

NGARUKI GULGUL

ANNUAL REPORT

2018



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.



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

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NGC AT A GLANCE IN 2018



83 students
enrolled in 2018



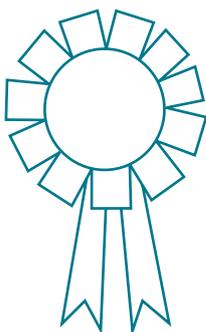
18 senior
students
enrolled in
vocational
training



3 students
successfully
completed their HSC



9 students
graduated Year 12



3x Statements of Attainments in
Horticulture and 1x Certificate II
in Salon Assistant (SHB20216)

NGC AT A GLANCE IN 2018

V.E.T Pathways



FSK20113- Certificate II Skills for Work and Vocational Pathways



SHB20216 - Certificate II Salon Assistant



SIT20316- Certificate II Hospitality



AHC20416- Certificate II Horticulture



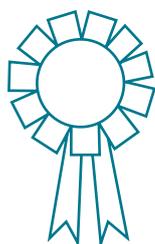
Industrial Technology (Timber)



Industrial Technology (Automotive)



10 teaching staff/trainers and 10 non-teaching staff in 2018



9 female students graduated from Standing Strong Program



22 male students participated in Top Blokes Program

Post-School Destinations in 2018

1x referral to APM
1x painting apprenticeship
1x full-time job
1x part-time job
2x further study at TAFE or private college



5x casual job outcomes (alongside school) in 2018

CHAIRPERSON'S REPORT



On behalf of the Board of NGC I am very pleased to endorse this Annual Report and its associated Annual Financial Statement.

In doing so I would like to commend Principal Andrea Cingi and all of her teachers, support workers and volunteers for the tireless work they do every day in making our school the safe, welcoming, and supportive environment it is.

Along with each of my fellow Directors I admire immensely the passion, commitment, patience, and resilience these people display

in working with students who come to us disillusioned with school and the educational process, and with little expectation of purposeful lives for themselves. As students respond to this love and respect shown to them throughout the year, it is beautiful to see them emerge from the shells they have created around themselves, layer by layer, and engage purposefully with each other and with their teachers and mentors.

As the year progresses they grow in confidence, work diligently on their basic skills, develop new skills in team work, co-operation, communication, and resilience. The year concludes with beautiful celebrations of their success in the presence of parents, friends, community supporters, and of course those within the school who have made all of this possible. On display are certificates of attainment, beaming faces, increased confidence, appreciation to staff and volunteers, and the vastly enhanced social skills practised and learned throughout the year. Our Board is immensely proud in continuing to support this wonderful place of learning.

Beyond the classrooms and the learning, the Board has had a very busy year exercising governance over the school and managing the complex task of securing its complete independence from its former association within YC Group. This has involved independent financial management, resource management, development of new policies and processes, and preparation for accreditation inspections.

This task is ongoing and will be complete in time for our official separation at the beginning of 2019. Although independent from YC Group, both organisations have pledged to work co-operatively and support one another in serving the needs of vulnerable young people in our community. NGC will continue to operate from the Green Central site to facilitate this co-operation with YC Group.

Thank you to our hard working and committed Board of Greg Groppenbacher, Anne Byrne, and Phil Blich, and of course our irreplaceable Secretary, Marj Kong. Like all within NGC, the Board is very excited about setting out on our new independent pathway and setting new directions. We are very proud to be able to be accompanying and supporting you on this journey.

Pat Lewis
Board Chair

PRINCIPAL'S REPORT



Welcome to our fifth Annual Report. Since our inaugural year, we have observed a significant shift in the educational needs of young people; a shift that is challenging politicians, curriculum writers and communities. One of the most significant markers of the Digital Age is the insatiable desire for more. More websites, more social media, more music, more movies, more posts, more news (true or false), more knowledge. Our devices connect us to an ever-growing mass of information. This can be a gift, but it can also steal our focus, reduce our productivity and overwhelm our ability to critically engage and analyse.

As educators, it is our responsibility to teach our young people to consume media consciously and with a sense of mastery over their devices.

In light of these shifts around media and consumption, learning is no longer about gaining more knowledge. Rather, it is about understanding what to do with the abundance of information available. Learning 'how to learn' becomes vitally important as young people will enter a workforce and economy that depends on agility and adaption to new technology, new challenges, new lifestyles, and new ways of working. And this constant evolution is an exciting prospect, with experts suggesting that many jobs will be improved by technology, as it will allow people to focus more on the creative, social and strategic aspects of their roles, while the machines do the routine and mundane.

At NGC, we believe it's essential that young people leave school with not only an adaptive skill-set, but an adaptive mindset. We do not just deliver the mandated curriculum, but a whole skein of individualised learning opportunities; and social, cultural, enterprising and wellbeing supports are on the menu. We strive to foster a growth mindset, a love of learning and the ability to stand strong, with courage and conviction.

We want every student to become the best person they can be, wherever they are on their life's trajectory. We want to create an environment where they can bring their best selves to school and where they belong. We want to see their human skills shining through, exhibiting kindness, resilience, empathy, creativity, passion, perseverance and confidence to take on challenges. These are the attributes that cannot be replicated by smart machines, and will equip our students with the capacity to find fulfilling work, make a positive difference in this ever-changing world and lead purposeful lives.

In 2018, three students completed their HSC with Bands between 1 and 4. Congratulations Angel, Jodane and Ellie-May! You kept your expectations high and this took courage, resilience and perseverance. Six more students completed their Year 12, demonstrating strong growth in our small school. We are all very proud of you. Growth has shown itself in academic achievements, but it's also incredibly apparent in the deepening of friendships and connections. Students connect with one another, connect with nature, connect with culture, and have fun while doing it. For us, school is about social development as much as academic development, as our students learn to contribute in positive ways to family, friends, and the community.

To the students, families/carers and community partners and businesses, your commitment and care is truly inspiring. We have learned that you are the key to achieving positive change. Thank you to our steadfast Board members, who give freely of their time and expertise to help keep us on track, and to our staff, who always give 100%.

Andrea Cingi
School Principal

ABOUT

NG CENTRAL



PHILOSOPHY STATEMENT



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

NG Central is a secondary school that offers dynamic, innovative enterprise education for students in Year 9 - 12. We believe every young person deserves a purposeful future and that school is a meaningful pathway to achieving this.

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

Goals of our education are to develop participants':

Learning skills - Personal skills - Social skills - Professional skills

An exciting combination of key learning areas, vocational training and enterprising practical work are pivotal to improving our young people's chances in further education and the employment market. It is an environment where young people are treated with respect and their barriers to engagement are treated in a holistic manner. They need supportive personal relations and identification options in the learning environment. Ngaruki Gulgul provides a caring community where the participants experience a sense of belonging.

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

Kofi Annan, former secretary-general of the United Nations, and a powerful yet humble leader said "Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace. If, however, they are left on society's margins, all of us will be impoverished. Let us ensure that all young people have every opportunity to participate fully in the lives of their societies."

And this is what NGC wants to achieve - resilient, confident, innovative, and positively active young people who are able to impart a purpose and direction to their lives. Our young people will then stand strong with head held high and be proud.

SCHOOL INFORMATION

Ngaruki Gulgul, which means 'standing strong' in Darkinjung language, is also known as NG Central or NGC. Our campus is located at Green Central, 'Gate' 1 Kangoo Road, Kariong NSW.

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

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



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

Participants are offered a NSW Education Standards Authority school curriculum, as found in any other traditional school, with the addition of pathways that focus on the above industries. The difference lies in the holistic balance to the delivery of educational programs through welfare and case management support; and the 'earn and learn' balance to the delivery of educational programs through participation in social enterprise initiatives. It is an education option designed for participants in Years 9 and 10 working towards a Record of School Achievement (RoSA), and students in Years 11 and 12 working towards a non-ATAR Higher School Certificate. It is an education pathway into a trade or further vocational education and training. We are not politically or religiously affiliated.

Why Choose Ngaruki Gulgul?

