

NGC

central
school
standing strong



ANNUAL REPORT 2016

NGC 

"Yamma Yamma. We respect and acknowledge the Darkinjung people past and present on whose land we live and enjoy today. We cherish and nurture our youth offering knowledge and wisdom through their life's pathways."

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PRINCIPAL'S REPORT

Andrea Cingi

Welcome to our third Annual Report. 2016 saw our small school of 56 students begin to flourish and bear some of the fruit we have been working towards - positive educational outcomes for our young people. Nine students completed their Year 12 studies, of which six were from the original 17 students who commenced with us in our inaugural year of 2014. They are testament to the relevant, innovative and high quality program we offer and the positive outcomes our young people can achieve given the right environment. Only one of our nine graduates was not the first in their immediate family to complete year 12. In a region where only 61% of habitants have completed their Year 12 our NGC cohort are generational game changers indeed.

According to the World Bank, each additional year that an individual stays in school increases his or her income by 10%. We agree with former Secretary General of the United Nations, Kofi Annan who stated: "Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development." It expands opportunities and underpins our vision of every young person achieving a purposeful future.

Globally, 263 million children, adolescents and youth between the ages of 6 and 17 are currently out of school (UNESCO). While countries struggling with over-population, war, poverty, and religious, racial and gender discrimination rank highly in educational non-performance, our challenge at NGC is making secondary education more attractive for disadvantaged youth. The disconnect between what students are taught and what they perceive as relevant for their lives reduces their interest in education. And the lives of the young people who come to us are also often filled with trauma, disadvantage, displacement and hardship.

We appreciate that completing Year 12 is only one of many measures towards success. Providing a diverse range of welfare, student-centred and enterprising learning opportunities pave the way for self-empowerment, and increases the likelihood of resilient, confident, motivated and productive citizens. It's wonderful to see our students make the most of our offerings. Years 9 to 12 core curriculum plus foundational employability and trade skills, art, media, outdoor activities, and diverse wellbeing workshops wrapped in high quality case management and youth work support, are the ingredients of our holistic program. The growing compassion for our fellow humans amongst our young people is also heart-warming and reassuring.

Walt Disney said, 'You can dream, create, design and build the most wonderful idea in the world, but it requires people to make the dream reality'. I would like to thank our amazing partners who shared their expertise and facilitated valued programs for our participants in 2016. Uniting – Doorways and CARS program; the Salvation Army – Oasis; Evolution Youth Services - Girls Group; Bara Barang Corporation – scholarships and cultural programs; Central Coast Primary Care - the Family Wellbeing Program; and all of our referral agencies who work tirelessly with their clients.

I also express my deep gratitude to our staff, volunteers, stakeholders and Directors. Our Board of Directors is a highly skilled group of individuals who have volunteered their considerable expertise to provide sound governance and leadership. I thank them for their time, their commitment and their ongoing support and encouragement. It is an honour to take this journey with you all.



CHAIRPERSON'S REPORT

Pat Lewis

The foresight of establishing a new school within a supportive youth oriented organisation has proven to be a masterstroke. Beginning planning in 2012 within youthconnections.com.au (now YC Group) and opening with only Year nine and ten students 2 years later, our school, Ngaruki Gulgul has now become fully established and has graduated our first Year 12 students at the end of last year.

This is certainly no mean achievement. Our inspirational Principal, Andrea Cingi, and her committed teachers, teachers' aides, and support staff, have provided a basis for purposeful futures for a group of students who had really given up on education and saw little hope ahead of them. This, combined with the support of families and friends beyond the school, has opened new horizons for our students. None of the 12 students who have now graduated with a Year 12 Equivalent would have, before enrolling at Ngaruki Gulgul, foreseen themselves reaching such a high point in their education. A real Mt Everest has been climbed and they are now looking forward to new challenges.

That they have done so is a tribute to the rich diversity of learning and support programs provided within our school, the beautiful and peaceful bush setting in which the school is located, and the persistence of the students themselves in persevering as they sought to address and then overcome the barriers which had previously hindered their achievement of their true potential. They have demonstrated that all young people do want to learn and when provided with encouragement and support suited to their individual learning styles, in a peaceful learning environment, they can achieve great things, Woven through all of this has been our passionate staff's innovative practices, strong belief in the potential of students, empathy, and willingness to work with students over and over

again as they tried and failed many times before their final triumphs. Through their interaction with staff and each other, our graduating students have become confident young people able to work cooperatively with others and with a much more mature outlook on life. Not only have they experienced success in their academic studies, they also emerge "work ready" through their vocational education studies and their Skills For Work courses. Behind them are our future graduates in Years 9-11 also working hard to achieve this major foothold to their secure futures. They now have the example of those before them in our school who have succeeded at Year 12 level to motivate them and demonstrate that they too can experience this success.

Our Board has been very pleased to have been able to support the school in this development of students' untapped potential and are extremely proud of their achievements. I would like to particularly thank Directors Marj Kong and Anne Byrne for their great direct support in school development and HR respectively, and add my own congratulations. We are extremely confident that upcoming NESAs assessments will result in full accreditation for our school to deliver the Higher School Certificate from this year and thus make it's establishment complete.

PHILOSOPHY STATEMENT



To create a dynamic, enterprise learning environment for young people who need a new perspective on what it means to have skills and knowledge.

Central to the philosophy of Ngaruki Gulgul is the belief that practical work and problem-solving combined with vocational instruction, with a view to genuine production and sales, will enhance participants' motivation to learn and become positive and fully integrated citizens of our community.

Goals of our education are to develop participants':

- Learning Skills
- Personal Skills
- Social Skills
- Professional Skills

An exciting combination of key learning areas, vocational training and enterprising practical work are pivotal to improving our young people's chances in further education and the employment market.

It is a place where young people are treated with respect and their barriers to engagement are treated in a holistic manner. They need supportive personal relations and identification options in the learning environment. Ngaruki Gulgul provides a caring environment where the participants experience a sense of belonging.

We believe young people want to learn and the majority have substantial learning ability when given the right conditions. There is great emphasis on avoiding any further marginalisation of participants who have had trouble-filled educational histories.

Kofi Annan, former secretary-general of the United Nations, and a powerful yet humble leader said "Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace. If, however, they are left on society's margins, all of us will be impoverished. Let us ensure that all young people have every opportunity to participate fully in the lives of their societies." And this is what we at NGC work towards - supporting young people to become resilient, confident, innovative, and positively active, who are able to impart a purpose and direction to their lives. Our young people will then stand strong with head held high and be proud.

SCHOOL INFORMATION

Ngaruki Gulgul, which means 'standing strong' in Darkinjung language, is also known as NG Central or NGC. Our campus is located at the Youthconnections.com.au community site of Green Central, Kariong.

Ngaruki Gulgul is a registered and accredited, non-government, special assistance school specifically designed for the inclusion of young people who are not succeeding in their studies in mainstream schools.

Founded in January 2014 we aim to be a successful model for many young people on the Central Coast who are ready and willing to try something new, make a fresh start and have a passion for either the horticulture, hospitality, media, automotive or construction sectors.

