





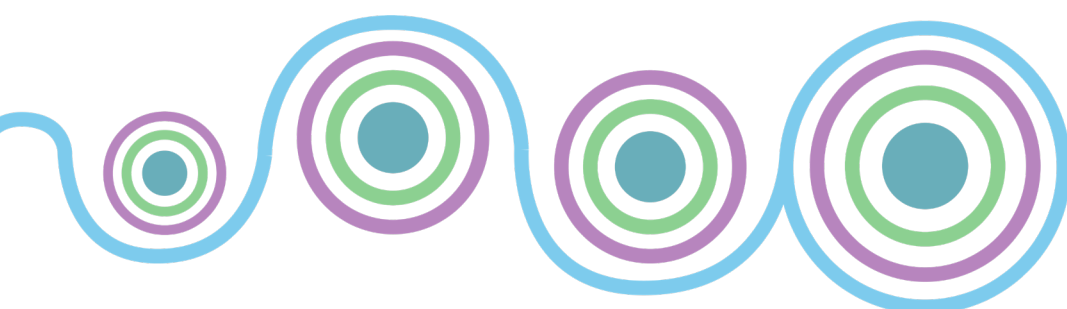
Ngaruki Gulgul proudly acknowledges Australia's Aboriginal and Torres Strait Islander community and their rich culture and pays respect to their Elders past and present.

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 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.

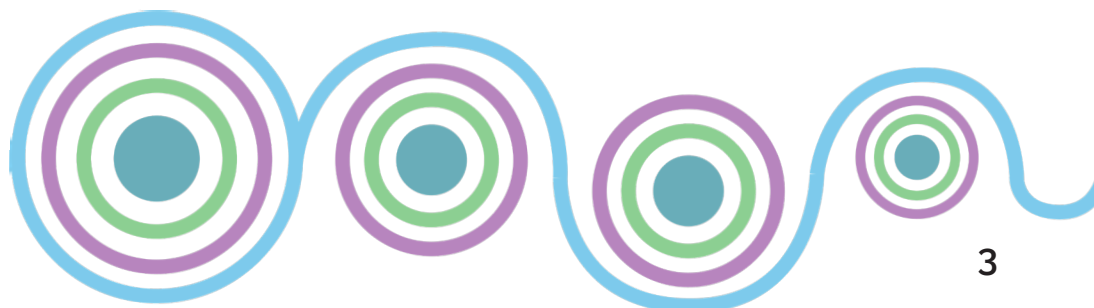


Yaama. We respect and acknowledge the Darkinyung people past and present on whose land we live today. We cherish and nurture our youth with knowledge and wisdom through life's future pathways.



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NGC AT A GLANCE



96 Students
Enrolled in 2022

37 female students
53 male students
6 non-binary students
36 First Nations students
41 students with a disability



8 students
successfully
completed their HSC



12 work placements
completed in 2022



9 students
graduated Year 12

27 senior students
participated in accredited
trade/vocational training

NGC AT A GLANCE

2022 V.E.T Pathways



SIR30216 - Certificate III in Retail



SIT20316 - Certificate II in Hospitality



AHC20416 - Certificate II in Horticulture



CPC20220 - Certificate II Construction Pathways
& CPC21020 - Statement of Attainment from
Certificate II Construction Pathways



Industrial Technology (Automotive)

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



**9 teaching
staff/trainers &
13 non-teaching
staff in 2022
(4 being First
Nations people)**

Post-School Destinations in 2022

**10 undertaking employment and
apprenticeships**

4 referred to a job agency

2 enrolled in RTO/TAFE



10 job outcomes in 2022

PRINCIPAL'S REPORT



As always, compiling our annual report has been a powerful reminder of everything our small but mighty school has achieved over the past twelve months.

I frequently tell people that Ngaruki Gulgul (NGC) translates to 'standing strong'. I think this not only encapsulates the sense of pride and capability we want to instil in our students but also reflects the resilience of our entire school community.

It is incredible to think that this is our 9th annual report and that Ngaruki Gulgul will be soon celebrating our tenth year of operation. These milestones are made possible because of the unwavering dedication, effort and generosity of so many people; whether it's our teachers, trainers and support staff, our Board Directors or the many community organisations, businesses, and individuals who contribute their expertise, services and time to our school.

What unites us all is a shared belief that every young person deserves a purposeful future, and that education is an important part of shaping that future. Additionally, we all collectively recognise that traditional schooling is not the only vehicle for this education. Indeed, NGC exists for young people who experience a range of complex barriers that cannot be accommodated in a mainstream setting.

Rather than allowing these barriers to constrain them, we create an environment where a young person's capacity for learning and growth is not defined by past challenges but by their future potential. Our staff are experts in what our students need to thrive – not only academically, but physically, socially and emotionally.

It is this holistic perspective that enables us to be flexible and responsive to each young person and their changing circumstances. In this way, it truly feels like our school is growing alongside all of our students, as we continue to elevate our teaching and learning practices, add increasingly creative experiences to our calendar, and deepen the level of support we are able to offer.



PRINCIPAL'S REPORT



As anyone who has spent any amount of time at NGC will know, we welcome diversity in all its forms and believe that our growth as a society requires us to embrace multiple perspectives and forms of knowledge. One way this belief manifests at our school is our immense respect for First Nations people of this country, and their wisdom, customs and laws that have existed for millennia.

We are very proud that the front cover (pictured left) for this year's annual report is an artwork about NGC, which was created on Darkinjung land by a former student and Indigenous artist, Corey Webb (Yuin/Biripi).

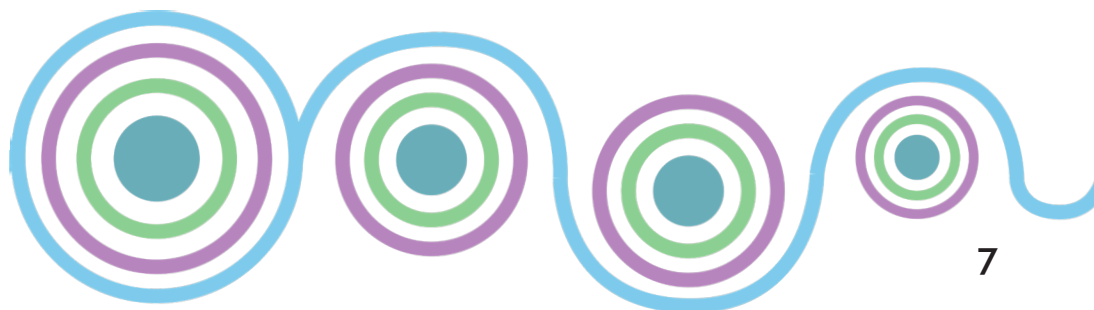
This work is a stunning combination of creative skill and cultural knowledge, underpinned by a deep love and respect for our school. Corey has described the different elements, which I wanted to share with you all here:

- In the foreground, the two circles represent our young people and our staff, and the strong connection and respect that exists between them.
- The dot circles in the background portray the different mobs/communities that we all come from and that are celebrated and welcomed into our broader NGC family.
- The 'arrows' are emu tracks. The emu is an animal that can only ever move forward, not backwards, which is a fitting symbol for how we believe our young people are always capable of positive change and momentum.
- The cockatoos represent the land that NGC operates on, which plays an important role in the learning experiences we offer and is such a unique feature of our school.
- The line connecting everything together (with gum leaves and lizard tracks) can be viewed as the ever-changing journey that all our young people are on.

As we celebrate the year that was, I want to extend my deep gratitude to the NGC team. Their expertise, empathy and ingenuity under pressure is what enables our young people to thrive, and the incredible results we have seen – both academic and personal – are a testament to them. I also want to thank our Board of Directors for their continued guidance, wise counsel and commitment to our vision.

Thank you all for being part of this latest chapter of our school's history and I look forward to sharing many more in the future.

Andrea Cingi
Principal



CHAIRPERSON'S REPORT



After the COVID-fuelled challenges and disruptions of 2021, it was wonderful to see the school once again full of enthusiasm as the 2022 year unfolded. It is a testament to the welcoming environment of Ngaruki Gulgul (NGC) to have students and staff reconnect so seamlessly and to embrace the learning opportunities available.

As in the past years, it was very rewarding to attend the end-of-year awards day and join in celebrating the students' achievements. They had outstanding results that may not have been attainable when they were still engaged in the mainstream school system. The encouragement, flexibility and intensive support our staff provide to the students is the point of difference this school offers.

At NGC, the emphasis continues to be on the abilities of the students. The staff and the board recognise young people come to us after having experiences and barriers in their past that have made it difficult to succeed in a mainstream environment. Our school's emphasis is on creating a culture where the students are shown they are both capable of, and responsible for, their success. By cultivating high expectations for what they can achieve with the necessary support, we see our students grow their confidence as they recognise their strengths and embrace new challenges.

Throughout the year, it was pleasing to see the grounds and facilities of the school being fully utilised, as we settled into being the sole tenant of the site. It is also encouraging to advise that NGC has secured another extension to our lease.

The board has continued to review the long-term strategy for the school to ensure that it supports the staff and students and provides an inclusive and welcoming environment. This is so important, especially in a time where many organisations are feeling the ongoing social and technological impacts of COVID, particularly in the recruitment and retention of staff and the management of cyber security. The board has also approved a change in the constitution allowing for an additional director to be elected. This will broaden our range of expertise and enable succession planning.

