

Ngaruki Gulgul

Annual Report
2017





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2017 Highlights



81

students enrolled
throughout the year



9 STUDENTS

graduated from year
12 NG School in 2017



Accomplishments

**TWO
OUTSTANDING
STUDENTS**

Jordyn and Ranea

(This was the first time in
our school's existence that
students experienced sitting
their Earth and Environmental
Science HSC exams.)

Billy Cart Derby Day

5 CARTS MADE



Led by the Science department and funded by
the AISNSW, the NG Central iSTEAM project
saw students design and build billy carts, and
race them in a derby event.



8

STUDENTS

enrolled in the Cert II
for Skills & Work



7

Teachers

10

non-teaching Staff



9

STUDENTS

in Family Well Being
Program

Principal's Report

Andrea Cingi Principal



Welcome to our fourth Annual Report. 2017 was a year of change as we transitioned from offering a 'registered' Year 12 to an accredited Year 12 HSC model. Strenuous accreditation and monitoring processes of our school and the curriculum saw our very first Year 12 Higher School Certificate cohort graduate. Nine students graduated with a Year 12, five of whom are Aboriginal. All nine never thought they'd make it past Year 10, and were the first in their families to have completed their secondary education.

Another major change that took place, in an effort to solidify our foundations and flourish independently, was the incorporation of Ngaruki Gulgul Limited and creation of a self-determining, school governing body. Just as we believe all young people should be self-determining and have the power, freedom and confidence to rule their own lives, the school too decided to walk-the-talk and model our vision of every young person achieving a purposeful future.

Yet, in our increasingly fluid, intelligent and global environment, how do we, and education at large, best prepare our young people to achieve that purposeful future?

At NGC, many of our young people arrive discouraged and damaged from the effects of previous schooling, their communities and their upbringing. They have experienced nothing but breakdowns and failure. While failure teaches adaptability and resilience, two of the most important attributes in today's world, we need to rebuild the bridges between the "self" and the emotional, social, physical and moral well-being. Only when this reconnection has been made, is the soil fertile for the seeds of success.

We all know that school completion leads to greater success - employment opportunities, community inclusion, improved wellbeing and helps break the cycle of disadvantage in which many of our young people are caught. But for them, and potentially all young people, it must be school done differently; the alternative should be the norm; individual strengths, dreams and culture take centre stage.

At NGC, we pride ourselves on preparing young people ready for work, so while core curriculum and especially literacy and numeracy are still essential, we strive to foster the new set of 21st century skills that can develop passion, purpose and principles -

creativity, enterprise, innovation, empathy, ethics, and society. With these attributes, every young person will have the potential to make a positive difference in this ever changing world.

To all partners, parents and caregivers, I thank you for your generous support and for giving us the opportunity to work in partnership with you to give the greatest gift of all, for all of our young people - the gift of education.

A huge shout out to the teachers, support staff and volunteers - who work with so much love, passion and goodwill. While only nine students were successful at their Year 12, the hard work is worth it. A special thanks also to the Ngaruki Gulgul Limited Board of Directors Pat Lewis, Marj Kong, and Anne Byrne, Phillip Bligh and Greg Groppenbacher who do so much behind the scenes. And finally thank you to all the wonderful students who make my job a pleasure and of course to those students who keep me on my toes. I am truly proud of you all and it is an honour to be making this journey in the pursuit of your dreams and goals with you.

Chairman's Report

Pat Lewis
Chairperson



The Board of Ngaruki Gulgul is very pleased to congratulate all involved in the establishment and development of our school to its final accreditation this year to deliver the full HSC program to its students.

This is an amazing achievement for Principal Andrea Cingi and all of her teaching and support staff, in just four years, for the seemingly endless tasks of putting in place all of the required teaching programs, policies and procedures required for accreditation is now complete, and all in just 4 years from our first teaching year in 2014. Responding to this preparation our students, across Years 9 to 12, have worked closely with those teachers and support staff to rekindle their enthusiasm for learning and achieve outcomes beyond what they had expected before joining our school. Year 12 students sat HSC examinations for the first time in our school's existence.

The pathway to our school's achievements and successes are demonstrated daily in the involvement of the students in the extremely diverse learning programs prepared for them. Students can be seen working together in their classrooms on mastery of their basic skills, raising new seedlings and produce in the giant horticulture hot house, learning organic vegetable gardening and soil conservation in the site garden. Or they might be disassembling and reassembling a car in the auto shed, producing furniture in the wood workshop, styling hair in the hair salon or learning to prepare the best cappuccinos in the cafe. Students can be found playing varied sports within the school grounds and on the field next door, setting off for team building excursions and community service, and much more. Who could forget the excitement of the billycart derby, conducted in the students own creations!? And, of course, the presentation days where students received certificates and recognition for their

learning, and the Christmas party where all students receive a gift from Santa! All of these activities demonstrate the cooperation and respect that exists between students and staff and the enjoyment of all in the activities. With students such as ours re-engaging in learning following earlier difficulties in other places, and coping with significant barriers to participation for many, there are at times incidents of conflict but these are beautifully managed by teachers and support staff with empathy, love, and time given to talk through issues with students and the teaching of new



The pathway to our school's achievements and successes are demonstrated daily in the involvement of the students in the extremely diverse learning programs prepared for them.



mechanisms for meeting life's challenges. I have remarked many times this year that is wonderful to see maturing students on site engaging with each other and staff in positive and respectful ways and enjoying being involved in this accepting school environment.

Our Board this year has been boosted by the appointment of two new Directors, Greg Groppenbacher and Phillip Bligh who have contributed to the governance of the school. Together with our Secretary Marj Kong and Director Anne Byrne, we form a committed group in supporting the school through our individual and collective expertise and experiences and are extremely proud of its achievements. My thanks go to this dedicated team. As a Board we commend this wonderful report of the school's achievement to you.



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."

Ngaruki Gulgul was founded with a clear central philosophy in mind. Young people have the ability to become positively motivated and fully integrated citizens of our community through practical work and problem-solving, performed side by side with vocational instruction.

We do this through the educational goals of developing participants':

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

By combining these key learning areas, vocational training and enterprising practical work, we are laying the foundation for further education opportunities and successful integration in the employment market.

At Ngaruki Gulgul we identify that our young people need a caring environment, with supportive personal relations and identification options in their learning environment. We strive to provide a place where young people are treated with respect, develop a sense of belonging and their barriers to engagement are treated in a holistic manner.

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

Kofi Annan, former Secretary-General of the United Nations (1997-2006), said "To look into some aspects of the future, we do not need projections by supercomputers. Much of the next millennium can be seen in how we care for our children today. Tomorrow's world may be influenced by science and technology, but more than anything, it is already taking shape in the bodies and minds of our children."

This is what NGC works towards - supporting young people to become resilient, confident, innovative, and positively active members of a community, now and for the future. They are able to impart a purpose and direction to their lives. Our young people will then stand strong with their heads held high and feel proud.



Supporting young people to become resilient, confident, innovative, and positively active members of a community.





