



ANNUAL REPORT 2021



Ngaruki Gulgul proudly acknowledges Australia's Aboriginal and Torres Strait Islander community and their rich culture and pays respect to their Elders past and present. We acknowledge Aboriginal and Torres Strait Islander peoples as Australia's first peoples and as the Traditional Owners and custodians of the land and water on which we rely.

We recognise and value the ongoing contribution of Aboriginal and Torres Strait Islander people and communities to Australian life and how this enriches us. We embrace the spirit of reconciliation, working towards the equality of outcomes and ensuring an equal voice.



Yaama. We respect and acknowledge the Darkinyung people past and present on whose land we live today. We cherish and nurture our youth with knowledge and wisdom through life's future pathways.



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NGC AT A GLANCE



**92 Students
Enrolled in 2021**

36 female students
54 male students
4 non-binary students
42 First Nations students
31 students with a disability



**9 students
successfully
completed their HSC**



**4work placements
completed in 2021**



**11 students
graduated Year 12**

**34 senior students
participated in accredited
trade/vocational training**

NGC AT A GLANCE

2021 V.E.T Pathways



UEE22011 - Certificate II Electro-technology



SIR30216- Certificate III Retail



SIT20316- Certificate II Hospitality



AHC20416- Certificate II Horticulture



CPC20211- Certificate II Construction Pathways



Industrial Technology (Automotive)

**VET subjects are delivered by the AISRTO RTO
ID#90413



**13 teaching
staff/trainers &
14 non-teaching
staff in 2021**



13 job outcomes in 2021

Post-School Destinations in 2021

**13 undertaking employment and
apprenticeships**

4 referred to a job agency

5 enrolled in RTO/TAFE

2 embarking on parenthood



**All Stage 5 Students
Participated in the
Standing Strong
Program in 2021**

PRINCIPAL'S REPORT



I am excited to present our eighth annual report and share another chapter in the story of our small community school.

While the climate crisis, COVID-19 and political issues continue to dominate the world news, it is more important than ever that we create environments in which students can learn about and process these events.

Even our NGC young people, who experience significant disadvantage and already have so much going on in their personal lives, care deeply about what is happening in the world around them.

Our school offers them an empowering space where they can develop their understanding of these important social and cultural forces and authentically express their ideas and emotions, with the support of evidence-based resources and safe, respectful pedagogies.

As the year has progressed, NGC has continued to focus on building communities in which students feel a sense of safety, belonging, connectedness and hope. We all believe these are key protective factors that positively influence a young people's identity, resilience and wellbeing. For example, research is showing that young people who report negative experiences in their lives, such as neglect, are less hopeful than those who report less adversity, and that this lack of hopeful thinking puts them more at risk for mental health and behavioural problems. At NGC, we make it a priority to cultivate our young people's aspirations and hope for the future. As the great Martin Luther King Jr said "We must accept finite disappointment, but never lose infinite hope."



PRINCIPAL'S REPORT



Belonging is another protective factor that we focus on - the extent to which students feel personally accepted, heard, respected and included by others. For many of our young people, cultural connection is vital to their experience of belonging and their entire learning journey. That's why it's crucial to understand Aboriginal and Torres Strait Islander perspectives and values as they relate to relationship dynamics (particularly between a young person and an adult), communication systems and knowledge sharing and to consciously embed these perspectives in our teaching practice.

As a school, we are always striving to be a culturally affirmative space where a young person's cultural identity is not only acknowledged, but celebrated, and we learn from our Aboriginal and Torres Strait Islander staff members and many exceptional Indigenous-led organisations in our wider community. I would like to extend my heartfelt gratitude to them, as it truly takes a village and the expertise they bring to the table is invaluable.

I warmly thank our Board of Directors, our staff, our students, our donors and our broader community of volunteers, families, carers and support services. The past twelve months has been a testament to what can be achieved - even in the face of adversity - when we are united by a common purpose. We are all committed to providing our young people with the support and opportunities they need to thrive and I believe that the following report shows how successfully we have delivered on that commitment in 2021.

Andrea Cingi
Principal



CHAIRPERSON'S REPORT



2021 will long be remembered for the challenges thrown up by the COVID pandemic. More importantly it should be remembered for the way people and organisations responded to these challenges.

Under the guidance of the principal Andrea Cingi and the outstanding work of the staff, NGC was able to continue operating with a combination of remote and on-site learning. This ensured another successful year for the school with the students achieving excellent results in spite of the difficulties.

It was very pleasing to attend the awards day at the end of the year and to see the beaming faces of the students and their parents and friends. It is proof that NGC is so successful at encouraging and assisting young people to pursue goals that simply weren't attainable for them in the mainstream school system.

With the help of our supporters, we were able to help students thrive beyond the classroom, such as providing computers and internet connectivity for remote learning, making breakfast available onsite, presenting Year 12 graduation gifts and offering extra programs centred around personal development.

At NGC, the emphasis is on the abilities of the students in the here and now. The staff and the board recognise that young people come to this school having experienced challenges that have made it difficult to succeed in the mainstream system. Our emphasis is on creating a culture where students are taught that they are capable of and responsible for their success.

We were successful in obtaining a lease covering the entire site at Green Central, Kariong. This will allow us to expand the number of students we support and diversify the learning opportunities that can be offered to them.

The financial position of the school is sound, as can be seen in the annual financial statement of accounts. In addition, the school passed its five-yearly audit of its entire operation, undertaken by NESA. The school now has renewed full accreditation to December 2026.

It is important that we acknowledge the long term dedication of Pat Lewis, our past chairperson. Pat was the founding chairperson and a strong leader in ensuring the success of the school. Pat has remained on the board and his guidance is appreciated.

Greg Groppenbacher
Board Chairperson



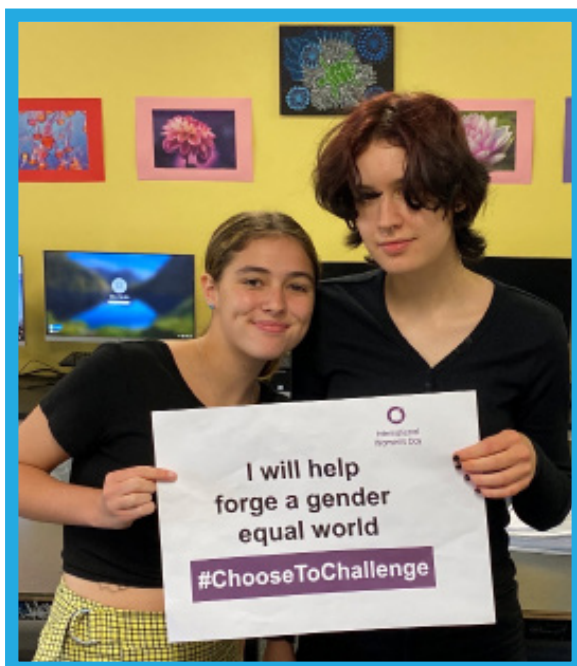
ABOUT NG CENTRAL

PHILOSOPHY STATEMENT

Ngaruki Gulgul provides alternative education, wellbeing programs and holistic support for young people who need an extra hand to succeed. We take a practical, personalised and enterprising approach to learning, with a focus on trades, Aboriginal and Torres Strait Islander culture, and social and environmental perspectives.

Ngaruki Gulgul (otherwise known as NG Central or NGC) is a secondary school for students in Year 9 - 12. We cater to young people who have been unable to find success in traditional educational settings, as they develop their capacity and motivation to learn. We provide the skills, knowledge and new perspectives young people need to practise self-determination, change their life trajectory 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 an environment where young people are treated with respect and their barriers to engagement are addressed in a holistic manner. We believe young people want to learn and have substantial ability to do so, when given the right learning conditions. This means it is essential we avoid any further marginalisation of students with trouble-filled educational histories. Accordingly, NG Central School is a caring, positive community where students experience belonging, connection and support.

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."

SCHOOL INFORMATION



Ngaruki Gulgul means 'standing strong' in Darkinyung language. We are a registered and accredited, nongovernment, special assistance school, designed for the inclusion of young people who are not succeeding in mainstream school studies.

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 the horticulture, hospitality, retail, automotive or construction sectors.

Students 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. NG Central balances the delivery of educational programs with welfare and case management support and participation in social enterprise initiatives. The result is a multifaceted program that simultaneously focuses on:

- personal and social wellbeing
- civic engagement
- academic and vocational instruction
- practical skill development
- job readiness and employability

We provide an education option for students in Year 9 and 10 working towards a Record of School Achievement (RoSA) and students in Year 11 and 12 working towards a non-ATAR Higher School Certificate. We also offer a pathway into a trade or further vocational education and training. NG Central School is not politically or religiously affiliated.

Our campus is located at Green Central, 'Gate' 2 Kangoo Road, Kariong NSW. We are housed in pleasantly appointed, sustainable (carbon neutral) and wheelchair accessible classrooms, in the beautiful bush setting of Mt Penang Parklands.

We have a wide range of additional facilities onsite to aid both classroom learning and vocational training. These include a youth hub, BBQ area, hot house, nursery, veggie and bush tucker garden, construction and automotive shed, hair and beauty salon, education centre, café/kitchen, gym, NG Jam Room (music hub) and meeting spaces.

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 that is 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.

Beyond educational programs, our school provides social, welfare, cultural and enterprising services. Our young people yearn to create individual identities and find 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. These relationships are built on high expectations, which we believe are essential to the success of our young people, no matter their background.

NG Central aims to rewrite the script our young people often internalise from a young age. To do so, we emphasise the importance of self-empowerment, tenacity and accountability in achieving genuine success.

Record of School Achievement (ROSA) Requirements

Subjects are reported with grades (A-E). Teachers use the General Performance Descriptors in determining the appropriate grade to award. At NG Central School, we have the ability to tailor a student's program to his or her 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, along with a nationally recognised certificate in their chosen VET subject.

CURRICULUM

Year 9 & 10

- English
- Mathematics
- Science
- PDHPE
- Geography
- History
- Vocational Tasters
- Outdoor Recreation
- Cultural Education

It is assumed that students have completed their mandatory Technological and Applied Studies (TAS), Creative Arts and Language hours in Years 7 and 8.

Year 11 & 12

- English Studies (Mandatory)
- Mathematics Standard and/or Numeracy Course
- Investigating Science
- Sport, Lifestyle & Recreation Studies
- Photography, Video & Digital Imaging

One of the following VET subjects*:

- Industrial Technology (Automotive)
- Certificate II in Hospitality (SIT20316)
- Certificate II in Horticulture (AHC20416)
- Certificate II in Construction Pathways (CPC20211)
- Certificate III in Retail (SIR30216)

**VET subjects are delivered by the AISRTO
RTO ID#g0413

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.