The financial position of the school is sound, as can be seen in the annual financial statement of accounts.

I acknowledge the members of the board who volunteer their time and expertise to assist Andrea and the team. A special thank you must go to the dedicated staff, led by Andrea, who have continued to provide students with everything they need to learn, grow and thrive in their journey towards lifelong independence.

Greg Groppenbacher
Board Chairperson



**ABOUT
NG CENTRAL**

PHILOSOPHY STATEMENT

Ngaruki Gulgul (otherwise known as NG Central or NGC) is a secondary school for students in Year 9 - 12. We believe that every young person deserves a purposeful future and that school is a meaningful pathway to achieving this. However, many of the young people we support have not been able to find success in traditional educational settings. They need a genuine alternative to mainstream models that can cater to their academic, behavioural and wellbeing needs.

Ngaruki Gulgul offers this alternative. We believe young people want to learn and have substantial ability to do so, when given the right conditions. Our school is an environment where all students are treated with respect, and their barriers to engagement are addressed in a holistic manner. When supporting students who have had challenging experiences with the mainstream education system, it is essential that we avoid marginalising them further and instead help them develop their capacity and motivation to learn.



At Ngaruki Gulgul, we take a practical, personalised and enterprising approach to education, combining key learning areas, vocational trades and wellbeing programs. We encourage our students to connect their learning with the world around them through the integration of Aboriginal and Torres Strait Islander culture, social and environmental perspectives, and opportunities to participate in our local community. Practical work experience and training - both at school and in external workplaces - are also key to our approach, helping our students prepare for the workforce and build their employment readiness and aspirations.

Kofi Annan, former secretary-general of the United Nations, and a powerful and 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."

This encapsulates what we are striving for at Ngaruki Gulgul; to create the conditions where young people can access the skills, knowledge and new perspectives they need to determine their life trajectory and become positive, independent and fully integrated citizens of our community.

SCHOOL INFORMATION



Ngaruki Gulgul means 'standing strong' in Darkinjung language. We are a registered and accredited non-government, special assistance school that is designed for the inclusion of students who are not succeeding in the mainstream education system.

Founded in January 2014, we aim to support young people on the Central Coast who are ready to try something new, make a fresh start and learn more about 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 the aforementioned vocational trade pathways that focus on the above industries.

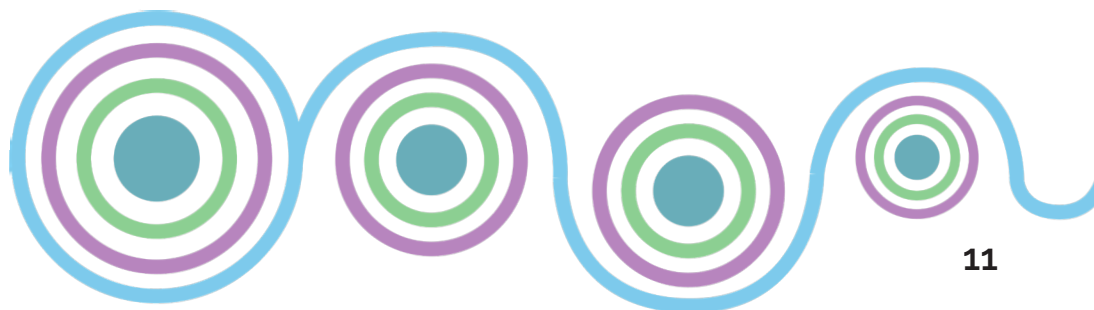
Ngaruki Gulgul balances the delivery of our educational and vocational activities with welfare and case management support. The result is a multifaceted program that simultaneously focuses on:

- 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. Ngaruki Gulgul is not politically or religiously affiliated.

Our campus is located at Green Central, 2 Kangoo Road, Kariong NSW. We are housed in pleasantly appointed, sustainable 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, vegetable 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



In our globalised and technologically connected world, simply acquiring factual knowledge isn't as significant as it once was. Rather, a core objective of education today is helping students to find, evaluate and creatively use the abundance of information that is available to them.

Our staff expertly navigate these processes and empower our students to not just acquire, but actively apply their skills and knowledge across a range of different academic, practical and social pursuits.

As well as covering the key learning areas of the NSW curriculum, our school also provides cultural education, welfare support and opportunities for civic and social participation. Our young people come to us hungry to express themselves and find a space where they feel like they belong and are valued. We seek to accommodate these needs by nurturing their strengths and talents and providing opportunities for further engagement and extension.

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.

Ngaruki Gulgul aims to rewrite the limiting script our young people often internalise from a young age, where they often doubt their capacity to learn, grow and contribute to those around them. With this in mind, 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)
- 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 (CPC20220)
- Statement of Attainment from Certificate II in Construction (CPC20120)
- Certificate III in Retail (SIR30216)

**VET subjects are delivered by the AIS RTO

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 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

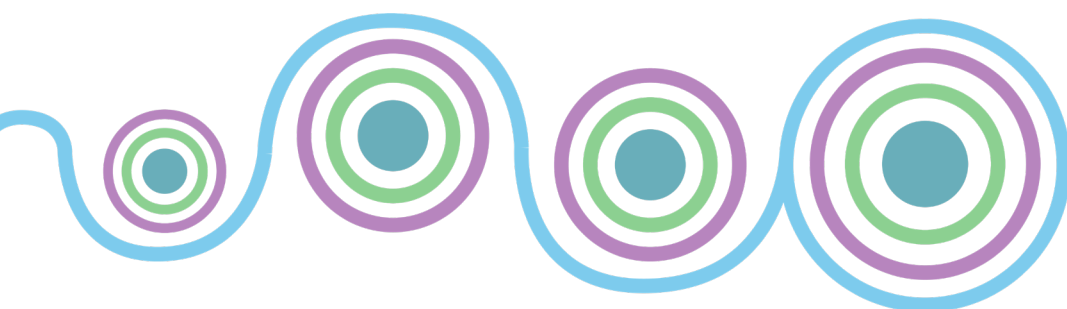
Places are limited to allow students a greater opportunity to identify their strengths and work to improve the areas in which they lack confidence.

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. We ask questions about previous schooling and why the student wants to attend our school, as well as enquiring about any relevant wellbeing 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. A 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.

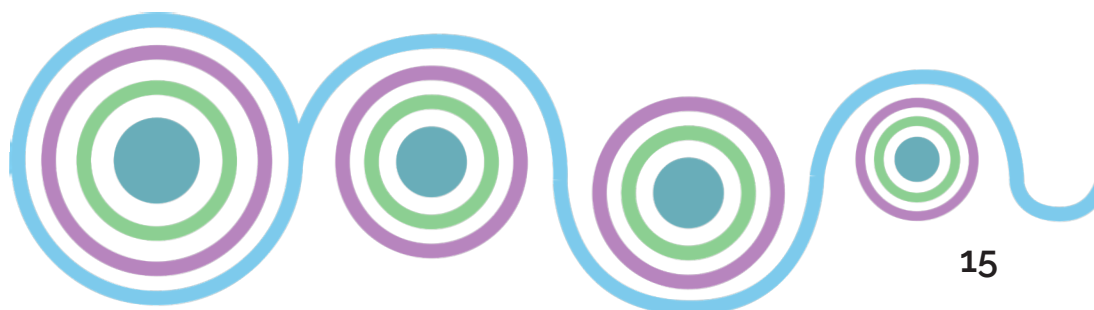


ENROLMENTS

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 those students who require it. 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 be referred 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 three levels of discipline that can be progressed through.

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, used as a form of punishment of 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 from harm to the person who is acting violently.

Accessibility and Review of Policies:

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. Most policies undergo an annual review. In 2022, our Child Protection was reviewed and changes were made as a result of the introduction of the ten national Child Safe Standards. Also in 2022, the school underwent an extensive cyber security audit. This led to policy changes being made to our Risk Management Policy Framework to incorporate





**VOCATIONAL EDUCATION,
TRAINING AND TRANSITION**

WEEKLY V.E.T CLASSES

Overall, 27 senior students participated in accredited trade / vocational training in 2022. This included 17 young people achieving the following qualifications:



3 Hospitality



4 Construction



3 Automotive



5 Retail



2 Horticulture



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.

In 2022, it was great to see our students apply their skills to a range of practical, engaging projects. Week to week, these looked like:

- cultivating our onsite garden and learning how to weed, propagate plants and use the greenhouse
- mastering barista basics on the coffee machine and coming up with simple, nutritious recipes
- participating in a construction expo and completing repairs around the school
- heading to the Sydney Drag Races and trying out welding, removing dents from panels and fabricating new components
- brushing up on salon skills like hair-styling and colouring, nail art, and eyelash and brow maintenance

WORK PLACEMENT



Our senior VET students have the opportunity to participate in 35 hour structured work placements with local businesses. This gives them valuable, real-world insights into their chosen industry, connects them with professionals who can share advice, and helps them prepare for the realities of employment.

In 2022, we had students complete work placements with Booker Constructions, J.Clarke Constructions and McDonalds Wadalba. It was great to see Hospitality student, Brett, commence employment with McDonalds directly as a result of his placement.

NATIONAL SKILLS WEEK

National Skills Week is an initiative dedicated to raising the status of practical and trade-based learning and educating young people on the career opportunities available to them in the vocational sector. For our 2022 National Skills Week celebrations, we designed a special whole-school event where we invited our NGC alumni to share their experiences of employment and 'life after school' with current students.