School Information

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

Ngaruki Gulgul, founded in January 2014, is a special assistance school specifically designed for the inclusion of young people who are not succeeding in their studies in mainstream schools. It is a registered and accredited, non-government school, neither politically or religiously affiliated.

We aim to be a successful model for many young people on the Central Coast who are ready and willing to try something new or make a fresh start. We provide 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 offer qualifications in the horticulture, hospitality, media, automotive or construction sectors.

Participants are offered a NSW Education Standards Authority school curriculum, as found in traditional school, with the addition of the above vocational pathways. The difference lies in our 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.

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

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 skills and values

You and your teachers are on a first name basis



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 emphasise the importance of caring and strong relationships to support the welfare and emotional wellbeing of our students and their families.

We believe 'high-expectations relationships' are 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, or with a disability, only further perpetuates the self-fulfilling stereotypes.

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



We aim to emphasise the importance of self-empowerment, tenacity and accountability in achieving genuine success



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 credit 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 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

We provide a Year 11 and 12 program which offers a curriculum option for students who are wanting to achieve the HSC. This education program meets the requirements of the Education Act and has Board Developed and Board Endorsed Content status, however it does not lead to an ATAR which is required to for entrance into university. 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.

Year 9 & 10	Year 11 & 12
English	English Studies (Mandatory)
Mathematics	Y11 - Mathematics Standard, Y12 - General Mathematics
Science	Investigating Science
PDHPE	Sport, Lifestyle & Recreation
Geography	Photography, Video and Digital Imaging
History	Industrial Technology (Timber or Automotive)
Vocational Transfers	Certificate III VET Subject



Enrolments



All enrolments are completed 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 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.

Ngaruki Gulgul selection criterion looks at eight 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, at Kariang.

Additional facilities on site include a BBQ area, community permaculture, veggie and bush tucker garden, construction and automotive shed, sustainable house and education centre, cafe, chicken pen, a gaming and computer facility, and an in-house media production centre offering students interaction with aspects of the film, television and radio industries.

Recent inclusions to the campus include a Hair and Beauty Salon, where students completing their Certificate II in Salon Assist learn skills and knowledge used in hairdressing salons. A Cultural Walk, created by Bara Barang, adds to the peaceful bushland setting our campus operates from.

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 cooperative learning and create different spaces for participants and teachers to use inside and outside the buildings.



Green Central is designed to facilitate cooperative learning and create different spaces for all to work in.



Value Add to Education

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

Support Team and Networking

Our NGC Support Team provide an arguably unrivalled level of assistance, designed to help our students overcome barriers to success at school and beyond. This includes support in areas such as: crisis accommodation; medical appointments; counselling/Headspace appointments; transport challenges; grocery/clothing needs; legal issues, while conducting informal 'check-in' conversations with students and providing learning support in our classrooms.

Family Wellbeing Program

Cultural affirmation and embedding indigenous perspectives throughout our curriculum and teaching is something that is integral to our NGC program. In 2017, 43% of our students identified as Aboriginal. Through a partnership with Central Coast Primary Care, our 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.

Standing Strong

Our Standing Strong Program dedicates one lesson each week for Stage 5 Students to focus on personal development. This included opportunities for creating visual art, musical expression (incl. tutelage in basic guitar and drums) as well as a customised program for female students which explored issues including sexuality and healthy relationships, body image, cybersafety, alcohol and drugs, and mental health, in a judgment-free environment.

Stand Tall Event

In June, NGC students were sponsored to attend Stand Tall –The Event at Darling Harbour

Convention Centre. This event featured inspiring musical performances and speakers from various fields, each of whom had overcome personal challenges and setbacks to achieve success in their chosen area. Highlights included pro-skater Poppy Olsen, Olympic distance runner Eloise Wellings and blind surfer Derek Rabelo. Our students enjoyed lunch by Sydney Harbour.

Media Week

Year 11 students participated in a Media work-placement week onsite, utilising 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, film production and editing.

Youth Booth

The Central Coast Youth Health Service visited Green Central in October in the form of Youth Booth. As some of our students lack access to or awareness of quality health care, Youth Booth provides a one-stop-shop for information and advice from professionals on topics like dental care, immunisation, and sexual and mental health. Students walk away with a 'showbag' of useful health-related products.

Brainstorm Productions: Cyberia

In September NGC welcomed Brainstorm Productions, who performed their live theatre production 'Cyberia'. This production investigated important current issues including cyber-bullying, stress, lack of privacy and desensitisation due to technology usage, in an engaging and entertaining format.

Try a Skills Expo

Students experience a behind the scenes taster with trades such as hairdressing, media, horticulture, bricklaying and hospitality.

Careers Expo

Students start to think about life after NGC and the Careers Expo in June provides them the opportunity to talk with VET providers, Universities, Colleges and much more.



Skills for Work

In 2017 some of our Year 11 and 12 students worked towards gaining a Cert II Skills for Work and Vocational Education. Students gained employability skills, completed resumes and gained job seeking skills. Some students even obtained their Learners Drivers licence. Industry and employer visits occurred throughout the year for students to hear firsthand about the workforce.

Work Placement

Students are offered the opportunity to complete work placement whilst at NGC. Work experience forms an important part of the NG Central curriculum. In partnership with the youthconnections.com.au Work Placement team, students completed structured workplace learning with local businesses such as Express Lube, Golden Tips Hair Salon and Sage Café. A great experience as some students realise what they think they want to do actually isn't really their thing – such as caring for animals at the Australian Walkabout Park or Squawks Pet Shop.

WDO

Work development orders provide additional support to our students that may need help paying their fines. WDOs allow students to clear their fines through unpaid work, courses and treatment programs. WDOs can help students get their learners or driver licence and make a fresh start.

Job Readiness

At NGC we are able to assist students become job ready. We are able to assist students to apply for a TFN, provide books or computer access to practice their L's or even help job seeking online. We encourage our young people to become job ready before leaving school so they are prepared for their future.

Access to Sport

Students and staff often engage in lunchtime basketball shoot-arounds. All students undertake PDHPE (Stage 5) or SLR (Stage 6) studies, incorporating a variety of physical activities. NGC students competed in the Kids vs. Cops Oz-Tag Carnival (which breaks down barriers between youth and police) and the Central Coast Schools OzTag Carnival. During the year we visited Flip Out Trampoline Centre, Wet'n'Wild Sydney, Eastern Creek Dragway, Revolution Park Newcastle, Glenworth Valley Laser Skirmish, and AquaSplash at Gosford waterfront.