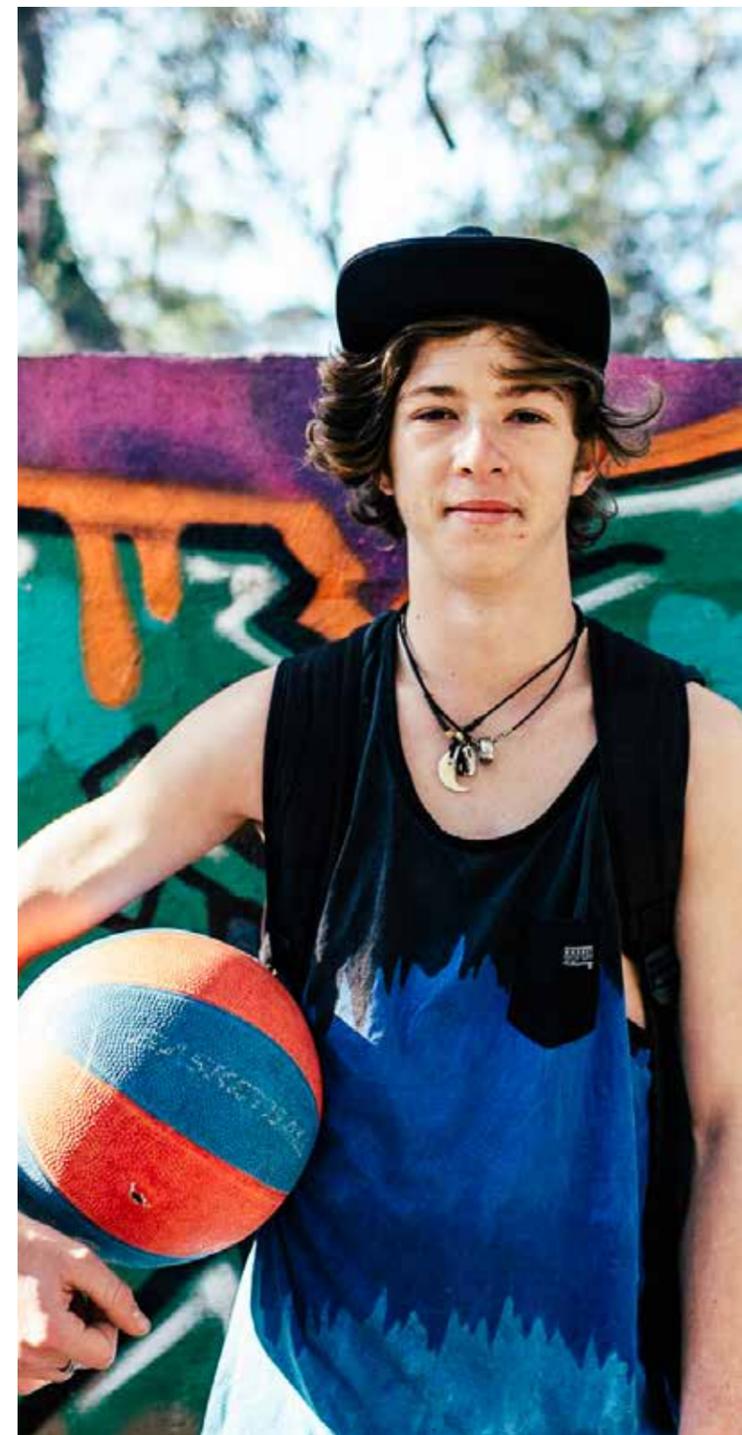
NGC strives to continue to meet a substantial need of our community; that we provide young people with the skills, knowledge and new perspectives to grow, practice self-determination and change their life trajectory in a meaningful way.

Participants are offered a NSW Education Standards Authority school curriculum, as found in any other traditional school, with the addition of pathways that focus on the above industries. The difference lies in the holistic balance to the delivery of educational programs through welfare and case management support; and the 'earn and learn' balance to the delivery of educational programs through participation in social enterprise initiatives.

It is an education option designed for participants in Years 9 and 10 working towards a Record of School Achievement (RoSA), and students in Years 11 and 12 working towards a non-ATAR Higher School Certificate. It is an alternative education pathway into a trade or further vocational education and training. We are not politically or religiously affiliated.

Why Ngaruki Gulgul?

- We believe everyone is unique and accept you the way you are
- Real vocational pathways are accessible and tailored to current industry standards
- You attend because you have a desire to make a difference to your future and impart purpose and direction to your life
- You have the opportunity to make choices about your role as a student
- Stronger support is available if you need it
- You and teachers are on a first name basis



- Smaller class/school size means we get to know you as an individual
- The harder you work, the more you get
- There are no school uniforms, school bells or school assemblies
- You have the opportunity to learn in an environment which helps you to develop the skills and values
- you need to fulfil your unique destiny and find your place in the world

CURRICULUM

As the importance of simply acquiring factual knowledge is declining, the ability to conceptualise and orientate oneself in a global economy is increasing. The importance now lies in finding, assessing and creatively using the abundance of information available. Our staff, in partnership with our students, expertly navigate these processes and we are extremely proud of our diverse and dynamic suite of programs and initiatives.

Our school provides not just educational programs, but social, cultural and enterprising services. Our young people yearn to create individual identities and crave a space to express themselves. We seek to accommodate these needs by nurturing their talents and providing opportunities for further engagement.

We also emphasise the importance of caring and strong relationships to support the welfare and emotional wellbeing of our students and their families. Yet, our expectations remain high. We believe 'high-expectations relationships' is paramount to the success of all our young people, no matter their background. All students are talented and the negative connotations of 'making life easier' for young people who have been confined to a category, be it Aboriginal, ethnic, with a disability, only further perpetuates the self-fulfilling stereotyping that so undermines our less fortunate communities. We aim to rewrite the script our young people often internalise

from a young age and emphasise the importance of self-empowerment, tenacity and accountability in achieving genuine success.

Record of School Achievement (ROSA) requirements

Subjects will be reported with grades (A-E). Teachers will use the General Performance Descriptors in determining the appropriate grade to award. This will be outlined in a separate booklet given out during Semester 1 of Year 10.

At Ngaruki Gulgul we have the ability to tailor a student's program to their capabilities. We are registered and accredited to offer participants the core curriculum subjects and a selection of VET subjects. We offer participants the opportunity to gain a RoSA, a certificate that can be requested through the NSW Education Standards Authority and replaces the 'School Certificate', along with a nationally recognised certificate in their chosen VET subject.

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). It is a cumulative record of all academic achievement designed to record and credential all of a secondary school student's academic results up until the HSC.

- The RoSA will detail grades for courses a student completes right up until the time they leave school.
- If a student leaves school before receiving a grade in Year 11 or Year 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that some students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

Years 11 and 12 (registration only)

In 2015 we provided an alternative Year 11 program which offers a curriculum option for students who are not wanting or able to achieve a Higher School Certificate. This education program meets the requirements of the Education Act and has Board Developed and/or Board Endorsed Content status however cannot be used to meet the requirements for the award of the Higher School Certificate. It is not necessary for students to address or achieve all outcomes in order to satisfactorily complete the course. The number of outcomes addressed and/or achieved will vary for individual students.

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

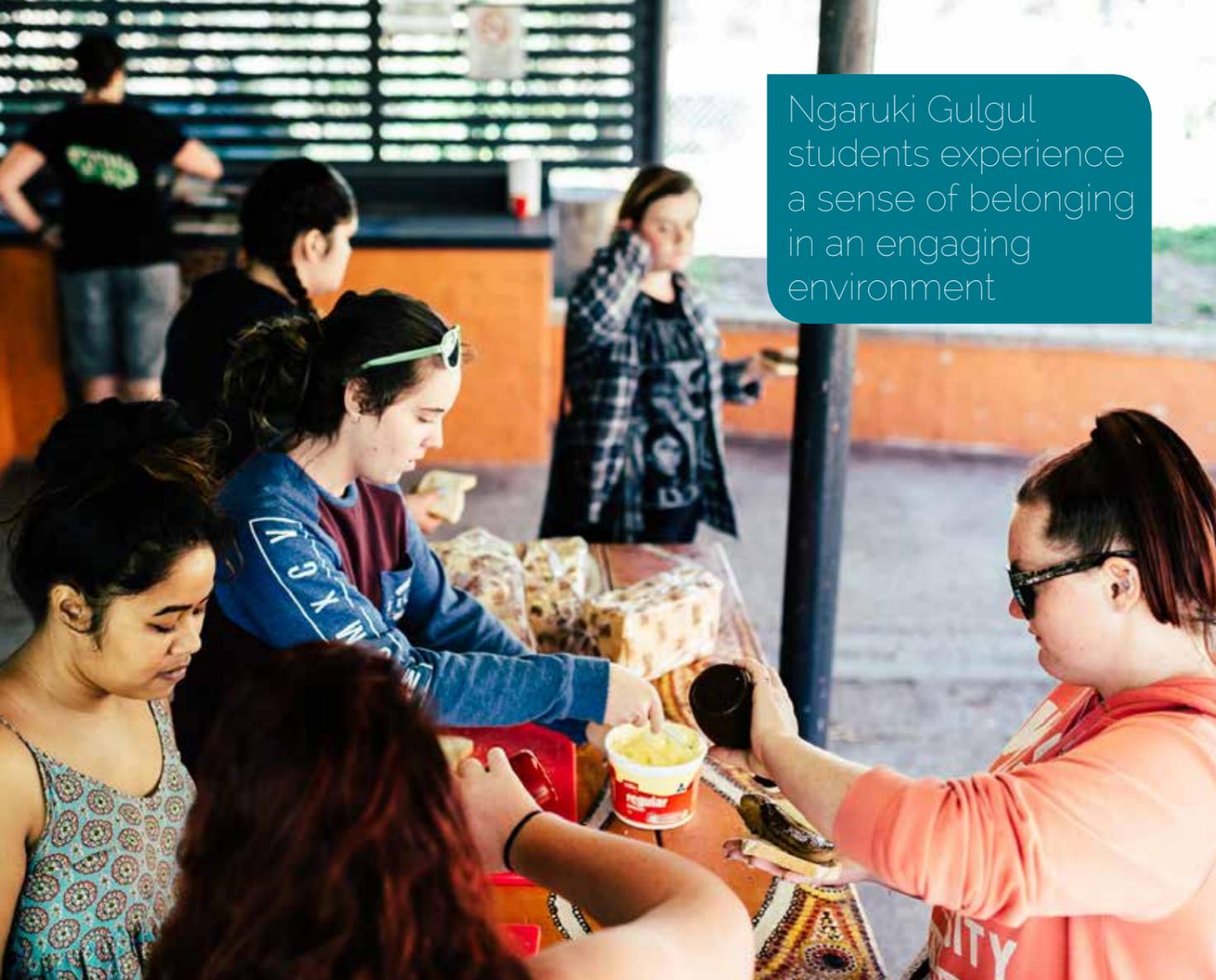
- Followed the course developed by the Board.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved some or all of the course outcomes.

