



ANNUAL REPORT 2020

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



75 Students
Enrolled in 2020

34 female students
41 male students
29 Indigenous students
14 students with a disability
14 students with unstable
accommodation



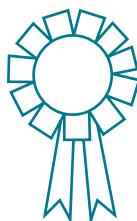
7 students
successfully
completed their HSC



6 work placements
completed in 2020



7 students
graduated Year 12



4x full VET qualifications
and 3x Statement of
Attainments in 2020

23 senior students enrolled in
vocational training

NGC AT A GLANCE

2020 V.E.T Pathways



SIR30216- Certificate III Retail



SIT20316- Certificate II Hospitality

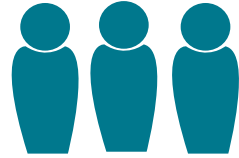


AHC20416- Certificate II Horticulture



CPC20211- Certificate II Construction Pathways

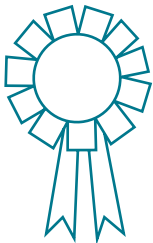
**VET subjects are delivered by the AISRTO RTO ID#90413



10 permanent teaching staff/
trainers & 14 non-teaching staff in 2020



9 Indigenous students participated in the Ngaliya Program



All Stage 5 Students participated in the Standing Strong Program

Post-School Destinations in 2020

4 students - RTO/TAFE

11 students -
Employment/Apprenticeship

5 students - Job Agency Referrals



11x job outcomes in 2020

PRINCIPAL'S REPORT



I am excited to present our seventh annual report and share the triumphs and challenges of the year that was. It's fair to say that the year brought a few more challenges our way, as it did for everyone.

NG Central remained open during the height of the pandemic because we know that many homes cannot provide an environment that is conducive to learning. Additionally, our school serves a purpose for young people that goes far beyond the academic.

More than ever, it was important to consider the wellbeing of our students and ensure their psychological and physiological needs were met. We know that many young people would not experience belonging if our school gates were shut. Recently, a student told me "This is the first time I feel like I have a family" and hearing that hits home just how necessary it is to provide a nurturing environment where young people can feel seen, valued and safe. When students feel that sense of connection with their families, caregivers, teachers, peers and community, they are far less likely to engage in risky or anti-social behaviours. This then supports learning outcomes because they have the mental bandwidth to focus on school, build their confidence in and outside of the classroom and commit themselves to thriving, not just surviving.

It's worth acknowledging that despite the challenges of COVID-19, many young people already live life at the pointy end of dysfunction - 2020 simply added another layer of complexity. They are already endlessly resilient in the face of adversity and their perseverance became even more of an asset, as life rapidly changed around us all. It's these instances of 'bouncing back' that I want to focus on and I see as a powerful motivator for change moving forward. COVID-19 has been incredibly demanding, but it also has reminded us that we rise and fall as a community and that complex problems require out-of-the-box thinking which can often result in swift transformations of the status quo.

NG Central has long championed the voices of young people and as educators, we believe in equipping them with the tools, attributes and awareness they need to create a purposeful future. Crucially, a purposeful future is not just about their own individual fulfilment, but about the betterment of those around them and the world at large. COVID has shown us just how inextricably connected we are to each other and how we need to adopt a more communal mindset if we are to stay safe and create a healthy, thriving and equitable world. We hope to provide our students with the space to imagine that world and to take part in its design.

I warmly thank our Board of Directors, our staff, our students, our donors and our broader community of families, carers and support services. Your generosity, enthusiasm, trust and capacity to roll up your sleeves and get the hard work done is what makes our school what it is. When we band together, we can provide purposeful, practical education that all young people deserve and give them a foundation of academic, material and emotional support.

Andrea Cingi
Principal

CHAIRPERSON'S REPORT



Recently, I had an interesting conversation with the owner of a coffee shop in the local shopping mall. Having been on the receiving end of a customer's rudeness, he recounted a similar experience he had the previous year. Upon wishing a passerby a 'Merry Christmas', the coffee shop owner had aggressively been told - in Australian vernacular - to 'go away'.

In response to this story, I made the suggestion that we rarely know what is happening in other people's lives. What presented as such inexplicable aggression and anger in the moment may very well have been the result of some deeper challenge that individual was experiencing.

Each of us are dealing with different circumstances and we all encounter varying degrees of pain, loss and upheaval, which are so often kept private. This conversation served to remind me of how the management of tough feelings is a learned behaviour. We are not born with the ability to experience disappointment or loss, process those emotions and then react appropriately given our immediate surroundings. Rather it's something we develop as we grow up around supportive families and social groups, most typically during childhood and adolescence. When we have these support networks in place throughout these formative years, we can more readily encounter setbacks and unkind words without them eroding our sense of self-worth and leaving us in a downward spiral of defeatism. On the other hand, the absence of this support can mean that we react to tough times with self-destructive impulses.

In young people, this can manifest in behaviours like truancy and falling behind in school, explosive anger, anxiety or the shutting down of emotion, and low self-esteem. This dangerous cycle is only further entrenched when adults are quick to judge and criticise a young person, without considering the cry for help and attention that is so often the root of these behaviours. There is a difference in holding young people accountable for their actions and impact on others...and blaming and shaming them for circumstances beyond their control.

NG Central truly understands this difference. Both the staff and Board Directors highly value the potential of all young people, especially those who are routinely told that they are 'damaged'. We believe our students can - and do - make important contributions to our community. We advocate for their rights and their inherent worthiness. But something the staff also do brilliantly is show students that they have a responsibility to themselves and to the world at large to use their immense potential for good. This creates a culture of high expectations, where students are taught that they are capable of success and accountable for their choices.

At NGC, young people who have not experienced success in mainstream education, for whatever reason, are given the space to try again. They find teachers and support staff who warmly welcome them, who show empathy, and who refuse to let past experiences dictate future opportunities. Embedded within the curriculum are lessons of cultural connection, confidence-building, resilience, work-readiness and perseverance. Students don't just walk out of school with knowledge; they are prepared to live productive, purposeful lives and contribute to our community.

Pat Lewis
Board Chairperson



ABOUT NG CENTRAL

PHILOSOPHY STATEMENT

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

Ngaruki Gulgul (otherwise known as NG Central or NGC) is a secondary school for students in Year 9 - 12. We cater to young people who have been unable to find success in traditional educational settings, as they develop their capacity and motivation to learn. We provide the skills, knowledge and new perspectives young people need to practise self-determination, change their life trajectory and become positive and fully integrated citizens of our community. Goals of our education are to develop participants':

Learning skills - Personal skills - Social skills - Professional skills



An exciting combination of key learning areas, vocational training and enterprising practical work are pivotal to improving our young people's chances in further education and the employment market. It is an environment where young people are treated with respect and their barriers to engagement are addressed in a holistic manner. We believe young people want to learn and have substantial ability to do so, when given the right learning conditions. This means it is essential we avoid any further marginalisation of students with trouble-filled educational histories. Accordingly, NG Central School is a caring, positive community where students experience belonging, connection and support.