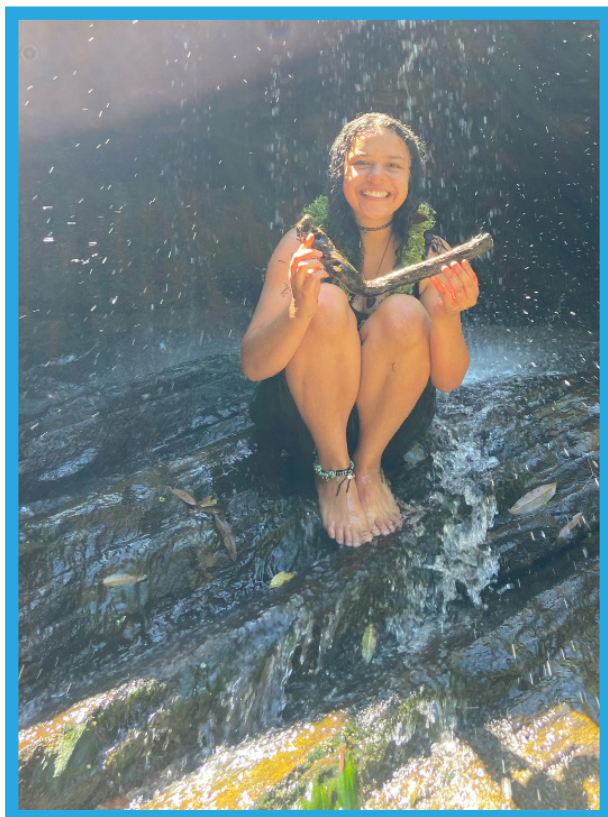
Years 11 and 12

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

- 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
- Followed the course developed by the Board

ENROLMENTS



NG Central School is designed to re-engage disenfranchised and 'at risk' young people. Our school aims to provide opportunities for young people who wish to undertake their education within an alternative learning environment.

The selection criteria focuses on nine key areas;

1. Learning difficulties/disabilities
2. Behavioural difficulties/disabilities (emotional and physical)
3. Social disadvantage and/or isolation
4. Age
5. Academic achievement
6. Financial disadvantage
7. Non-English speaking
8. Aboriginal and/or Torres Strait Islanders
9. Desire to work in a trade area i.e hospitality, automotive, construction, primary industries, retail

Places are limited to allow students a greater opportunity to identify their strengths and work to improve the areas in which they lack confidence.

Enrolments are accepted during the year and in selecting any student to fill a vacancy, we give special consideration to young people and their families where there is a demonstrated commitment to the school's underlying philosophy.

Prospective students can request an enrolment interview via phone or application form.

All students who apply to attend NGC are offered an interview with the Principal as part of the application process unless the year they are enrolling into is full, in which case they are placed on a waiting list.

Where possible we encourage both parents to join their young person for the interview. Students and parents are provided with the current requirements for meeting ROSA and HSC outcomes and the certification structure. We ask questions about previous schooling and why the student wants to attend our school, as well as enquiring about any relevant health history or behavioural incidents. 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. 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 NGC. Participants will not be enrolled at NGC without attending an interview.

ENROLMENTS

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. NGC 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.

Once enrolled, students are expected to act consistently with the school's values and comply with the school rules to maintain the enrolment. Parents/carers are also expected to be supportive of the ethos of the school. All students who commence at NGC undergo a Welfare Assessment and Literacy and Numeracy assessments. These will be conducted during their orientation and an IP meeting is undertaken within the first few weeks of schooling with us. Students and parents will also be provided with the current requirements for meeting ROSA and HSC outcomes and the certification structure.

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 unless they are expelled, refuse to attend school or withdraw for other reasons such as employment. We provide intensive case management to students who require it and are enrolled in the school. However, the school is not in a position to manage students who cannot operate within our open learning environment.



POLICIES



Student Welfare Policy:

An ethos of care is embedded in our school and organisational values, and is considered to be every employee's job. In situations of higher need, young people are referred to our case manager and/or counsellor.

We define Pastoral Care as:

- Fostering young people's social, emotional, physical and spiritual development
- Encouraging mutual respect through extra-curricular activities
- Enhancing student wellbeing which is increasingly attributed to school conditions, relationships, means of fulfilment and 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.

Reporting Complaints and Resolving Grievances:

Students have the right to complain or report any issues at any time. The teacher in charge of that class will deal with matters concerning the classroom. For issues concerning the teacher, the Deputy Principal will handle the matter. For complaints regarding the Deputy Principal, the Principal will handle the matter; and regarding the Principal, complaints will go to the Board.

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 follow-up enquiry. A general attendance report is analysed and strategies to improve unexplained absences are discussed at the weekly team meetings.

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 progress.

POLICIES

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 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 Deputy Principal. The Principal will become involved if a long suspension is necessary and as a part of the Appeals process.

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.

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 conducted in 2019 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 pleasantly verbal about their satisfaction and dissatisfaction and comments are taken seriously and addressed.

A full copy of the above policies and procedures can be accessed by request via the office on 4343 5000 or on the school's website at www.ngc.nsw.edu.au. All policies undergo an annual review. In 2021, our People and Culture Policy was extensively reviewed and changes were made as a result of the COVID-19 pandemic shifting trends in the sector. Other key policy changes were made to our Financial Management Policy following a review and update to our risk registers to incorporate and respond to financial risks and emerging developments.



CLOSE-UP ON THE CURRICULUM

ENGLISH



Throughout 2021, our English students explored a wide variety of text types and applied their comprehension, writing and research skills to real-life scenarios.

Stage 5 went back to basics in Term 1, studying all the parts of speech and basic sentences. Students learned about the different ways that each part of speech is used in the English language, and then adapted it to a study of different types of non-fiction writing. We then kicked things up a notch with a unit focused on 'A Midsummer Night's Dream'. This was a huge milestone, as it's the first time in NGC's history that students studied one of William Shakespeare's plays. This introduction helped them to understand the deep influence Shakespeare has had on Western culture and offered a lot of relatable laughs, given that the story centres on teenage love and misunderstandings!

For our next unit, we switched our focus to contemporary literature and specifically looked at Aboriginal and Native American writers through an exciting new unit. From the first piece of writing by Bennelong to the novel 'Who Am I?' by Anita Heiss, students were able to compare and contrast the two cultures, even though they are thousands of miles apart. It was fantastic to read their critical essays, where they flexed their analytical muscles and formed well-reasoned arguments. Finally, Stage 5 students wrapped up the year with a study on graphic novels and read 'The Outsiders' by SE Hinton. They all created their own graphic novel, using key events from 'The Outsiders' as inspiration for their 12-panel creation.

Stage 6 had a jam-packed year and made incredible progress when it came to their creative and analytical writing skills. Despite the lock-down restrictions making any real-life travel impossible, our Year 11 students were able to do the next best thing through the 'On The Road' unit. They planned and wrote online blogs about a seven-day overseas holiday, including figuring out budgets, researching accommodation and planning travel and activities for the whole holiday... which we were itching to make a reality! Following this, they honed their media literacy through the 'Media and Digital Worlds' unit and wrote a persuasive essay on the pros and cons of digital newspapers vs print. We then explored themes like social media and how we can be responsible and ethical online citizens. Given most of our classes for this unit were held remotely, the digital focus felt more relevant than ever!

Our Year 12 students did us proud throughout their final year, kicking off strong with the mandatory 'Texts and Human Experiences' unit and studying the film 'Billy Elliot'. We then put a lot of thought into national values and identity through the 'We Are Australian!' unit, which included a close study of a novel. Many of our students are very passionate about music, so they thrived throughout the new MiTunes unit, where we analysed the meaning behind the songs we listen to, discussed how song lyrics and poetry share similarities and completed a close listening of the Pink Floyd album, The Wall. In their final term of English, Year 12 studied 'The Big Screen'. After their own experiences getting to know each other - some over the past 4 years - it was fitting to watch 'The Breakfast Club' and explore how stereotypes are often shattered once we get to know someone. We were so proud to have 8 students sit their English HSC exam; after a rollercoaster of a year, this was a testament to their hard work and perseverance!

MATHS

As our Maths teacher Mark always says, Maths is about consistent practice, where every new concept builds on the one before. Despite the challenges of remote learning, our students certainly showed a strong commitment to developing their maths skills and some even completed extension work, using the 'MathsOnline' system.

Stage 5 covered a wide range of topics, including Numbers of Any Magnitude, Properties of Geometrical Figures, Algebra, Financial Mathematics, Probability, Statistics and Data Analysis. Following on from its success in 2020, our Year 11 cohort completed the CEC Numeracy Pilot and mastered units on Data Graphs and Tables, Time, Fractions and Decimals, and more. Finally, our Year 12 made excellent progress through the HSC Numeracy Course, ranging from Rates and Ratios to Financial Literacy to Probability.

SCIENCE

Our students always take a 'hands on - heads on - hearts on' approach when it comes to Science. This means they actively manipulate materials and conduct investigations, make connections and develop deep understanding, and acknowledge the importance of understanding the world around us in order to take better care of it.



Stage 5 started the year by learning how electricity is generated and the huge role that electricity plays in our modern-day lives, while building their own working traffic light, a whirling water wheel and a model of an energy efficient home. This led to great discussions around the uptake of renewable energy and the issues that surround the use of non-renewable energy resources. We also studied the structure of atoms and the historical developments which informed our current understanding of Atomic Theory and examined the benefits and problems associated with nuclear energy usage in industry and medicine. Another highlight was the Dynamic Earth unit, which focuses on the slow movement of continents and how this causes sudden events such as earthquakes,

This is such a relevant topic for young people today, who have grown up with increasing reports of intense natural disasters both nationally and globally. By allowing our students to take a deeper look at these disasters, they become more ready and equipped to face these challenges and to demonstrate an ability to classify natural disasters and our response to them. Throughout the year, there were plenty of opportunities for Stage 5 to undertake practical, first-hand investigations, especially when our students tested theories about chemical reactions!

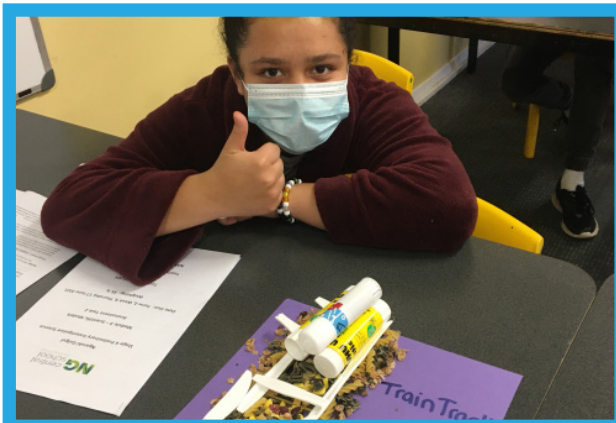
SCIENCE

Year 11 Investigating Science students kicked off 2021 with a unit on Cause and Effect and the scientific investigative process. Through a number of first-hand and secondary source investigations, they explored the importance of accurate observation, formulating testable scientific hypotheses and the collection of quantitative and qualitative data.



A highlight was testing the quality of water and its effect on plant and animal life in various locations around the Central Coast. Scientific Models was another engaging unit, where students learnt how to represent scientific concepts in a visual, more accessible medium and constructed and evaluated their own model to solve an identified problem. Finally, we examined the differences and similarities between scientific theories and scientific laws. This has given everyone a fantastic foundation to build on in their final year at NGC!

Our Year 12 Investigating Science students explored a wide range of topics, which will set them in good stead as they enter the world beyond school and consider the wider implications of technology and science on their lives. The Technologies unit investigated how the rapid development of new technologies enhances industrial and agricultural processes, medical applications and communications. There were lots of opportunities for practical experiments, as they used various technologies to undertake measurements. We then moved on to completing a Depth study, which included many excursions to a wetland chosen by the class and the formulation of their own scientific report. Our final units focused on 'Fact or Fallacy' and 'Science and Society'. Both felt extremely relevant in today's climate of 'fake news', misinformation and debates around medical ethics, vaccination and more! Students explored factual or fallacious claims through practical and secondary source investigations and evaluate these based on scientific evidence. They then learnt about how society regulates science to prevent harmful developments and unacceptable outcomes and to allow for new and beneficial products, processes and ideas. Supporting nine students to sit their HSC exam was a real highlight of the year and it was fantastic to see them cross this finish line after so much hard work!