- We believe everyone is unique and accept you the way you are
- Real vocational pathways are accessible and tailored to current industry standards
- You attend because you have a desire to make a difference to your future and impart purpose and direction to your life
- You have the opportunity to make choices about your role as a student
- Stronger support is available if you need it
- You and teachers are on a first name basis
- Smaller class/school size means we get to know you as an individual
- The harder you work, the more you get
- There are no school uniforms, school bells or school assemblies
- You have the opportunity to learn in an environment which helps you to develop the skills and values you need to fulfil your destiny and find your place in the world

CURRICULUM

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

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



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

We aim to rewrite the script our young people often internalise from a young age and emphasise the importance of self-empowerment, tenacity and accountability in achieving genuine success.

2018 Subjects

Year 11 & 12

- English Studies (Mandatory)
- Mathematics Standard
- Investigating Science
- Sport, Lifestyle & Recreation Studies
- Photography, Video and Digital Imaging
- Industrial Technology (Automotive or Timber)
- Certificate II in Hospitality (SIT20316)
- Certificate II in Horticulture (AHc20416)
- Certificate II in Salon Assistant (SHB20216)

Year 9 & 10

- English
- Mathematics
- Science
- PDHPE
- Geography
- History
- Vocational tasters
- Outdoor Recreation



CURRICULUM

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 Ngaruki Gulgul 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.



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 the HSC. This education program meets the requirements of the Education Act and has Board Developed and Board Endorsed Content status however 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

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

The selection criterion focuses on nine key areas;

1. Learning difficulties/disabilities
2. Behavioural difficulties/disabilities (emotional and physical)
3. Social disadvantage 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 participants 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. Participants will not be enrolled at NGC without attending an interview. 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.

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

Ngaruki Gulgul will provide case management to all students who are enrolled in the school. However, the school is not in a position to manage students who cannot operate within our open learning environment. Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents are expected to be supportive of the ethos of the school. All students who commence at Ngaruki Gulgul undergo a Welfare Assessment and a Literacy and Numeracy assessment. This will be conducted during their induction and an IP meeting is undertaken within the first few weeks of schooling with us. 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.

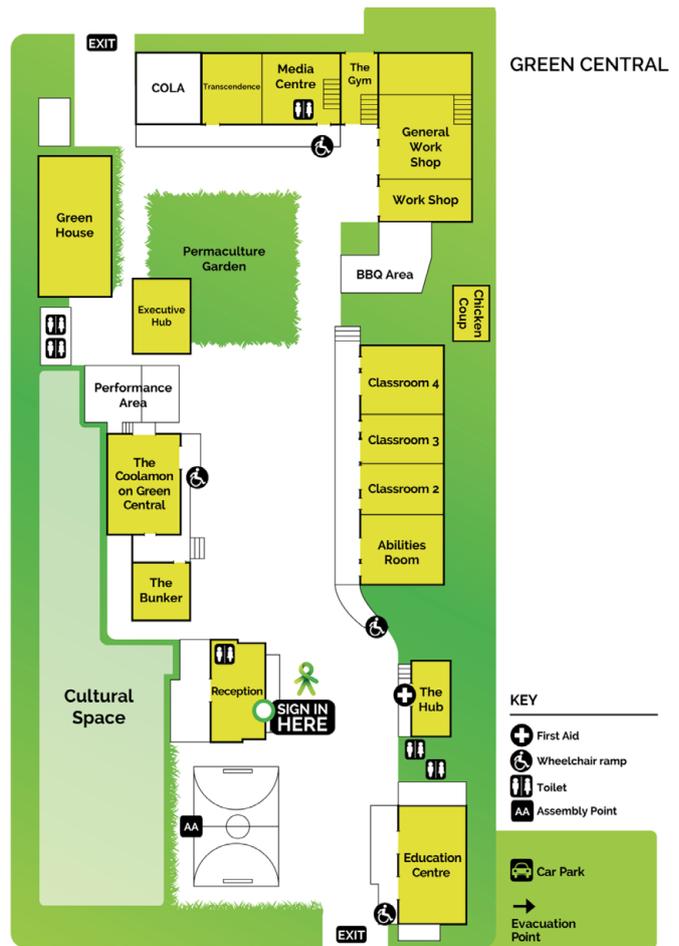
FACILITIES

Ngaruki Gulgul is a unique school and a showcase model of enterprise education. It is housed in pleasantly appointed, sustainable (carbon neutral) classrooms, in the beautiful bush setting of Mt Penang Parklands.

The facility is designed for disabled participants to reach most areas in wheelchairs. This adds to the feeling of space and makes it easy for everyone to move between classrooms. It is designed to facilitate co-operative learning and create different spaces for participants and teachers to use inside and outside the buildings.



Additional facilities on site include a BBQ area, hot house, veggie and bush tucker garden, cultural walk, construction and automotive shed, hair and beauty salon, sustainable house and education centre, kitchen, and a gaming and computer facility.



POLICIES

Student Welfare Policy

An ethos of care is embedded in our school and organisational values and is 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.

Student Discipline

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



POLICIES

Reporting Complaints and Resolving Grievances

Students have the right to complain or report any misgivings at any time. The teacher in charge of that class will deal with matters concerning the classroom. For issues concerning the teacher, the 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 of Directors.

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 teacher. If necessary the Principal will become involved as a part of the Appeals process. To ensure the elements of procedural fairness are met, it is appropriate to provide students and their parents or caregivers



Corporal Punishment

Ngaruki Gulgul does not permit corporal punishment of students attending the school under any circumstances. Corporal punishment includes the use of force, striking or withdrawal of basic life needs, to be used as a form of punishment on the student. The school and its staff are not permitted to use corporal punishment regardless of whether the parent or caregiver has requested or given permission to do so.

The school does not explicitly or implicitly sanction the use of corporal punishment by a parent or caregiver or any other non-school persons to reinforce any discipline actions implemented by the school or any disciplinary decision by a parent or caregiver. This is not to say that reasonable force cannot be used in self-defence, protection of another student, or in provision of protection against harm to the person who is acting violently.

Management of Non-Attendance

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

Parent, Student and Teacher Satisfaction

Ngaruki Gulgul is very proud of its 'open door' policy with parent involvement welcomed and strongly encouraged. We have an open channel of communication with parents who can phone, email, write or visit the school at any time during business hours. Parental and student surveys (per the recommended sample on the ACARA website) conducted in 2018 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.

All policies undergo an annual review. Only minor changes were applied to the above policies throughout 2018. For a set of the full text please contact the office on (02) 4343 5000, or view on the school's website at www.ngc.edu.au.



CLOSE-UP ON

THE CURRICULUM



ENGLISH



Our English teacher Natalie always takes an innovative, creative approach when it comes to engaging our students in reading, writing and texts.

In 2018, students explored creative writing and the foundations of narrative through creating their own fractured fairytales. They also explored representations of historical events, learning about the Holocaust through a film study of *The Boy In The Striped Pyjamas* and furthered their literacy through job-readiness activities such as resume writing.

One of Stage 5's favourite units was 'Aboriginal People and Stories', where students were fortunate to attend an excursion to West Head. They were formally inducted and guided through several significant Aboriginal sites in Ku-ring-gai Chase National Park by Indigenous Elder Dave Ella. This was an incredibly special opportunity that had a profound impact on many students. Stage 6 student Lucas also showcased both creativity and cultural affirmation to great effect when he read a Dreamtime story he had written in front of a large audience at the Rotary Gala Ball held Mingara Recreation Club.

Another example of fusing culture, creativity and story-telling was the design and painting of several Totem poles for the school. This project began in English, where students discussed how to utilise symbolism as a visual way to share family history and stories.

It then morphed into a fantastic collaboration with Bara Barang's Dream Builders Program ([you can read more about the program on page 27](#)).



AUTOMOTIVE



Every Wednesday, our Automotive shed is the place to be!

Our teacher Cameron has created an environment that genuinely replicates the industry.

As a result, our students feel like their vocational training has an immediate, real-world application, which is exactly the kind of learning experience we strive for at NG Central.

2018 was full of fun and new experiences, with students learning new skills and industry best-practice as they rebuilt engines and gear boxes, worked on the school buses and mastered the fine art of removing dents from Betsy (our very own A40 Austin!)

And when it came to excursions, our Automotive crew were spoilt for choice! They attended both the V8 Supercars and the Top Fuel Drag Racing at Eastern Creek Raceway, the Gosford Car Museum and the V8 Supercars in Newcastle. The highlight was our students getting the opportunity to meet drivers up close and personal.