The day started with an informal meet and greet and smoking ceremony, yarning/presentations from alumni, which included practical, first-hand advice on navigating barriers to work, succeeding in further education, and maintaining motivation and resilience when confronting setbacks. We then moved into small-group breakout sessions that were facilitated by alumni with the help of support staff. These gave students an opportunity to ask questions that were specific to their industry of choice.

Our alumni students are highly respected amongst our students and school community and their ability to empathise with the experiences of our current cohort meant that their advice was very well-received.





**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

The Standing Strong program 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.

ROUNABOUT CIRCUS

A new NGC activity that particularly resonated with our students was the Roundabout Circus workshop provided by the Central Coast Council Youth Services. This was held on a weekly basis throughout Term 3. It cleverly combined a range of physical challenges, including juggling, stilt walking, hula hoops, plate balancing, balance board and slacklining. As well as offering a highly energetic break from classroom learning, our young people felt empowered when mastering these new skills.



LOVE BITES PROGRAM

After the success of 2021, we were excited to deliver the Love Bites program for our Stage 5 students. This time round, it was facilitated by our very own Lee T, with the support of several other teachers. It engaged girls and boys separately through workshops held in alternate weeks.

This program is all about showing young people what respectful relationships look like and how they can make healthy choices for themselves and others. As well as facilitating discussions and creative learning activities, the interactive workshop content covered safe sex, positive relationships, and relationship violence and its manifestations.

M-POWER HIP HOP WORKSHOP



At NGC, we are always seeking to unleash the aspirations of our students and find ways to apply their skills and talents to their learning. Popular culture is one avenue we use to engage young people, and the award-winning M-Power workshop facilitated in May 2022 was a perfect example.

Dance, MC-ing, and hip hop music and culture more generally has been found to offer young people the concrete tools to describe their world, to overcome adversity and to build resilience. As well as trying their hand at some new skills, this workshop included exercises to promote emotional regulation, positive self-expression and connection. It involved all students and the engagement levels were sky-high!

HEALTH-RELATED WORKSHOPS



In 2022, we had the team from Central Coast Youth Health facilitate their popular 'Youth Booth' expo onsite. Available for all students, this event gives them an opportunity to chat to health professionals in a supportive, judgement-free setting, have their basic health needs addressed on the day, and book in for specialist appointments as needed. Focuses include dental health, sexual health, relationships, and immunisations.

Another relevant, engagement workshop was focused on alcohol and drug education, again facilitated by the Central Coast Youth Health team. There was an emphasis on harm minimisation and making positive choices. Students particularly loved creating artworks relating to what they learnt in the session.

THE HOLISTIC EQUINE



One of the most popular offerings in our 2022 Standing Strong program was equine therapy. Despite its slightly odd name, it is a proven and highly effective strategy to help young people develop confidence, awareness of their emotions, and techniques to self-regulate.

While not a horse-riding activity, participating students got up close with a herd of placid and affectionate horses. The peacefulness of the horses helped young people feel at ease, experience a sense of calm wellbeing, and tune into the physical and emotional energy they were bringing into the space.



STUDENT WELLBEING PROGRAM

In 2022, our Programs Manager, Rick, continued to act as our Student Wellbeing Officer (formerly known as School Chaplain). Funded through the National Student Wellbeing Program, this non-denominational initiative focuses on addressing the spiritual needs and holistic wellbeing of our students, facilitating discussions and creating a safe place to ask the 'big questions' about life, personal growth, spirituality and faith.

Each week, Rick rotated between classes to join Friday 'Morning Circle' sessions, often using the Deep Speak card deck to stimulate engaging conversations and encourage new perspectives. He was also on hand for 'guest appearances' in specific classes where questions relating to religious beliefs were being raised, and available to support individual students with specific life issues, faith-related quandaries and mental health challenges (in consultation with other wellbeing staff where appropriate).

A highlight of 2022 was the returning 'Dangerous Questions' panel series. During several Standing Strong sessions throughout the year, students had the opportunity to anonymously ask a panel of NGC staff things that they had always wanted to know.

B STREET SMART

Many of our older students are working hard to achieve their learner and provisional driver licences. This made the B Street Smart 2022 event particularly relevant. Facilitated by the Trauma Service at Westmead Hospital and held at Qudos Bank Arena, this unique experience promotes safe driver and passenger behaviours through first-hand demonstrations.

Young people walked away with a deeper understanding of their responsibilities when behind the wheel, the dangers of distracted, fatigued or substance-impaired driving, and strategies to avoid serious injury and fatalities.

REWARDS EXCURSIONS



At NGC, we think it's important to acknowledge our students for building positive habits and momentum. One way we do this is through our end-of-term rewards excursions, specifically for young people who have recorded strong attendance and consistently good behaviour for the previous ten weeks.

In 2022, we had some returning favourites in the mix. This included the Sydney Royal Easter Show in Term 1, Glenworth Valley Laser Skirmish in Term 2 and Treetops Adventure Park in Term 3. A new addition to the schedule for our Luna Park excursion in Term 4. This was the ideal way to wrap up a big year, complete with picture-perfect harbour views, tons of laughs and adrenaline rush-inducing rides!

SPORT AND OUTDOOR RECREATION



We make exploring our beautiful Central Coast backyard a core part of our weekly program and are always looking for ways to integrate outdoor experiences into the curriculum. In 2022, bush walks and beach visits were regular occurrences, as well as countless games of basketball, volleyball, slider-hockey, touch football, soccer, Kubb and Finska. We also loved getting out of our comfort zones at FlipOut Trampolining and Umina Beach Adventure Park.

A highlight of 2022 was taking a group of our boxing enthusiasts to Sydney to spend a day with Timofei Konstantinovich Tszyu. Timofei is an Australian professional boxer who has held the WBO interim light-middleweight title since March 2023.

BUDGETING WORKSHOP

According to a recent OECD report, 1 in 5 15-year-olds in Australia don't have basic financial literacy. As young people are exposed to increasingly complex financial systems, technology, products and marketing strategies, it's more important than ever that they are equipped with the skills and knowledge to make empowered decisions about money.

We were fortunate to have Natasha from Community Compass facilitate a nine-week financial literacy program for our students. From budgeting fundamentals to superannuation to the dangers of debt, there were many important topics covered and opportunities for young people to share their experiences and ask plenty of questions.

CHRISTMAS CELEBRATIONS



It's no wonder that Christmas time is so popular around these parts! Our students have another year of education under their belts, holidays are right around the corner, and our whole school community comes together to celebrate.

This year was no exception. As always, Lee T took on her role as Santa with gusto; handing out presents that had been donated by local businesses and spreading her signature Christmas cheer with the support of our whole staff team. It was also fantastic to welcome a troupe of fabulous First Nations performers from NAISDA Dance College, share in a special smoking ceremony and feast on some delicious food! Thanks to all who contributed on the day, including our many community supporters and volunteers who took time out of their schedules to celebrate with us.

GRADUATION



One of the real highlights of the school year is always our Year 12 Graduation Ceremony and Formal. It was wonderful to celebrate the tenacity of the 'Class of '22'; who have all come such a long way since their first days at NGC.

Whether it is building their confidence to connect with peers and staff or challenging themselves in the classroom, each student has overcome their own personal barriers to achieve things they had once thought impossible. We wish all of them the very best for their bright futures and hope that they will remember their time at NGC with a sense of deep pride, warmth and gratitude. This is not goodbye, it's just a 'see you soon'!

CULTURAL EDUCATION

A fundamental understanding that shapes the way we see education at NGC is that it shouldn't occur in a cultural vacuum. In particular, we recognise that First Nations culture has both a rich and enduring history and a contemporary relevance for Indigenous and non-Indigenous people alike.

Offering cultural education as part of the NGC curriculum is not only aligned to our school values, but to the guiding principles of the Close The Gap initiative. It means that we can improve outcomes for our Indigenous young people by providing them with a safe space, learning opportunities that are culturally affirmative and relevant, and a dedicated liaison officer within our school. It also helps to cultivate a deep appreciation for First Nations culture amongst our non-Indigenous students, through immersive activities, hands-on learning and respectful conversations.



Weekly Cultural Education Sessions

Led by Uncle Mick (a proud Dunghauiti man from Kempsey way), our cultural education sessions give young people a chance to learn traditional teachings through continual demonstration and practice until they can master a new skill and show it to other students who are yet to pick it up. Importantly, 'nobody moves on without the rest of the mob!'

One of the main focuses for 2022 was artefact making. Students loved learning to make spears and were very surprised to discover how many traditional materials (like resin) could be sourced from the bush. Uncle Mick was also granted permission from Elders to tell some significant cultural stories, accompanied by dance. It was incredible to see all students engaging with each story and discussing its deeper meaning and relevance to their lives today.

Personal Learning Pathways (PLPs)

At NGC, we recognise that learning about and identifying with one's culture is crucial to developing a complete sense of self. We have developed Personal Learning Pathways (PLP) for each Aboriginal student so that they can experience belonging to their culture and Country, and access the necessary support from our school in this process.

A PLP begins with a 'get to know you' yarn with Uncle Mick, our Aboriginal Education and Family Liaison Officer. This incorporates questions about family/mob, the student's strengths and perceived weaknesses, any learning goals and challenges, and what kind of support they are seeking from our NGC team, particularly from a cultural perspective. This information is passed onto relevant staff members and implemented accordingly. One of the most important functions of a PLP is that it helps establish trust and rapport between our students and our Liaison Officer, so that they know they have a safe point of contact who can advocate for them and understand their connection to culture through lived experience.