HISTORY

Given the rarity of a global pandemic, NGC students have definitely felt the gravity of living through such a historic event! This added new meaning to their History lessons throughout 2021 and the diverse topics they covered.

To start things off, Stage 5 learned all about the legacy of World War II, as part of a two-term study of 'Human Rights and Freedoms'. We looked at the founding of the United Nations, the Universal Declaration of Human Rights, and completed case studies on the Stolen Generations. Our students then turned their attention to examples of activism, particularly in an Australian context. They researched the Freedom Riders in America and Australia, 1938 Day of Mourning, the 1967 Referendum, the 2007 Intervention and the all-important topic of reconciliation. Students worked on profiling an Aboriginal activist for their assessment task, which was both challenging and rewarding.

Our study of the global Environmental Movement felt more relevant than ever before, given that our students have grown up with regular reports of natural disasters that have been catalysed by climate change. Travelling back in time to the 1960's, we looked at all the different threats posed to our environment and Australia's efforts to address these threats. It was great to learn practical strategies for reducing our footprint and to understand why this makes such an impact. Our historians finished up the year with a study of the Vietnam War and Australia's role in it. They dealt with some confronting concepts with maturity and were able to make comparisons between the Vietnam War and the more recent war in Afghanistan.

GEOGRAPHY



Our Geography lessons covered so much ground throughout 2021! Students started the year by learning about biomes; collections of plants and animals that have common characteristics (vegetation, soil, climate, wildlife) that have developed in response to their environment. To bring the concept of a biome to life, Stage 5 have been creating their own terrarium ecosystems.

We then looked at how humans alter biomes as they seek to produce food and increase agricultural yields, including examining national and international water and food security issues. They were able to forecast future supply-demand issues and explore potential management strategies like urban farming. To make this extra practical, students worked together to create a successful and sustainable worm farm for the school.

Everyone was involved in researching and evaluating the process and they continue to practice responsible management of the worm farm to this day! We also integrated Indigenous perspectives, as we learnt about connecting and caring for Country, and the importance of sustainable land management strategies which have been practised by Aboriginal communities across Australia for millennia.

GEOGRAPHY

Our geographers continued with this concept of urbanisation and learnt about current and historical trends in population movements and migration patterns. Students worked well in completing an urbanisation comparative study of Australia and India and created online visual infographic documents. We then finished off the year by exploring strategies to create liveable and sustainable urban places and proposing sustainable solutions for the future. Students were able to look at megacities through Google Maps and did a great job creating their own tour of a chosen city for their assessment task.



PDHPE / SLR

We were very proud of our PDHPE and Sports, Lifestyle and Recreation (SLR) students for staying active throughout 2021 - even from home! - and reminding us all to do the same.

Our Year 11 SLR students started with invasion games, learning about strategies and tactics and applying these to sports like European handball, basketball and netball. We then switched gears with an Outdoor Recreation unit, where everyone tried activities like camp building and cooking, bouldering, bushwalking, fishing, orienteering, map and weather-reading and identification of Australian bush tucker. Girrakool became a favourite spot, as we explored waterfalls and even cooked damper on the fire! Year 11 finished the year off with a First Aid and Fitness unit (which involved everyone planning their own program).

For our younger PDHPE students, it was great to kick off the year with a new unit of work called The Next Chapter. We discussed what it means to be resilient and take new steps in life, such as seeking out a job that aligns with your goals and interests, gaining your driver's licence, dealing with stressors and seeking support. In practical classes, students taught their peers a sport of their choice, which saw everyone trying out skateboarding, netball, dodgeball and volleyball. Our next unit was focused on all things relationships, consent and sexual health, while students also tested their mettle in a series of athletics events. To wrap up the year, our students considered their media usage and kept their own 24-hour screen-time diary to reflect on all the marketing and media messages that they experience on a daily basis. As a result, we had lively discussions about body image, nutrition, mental health, and gender roles and expectations. They then took everything they had learnt to come up with media strategies that would appeal to young people and promote local health services for a health condition of their choosing. After the lockdown period, the best part was finally being able to get out of the classroom and enjoy practical lessons, including handball, badminton, cricket and basketball. Students worked together to modify the game rules to improve the experience for all players.

PHOTOGRAPY (PVDI)

Whenever you stop by a Photography, Video and Digital Imaging (PVDI) lesson, there is always something creative happening. From honing their technical skills in the classroom to learning about famous photographers and film-makers to journeying out for an excursion, 2021 was jam-packed for our seniors!

Our preliminary students started the year with a beginner's guide to all things digital photography. They got to know varied camera settings and techniques, such as aperture and shutter speed photography and put these into practice at locations such as Little Beach, local waterfalls and historically listed sites. Building on this knowledge, Year 11 then studied the varying traditions, conventions, styles, and genres of photography. They participated in a number of practical excursions to the Pine Tree Forest, Pearl Beach, the Japanese Gardens and a local Aboriginal exhibition at Gosford Regional Gallery. Students also studied the artist David Hockney and created their own works using his well-known technique of the 'Hockney Joiner'. This resulted in a creative array of collage works which included distorted portraits, images of the solar eclipse and our school reconciliation smoking ceremony.



In Term 3, we introduced videography into the mix! This field and closely related fields such as film and television are highly relevant to students' lives and play a significant role in how they perceive the world, so it was great to give them another perspective on how content gets created. Year 11 improved their smartphone photography and production, and refined their camera work through focusing on the use of different angles, movements, composition and sound. It was great to see a wide range of videos, slideshows and stop-motion productions, all made from smartphones at home! Finally, they commenced their first term as Year 12 students and we learnt about the Pop Art movement and the use of appropriation in art making. Students put their Photoshop production and editing skills to the test as they designed their own interiors, complete with all the latest pop culture trends.



Our Year 12 students kicked off by investigating how ideas and images can be constructed in meaningful ways and from different points of view. We studied a variety of selected media artists whose techniques relate to different arrangements and layouts of making. This included Aboriginal digital artist Wayne Quilliam and the arrangements of David Hockney. Drawing inspiration from this, students created an array of interesting and abstract works, weaving emotion into self-portraits of totem animals on sacred land sites.

PHOTOGRAPY (PVDI)

Year 12 then studied the traditions, conventions, styles and genres of film. Through studying two Aboriginal films, they learnt how to analyse cinematic techniques and written their own film reviews. Term 3 was full of hard work as everyone finalised their HSC Individual Projects. It was incredible to see so much diversity in the works, including self-portraiture, video productions, sci-fi digital art, heavy metal album designs and landscape and nature photography. Students chose themes in their works that were important to them, some reflecting personal transformation throughout their schooling journey at NGC, some exploring individual expression and the importance of self-love, and some using the social struggles of life in lockdown as their inspiration, recognising the power of optimism, humour and strength during hard times.



LINKS PROGRAM

While NGC remained operational throughout the first 2020 wave of COVID-19, many of our cohort have highly complex learning needs that required more intensive support following this period of disruption. In response, we ran a program called Links in 2021. This was funded by the NSW Department of Education and aimed at students with the greatest need throughout the pandemic and in the wake of other recent natural disasters.

Throughout the year, we delivered targeted, intensive small-group tuition to identified students, with a strong focus on literacy and numeracy. This occurred in addition to existing classroom teaching and was made possible by the partnership of our committed teachers and learning support staff.



VOCATIONAL EDUCATION & TRAINING

WEEKLY VET CLASSES

Overall, 34 senior students participated in accredited trade / vocational training in 2021. This included 26 young people achieving the following qualifications:



1x Electro-technology



5x Construction



5x Automotive



2x Hospitality



7x Retail



6x Horticulture

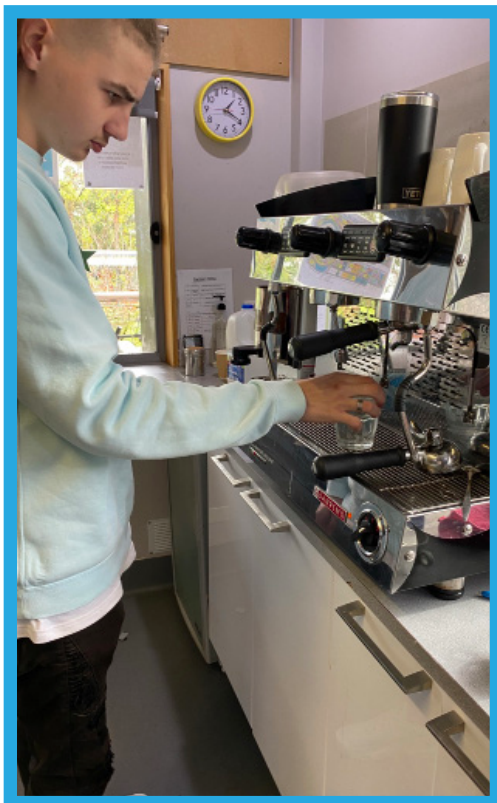


At NGC, we aim to offer our students as many diverse learning experiences as possible and to open their minds to the possibilities that await them in the world of work. Leveraging our genuine, high-quality onsite facilities, NGC offers a pathway into a trade or further vocational education and training across the horticulture, hospitality, retail, construction and automotive industries.

While the delivery of training was more impacted by the prolonged lockdown than classroom learning, it was still a jam-packed year in the shed, kitchen, salon and greenhouse! Our Construction crew kicked things off by finishing the demountable toilet block and Horticulture students wasted no time in planting their winter vegetable garden. It was great to see our budding Year 12 students who were creating their HSC major works, while Stage 5 worked on smaller projects like welding toolboxes, fabricating wind chimes and repairing different forms on our much-loved school car Betsy.

Moving into the second half of the year, our Hospitality class cooked up a storm in the kitchen as they compiled their 'around the world' recipe book, while Construction started a brand new on-site project. Retail students learnt how to craft their own handmade candles and served customers in the salon and Horticulture continued to grow various plants in the greenhouse and work on their rabbit-proof fence. In Automotive, everyone mastered the art of engine diagnosis and possible problem identification, and worked on everything from changing a tyre to repairing multiple engines. We were very proud to see our HSC students cross the finish line, with Dean painting and working on the aesthetics of his motor bike, Thomas finishing the trailer frame construction and Jaidyn completing the sound system in his car. Throughout the year, several students also successfully completed their White Card with Intercept Training, which has put them well on the path to finding employment within the Construction industry.

INDUSTRY VISITS



Alongside weekly vocational training that utilises our onsite facilities, NGC finds opportunities to immerse our students in real-world work environments and connect them with people working in their industry of choice. Not only does this develop their technical skills but it also helps to build their job-readiness and an awareness of what employers are looking for.

Some great examples of this were the workshops enjoyed by our Retail class throughout the year. In June, students had the opportunity to visit Floral Anarchy and its beautiful new shopfront in Gosford. They were able to learn about the retail side of floristry and what it takes to operate a business, while making their very own bouquets. Another fabulous experience was an eyelash workshop with Make Up and More in Erina. The owner and resident beautician, Renee, showed students tips and tricks to apply false eyelashes. Getting this right takes a very steady hand and fine motor skills; certainly no easy feat! Everyone was itching to put their new talents to the test in our salon upon coming back to school! In both cases, our students built their confidence with meeting new people and getting out of their comfort zone!