Two of our stand-out Automotive students Josh and Isaac also participated in Automotive work-placements with Tyre Power Woy Woy and Express Lube West Gosford respectively. Isaac says:

"I've always been interested in Automotive and I want to get an apprenticeship after school, so it was really good to do the work experience. I was changing tyres and changing oil, and they mentored me the whole time."



GEOGRAPHY

In 2018, Stage 5 Geography completed a unit on Environmental Change and Management, where they learnt about the causes and consequences of human-induced environmental change and how this challenges sustainability. They expanded their understanding by comparing rainforest environments in Australia and Sumatra.

And what better way to bring this international focus to life than by seeing the very animals that live in these eco-systems! Our Geography teacher Natalie planned an excursion to Taronga Zoo in Term 4...and it sounded so good, we decided the whole school should get a chance to participate. We were incredibly fortunate that Taronga Zoo waived all entry fees for our students. Natalie says that it was amazing to see our young people so engaged - none of them had ever been to the zoo before. From checking out the Sumatran tigers and elephants, to running a photography competition on the day, the entire school had a blast!



Congratulations to our photography competition winner Roy!

CONSTRUCTION

Following the success of our 2017 Billy Cart Derby, we knew it was a non-negotiable on the 2018 school calendar. This year, it was primarily a project for Construction and Automotive students to work on. Students were responsible for the entire process - measuring, designing, recycling materials, building, trialing, repairing and painting their billy carts.

The highlight was definitely the Derby itself, where all students and staff joined in for the event. The fastest cart on the day was Brendan and Danielle's entry - congratulations racers!



SCIENCE

Ask Janice, our NG Central Science teacher, about how she teaches the subject and she'll tell you it's all about "hands-on, heads-on and hearts-on" approach. This means that students are actively engaged in conducting investigations, reflecting on their findings, making connections and developing a greater understanding of the world around them.

Whether it's inside or outside the classroom, practical activities are key to this approach and knowledge is treated as a dynamic, evolving set of ideas that have real-life applications.

A highlight from 2018 was the Year 12 HSC unit of "Investigating Science" where students put their skills to the test during regular excursions to Girrakool Waterhole. They learnt about how to formulate an ethical research question, using their own observations and hypotheses as the foundation for an ongoing scientific investigation, which they designed and evaluated from scratch.



From water testing to data collection to understanding how their research could impact animal welfare, our HSC cohort of budding scientists finished this unit with a huge sense of accomplishment.

Another creative approach to learning was seen in the Year 11 Scientific Models unit. Scientific models help people understand complex concepts by representing them in a visual medium. Janice made this unit as hands-on as possible and had the class create EDIBLE models!

Not only did they complete the models and photograph them, they even got to eat them afterwards! Now THAT will certainly get a student's attention!



PDHPE AND SLR



At NG Central, we know that regular physical activity is the pathway to health, happiness and vitality. Access to sport and outdoor recreation is central to our curriculum.

This allows our students an opportunity to build teamwork skills, channel their energy into something productive and challenge themselves to continually improve.

All students undertake PDHPE (Stage 5) or SLR (Stage 6) studies, incorporating a variety of physical activities.

In PDHPE, students were immersed in athletics, net and court games, fitness and invasion games. The theory components of the course included 'Knowing Your Rights', 'Shifting Knowledge', 'If It's Not On, It's Not On', 'Decisions I Make' and 'Drive Arrive'. Students explored everything from healthy relationships and consensual, protected sex, to personal decision making and safe driving practices. Through the year, all students were actively engaged in overcoming a personal challenge relating to the curriculum, whether it was theory-based or practical. And it's safe to say that EVERYONE got involved when it came time to versus their teachers in games of volleyball and soccer at Tumbi Indoor Sports Centre!

In 2018, SLR students tackled diverse challenges, from beach swimming, bush-walks and cave exploration, to setting up tents and earning their First Aid certificates in a course run by Surf Life Saving Australia. A memorable excursion was attending Aqua Splash - the students had an absolute blast and it was great to see them all get involved.

Finally, in September, NGC students competed in the annual Kids vs. Cops OzTag event run by PCYC Bateau Bay. This event attracts teams from many other local schools and of course, local Police and Corrective Services officers. This year, NGC won several pool games and qualified for the Quarter Finals, despite being one of the few truly 'mixed' teams in the competition. Unfortunately, we went down by a single point in an exciting game, but the team certainly did NG proud throughout the event.



ADDING VALUE TO EDUCATION



STANDING STRONG PROGRAM

Our NGC Support Team provide 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: crisis accommodation; medical appointments; counselling/Headspace appointments; transport challenges; grocery/ clothing needs; legal issues, while conducting informal 'check-in' conversations with students and providing learning support in our classrooms.

The Support Team are responsible for the Standing Strong Program. This program includes a suite of initiatives designed to promote respect and responsibility, and add value to the school experience. These range from cultural affirmation activities, to outdoor recreation, to dedicated programs for both male and female students. They are highlighted below.

WEEKLY GIRLS GROUP

This group is specifically for girls in Year 9, 10 and 12. It is coordinated by our NGC case worker Lee. The weekly program gives our female students a safe, collaborative and supported space to learn about issues that affect young women. To break down communication barriers and encourage open group chat, the conversations are often held while students are engaged in relaxing, practical activities such as cooking and colouring-in.

In 2018, students discussed mental health, personal hygiene, safe and consensual sex, with a huge focus on healthy relationships; what defines them and how to recognise when you are in an unsafe, unhealthy relationship. Along with co-facilitator Danielle Habib from Uniting, Lee tackled the difficult topic of domestic violence and abuse in intimate relationships. These conversations can be confronting for many of our students, who have either witnessed or experienced abuse in their lifetime. Because of this, it is handled with upmost sensitivity, with students allowed to have a break or chat to our case worker and counsellor as needed.

Lee says that the stand-out moments of the program were when a student felt safe enough to share her experiences with the group and developed a growing awareness of what healthy, positive relationships look like.



OUTDOOR RECREATION

Through designated Outdoor Recreation classes and occasional excursions, NGC students are frequently immersed in the beautiful natural landscape of the Central Coast.

We aim to keep our students active, broaden their horizons and foster a spirit of adventure, while actively countering the pervasive screen-obsessed culture of today ("what, no phone reception!?"). We are blessed with several great spots within a short drive of Green Central, with Somersby Falls a favourite destination.



CHRISTMAS CELEBRATION

Christmas celebrations, for students, families and friends, followed our Graduation Gathering and featured a delicious roast lunch cooked by staff and Hospitality students, a visit from Santa and (naturally) the distribution of presents.

We were fortunate enough to receive generous gift donations from staff and directors, Kmart Woy Woy and Erina, Grill'd Erina, Bakers Delight Erina, Blooms the Chemist Erina, Wyoming Charcoal Chicken and would like to publicly acknowledge their contributions.



CULTURAL AFFIRMATION

At NG Central, we prioritise cultural affirmation and actively embed Indigenous perspectives across our entire curriculum.

We also appreciate how important it is for our young Aboriginal students to connect with culture and community through Indigenous-led programs.



Dream Builders Program with Bara Barang

This program is led by Kenny Braun of Bara Barang and engages Aboriginal students in their education through a range of diverse activities. Under Kenny's guidance, students consider what it means to be an Aboriginal person in contemporary Australia and learn about Aboriginal art, dance, cultural practices and Dreamtime story-telling. The entire program builds student aspirations through goal-setting and positive leadership and role-modelling, exploring topics such as social wellbeing, masculinity and healthy relationships.

In 2018, the Dream Builders Program was also instrumental in the design, painting and installation of several totem poles installed on school grounds. This project began in English class, where students began exploring symbolism as a form of story-telling and communication. Kenny and his Dream Builders cohort became heavily involved in the design and painting stages of the project, as students learnt about Dreamtime symbolism and artistic techniques.

Aboriginal student Lucas praised the program, saying:
"Dream Builders was about connecting with our culture, knowing where our tribes come from and understanding our family trees."



CULTURAL AFFIRMATION

Family Wellbeing Program with Central Coast Primary Care

Central Coast Primary Care run the hugely successful Family Wellbeing Program with our Indigenous students. Led by Nigel Millgate, the program provides a strong framework for Aboriginal students to become confident, strong and respected leaders in their communities. It was originally developed by a group of Aboriginal Elders from a remote community in South Australia, who are survivors of the Stolen Generation, and is now implemented nationally.