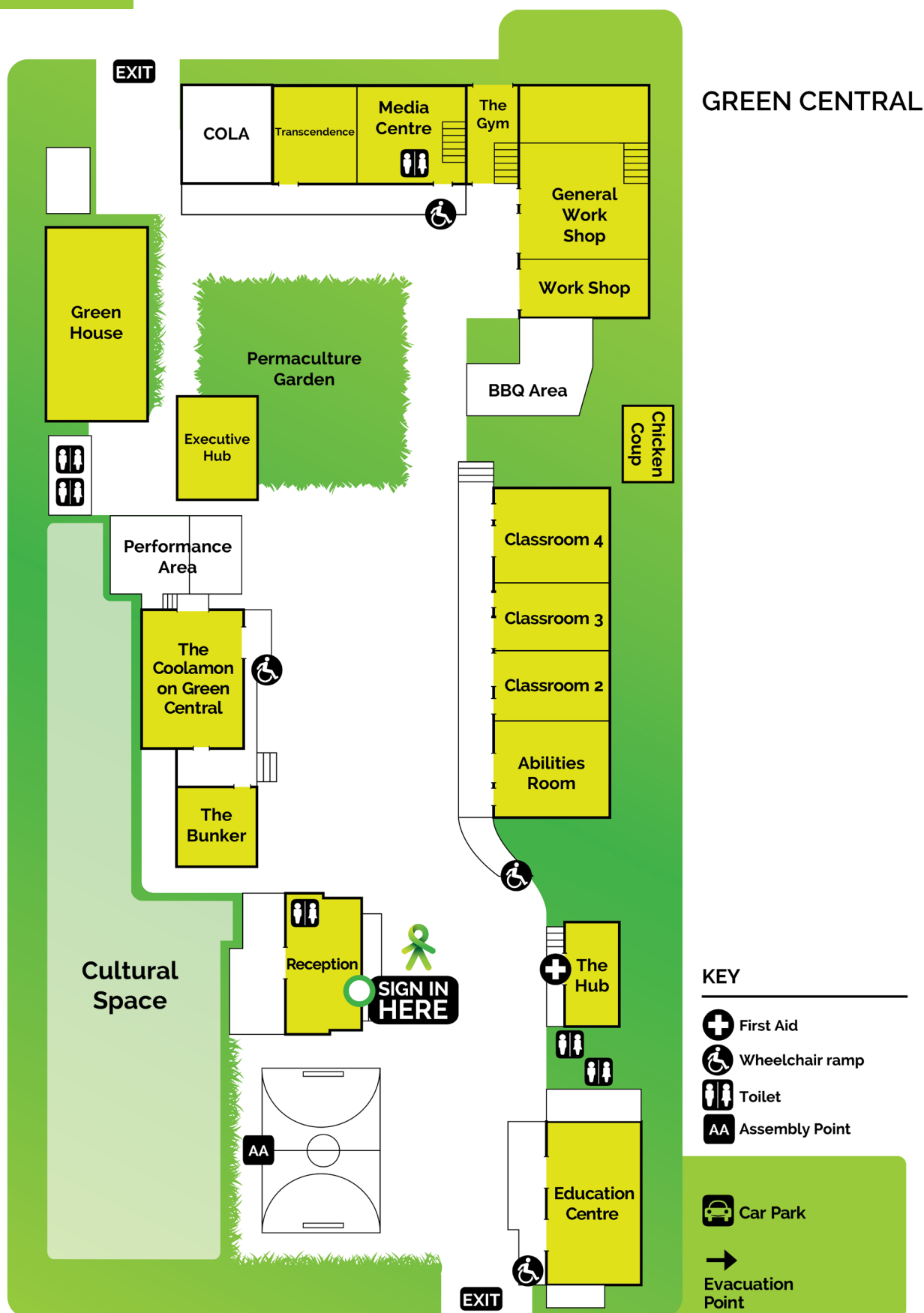
Outdoor Recreation

Through designated Outdoor Recreation classes and occasional excursions, NGC students are frequently immersed in the beautiful natural landscape of the Central Coast. We aim to keep our students active, broaden their horizons and foster a spirit of adventure, while actively countering the pervasive screen-obsessed culture of today ("what, no phone reception!"). We are blessed with several great spots within a short drive of Green Central, with Somersby Falls a favourite destination.

Christmas Celebration

2017 Christmas celebrations followed our Graduation Gathering and featured a delicious roast lunch cooked by staff and Hospitality students, a visit from Santa and (naturally) the distribution of presents. We were fortunate enough to receive generous gift donations from staff and directors, Kmart Woy Woy and Erina, Grill'd Erina, Bakers Delight Erina, Blooms the Chemist Erina, Wyoming Charcoal Chicken and would like to publicly acknowledge their contributions.

Site Map



Our People

Ngaruki Gulgul had 5.6 FTE teachers during 2017 being made up of 5 full-time and two part-time at different times of the year.

School Staff in 2017	
Teaching staff	7
Full-time equivalent teaching staff	5.6
Non-teaching staff	10
Full-time equivalent non-teaching staff	8.2

Included in the above is one Aboriginal Teacher, and three Aboriginal non-teaching staff being spread across the Support Team, Administration and the Café.

Level of Accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	1
Conditional	1
Provisional	1
Proficient Teacher	3
Highly Accomplished Teacher (voluntary accreditation)	1

All staff completed Child Protection, First Aid and Anaphylaxis Training, Programming and Planning – UDL refresher, and AISNSW NESA programming for accreditation.

Teacher 1

- Master of Inclusive Education, Charles Sturt University, 2014
- Cert IV Training and Assessment, TAFE NSW, 2014
- Bachelor of Education, University of Newcastle, 2007

Teacher 2

- 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 3

- Bachelor of Teaching – University of Waikato 2004

Teacher 4

- Bachelor of Teaching (Primary)/Bachelor of Arts, University of Newcastle, 2016

Teacher 5

- Graduate Diploma in Education, University of New England, 2014
- Human Biology BSc 2.1 (hons), Loughborough University, U.K. 2007

Teacher 6

- Bachelor of Arts, University of New England, 1999
- Teacher's Certificate, NSW Department of Education and Training, 2001
- Diploma in Education (UNE) 1999
- BA (UNE) Geography & English Majors, 1996-1998

Teacher 7

- Bachelor of Teaching/ Bachelor of Arts, University of Newcastle, 2003
- Diploma of Community Services, TAFE Hunter 2014
- Bachelor of Social Science, University of Newcastle, 2016

ALL NGC teachers are in category i. of the Teaching Standards and have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Staff Bios



Andrea Cingi

Principal

Professional Learning in 2017:

- AISNSW Governance Symposium
- NSW Department of Education - Education for a Changing Work Symposium
- AIS Governance Modules
- 2017 Foyer Conference
- Child protection, CPR and Anaphylaxis Training
- AISNSW NESA programming for accreditation

Memorable Moment in 2017:

Reading a deeply spiritual story an Aboriginal student had written! Simply greeting all our young people every morning.

The Best Thing About My Job:

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



Thorr Ivatt

Head Teacher Secondary Studies

Professional Learning in 2017:

- STEM Symposium
- Non-Violent Communication

Memorable Moment in 2017:

Helping our students to build Billy Carts and farewell them at the Year 12 Graduation.

The Best Thing About My Job:

Watching our students gain confidence and reach their goals, breaking down barriers with disengaged learners to build skills to navigate their life beyond school, working in a dynamic team of professionals to build student confidence in learning.