We also wrapped up the year with a visit from the Australian Defence Force, where students had the chance to talk with representatives about the reality of working for the ADF. This was a great example of showing them what's possible beyond school and giving them the opportunity to ask questions and evaluate whether a career pathway aligns with their skills, interests and aspirations.



WORK PLACEMENT

Throughout 2021, we had a number of students complete their compulsory 35 hours of work placement for the Stage 6 VET course. While this was impacted by the prolonged lockdown, those who had the opportunity came back to school with stories, advice to share with their peers and a stronger understanding of what it takes to be employed in the industry of their choice.

We were pleased to receive some great feedback from students, with one young person commenting "I really enjoyed the hands-on side of retail, it was different to what I had experienced before. I was actually excited to get up and go to my placement for the week." Similarly, we loved hearing employers praise their efforts, like our now-graduated Year 12 student, Abby, who completed her Hospitality placement with Bowlz N Tingz, Ettalong Beach. Her supervisors were extremely impressed "with her willingness to learn and try new things".



Another incredible highlight of the year was 2021 NGC graduate, Peter Zammit, being nominated for the 2021 Vocational Education and Training Awards conducted by local organisation and structured work placement provider, The Skill Engineer. Pete ended up winning the Indigenous Work Placement Student of the Year Award in the Retail category; a truly exceptional achievement that we know he will remember for years to come.

In Term 2, NGC was fortunate to participate in a 'Ready to Go' info session with The Skill Engineer. This targeted Year 11 students to help them prepare for their placements. We have also been very grateful to have multiple employers putting their hands up to host students at their workplaces and teach them the skills required to be successful in the industry.

A young woman with a red paper crown and a black and white checkered scarf is sitting on a wooden bench outdoors. She is smiling and holding a small plant in a pot. The background is a blurred green hedge.

HOW WE ADD VALUE TO EDUCATION

STUDENT ENRICHMENT TEAM



Our NGC Student Enrichment Team provides an unrivalled level of assistance, designed to help our students overcome barriers to success at school and beyond. This includes support in areas such as:

- counselling
- case management
- crisis accommodation
- medical appointments
- transport challenges
- grocery/ clothing
- legal issues
- informal 'check-in' conversations with students
- classroom learning support

Standing Strong includes a suite of initiatives designed to promote respect and responsibility and add value to the school experience. Such initiatives range from cultural affirmation activities, to outdoor recreation, to cyber-safety and anti-bullying workshops. These are covered throughout the following pages.

This year, a key focus of Standing Strong was the concept of mindfulness. Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens. One of its most important benefits is helping to build strength in our executive function (situated in the frontal lobes of our brain) which determines our ability to self-regulate our behaviour, filter distractions, prioritise tasks, set and achieve goals, and control impulses.

Other highlights of the year included working through a cyber-safety course presented by Coast Community Connections and bringing the highly successful, externally facilitated 'Top Blokes' program back into our school for another year. Top Blokes use qualified and experienced youth workers to deliver a program that is specially developed to engage and educate boys and young men. The goal is to mentor and develop the participants' critical-thinking and decision making skills, as well as to normalise a definition of masculinity beyond "strong" and "stoic". Through the program, our students covered diverse topics like alcohol, drugs, mental health, self-esteem, racism and stereotyping and healthy relationships.



WELLBEING IN LOCKDOWN

There's no doubt that living through lockdown was tough on everyone, especially those whose mental health and wellbeing was already vulnerable. To ensure that all our young people continued to feel connected to our school, staff and other students, NGC delivered a range of remote activities during the September school holidays and kept everyone's spirits high. Given that walking has enormous benefits for our mental and physical health, we coordinated a STEPS challenge to motivate students to record their steps each day in Google Classroom. Other highlights were our play-from-home scavenger hunt and a virtual performance and Q&A featuring rapper Kobie Dee.

Our Case Manager (Lee T) and School Counsellor (Damian) also facilitated a 'Calm The Farm' video chat with parents and carers during these holidays. The purpose of this online meet-up was to provide support to families during a difficult period and offer specialist advice about how they can respond to any mental health challenges they may have observed in their young people during lockdown. Not only was it excellent to catch up with parents and carers in a relaxed environment, but our students couldn't resist joining in for a while when they saw Lee and Damian pop up on the screen!



ANIMAL THERAPY

Throughout 2021, our students enjoyed weekly visits from a Delta Therapy dog, Sunny, and its owner Ray. This was by the Avoca Beach Red Cross. The mental health impacts of connecting with animals are well-known and there's nothing like spending time in the company of a loving, affectionate dog! It was wonderful to host Sonny and Ray at our school every Friday and for students to reap the positive social, emotional and physiological benefits.

CULTURAL EDUCATION

Cultural engagement and affirmation are hugely important components of what we do at NGC. Not only is it essential for young people to connect to their culture in a tangible, positive way, but our entire school benefits from better understanding the history, culture and knowledge of Indigenous people in our country.

One of the concepts we focused on throughout 2021 was 'Yindyamarra', which is a Wiradjuri word that translates as 'respect' and 'to take it slow'. We explored this in our regular yarning circles, talking about where it shows up in students' lives and how it looks in the context of their relationships and friendship groups.

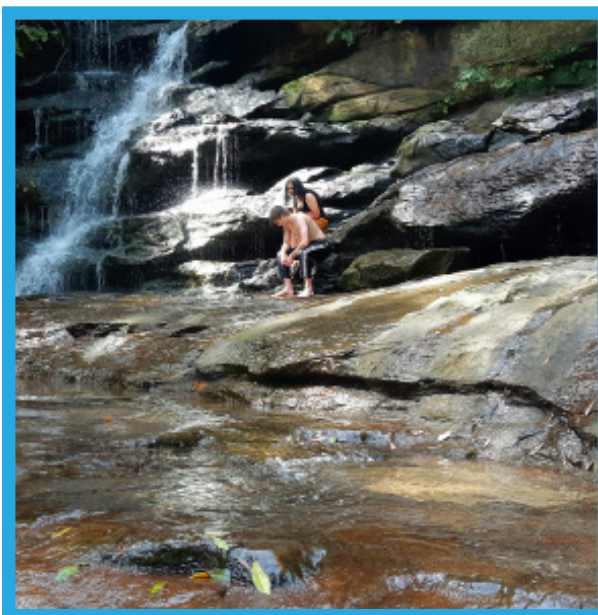
Students were also involved in cleaning up the local park and beach, as well as the home of an Aboriginal Elder, Aunty Dell. This gave them an opportunity to practise altruism and understand this concept from an Aboriginal and Torres Strait Islander perspective, which is quite distinct from a Non-Indigenous perspective.

NAIDOC Celebrations:

The 2021 NAIDOC theme was 'Heal Country' and it felt particularly fitting to acknowledge the spiritually beautiful and ecologically rich land on which our school resides. Students rotated through a range of activities to celebrate the day, including:

- learning about the Dreaming and understanding how storytelling plays a vital function in Indigenous culture and in healing country
- exploring the different symbols used in Aboriginal art and how they can be represented across rock carvings, scarification (body and tree-based), painting, body painting and weaving
- playing boojurkombang and Wiradjuri silent ball to try their hand at basic Wiradjuri language
- experimenting with cooking techniques for native Australian foods and learning to make damper

Everyone also enjoyed a feast of emu sausages, crocodile curry and kangaroo kebabs and participated in a cleansing smoking ceremony; a wonderful way to celebrate Country and thank First Nations people for continuing to look after it with deep respect, wisdom and cultural expertise.



CULTURAL EDUCATION

Excursion to Barangaroo, Sydney:

A highlight of the year was heading to Barangaroo for a Cultural Ghost Tour. Our students learnt about the Dreaming, bush tuckers and points of cultural interest and everyone walked away feeling positive, with new knowledge and a smile on their faces.

One of our students, Abby expressed this feedback - "I thought the night was interesting, I liked the different stories that they told and that the presenter told them from a Wiradjuri perspective, because I am Wiradjuri myself. I liked the Duliga story the most and I really want to do the day tour now!"



Mabo Day and Reconciliation Week:

As a school, we also celebrated Mabo Day and Reconciliation Week. During this week, our Morning Circles, Aboriginal Education classes and curriculum subjects focused on what reconciliation means, why it's so important and what we can do as a school to support it. We also held a Smoking Ceremony and our English teacher Kirk gave a presentation on Eddie Mabo.

CHAPLAINCY PROGRAM

Since 2020, NG Central Programs Manager Rick has taken on the additional responsibility of being our school chaplain. Whether it was driving the school bus, running outdoor recreation, art classes, joining in Morning Circle discussions and classroom activities, or engaging students individually, Rick was able to encourage students and give insight into the wide range of spiritual beliefs on a variety of topics.

After it was such a hit the first time round, Rick also facilitated a second 'Dangerous Questions' panel discussion. Students had the opportunity to pose their "I've always wondered..." questions (anonymously) to a panel of NGC staff. This facilitated great, diverse discussion and helped to build trust and empathy between students and staff.

FIGHTING FOR EQUALITY

At NG Central, our vision is that all young people lead purposeful futures. In broad terms, a purposeful future involves healthy participation in all the different spheres of our community at a local and global level. This can look like:

- Economic participation; entering the world of further training and work
- Social participation; making connections with peers, caretakers, and community members
- Cultural participation; engaging in cultural practices of the groups we belong to
- Civic participation; making contributions to our community and having our say in our shared future

As well as integrating Indigenous perspectives across the curriculum, delivering our Cultural Education program and finding regular opportunities for students to discuss and participate in climate change education and activism, we also promote gender equality and diversity.

A highlight of 2021 was watching our NGC young people (male, female and non-binary) join thousands around the country in the Women's Marches for Justice. Students went into Gosford and joined many passionate people in saying 'enough is enough' when it comes to sexism. It is humbling and exciting to see the power of young people in action, as they question how power dynamics have traditionally operated in our society and demand better from our leaders.



We also enjoyed a fantastic International Women's Day celebration, which started with a flag raising and Acknowledgement of Country by Year 11 student Sharnae, followed by a wonderful speech from our principal Andrea. Everyone was treated to a fabulous performance of Helen Reddy's 'I Am Woman' by Lee T and viewed Amanda Gorman's rallying speech from the 2021 Inauguration. For the big finale, we held a photography competition, where students and staff posed with their own #ChooseToChallenge placards, in acknowledgement to 2021's IWD theme.

GRADUATION

In September, everyone had a wonderful time farewelling NGC's 'Class of '21' with a graduation ceremony and formal. As always, it was a joyful occasion, shared with pride with other students, staff and community members.

This particular group of young people worked incredibly hard to cross the finish line. They dug deep and showed resilience in some challenging times, adapting to online learning, mastering new skills, completing assessment tasks and even sitting HSC exams. To say we are proud of them is an understatement and we will miss all the energy, humour and heart that they brought to our school every day. Like we say to every class of Year 12 - this is not goodbye and we dearly hope that you will be able to return to NGC and share your life experiences with all the young people who will come after you.