It is assumed that participants have completed their mandatory Technological and Applied Studies (TAS), Creative Arts and Language hours in Years 7 and 8. The subjects we offer are:

| Grade | Year 9 & 10 | Year 11 & 12 (registration only) |
|---------|---|---|
| Content | <ul style="list-style-type: none"> • English • Mathematics • Science • PDHPE • Geography • History • Certificate I VET Subject | <ul style="list-style-type: none"> • English • General Mathematics • Earth and Environmental Science • Sport, Lifestyle and Recreation Studies • Aboriginal Studies • Certificate II VET Subject (trade) • Certificate II Skills for Work and Training |

Our school provides not just educational programs, but social, cultural and enterprising services





Ngaruki Gulgul students experience a sense of belonging in an engaging environment



ENROLMENT

All enrolments are done via the Application for Enrolment form and an interview process. The form can be downloaded from our website or contact Ngaruki Gulgul if you require an Application for Enrolment to be sent out to you.

After we receive your application it will join the list of participants waiting for intake. As positions become available we will contact participants on the list and offer an opportunity to attend an interview.

Participants will not be enrolled at Ngaruki Gulgul without attending an interview. Where possible we encourage both parents/carers to join their young person for the interview. We will ask questions about previous schooling and why you want to attend Ngaruki Gulgul. We will ask about any relevant health history or behavioural incidents. We may also ask about your support or peer networks.

People who participate in the interview with an openness and willingness to embrace change have the best chance of gaining a position within the school. An interview is not a guarantee of enrolment.

While there are no school fees, there is a non-refundable \$50 enrolment fee and \$250/term for Year 9 and 10 students, and \$375/term for Year 11 and 12 students for materials being payable at enrolment acceptance then at the end of each term for the following term. Fortnightly direct debit plans are also available.

Ngaruki Gulgul selection criterion looks at 8 key areas:

- Desire to work in a trade area such as hospitality, automotive or primary industries
- Social disadvantage or isolation
- Age
- Academic level
- Financial disadvantage
- Aboriginal and/or Torres Strait Islander
- English as a second language
- Learning and behaviour difficulties/disabilities

FACILITIES

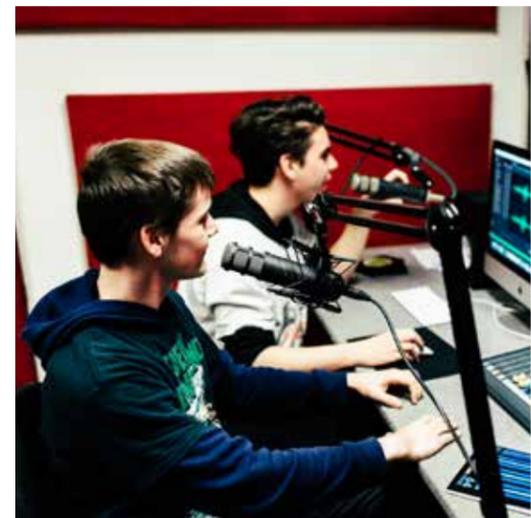
Ngaruki Gulgul is a unique school and a showcase model of enterprise education.

Ngaruki Gulgul is housed in pleasantly appointed, sustainable (carbon neutral) classrooms - in the beautiful bush setting of Mt Penang Parklands.

Additional facilities on site include a BBQ area, community permaculture, veggie and bush tucker garden, construction and automotive shed, sustainable house and education centre, café, a gaming and computer facility, and media production centre including film, television and radio.

The facility is designed for disabled participants to reach most areas in wheelchairs. This adds to the feeling of space and makes it easy for everyone to move between classrooms.

It is designed to facilitate co-operative learning and create different spaces for participants and teachers to use inside and outside the buildings.





“We need to improve education... because of the profound changes that are taking place in society and work. Our world is becoming more and more complex, and so higher and higher levels of educational achievement will be needed to be in control of one’s own life, to understand one’s culture, to participate meaningfully in democracy, and to find fulfilling work.”
- Dylan William, British Educationalist

VALUE-ADD TO EDUCATION IN 2016

A range of extra-curricular activities and initiatives to promote respect, personal responsibility, work-readiness and resilience were held throughout the year.

Cool, CaLM and Connected

The ‘Triple C’ program targeted students who were disengaging from classroom learning and experiencing greater barriers to participation. They participated in a regular off-site alternative education program that placed emphasis on outdoor learning, wrap-around case management, welfare support, horticulture, land management training and life skills.

Family Wellbeing Program

Cultural affirmation and embedding indigenous perspectives throughout our curriculum and teaching pedagogy is something that really defines our NGC program. 47% of our students identified as Indigenous Australian in 2016. Through a partnership with Central Coast Primary Care, male Aboriginal students were able to participate in a well-being support program that focused on masculinity, cultural affirmation, life-skills, relationships and positive recreational behaviours.

Girls Group

Case managers designed and implemented a customised program aimed at female NG Central students. It explored issues around consent, healthy relationships, body image, cyber-safety, alcohol and drugs, sexual, physical and mental health, friendships and bullying in a supportive, engaging environment.

Work Education Training

Work Education classes were made available for Year 10, with the view of them attaining a Certificate I in Work Education. Year 11 and 12 students progressed towards a Certificate II in Skills for Work and Vocational Education. The students could also participate in work experience, listen to employers and attend industry visits. Students gained employability skills, completed their resumes, gained job-seeking skills, first aid, white card, driver licence and much more.

Try a Skill Day

In June, hundreds of students hit Hunter TAFE - Ourimbah Campus for the annual Try’a Skill expo. The day is dedicated to young people immersing themselves in vocational training and education and getting a hands-on, behind-the-scenes taster of what life in a trade is really like. Our students trialled hairdressing, media, horticulture, bricklaying, food and beverage and much more.

Media Week

Stage 5 students participated in a Media work-placement week onsite in our YC Media facility. They produced an hour-long radio show for local station Coast FM, as well as recording music and experimenting with photography and film production and editing.

Tuning into Teens

In partnership with Uniting, we delivered a six-session mentoring program for NGC parents. This was aimed at developing communication between parents and children and to support emotionally intelligent parenting styles. It proved particularly successful with our NGC parents as it helped them better understand and empathise with their child’s mindset and behaviour.

Youth Booth

The Central Coast Youth Health Service provides primary health services for young people and promote their access to quality health care. As many of our students can lack access to or awareness of health care, this was a fantastic opportunity to get informed on topics like dental care, immunisation, sexual health and general wellbeing. Students visited multiple health-themed ‘booths’, talking with experts and taking home a helpful pack of goodies that promote health services locally.

Work Experience Placements

Job-readiness and work experience forms an important part of the NG Central curriculum. In partnership with the youth-connections.com.au Structured Workplace Learning program, students completed work experience placements with local businesses such as Artform Kitchens, Walkabout Park and Express Lube, across a range of industries.

Christmas and Halloween Celebrations

Our students always love celebrating significant calendar dates like Halloween and Christmas and 2016 was no exception. Halloween was an amalgamation of spooky dress-ups, horror movies, wacky science experiments and Gothic literature, while Christmas celebrations included a delicious roast lunch cooked by Hospitality students, a surprise visit from Santa and the exchange of presents. We were fortunate enough to receive generous donations from Kmart Woy Woy and Erina, Grill’d Erina and Tuggerah and Bakers Delight Erina and would like to publicly acknowledge their contributions.

Access to Sport

Students and staff engage in lunch-time basketball and handball. They study PDHPE through a variety of physical activities - Boomerang Shield; kids versus Cops touch footy which breaks down barriers between youth and police; OzTag events, Flip Out Trampolines and much more.

Structured interactions with community services and authority figures, PCYC provided a course for our students to understand the role of the police in the community. Busways and the Railway police were also invited to the beginning of the year Orientation to foster a positive and mutually respectful relationship into the future.

Networking through our Case Managers

Our case managers negotiate refuge accommodation, medical appointments, counselling, headspace appointments and pediatrician appointments, conduct informal ‘check-in’ conversations during the school day and provide support with juvenile justice and court for a variety of offences.