Glyn Regler

Mathematics Teacher

Professional Learning in 2017:

- Anaphylaxis Training and CPR Training, Child protection Training, NESA programming accreditation workshop

Memorable Moment in 2017:

The Year 12 students graduated in Term 3 having made significant inroads in the effort and workloads needed to achieve in Mathematics. I have enjoyed the huge positive changes in this group of young men and women over the last two years and know they will leave us at the conclusion of their schooling as good men and good women in our community in the future.

The Best Thing About My Job:

Helping students make the most of the coming opportunities available to them in making their year a successful one for themselves.



Cameron Thomas

Sport Coordinator, PDHPE, SLR and Industrial Technology Automotive Teacher

Professional Learning in 2017:

- First Aid / CPR/ Anaphylaxis training
- Child Protection
- Aboriginal Learning Process
- Rock and Water Training

Memorable Moment in 2017:

Students realising that they can complete tasks if they choose to try and believe in themselves. Watching students succeed to finish work and school.

The Best Thing About My Job:

Getting students to realise that teachers are there to help them learn and seeing the difference in students when they understand new concepts in class.

Staff Bios



Chloe Fisher

Special Education Teacher/Advisor

Stage 6 English Studies/Photography Video and Digital Imaging Teacher

Professional Learning in 2017:

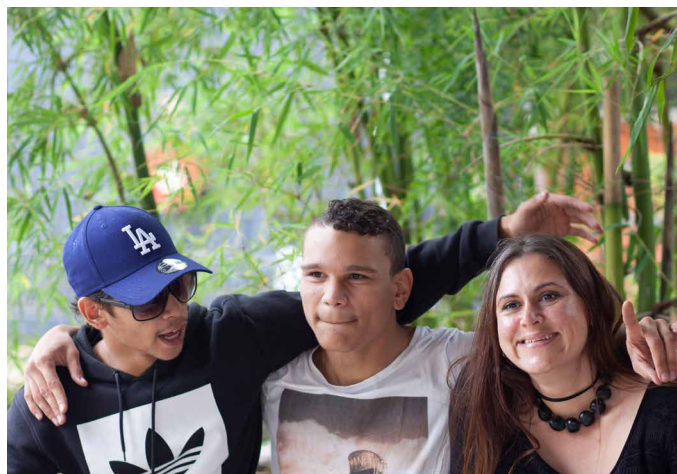
- Anaphylaxis Training, First Aid, AIS NCCD Workshop, AIS Accreditation

Memorable Moment in 2017:

Every day here has at least one memorable part of it, but if I had to put it down to one slice of NGC, it would be the relationships. The relationships you build with the students, the relationships the students have with each other and the way they support each other. The understanding that everyone has with each other is amazing and it really shows what a close knit group we are.

The Best Thing About My Job:

As cliché as this is, I love making a difference in the students lives. I love empowering the students to be themselves. I enjoy instilling the students with confidence in their life and their ability – every student can achieve, they just might not be there YET.



Natalie Parkes

Stage 5-6 English/History/Geography Teacher

Professional Learning in 2017:

- Anaphylaxis Training and Senior First Aid, Child protection, and NESA programming accreditation workshop

Memorable Moment in 2017:

Every time a student achieves something they didn't think they could and watching their confidence grow with each achievement.

The Best Thing About My Job:

Getting to build relationships with the students and staff of NGC and just being able to laugh together and enjoy reaching our goals as we work as a team throughout the year.



Kim Gorman

Hairdressing Trainer/Assessor

Professional Learning in 2017:

- Attendance to the Hairdressing Expo in Sydney – (got to see, watch and attend lots of different events and workshops to keep up with the latest in our industry... the world), First Aid / anaphylaxis training, advanced colour refresher course, RAGE training.

Memorable Moment in 2017:

Having one of my students receive her qualification certificate from the Governor General, Sir Peter Cosgrove.

The Best Thing About My Job:

Working with the kids and seeing the 'ah ha' moment - when they are finally able to achieve the task they have been working so hard to get.... The proud look on their faces when they see their final results. Anyone wanting to learn Salon Assistant skills to enter Hairdressing, Beauty Therapy, Pharmacy or the Retail industry. This course will help you to achieve recognised qualifications to these industries. Learning at NCG gives you this opportunity while still at school – getting ahead of the rest!



Bruno Stanic

Hospitality Trainer

Professional Learning in 2017:

- HLTAID003 Provide First Aid
- Mandatory Child Protection Training
- Child Protection Awareness
- Anaphylaxis e-learning (APTSS)
- E-Emergency e-learning (APTSS)
- HLTAID001 Provide Cardiopulmonary Resuscitation

Memorable Moment in 2017:

When I receive the following email - "Hi Bruno, it's so-and-so's mum here. Just wanted to let you know she is doing full time hospitality course at Ourimbah TAFE. She absolutely loves it. She is very diligent and passionate about it. It's wonderful to see her with such strong direction. Just wanted to thank you for your input and inspiration. She feels so confident and self-assured as a result of attending your course. She still says "Bruno said..." LOL.

The Best Thing About My Job:

The privilege to share and pass on my knowledge to benefit people who want to learn and grow so they can be the best they can be.

Staff Bios



Ian Sutton

Behaviour Support and Horticulture Trainer

Professional Learning in 2017:

- Anaphylaxis Training, CPR Training, AIS Child Protection Legislation training, AIS Programming

Memorable Moment in 2017:

Giving the Governor General a tour of our food forest and showing off the excellent work the Horticulture students had done in developing and maintaining this innovative natural food production system.

The Best Thing About My Job:

Working with such passionate and professional co-workers, cooperating together to facilitate a caring and safe environment for our students to learn and heal in.



Rick Corderoy

School Support Coordinator/Support Team Leader

Professional Learning in 2017:

- Positive Schools Conference 2017, Child Protection Training -AIS, 1st Aid/Anaphylaxis Refresher – Australian Lifesaver Training

Memorable Moment in 2017:

Scene>> New Student attempts amusing put-down and then apologises seconds later

Me: "Oh don't worry, you'll have to do better than that" (i.e. if you wanna upset me)

New Student to NG Veteran Student: "I've gotta think up something to get Rick with... what do you reckon?"

NG Veteran: "Probably...admit defeat."

Me: [thinks: Best compliment ever??]

The Best Thing About My Job:

You never quite know what challenges and adventures each day will bring.



Lee Trethowan

Case Manager

Professional Learning in 2017:

- Anaphylaxis Training, CPR Training and Domestic Violence Training.

Memorable Moment in 2017:

Every morning I have the privilege to greet all the students and have a chat while they have breakfast.

The Best Thing About My Job:

Supporting the students to their appointments, supporting all the student placements and watching their confidence and skills grow every day, and networking with the services in the community.



Lee Santi

Support Worker

Professional Learning in 2017:

Anaphylaxis Training, CPR, Child Protection

Memorable Moment in 2017:

Observing the students striving towards the "Rewards Excursion" each term. The Royal Easter Show and Wet and Wild just to name a few. Then watching their reactions whilst they are enjoying their day.