Using a combination of personal development, foundation counselling and group-work activities, Nigel worked through the program with our Aboriginal students as they explored what it means to be a positive leader and change-maker on a personal and community level, how to develop conflict resolution and coping strategies when experiencing emotions, loss and grief and the importance of positive relationships. Cultural and spiritual connection is key to the program, as students engage in goal-setting and develop self-awareness around their cultural identity and personal leadership style.

TOP BLOKES PROGRAM



Our Year 9 and 10 male students participated in a 16-week mentoring program, coordinated by Top Blokes personnel. This initiative uses a prevention and early intervention framework in a safe and supported environment to discuss the challenges and realities of being a young man.

Through exploring drugs and alcohol, peer pressure, risk-taking behaviour, masculinity and mental and sexual health, Top Blokes use innovative, strength-based mentoring methods to foster critical thinking, self-efficacy and harm minimisation.

A proud moment was watching our students graduate and reflect on how their attitudes and beliefs had evolved throughout the program.

V.E.T AND TRANSITION

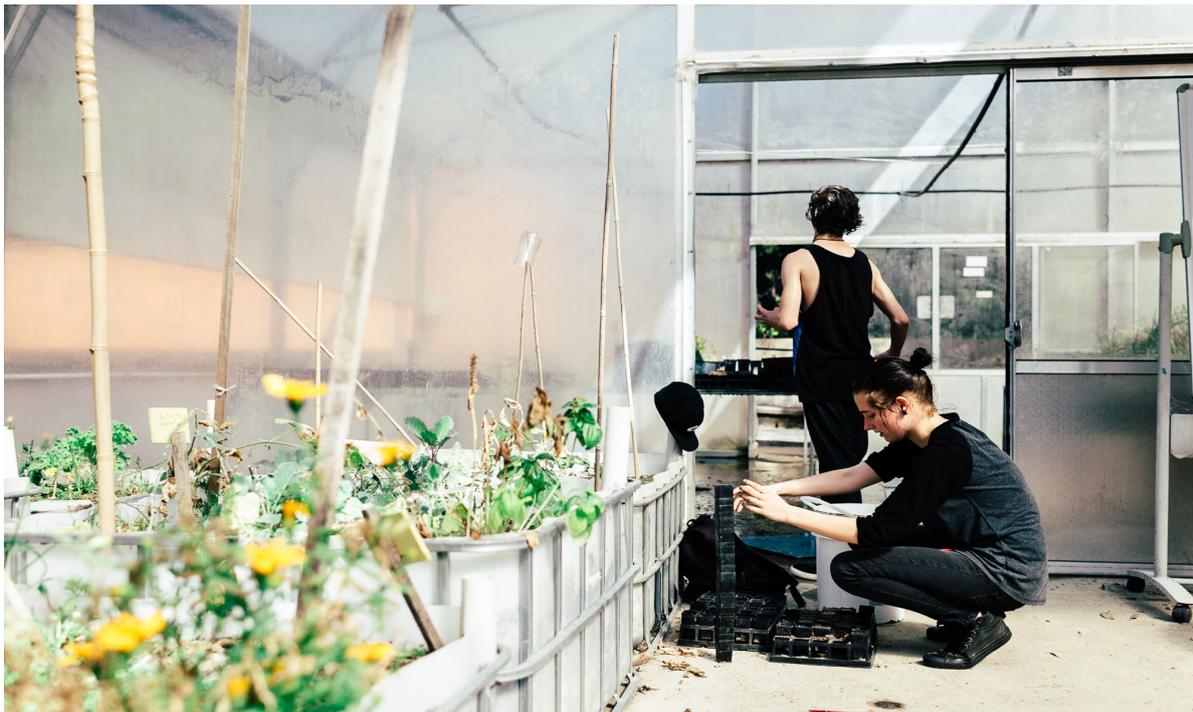
Careers Expo:

The Careers Expo enables students to talk with VET providers, Universities, Colleges and other service providers, as they learn more about post-school options. This event was held at Avondale College in June 2018.



Try'a'Skill Expo:

Students experience a 'behind the scenes taster' with trades such as hairdressing, media, horticulture, bricklaying and hospitality. This event took place at University of Newcastle, Ourimbah Campus in June 2018.



Work-Readiness:

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

V.E.T AND TRANSITION

Skills for Work:

Year 12 students worked towards gaining a Cert II Skills for Work and Vocational Education in terms 1 and 2. Students gained employability skills, compiled their resumes, practiced for their L's test and learnt job seeking skills. We had visitors from Max Employment and APM throughout the year for students to hear first-hand about the workforce and what opportunities were available to them.



Work Placement/Experience:

Year 11 and 12 students undertake work placement whilst completing a VET course at NGC. Work experience is also available to students in year 10 that are keen to get a head start on their careers. Work Placement and Work Experience form an important part of the NG Central curriculum. In partnership with the Youth Connections Work Placement team, students completed structured workplace learning with local businesses such as Planit Kitchens, Australian Maintenance Plumbing Services and Central Coast Motor Group. Some of our auto enthusiasts in Year 10 completed work experience at Express Lube and Tyre Power. Thanks to all of the local businesses for your support.

WDO's:

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



PRIORITIES

Area	Priority	Achievements
Attendance	Increase in student attendance and support in transport.	6% increase from 2017 attendance from addition of private bus service from Peninsula region.
Teaching & Learning	Maintenance of accreditation in the area of Curriculum.	Monitoring of compliance ongoing at end of 2018. To be completed early 2019.
	In-depth review of curriculum policies and procedures, and the implementation thereof.	Reviewed for implementation end 2018/early 2019.
	Improve learning and engagement outcomes.	3 students completed their HSC (an increase from 22% in 2017 to 33% in 2018) and 6 graduated with a Y12 equivalent.
Organisational Independence & Stability	Finalisation of formal financial and administrative independence.	YC Group controlled NGC in the past, and agreed to formalise their separation in 2017. All dealings between them have now been finalised.

Minister Scullion and Lucy Wicks MP Visit NG Central

On Tuesday 6th November, 2018, NG Central was lucky enough to play host to the Minister for Indigenous Affairs - Senator the Honourable Nigel Scullion - and Ms Lucy Wicks, MP for Robertson.

The visit included a tour of the school, showcasing the facilities and natural surrounds of the Green Central site. The Minister also met with several Aboriginal students to discuss how cultural affirmation has been an integral part of their school experience.



These students reflected on the Indigenous perspectives embedded in their classroom curriculum, as well as the Indigenous-led initiatives they had participated in, such as the Family Wellbeing and Dreambuilders Programs.

The visit ended with a meeting between Mr Scullion, Ms Wicks, and the NG Central board representatives and principal. They had the opportunity to discuss NGC's plans for growth and canvassed some Indigenous support programmes that the Minister would like to implement on the Central Coast. We would like to thank Mr Scullion and Ms Wicks for their time. Our Aboriginal students enjoyed the chance to discuss such personally significant issues and represent their school through civic participation.

OUR PEOPLE



STAFFING INFORMATION

Workforce Composition in 2018:

Teaching & Training Staff: 10
Full-Time Equivalent Teaching & Training Staff: 7.6
Non-Teaching Staff: 10
Full-Time Equivalent Non-Teaching Staff: 7.4

Included in the above is 1 Aboriginal Teacher, and
1 Aboriginal non-teaching staff member.

Level of Accreditation:

Provisional teachers: 3
Proficient teachers: 4



Teacher 1;

- Trained Teachers Certificate/Diploma, Hamilton Teachers College- New Zealand 1984;
- Bachelor of Education (Teaching), University of Auckland, 1999; Diploma of Science Education (Physics and Mathematics major), University of Auckland, 2000;

Teacher 2;

- Bachelor of Health Science University Western Sydney 2004
- Bachelor of Secondary Education

Teacher 4;

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

Teacher 5;

- Bachelor of Teaching (Secondary)
- Bachelor of Arts 2017

Teacher 6;

- Bachelor of Secondary Teaching, PDHPE (Graded Honours)

Teacher 7;

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

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.



All staff completed Child Protection, CPR and Anaphylaxis Training in 2018.