Doorways Program

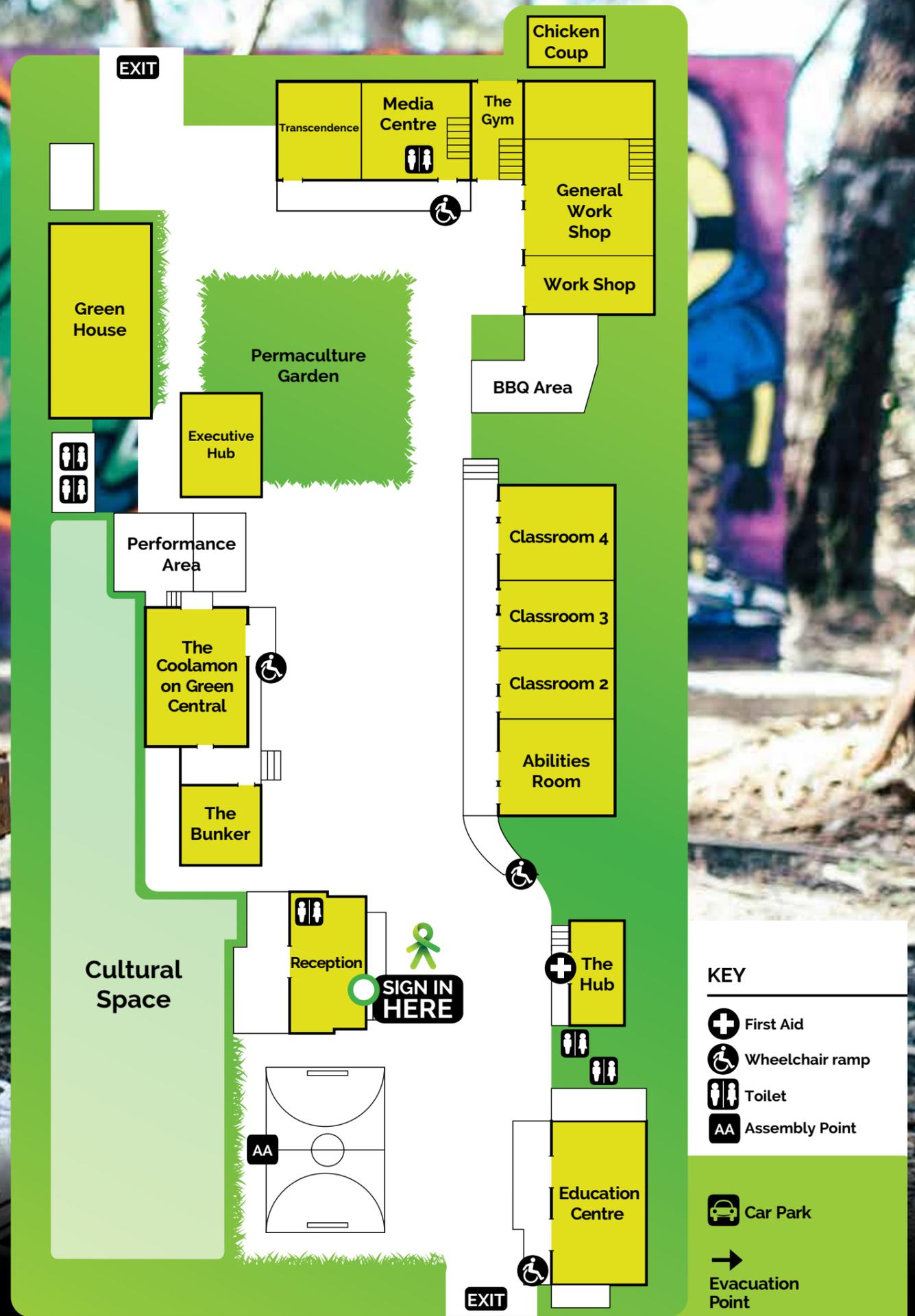
In partnership with Uniting, the Doorways team facilitated an engaging course, Doorways to Independence, which provides young people with an insight into navigating the rental market. It is designed for young people who are homeless or at risk of becoming homeless and provides support, information and referrals.

CARS – Anger Management Workshops

Facilitated by Karl Bayliss from the Uniting RAPT team, CARS engages young people in conversations about negotiating interactions without explosive anger while building model cars. Understanding emotions, frustrations and triggers helps refocus their energy to more productive actions. The positive turnaround in behaviour was testament to the success of this program.



GREEN CENTRAL MAP



"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

- Albert Einstein

TEACHING STAFF

Ngaruki Gulgul had four full time equivalent teachers during 2016 and one part-time. The composition of Ngaruki Gulgul's workforce had 1 principal, 1 team leader, 5 teachers, 5 support workers and 3 part-time administration staff members during 2016.

Teacher 1

- Bachelor of Arts Bachelor of Secondary Teaching – English, Special Education
- University of Newcastle, 2013

Teacher 2

- Bachelor of Agriculture and Forestry
- University of Alberta, Canada, 1993
- Masters of Science
- University of Alberta, Canada, 1999
- Diploma in Education
- University of Newcastle, 2004

Teacher 3

- Bachelor of Health Science
- University Western Sydney, 2004
- Bachelor Secondary Education
- University Western Sydney, 2006
- Teaching Certificate
- New England TAFE, 2009
- Cert IV TAA
- North Coast TAFE, 2009

Teacher 4

- Bachelor of Arts/Bachelor of Teaching (Major in Religious Studies)
- Certificate III in Outdoor Recreation SIS30410

Teacher 5

- Non-violent crisis intervention
- Science, Technology, English, Arts, and Math (STEAM) Conference
- Aboriginal Education Conference
- Alternative Education Conference
- Professional maintenance of teachers accreditation
- EpiPen © Anaphylaxis training
- Management of Actual and Potential Aggression

All NGC teachers are in category 1 of the Teaching Standards and have teaching qualifications from a higher education institution within Australia.

STAFF BIOS

Nareeda Tinnock

Position

Administration Manger/RTO Coordinator

Professional Development/Qualifications:

- InSources Industry Consultation Webinar
- InSources- Annual Declaration Webinar
- Management of Actual and Potential Aggression
- AIS Child Protection Legislation training

Memorable moment with the students

The Year 12 farewell - who could forget the delicious cuisine selected by the students, KFC and Pizza! But in all seriousness, you could see the friendships the students and teachers have developed over their time together. Those special interactions sum up the whole year for me.



Amber Peterson

Position

Case Manager

Qualifications and Professional Development

- Bachelor of Counselling
- ASIST training - Lifeline
- Suicide Prevention training - Wesley Mission
- AIS Child Protection Legislation training
- Senior First Aid
- Management of Actual and Potential Aggression

Memorable moment with the students

Saying good morning to all students everyday and seeing their beautiful faces turn up to school, spending one-on-one time doing case management assessments, discovering goals and achieving outcomes, going on excursions and chilling back with some laughs and random awkward dance moves at graduation. I have also enjoyed building a strong rapport with community networks, staff and spring cleaning the hub!

Best thing about the job

Connecting with all students on a day to day basis. Not only do they make me feel so proud but they inspire me to be the best I can be so they can be the best they can be. Co-facilitating and designing the 'Standing Strong' group has been one of the best spaces to utilise our skills as professionals and witness some amazing achievements.



Andrea Cingi

Position

Principal

2016 Professional Development

- Positive Schools Conference
- Foyer Conference
- Conference on Employer Engagement in Education and Training (London)
- AIS Child Protection Legislation Training
- NDIS forums
- 8 Ways of Learning workshop
- Management of Actual and Potential Aggression

Memorable moment with students

Every moment is memorable, and the negatives can be turned into positives. From the initial interview, to everyday encounters, to the end of year graduations and celebrations.

Best thing about the job

Seeing young people empower themselves and changing their lives in a positive way.



Meggan McMinn

Position

Reception & NGC Administration

Professional Development

- Commenced Diploma in Community Services
- Management of Actual and Potential Aggression

Memorable moment with the students

Year 12 Farewell 2016

Best thing about the job

Getting to see the beautiful faces of the NGC Students every day :)





Bruno Stanic

Position
Hospitality Trainer

2016 Professional Development

- Anaphylaxis Training
- Child Protection Training
- Currently studying Cert IV Leadership and Management
- Management of Actual and Potential Aggression
- AIS Child Protection Legislation training

Memorable moment with the student
Hearing the success stories from students, like when they find employment.

Best thing about the job
I really enjoy the challenge!