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

SCHOOL INFORMATION



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

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

Students are offered a NSW Education Standards Authority school curriculum, as found in any other traditional school, with the addition of pathways that focus on the above industries. NG Central balances the delivery of educational programs with welfare and case management support and participation in social enterprise initiatives. The result is a multifaceted program that simultaneously focuses on:

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

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

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

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

CURRICULUM



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

Beyond educational programs, our school provides social, welfare, cultural and enterprising services. Our young people yearn to create individual identities and find a space to express themselves. We seek to accommodate these needs by nurturing their talents and providing opportunities for further engagement.

We also emphasise the importance of caring and strong relationships to support the welfare and emotional wellbeing of our students and their families. These relationships are built on high expectations, which we believe are essential to the success of our young people, no matter their background.

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

Record of School Achievement (ROSA) Requirements

Subjects are reported with grades (A-E). Teachers use the General Performance Descriptors in determining the appropriate grade to award. At NG Central School, we have the ability to tailor a student's program to his or her capabilities. We are registered and accredited to offer participants the core curriculum subjects and a selection of VET subjects.

We offer participants the opportunity to gain a RoSA, a certificate that can be requested through the NSW Education Standards Authority, along with a nationally recognised certificate in their chosen VET subject.

CURRICULUM

Year 9 & 10

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

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

Year 11 & 12

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

One of the following VET subjects*:

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

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

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

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

Years 11 and 12

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

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

- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes
- Followed the course developed by NSW Education Standards Authority (NESA)

ENROLMENTS

NG Central School is designed to re-engage disenfranchised and 'at risk' young people. Our school aims to provide opportunities for young people who wish to undertake their education within an alternative learning environment. The selection criteria focuses on nine key areas;

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

Places are limited to allow students a greater opportunity to identify their strengths and work to improve the areas in which they lack confidence. Enrolments are accepted during the year and in selecting any student to fill a vacancy, we give special consideration to young people and their families where there is a demonstrated commitment to the school's underlying philosophy. Prospective students can request an enrolment interview via phone or application form.

All students who apply to attend NGC are offered an interview with the Principal as part of the application process unless the year they are enrolling into is full, in which case they are placed on a waiting list. Where possible we encourage both parents to join their young person for the interview. Students and parents are provided with the current requirements for meeting ROSA and HSC outcomes and the certification structure. We ask questions about previous schooling and why the student wants to attend our school, as well as enquiring about any relevant health history or behavioural incidents. People who participate in the interview with an openness and willingness to embrace change have the best chance of gaining a position within the school. An interview is not a guarantee of enrolment. Student's acceptance into the program is dependent on their presentation at interview and their demonstrated ability to work within the policies and philosophy of NGC. Participants will not be enrolled at NGC without attending an interview.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. NGC keeps documentation on any non-successful applications. This information is recorded and meetings are minuted. Documentation shows due process before declining an application. The preliminary decision is communicated to the family and they are invited to respond to the school. The onus is on the school to demonstrate why they are declining the enrolment.

Once enrolled, students are expected to act consistently with the school's values and comply with the school rules to maintain the enrolment. Parents/carers are also expected to be supportive of the ethos of the school. All students who commence at NGC undergo a Welfare Assessment and Literacy and Numeracy assessments. These will be conducted during their orientation and an IP meeting is undertaken within the first few weeks of schooling with us. Students and parents will also be provided with the current requirements for meeting ROSA and HSC outcomes and the certification structure. Once students have gained entry to the school, it is expected that they will complete their schooling with us and their enrolment is automatically continued unless they are expelled, refuse to attend school or withdraw for other reasons such as employment. We provide intensive case management to students who require it and are enrolled in the school. However, the school is not in a position to manage students who cannot operate within our open learning environment.

POLICIES



Student Welfare Policy:

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

We define Pastoral Care as:

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

Anti-Bullying:

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

Reporting Complaints and Resolving Grievances:

Students, parents/carers and support workers have the right to complain or report any issues at any time. The teacher in charge of that class will deal with matters concerning the classroom. For issues concerning the teacher, the Deputy Principal will handle the matter. For complaints regarding the Deputy Principal, the Principal will handle the matter; and regarding the Principal, complaints will go to the Board. The full text of the school's complaints and grievance resolution policy can be accessed by request from the principal and from the school website. The policy uses appropriate procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents/carers and/or students. These processes incorporate how to raise complaints and grievances and how the school will respond.

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.

POLICIES

Student Discipline:

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

Procedural Fairness:

Procedural fairness is a basic right of all individuals dealing with authorities. All members of the Ngaruki Gulgul community have a legitimate expectation that Ngaruki Gulgul staff will follow these principles in all circumstances, including when dealing with suspensions and expulsions.

Procedural fairness is generally recognised as having two essential elements: The right to be heard and the right of a person to an impartial decision. The decision making process regarding a student's withdrawal or suspension of placement will be made in the first instance by the Deputy Principal. The Principal will become involved if a long suspension is necessary and as a part of the Appeals process.

Corporal Punishment:

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

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

Parent, Student and Teacher Satisfaction:

Ngaruki Gulgul is very proud of its 'open door' policy with parent involvement welcomed and strongly encouraged. We have an open channel of communication with parents who can phone, email, write or visit the school at any time during business hours. Parental and student surveys conducted in 2019 indicated that parent and student satisfaction is extremely positive.

Family/carer engagement occurs through quarterly newsletters; individual planning meetings; regular phone contact; parent/teacher evenings; and celebratory events. Although we are an independent school, parent and student satisfaction cannot be determined by the number of student withdrawals as for many it is their last resort. Students are pleasantly verbal about their satisfaction and dissatisfaction and comments are taken seriously and addressed.

All policies undergo an annual review. In 2020, the Child Protection Policy was extensively reviewed and changes were made as a result of the introduction of the Children's Guardian Act 2019. This policy is publicly disclosed on our website. Other key policy changes were made to our WHS manual in response to the COVID-19 pandemic. A full copy of the following 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.



CLOSE-UP ON THE CURRICULUM

ENGLISH



There's never a dull moment in our English classes. With so many thought-provoking units on offer, Stage 5 and 6 students engaged with interesting ideas, increased their literacy and tried their hand at art, poetry and rhetoric.

This year, our English teacher Kirk implemented 'close reading'; a literacy-focused teaching strategy that originated in the U.S. 'Close reading' involves the following steps:

- breaking up large chunks of text into smaller sections
- annotating texts to highlight important information
- writing a 'gist' or summary of each section of text

Stage 5 students engaged in a range of topics, including Aboriginal Culture and Stories, Folklore and Poetry. One stand-out activity for this third unit was crafting our own Totem Poles, based on a combination of Aboriginal and modern symbology. Using this foundation, students created a 'story' of themselves, their family, their clan and their nation, and painted them onto small sections of PVC tube.

