shirts
- Cattle Parading Competition showcasing many months of hard work and dedication





Yulinbal Campus Focus Story

Celebrating NAIDOC at Yulinbal: a successful community gathering...

NAIDOC Day at Yulinbal was a vibrant celebration centered around the theme "Blak, Loud and Proud," which brought together elders, families, community members, and local service providers to honor Aboriginal culture and heritage. This year's event not only marked a significant occasion for cultural recognition but also fostered a sense of unity and pride within the community.

As the sun shone warmly over Yulinbal, the atmosphere buzzed with excitement and anticipation. The event welcomed a diverse crowd, with elders taking center stage to share their stories and wisdom. Their presence underscored the importance of respecting and acknowledging the traditional custodians of the land, reinforcing the spirit of the "Blak, Loud and Proud" theme.

One of the standout moments was the participation of Manning Gardens Public School. The students showcased their talent and enthusiasm through a cultural dance performance that was both adorable and captivating. Their vibrant costumes and infectious energy brought joy to the audience, vividly illustrating the beauty of Aboriginal culture through movement and song. This performance not only entertained but also educated attendees about the rich traditions and stories of the Aboriginal people, bridging generations and fostering a profound respect for cultural practices.



Adding to the day's excitement, various community service providers hosted engaging workshops designed for both students and community members. These interactive sessions featured hands-on activities like traditional face painting, weaving, and even football workshops that explored students' skills and talents. The workshops were a whirlwind of creativity and engagement, leaving everyone inspired and eager to continue their cultural journey.

As the day drew to a close, it was clear that NAIDOC Day at Yulinbal was not just a celebration but a powerful reminder of the importance of cultural recognition and community involvement. The success of the event lay in its ability to bring people together, foster connections, and celebrate the rich heritage of indigenous culture.

In conclusion, the NAIDOC Day celebration at Yulinbal was a resounding success, characterised by the participation of elders, engaging performances by local school children, and the presence of community service providers who facilitated interactive workshops. This event not only celebrated Indigenous heritage but also strengthened the bonds within the community, leaving a lasting impression on all who attended. As we reflect on this remarkable day, we are reminded of the importance of acknowledging and celebrating the traditions that shape our shared history—loudly and proudly.





Nautilus Campus Focus Story

Unlocking innovation: STEM lab officially opens...

On the 26th of June, the STEM (Science, Technology, Engineering and Mathematics) lab was officially opened at Nautilus College. STEM stands for science, technology, engineering, and mathematics. By combining these subject areas encourages students to be creative, innovative and build on their critical thinking skills. In addition, this space will promote teamwork and collaboration through the use of technology in supporting classroom learning. All staff, students, and invited guests took part in morning tea and barista coffee made by students.



The Major at this time – Peta Pinson – was onsite to meet our students and to officially open the STEM room alongside one of our students, Lachy.

Crafting Futures: Recycling and Upcycling...

Two upcycling projects occurred during 2024. A small group of students worked alongside Garry to create this workbench which sits in our Bay 3 practical learning space. These students upcycled an unused table by adding the necessary components to make it a workbench, such as creating a new workbench table top, and adding castors and vices. Numeracy skills were used in planning, preparing, and building of the workbench and the workbench has since been used by other students in creating other projects.



Another upcycling project was led by Darrell – our Teaching and Learning Coordinator – who was able to source a donation from a community member in Telegraph Point. She was happy to give the table and chairs for free so it could be restored and reused as a meeting table for our school. Students worked alongside Darrell to sand, stain and varnish the table and had input into the design of how the meeting room was to be set up.

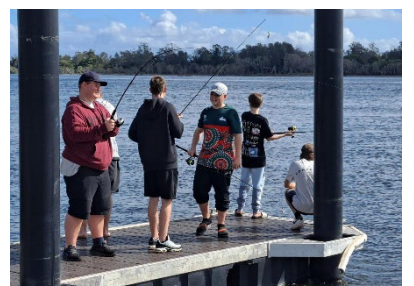


Towards success: Boys2Men program...