The Best Thing About My Job:

Working within a team of dedicated people that encourage all of our students that they can achieve all they want in life if they set their mind to it.

Staff Bios



Nareeda Tinnock

NG Central School
Administration Manager

Professional Learning in 2017:

- Anaphylaxis Training and CPR Training, Child protection Training, NESAC programming accreditation workshop, VET in Schools Forum

Memorable Moment in 2017:

The end of year graduation and Christmas celebration, it really showed all of the students' successes over the year and how well they progressed, plus all of the fun they had in 2017!

The Best Thing About My Job:

Working with the students developing their employability skills. We have an amazing team of dedicated and inspirational staff that work together throughout the year.



Mick McKeon

Support Worker

Professional Learning in 2017:

- Cert IV Youth Work

Memorable Moment in 2017:

First day on the job, they thought I was a police officer or a "D" (detective).

The Best Thing About My Job:

It's never boring, it doesn't feel like work.



Felicity Kemp

Maintenance, WHS & Fleet Co-ordinator

Professional Learning in 2017:

- Certificate III Community Services
- Certificate IV Community Services
- 5 Day Workplace Health & Safety Training

Memorable Moment in 2017:

The end of year school presentation and Christmas party. The huge smiles on the kids' faces when they received their presents and the wonderful lunch summed up what a great year 2017 was for me.

The Best Thing About My Job:

The daily interaction I have with all the kids together with the laughs and tears we all share.



Sheree Thomson

NGC School Administration
Officer

Memorable Moment in 2017:

The 2017 end of year presentation and Christmas Party for the students.

The Best Thing About My Job:

Supporting students and staff achieve their goals.



Samantha Robertson

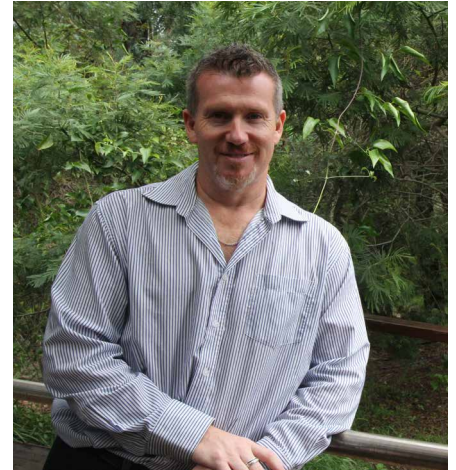
Reception/Administration
Assistant

Memorable Moment in 2017:

2017 Graduation – the vibe was awesome and seeing the students achievements from throughout the year was really rewarding. I loved seeing the relationships between the teachers and support workers with each student and their families, it was just a really positive and fun atmosphere.

The Best Thing About My Job:

Building relationships with the staff and students.



Michael Maiden

Casual NGC Reception/Admin

Memorable Moment in 2017:

Many examples, all being able to help students with a need or problems fixed.

The Best Thing About My Job:

Being valued and able to make a meaningful contribution to the team and organisation. And the team - absolutely everyone is great to work with and be around.

Reporting Policies

Enrolment Policy

Ngaruki Gulgul is designed to re-engage 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 nine key areas;

1. Learning difficulties/disabilities
2. Behavioural difficulties/disabilities (emotional and physical)
3. Social disadvantage
4. Age
5. Academic achievement
6. Financial disadvantage
7. Non-English speaking
8. Aboriginal and/or Torres Strait Islanders
9. Isolation

Ngaruki Gulgul keeps documentation on any non-successful applications. This information is recorded and meetings are minuted. Documentation shows due process before declining an application. The preliminary decision is communicated to the family and they are invited to respond to the school. The onus is on the school to demonstrate why they are declining the enrolment.

Ngaruki Gulgul will 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 are offered an interview with the Principal as part of the application process. Student's 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 are provided with the current requirements for meeting ROSA and HSC outcomes and the certification structure.

All applications are 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 are expected to be supportive of the ethos of the school.

All students who commence at Ngaruki Gulgul undergo a Welfare Assessment and a Literacy and Numeracy assessment. This will be conducted during their induction and an IP meeting is undertaken within the first few weeks of schooling with us.

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.

School Policies

All policies undergo an annual review. Only minor or cosmetic changes took place in the following policies in 2017. 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 Case Manager.

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 fulfillment
 - Health status

Anti-Bullying

Our students attend our programs to participate in quality education that will help them become self-directed, 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 NGC. 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 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 Youth Connections 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 not permitted to use corporal punishment regardless of whether the parent or caregiver has requested or given permission to do so. The school 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.

Management of non attendance

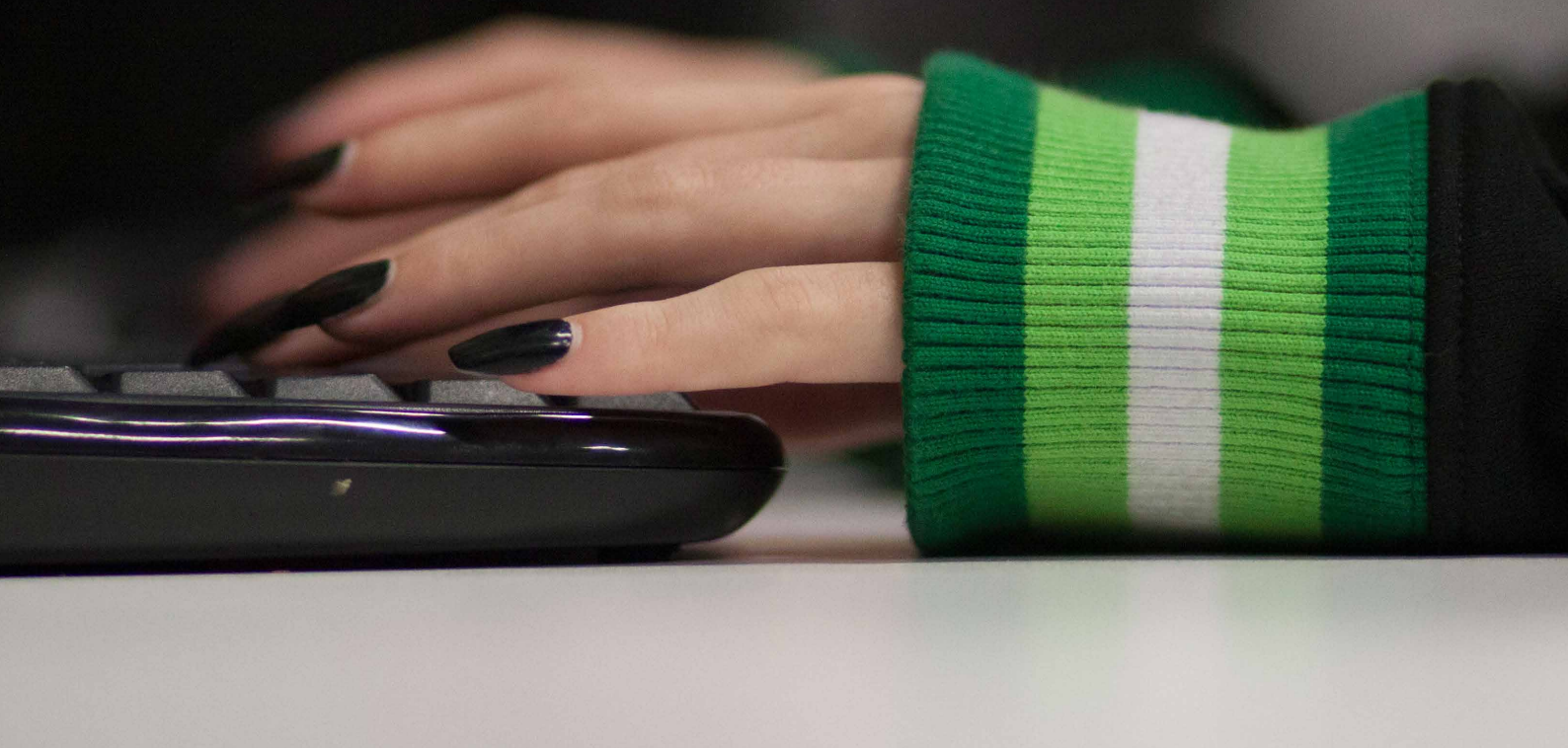
Non-attendance is managed via an attendance list analysed on a weekly basis. Unexplained absences of three or more days in the week are subject to followed-up enquiry. A general attendance report is analysed and strategies to improve unexplained absences are discussed with the teachers and support staff at the weekly team meetings.