Lee Trethowan

Position
Teachers Aide/Support Worker

- Professional Development**
- Child Protection Legislation
 - Youth Mental Health First Aid Course
 - Management of Actual and Potential Aggression
 - AIS Child Protection Legislation training

Memorable Moment
The graduation and farewell of our very first Year 12 cohort.

Best thing about the job
Working with these very appreciative young people.



Mark Albani

Position
NG Central Maintenance Man

- Professional Development**
- Anaphylaxis Training
 - Management of Actual and Potential Aggression
 - AIS Child Protection Legislation training

Memorable moment with the students
Going to Treetops with all YC staff for a team-building activity, and learning team work skills.

Best thing about the job
The people I work with, it's a great team environment.



Ian Sutton

Position

School Support and Horticulture Trainer

2016 Professional Development

- Anaphylaxis Training
- Management of Actual and Potential Aggression
- AIS Child Protection Legislation training

Memorable moment with the students

Going on excursions with the students.

Best thing about the job

Just the opportunity to work with these young people.



Glyn Regler

Position

Maths Teacher

Qualifications/Professional Development

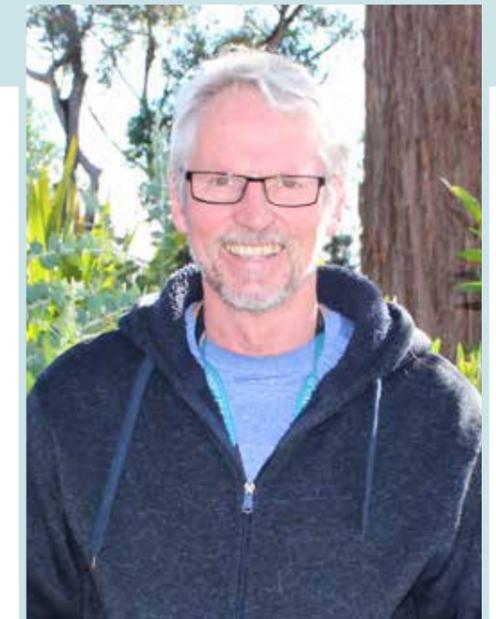
- Bach. Ed and Teaching
- Management of Actual and Potential Aggression
 - AIS Child Protection Legislation training

Memorable Moment with the students

Playing outdoor laser tag in the bush - it was one of the best days I have experienced in 40 years of teaching.

Best thing about the job

Seeing students improve in their mathematics and gain confidence to attempt problems independently. It's fantastic to see them try so hard and ultimately succeed.



"Successfully implementing STEM Projects in my classes which resulted in increased engagement, creativity, individual and team efforts, assessment task completion and generally just having a great time!"

- Pola Genoway

Pola Genoway

Position

Science Teacher

2016 Professional Development

- STEM X Academy in Canberra
- STEM Symposium and Digital Technologies Conference
- Senior Science Professional Development Day at the Museum of Human Disease
- Member of the Australian Counsellors Association
- Management of Actual and Potential Aggression
- AIS Child Protection Legislation training

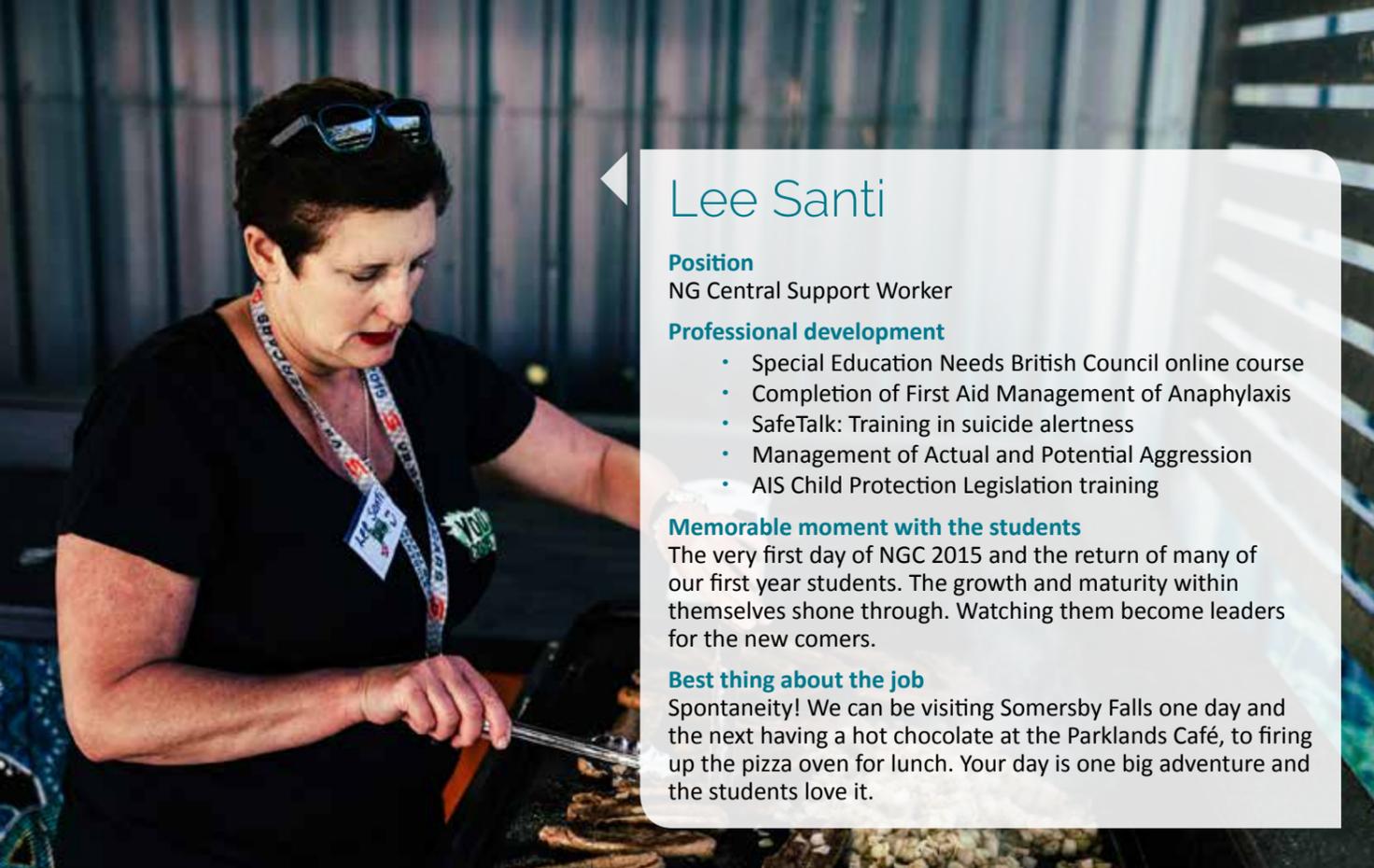
Memorable moment with the students

Successfully implementing STEM Projects in my classes which resulted in increased engagement, creativity, individual and team efforts, assessment task completion and generally just having a great time! Students even pushed the boundaries to improve designs such as in the Egg Bungie Challenge and Rocket Challenge.

Best thing about the job

Being able to attend professional development opportunities that allow me to implement and promote the most up to date, cutting-edge ideas and developments in Science. Seeing the students enjoy the process of learning and develop the talents and skills they can use to contribute to the challenges our planet faces.





Lee Santi

Position
NG Central Support Worker

Professional development

- Special Education Needs British Council online course
- Completion of First Aid Management of Anaphylaxis
- SafeTalk: Training in suicide alertness
- Management of Actual and Potential Aggression
- AIS Child Protection Legislation training

Memorable moment with the students

The very first day of NGC 2015 and the return of many of our first year students. The growth and maturity within themselves shone through. Watching them become leaders for the new comers.

Best thing about the job

Spontaneity! We can be visiting Somersby Falls one day and the next having a hot chocolate at the Parklands Café, to firing up the pizza oven for lunch. Your day is one big adventure and the students love it.

Rick Corderoy

Position
School Support Coordinator/Support Team Leader

Professional Development

- Positive Schools 2016 Conference
- 1st Aid/Anaphylaxis Refresher
- Australian Lifesaver Training.
- AIS Child Protection Legislation training

Memorable moment with the students

Laser Skirmish at Glenworth Valley was an epic day of team-building and adrenalin in the bush

Best thing about the job

Opening our students' minds to new experiences and new ways to think about the world and their place in it.



Cameron Thomas

Position
PDHPE and SLR Teacher

Professional development

- First Aid
- Restorative practices
- Sentral training
- Road Safety Resource Exploration and Student Wellbeing
- Management of Actual and Potential Aggression
- Member of the Australian Counsellors Association
- AIS Child Protection Legislation training

Memorable moment with the students

Automotive training and taking a field trip to the v8 Supercars in Homebush. The students learning to work together to finish an automotive job.