This program was facilitated by 2 members of our Student Support team. They recognised the importance of mentoring and building up relationships between adults and young males. Selected students, on a 4-weekly cycle, had the opportunity to work on developing social, emotional and life skills in some of our beautiful locations around Port Macquarie.



Our young male students enjoyed being out fishing and having meaningful discussions about respectful relationships, positive approaches and approaches to restorative conversations. This program was introduced in Term 2, 2024 and was so successful, that the program continued until the end of the year.





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

Orientation

Student Handbook

Ongoing presentation of Handbook content

RESPONSIBILITY

Co-Principal & Class Teacher

Co-Principal or Class Teacher

Teaching team



PROCEDURE, ORIENTATION & ENROLMENT CONTRACT

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 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.



SCHOOL DETERMINED IMPROVEMENT TARGETS

2024 PRIORITIES & ACHIEVEMENTS

Priority	Target	Achievement
- Professional Development of staff to embrace a different philosophy of building respect with disengaged youth – continued. - Enhance student feedback and agency through student voices project - Meet NESA registration and accreditation standards. - Meet NCCD disability adjustments standards. - Environment: Complete building works at Yulinbal Campus and identify additional land opportunities for targeted programs. - Continuous improvement in governance. - Develop Gathang language program for 2025 - Remove learning barriers and Assist students with accommodation needs	- Embrace alternative school experiences and evaluate philosophy in action. Appoint mentor and deliver purpose-built programs - Strive for greater participation through the learning environment. Appoint dedicated staff. - Achieve registration renewal. Build tools specific to Special Assistance Schools - Continuous improvement in teaching and learning - Completion by December 2024 - Planning for Project Learning to be completed Nov 24 - Program completion October 2024 - Identify opportunities and produce a green paper on the potential of boarding facilities	- School wide professional development in social and emotional wellbeing across MNCCC and per campus. - Student agency and feedback observed in selecting and organising social and emotional learning activities. - Successful renewal of 5 year registration with NESA - Census completed - Stage One of building works completed at Yulinbal and land opportunity identified - Meetings with Advisory Board every quarter addressing governance needs - Gathang language teacher hired to deliver this program in 2025 - Proposals/suggestions submitted to the Board



2025 PRIORITIES & TARGETS

Priority	Target
Professional Development of staff focusing on trauma informed interventions and wellbeing	All staff trained in Therapeutic Crisis Intervention in Schools (TCIS)
Student voice initiatives	Strive for greater student participation in program planning and establish a student advisory group to help inform school improvement
Year 11 unaccredited course	Achieve registration for Year 11 unaccredited course
Meet NCCD disability adjustments standards.	Continuous improvement
Complete Stage 2 of building works at Yulinbal Campus and identify additional land opportunities for targeted programs.	Completion by December 2025
Professional Development	- Continue professional development in teaching and learning for vulnerable students. - Evaluate project-based learning curriculum by end of 2025
- Implement project-based learning curriculum - Implement differentiated programs to accommodate diverse needs of vulnerable learners - Increase foundational literacy and numeracy skills with students - Increase initiatives for green strategies	- Implement differentiated programs by end of 2025 - MacLit and Maths program to be implemented - At least one new green strategy implemented at each campus



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

Nautilus College and Yulinbal Campus implement an inclusive framework that builds on students' strengths by partnering with them and their caregivers in decision-making processes that support their needs. We recognise that young people with complex social-emotional, learning, or behavioral difficulties require multi-tiered support systems. The Wellbeing team at each campus utilises available data to monitor progress and support the growth and achievement of our students. Our teams collaborate to empower students and families through shared decision-making, contributing to successful educational engagement.

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.