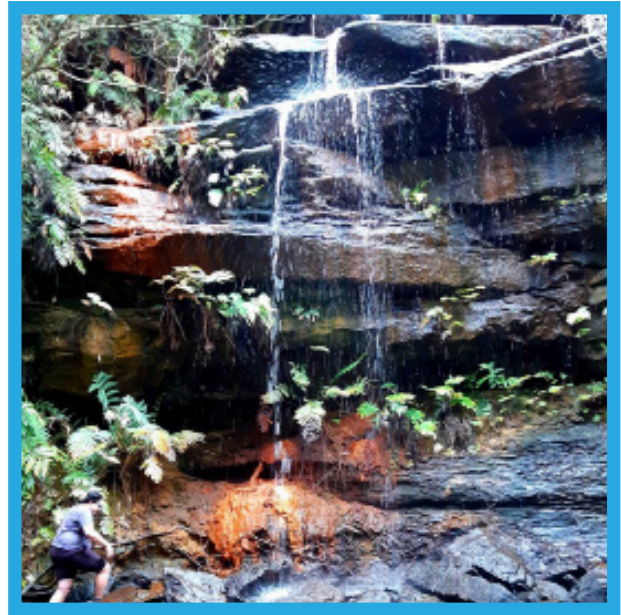
CHRISTMAS



If you ask any of our staff for their highlights of the school year, sharing Christmas with our young people is repeatedly top of the list. And it's not hard to understand why! Our end-of-year celebration always features happy faces, delicious food and tons of presents and it's such a special time to bring our community together. This year was no exception. We presented our students and some of our fabulous volunteers and supporters with certificates, before being visited by Santa (Lee T) for the 8th time running and her happy helper (Brad). We were also treated to a beautiful song sung by Skyla and Kara and held a retail stall which sold products made by our students. Many thanks to the Inner Wheel Club of Terrigal for purchasing and donating the amazing and useful gifts for every single one of our students.

REWARDS EXCURSIONS

Our end-of-term excursions are always a student highlight here! They're a special acknowledgement for NGC young people who have recorded strong attendance and positive behaviour for the previous ten weeks. On the agenda during 2021 was a fantastic day at the Sydney Royal Easter Show, a much-anticipated excursion to Aqua Splash and ending the term with a bang (well, more of a 'pew-pew!') by playing Laser Skirmish at Glenworth Valley Outdoor Adventures. One of the biggest benefits of excursions like these is how it brings out so much team spirit and solidarity. It's fantastic to see young people encouraging each other to try new things and push through their comfort zones.



OUTDOOR REC & ART

Outdoor recreation is such a valued part of our Stage 5 curriculum and a favourite past-time for many of our students. Not only does it enable everyone to stay active, it also fosters a spirit of adventure and curiosity. Especially when it can be so easy to become immersed in all things technology, our frequent forays around the coast are a reminder to look up, unplug and enjoy the present moment.

Sport is another favourite way to burn off some energy and let off steam in a healthy, productive way. Whether it's through handball, basketball or boxing, our young people develop discipline and self-esteem as they invest in their physical fitness and tackle new challenges head-on.

When they're not out on the court smashing out their next P.B, you can also find everyone getting creative with our latest art project. NGC has so many budding artists in our midst and no matter what the medium, our young people always amaze us with their creations. A highlight was Stage 5 whipping up their own clay sculptures and bowls. This hands-on, purposeful play is such a confidence builder and we find it always results in free-flowing, open conversation too!

A photograph of two men in a natural, outdoor setting. The man on the left is wearing a blue and yellow patterned shirt and sunglasses, holding a wooden staff. The man on the right is wearing a dark t-shirt and sunglasses, holding a plant. A large plume of white smoke or steam rises in the background. A green rectangular box with a purple border is overlaid on the image, containing the text "OUR PEOPLE".

OUR PEOPLE

BOARD OF DIRECTORS

Board of Directors:

Anne Byrne

Experience and expertise: B Arts (Industrial Relations); Cert IV Train & Assess; 23 years' experience with not for-profit organisations and has established several committees in the education and employment sector.

Greg Groppenbacher

Experience and expertise: Small business owner for over 20 years; Senior Executive of an international corporation for 15 years; Over 30 years as a Board member including the chairman of several not-for-profit organisations; Degree in Mechanical Engineering

Jet James

Experience and expertise: MCom (Finance, Econometrics); BSc (Science); Over 11 years working in finance across banking, asset management and property.

Pat Lewis

Experience and expertise: Bachelor of Arts; Secondary School Teacher 40 years including 11 years as Principal; 25 years governance and directorship experience including 7 years as Board Chair; Australian Institute of Company Directors (Company Directors Course).

Andrea Cingi

Experience and expertise: Extensive management and leadership experience across corporate and not-for-profit sectors, in Australia and internationally. Dip. Hotel Management; Grad. Cert Management; MBA (cont.)



STAFF COMPOSITION

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.

Teaching Staff	8
Full-Time Equivalent Teaching Staff	6
Non-Teaching Staff	14
Full-Time Equivalent Non-Teaching Staff	9
Indigenous Staff	5
Conditional	1
Provisional	0
Proficient Teacher	5
Highly Accomplished Lead Teacher	0
VET Trainers and Assessors	5



PROFESSIONAL LEARNING

Professional Learning Completed in 2021	Participants
Identifying and Responding to Children and Young People At Risk	29
CPR and Anaphylaxis Training	29
The Positive Schools 2021 Mental Health and Wellbeing Conference	1
Certificate IV in Education Support	1
Certificate IV in Training and Assessment	1
Certificate II in Hospitality	1
Regulatory Lens: Quality of Student Learning	2
National Education Summit	1
NCCD Network Meeting Implementation and Support	1
NSW School Life - Introduction to Anxiety	4
Attendance and School Refusal Masterclass	1
Austism Spectrum Disorder - Targeted Supports	7
NESA Governance - Registration and Accreditation	1
Cyber Security for School Decision Makers	1
Irlen Certification	1
VET RTO Update	1
Building Resilience	8
Nationally Consistent Collection of Data: Overview and Moderation	2
Senior First Aid	1
Understanding and Responding to Vicarious Trauma	1
Case Note Writing	20
8 Ways of Learning	12
Programming for Life Skills	8



STAFF BIOS



Andrea Cingi, Principal

What was your 2021 highlight?

My 2021 highlight was welcoming all our young people back onsite following the lockdown. While NGC remained open and many students still attended in person, I missed the smiles, laughter and stories they all share. Everyone shows each other respect, kindness and understanding and our school is a genuinely safe, nurturing environment where our young people can build a positive sense of personal identity, cultivate great relationships and connect with their culture.



Rick Corderoy, Program Manager

What was your 2021 highlight?

My 2021 highlights are split into 'during lockdown' and 'post-lockdown'. During lockdown - playing skribbl.io (like online Pictionary) during art classes was a great, fun way to stay connected with those working from home. Post-lockdown - tides and timetables aligned to allow us to visit a favourite (secret) spot in Munmorah State Conservation Area. Watching our students experience moments of awe is always rewarding.



Cameron Livingstone-Thomas, Deputy Principal / Automotive Teacher

What was your 2021 highlight?

My 2021 highlight was seeing all students perform to the best of their ability when undertaking online learning. Even though students often told me that they dislike technology or computers, using this medium showed their true grit and determination to participate in school as much as possible. To have students request to complete after-school classes is a credit to their desire to succeed.

STAFF BIOS



Nareeda McGranger, Administration / VET Manager / VET Retail Trainer

What was your 2021 highlight?

My 2021 highlight was taking our Retail students to Floral Anarchy in Gosford. Sam welcomed us into her store and showed us how to make a beautiful floral bouquet. Some students even had customers requesting to buy their bouquet! Sam took the time to explain how she got into the retail and floral industry and everyone came back with a whole new passion! These real-life, hands-on experiences are so important in VET.



Mark Miles, Aboriginal Education Officer / Maths Teacher

What was your 2021 highlight?

My 2021 highlight was the Cultural Ghost Tour at Barangaroo where our students learnt about the Dreaming and cultural knowledge from the Gadigal lands. Our students answered questions and showed leadership on the tour, teaching members of the public about the uses of the Golden Wattle, why different plants are used in smoking ceremonies and the importance of being respectful during the ceremonies. Our School Captain Mitch even reminded someone to put rubbish in the bin and stop trashing the earth. I couldn't have been prouder of our young people!



Janice Montgomery, Curriculum Coordinator / Science Teacher

What was your 2021 highlight?

My 2021 highlight was receiving the results of our HSC Investigating Science students; I was so proud of their success in this academic subject. Across all year groups, it is incredible to watch young people have lightbulb moments, gain confidence to participate and feel safe enough to engage in their learning. It is so rewarding to watch them become inquisitive, seek clarifications and express their amazement when they learn new things about the world around them! At NGC, every day is a new opportunity to try again, knowing they will be welcomed, accepted, encouraged and appreciated.

STAFF BIOS



Kirk Oakley, English & History Teacher

What was your 2021 highlight?

My 2021 highlights ranged from being on the winning team for laser skirmish (for a second year in a row!) to spending the day at the Easter Show with Roy, Dean and Dylan (who I helped to purchase a show-bag for his baby sister) to being back at school after being 'locked up' in lockdown. An awesome English moment was our students creating a poster for our Texts and Human Experiences module that demonstrates their life philosophy. Some were so good that I had them made into posters for students to keep. This school has become a second family to me and I'm so grateful.



Emily Evans, History, PDHPE & Sports Lifestyle and Recreation Teacher

What was your 2021 highlight?

My 2021 highlight was all the wonderful opportunities and experiences I have been offered, which have been so unlike any other school. I am so proud to have worked with our amazing team and students over the past three years. I have grown so much as a teacher and I am already missing playing hockey and being in the classroom with everyone. NGC is a true credit to all involved and I am blessed to have been part of this community.



Jemma Milanovic, P.V.D.I Teacher

What was your 2021 highlight?

My 2021 highlight was returning to school after the prolonged lock-down because it was so wonderful to see the students so happy to be back in the grounds and fully engaged in their learning.

STAFF BIOS



Ken Donnelly, VET Construction Trainer

What was your 2021 highlight?

Working on a subject as practical as Construction throughout COVID was a struggle for both students and staff. Everyone had to work extra hard to make it to the finish line, so my favourite moment was handing Roy his full Certificate II in Construction Pathways at the Year 12 Graduation.



Mick McKeon, VET Horticulture Trainer / Youth Support Worker / Teacher's Aide

What was your 2021 highlight?

My 2021 highlight was the challenge of getting our Year 12 class to work harmoniously (most of the time!) and helping them to think outside the box on their assessments, coming up with something unique that still ticks the boxes of learning outcomes. I love sharing my culture with the young people and when I heard them answering questions about bush tuckers on our Barangaroo Cultural Ghost Tour, I could have burst with pride. Seeing those kids lead by example at McDonalds when someone littered was absolutely amazing, I still tear up thinking about it!



Shantai Smith, VET Hospitality Trainer & Cafe Manager

What was your 2021 highlight?

My 2021 highlight was seeing both my Year 12 students achieve their Cert II in Hospitality, after a long two years of dealing with COVID and lockdowns.

STAFF BIOS



Lee Trethowan, Case Manager

What was your 2021 highlight?

My 2021 highlights all come down to moments of pride and connection with the students. Supporting Peter Zammit to complete his HSC exams was incredible; I felt so proud of him knowing that just a few years ago, he would have never dreamed of doing his HSC. Another was helping Sharnea get her own unit, find furniture and claim her own independence and to see her realise that she can do this! Finally, it was great to do some home visits to students during the height of lockdown. I made Anzac biscuits and chatted from their front lawn.