It was certainly a big year for social and cultural activism! That made our unit on Social Issues in Poetry all the more relevant, as we explored contemporary topics like Black Lives Matter, bullying, social media and homelessness. Students learnt poetic techniques and applied that knowledge to an analysis of popular music that deals with social issues. We were able to connect with a slam poetry group via Zoom, who presented three different styles of slam poetry. Our students were very inspired by this, trying their hand at writing their own poetry and using both the 'jigsaw' and 'blackout' methods.

Year 11 students took on units like English and the Media and Local Heroes, where they each researched someone they find heroic. The Landscapes of the Mind unit is always a favourite, which gave us the chance to explore a variety of art styles such as Surrealism, Expressionism, Cubism and Post-Impressionism. Not only did students learn how to recognise the distinct characteristics of each style, they created their own interpretations of famous artworks and modelled the techniques of artists like Picasso, Edvard Munch and Leonardo Da Vinci.

Finally, 6 of 7 Year 12 students sat their HSC exams, showing incredible determination and overcoming obstacles to make it all the way to the finish line!



SCIENCE



What a full, exciting year we had in the Science classroom. It is always fantastic to watch our students clarify their ideas, test out theories and extend their understanding of the world around them. Our Science teacher Janice continues to promote a 'hands-on, heads-on, hearts-on' approach to the curriculum, encouraging our budding scientists through practical work, open-mindedness and a willingness to embrace learning and discovery.

Stage 5 students participated in a range of topics, including Chemical Reactions, Global Systems, The Universe, Living World; Ecosystems and Organisms, Energy and The Periodic Table. A stand-out experience was studying Force and Motion, where students worked with physical materials to create devices that demonstrate force, motion or energy in action. A great example was Stage 5 student Taiha's working model of a balloon and balloon trolley that exemplified Newton's Third Law of Motion (for every action there is an equal and opposite reaction). We also took an excursion to the children's playgrounds at Umina and Long Jetty to investigate how force and motion works in the equipment.

Stage 5 also visited the Mangrove Swamp Boardwalk to investigate the flora and fauna relationships within this ecosystem. As always, this practical immersion in a real-world environment helped students to grasp the concepts they had learnt in the classroom.



SCIENCE



Our Year 11 students discovered the core of what Science is all about, learning about scientific models, theories and laws, and investigations. They carried out several first-hand and secondary source investigations, with a focus on understanding the concepts of cause and effect, observations, inferences and generalisations.

As part of this process, students visited three locations; Hanging Swamp, Strickland Rainforest and Creek, and Tuggerah Lake. Here, they tested and analysed water quality, environmental effects and flora and fauna, and compiled a report that compared the three areas.

We continue to collaborate with WaterWatch, a water monitoring program on the Central Coast, which means we can use their equipment and enter results into their database. This transforms the water quality testing component of the curriculum into a genuine, purposeful investigation which our students respond to.

Similarly, the cohort enjoyed other excursions with real-world relevance, as they learnt about Aboriginal and Torres Strait Islander use of plants for bush tucker and medicinal purposes, and how to find fresh, brackish or saltwater by identifying the surrounding tree species.

Finally, Year 12 students completed units like Facts or Fallacy, Technologies, Science and Society, and Scientific Investigations. A highlight was their excursions to Casuarina Reserve on the shores of Tuggerah Lake. While there, they made observations and formed hypotheses about animal welfare and environmental damage within this ecosystem. The next step was to design and carry out an investigation that further explored these hypotheses, while being considerate of the needs and complexities of the local flora and fauna. We were proud to see students complete thorough scientific reports that documented their findings - their satisfaction with themselves was fantastic to behold!



MATHS



2020 certainly posed some unique challenges when it came to in-person VS remote learning, but we were extremely impressed with how NGC students rose to the challenge, particularly in the Maths classroom. Many students thrived using the Maths Online program, which enabled them to complete set exercises from home and in some cases, further extend their learning!

Our Stage 5 students explored a variety of topics, including Measurement and Geometry, Trigonometry, Similar Triangles, Scale Factor and Scientific Notation, Algebra, Indices and Linear Relationships. A favourite moment was learning Wiradjuri numbers through a game of Wiradjuri Silent Ball, led by Maths teacher and Wiradjuri man, Mark.

Many of the Stage 5 cohort achieved their Year 10 ROSA and it was great to see their emotional growth, alongside their academic process. Maths can certainly be a mental challenge for students, but watching them persist, master a skill and ultimately succeed is a real highlight!

2020 marked NG Central's selection to participate in the Stage 6 Numeracy Pilot Program. This focused on numerical thinking and foundational maths that can be used in everyday life. The program was met with positive feedback from all Year 11 and 12 students.

Year 11 also studied units on Probability, Time and Fundamental Numeracy, Fractions and Decimals, Length, Mass and Capacity, and Metric Relationships, while Year 12 mastered Statistics, and Networks and Paths. We achieved the milestone of having 6 Year 12 students sit their HSC exam for the Mathematics Standard 1 course. They showed dedication to their studies and this led to the attainment of many Band 3's and even a very high Band 4. Fantastic effort!



HISTORY & GEOGRAPHY



H.S.I.E always gets our students thinking deeply about the world around them in ways they may have never explored before. 2020 was full of diverse, interesting topics across both History and Geography and Stage 5 challenged themselves to embrace new concepts and varied perspectives.

In History, we talked about nationalism and national identity in our Making a Nation unit, as well as launching our investigation into World War I, World War II and the rise of Hitler, and the Vietnam War. In each study, students:

- looked at the driving forces behind the wars
- considered why Australian soldiers got involved in global conflicts
- researched some of the key battles
- imagined what it means to be a veteran of war

One History Highlight was our exploration of Aboriginal History and Culture, which has spanned more than 60,000 years. Embedding Indigenous perspectives into our curriculum is important across all subjects, but we believe it has extra significance when we are considering our shared - and truthful - Australian history. As part of this study, we investigated Mungo Man (one of Australia's oldest known burials), learnt about traditional farming techniques and the effects of colonisation on the land, and turned our attention to more recent policies and changes in our country's approach to Indigenous Affairs, closing the gap and ensuring self-determination.

We finished the year off with the Progressive Ideas and Movements unit, with a focus on the Enlightenment and the American and French Revolutions, and how these periods changed the way people viewed the world around them. Students incorporated timely issues such as Black Lives Matter and Women's Liberation, as well as current trends in traditional and social media.

In Geography, our Stage 5 students explored how environments function and the ways that human-induced environment change challenges sustainability. Students then put theory into action by carrying out a sustainability audit of NG Central at large, outlining current initiatives and making recommendations for improvement. We know that schools can be a powerful force for driving change towards sustainability within our community and encouraging this whole-school approach reinforced what we were discussing in class.