STAFF BIOS



Andrea Cingi, Principal

Professional Development, 2018:

- AIS Governance Symposium
- Masterclass in Board Leadership
- NCCD Moderation and Support Workshop

Memorable moment from 2018:

Joining the students on an excursion facilitated by Aboriginal Elder, Dave Ella, to West Head and immersing ourselves in the spiritual knowledge of this beautiful country and its original people.

Best part of my job:

Working with community partners to broaden the range of personal development and social, civic and cultural engagement experiences for our young people.



Rick Corderoy, School Support Coordinator/ Support Team Leader

Professional Development, 2018:

- Positive Schools Conference 2018

Memorable moment from 2018:

Our NGC OzTag Team making the finals at the Kids vs. Cops Carnival and doing the school proud.

Best part of my job:

Those occasions when a student takes a principle or guideline you have taught them and shares it with another student (even if it's sarcastically!)



Glyn Regler, Maths Teacher

Professional Development, 2018:

- Aboriginal/Torres Strait Islander Histories & Cultures

Memorable moment from 2018:

When Angel, Jodane and Ellie sat their HSC exam for Mathematics.

Best part of my job:

I get to work individually with most of the students and their families either through IPs or Assessments.

STAFF BIOS



Cameron Livingstone-Thomas, Acting Deputy Principal/ Sports Lifestyle and Recreation + Automotive Teacher

Professional Development, 2018:

- PDHPE Around The Grounds Conference
- Identifying/Responding to Children and Young People at Risk
- Aboriginal/Torres Strait Islander Histories & Cultures

Memorable moment from 2018:

Taking the Industrial Technology Automotive students to the Top Fuel Drags. Seeing the students' excitement for not only the cars racing down the drag strip, but also the student engagement with other people and race teams at the event.

Best part of my job:

Watching students overcome their challenges in the classroom and produce a quality piece of work in SLR.



Chloe Fisher, Special Education Advisor / Stage 6 English Studies + PVDI Teacher

Professional Development, 2018:

- NCCD Workshop
- Aboriginal/Torres Strait Islander Histories & Cultures

Memorable moment from 2018:

The relationships you build with the students and the relationships the students have with each other.

Best part of my job:

I love empowering the students to be themselves and instilling the students with confidence in their life and their ability.



Mick McKeon, VET Horticulture Trainer / Support Worker

Professional Development, 2018:

- Trauma Informed Practice
- Aboriginal/Torres Strait Islander Histories & Cultures

Memorable moment from 2018:

Reading so many fantastic stories the students have written during English and watching them enjoy the freedom to be creative.

Best part of my job:

Engaging with young people and seeing them change their lives for the better.

STAFF BIOS



Natalie Parkes, English + HSIE Teacher

Professional Development, 2018:

- AIS 'Learning For Tomorrow: Educating For The Future'
- The Geography Conference: Exploring Geography Inside & Out
- Aboriginal Student Leaders' Symposium
- Aboriginal/Torres Strait Islander Histories & Cultures

Memorable moment from 2018:

Taking the whole school to Taronga Zoo as part of our Geography curriculum. I also enjoyed helping the students design, paint and carve their stories onto our totem poles.

Best part of my job:

Working among a talented and caring team of teachers and support staff and such a colourful and determined bunch of students, who never cease to make me laugh and inspire me to be best teacher I can be.



Janice Montgomery, Curriculum Coordinator / Science Teacher

Professional Development, 2018:

- Identifying/Identifying Children and Young People at Risk
- RoSA/HSC Curriculum Requirements
- Aboriginal/Torres Strait Islander Histories & Cultures

Memorable moment from 2018:

Watching our students engaged in practical work in the Science room, demonstrating their improving skills and displaying confidence as they carry out investigations.

Best part of my job:

Being able to contribute to a learning environment where young people can feel valued, accepted and appreciated, where interesting and challenging tasks are presented in an achievable manner, allowing students to experience success and joy in their learning. This is my heart's desire.



Mark Miles, Maths Teacher

Commenced in October, 2018

Memorable moment from 2018:

Hitting the rides at Wet n Wild with the students, Dodgeball and the trip to the caves with the students. The school goes on some awesome excursions!

Best part of my job:

The students are all a bunch of legends. They work hard and make me smile.

STAFF BIOS



Kim Gorman, VET Salon Assistant Trainer

Professional Development, 2018:

- TAEASS502 Design and develop assessment tools upgrade
- Medazlin Training

Memorable moment from 2018:

That point in most days where the students reflect on what they have done that day, where they can see personal growth; what effort, persistence and creativity has been achieved.

Best part of my job:

Working with a great team that universally strive to help each and every student achieve the best possible outcome.



Bruno Stanic, VET Hospitality Trainer

Professional Development, 2018:

- TAELLN411 - Address Adult Language, Literacy and Numeracy Skills
- CHCDFV001 - Recognise and Respond Appropriately to Domestic and Family Violence

Memorable moment from 2018:

When I hear each of my students get a job in the hospitality industry.

Best part of my job:

Knowing that I have the privilege to help my students have the best chance of getting a job within the hospitality industry.



Ken Donnelly, VET Construction Trainer

Professional Development, 2018:

- Asbestos Removal Course

Memorable moment from 2018:

Seeing one of my students expand on a small Construction design/ project to suit their personal needs and wants.

Best part of my job:

Being able to push each student's creativity in Construction, to get them out of their comfort zones and take something they have made home.

STAFF BIOS



Ian Sutton, Behaviour Support

Memorable moment from 2018:

Students from 2018 completing their HSC, in particular the Horticulture students attaining a Band 4 in their HSC exam.

Best part of my job:

Working with such awesome people who are all about helping our students to succeed in life.



Lee Treethowan, Case Manager/ Volunteer Coordinator/ Food Supplier

Professional Development, 2018:

- Trauma Informed Practice

Memorable moment from 2018:

Going to Taronga and Wet & Wild with the students. It was great seeing the students in a different environment and totally out of their comfort zone.

Best part of my job:

This is my sixth year here at NGC and it's never boring. I start off with breakfast and get to see how the students are first thing in the morning. I support the students with any issues they have. Every day I will learn a new lesson in life. I feel blessed to be a part of this amazing and totally unique school called NGC.



Lee Santi, Youth Worker/Student Support

Professional Development, 2018:

- Identifying/Responding to Children and Young People at Risk
- Aboriginal/Torres Strait Islander Histories & Cultures

Memorable moment from 2018:

A joyous moment for me was organising the student Christmas party, it seems to be growing every year. It is so lovely to see the students and their families/carers enjoying a lunch together. One big family!

Best part of my job:

Working with and being part of an amazing team who always have the best interest of the students at heart.

STAFF BIOS



Nareeda McGranger, Administration / VET Manager

Professional Development, 2018:

- Velg online RTO forums
- Insources RTO forums

Memorable moment from 2018:

Receiving \$10,000 from CommBank, Tuggerah via their Staff Community Fund to NGC. This meant we could pay for white card courses, medical costs, sporting equipment and more! It was amazing to see the support they gave our small school.

Best part of my job:

The team! Everyone is so supportive and we all have the same goals, in supporting the students to the best of our ability.



Sheree Thomson, Administration Officer

Professional Development, 2018:

- Upgrade Certificate IV Workplace Training and Assessment

Memorable moment from 2018:

The end of year celebrations where students, staff, carers and parents came together to celebrate the achievements of our young people and school.

Best part of my job:

Working with and helping the wonderful young people and staff here at NGC. I love coming to work each day, it's like working with my family.



Larissa Little, Administration/ Reception

Memorable moment from 2018:

Watching the end of year video with the students during the 2018 Christmas party. Only starting my role in September, it was good to see their progress over the year and all the fun they had.

Best part of my job:

I love the staff and their positivity each day. Also knowing I am part of a team that scaffolds the learning of our students individually and providing the best learning opportunities.

STAFF BIOS



Damian Laidler, Counsellor

Professional Development, 2018:

- Mental Health Policy and Practice

Memorable moment from 2018:

Getting to know my peers and the student cohort in 2018.

Best part of my job:

Spending quality time with students who understand that they have issues and are prepared to sit down with me and talk confidentially.



Felicity Kemp, Maintenance / WHS Co-ordinator

Professional Development, 2018:

- Certificate IV in Workplace Health & Safety

Memorable moment from 2018:

Attending the V8 Supercars live with the students in Newcastle.