Lee Santi, Youth Worker and Teacher's Aide

What was your 2021 highlight?

My 2021 highlight was being the Year 11/12 Roll Call class teacher. It was very encouraging to witness the transition from Year 11 to Year 12 at the end of the year and the growth and maturity they have brought with them into their final chapter at NGC.



Ian Sutton, Behaviour Support

What was your 2021 highlight?

Strangely enough, my 2021 highlight was my last day of work; a beautiful day spent in the bush. The love and respect I felt from both the staff and the kids really impacted me. I will miss NGC and the amazing team I worked with, making a real difference in the lives of young people.

STAFF BIOS



Damian Laidler, School Counsellor

What was your 2021 highlight?

My 2021 highlight was the graduation ceremony. It is always wonderful to see students celebrating their achievements.



Emily Ford, Special Education Teacher

What was your 2021 highlight?

My 2021 highlight was being given the opportunity to teach Stage 5 PDHPE, in addition to my usual Learning Support role. It was so much fun finding ways to move together online and even better when we finally got back on site! I'll always remember our handball games on the basketball court; all the camaraderie and banter! Our students are the kindest, funniest bunch and a pleasure to be around every day.



Sheree Thomson, Administration Officer

What was your 2021 highlight?

My 2021 highlight was seeing Year 12 graduate. They are the first group of students that I have been able to watch come through NGC from Year 9 to Year 12. I was very proud to help support them on their journey to become strong and confident young people who are ready to leave our NGC family and spread their wings.

STAFF BIOS



Vidar Tysvaer, Finance Manager

What was your 2021 highlight?

My 2021 highlight was being able to look back at the end of the year; another 12 months hampered by COVID, lockdowns and complicated, changing rules but through which we all soldiered on and did our absolute best. The resilience shown by the students and staff was second to none and it makes me so proud to be part of this strong community.



Larissa Little, Reception / Administration

What was your 2021 highlight?

My 2021 highlight was feeling so welcomed back from my maternity leave in August 2021. It was such a delight to see our young people again; I couldn't wait to hear what they were up to and what they had accomplished during my absence. Of course, the end of year celebrations are always a contender too, they are when my favourite memories are made.



Brad Hardman, Student Support / Mentor

What was your 2021 highlight?

My 2021 highlight was watching our young people use the gym facilities, often for the first time. It's so encouraging to see them gaining self-esteem and pushing themselves to achieve new goals.

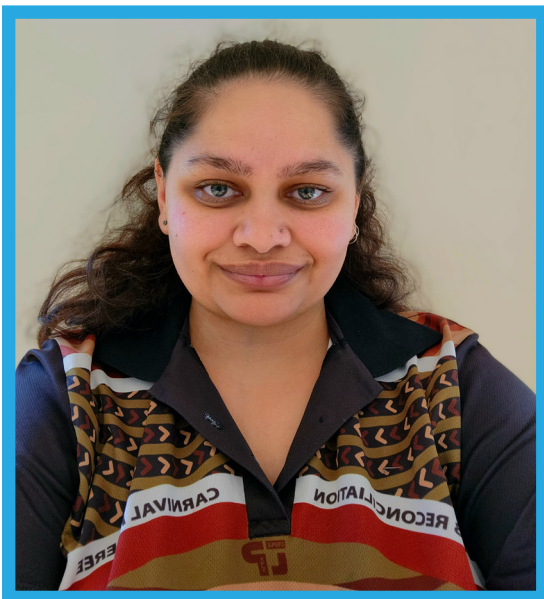
STAFF BIOS



Felicity Kemp, Maintenance / WHS Coordinator

What was your 2021 highlight?

My 2021 highlights have been each Friday when Ray from Delta Dogs come to school with Sunny the therapy dog. It means I always end my week with a high five and lots of hugs!



Ngari Williams, Reception / Administration

What was your 2021 highlight?

My 2021 highlight was being part of this amazing team and feeling so welcomed. I'm so happy to see the progress students are making and to watch them grow and want to better themselves. I was really proud that we powered through the tough times of lockdown; the NGC staff are truly amazing people and I'm looking forward to the future.

2021-22 PRIORITIES

Reflection on 2021 Priorities:

We saw an unprecedented surge in requests for additional support from families and caregivers throughout 2021, largely attributable to COVID-19. An increase in social isolation and psychological distress, coupled with a significant loss in employment saw an escalation in domestic violence events, substance abuse, suicidal ideation and young people being kicked out of home. Importantly, these impacts were being not only by our students, but their caregivers and immediate communities.

These observations point to how crucial it is to engage families and communities in all aspects of school life if we are to improve student learning outcomes and ensure that they have the necessary support to thrive. This was a key priority for NGC throughout 2021 and we were able to secure funding for a three-year strategic project (Standing Strong With Families and Community) through the Schools Plus Fair Education' Program. The objective of this funding program is to build leadership capacity in schools to engage families and communities in student learning. This not only directly aligns with a core pillar in our strategic plan but was indeed very timely, given the increased requests for support we were fielding throughout the height of the COVID lockdown. As a result of the funding, we were able to effectively deliver on these requests and validate our school as a stabilising and positive influence and a strong source of community, especially in times of crisis.

Looking Forward to 2022:

Throughout 2022, NGC will continue to invite caregivers to play a more active, informed role in the school's learning practice and build their capacity to support their young person's learning outcomes through structured workshops, a supportive peer-to-peer network and increased whole-school activities. We know that securing the 'buy-in' of families and community in NGC activities will mean that we see more sustained, positive attendance and engagement with learning and training from young people.

With a focus on cultural connections and further strengthening relationships with Aboriginal organisations, we plan to offer opportunities to consistently interact with the school staff, other caregivers and their young people. This will equip them to manage stressful situations that are impacting their young people, with the support of non-judgemental professionals.

One strategy we are excited to implement is a whole-school event that will invite former students, current students and their families to engage in:

- an informal meet and greet breakfast
- a smoking ceremony and acknowledgement to Country
- yarning / presentations by former students that will offer advice on navigating barriers to employment, succeeding in further education and maintaining motivation and resilience when confronting setbacks
- industry-specific breakout sessions and workshops facilitated by former students and support staff/teachers

Not only will this equip current students with an understanding of the realities and expectations of the workforce, it provides an opportunity for peer role modelling. Our alumni students are highly respected amongst our students and school community and their ability to empathise with the experiences of our current cohort means that their advice will be well-received. It also allows parents and caregivers to learn more about NGC's learning practice, hear what has worked for alumni students and consider strategies to support their young person in engaging in education and training.



CASE STUDIES

RUBY, YEAR 10



Ruby is the definition of a quiet achiever. Over the two years that she has been with us, we have watched her confidence and positivity flourish. She is a proud Wiradjuri woman, a Hospitality whiz and a caring member of our NGC family.

But before Ruby came to our school, she found it tough to focus on her learning. While the limited 1:1 time available with her teachers was part of the challenge, it was predominantly outside the classroom where she struggled to find her place. With experiences of bullying weighing her down, Ruby's nan suggested that she start fresh at NGC and follow in the footsteps of her older sister and NGC graduate, Abby.

"I hated school before coming to NGC. There was a lot of bullying and rumours and I felt like I didn't fit into these big groups. Now that I've been here, it's a lot different. There are no bullies; people don't judge and are more accepting of who everyone is. And for classes, I can sit with the teacher and ask when I don't understand something. That really helps."

Ruby has made great strides in the classroom and says she is enjoying Maths and PDHPE in particular. We are also seeing her shine in the kitchen via her chosen VET subject of Hospitality. As Ruby cooks up a storm on a weekly basis and shares the end product with her peers, she is developing new skills and confidence that will help her beyond the school gates.

At NGC, we are proud to be a culturally affirmative, safe space for young people of all cultures, ethnicities and gender identities. Ruby has been able to find opportunities to connect with her Aboriginality through our Cultural Education program that is facilitated by NGC's Aboriginal and Torres Strait Islander staff members. This has included engaging in Welcome to Country and smoking ceremonies at every school event to heading out to significant cultural sites across the Central Coast. A favourite memory for Ruby was our 2021 excursion to Barangaroo, Sydney, for a Cultural Ghost Tour!

During her time with us, Ruby has been able to utilise the additional supports available through NGC's Student Enrichment Team. She says that this has helped her stay on track and remain positive, especially as she tackles the challenge of her preliminary HSC year. Ruby has also benefited from plenty of time spent with her peers, whether it's having fun at Aqua Splash, exploring at Girrakool or sharing burritos after a Wednesday morning cookathon!

"I think the teachers can help you a lot more here and you're always allowed to take time out when you need to chat about something you're dealing with. I like being able to talk with Lee T or Damian or go somewhere quiet if I want to. It's been easier to make friends; even though it's only a small school, it feels like you can approach more people. I would tell anyone to come here because it's really good, different and everyone is supportive."

CHELSEA, YEAR 11

Now in her second year at NGC, Chelsea is an incredible example of what it means to dance to the beat of your own drum. She is a creative powerhouse, an out-of-the-box thinker and will be part of our Year 12 Leadership Team.

However, Chelsea didn't always see herself having the skills and interest to take on a role like that! In her junior years at a mainstream high school, Chelsea describes feeling like a number and struggling to strongly connect with staff and students. After being referred to NGC in Year 10, she was able to find her place amongst peers with similar life experiences and build her confidence to engage with all aspects of school life.



"I didn't enjoy school before I came here. It's a very different environment to a traditional school which has really suited me. You call teachers by their first name, there's no uniform and everything feels less robotic and much more human. It's been a lot easier to get to know people."

Chelsea has benefitted from NGC's small class sizes and additional 1:1 time available with our teachers. She works hard inside and outside the classroom, whether it's tackling a Science experiment out in the field, writing creatively in English lessons or flexing her creative muscles in Photography, Video and Digital Imaging. Chelsea says a learning highlight has been mastering composition and editing techniques and putting them into practice via a variety of fun excursions, including a recent foray to the spooky and Heritage-listed structure of Morisset Psychiatric Hospital.

Horticulture has been Chelsea's vocational subject of choice since she has been at NGC. On a weekly basis, you'll find her in the onsite garden where she tries her hand at soil sampling, germinating and planting. Later this year, Chelsea will put her skills to the test through a week-long structured work placement with a local employer. But while she likes the opportunity to roll up her sleeves and spend time outside, Chelsea's career aspirations lie in a different direction. When asked, she says she would like to explore being a mortician. She makes the excellent point that while death can sometimes be taboo in Western culture, it's an experience that everyone confronts and we can do a lot more to support people through it.

"The best part about being at NGC is that now nothing really feels impossible. I've learnt that there is always a way around any problem and I know that I have people around me who can help me find a solution. If I was talking to someone who was considering coming to NGC, I would say 'give it a try'. It was my last shot and it worked out really well for me."

TYLER, YEAR 11

Since he came to NGC last year, Tyler has been a natural leader. As one of our Year 11 students and a member of our Leadership Team, he is a role model for younger students and demonstrates what can be achieved with hard work, determination, support and self-belief.

But school wasn't smooth sailing for Tyler before he came through our gates. He was regularly experiencing conflicts with staff and students, which left him disengaged, distracted and often unsupported in the classroom. As a result, his academic progress stalled and he also found himself getting into trouble outside of school, including contact with Juvenile Justice.