In our exploration of Environmental Change and Management, there was a strong focus on Aboriginal land management, as students researched patch burning techniques and other sustainable practices. In stark contrast to these practices, we also discussed issues related to the palm oil industry and how deforestation threatens and endangers Australian species. To bring this point home, we visited Taronga Zoo in Term 4, where students were able to observe a wide variety of native and non-native fauna.

Our geographers also studied the concepts and beliefs that surround human wellbeing and considered how these vary across the globe. Through investigating different ideas and measures of what is required to live a quality life, students built their own philosophies around how they can cultivate wellbeing independently and as part of a community. This study was even more relevant during the height of COVID in 2020. After all, being a positive citizen who cares for their own and others' wellbeing has arguably never felt quite so tangible and important.

PDHPE & SLR

Our Stage 5 PDHPE and Stage 6 Sports, Lifestyle and Recreation students are constantly having a ball! Not only do they participate in fun, practical activities and master a whole bunch of physical skills, they also learn about health-related topics via their theory lessons.

Alongside trying out sports like badminton, tennis and volleyball in the Net Sports unit, Stage 5 PDHPE completed a deep exploration of mental health and how stigmas can affect whether someone reaches out for support. Another significant topic was Disabilities in Sport, where students considered the modifications that are made in sport to meet an individual's needs effectively and even developed their own modifications during trial activities like blind soccer and bell ball. This unit involved researching the ways that families, friends and communities can support people with disabilities, as they live physically active lifestyles and enjoy sport. Not only did our discussions have real-world relevance for many of our young people with disabilities themselves, but it also highlighted just how important inclusive practices are.



Our Year 11 Sports, Lifestyle and Recreation students hit the ground running in 2020, as they learnt about the elements of fitness training, chose their own fitness goals and designed programs accordingly. Students visited the gym, chatted to personal trainers and participated in a battery of fitness tests, including strength, agility, speed and flexibility. This helped them to understand their own strengths and fitness aspirations.

Outdoor recreation was another highlight and we learnt how to plan and safely engage in activities like camping, rock climbing, fishing and bushwalking. Our unit included mastering first aid techniques in the wilderness, like the art of creating splints and bandaging in case of a snakebite. Plus, students cook damper over the campfire, which was immediately gobbled down by everyone in five minutes flat!



There were so many interesting topics studied by Year 12 SLR students over the course of the year. They explored what it means to have a healthy lifestyle, diet and exercise regime and the impact of substances like drugs and alcohol on the body. A favourite practical unit was Aquatics, where we learnt the fundamentals of how to swim and practised rescuing each other (safely!) at Somersby Falls, the beach and the pool. Year 12 students also excelled in our Athletics unit and mastered the art of throwing javelins, shot puts and discuses. They got to see these activities at a larger scale, when we visited an athletics carnival run by a local primary school.

PHOTOGRAPHY

We are continually blown away by the creativity of our students in Stage 6 Photography, Video and Digital Imaging. During 2020, they mastered a whole range of skills, ventured out for plenty of fun, exploratory excursions and even documented their experiences of COVID restrictions and distance learning.

Year 11 students laid a great foundation for the year when they learnt about the traditions, conventions and styles of photography, including digital SLR photography. They tried their hand at the functions of shutter speed and aperture and put their new skills to the test during practical excursions to Somersby Falls, Avoca Beach and even the abandoned ruins of Crim Ward 21, Morriset Hospital. Students also figured out the intricacies of Photoshop, manipulating portrait photos they had taken and being inspired by themes of abstraction, surrealism, symbolism and appropriation. Finally, we had a fantastic introduction into the practical and techniques of video. This was put into action with students making their own collaborative claymation productions.



Our Year 12 students experimented further with photo manipulation; using camera skills and post-production editing to create a visual illusion. Through the study of selected media artists such as Patricia Piccinini, Barbara Kruger and Aboriginal photographer Wayne Quilliam, they have successfully developed their own unique styles and concepts. Our budding creatives took these styles into their own Individual Body of Work, which was exhibited on their graduation day. Students chose themes and mediums that were significant to them, such as social media bullying, car photography, abandoned mental asylums, graffiti surrealism, religion/faith and artistic freedom of expression.

Mental health was a strong theme that came through in many works. Grace's exploration of men's mental health and her call for wider societal awareness was brought to life through personal photographs of her father that were overlaid with meaningful words. Jasmine similarly considered how our wellbeing can be impacted in this modern age, focusing on the challenges of navigating social media as a teen and having the words of others weigh heavily upon us.

The submission timeframe and content of these works aligned with the Mental Health Art Works! Exhibition at Gosford Regional Gallery and we were proud to see Jasmine win the Young Person category of the competition. She spoke eloquently when interviewed, with her work even attracting praise from local Labour MP for Gosford Ms Liesl Tesch AM!

START-UP PROGRAM



Our Start-Up Program continued in 2020 with great success. This program targets NGC students who are experiencing varying levels of disengagement and require more intensive support to learn to the best of their ability.

In 2020, Start-Up was coordinated by Mark (Maths teacher) and Ian (Behaviour Support), with assistance from Emily (Special Education teacher) and Brad (youth worker). Hands-on learning, small class sizes and an outdoor setting remained key components of the program and there was an emphasis on integrating Aboriginal cultural practices. This is beneficial in engaging our high percentage of Indigenous students.

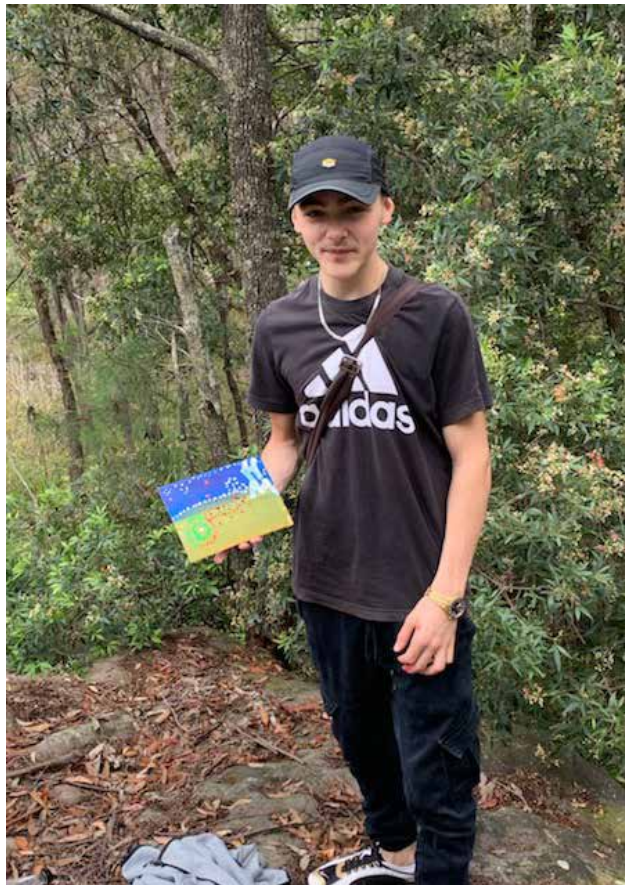
Every student who participates in Start-Up has individual goals, but the priority is always holistic development and the academic, social and emotional growth of our young people. For many, the program offers an alternate pathway which allows them the space and support they need to engage with their learning and reintegrate successfully into NGC's core classes. For others, Start-Up is all about life and vocational skills, preparing for them for the workforce and their career after school.