Best part of my job:

Coming to a job that I love and seeing the kids work to their full potential each day.



Vidar Tysvaer, Finance Manager

Professional Development, 2018:

- Industrial Relations "Long Service Leave" and "Employers Rights & Responsibilities" workshops
- MYOB Single Touch Payroll workshop
- ACNC "Charity Management", "Managing Staff & Volunteers", and "Managing Charity Disputes"
- HR Advance "Creating a mentally healthy workplace"

Memorable moment from 2018:

Having been offered a role change that meant that I was able to start working for NGC in a more dedicated and focused way.

Best part of my job:

Being able to utilise my skill set through working for a school that has such a positive impact on the lives of young people on the Central Coast. I am proud to be part of their journey.

STUDENT

CASE

STUDIES



TAYLA, NGC GRADUATE



NG Central graduate Tayla is nothing if not multi-talented. Throughout her time at NGC, she excelled in and outside of the classroom. Cultivating a passion for everything from English to Automotive, Tayla took every opportunity to grow her skills and follow her aspirations. It was with a huge sense of pride and accomplishment that she graduated Year 12 in 2018.

Graduating high school was certainly a feat Tayla hadn't previously thought possible. Before transitioning to NG Central in 2015, her time in mainstream education was fraught with academic and social challenges.

Struggling with dyslexia, she found that the school environment couldn't cater to students' diverse and individual needs. Beyond the classroom, Tayla experienced extensive bullying that was incredibly detrimental to her confidence.

"The dynamic at my previous school was totally different to NGC. The environment was dominated by a "I don't care about anything" vibe and it felt like many students only attended because of obligation. This attitude greatly affected myself and others. I decided I needed a change of pace, and never second-guessed my choice to go to NGC."

When asked what made the educational experience different at NGC, Tayla puts it down to the personalised connection students and teachers cultivate and the sense that there is space for every single person to learn and have their specific needs met. She thrived in English, Automotive and SLR/PDHPE, with teachers that helped her master new skills and knowledge with confidence. Along with their expertise in their various subjects, Tayla found that the NGC staff acted as a support network in their own right.

"I was able to achieve great things under the guidance of the teachers - they helped me grow into a lady. They celebrate achievements with you and help to show you how much more you can get from life if you apply the right things. My automotive and SLR teacher was an absolute legend, he helped me become more confident in myself and I will always have the utmost respect for him. To say I miss my teachers is an understatement!"

NG Central's emphasis on vocational training and practical work really resonated with Tayla. She took to Automotive with gusto, noting that she'd always loved working on cars. Not only did she cite Auto classes as the 'funnest part' of every week, Tayla put her skills to the test through completing a major project of an engine stand. As an extracurricular activity, she pursued further learning and enrolled in an engineering course, discovering a natural talent for welding.

Graduating Year 12 was undoubtedly Tayla's proudest life achievement to date. She describes it as similar to moving out of home for the first time - slightly overwhelming and scary, but a huge, exciting opportunity that made her reflect with gratitude on her journey and the support she'd received. Never one to stick to only one passion, she's now pursuing a career goal of being a private investigator. There's been some bumps in the road, but Tayla has invested in herself, getting a temporary job as a cleaner to pay for the fees of a private investigating course.

"I never thought I'd reach Year 12, but I did and couldn't have done it without NGC. I passed Year 12, gained a Certificate in Engineering, tackled sobriety and won, took care of my mental health and gained confidence.

I'm slowly getting closer to the goals I set while at NGC and I can't wait to show the teachers that all the effort they put into me and my education wasn't for nothing. I am so grateful for everything this school has done to help me."



LUCAS, YEAR 11-12



When you meet Lucas, you know you're in the presence of a young man with vision. This 18 year old is passionate, magnetic and seriously determined.

Now in his third year at NG Central School, it's clear that he has made a home here, winning the respect of his peers through his recent appointment as NGC School Captain.

But Lucas's journey as a young Aboriginal leader hasn't always been without challenges. He speaks candidly about his early high school experiences, where he struggled to engage.

"I just couldn't cope with so many kids in a classroom, I found it tough to concentrate and I'd end up getting into fights and being cheeky to the teachers. I started wagging because it didn't feel like there was any point being there and I ended up getting totally kicked out in Year 9."

This setback could have threatened Lucas's education for good, as he describes falling in with the wrong crowds, getting in trouble with police and facing disciplinary action. But he credits NG Central with turning his life around when he found out about the school's distinctly different approach to learning. From there, he hasn't looked back. When asked what makes NG Central different, Lucas says it's the support he receives in and out of the classroom, where people genuinely care about his welfare on a daily basis and celebrate a diverse range of skills, knowledge and cultural perspectives.

"You get a lot of support - it's like a mob, a family. People always ask how you're going and I've made lots of new mates. The classes are way smaller which means I can handle it and concentrate better. I never thought I'd like going to class, but they break it down for you so that you can understand."

Lucas's academic performance is on an upward trajectory, but that's not the only way he's contributing to the school community. As a proud Aboriginal man of Wiradjuri and Kamilaroi descent, Lucas has always been connected to his culture and seeks opportunities to live it proudly through dancing and art.

He's been able to participate in the Dream Builder Program, through a NG Central partnership with Indigenous organisation Bara Barang. This focused on building positive leadership skills, social wellbeing, masculinity, relationships and goal-setting. Lucas was responsible for the design and painting of one of several totem poles installed on school grounds and used his artistic flair and initiative to create a student-led graffiti wall. He also recently represented NG Central School at the YC Group and Rotary Gala Ball, where he read out a Dreamtime story to an audience of hundreds.

"Dream Builders was about connecting with our culture, knowing where our tribes come from and understanding our family trees. I love dance - once I put the ochre on me, it's like I go into a different world. It's hectic, you just zone out. It's the same with art. I want everyone to come together and just share what they've got, whether they're black or white fellas."

Lucas has also built on his employability skills through his vocational training. He's currently working towards a Certificate II in Horticulture and has participated in classes specifically targeting work-readiness, such as learning about resumes, cover letters and interviews. When asked what he has planned for after school, Lucas is committed to graduating Year 12 through a non-HSC pathway. He has his heart set on being the next Lionel Rose, with natural talent in the boxing ring and on the Oz-tag field. Most importantly, he wants to be a leader for other Aboriginal young people - and School Captain is certainly a great start to that legacy.

"I swear it can be hard being black sometimes, but what I want to show kids is that you shouldn't wish to be anyone you're not. Just wish to be a better person. I want to be a role model for kids like me cause I got this second chance at my education and I know that there is so much more out there to do than sitting round and mucking up. You just got to push yourself to work hard and be proud of yourself."



ALANA, YEAR 11-12



Alana exudes wisdom well beyond her 18 years and is one of NG Central's greatest success stories. She's a diligent and committed student who always goes above and beyond in the classroom. She's our recently elected Year 12 School Captain, winning the respect and trust of peers and teachers alike. And she's taking on her education with gusto WHILE being a loving mother to her 18-month old boy. Can you say superwoman?!

We've been blown away by Alana's dedication to her goals and growth, but she does admit that it hasn't always been this way. While she was interested in learning, she felt the mainstream school environment didn't cater to her needs in a holistic way.

"I never thought I'd make it to Year 12. I always planned to drop out in Year 10 and I struggled in class because I wasn't getting the attention I needed. It felt like they couldn't really assist with other things that were going on in my life. My headspace wasn't too good. I found out about NG Central and it was the perfect fit for me."

NG Central's small class sizes and one-on-one tuition suited Alana completely and since coming to us in 2015, she is one of our top performing students. She notes that the teachers really care about her as a whole person and that support has been invaluable to reaching her academic goals.

"It feels so comfortable here, like one big family. The teachers make every subject interesting and there's always something to look forward to in class. It feels like content that we can actually use in real life. They really do care about your welfare, always asking if you're alright and taking your personal situation into account so they can help in the best way possible."

This has only become more essential to Alana's success since she's become a mum. Tackling a toddler going through the 'terrible twos' is a challenge for anyone, but balancing her school and parenting responsibilities is important to Alana, so that she can get a great job and raise her son with pride.

"At other schools, this just wouldn't be possible. But here, I don't have to choose between school and my son. I can receive a lot of help through support workers and access flexibility when I need to."