After a former teacher made an effort to introduce Tyler to NGC, things started to turn around and soon, he was thriving in our practical learning environment. His performance in English and Maths has improved by leaps and bounds, which Tyler attributes to his increased engagement and the 1:1 support he has been able to access.

"With so many other kids in my old class, I felt like I couldn't get help and then I'd tune out, get bored and muck up. It was like a cycle. I ended up in the back of the room doing work that was more for way younger kids. It wasn't until I came here that I started getting A's in Maths and doing Year 11 work. The size of classes make a big difference because you can sit with the teacher and there's also a teacher's aide there to help you with your work and assignments."



Tyler has enjoyed the opportunity to challenge himself through vocational education and training. His pragmatic problem-solving makes him a great fit for our Construction cohort and he has mastered a wide range of technical skills that will prove transferrable to his future employment. Right now, he is contributing to the whole-class project of building an outdoor entertaining area.

Beyond his skills and work experience, we have been impressed with Tyler's maturity, as he has shown the ability to reflect on and regulate his behaviour and a willingness to take responsibility. He has benefitted from positive staff and peer role models and in turn, he is always available to talk to a younger student that might be going through a tough time. As well as regularly seeking support from our Student Enrichment team, Tyler also enjoyed an externally-facilitated program delivered by Top Blokes. This provides a safe space to discuss issues that affect young men like healthy relationships, self-esteem, peer pressure and substance use.

"Since I came to NGC, I've been working on controlling my temper and not holding onto stuff. The teachers really support you with whatever you're working through. They get that sometimes when you act out, it's not because you don't care but because you might be going through something. Same with the other students - we all sort of get where everyone is coming from because most of us have had the same life experiences. Top Blokes was good because we could talk about 'men's business'; there was no judgement and we shared stuff that we were dealing with and had each other's backs."

TYLER, YEAR 11



While he is committed to working hard, Tyler loves opportunities to get outside and visit new and exciting places. As one of NGC's Aboriginal students he was a keen participant in the Cultural Ghost Tour at Barangaroo and has responded well to our 'Rewards Excursion' incentive, where students can attend an end-of-term event (like the Easter Show or a laser skirmish) if they have no suspensions and a consistent track record of positive behaviour.

While he missed this kind of face-to-face interaction during the peak of COVID-19 restrictions, Tyler recalls that everyone bonded together as much as possible and that he even took part in online meditation hosted by our school counsellor to keep himself mentally strong.

When asked if he would recommend NGC to other young people, Tyler replies with a resounding yes.

"Without NGC, I wouldn't be in school right now. I'd probably be in lock-up and would have left before Year 10. But now, I actually want to go to class, I'm on track to get my HSC and I'm showing younger kids what is possible. I have had a fresh start and there's no way I'm going to mess it up. If anyone else was in a similar position, I'd tell them to come to NGC because it's different to any other school. You get proper help and it's a great place to be."



NATALIA, YEAR 11



Since arriving at NGC last year, Natalia has gone from strength to strength. We have been so proud to see her take advantage of every opportunity that has come her way. As one of our Year 11 students, she models positivity, compassion and perseverance and can always be counted on to show support to her peers. However, Natalia didn't always feel supported by those around her and she found it tough to thrive in a mainstream environment. She experienced intense bullying which took its toll on her self-esteem and caused her to increasingly disengage from school over a 2-year period. Natalia decided to give NGC a go on the advice of her older brother Jacob; NGC graduate and our 2020 school captain.



"School had been pretty traumatic and I stopped going for a long while. When NGC accepted me, it was the best thing that ever happened to me because I was no longer staying at home feeling depressed. The one-on-one support in class is so helpful - now that I'm here, Maths just clicks with me. The way the teachers help you makes such a big difference; like my Science teacher, Janice, catching me up on any work if I've been sick or something."

Natalia chose Retail as her Year 11 and 12 VET subject because she wanted to learn more about beauty and salon skills. Working in our onsite salon, she has mastered eyebrow waxing and tinting, make-up application and haircare. She has also loved the opportunity to visit genuine workplaces, including participating in an eyelash tutorial with Make Up and More and a floral arrangement workshop with local boutique, Floral Anarchy.

Natalia completed her structured work placement at a nursery-cafe in Charmhaven, where she experienced friendly staff and clientele and practised her barista, customer service and cash-handling skills.

NATALIA, YEAR 11



Especially as she progresses through her final year, Natalia is taking advantage of the additional supports we make available at NGC. She is able to book a session with our counsellor when she needs it or have a casual chat with a member of our Student Enrichment Team. Natalia also enjoys getting out and about with her friends, whether it's at the Easter Show, on Photography, Video and Digital Imaging shoots or out in the national park. This support system and ability to regularly 'take the pressure off' has put her in a great position to tackle her HSC; an achievement she once thought would be impossible for her. Beyond that milestone, Natalia is excited to keep learning about all things beauty and ultimately wants to pursue Childcare as a career pathway.

"At NGC, you feel like you belong. The small size of the school just makes it way easier to approach people and make friends. Everyone is always willing to have a chat with you when you need it and even during the COVID lock-down, Lee T would send us inspirational quotes and check in with us. It's honestly a bit nerve-wracking to be thinking about the HSC but I know it's going to be a really proud moment when I finish and can celebrate with graduation and the formal. After school, I think I want to work in childcare. I really love kids and I think it's important to have care and passion when you're in that industry."



KARA, YEAR 11

In our last annual report, we introduced Kara who had just finished Year 10 at NGC. A year on, she is now on track to graduate with her HSC and has grown into an exceptional role model for younger students, even becoming a member of our formal Leadership Team.

But Kara didn't always feel so comfortable or connected at school. She experienced severe bullying which took a toll on her self-esteem, spiked her anxiety and made it tough to leave the house. With the help of a counsellor and at the advice of her assigned youth worker, Kara looked into NGC as an educational alternative that could get her back on her feet. It didn't take long for her to settle in at our small school and she hasn't looked back since!

"After experiencing bullying and anxiety, it was such a relief to come to NGC and just feel so safe. Here, I can always talk to any teacher and check in about how I'm feeling and the other students have your back."

"It's so cool being a senior student now and helping younger kids because I want everyone to experience this school in the way I have. I've done a lot of work to mature because I think if you have an immature mindset, that will keep you stuck. I always try to accept people as they are, to rise above and be generous."

Kara is one of our longest-standing Retail students and can always be counted on to lend someone a hand in our onsite salon. She has enjoyed meeting people working in the industry via visits to Glassons, Myer, Mecca, Sephora, Floral Anarchy, and Makeup and More. Kara is looking forward to taking her skills to the next level through her upcoming structured work placement, where she will spend a week volunteering with a local business.



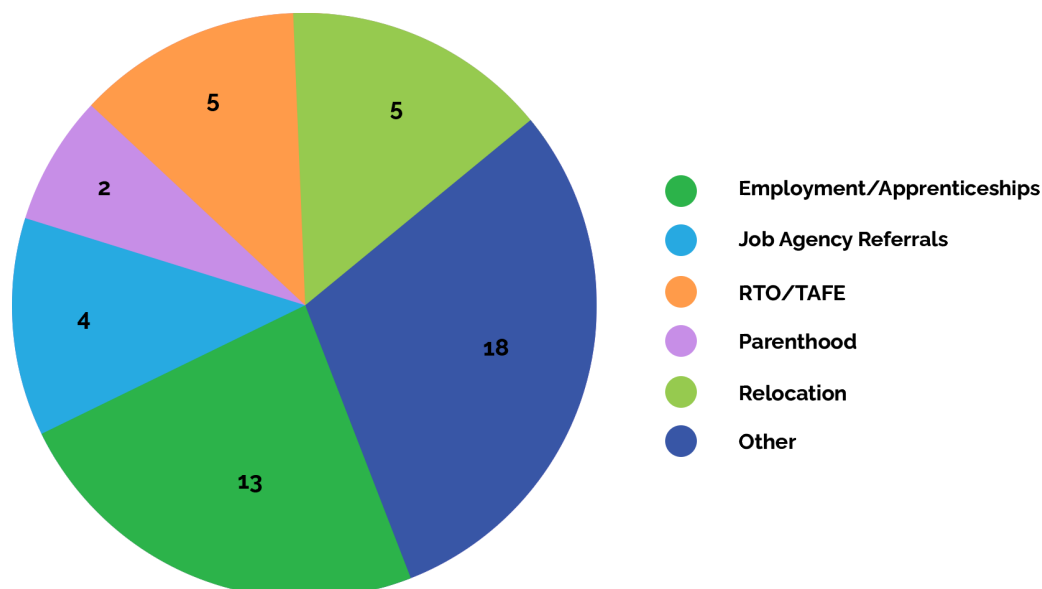
Alongside Retail excursions, Kara is always enthusiastic about the other opportunities on offer at NGC. She has been a keen participant in our Rewards Excursions, citing the trip to the Easter Show as one of her favourite days ever, and enjoyed exploring the spooky, historically significant buildings of the old Morisset Psychiatric Hospital. Kara also resonates with NGC's focus on cultural affirmation. While non-Indigenous herself, she believes that learning about Aboriginal culture is a privilege and always engages in smoking ceremonies and trips to sacred sites around the area.

Kara has her eyes set on the prize with her HSC approaching next year but that doesn't mean she hasn't given a lot of thought to life beyond school. One of her goals is to have her own salon and offer waxing, eyebrow and eyelash maintenance and tinting, and nail-care. Simultaneously, she sees youth work or counselling in her longer-term career vision and we know that her compassionate, perceptive and patient nature would make it a perfect fit!

"I'm excited and nervous to finish Year 12, I never would have thought I'd graduate and cross that finish line. Without this school, I simply wouldn't be at any school. It has helped me so much mentally and physically and I wouldn't be who I am today without all the support and love. If anyone was in the position that I was a few years ago, I would say come to NGC. This school is a place where your confidence can shine and your anxiety will fade. Know your worth and make a change; mainstream school isn't for everyone."

STUDENT OUTCOMES

Post-School Destinations and Exits



2021 Secondary School Outcomes

Year 11 Completions in 2021	12
Year 12 Completions in 2021	11
Students Sitting HSC Exams	8
Students Completing a Year 12 Pathway	3
Year 12 Students V.E.T Completion (Full Qualification and Statement of Attainment)*	8

2021 Attendance Rates

Year 9	42.57%	Year 12	70.42%
Year 10	43.30%	Indigenous Students	50.85%
Year 11	64.13%	All Students	55.1%

The school manages student non-attendance through its implementation of a Multi-Tiered Systems of Support framework. MTSS supports all students through intervention ranging from a school-wide approach to a system for developing individualised plans for specific students. Students with low or irregular attendance also have attendance plans.

Retention rates are to be based on data relating to actual students who have been tracked from the completion of Year 10 to the completion of Year 12 in 2021. In 2019 34 students completed their Year 10 RoSA and in 2021 11 Year 12 students graduated, hence a 34.375% retention rate. As students turn 17 years of age in these years of schooling, many opt out either to seek employment or to make the transition into employment.