Parent, student and teacher satisfaction

Ngaruki Gulgul is very proud of its 'open door' policy with parent involvement welcomed and strongly encouraged. We have an open channel of communication with parents who can phone, email, write or visit the school at any time during business hours. Parental and student surveys (per the recommended sample on the ACARA website) conducted in 2017 indicated that parent and student satisfaction is extremely positive. Family/carer engagement occurs through quarterly newsletters; individual planning meetings; regular phone contact; parent/teacher evenings; and celebratory events. Although we are an independent school, parent and student satisfaction cannot be determined by the number of student withdrawals as for many it is their last resort. Students are happily extremely verbal about their satisfaction and dissatisfaction and comments are taken seriously and addressed. Staff turnover at the school was low, with one casual teacher being replaced by another, and the loss of the science teacher at the end of Term 4 due to better job prospects. Issues raised by some teachers related to aspects of the school facilities, specifically the quality of ICT equipment and systems.

Priority Areas

Individual Plans are created for every student, as part of our induction process, and reviewed at least annually



Major Priority Areas

School determined priority areas selected for improvement by NGC for 2017 include:

- Increasing attendance – as in 2016, we commenced a bus run from the southern end of the coast. Attendance has marginally increased with this service. Students receiving fines for travelling on public transport without their Opal cards/tickets has significantly declined.
- Many of our young people present with extremely low levels of literacy and numeracy; and increasing numbers with mental health and mild learning disabilities. In 2017 NGC employed a Special Education Teacher and established a Student Enhancement Team made up of teachers and support workers. Individual Plans are created for every student, as part of our induction process, and reviewed at least annually – in many cases much more often.
- Constantly review a range of effective teaching, learning and assessment strategies and programs; provide teacher professional learning; and review quality teaching policies and procedures to satisfy NESA HSC accreditation compliance requirements.
- Improved facilities, IT resources and IT infrastructure. Ongoing.

Stats/ROSA

Attendance Rates

- Year 9 – 40%
- Year 10 – 48%
- Year 11 – 46.52%
- Year 12 – 55%
- All students – 53%
- Indigenous students – 56%
- Non-indigenous students – 51%

For whole school student attendance rates please refer to the school's data on the My School website:
<http://www.myschool.edu.au>

NAPLAN

No students completed NAPLAN in 2017.

We are proud to see that our 2017 graduating Year 12 students made the most of their last schooling years and will hopefully look back on their time at NGC with fond memories of the friends they made, the battles they both won and lost, the great excursions and experiences they enjoyed and the successes achieved. The graduates are now moving on: we will stay, hoping they will go on to fulfil their dreams, their hopes and aspirations.

Student retention rates and post school destinations

The transitional nature of the young people who participate at NGC sees higher than average commencement and lower than average retention rates.

81 students attended NGC in 2017 of which 36 returned in 2018 and 45 young people moved on to other ventures.

1. 0 exits from Year 9

2. 14 exits from Year 10

- i) 2 expulsions
- ii) 2 relocations
- iii) 2 parental withdrawals
- iv) 8 medical, family and other reasons

4. 18 exits from Year 11

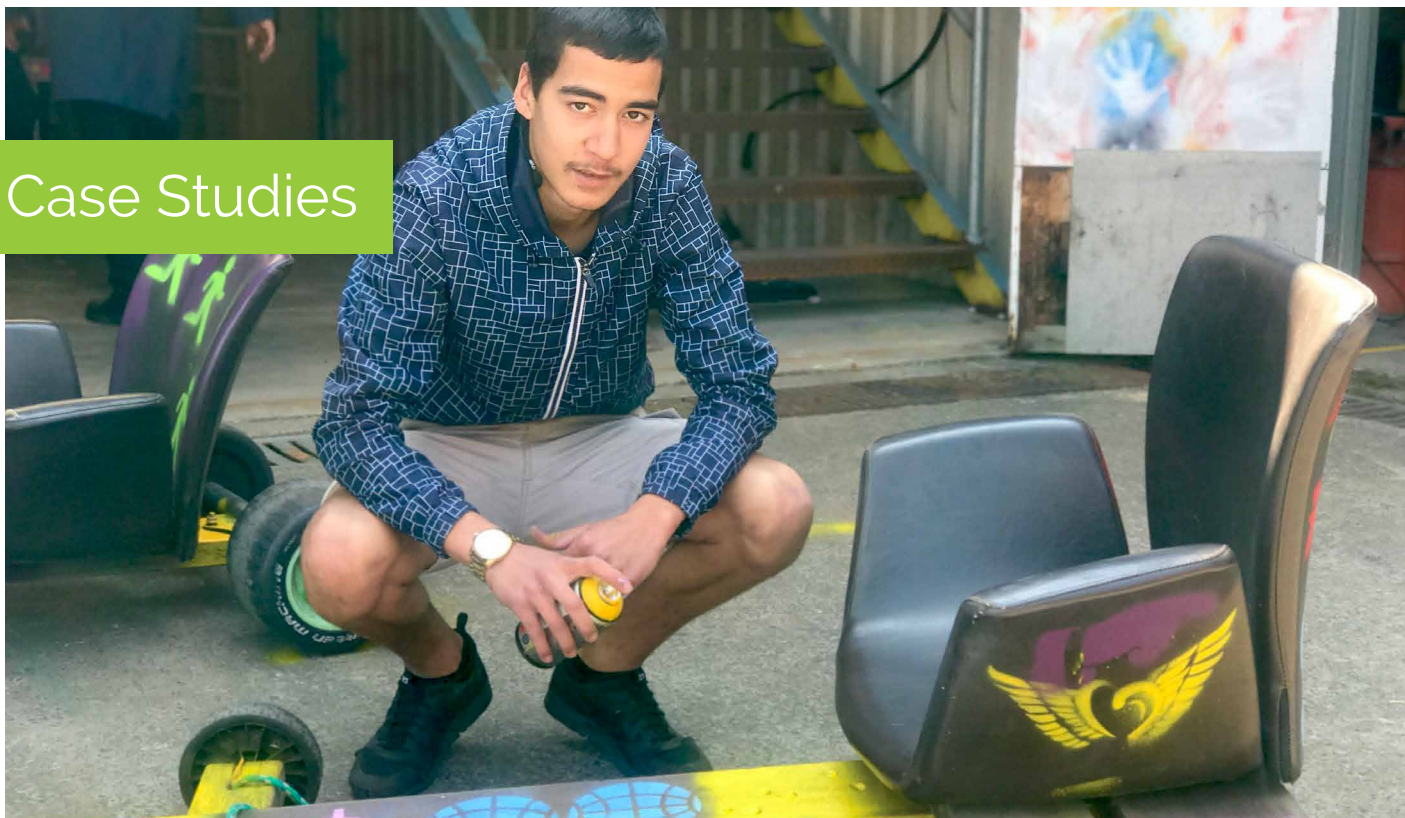
- i) 1 expulsion
- ii) 3 relocations
- iii) 1 parental withdrawal
- iv) 1 young parent
- v) 4 employment
- vi) 8 medical, family and other reasons