Best thing about the job

Having students participate to the best of their ability during practical PDHPE lessons and playing multiple sports at Tumby Indoor Sports.



Thorr Ivatt

Position
Head teacher Secondary Studies

Professional Development

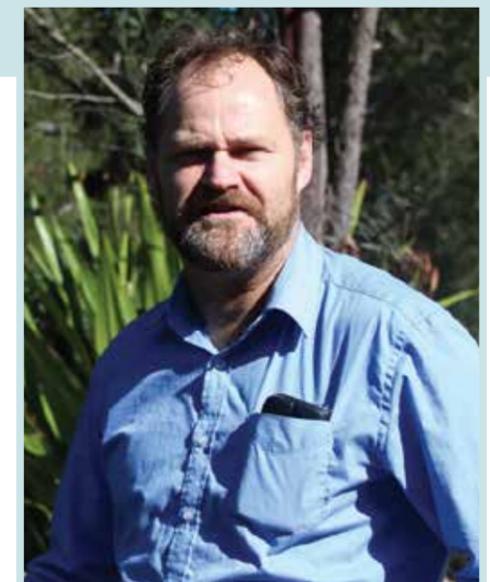
- Non-violent crisis intervention
- Science, Technology, English, Arts, and Math (STEAM) Conference
- Aboriginal Education Conference
- Alternative Education Conference
- Professional maintenance of teachers accreditation
- EpiPen © Anaphylaxis training
- Management of Actual and Potential Aggression
- AIS Child Protection Legislation training

Memorable moment with the students

Seeing students help each other. Every time I see this it fills me with pride as this is the most important outcome of all.

Best thing about the job

Working with staff to instil a shared philosophy of learning. Developing, and managing innovative learning programs that build on learners' strengths.





REPORTING POLICIES

Enrolment policy

Ngaruki Gulgul is a specifically designed to reengage disenfranchised and 'at risk' young people. Our school aims to provide opportunities to young people who wish to undertake their education within an alternative learning environment.

The selection criterion 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

Ngaruki Gulgul cannot cater to students who are functionally illiterate or who require intensive behaviour or health support. We provide case management to all students who are enrolled in the school but are not in a position to manage students who cannot operate within our open learning environment. All students who apply to attend Ngaruki Gulgul within the designated intake times shall be offered an interview as part of the application process. Students' acceptance into the program is dependent on their presentation at interview and their demonstrated ability to work within the policies and philosophy of Ngaruki Gulgul. Refer to Interview Format and Application Forms for more information. Students and parents will also be provided with the current requirements for meeting ROSA outcomes and the certification structure.

All students who are enrolled at Ngaruki Gulgul will need to undergo a Literacy and Numeracy assessment if the teaching staff deems it necessary. This may be conducted prior to enrolment if required. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents also are expected to be supportive of the ethos of the school.

Continued enrolment

Once students have gained entry to the school, it is expected that they will complete their schooling with us and their enrolment is automatically continued.

Other school policies

All policies undergo an annual review. Only minor or cosmetic changes took place in the following policies in 2015. For a set of the full text please contact the office on (02) 4346 1111.

Student Welfare Policy

An ethos of care is embedded in our school and organisational values. Pastoral Care is every employee's job, however, in situations of higher need, young people are to be referred to our Youth Case Worker.

We define Pastoral Care as:

- Fostering young people's social, emotional, physical and spiritual development
- Encouraging values of mutual respect through extra-curricular activities
- Enhancing students' wellbeing which is increasingly attributed to:
 - School conditions
 - School relationships
 - Means of fulfilment
 - Health status

Anti-bullying

Our students attend our programs to participate in quality education that will help them become selfdirected, lifelong learners. There is an expectation that students will be safe at Green Central, free from fear of bullying, harassment and intimidation. Harassment, violence and bullying will NOT be tolerated at any level at youthconnections.com.au. No one has the right to bully, harass or intimidate. Students, teachers, parents, caregivers and members of the community have a shared responsibility to create a safe and happy environment, free from all forms of bullying. If a bullying incident is reported all students will receive appropriate support. Harassment and bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Student discipline

In this Policy, breach of discipline means: Conduct that impairs the reasonable freedom of any person (whether or not a student) to pursue his or her studies or work with Ngaruki Gulgul or on the premises leased by the school, or elsewhere related to school activities. However, Ngaruki Gulgul believes in allowing students the opportunity to learn by their mistakes. Should a student persist in breaching the guidelines of the school there are 3 levels of discipline that can be progressed through.

Reporting complaints and resolving grievances

Students have the right to complain or report any misgivings at any time. The teacher in charge of that class will deal with matters concerning the classroom. For issues concerning the teacher the Principal will handle the matter. For complaints regarding the Principal, an appropriate external source will need to be identified.

Procedural fairness

Procedural fairness is a basic right of all individuals dealing with authorities. All members of the Ngaruki Gulgul community have a legitimate expectation that youthconnections.com.au and/or Ngaruki Gulgul staff will follow these principles in all circumstances, including when dealing with suspensions and expulsions. Procedural fairness is generally recognised as having two essential elements: The right to be heard and the right of a person to an impartial decision. The decision making

process regarding a student's withdrawal or suspension of placement will be made in the first instance by the Teacher. If necessary the Principal will become involved as a part of the Appeals process. To ensure the elements of procedural fairness are met, it is appropriate to provide students and their parents or caregivers with details of all allegations relating to the incident.

Corporal Punishment

Ngaruki Gulgul does not permit corporal punishment of students attending the school under any circumstances. Corporal punishment includes the use of force, striking or withdrawal of basic life needs to be used as a form of punishment on the student. The school and its staff are also not permitted to use corporal punishment regardless of whether the parent or caregiver has requested or given permission to do so. The school also does not explicitly or implicitly sanction the use of corporal punishment by a parent or caregiver or any other non-school persons to reinforce any discipline actions implemented by the school or any disciplinary decision by a parent or caregiver. This is not to say that reasonable force cannot be used in self-defence, protection of another student, or in provision of protection against harm to the person who is acting violently.

School determined priority areas for improvement

Extremely low levels of literacy have emerged as a priority area and were focussed on in 2015. Student attendance and engagement is also a priority area for improvement.

Parent, student and teacher satisfaction

Ngaruki Gulgul is an independent school and as such parents can decide at any time whether their children should remain at the School. Parent and student satisfaction can thus be determined in one way by the number of student withdrawals where parents choose to enrol their child in their local public school or another similar independent school as an indicator of parent dissatisfaction. The percentage of student leavers in this category each year is always very small when compared to the total school population which suggests a high degree of parent and student satisfaction. Students are happily extremely verbal about their satisfaction and dissatisfaction and comments are taken seriously and addressed. Staff turnover at the School was low this year suggesting increased satisfaction, stronger processes, a more stable working environment and good relationships. Mid-year we lost a long term Team Leader due to better job prospects and our Maths Teacher. We have an open channel of communication with the parents who can phone, email, write or visit the School at any time during work hours. We hold a monthly parent group which is well attended suggesting a high need for an environment in which parents with similar issues and concerns can network. This also provides a forum for parents to raise any concerns which are immediately addressed.



ATTENDANCE RATES

Yr 9- 47.5%

Yr 10- 42.68%

Yr 11- 44.01%

Y12- 53.92%

ROSA

2016 Stage 5 School vs State Grading Pattern Comparison

Ngaruki Gulgul (78059)

Hunter Area



31 May 2017

| Course Name | Students in School | Students in State | School Pattern (%) | | | | | | State Pattern (%) | | | | | |
|---|--------------------|-------------------|--------------------|----|----|----|----|----|-------------------|----|----|----|---|---|
| | | | A | B | C | D | E | N | A | B | C | D | E | N |
| English 200 hours | 21 | 86194 | 14 | 10 | 24 | 5 | 29 | 19 | 12 | 28 | 37 | 16 | 5 | 1 |
| Mathematics 200 hours | 21 | 86204 | | 24 | 14 | 10 | 43 | 10 | 15 | 23 | 31 | 23 | 7 | 1 |
| Science 200 hours | 21 | 86198 | 19 | 10 | 10 | 14 | 48 | | 13 | 25 | 37 | 18 | 6 | 1 |
| Australian Geography 100 hours | 21 | 86018 | 10 | 14 | | 19 | 52 | 5 | 13 | 26 | 36 | 18 | 6 | 1 |
| History 100 hours | 21 | 86232 | 19 | 10 | 5 | 10 | 38 | 19 | 14 | 27 | 35 | 17 | 6 | 1 |
| Personal Development, Health and P.E. 100 hours | 16 | 27501 | | 25 | 19 | 19 | 38 | | 16 | 35 | 35 | 10 | 3 | 1 |

NAPLAN

No students undertook NAPLAN in 2016

MAJOR PRIORITY AREAS

For the 2016 reporting year a list of the major priority areas selected by schools is required to be included in Annual Reports. Targets or indicators for success and comments on the achievement during 2016 of the priorities for Ngaruki Gulgul are:

Increased attendance – in an effort to increase student attendance and participation NG analysed areas for improvement and implemented the following strategies:

- Purchased a bigger bus for the northern run. This allowed the capacity to pick-up students not only from our Lake Haven Shopping Centre bus stop but also along the way to Kariong. The bus now stops at North Wyong, Wyong, Tuggerah and Ourimbah.
- Commenced a bus run from the southern end of the Central Coast. While a direct drive from Umina to Kariong takes 20 minutes, students who were required to walk to a bus stop, catch a bus to Woy Woy Train station, the train to Gosford, then a bus from Gosford to Kariong were taking up to 1.5 hours. Unfortunately, many students were also being 'distracted' along the way and not making it to school.
- Previous strategies such as free breakfast, engaging classroom teaching and activities, strong staff – student relationships continued. The above strategies not only increased attendance but also increased our overall student numbers.