STUDENT OUTCOMES

R.O.S.A Results:

COURSE	SCHOOL TOTAL	STATE TOTAL	SCHOOL A (%)	SCHOOL B (%)	SCHOOL C (%)	SCHOOL D (%)	SCHOOL E (%)	SCHOOL N (%)
English 200 Hours	13	89368			23.08	38.46	23.08	15.38
Mathematics 200 Hours	13	89574	7.69	15.38	38.46	7.69	15.38	15.38
Science 200 Hours	13	89344			23.08	30.77	30.77	15.38
Geography 100 Hours	13	89378			30.77	30.77	23.08	15.38
History 100 Hours	13	89382		7.69	7.69	38.46	30.77	15.38
Personal Development, Health, P.E 100 Hours	12	18669		8.33	33.33	41.67		16.67

COURSE	SCHOOL TOTAL	STATE TOTAL	STATE A (%)	STATE B (%)	STATE C (%)	STATE D (%)	STATE E (%)	STATE N (%)
English 200 Hours	13	89368	13.32	28.80	35.62	15.64	5.98	.63
Mathematics 200 Hours	13	89574	15.34	22.86	32.01	22.68	6.57	.54
Science 200 Hours	13	89344	13.87	25.17	36.37	17.72	6.22	.64
Geography 100 Hours	13	89378	15.90	27.94	34.11	15.25	6.30	.49
History 100 Hours	13	89382	15.54	27.95	34.29	15.18	6.52	.51
Personal Development, Health, P.E 100 Hours	12	18669	18.52	36.79	31.43	9.65	3.32	.29



STUDENT OUTCOMES

Preliminary Results:

ENGLISH STUDIES 2 UNIT (30105)

	SCHOOL MALE COUNT	SCHOOL MALE %	SCHOOL FEMALE COUNT	SCHOOL FEMALE %	SCHOOL COUNT	SCHOOL %	STATE MALE COUNT	STATE MALE %	STATE FEMALE COUNT	STATE FEMALE %	STATE COUNT	STATE %
A	0	0	2	25	2	15.38	218	3.51	289	8.09	507	5.18
B	0	0	3	37.5	3	23.08	1074	17.27	870	24.35	1944	19.85
C	3	60	2	25	5	38.46	2228	35.83	1216	34.03	3444	35.17
D	1	20	1	12.5	2	15.38	1622	26.08	717	20.07	2339	23.89
E	1	20	0	0	1	7.69	893	14.36	377	10.55	1270	12.97
N	0	0	0	0	0	0	184	2.96	104	2.91	288	2.94

INDUSTRIAL TECHNOLOGY 2 UNIT (11200)

	SCHOOL MALE COUNT	SCHOOL MALE %	SCHOOL FEMALE COUNT	SCHOOL FEMALE %	SCHOOL COUNT	SCHOOL %	STATE MALE COUNT	STATE MALE %	STATE FEMALE COUNT	STATE FEMALE %	STATE COUNT	STATE %
A	0	0	0	0	0	0	850	10.75	344	22.43	1194	12.65
B	0	0	0	0	0	0	1921	24.30	483	31.49	2404	25.47
C	2	100	0	0	2	100	2848	36.02	428	27.90	3276	34.70
D	0	0	0	0	0	0	1486	18.80	172	11.21	1658	17.56
E	0	0	0	0	0	0	704	8.9	95	6.19	799	8.46
N	0	0	0	0	0	0	97	1.23	12	0.78	109	1.15

INVESTIGATING SCIENCE 2 UNIT (11215)

	SCHOOL MALE COUNT	SCHOOL MALE %	SCHOOL FEMALE COUNT	SCHOOL FEMALE %	SCHOOL COUNT	SCHOOL %	STATE MALE COUNT	STATE MALE %	STATE FEMALE COUNT	STATE FEMALE %	STATE COUNT	STATE %
A	0	0	0	0	0	0	211	9.53	228	14.63	439	11.64
B	0	0	3	37.5	3	23.08	571	25.8	473	30.36	1044	27.68
C	4	80	3	37.5	7	53.85	786	35.52	531	34.08	1317	34.92
D	1	20	2	25	3	23.08	427	19.30	218	13.99	645	17.10
E	0	0	0	0	0	0	186	8.40	77	4.94	263	6.97
N	0	0	0	0	0	0	32	1.45	31	1.99	63	1.67

In 2021 eight students sat for the NSW Higher School Certificate in two courses, one of which was compulsory, the other an optional exam. While state/school variations seem low, the mere fact that eight sat exams, nine graduated with an HSC and two graduated with a Year 12 equivalent is an immense achievement.

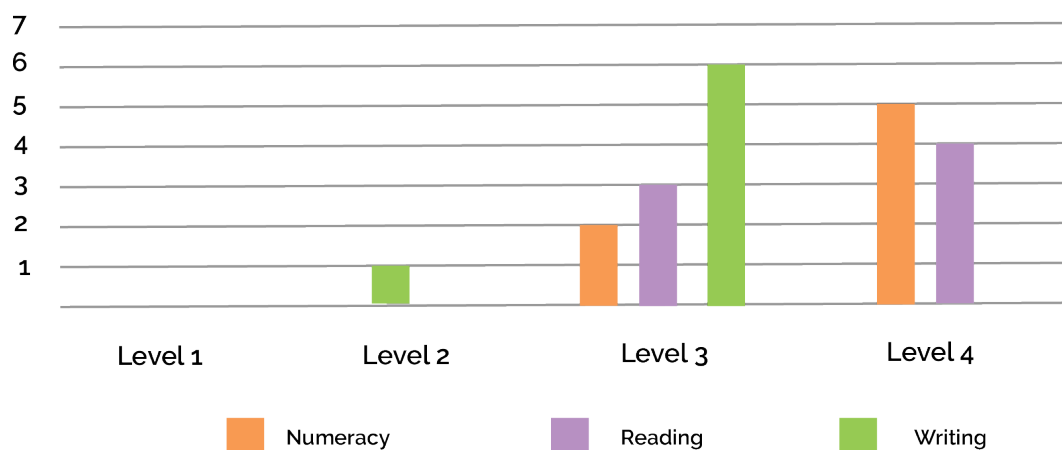
STUDENT OUTCOMES

HSC Results

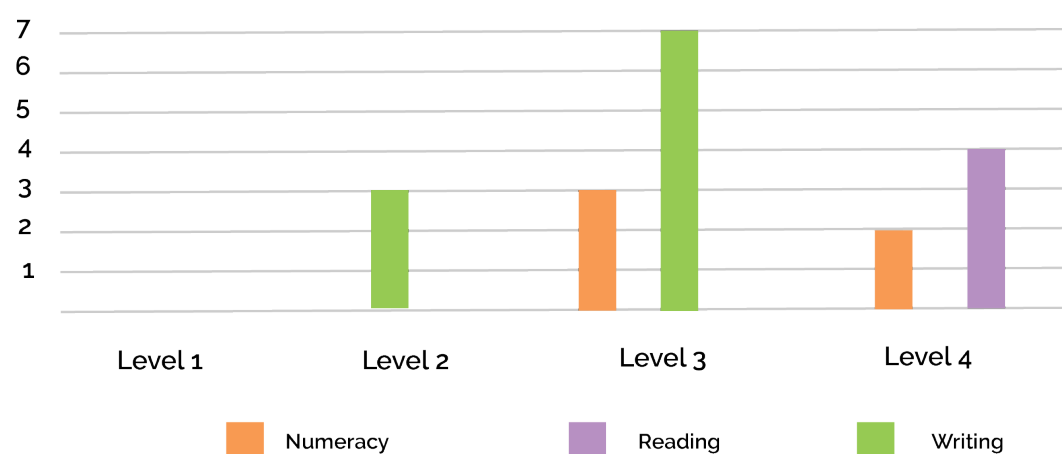
COURSE	COURSE CODE	STUDENTS INCLUDED	STUDENTS OMITTED	E.M MEAN	STATE E.M MEAN	SCHOOL / STATE VARIATION	Z SCORE
Construction Examination 2 Unit	26299	2		59.80	75.65	-15.85	-1.52
English Studies Examination 2 Unit	15126	8	3	36.83	55.87	-19.04	-1.52
Hospitality Examination (Food & Beverage) 2 Unit	26589	2		59.10	71.85	-12.75	-1.15
Industrial Technology 2 Unit	15200	3		57.20	69.42	-12.22	-.86
Investigating Science 2 Unit	15215	8	3	54.10	75.52	-21.42	-1.89
Primary Industries Examination 2 Unit	26899	2	1	44.20	74.27	-30.07	-3.22
Retail Services Examination 2 Unit	26999	1		38.20	67.65	-29.45	-2.75

Minimum Standard Testing HSC 2020 VS 2021

2020:



2021:



Two students sat NAPLAN tests in 2021. Data is not available for privacy reasons.

ACKNOWLEDGEMENTS



NG Central is proudly connected to our Central Coast community.

We could not achieve the outcomes we do without the support of local businesses, government and not-for-profit organisations and individuals across multiple sectors.

NG Central would like to thank all our partners for their shared commitment to creating purposeful futures for our young people.

- Relationships Australia (ARC)
- PCYC Umina and Bateau Bay
- Bakers Delight Erina Fair
- Kariong Quality Meals
- Grill'd Erina
- Bunnings West Gosford
- Leisel Tesch MP
- Adam Crouch MP
- Lucy Wicks MP
- As Built Construction
- Make Up And More
- Floral Anarchy
- Construction Trade Qualifications
- Blooms Chemist Erina Fair
- Kings Chicken Wyoming
- Anne Bubici
- Trish Oakley
- Doug and Judy Hastings
- Ingrid Tysvaer
- Australia Defence Force
- TAFE NSW
- Coast Shelter
- Mingaletta Aboriginal & Torres Strait Islander Corp

- Express Lube West Gosford
- Inner Wheel Club - Gosford North
- Inner Wheel Club - Terrigal
- Red Cross Avoca Beach
- The Rotary Club of Kariong Somersby
- The Rotary Club of Umina Beach
- The Rotary Club of Gosford North
- The Rotary Club of Woy Woy
- Gosford City-East Gosford Lions
- Barang Alliance
- Bara Barang
- Yerin Eleanor Duncan Aboriginal Health
- Bangarra Dance Theatre
- Central Coast Primary Care
- Regional Youth Support Services (RYSS)
- SCSF Youth Hope
- The Skill Engineer
- Uniting Org
- Catholic Care
- NSW Health - Central Coast LHD
- Department of Communities and Justice staff
- Write Thing Media

TESTIMONIALS

"I am very happy with Tyler's academic improvement and that he is 'coming out of his shell'. I am very grateful that NGC is caring for him so well."

Kevin Foley, Grandparent

"Thank you all so much for the support, patience and empathy you have given Mason (and I) over his years at NGC. You have an amazing group of people on your team and I can't thank you all enough! We made it!"

Mel Cusack, Parent

"Thank you to you and your wonderful teachers. They have played a pivotal role in Kaleb's education and wellbeing, showing a lot of patience and understanding that Kaleb has not experienced in a school setting before. We've seen great improvements in his behaviour, goals and openness to education since he started here."

Jodie Huenerbein, Therapeutic Case Manager, Catholic Care

"Thanks for the attention that you gave Zac today. He told me that NGC is the best school he has ever attended, which is high praise from him."

Wal Bicket, Senior Caseworker

"At every obstacle, you were flexible and adapted the curriculum and guidance to meet Jordan's needs. Thank you for all you and your amazing team of teachers have done for him. I don't think there is a more appropriate school out there for him."

Jodie Huenerbein, Therapeutic Case Manager, Catholic Care

"I wanted to say thank you so so much for those absolutely gorgeous flowers. You should have seen the smile on my face when I seen them. Words can never explain how much I appreciate what you and the school have done for me. I wouldn't be where I am without you."

Skyla, Student



FINANCIAL INFORMATION