CULTURAL EDUCATION

Elders Meetings

An important part of our Cultural Education program is fostering a sense of agency and responsibility in our students. One way we achieved this in 2022 was through conducting Elder's Meetings, facilitated by Uncle Mick. Every second week, senior students met to discuss aspects of the school dynamic and to offer suggestions on how to approach issues that were arising for their peers. It was fantastic to see everyone share authority, take ownership of their behaviour and empathise with others. Many of our Year 12 students stepped up as role models and peacekeepers for their fellow students.

Men's Group for Stage 5 Students

Another great success during 2022 was our Stage 5 male students engaging in a 'Men's Group'. On a weekly basis, they were able to talk about men's business, gather materials to make artefacts like composite spears, and yarn around the fire.

Bangarra Dance Company Excursion

A highlight of 2022 was our students attending Bangarra Dance Company's performance of 'Terrain' and 'Sand Song' at the Sydney Opera House. Everyone was absolutely awestruck throughout, with many students never having seen anything similar before. Some even left with a dream of becoming a professional dancer; decorated in ochre, spear in hand and emulating hunters in a culture they feel honoured to belong to.



National Reconciliation Week

NGC enjoyed another brilliant National Reconciliation Week celebration in 2022. This included a big morning tea, with the families and caregivers of our students all invited to attend. As with all significant NGC events, the smoking ceremony was a real highlight for all involved and we were especially excited to have Rhonda Wilson from ARAFMI and Glenys Tory from ARC present on how to best support the mental health and well-being of families and individuals.





STAFF INFORMATION

BOARD OF DIRECTORS

Anne Byrne

Experience and expertise: B Arts (Industrial Relations); Cert IV Train & Assess; 24 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

Pat Lewis

Experience and expertise: Bachelor of Arts; Secondary School Teacher of 40 years including 11 years as Principal; 26 years governance and directorship experience including 7 years as Board Chair; Australian Institute of Company Directors (Company Directors Course).

Ken Yeaman

Experience and expertise: 14 years working in all sections of the Commonwealth Employment Service (CES), including four years managing Youth Access Centres; 25 years' experience managing a wide range of funding agreements, most with youth focussed programs; working within the Employment, Education, Youth Affairs and Social Services portfolios.

Andrea Cingi

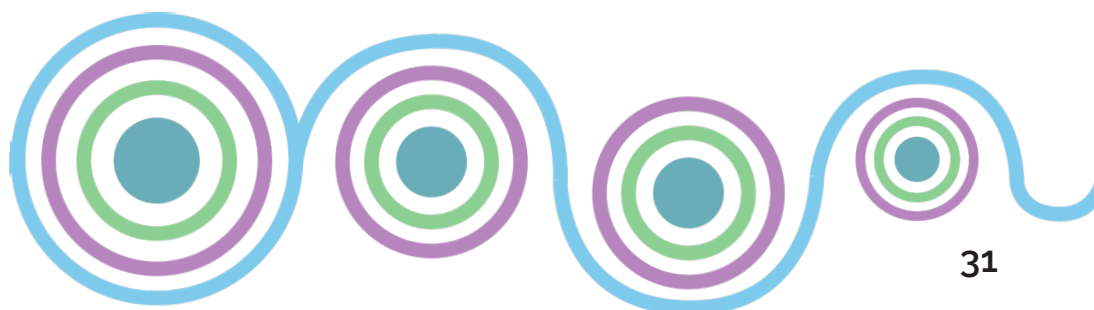
Experience and expertise: Extensive management and leadership experience across corporate and not-for-profit sectors, in Australia and internationally. Dip. Hotel Management; Grad. Cert Management; MBA (cont.)



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	9
Full-Time Equivalent Teaching Staff	7.4
Non-Teaching Staff	13
Full-Time Equivalent Non-Teaching Staff	8.6
Indigenous Staff	4
Conditional	1
Proficient Teacher	5
VET Trainers and Assessors	3



PROFESSIONAL LEARNING

Professional Learning Completed in 2022	Participants
CPR Training	25
Anaphylaxis Training	25
Child Protection Refresher Training	25
First Aid	1
Positive Schools Conference	1
Love Bites	1
Assist Clients with Medication	1
Food Safety Certificate (2022, FSF03_SOA_HOS)	1
Aboriginal Cultural and Community Virtual Yarns - Term 1 Webinar Series	1
AISNSW Annual Briefing 2022	1
School Governance Improvement Tool	1
NCCD for Principals	1
Managing School Construction Projects	1
VET NESA Schools Online Entries	1
VET Webinar and Networking Days	3
Governance Symposium 2022 - School Wellbeing	1
M7 Child Protection	1
M10 Child Safe Schools	1
Successful Learning Conference	1
Statement of Attainment in Business Administration - Computing Skills	1
Riding the Waves of Curriculum Reform Conference	1
Supporting Students with Challenging Behaviour - Modules 1-5	4
Beyond Blue Modules	1
LivingWorks Suicide Prevention Training	1



STAFF BIOS



Andrea Cingi, Principal

What was your 2022 highlight?

There were so many 2022 highlights, but my favourite was hosting the Global Skills event where former students, Nareeda, Jillian and Nate from NSW departments, and Novaskill all presented. It was wonderful for existing students to hear the stories and listen to how the alumni have navigated the barriers to employment (especially during these turbulent times). It was inspirational to learn how they have succeeded in further education, and kept up their motivation and resilience to meet challenges.



Cameron Livingstone-Thomas, Deputy Principal / Automotive Teacher

What was your 2022 highlight?

My 2022 highlight was taking my Industrial Technology Automotive students to the "Sydney Top Fuel Drags" for the first time. Having our students watch and sit in purpose-built drag cars was hugely exciting. This experience encouraged them to work harder and be more productive when returning to school. The extra positive was how my Year 12 student applied this motivation to his major work as a result, and achieved strong results for his hard work during the school term. I was immensely proud to watch him sit his HSC exams in all subjects. When he first enrolled into NGC, he openly expressed that he didn't think he could complete his HSC. To see how he has achieved this milestone through self-belief and perseverance is truly the most inspirational part of being a teacher.



Rick Corderoy, Program Manager

What was your 2022 highlight?

My 2022 highlights were the next level sporting contests that took place on our COLA. There were several epic Students vs. Staff basketball matches (hope you enjoyed the lessons, young-uns!), and many great games of Slider Hockey, where sometimes reluctant sporting heroes were born. Add in some classic Handball showdowns and some Kick Tennis shenanigans, and the COLA was the place to be! Healthy competition and improving the health of our young people is a win-win.

STAFF BIOS



Nareeda McGranger, VET Manager / VET Retail Trainer

What was your 2022 highlight?

My 2022 highlight was seeing all of the Retail students showcase their new skills and having them share their experiences with me after I returned from maternity leave. They were all so excited to show me what they had learnt over the past year: hair, makeup, customer service, merchandising and more. I was immensely impressed and proud that so many of the Year 12 girls successfully completed their Retail qualification and I was lucky to be there to present their certificates.



Mark Miles, Maths Teacher / Head of Wellbeing

What was your 2022 highlight?

My 2022 highlights are being part of growing our students into socially responsible young people with a curiosity and desire to listen, engage and learn new skills from others. Some particularly special experiences included having our weekly elders meeting with Year 12 students and hearing them share their insights into how we can solve emerging challenges within the school; harvesting and creating spears with the Men's Group for Cultural Education and teaching them how to use a woomera; and taking students to see a training session with boxer Tim Tszyu as he was preparing for his world title fight in the USA.



Janice Montgomery, Curriculum Coordinator / Science Teacher

What was your 2022 highlight?

My 2022 highlight was working with the students on practical activities and seeing the high standard of work they can achieve through appropriate scaffolding and supportive encouragement. I am constantly excited when our class discussions relate to real life experiences. This helps students gain an appreciation of the natural environment and recognise their importance within that environment. The biggest highlight for me was again receiving the results of our HSC Investigating Science students. To witness the students experience HSC success in this challenging academic subject and make their families proud is a source of personal satisfaction and a huge positive for NGC.

STAFF BIOS



Kirk Oakley, English & History Teacher

What was your 2022 highlight?

My 2022 highlights were some special days at our wonderful school. Many of our students had the opportunity to attend a viewing of the play "Amphibian" at the Wyong Art House in Term 1. In Term 2, our Stage 5 students created and produced picture books and travelled to Umina Beach Public School to read and present their work to the Year 1 students. Some of the books the students created were amazing, and the experience was extremely enjoyable for all involved. It is incredibly rewarding to see the students' literacy skills enhanced by such a hands-on task.



Jemma Milanovic, P.V.D.I Teacher

What was your 2022 highlight?

My 2022 highlight was the whole-school Taronga Zoo excursion. Stage 5 Geography had the opportunity to explore the "Palm Oil Tiger" exhibit which enlightened us all to how the food choices we make can impact the natural environment.

All students engaged in a whole-school photography competition. The students captured an array of amazing images that were displayed in an in-school exhibition. Well done to Payton who won the competition with her amazing tiger close up. Look out for some future wildlife photographers!



Mick McKeon, Aboriginal Education & Family Liaison Officer / Student Support

What was your 2022 highlight?