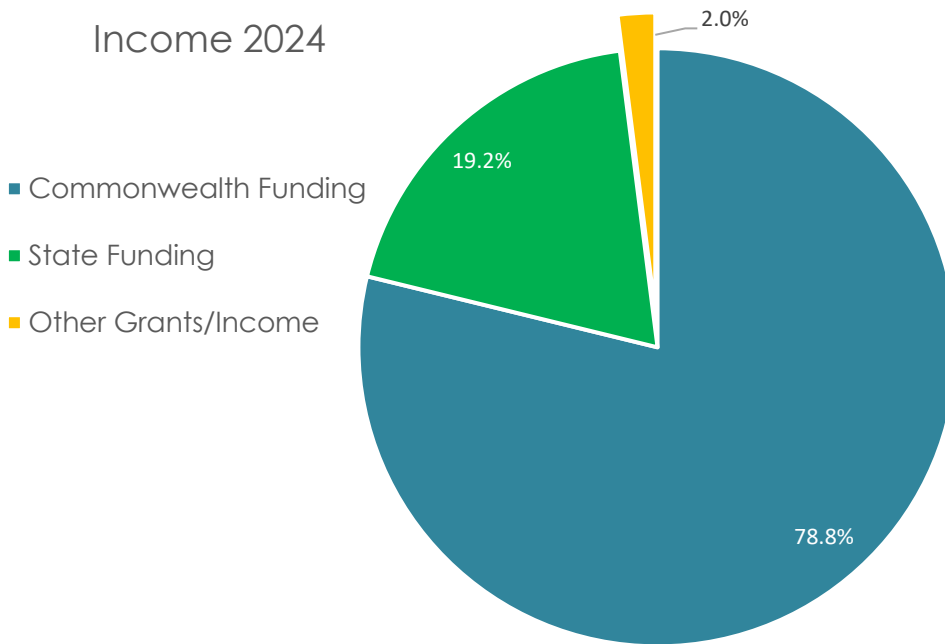


FINANCIAL REPORTING

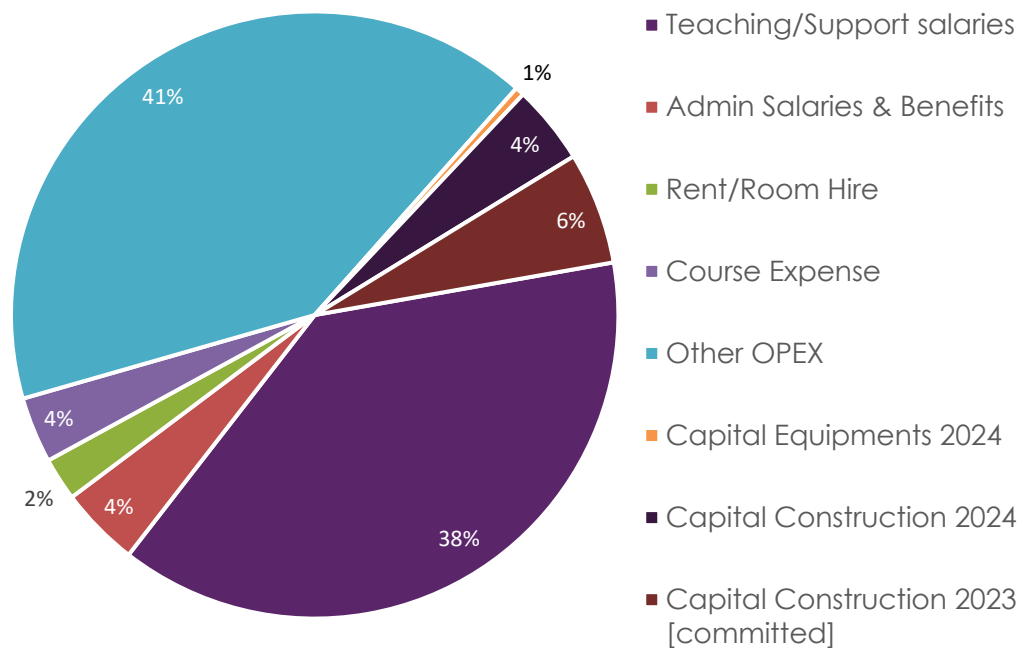
2024 FINANCIAL SUMMARY

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

Income 2024



Recurrent / Capital Expenditure 2024





NAUTILUS
COLLEGE



Yulinbal
CAMPUS

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