5. 13 exits from Year 12

- i) 1 expulsion
- ii) 9 graduates
 - (1) 1 employment
 - (2) 2 TAFE/RTO and casual employment
 - (3) 6 registered with APM to continue job seeking
- iii) 3 medical, family and other reasons

Course	English 200 hours (300)	Mathematics 200 hours (323)	Science 200 hours (350)	Australian Geography 100 hours (4015)	History 100 hours (4007)	Personal Development, Health and P.E. 100 hours (2421)
School Total	23	23	23	23	23	22
State Total	85187	85285	85169	84896	85138	23460
School A (%)						
School B (%)	8.70	8.70				4.55
School C (%)	43.48	52.17	13.04	34.78	17.39	63.64
School D (%)	17.39	13.04	34.78	34.78	47.83	4.55
School E (%)	8.70	4.35	30.43	8.70	13.04	4.55
School None (%)	21.74	21.74	21.74	21.74	21.74	22.73
State A (%)	12.08	15.18	13.12	12.89	13.57	16.36
State B (%)	27.72	23.33	24.30	26.04	27.22	34.59
State C (%)	37.35	31.43	36.81	36.62	35.59	34.79
State D (%)	16.24	22.13	18.43	17.36	16.60	10.20
State E (%)	5.56	6.99	6.47	6.30	6.20	3.39
State None (%)	1.04	.93	.86	.79	.82	.67

Case Studies



iSTEAM - Billy Cart Derby Project

October 2017 saw the culmination of a nine month project designed and implemented by our science department and funded by the AISNSW.

iSTEAM (innovation through Science, Technology, English, Art and Mathematics) was achieved through a unit of work and integrated assessment task focusing on the design and building of Billy Carts and then racing them in a student-led, community Design Squad Event.

This approach inspired collaborative team teaching across our school where students could engage in a "hands-on" activity which is found to be a successful approach for NG students..

The highlights of the NG Central iSTEAM project were the student and staff engagement, and the Billy Cart Derby Finale.

Students worked together enthusiastically; measuring, designing, recycling materials, building, trialing, repairing, re-trialing then racing their billy carts. We did not use an off-the-shelf billy cart kit. Our students may have multiple barriers to education, so simply building a billy cart from beginning to end is a huge accomplishment.

The artistic component was a highlight – bridging science and maths with art, inspired some interesting designs and added a touch of colour to the otherwise data heavy theory.

From the STEM component students learnt about sound methods for testing their ideas, and interpreting and drawing valid conclusions from their outcomes.

Visually, the focus on art enabled the students to learn about developing a vision, building on arguments and understanding, and putting their creative thinking skills to the test.

The young people not only had a great time racing the billy carts but the accessible learning activities were designed to incorporate play. Playing around with their own numerous ideas motivated them to think and act differently. It gave them a sense of belonging and achievement when their idea finally worked after hours of researching, debating and testing.



Billy Cart Derby Day, told by Nathan Elliott

You can call him a construction wiz, or just call him Nathan; Nathan is a year 11 student at NG Central School. He began his schooling with NG as a year 10 student in 2016. His favourite subjects are Maths, Art and PDHPE and he is currently studying Construction and building a coffee table for his home. His favourite teacher, though he'll deny it if you ask him, is his construction teacher Thorr.

In 2017 Nathan was involved in the Billy Cart Day, a culmination of fun, speed and adventure. Not to forget the hard work that all the students and teachers put into constructing their billy carts. .

Nathan says the day was all about having fun, seeing who could race the fastest and having fun beating his friends.

The famed billy carts now stand as decoration around the school campus, or a treasured few were taken home to continue racing.



Case Studies



Barbara Skrinjaric

Barbara came to NGC Central School part way through 2017, beginning her enrollment as a year 11 student. In mainstream schooling, Barbara found she wasn't motivated to attend and did not enjoy where she was, but she had the passion to continue learning.

Since starting at NGC, Barbara has reignited her passion for learning and has found her calling - in hair and beauty. She was one of the first students to get to use the brand new Hair and Beauty Salon installed at NGC in 2017. The salon is equivalent to a real salon servicing clients, allowing students to learn the skills of the trade with a qualified trainer with years of industry experience.

Barbara chose to begin her Certificate II in Salon Assistance, through our on-site Registered Training Organisation YCIL, because it was the closest subject to a

makeup course (which she is also passionate about). She felt that she was learning a trade and learning retail and customer service skills at the same time.

Barbara says "the best thing about her Salon Assistance course is learning the skills to help her find a job afterwards, and getting to work hands on". Her goal after completing the course is to find work in the hair and makeup industry.