At school, Alana can explore her diverse interests and skills both in and outside of the classroom. She is currently working towards her HSC, as well as a Certificate II in Horticulture. Alana has been an active participant in extra-curricular programs such as Standing Strong. Standing Strong is a NGC-run program for young women which tackles self-defence, having healthy, respectful relationships, looking after your physical and sexual health, budgeting and life-skills.

And of course, her school captaincy has been the perfect opportunity to exercise positive leadership skills and represent herself to her peers through campaigning and public speaking. Always seeking new challenges, Alana even took her civic participation to new heights through a summer holiday volunteer position with Central Coast Animal Care.

When asked where she sees herself after school, this young woman has a clear vision.

"I want to be a psychologist. In my life, I've been through a lot and I think it's given me the skills to understand other people and their perspectives. I've also worked with counsellors before, and it always makes a big difference knowing that they have had similar lived experiences."

"So, I think it would be amazing to study psychology and help other people in my position. My plan is to do a bridging course with TAFE after I graduate so that I can qualify for the University of Newcastle."



JOSH, YEAR 10

Josh is the kind of guy who can fix anything. An absolute gun at all things automotive, he's practical, innovative and quick on his feet. He's about to kick off Year 11 at NG Central and has the goal of graduating through a HSC pathway...a feat he didn't previously think possible. When asked about his previous school experience, Josh found it pretty challenging.

"With so many kids in the classroom, teachers couldn't really get around to you that quickly. They focused a lot on the top graded kids. When you find it hard to concentrate and aren't really understanding, you end up mucking up."

But once he came to NG Central, Josh experienced a practical, enterprise learning environment that completely suited him. With hands-on activities and a strong focus on vocational training, he has been applying himself with great success.

"They work with kids a lot better here cause the classes are smaller and teachers can get around to helping you. And if you're having trouble with life, they can support you with that too. They're always there for you if you need it."

There's no question that Josh excels most at Automotive. As part of his weekly vocational training, he's getting hands-on experience of automotive work and even went to the Sydney Drag Races on a recent excursion. Aside from mastering the theory and getting his hands dirty with mechanics and vehicle maintenance in class, Josh also recently completed a week-long work experience with Tyre Power Woy Woy. He loved the chance to see what an apprenticeship would be like and was grateful to the supervisor for giving him the opportunity.

"I love auto so much and doing hands-on stuff is great. The work experience made me realise how much I want to do an apprenticeship. I think I'll do my HSC here - this school has changed my thoughts around that. And once I finish my apprenticeship, I want to work as a mechanic. It'd be great to be able to travel and do that."

In the meantime, Josh is enjoying the diverse activities that are part of daily life at NG Central. He's participated in the Top Blokes program; an initiative designed to reduce anti-social risk-taking behaviour in young men and support positive mental, emotional, physical and sexual health and relationships. And he's a big fan of the regular outdoor recreation at sites like Somersby Falls, saying that it's cool to explore places that are right on your doorstep.



JODANE, NGC GRADUATE

Year 12 graduate Jodane leaves a remarkable legacy behind her. Along with two other students, she was part of the first cohort to sit HSC exams in NGC's history!

But prior to NG Central, Jodane's experience of mainstream education was fractured at best. She recalls getting into trouble on a daily basis, with suspensions and other disciplinary actions being a regular part of her life. Facing a lot of personal challenges outside of school, her attendance suffered and she found it hard to stay on top of her workload.



"I wasn't coping with stuff going on outside of school, so I didn't go a lot. But once you missed a day or had things going on at home, there wasn't any help or any way to catch up. When it came to Year 11, I was discouraged from starting my prelim HSC. I guess it didn't seem like there was a point in bothering. But then I had an interview with NGC and started the following Monday. It was the best thing I ever did."

Jodane thinks it was the intensive, additional support that made all the difference. Jodane felt like she was finally learning things that felt relevant to life beyond school and she began to engage much more as a result. Small group learning and individualised tuition with teachers saw Jodane improving in subjects she never thought she'd master. She says that Maths was definitely her most improved...something of an understatement, considering she went on to pass her HSC exam with flying colours! She also attained a Statement of Attainment in Horticulture.

"The work was always tailored to every student's ability. You were still challenged according to what you could handle but nothing ever felt too hard to attempt and no one ever fell behind in what they were doing because we always had extra support. My favourite subject was Horticulture. I chose it because I'd always liked gardening and I thought it would be really practical, and give me a chance to be out in nature instead of the classroom."

As she struggled with a mental health diagnosis and disruptions in her home life, Jodane also benefitted from NG Central's wrap-around case management support. She regularly engaged with the on-site case workers, noting that they helped with everything from accompanying her to doctor appointments, to offering a listening ear when she needed it. At the start of Jodane's HSC year, she faced some personal challenges that made attending school difficult. To assist her, NGC implemented a negotiated attendance plan, where Jodane completed a three-day week until she was able to reengage.

"That plan really helped me, it gave me a chance to cope without my education being affected. The staff and students were like a family, there was always someone to talk to and someone to step in and help me when they saw me stressed out. Whether it was a feed every morning, assisting with interview prep, paying fines or taking me to appointments, there was always support on offer. Becoming really good friends with my teachers is something I never thought I'd do and I'm proud of myself for that."

Another proud moment for Jodane was sitting and passing her Maths and Primary Industries HSC exams. She says that she never even considered that she'd finish school, so to complete her HSC was a feat beyond any aspirations she'd previously had. And her fierce determination didn't stop there. One week after graduating Year 12, she found full-time employment as a telemarketer and commuted to Sydney every day to make it happen. Now she is considering transitioning into further education and training in Social Work.

DANIELLE, YEAR 11-12



When you meet 17-year old Danielle, you know this young woman has maturity beyond her years. Danielle's quiet confidence has been hard-won through discipline, resilience and a willingness to seek and accept support.

Now she's in her final year of high school at NG Central, diligently completing her studies and building a whole lot of employable skills in the process. She's even taken on the role of School Vice Captain!

But it wasn't always this way. By her own admission, Danielle wasn't heading down a great path when she attended a local mainstream school. She struggled to concentrate and improve academically, often feeling like she was just another number among so many students. This sense of frustration in the classroom meant her attendance was sporadic and this disengagement was fuelled by peer pressure and a self-confessed rebellious spirit.

"I didn't have a great group of friends around me and I was a lot more immature back then. I would miss a lot of school and when I'd attend, I'd end up suspended. We didn't get to do much practical work and they treated us more like kids, so it was hard to feel engaged and really take it seriously."

Things started to change once Danielle was referred to NG Central by a school counsellor in 2016. With deliberately small class sizes and a variety of enterprising, practical learning activities on offer, she found it much easier to concentrate, apply herself and seek further clarification when needed.

Her favourite subject quickly became English where she regularly focuses on different literary concepts, historical events and personalities as the inspiration for independent research projects. Most importantly, Danielle feels like she can reach out for support on a personal level where her strengths, barriers and aspirations are all viewed holistically.

"You really feel like you can talk to the teachers here and feel sure that they will be non-judgemental. At NG Central, most people have been through similar stuff to you and can understand how you may be struggling. I feel I have more in common with other students and that the teachers see you as an individual and an adult, not a rebellious kid."

Danielle has taken full advantage of the vocational training embedded in NG Central's curriculum. As our stand-out Hospitality student, she is working towards her Certificate II. She confesses that she thought she knew her way around the kitchen until she began learning from the Hospitality trainer Bruno. An average lesson combines both practical and theory components, from safety and hygiene to planning and preparing three course meals to even selling home-made food to students at lunchtime.

Beyond academic and vocational learning, Danielle is eager to take on responsibility to build her soft skills and employability. One way she's done this is through part-time work, balancing school with not one, but TWO part-time jobs in Hospitality. Add to that her role as School Vice Captain and you can see why her maturity has skyrocketed in recent years. Being elected by her peers was a sign of respect for Danielle and she's represented them well at occasions such as the 2018 Rotary Gala Ball at Mingara Recreational Club.

What's next for Danielle? As she progresses through her final year of school, she's considering taking an HSC pathway and sitting multiple HSC exams. Following that, she's got her eyes set on travelling, utilising her qualification in hospitality to find work while she explores overseas. And finally, she knows her ultimate job will involve working with animals.