In 2020, Start-Up had three main focuses:

1. Literacy and Numeracy: We used a range of assessments to gauge a student's baseline ability and then engaged them in targeted learning experiences that were tailored to suit their individual needs.

2. Emotional and Behavioural Regulation: We worked with students to identify what puts them in a heightened state and taught them positive coping and regulation strategies. These included breathing and meditation techniques, learning to remove themselves from a stressful situation and identifying ways to seek help and support.

3. Aboriginal Education: We embedded Aboriginal perspectives into the Start-Up curriculum (as we strive to do for all NGC classes). This involved students engaging in smoking ceremonies, yarning circles and cultural practices, visiting cultural sites, sampling bush tuckers, and learning basic animal tracking, art techniques and dreaming stories.



A person with curly hair, wearing large black headphones and an orange t-shirt, is focused on a task. They are holding a DeWalt 54V XR 18V cordless drill, which is black and yellow. The drill is positioned against a wooden structure, possibly a door or a wall. The background shows a white wall and a wooden plank. A green rectangular box with rounded corners is overlaid on the image, containing the text "VOCATIONAL EDUCATION" in white capital letters.

VOCATIONAL EDUCATION

CONSTRUCTION



Our Construction class always has an interesting project at hand and this year was no exception! They worked towards a new challenge of building a demountable toilet block for the school. This has offered so many practical learning opportunities. Students put their technical skills to the test; mastering concreting, tiling and the use of various carpentry tools. Best of all, they relished being able to create a space that will greatly improve the functionality of our site and even signed special tiles for the demountable, so their contributions won't be forgotten.

Another great learning experience was an accredited training course with Construction Trade Qualifications. NGC students and alumni learnt new skills that can elevate their current and future employment prospects and we were very proud of their hard work and commitment.

AUTOMOTIVE

Our Automotive students were seriously busy throughout 2020! They assisted our Construction crew with their welding skills and finished off the frame for the new demountable toilet block (complete with a glossy black paint job).

In the auto workshop, everyone learnt about the fundamentals of motor vehicles from design and ergonomics to wheels, tyres and fuel systems. Students also mastered practical vehicle repair skills, including how to change brakes, rebuild a motor and complete minor servicing and detailing. They worked on our school buses and made great progress on Betsy, our resident Austin A40. With the crew welding, removing dents from panels and fabricating new metal components, she is looking better than ever!

We are very proud of our Year 11 cohort who are completing their individual major works. It is fantastic to see them apply themselves with diligence and achieve their goals of building a trailer, painting a motor bike and installing a vehicle sound system. Well done everyone!



RETAIL



We had so many highlights in the Retail classroom throughout 2020. Students had plenty of opportunities to expand their skills across customer service and cash handling, as well as speciality training in nail artistry, floristry and hair styling and treatments. To apply their new skills, the class were lucky to have a visit from Style Anarchy; a boutique events planner and florist who gave our students the most beautiful flowers to practice with.

We also headed to Erina Fair on several occasions, including a make-up masterclass with the team at Mecca and scouting around the complex at Christmas time to learn all about merchandising.

Our onsite salon offered the perfect learning environment and enabled our crew to apply their knowledge in a practical way, using specific equipment and testing out countless techniques on each other!

One stand-out salon moment was our World's Greatest Shave Fundraiser in March 2020. Created by the Leukaemia Foundation, this event is dedicated to beating blood cancer once and for all. Our amazing Retail students treated students and staff to a hair-spray extravaganza. Even our principal Andrea stopped in for a visit and left sporting a deliciously green 'do! Best of all, NGC staff member Vidar stepped up to the plate and had his head totally shaved for the cause, thanks to two of our students and their trainer. As a school, we managed to raise over \$400 and we are so proud of everyone who got involved.



HORTICULTURE



The Horticulture crew had a busy year, taking on new practical challenges and ticking off plenty of theory units too. Their biggest project for the year was the build of the school greenhouse! As part of this process, students were involved in constructing aggregate paths and completing landscaping. We were lucky to receive a donation from Bunnings to support this, including hats, gloves and ag pipe.

In addition to that mega job, Horticulture students were also responsible for regularly weeding and maintaining our lush school gardens, and even planting a gorgeous crop of flowers. With the intention of selling it to NGC staff via 'market days', they have begun growing a variety of plants and veggies and we are all looking on with interest. Learning wasn't just confined to the school grounds either! Students headed out to culturally significant locations such as Girrakool and participated in industry visits to businesses like Bunnings and Jilliby Nursery.

HOSPITALITY

There's always something delicious wafting from the Hospitality kitchen. Fortunately, we tend to talk our way into stealing a sample!

During 2020, the crew cooked up a ton of yummy meals, including catering several school events. At our end-of-term graduation ceremony, they served up their homemade mint relish and totally moreish cupcakes. Those cupcakes were so good, they even got an encore for our 'R U OK' day celebrations.

It was fantastic to see so much creativity in the kitchen. For example, while the 'prepare sandwiches' unit may strike some people as being pretty simple, our students mixed things up by making delicious rice paper rolls and their own burger patties to sell to students and staff. Suffice to say, they were a hit!



WORK PLACEMENTS



In 2020, we had a number of students complete their compulsory 35 hours of work placement for the Stage 6 VET course. In partnership with the Youth Connections Work Placement team, they completed structured workplace learning with local businesses.

Tyler, Year 11 Construction:

Our Year 11 student Tyler completed a week-long structured work-placement with the team at Vogue Pools. Tyler is a Construction whiz, excelling at his vocational training at school and recently achieving his Certificate II in Construction Pathways via a course delivered by Construction Trade Qualifications RTO 41158.

During his week, Tyler had the opportunity to put his skills to the test and even dip his toes into some landscaping! The Vogue Pools team could not have spoken more highly of him - so needless to say, we are very proud of Tyler.



Krissa, Year 12 Retail:

Year 12 Retail student Krissa completed her structured work-placement with Green Point News Agency. She put together a display on her own, regularly tidied up the store and served customers. Plus, a perk of the job was getting to pat cute puppies when patrons would come in with their pets - lucky Krissa!

As the news agency co-owner, Mitchell said that Krissa offered great help to the staff and was a pleasure to host. He also emphasised the importance of work experience in guiding young people to make career and training decisions in their lives.



Telesha, Year 11 Retail:

While on her structured work placement with Terry White Chemist Tuggerah, Telesha served customers at the register, learnt cash handling skills, restocked merchandise on the shelves and prepared price labels for the weekly catalogue sales.