My 2022 highlight was taking our young Aboriginal men and women to the Sydney Opera House to see a performance by Bangara Dance Company. The students were all on their best behaviour and were utterly enthralled with something they probably wouldn't have thought they'd enjoy. The looks of awe on their faces during the performance was unforgettable. It opened up many possibilities for them to explore for the future. They also had the opportunity to ask questions afterwards and discuss different aspects of the dance.

STAFF BIOS



Shantai Smith, VET Hospitality Trainer & Student Support

What was your 2022 highlight?

My 2022 highlight was going to the Easter Show with the students for the Rewards Day. It was such a pleasure to explore the show and witness them have such a good time. It provides an extra incentive for the students to want to work hard in order to be able to attend all future Rewards Days.



Lee Trethowan, Case Manager

What was your 2022 highlight?

My 2022 highlights are the daily experiences like supporting students every morning in the café and finding out what is happening with their lives; cooking breakfast so everyone can start the day with energy; attending appointments with students and helping them navigate Centrelink or apply for tax file numbers; arranging guest speakers to visit the school; playing phase 10 at lunch time and always being a shoulder the students can cry on, laugh or express their feelings with. One significant highlight was attending the Equine Horse Therapy with the Stage 5 girls. This program centres around 'building healthy relationships' by being aware of your emotions before entering the horse yards.



Lee Santi, Student Support

What was your 2022 highlight?

My 2022 highlight was being part of our Year 12 students' journey towards completing their HSC. Such an honour and privilege to see them reach their goals.

STAFF BIOS



Katya Wengi, School Counsellor / PDHPE Teacher

What was your 2022 highlight?

My 2022 highlight was seeing the incredible progress so many of our young people made. As the Counsellor, I was so impressed to see our students working through some very difficult circumstances with strength, tenacity and bravery. I am so proud of them. I also loved seeing our students engage in physical activity by attending our weekly gym sessions. It was awesome to see so many of our students improving in their physical fitness and seeing how that also positively impacted their mental wellbeing. We were all so grateful to the Davistown / Saratoga community for the sponsorship of this gym program.



Emily Ford, Learning Support Teacher

What was your 2022 highlight?

My 2022 highlight was working with our new students to help settle them into our school. I was lucky to have some of the first conversations with parents and carers of new students. I heard consistently about young people jumping out of bed in the morning, actually happy to come to school!

I was also able to help out with Stage Five PDHPE classes held at the gym in Gosford Leagues Club, where students showed a genuine interest in engaging in fitness sessions and pushing the limits of their comfort zones.



Sheree Thomson, Administration & IT Officer

What was your 2022 highlight?

My 2022 highlight was that I felt very cared for and welcomed back into the NGC family fold after some time off. I really missed everyone, especially our students. I was eager to hear what they had all been achieving. The end of year celebrations are always a highlight for me when we come together to celebrate everything our students have achieved.

STAFF BIOS



Vidar Tysvaer, Business Manager

What was your 2022 highlight?

My 2022 highlight was transitioning to a new full-time role in the school. It's been great to get to know my team and their roles a lot better, and overall getting a broader understanding of how the school is run. As always, I was impressed by the resilience and flexibility of our students and staff throughout the year, which makes it a privilege to be part of this school environment!



Larissa Little, Reception & Administration Officer

What was your 2022 highlight?

My 2022 highlight would have to be assisting the students as they came into the office, whether it was for comfort, a laugh, a cry, or first aid needs. Nothing makes me happier than knowing I am making a positive difference in their educational journey.



Brad Hardman, Student Support / Mentor

What was your 2022 highlight?

My 2022 highlights were seeing the incredible progress the Blue class made throughout the year, and having the opportunity to bring both the Blue and Green class together to collaborate and train in the gym.

STAFF BIOS



Felicity Kemp, Maintenance / WHS Coordinator

What was your 2022 highlight?

My 2022 highlight was being a reader / writer for our HSC students and watching them work their way through their exams. The results simply speak for themselves. Well done to the Class of 2022!



Jodane Melnik, Administration / VET Retail & Make-Up Facilitator

What was your 2022 highlight?

My 2022 highlight was being welcomed back as the Make-up teacher for our Retail class. It was wonderful to help the students complete their HSC as a reader/ writer and see them all do so well. Watching them graduate and witnessing their individual progress with their makeup and retail skills, as well as their overall growth in confidence has been an amazing experience. I am proud to be in such a great community of students and staff!



Melissa Thomas, Reception Support

What was your 2022 highlight?

My 2022 highlight is returning to NGC and seeing everyone again. I love working at NGC on Fridays and being with everyone. I feel so special to be a part of the NGC family and I feel very supported by everyone.

2022-23 PRIORITIES

Reflection on 2022 Priorities



2022 was all about strengthening NGC's capacity to engage families and communities in student learning. We know that when families are informed and engaged in school life, this results in more sustained attendance and engagement with learning and training for students. As well as improving academic outcomes, it helps to foster positive associations with school as an environment of affirmation, belonging and high aspirations, amongst caregivers and young people alike.

These family and community engagement efforts are part of a three-year strategic project (Standing Strong With Families and Community) funded by the Schools Plus Fair Education Program. In 2022, we increased our number of whole-school events that were accessible to families and community members, including our graduation and Christmas

celebrations, National Skills Week and National Reconciliation Week events, and multiple morning teas for parents and caregivers. We also offered the opportunity for young people to hear the stories of older community members. This intergenerational contact was powerful, with students enjoying hearing about what life was like following World War II.

Working with families and communities isn't exact science and communication isn't always perfectly optimised. In spite of this, we have learnt that acting 'in good faith' and 'going the extra mile' to communicate and work with families and community groups is a sound investment of our time and energy. As a result of our efforts, we have seen an increase in student attendance and civic participation.



2022-23 PRIORITIES

Setting 2023 Priorities

A priority for 2023 is to focus on ensuring a mentally healthy workplace at NG Central. During the latter half of 2022, the executive team commenced workplace mental health coaching with a qualified workplace-focused psychologist, Dr Tessa Bailey from Transitioning Well. This was supported by the NSW Government-funded program 'Mental Health at Work'.

Our coach helped us to identify risks to mental health within the school and offered a suite of practical tools and strategies to manage them. These included navigating cognitive and emotional demands, leadership and supervisor support, dealing with vicarious trauma, and developing a Mental Health Strategy for 2023.

A second priority is to review our cybersecurity at all levels, from governance to staff and student use. As hackers become increasingly sophisticated, the associated risks have sky-rocketed with financial, operational and reputational implications. As they say, "it is not a matter of if your organisation will be attacked, but when, and how many times it will occur." Protecting our school's confidential information and the privacy for our entire community is paramount.





STUDENT CASE STUDIES

JEMMA, YEAR 10



Since Jemma came to NGC in late 2021, we have seen her confidence blossom. With the right support, she is growing into a curious, engaged learner who has a strong desire to express her creativity in and outside the classroom.

But Jemma certainly didn't always feel as capable and included at school. Before NGC, she had attended multiple high schools and struggled to achieve her academic potential. With large class sizes and a lack of individualised attention, Jemma felt disengaged and her attendance, behaviour and assessment completion declined as a result. It wasn't until her mum found NGC in a search for an alternative school that things started to turn around.

"I have a learning disability, so I found that I would often take a long time for concepts to click in class. But it felt like by the time I really understood, the teachers had already moved on. After a while, I felt that people gave up on me, like I had been forgotten. When I saw NGC, I knew immediately that it was for me and it would be able to give me something I needed in my life. They really understand neurodivergent kids."

Once she settled in at our school, Jemma was able to access the intensive support she required in a classroom setting. With this 1:1 tuition and a pace that catered to her learning needs, she has made strong progress across multiple subjects. As a naturally creative person, Jemma has particularly thrived in our Photography, Video and Digital Imaging class. She has enjoyed regular excursions to local sites like Umina Beach and Norah Head, where she has tried out new techniques and delivered some fabulous landscape photography.

Jemma has also benefited from the wellbeing support available at NGC. This has included accessing our onsite counselling service on a regular basis and spending time in the company of our Case Manager and support staff. She was also a keen participant in our Stage 5 Equine Therapy program via The Holistic Equine. This weekly activity saw students connect with horses in a safe, supported environment, while tuning into their own emotional state and experimenting with self-regulation techniques.

Jemma has built positive relationships with her peers and staff members. After having previous experiences that had her doubting whether people valued her presence at school, this has been particularly transformative for her confidence and sense of belonging.

"At other schools, I struggled with making good friendships and was at a really low point in my life. Coming to NGC, I was worried I wouldn't connect with people but everyone was friendly straight away. It feels like we all have a good understanding of each other and empathy for what other people have been through. The teachers here feel like they really care; they listen to what is going on for you and help you figure it out. Even something like calling them by their first names can make you feel like you're on the same team and that it's not 'students vs teachers'."

As Jemma moves into senior school, she is honing in on Retail as her VET subject of choice. She is enjoying testing her skills in our onsite salon and learning about different hair, beauty and customer service techniques. When asked if she has any ambitions for life after school, Jemma is adamant that she wants to pursue art in some capacity.

"Life feels so much better being here at NGC. I feel like I have good people around me and that things are possible for me to achieve. I'd love to follow a career pathway that involves art, whether that's animating for a TV show or becoming a tattoo artist. I'm also extremely passionate about the ocean - I would be in it 24/7 if I could because it feels like a blissful other world. One day, I might want to do marine photography. Really, my biggest life goal is to have my own house, to own pets and to live comfortably."