Improved facilities – another major priority area was the provision of a Covered Outdoor Learning Area. While enhancing our facilities and resources remains an ongoing strategy, we were successful in a community grant which provided for the construction of our COLA. This was completed in December 2016 and is used not only by the school for sport, outdoor learning and activities, but also the broader community for events and a covered area to sit/meet.

STUDENT DESTINATIONS

- Four students went to TAFE/ RTO to study further education
- Three students found employment
- Two moved into TTW Program
- One student moved interstate
- 9 students completed year 12
- Attendance rates on My Schools; Student attendance rate Percent 1
All students 48%
Indigenous students 45%
Non-Indigenous students 50%

OVERVIEW

Number enrolled: 56
Indigenous: 47%
Training Courses: 40
Work Experience Placement: 9
Jobs: 5

- RTO Breakdown of Enrolments:**
- 22128VIC Cert I Work Education 7
 - AHC10216 Cert I AgriFoods Operation 2
 - SIT10216 Cert I Hospitality 2
 - FSK20113 Cert II Skills for Work 10
 - SIT20316 Cert II Hospitality 8
 - AHC20416 Cert II Horticulture 11

CASE STUDIES



Benn Marks:

Meet Benn Marks; animal whisperer, horticulture expert and NG Central graduate. In his previous school, Benn faced academic and social struggles, often feeling ‘thrown in the deep end’. He found that teachers couldn’t supply the level of support he required to learn, because of the large number of students in the classes. Benn also found the social environment of his high school difficult to navigate and often felt like he didn’t belong.

After three years enjoying the small class sizes at NG Central, he was able to access highly individualised support both in and out of the classroom and attributes his success to his teachers ‘thinking outside the box’. Benn particularly enjoyed the innovative science experiments and regular excursions such as the Sydney Disease Museum.

Benn is 100% at home in the great outdoors. He excelled in his NGC trade training in horticulture and land management

and thrived when completing hands-on training activities such as water management and testing and exploring different ecosystems.

Benn hopes to have a career in animal advocacy and the environment and is a regular Dr Doolittle, taking care of three horses, five dogs, two cats and 10 chickens at home!

“I didn’t feel like I fitted in anywhere. I used to be invisible and in the shadows. But NG Central changed that. Here, I feel valued. People really notice you and give you a lot more support. I have made so many more friends at NGC.”

After graduating from NG Central, Benn has been referred to our Transition to Work program for school-leavers with a disability, where he is continually developing his work-readiness and independent living skills in a supportive environment.



Ellie-May Wagner:

Ellie-May has been part of NG Central from our very beginning and through her journey with us, she has exemplified the positive personal development we foster in our students. Struggling in mainstream education both academically and socially, she faced barriers to genuine engagement in and outside the classroom.

Upon coming to NG Central, Ellie-May has blossomed and made great strides in her learning, vocational training and social networking. She notes particular improvement in English, taking pride in her growing capacity to organise her thoughts and write analytically and creatively. Ellie-May has also benefitted from intensive, onsite case management and referral pathways to partner service providers such as Headspace.

“In a mainstream school, I wouldn’t have made it. NG Central opened my eyes and made me realise that life is worth living and that you can do it your way. Everyone genuinely listens to you, checks in regularly and has proper conversations. Through going to Headspace and talking with the case managers, I feel more in control of my emotions.”

Ellie-May has excelled in the enterprise learning environment of NG Central and has gained experience in a variety of vocational industries such as childcare, hospitality and retail. She has developed her employability through completing her Certificate I in Work Education and mastering skills ranging from resume and interview preparation to job-sourcing and goal-setting. Ellie-May has exhibited particular flair for Hospitality and Childcare, working towards her Certificate II in Hospitality through NGC and her Certificate III in Childcare with TLK Community College.

“Every day is different and I’ve got to have a whole lot of extra-curricular opportunities I wouldn’t have had otherwise. There are regular, fun excursions, outdoor education, gym and P.E, safe driving courses, welfare programs....anything that can make you more likely to succeed as an adult. There are good opportunities all the time and I would tell anyone that it’s worth getting out of bed and coming here.”



Matthew Thorton:

Meet Matt; NG Central graduate, construction prodigy and proud Aboriginal man.

Matt came to NG Central in its first year of operation and recently graduated as part of our first Year 12 cohort. His experience of mainstream education was marked by academic and behavioural difficulties, where he found the large classes overwhelming.

“I was always having trouble concentrating and I was getting suspended. When I came here, I was set on making a change. It’s like a family, there are no cliques. I’ve improved a lot in science and maths because I’m able to go at my own pace and ask for help.”

Matt is a keen construction and landscaping aficionado with plenty of experience in building things from the ground up. He has thrived in the hands-on enterprise learning environment of NG Central and in his weekly construction training where he has made everything from tiny houses to a shelter for his pet snake! Matt enjoys working towards a clearly defined goal and creating something new out of old, otherwise wasted materials.

He has also participated in the 2016 Cool, CaLM and Connected program - i.e. an off-site program that provides disengaged students with an opportunity to learn in dynamic, outdoor environments, train in Conservation and Land Management and step outside the classroom on a regular basis.

As a proud Aboriginal young man, Matt has strong connections with the land and enjoys going bush with his family and friends. He participated in a partnered initiative between NG Central and Central Coast Primary Care known as the Family Wellbeing Program, where Aboriginal students and mentors yarn about life skills, masculinity and cultural affirmation.

“I feel a strong connection to my culture. For me, it’s a support network that provides power and strength. Going bush is empowering and the Family Wellbeing mob would talk about everyday stuff, culture and life skills.”

With his Responsible Service of Alcohol certificate under his belt, Matt is aiming to become a bartender in the short-term with the goal of pursuing landscaping work as well.



Tayla Moroney

Meet Tayla Moroney, a Year 11 NG Central student and automotive whiz. Tayla came to NGC after experiencing bullying and struggling to access the resources she needed in a mainstream environment.

The additional academic support Tayla received accelerated her academic progress and particularly benefitted from intensive, personalised tuition in mathematics with her NGC teacher. Tayla is always an active and well-rounded participant in her classes, particularly History and Geography and is keenly interested in topics as wide-ranging as the World Wars, agri-foods and biome technology. She has also connected with support staff onsite and accessed on-going case management services.

“At my old school, there wasn’t enough time and resources available for me to get the one-on-one help I needed and I didn’t always feel like I fitted in. Here, everyone gets a fair turn and is treated equally. Teachers have more understanding of the situations students are in and they’re compassionate if you’re ever struggling.”

During Year 10, Tayla completed her Certificate I in Work Education, with the view of developing her work-readiness and employment goals. She has learnt skills in customer service, conflict resolution, workplace communication and accountability; many of which she has applied in her weekend work with a commercial cleaner. Tayla shows particular talent in her automotive training, where she has thrived working on cars and getting her hands dirty in the workshop.

She believes engineering and boiler-making could be a suitable career path that would allow her to run her own business. Tayla has set the goal of commencing a pre-apprenticeship course and school-based traineeship in boiler-making, alongside her Year 12 studies.

“This school has really helped me mature. Before I came, I wasn’t doing my best. I wasn’t paying attention and I wasn’t enjoying it. But now I’m excelling again and it feels good to be here. It’s more like a family vibe and we all get along well.”



Tristan Sommerville:

Meet Tristan Sommerville. As one of our first Year 12 graduates, he is a talented and aspiring brick-layer with serious construction skills and a formidable work ethic.