She enjoyed her week of work and said she has learnt several new skills, particularly on the cash register. Her supervising staff were very pleased with Telesha's work ethic and we were so proud of her efforts.



HOW WE ADD VALUE TO EDUCATION

NGC SUPPORT TEAM



Our NGC Support 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:

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

The Support Team is also responsible for the Standing Strong Program. This program dedicates every Tuesday afternoon for Stage 5 students to focus on personal development. Standing Strong includes a suite of initiatives designed to promote respect and responsibility and add value to the school experience.

Such initiatives range from cultural affirmation activities, to outdoor recreation, to dedicated programs for male and female students. These are highlighted throughout the following pages.

CHAPLAINCY PROGRAM

In 2020, NG Central Programs Manager Rick took on the additional responsibility of becoming our school chaplain. As a founding staff member, Rick has already earned the trust and respect of existing students, while being well-positioned to engage new students too. This meant that he could find opportunities for meaningful conversations, creative expression and spiritual awareness within many of the activities he already facilitates.

Whether it was driving the school bus, running outdoor recreation, art classes and the NGC music group, joining in Morning Circle discussions and classroom activities, or engaging students individually, Rick was able to encourage students and give insight into the wide range of spiritual beliefs on a variety of topics.

A stand-out activity was the 'Dangerous Questions' panel discussion held as part of the Term 3 Standing Strong program. Students were given the opportunity to anonymously ask questions they had always wanted to know and a panel of four NGC staff answered as many as possible during the 80 minute session. Engagement was sky-high during the discussion and Rick looks forward to delivering similar initiatives in the future.

STANDING STRONG - BOYS



Our Standing Strong Boys Group meet every Tuesday afternoon. This supported weekly forum gives our young men a space to talk about the issues that affect them. From sexuality and healthy relationships to anger management and alcohol and drugs, we are able to dive deep into what it means to be a modern man in today's society.

During 2020, the activities were adapted to suit whatever our young people needed. A key component was 'yarning circles', where everyone could ask big life questions in an informal, pressure-free context.

We covered a broad range of topics, from how to set personal goals, the expectations that are attached to masculinity, to cultivating respect for women and each other. Mentoring and support was regularly made available with our support workers, so that boys could seek personal guidance and advice. A favourite activity was our regular boxing sessions in the NGC gym, under the guidance of Aboriginal boxing champion and youth worker Brad. It is so vital for our young men to have healthy coping mechanisms and process emotion and energy in a positive way. We love seeing them develop resilience and self-discipline and build on their skills week after week.

STANDING STRONG - GIRLS

Our Standing Strong Girls Group is a customised weekly program for female students. This forum gives our young women a safe, collaborative and supported space to learn about issues that affect their lives including sexuality, healthy relationships, body image, cyber safety, alcohol and drugs and mental health. Much of the value of Standing Strong sessions comes from the informal, judgement-free conversations we have, often while engaging in practical activities like cooking, art and craft. During 2020, we also delivered a number of formal initiatives that offered our young women targeted support and expertise.



STANDING STRONG - GIRLS



Coast Community Connections Support:

We were thrilled to have Linda Echart and Ainsley Henke of Coast Community Connections visit NG Central during the year. Linda and Ainsley facilitated both group and one-on-one sessions with our female cohort, which were trauma-informed, strengths-based and all about gaining the knowledge and skills they need to make positive life choices.

A stand-out session was learning about a tool for emotional regulation called EFT (Emotion - Feelings - Techniques). Our students learnt about how past experiences can powerfully affect their thought patterns and create 'triggers' that prompt us to have certain emotional responses. With the help of Linda and Ainsley, we talked about how we can 'clean the slate' of past experiences and the negative emotion they hold and gradually re-program our brains to embrace new thought patterns and responses.

PCYC NSW 'Fit for Change' Program:

Eight of our female students participated in an offsite program every Thursday, all of whom had work development orders (WDO). Participation meant that they could clear their fines through accessing this financial aid, while also engaging in skill development, training and learning.

There were multiple workshops on offer including navigating drugs and alcohol, safe sex, barista training and learner driving. There were several stand-out moments throughout the program. Firstly, our group was able to participate in boxing training with Anja Stridsman, Australian Gold Medal Boxing Champion! It was wonderful to see everyone getting active, encouraging each other and committing to a new skill.

Students also resonated with a visit to The Glen Rehabilitation Centre. They had the opportunity to meet and speak with many of the men who have benefitted greatly from the facility and its programs. Plenty of their stories of addiction and incarceration were heartbreaking to hear, but everyone was ultimately inspired by the resilience and hope on display at The Glen.



ABORIGINAL EDUCATION



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

By embedding Aboriginal and Torres Strait Islander perspectives in our curriculum and integrating cultural affirmation activities into school events, we believe we can build a path towards long-lasting reconciliation and show our Indigenous young people how valued they are.



ABORIGINAL EDUCATION



With the support and guidance of our Indigenous staff members, NGC students engaged in a variety of activities throughout 2020. These included:

- Yarning circles that focused on mens' business, cultural knowledge, dreaming stories and emotional/behavioural regulation
- Smoking ceremonies, including identifying the plants involved and why, when and how to use them in ceremony
- Locating, identifying and engaging with bush tuckers and learning basic animal tracking techniques
- Visiting culturally significant sites including rock carvings and the ochre cave
- Year 11 students' creation of a Bayami carving, with the support of Uncle Mick
- Learning how to count in Wiradjuri language
- Creating Aboriginal art

Ngaliya Program:

Ngaliya is a new Cultural Connections initiative, delivered by Mitch Markam and the Indigenous Justice Program team (RYSS). It brings together at-risk Indigenous youth (aged 16-18) for weekly activities and workshops that empower them to connect with their culture and local Aboriginal and Torres Strait Islander community.

Alongside targeted workshops, students helped create a bush tucker garden, participated in a NRL fun day, had a blast playing basketball, pool and video games, and enjoyed plenty of BBQ lunches! Over the seven weeks, students learnt about:

- Getting job-ready
- Building healthy lifestyle habits
- Preparing for Learner and Provisional driving tests
- Skills for the didgeridoo (male Indigenous students)
- Sister Speak and art workshops (female Indigenous students)



LOVE BITES PROGRAM



The Love Bites Program is facilitated by RYSS and Coast Shelter over five weeks. Designed for young people aged 15-17 years old, it creates a safe space to examine, discuss and explore respectful relationships.

Students participated in two interactive workshops on Relationship Violence and Sex and Relationships and learnt to use critical thinking and decision-making skills to problem-solve, communicate effectively and make healthy choices.



Our group particularly responded to the discussions around consent, sexting and social media, and how power can operate in relationships. They then made their own posters to display around the school and necklaces that encapsulated these vitally important concepts.