ADRIAN, YEAR 9

Adrian joined us at NGC at the start of 2022. Since then, he has found his place amongst our students and staff. With a natural curiosity about how things work, Adrian has benefited from our hands-on approach to learning.

Before coming to NGC, he had a difficult time in mainstream schools. Adrian often didn't feel engaged in the classroom and was frustrated by the limited range of activities available, especially when working amongst large classes. This resulted in some behavioural challenges and prompted Adrian's family to research alternative schools on the Central Coast.



As an autistic young man, Adrian is one of many NGC students who is neurodivergent. In order to thrive academically and socially, he requires an inclusive environment where his learning and behavioural needs can be accommodated. NGC prides itself on being able to deliver this support. As well as regular professional development training around neuro-affirmative teaching and learning practices, we have a dedicated Learning Support teacher, Counsellor and student support staff assisting our teachers in the classroom.

"I find that the teachers are way better at NGC. They explain everything so you understand and will give you as much detail as you need. Because the classes are a lot smaller, there is more time to sit down one-on-one and go through things. I can also talk to Lee T and the school counsellor. Everyone is accepting of that."

As a curious and practical learner, Adrian has enjoyed trying out NGC's various vocational trade tasters. Throughout Year 9, he has sampled Hospitality and Horticulture in our onsite kitchen, greenhouse and veggie garden. Adrian is also keen to flex his employability skills by taking on a structured work placement at a large store like Kmart.

"Hospitality was my favourite subject last year. It's a pretty good pay off, you get to cook all this food and then eat it! In Horticulture, I'm learning about farming and planting. One of the best parts of NGC is that you get to go out a lot and do physical things. We head out on bush walks and to watering holes. Recently we even went mountain biking on a proper track in Ourimbah."

When asked if he would tell other young people with similar experiences to come to NGC, Adrian is quick to encourage anyone to give it a go and make the most of a trial period to see if the environment works for them. We look forward to watching Adrian continue to progress at NGC.

EMILY, YEAR 9

As a recent addition to our NGC family in late 2022, Emily already feels like she has been with us forever. With an inquisitive mind, a positive, nurturing energy and a strong desire to always improve, she sets a fantastic example for our students around what you can achieve when you feel like you truly belong.

Young people come to NGC for a whole host of reasons and Emily is a prime example of this. As a studious and diligent learner, she had been performing well academically at her previous school. However, after experiencing bullying, harassment and tough relationship challenges, Emily's mental health was declining and her attendance suffered as a result. NGC offered her an opportunity for a fresh start, where she could continue to challenge herself in the classroom while accessing wellbeing support and forging friendships with like-minded peers.



"Before I came to NGC, I was having daily panic attacks. It was extremely hard to keep going to school when I was experiencing bullying. Coming here has been completely different and I haven't looked back. The slightly shorter days helped me get into a rhythm and build my confidence up a few days at a time until I was attending every day."

"The teachers are really understanding and it feels like it's more than just work to them. As well as the academic side of things, they also care about your mental health and wellbeing and can make accommodations so that kids can come to school and succeed in ways that work for them."

Emily has been able to benefit from smaller class sizes because she can ask more questions and be given tailored classwork that can extend her skills and knowledge. She enjoys being in an inclusive classroom, noting that the teachers use a variety of visual aids, notes and techniques to appeal to different learning styles. Emily has also sampled a variety of vocational trades, from pitching in to cultivate the school gardens to learning about hair and make-up styling in Retail classes.

EMILY, YEAR 9

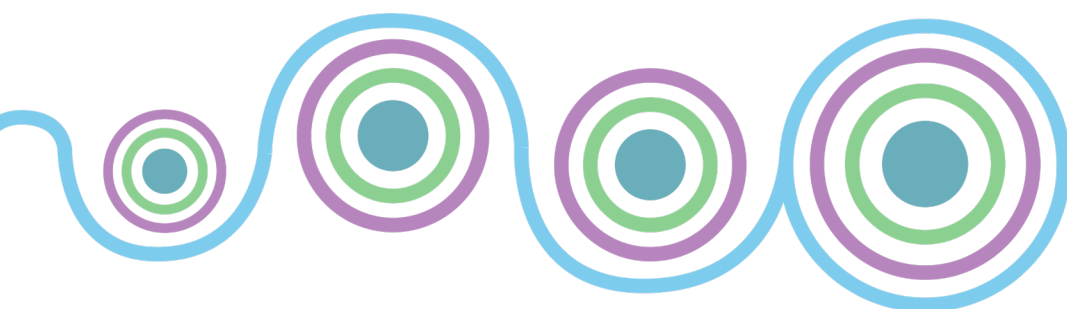
Outside of classroom and vocational learning, Emily has resonated with NGC's culture of accepting and welcoming difference, and integrating cultural, environmental and social perspectives into all activities. While not Indigenous herself, she has valued learning about Aboriginal and Torres Islander culture through our Cultural Education program and participating in the regular smoking ceremonies held before NGC events.

"I love that classes are way more focused on active learning. In Science for example, we learnt about water testing and went into Gosford and other sites on the Coast to give it a go and see different ecosystems in action. I can also ask for extension work when I need it and that has helped me improve a lot, especially in Maths which is now my favourite subject. Being able to find out about Aboriginal culture is also really cool because it fosters understanding and respect. Everyone is included in that learning."

Since coming to NGC, we have seen Emily's confidence grow by leaps and bounds. She now feels supported to stretch for her goals and challenge herself. One way this has manifested is through her enthusiastic commitment to her casual job at McDonalds. Emily is quick to describe the satisfaction and independence she feels earning her own money, working in a fast-paced environment and making new connections.

This has given her a taste of the world of work and piqued her ambition for what employment could look like after school. Emily is already planning to undertake a TAFE course in Business Administration and is eager to try a work experience placement in an office or surgery in the coming years.

"If anyone was thinking about coming to NGC, I'd tell them that this is what school is actually supposed to feel like. If you commit to it, the teachers will find a way to help you do whatever you want to do. And all the students are welcoming. They don't actually care if you're different or where you come from, they'll still want to be friends."



MAX, YEAR 10



Since Max came to NGC in 2021, her journey has been one of authenticity and huge personal growth. Students like her add so much value to our school culture, as they model acceptance, empathy and creative thinking.

But previous educational experiences hadn't given Max the accommodations she needed to truly thrive. Having attended a number of schools prior to NGC, she often felt that the academic expectations were immense and that there was a lack of support - both in and outside the classroom - to make them achievable.

"I think that mainstream schools just don't have as much understanding around mental health and the support some young people need. Between juggling assessments and long lessons where you sit in class with so many other kids, it can feel impossible to get it all done. At NGC, there is much more flexibility and less of a dynamic of 'I'm the boss and you have to listen to me just because'. The teachers get that everyone has different learning styles and they know how to help young people who don't fit inside the box."

Max's academic performance has significantly improved in our smaller classroom settings, where staff can provide more intensive feedback and interaction. Her favourite subject is Photography, Video and Digital Imaging, where she has enjoyed trying her hand at photo composition and techniques and capturing local beaches, waterholes and street art on excursions.

Max has relished these opportunities to be creative and to express herself, and this same ethos of self-expression has also seen her embrace NGC's Cultural Education program. She notes that the activities on offer - including participating in smoking ceremonies, learning about local flora and fauna, and hearing culturally significant stories - aren't like anything she encountered at previous schools.

As a long-time animal lover, a 2022 highlight for Max was completing our equine therapy activity with The Holistic Equine. Additionally, while most of our students complete a vocational course through weekly onsite classes, we have supported Max to work towards a certificate in Animal Care through the local TAFE.

"I've always been into animals and I love any chance I get to spend time around them. I've liked bonding with the horses through the equine program and heading to Taronga Zoo for our Geography excursion. My TAFE course is focused on the skills and knowledge you need to work with animals and complete health checks. I might be able to do a work experience placement with a wildlife park which would be awesome."

One of the things that Max has valued most since coming to NGC is how accepting of difference our school is, whether that's welcoming all cultures or promoting LBGTIQ+ inclusion in the classroom and through guest speakers. She notes that students typically feel more comfortable to share how they are feeling and the challenges they may be experiencing because there's a sense that they will be listened to, and that extra support is always available via our school counsellor.

"Before coming to NGC, I honestly felt like I was a different person at every school I went to. But here, I feel like people understand and talk to each other more, and are empathetic. No one is here because they have had the perfect life and it means that people are more accepting. I've made really solid friendships. I'd recommend it to anyone."

RUBY, YEAR 9

As one of our new Year 9 students, we have watched Ruby embrace her NGC journey with positivity and a newfound confidence. She has thrown herself into all the practical activities on offer and shows special interest in Retail, PDHPE and Art.

However, Ruby didn't always feel as engaged at school. While she had always been a keen student, some tough experiences with bullying and fractures amongst her peer group made it difficult to stay motivated. Ruby's attendance increasingly declined, and had a big impact on her results and self-esteem. Fortunately, Ruby was able to turn to her cousin - and long-time NGC student - for advice. She recognised that she was craving a fresh start and an environment where she could be authentic and fully supported.

"At first, I was nervous to come here, just because it's scary going outside your comfort zone, meeting people and getting a new routine. But I knew I was ready for a change and once I made the plunge, I realised I didn't need to worry. Everyone was so nice and welcomed me straight away. There is no talking behind anyone's back, and people are keen to make friends."