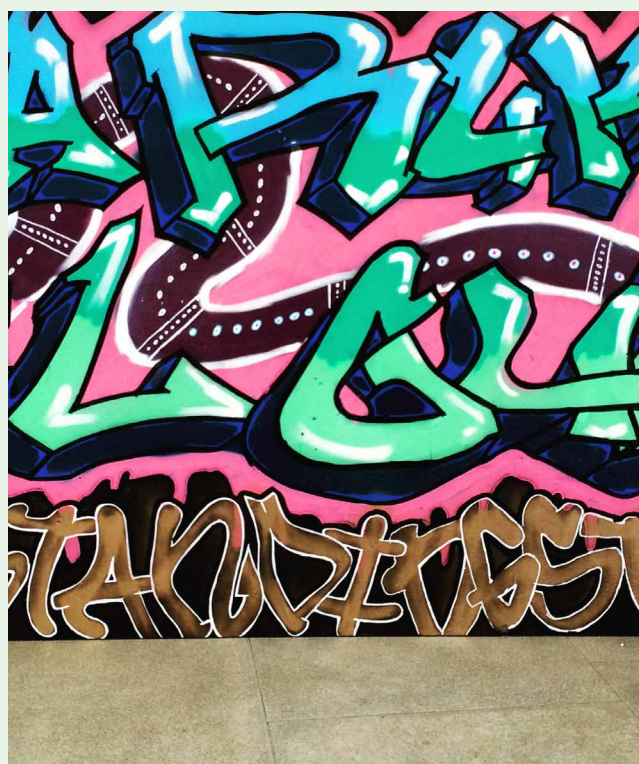
Besides her salon course, she says the highlight of her 2017 school year at NGC was hanging out with friends and having fun at activities such as Aqua Splash for school sport. In 2017 Barbara also studied Maths, English, SLR and PVDI, but her second favourite subject was science. Barbara said "I really enjoyed science last year, I really got science and understood it".



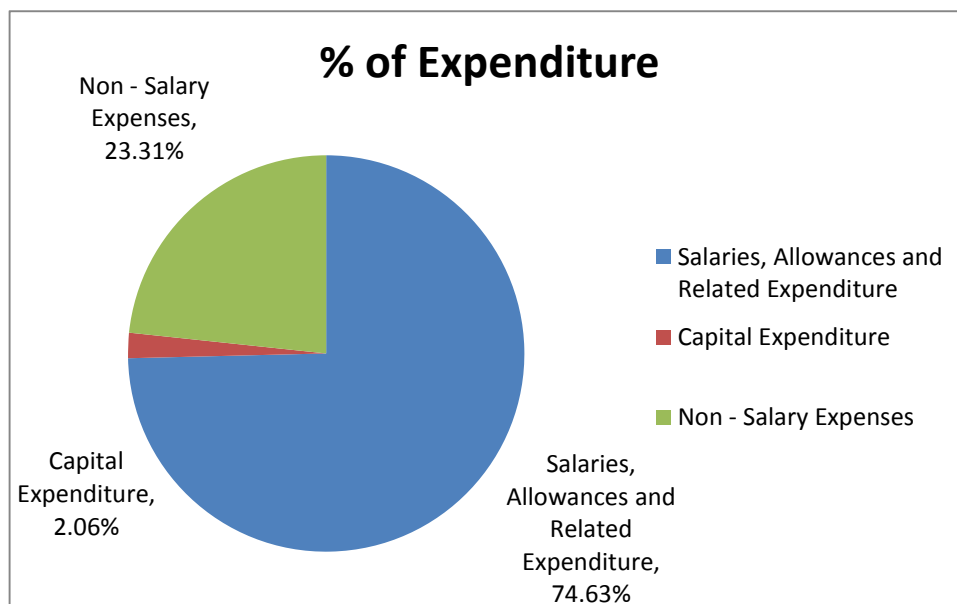
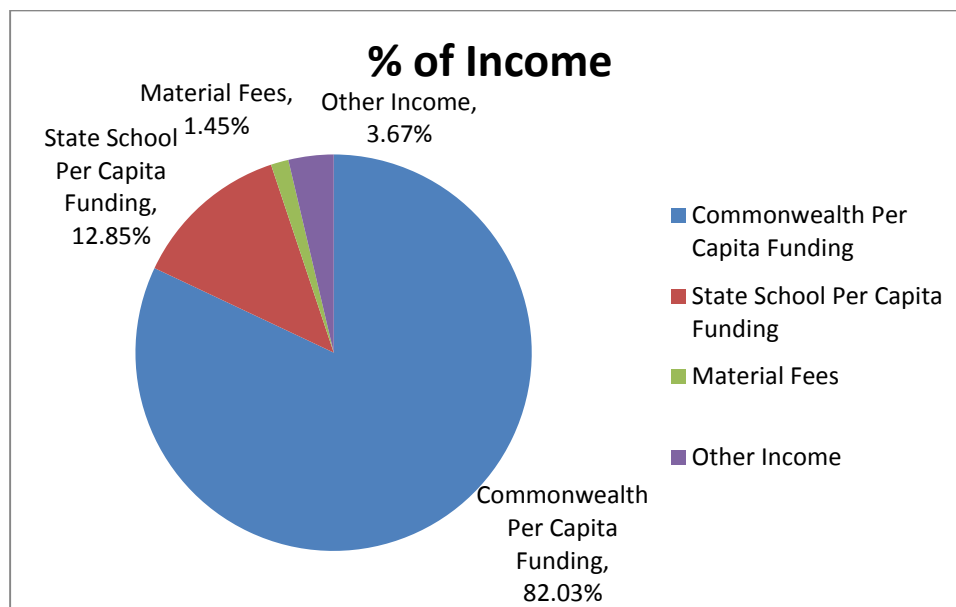
Art of Green Central

Green Central has always been home to some amazing pieces of art, created by many of our talented students. Dotted around the campus, you will find many examples of our students and teachers work, showcasing their unique imaginations and talents.

In 2017, our aboriginal students entered the Maliga Art Showcase, held at The Art House in Wyong between May 26th and June 4th 2017. The submission received third place in the secondary school category. The art piece, coordinated and supported by Rick Corderoy, was a collaborative effort by the 2017 Stage 5 boys.



Financial Information





Governor-General Visits NGC

An outstanding memory from 2017 was the day NGC hosted his Excellency the Honourable Sir Peter Cosgrove and Lady Cosgrove. YC Group and NGC were chosen by the Governor-General and Lady Cosgrove as the organisation to represent youth services on the Central Coast.

It was a fantastic day. One lucky student, Rochelle, had the opportunity to be presented with her certificate in Salon Assist by the Governor-General. In the auto workshop, teacher Cameron and the

workshop boys showed the Governor-General what they are working on.

A tour through the sustainable garden fascinated our guests, Sir Peter Cosgrove was even persuaded to try a ripe, home-grown plum from our tree from our marvellous horticulture garden. It was an honour to host Sir Peter Cosgrove and Lady Cosgrove and a privilege to share the students' stories with them.



- Rotary – and especially Umina and Kariong Clubs
- Red Cross
- Family Wellbeing Program
- Stand Tall – the event
- YWCA and the Youth Frontiers Program
- AISNSW
- Uniting
- Evolution Youth Services
- Out of Home Care Providers, CoastShelter and FACS
- Juvenile Justice
- Grill'd

Thank You

Thank you to our supporters – **“it takes a village to raise a child”** and with you the horizons of our students are broadened and their social, emotional and physical wellbeing strengthened. Our students willingly and enthusiastically grasped leadership opportunities, like the Family Wellbeing Program, and have been able to positively influence new students and the younger students. For this I thank all of you!

Finally, a heartfelt thank you to anyone not mentioned above, who has supported our work. NGC fosters a strong and inclusive community – this is one of our greatest strengths and it does not happen by accident. Every individual and partner organisation contributes to our success as a collaborative school and youth service provider. I thank each and every one of you.



Contact us

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