NDIS SUPPORT

The National Disability Insurance Scheme (NDIS) is an Australian Government scheme that funds costs associated with disability. The scheme entitles people with a "permanent and significant" disability (under the age of 65), to full funding for any "reasonable and necessary" support needs related to their disability.

During 2020, the NGC Support Team hosted an information session for parents, caregivers and community members, alongside representatives from ARC (Aftercare Resource Centre), RYSS and Central Coast Primary Care. This was a great success and we received excellent feedback from attendees.



BULLYING EDUCATION



At NG Central, we believe that bullying is NEVER acceptable. School should be a safe, welcoming and accepting space for every young person.

That's why we are so proud to be an official school partner of National Day of Action against Bullying and Violence (NDA). Bringing together more than 60% of schools Australia wide, this collaboration is about paving a path to a future free of bullying, violence, bigotry and discrimination.

We also know that bullying can take many forms, especially in a 24/7 digital age. Young people have to navigate their connection to technology and how to talk to others online. With more anonymity, it can be easier to forget they are accountable for their actions and that there is a real human on the end of every exchange. To explore this important topic in more depth, NGC students had a visit from Youth Liaison Officers, who held an open forum for questions on cyberbullying, social media safety and the responsibilities that come with having a mobile phone. Everyone was highly engaged and walked away from the session feeling more informed and empowered.

REWARDS EXCURSION



At the end of every school term, we hold a Rewards Excursion. These much anticipated days out are powerful incentives for maintaining positive behaviour, attendance and engagement. To come along, students must have no suspensions and a high level of attendance throughout the term.

While COVID wrecked some havoc on our regular plans, eligible students were still able to attend heavily subsidised trips to Glenworth Valley Laser Skirmish and Raging Waters Sydney.

Apart from the sheer fun of participating in these excursions, attending students feel a sense of pride for successfully making it through the school term with positivity and diligence.

UNE MUSIC VISIT

In November 2020, NG Central hosted expert teachers from the University of New England's Department of Creative Arts and Communication. Our visitors conducted a half-day music-making workshop, which gave our students an introduction to electronic music production and the use of professional-standard equipment.

They were shown the basics of the Ableton Live program and given the opportunity to experiment with it, as well as to record their own sounds using microphones and MIDI controllers.

An extra treat for the day was a visit from hip-hop artist and multi-instrumentalist Dobby. He performed for and collaborated with our students, providing some great insights into his music-making process along the way. Big thanks to the crew from UNE for a great hands-on learning experience!



I.W.D CELEBRATIONS

Female students headed to International Women's Day celebrations in March 2020, which were organised by Inner Wheel Central Coast. This was a great opportunity to get involved in their community and think about what it means to be a woman who is also a local and global citizen.

They also had the opportunity to volunteer their support for Days for Girls Australia, through our ongoing partnership with the Gosford North Days for Girls team. Days For Girls is an amazing initiative which increases access to menstrual care and health education worldwide. It makes us extremely proud to see NGC young women make these important civic contributions, alongside their education.



YEAR 12 GRADUATION



As our small school has continued to grow over the years, you might assume that saying goodbye to our graduates gets easier each time September rolls around. Well, it certainly doesn't! But we also feel enormous pride each and every time.

Our Year 12 students of 2020 have shown such resilience, persistence and dedication, especially in a year like no other. They have worked tirelessly towards a goal that they previously never thought possible.

We celebrated our graduates with a smoking ceremony by Gavi Duncan, a beautiful piano performance from Year 11-12 student Jaidyn and song by Year 10 student Sharnae, and the presentation of certificates. Everyone also acknowledged our new school captains and vice captains, Telesha, Mitch, Roy and Kali.

CHRISTMAS

Our Christmas celebrations never fail to be a highlight of the year. We were treated to several performances from talented students and staff, participated in a flag raising and smoking ceremony and enjoyed a smorgasbord lunch prepared by our Hospitality crew.

Our long-standing Mrs Claus made her seventh(!) appearance and gave everyone some wonderful gifts, alongside her helper. These gifts were donated by Inner Wheel Terrigal as well as generous local businesses. A big thanks to Kings Chicken Wyoming, Bakers Delight Erina Fair and Kariong Quality Meats for providing such delicious food too!





OUR PEOPLE

BOARD OF DIRECTORS

Experience and Expertise:

Anne Byrne

B Arts (Industrial Relations); Cert IV Train & Assessment; 22 years' experience with not for-profit organisations and has established several committees in the education and employment sector.

Greg Groppenbacher

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

Jet James

MCom (Finance, Econometrics); BSc (Science); Over 10 years working in finance across banking, asset management and property.

Pat Lewis

Bachelor of Arts; Secondary School Teacher 40 years including 11 years as Principal; 24 years governance and directorship experience including 7 years as Board Chair; Australian Institute of Company Directors (Company Directors Course).

Andrea Cingi

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



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

STAFF COMPOSITION

Teaching Staff	10
Full-Time Equivalent Teaching Staff	7.2
Non-Teaching Staff	14
Full-Time Equivalent Non-Teaching Staff	8.6
Indigenous Staff	5
Pre-2004 Teachers (Accreditation Not Required In 2020)	4
Conditional	1
Provisional	2
Proficient Teacher	4
Highly Accomplished Teacher (Voluntary Accreditation)	0

PROFESSIONAL DEVELOPMENT

Professional Learning Completed in 2020	Participants
The Principles of Purposeful Programming	6
Identifying and Responding to Children and Young People At Risk	27
CPR and Anaphylaxis Training	27
AI NSW RTO Update Training	1
Beyond Blue Wellbeing Modules	17
School Attendance Requirements	2
Certificate IV in Training and Assessment	1
Statement of Attainment in Bricklaying	1
Food Safety Handling Certificate	1
Emerging Occupations and the Future World of Work	1
Registration Requirements for Schools	1
ROSA and HSC Curriculum Requirements for Registration	1
The Positive Schools 2020 Mental Health and Wellbeing Conference	1
Personalised Learning Processes for Aboriginal Students	2
AI NSW Aboriginal and Torres Strait Islander Education Webinar Series	15
Anti-Discrimination Legislation Executive Masterclass	1
Nationally Consistent Collection of Data: Overview and Moderation	2
Designing for Deep Learning	1
NCCD Term 2 Network Meeting: Evidence and Moderation	2

STAFF BIOS



Andrea Cingi, Principal

What are your favourite 2020 memories?

Graduations and events that bring our families and community together are always a highlight for me. This year, some of my favourite memories include the recess and lunchtime music sessions with our extremely talented pianist and singers.



Nareeda McGranger, Administration / VET Manager / VET Retail Trainer

What are your favourite 2020 memories?

My highlight of 2020 was taking Year 12 Retail students to donate some much-needed resources to a local charity, Paws and Claws. When we arrived, they were so overwhelmed with the generosity and could not thank the school enough. We also took an excursion to Erina Fair to learn about merchandising and visit businesses that support the school year after year.



Rick Corderoy, Program Manager

What are your favourite 2020 memories?