Ruby has quickly settled into our classrooms, reclaiming her enthusiasm for learning with the help of our teachers and aides. She appreciates the small class sizes and how this enables students to ask more questions and access 1:1 support. As well as making progress across key learning areas, Ruby has relished the opportunity to challenge herself creatively and physically, whether it's spray-painting in our art classes, mastering a new sport skill or exploring local waterholes in Outdoor Recreation.

Vocational education and training is a key part of what makes NGC different and we support our students to develop their technical skills right from Year 9 onwards. Through our weekly VET sessions, Ruby has sampled our Retail course and learnt a variety of salon skills.

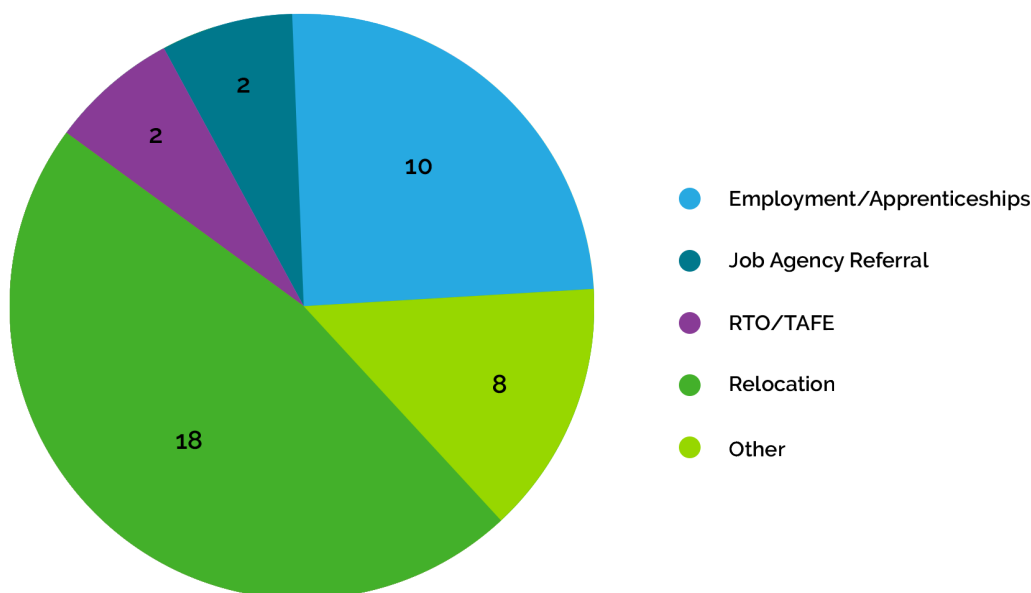
"It feels like I'm really learning things here and they are skills that you actually need in the real world. I think I can use what I've learnt in Retail to get a part-time job, which is pretty cool. I never feel stuck in the classroom because I can take more breaks when I need it, and the teachers and aides go out of their way to help and make things interesting."

Outside of the classroom and salon, Ruby is enjoying spending time with her peers through our excursions and in-school extracurricular programs. She has been a keen participant in Cultural Education, particularly our basket weaving activity for Stage 5 female students. Ruby has also attended our rewards excursions, which acknowledge strong attendance and commitment across each school term. The Royal Easter Show and Luna Park have stood out as highlights so far!

"I would tell anyone to give it a go at NGC. Change can be scary but once you try it, you'll find that people are really accepting and will embrace you as an individual. I'm not anxious to come to school anymore and feel like I can be myself."

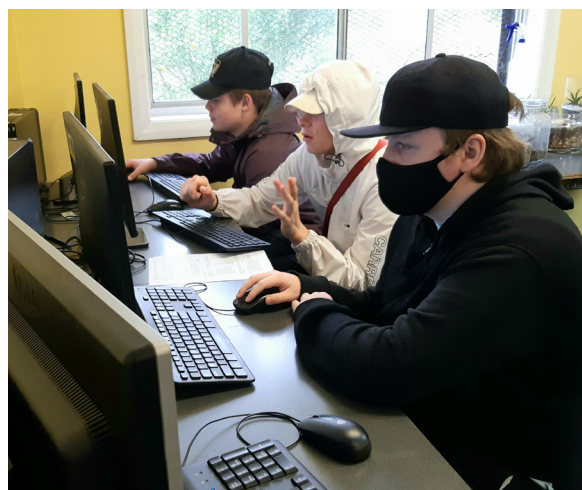
STUDENT OUTCOMES

Post-School Destinations and Exits



2022 Attendance Rates

Year 9	56%
Year 10	54%
Year 11	53%
Year 12	62%
Indigenous Students	56%
All Students	56%



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. It only takes one or two students with extremely low attendance from our small cohort of young people to negatively skew the average percentage rate of attendance. Retention rates are based on data relating to students who have been tracked from the completion of Year 10 to the completion of Year 12 in 2022.

In 2020 14 students completed their Year 10 RoSA and in 2022 9 Year 12 students graduated, hence a 64.29% retention rate. As students turn 17 years of age, many opt out either to seek employment or to make the transition into employment.

STUDENT OUTCOMES

2022 Secondary School Outcomes

Year 11 Completions in 2021	7
Year 12 Completions in 2021	9
Students Sitting HSC Exams	9
Students Completing a Year 12 Pathway	1
Year 12 Students V.E.T Completion (Full Qualification and Statement of Attainment)	10

R.O.S.A Results - School/State Comparison:

COURSE	SCHOOL TOTAL	STATE TOTAL	SCHOOL A (%)	SCHOOL B (%)	SCHOOL C (%)	SCHOOL D (%)	SCHOOL E (%)	SCHOOL N (%)
English 200 Hours	15	91663	6.67	13.33	40	20	6.67	13.33
Mathematics 200 Hours	15	92011	20	13.33	26.67	6.67	20	13.33
Science 200 Hours	15	91753	6.67		40	33.33	6.67	13.33
Geography 100 Hours	15	91636	6.67		33.33	6.67	40	13.33
History 100 Hours	15	91654		6.67	20	20	40	13.33
Personal Development, Health, P.E 100 Hours	15	18845	6.67	6.67	13.33	26.67	33.33	13.33

COURSE	STATE A (%)	STATE B (%)	STATE C (%)	STATE D (%)	STATE E (%)	STATE N (%)
English 200 Hours	12.28	28.81	36.16	15.86	5.87	1.02
Mathematics 200 Hours	14.54	21.99	32.20	23.62	6.77	0.88
Science 200 Hours	12.60	23.92	36.73	19.39	6.42	0.94
Geography 100 Hours	15.03	27.91	34.74	15.58	5.93	0.81
History 100 Hours	14.75	27.70	34.46	15.91	6.31	0.86
Personal Development, Health, P.E 100 Hours	17.57	38.09	31.39	9.23	3.05	0.67

STUDENT OUTCOMES

Preliminary Results:

ENGLISH STUDIES 2 UNIT (30105)

GRADE	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	198	3.33	291	8.13	489	5.14
B	1	20	0	0	1	14.29	1009	16.98	795	22.21	1804	18.95
C	1	20	1	50	2	28.57	2233	37.58	1315	36.74	3548	37.26
D	3	60	1	50	4	57.14	1570	26.42	677	18.92	2247	23.60
E	0	0	0	0	0	0	764	12.86	381	10.65	1145	12.03
N	0	0	0	0	0	0	168	2.83	120	3.35	288	3.02

INDUSTRIAL TECHNOLOGY 2 UNIT (11200)

GRADE	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	688	9.27	329	19.67	1017	11.18
B	0	0	0	0	0	0	1769	23.83	509	30.42	2278	25.05
C	2	100	0	0	2	100	2729	36.77	476	28.45	3205	35.24
D	0	0	0	0	0	0	1505	20.28	233	13.93	1738	19.11
E	0	0	0	0	0	0	624	8.41	101	6.04	725	7.97
N	0	0	0	0	0	0	107	1.44	25	1.49	132	1.45

INVESTIGATING SCIENCE 2 UNIT (11215)

GRADE	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	184	8.85	202	11.94	386	10.24
B	0	0	0	0	0	0	539	25.93	474	28.01	1013	26.86
C	3	60	2	100	5	71.43	814	39.15	617	36.47	1431	37.95
D	2	40	0	0	2	28.57	375	18.04	281	16.61	656	17.40
E	0	0	0	0	0	0	145	6.97	97	5.73	242	6.42
N	0	0	0	0	0	0	22	1.06	21	1.24	43	1.14