Mainstream schooling didn’t suit Tristan’s hands-on approach to learning and he needed some additional support in the classroom to increase his comprehension and engage with his studies. Tristan also experienced behavioural difficulties, having particular trouble with managing emotions and conflict. Through accessing individualised assistance in the classroom and linking in with case management services on-site, he was able to consolidate his learning more effectively and employ positive coping and relationship-building strategies.

“I was always getting into fights at my old school, but at NGC I stayed out of trouble. Here, they give you time and second chances, they really want you to succeed. You also get a lot more help in the classroom and my English, Maths and Science results have improved so much.”

In line with NG Central’s emphasis on vocational education and training, Tristan participated in multiple trade activities onsite, is training in Certificate II in Construction and Certificate II in Skills for Work, visited local Try a Skill expos, achieved his First Aid certificate and took part in a bricklaying taster course for National Skills Week. He exhibited great talent in Construction, helping building a whole pizza oven from scratch and multi-

ple ‘tiny homes’ as part of a homelessness initiative. He also completed a cabinet-making work experience placement with Artform Kitchens, where his impressive performance earned him part-time employment.

“Construction is definitely my strong point and my favourite thing about school. I’ve had some bricklaying experience before and always enjoyed carpentry and building things. Doing hands-on work like that helps me think clearly and things flow better when I am working hard at a project.”

Tristan also improved his ability to participate socially and civically in his community. He was awarded the Youth Scholarship Award from Family and Community Services NSW (FACS), along with only seven other Central Coast participants.

Tristan is currently participating in our Transition to Work program for school-leavers with a disability and would like to pursue construction and engineering for the Australian Defence Force.

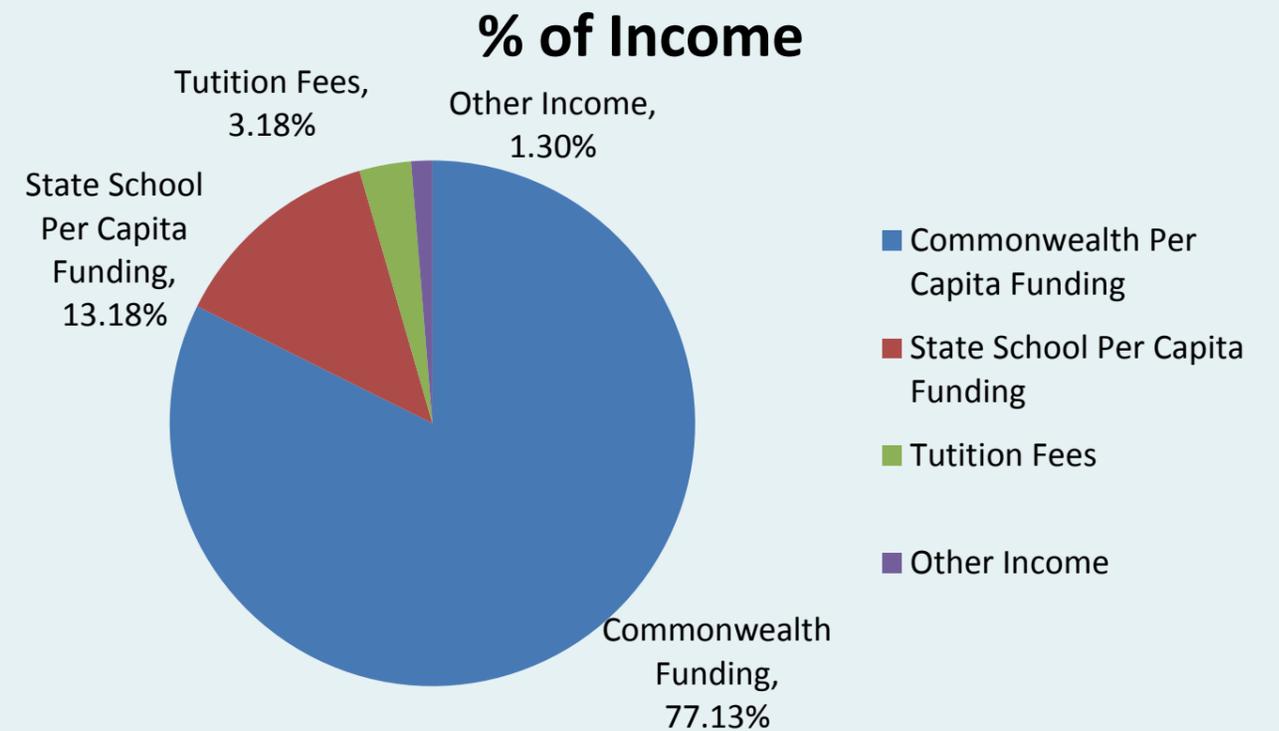
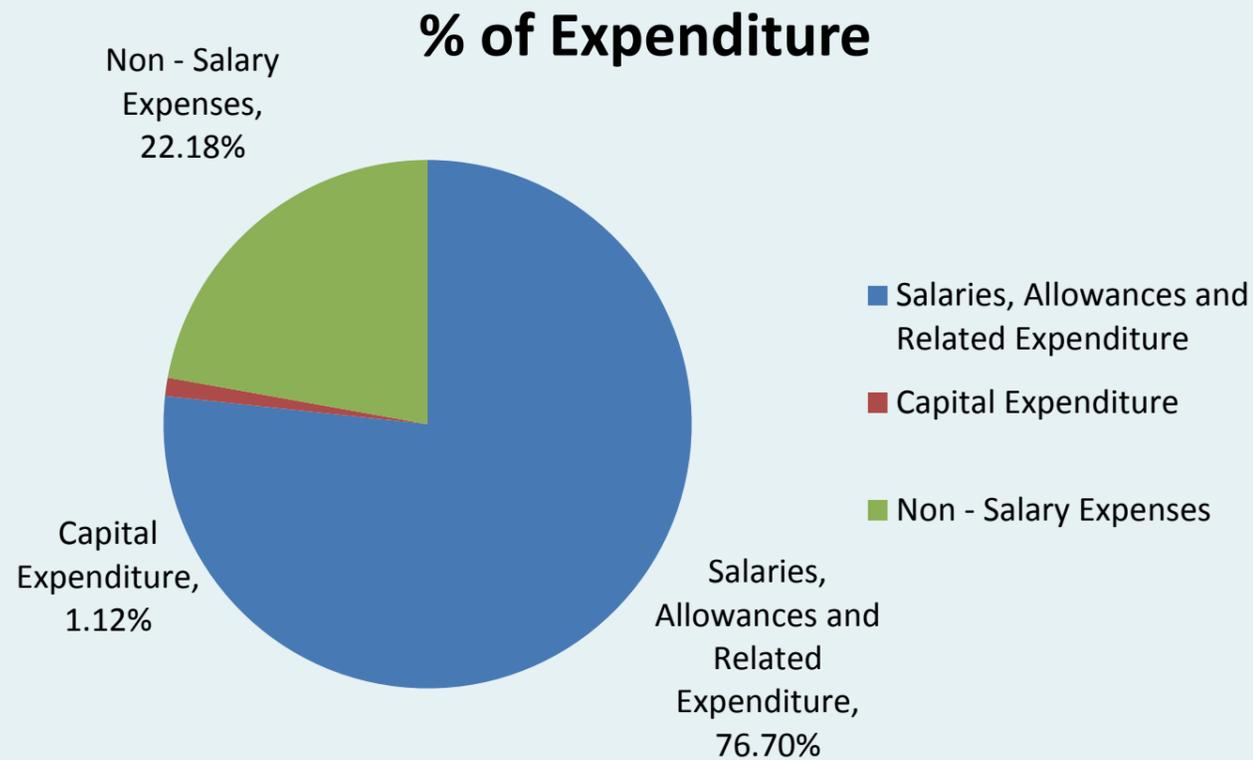
“If school isn’t your thing, I would tell anyone to go to NGC. It changed everything for me. I would have quit in Year 10 if I hadn’t come here and now I’ve been able to show everyone what I’m really capable of. I also am proud that I have never let my disability get in the way of anything I want to achieve.”

Summary of Financial Information

For The Year Ended 31 December 2016

| Expenditure | % of Expenditure | \$ Value |
|------------------------------------|------------------|-----------|
| Employee Remuneration and on-costs | 76.70% | 981,681 |
| Capital Expenditure | 1.12% | 14,334 |
| Other Expenses | 22.18% | 283,874 |
| | <hr/> | <hr/> |
| | 100.00% | 1,279,889 |

| Income | % of Income | \$ Value |
|---------------------------------|-------------|-----------|
| Commonwealth Per Capita Funding | 82.34% | 1,121,505 |
| State School Per Capita Funding | 13.18% | 179,489 |
| Tuition Fees | 3.18% | 43,353 |
| Other Income | 1.30% | 17,677 |





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