"I've always been passionate about animals. I have 9 cats, 6 guinea pigs, birds...you name it. I'd love to get some work experience with a rescue shelter. I may do a TAFE course in Animal Studies to get more qualified and NGC have already given me advice to find the right pathway for me."

"I always thought I'd be out of school by Year 10, so to have these opportunities now is something I'm proud of."



ACADEMIC OUTCOMES

NAPLAN: 3 students attempted NAPLAN in 2018.

ROSA RESULTS:

COURSE	SCHOOL TOTAL	STATE TOTAL	SCHOOL A (%)	SCHOOL B (%)	SCHOOL C (%)	SCHOOL D (%)	SCHOOL E (%)	SCHOOL NONE (%)	STATE A (%)	STATE B (%)	STATE C (%)	STATE D (%)	STATE E (%)	STATE NONE (%)
English 200 Hours (300)	19	85134			47.37	10.53	31.58	10.53	12.20	28.22	37.55	15.57	5.55	.92
Mathematics 200 Hours (323)	19	85152			10.53	47.37	21.05	21.05	15.02	22.91	31.61	22.80	6.79	.89
Science 200 Hours (350)	19	85201		21.05	36.84	36.84		5.26	13.29	24.85	36.31	18.32	6.36	.86
Geography 100 Hours (4015)	19	85098			36.84	26.32	26.32	15.79	13.75	27.43	35.22	16.49	6.39	.71
History 100 Hours (4007)	19	84875			31.58	21.05	21.05	21.05	13.88	27.15	35.46	16.76	6.02	.74
Personal Development, Health, P.E 100 Hours (2421)	19	21165			15.79	26.32	26.32	15.79	17.06	35.24	33.42	10.13	3.55	.60

PRELIMINARY RESULTS:

COURSE	SCHOOL TOTAL	STATE TOTAL	SCHOOL A (%)	SCHOOL B (%)	SCHOOL C (%)	SCHOOL D (%)	SCHOOL E (%)	SCHOOL NONE (%)	STATE A (%)	STATE B (%)	STATE C (%)	STATE D (%)	STATE E (%)	STATE NONE (%)
English Studies 2 unit (30105)	11	8366		36.36	45.45	9.09	9.09		5.71	20.58	36.17	23.08	11.44	3.01
Mathematics Standard 2 unit (11236)	11	38119				27.27	45.45	27.27	7.40	21.06	37.03	23.62	9.99	0.90
Investigating Science 2 unit (11215)	11	3754		9.09	63.64	18.18		9.09	7.94	21.95	40.38	21.02	7.57	1.15
Industrial Technology 2 unit (11200)	5	8955			60.00		40.00		10.02	25.05	35.38	18.31	9.67	1.57

HSC EXAMINATION RESULTS:

COURSE	COURSE	STUDENTS INCLUDED	STUDENTS OMITTED	E.M MEAN	STATE E.M MEAN	SCHOOL /STATE VARIATION	Z-SCORE
Industrial Technology 2 unit	15200	1		41.60	68.01	-26.41	-1.80
Mathematics General 2 2 unit	15235	3	2	45.80	69.92	-24.12	-1.73
Primary Industries Examination 2 unit	26899	2		74.30	74.88	-0.58	-0.07

SECONDARY SCHOOL OUTCOMES:

Year 11 completions in 2018: 9

Year 12 completions in 2018: 7

Students sitting HSC exams: 3

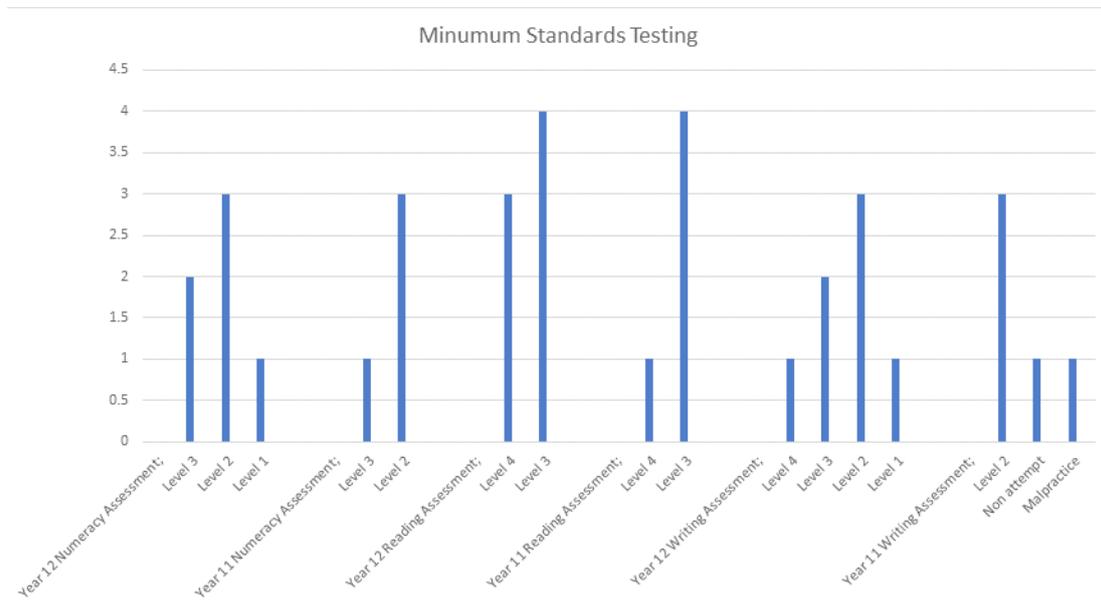
Students completing a Year 12 pathway: 7

Year 12 students enrolled in a V.E.T subject: 75% (with the remaining 25% enrolled in Industrial Technology courses)

Year 12 students V.ET completion: 75% receiving a V.ET certificate with 1x full qualification attained

ACADEMIC OUTCOMES

MINIMUM STANDARD TESTING



ATTENDANCE/RETENTION

ATTENDANCE RATES

- Year 9 - 66%
- Year 10 - 57%
- Year 11 - 65%
- Year 12 - 77%
- All students - 66%
- Indigenous students - 65%

RETENTION AND POST-SCHOOL DESTINATIONS

- 5 students enrolled at another school
- 6 students commenced employment
- 3 students moved interstate
- 6 students unknown/ HSLO referral
- 6 students referred to another program
- 2 students expelled

PARENT TESTIMONIALS

Moving Jasmine to NG Central has definitely been the best solution for Jasmine's schooling.

- Justine Mitchell

I am very impressed by the depth with which Dean has improved and his achievements at NG Central.

- Leonna Shaw

You are doing a fantastic job and offer a fabulous option for students who are struggling. Thank you.

- Ysolde Stewart



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.

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

In 2018, we also implemented a 'Donate to NGC' campaign where individuals can make one-off or ongoing contributions to our school. These donations are invaluable to our everyday activities, from transporting students to and from school, to providing counselling and crisis accommodation to those individuals most in need. We are incredibly grateful for this support and extend our warmest thanks to all who have donated.

Express Lube Erina, Woy Woy
and West Gosford
Tyre Power Woy Woy
Planit Kitchens
Red Cross Avoca
Kariong Rotary
Umina Rotary
Top Blokes
Barang Alliance
Bara Barang
Yerrin
Trish Stevens Psychologist
FACS - Gosford Staff
Stuart McMinn
The Smith Family
AM Plumbing Service

Lucy Wicks MP
Leisel Tesch MP
Anne Charlton
Dr Anthony Zetner
Uniting Org
Catholic Care
Maya Youth Cottage
PCYC Umina and Bateau Bay
Bakers Delight Erina Fair
Kariong Quality Meals
Commonwealth Bank Tuggerah
Bunnings
Grill'd Erina
Juvenile Justice Staff
Central Coast Primary Care
Disabled Kids Riding School



We were honoured to have Denise Markham from Yerrin and Duane Tang Wei CEO from Kullarri Regional Communities Indigenous Corporation, Broome WA visit NG Central in June, 2018.

Kenny Braun from Bara Barang Corporation also joined us.

NGC is eternally thankful to Maggie Macfie and lucky to be connected to such wonderful people and their culture. These partnerships offer our Aboriginal students pathways to cultural learning, wisdom and affirmation that totally transform and enrich their young lives.

FINANCIAL INFORMATION