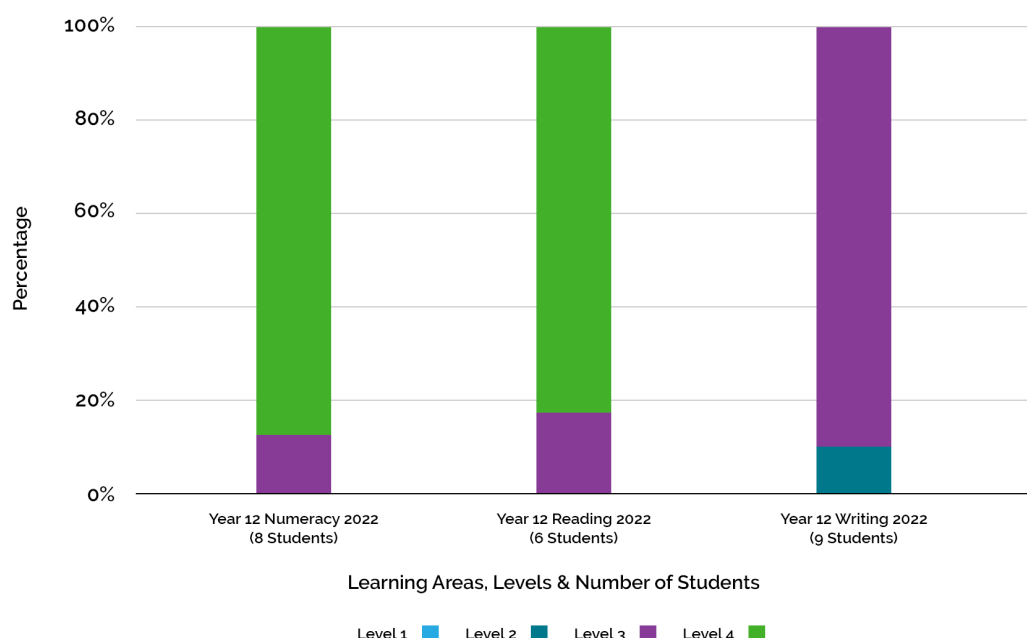
STUDENT OUTCOMES

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	3		65.80	76.63	-10.83	-1.13
English Studies Examination 2 Unit	15126	9		55.96	56.21	-0.25	-0.02
Industrial Technology 2 Unit	15200	1		60.40	70.32	-9.92	-0.83
Investigating Science 2 Unit	15215	9		56.00	71.31	-15.31	-1.25
Primary Industries Examination 2 Unit	26899	1		68.60	74.50	-5.90	-0.67
Retail Services Examination 2 Unit	26999	4		62.25	69.41	-7.16	-0.85

100% of our Year 12 students undertook vocational or trade training and 89% of our Year 12 students attained the HSC or equivalent VET qualification. In 2022, nine students sat for the NSW Higher School Certificate in two courses, one of which was compulsory, the other an optional exam. Students also sat the VET course examinations. While state/school variations seem moderately high, the mere fact that nine sat exams, and eight graduated with an HSC is an immense achievement.

Minimum Standard Testing HSC



TESTIMONIALS

"I think the school is amazing and providing the best opportunity for the kids who attend here. Thank you!"

- Natalie W, Parent

"I'm studying to be a youth worker now...I'd love to come and work back at NGC. That'd be awesome, especially 'cause of how much the youth workers and teachers helped me when I was there. Life is going pretty well - I stopped getting myself into trouble with drugs and I'm living with my girlfriend. Things feel like they're on the right track."

- Dom, Former NGC Student

"<Student> is thriving with the help of NGC and says she's completed all her assignments which is a first!"

- Cathy, Parent

"Todd was a pleasure to have as a work placement student and I'm sure he will be an asset to whoever he works for. I have asked for him to contact us when he completes his schooling end of next year. He was there every day on time, always looked for something to do and had a good laugh with us."

- Scott Booker, Booker Constructions

"<Student> being here takes a lot of worry off my shoulders. I can now see a lot more of a future for him than I thought he would have. I'm very happy with this school."

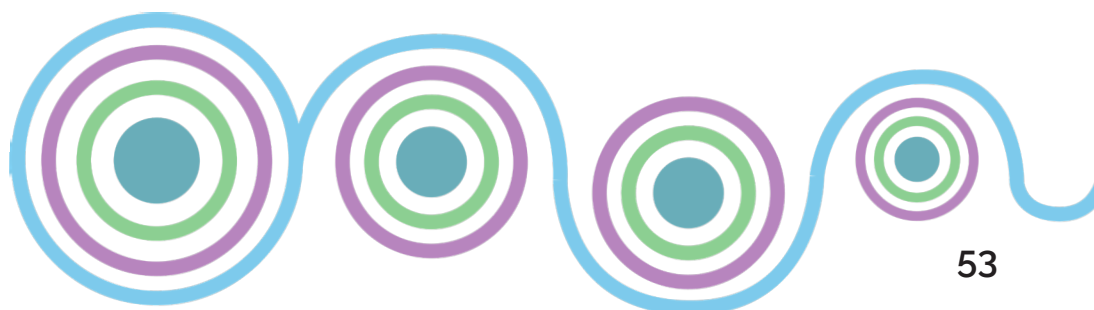
- Natalie B, Parent

"The students and staff taught her so many life lessons that, to her, were just as important as the academic. She matured so much in the past years and learnt how to compromise, accept people for who they are and be grateful to you all for giving her this opportunity that a normal, mainstream school wouldn't. The work you all do is very important and you help students who need it most. You give them hope, meaning and purpose, which is priceless."

- Natalie B, Parent

"After NGC, I'm working in real estate now and really loving it. I had my heart set on childcare before I left but then I realised that I had built a lot of skills at school that made sense in real estate. I'd loved Photography, Video and Digital Imaging and doing hair and beauty in my Retail course. So now, I get to take photos and videos of properties, and learn more about how to upsell, cross-sell and serve the customers we have. And it's important to look put together and confident, so I get to use my hair and make-up skills too. Everything I learnt at NGC has helped me get to this point."

- Natalia, Former NGC Student



ACKNOWLEDGEMENTS



NGC is proudly connected to our Central Coast community.

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

Thank you to all our partners for their shared commitment to creating purposeful futures for our young people.

We would like to extend a special acknowledgement to:

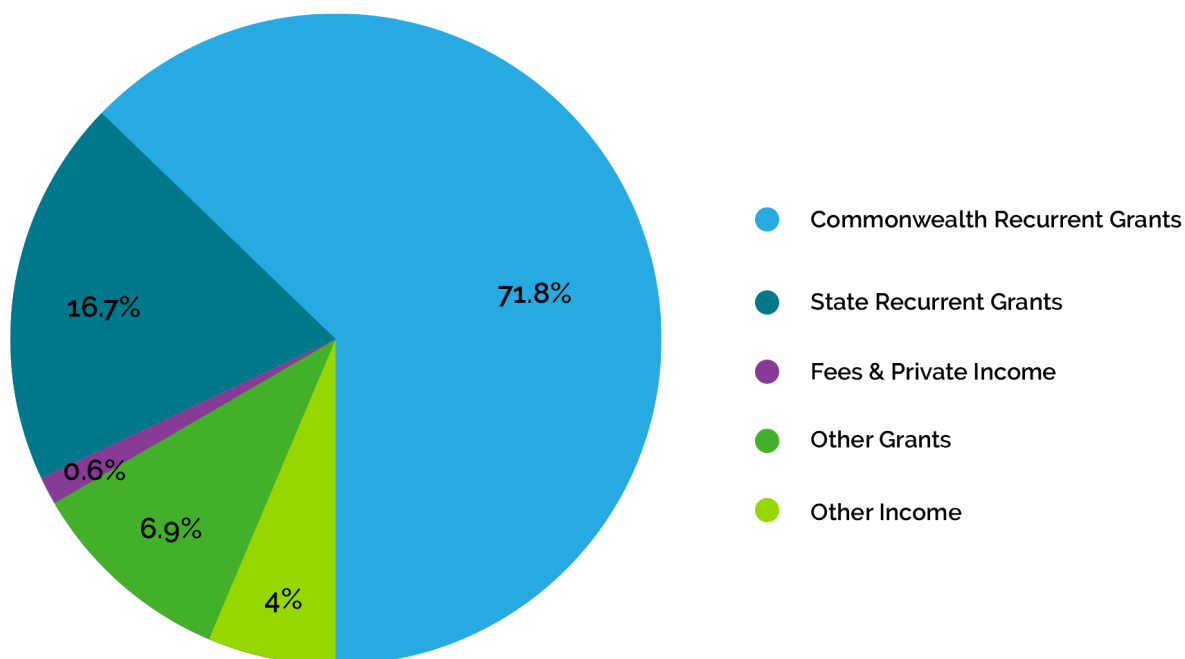
- Liesl Tesch MP and the NSW Government Community Building Partnerships Program for providing funding towards a new bus to transport our students to and from school and off-site activities.
- The Commonwealth Department of Industry's Safer Communities Fund for assisting us to purchase new gates, fencing and CCTV to ensure our school is as safe as possible.
- The Australian Schools Plus' Fair Education Program for assisting us to engage families and the wider Central Coast community in our student learning.

- Relationships Australia (ARC)
- PCYC Umina
- Kariong Quality Meals
- Dymocks Books
- Green Blower
- Bunnings West Gosford
- Dr Gordon Reid MP
- Leisel Tesch MP
- Adam Crouch MP
- The Honourable David Harris MP
- Lucy Wicks MP
- Floral Anarchy
- Anne Bubici
- Trish Oakley
- Doug and Judy Hastings
- Ingrid Tysvaer
- Australia Defence Force
- TAFE NSW
- Mingaletta Aboriginal & Torres Strait Islander Corp
- Department of Communities and Justice staff

- Inner Wheel Club - Gosford North
- Inner Wheel Club - Terrigal
- Inner Wheel Club - Wyong
- 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
- Bara Barang
- Bungaree
- Bangarra Dance Theatre
- Central Coast Primary Care
- Regional Youth Support Services (RYSS)
- The Skill Engineer
- Uniting Org
- Catholic Care
- NSW Health - Central Coast LHD
- Write Thing Media

FINANCIAL INFORMATION

% of Income



% of Expenditure