As usual, we had some great adventures in 2020. My enduring memory has to be the height of the COVID pandemic period because it was a testament to what we can achieve. Teachers were juggling mixed classes with some students onsite and others logging in from home. Every day, we were greeted by the sight of Lee T with her temperature gun ready to fire as soon as we arrived!



Cameron Livingstone-Thomas, Deputy Principal / Sports Lifestyle & Recreation & Automotive Teacher

What are your favourite 2020 memories?

A highlight of 2020 was seeing my Year 12 students work together to complete external Sports Lifestyle and Recreation assessments. All students participated to the best of their ability and encouraged each other. It is a privilege to see them build trust, learn from each other's successes and mistakes, and create powerful bonds that last.

STAFF BIOS



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

What are your favourite 2020 memories?

I've got a tie for my favourite experiences of 2020. First up, I loved the Aqua Splash excursion and seeing the kids act like kids, with everyone laughing and cheering for one another. Another top moment was in Sports Lifestyle and Recreation. As part of our Outdoor Recreation unit, I took Year 11 students to the Girrakool picnic area, where we built fires and cooked damper over the flames. All students were so engrossed in the activity and the sense of community and connection was empowering.



Mark Miles, Maths Teacher & Start-Up Program Coordinator

What are your favourite 2020 memories?

2020 was an interesting year that saw our young people persevere through some extremely challenging times. One of my highlights was watching my Green roll-call group team up and work together to decorate the classroom walls with chalk. We went on to win the best decorated classroom and it was amazing to see students collaborate and feel such a sense of satisfaction.



Janice Montgomery, Curriculum Coordinator / Science Teacher

What are your favourite 2020 memories?

My highlight of 2020 was having students engage in many of our Science discussions and being able to clarify ideas and extend their understanding of the world around them. It is particularly fantastic to prepare safe practical activities and seeing the students express joy when their experiments work.

STAFF BIOS



Kirk Oakley, English & History Teacher

What are your favourite 2020 memories?

2020 was a year of firsts for me! It was my first year at NGC, first time playing laser skirmish, and first time providing online classes from home. My fondest memory of 2020 was enjoying bush walks to local Aboriginal carvings and being able to listen to Mick telling stories about each site. I loved those opportunities and always learnt a lot.



Jemma Milanovic, PVDI & Geography Teacher

What are your favourite 2020 memories?

A highlight for me was seeing our HSC Photography students complete their Individual major works, one of which was exhibited in the Mental Health Art Works! Exhibition at Gosford Regional Gallery. This was such a proud moment! In challenging times, it's reassuring seeing our young people supporting one another and opening up about the effects of mental health issues throughout our community.



Ken Donnelly, VET Construction Trainer

What are your favourite 2020 memories?

When it comes to favourite memories, I can't go past celebrating with the Year 12 students at their graduation ceremony and farewell dinner. It is always a fun day with lots of memories and laughter and this year, I was proud to have two Construction students graduate and one obtain a full Cert II qualification.

STAFF BIOS



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

What are your favourite 2020 memories?

The end-of-year Christmas celebration lunch is always my favourite memory. In 2020, we had an awesome performance by two staff members, Lee T and Kirk. When Kirk was singing, I thought it was the actual record of the song - it was that great!



Shantai Smith, VET Hospitality Trainer & Cafe Manager

What are your favourite 2020 memories?

My favourite memory from 2020 was having my first Hospitality class here at NGC. I really enjoyed helping the students develop their skills in basic cooking and coffee making. It is great to see the students progress with their skills and knowledge week by week and I'm looking forward to seeing my Year 12 students progress through their final year.



Lee Trethowan, Case Manager

What are your favourite 2020 memories?

As always, I enjoy the end-of-year Christmas Party (including being Mrs Claus for the day) and the Year 12 formal is always filled with excitement as students celebrate their years of schooling. I also loved coordinating our Standing Strong workshops, working with RYSS to deliver the Love Bites 'Healthy Relationships' program and holding an NDIS information workshop.

STAFF BIOS



Lee Santi, Teacher's Aide

What are your favourite 2020 memories?

My biggest highlight of 2020 was being part of an enthusiastic team that still offered our students face-to-face learning when COVID-19 had closed many schools. Everyone showed adaptability and resilience during this unprecedented time and it was amazing to see that our students genuinely wanted to keep learning and make the most of their education.



Ian Sutton, Behaviour Support

What are your favourite 2020 memories?

My favourite moment of 2020 was taking students on their rewards excursion to play laser tag at Glenworth Valley. To see them playing and laughing in the bush and just being kids is something I always find fulfilling. It's also a great opportunity for the teachers to build rapport with the students in a relaxed, fun setting.



Brad Hardman, Student Support / Mentor

What are your favourite 2020 memories?

My favourite memories are seeing such a diverse group being able to enjoy the gym facilities, often for the first time. It is so encouraging to see students benefit from stepping out of their comfort zones and gaining self-esteem through physical development.

STAFF BIOS



Damian Laidler, School Counsellor

What are your favourite 2020 memories?

Working so closely with NGC students and actively caring for their mental health means that I get to see how well the staff support all students. During 2020, I saw the growth of two young people who had traumatic pasts, as they learnt just how much anger can sap the fun from their lives.

Self-regulation after being triggered can sometimes take a couple of hours and when I see this window drop down to 5-10 minutes, I know we have made significant progress and that we're reducing the risk of anxiety and depression impacting their lives long-term.



Emily Ford, Special Education Teacher

What are your favourite 2020 memories?

The best experience of 2020 for me was in my first few weeks at NGC, when we went to Aqua Splash at Gosford Waterfront. What a great way to jump in (literally!) and build rapport with both students and staff. It was a fun, fantastic day.



Sheree Thomson, Administration Officer

What are your favourite 2020 memories?

During 2020, I was grateful to be able to help in the set-up of Google Classrooms. This meant we could support our students and teachers in the midst of COVID-19, when they needed to adapt to online learning. I was also very proud of one of our graduating Year 12 students, who displayed her photography at the Mental Health Art Works! Exhibition at Gosford Regional Gallery.

STAFF BIOS



Larissa Little, Reception / Administration

What are your favourite 2020 memories?

My favourite 2020 memory is seeing the Year 12 students work hard throughout their final year of school and celebrate with a graduation ceremony alongside family and friends. The student Christmas Party is also always memorable. I love seeing NGC staff, students and families come together as one and enjoy a delicious Christmas lunch together.



Felicity Kemp, Maintenance / WHS Coordinator

What are your favourite 2020 memories?

Throughout the COVID-19 pandemic, we were able to keep everyone safe. This was a proud moment for me and I learnt a lot of new skills that make my job easier to undertake going forward. I also felt very proud of our Year 12 students for how they performed in their HSC and how much their confidence grew over 2020.



Vidar Tysvaer, Finance Manager

What are your favourite 2020 memories?

A great memory from 2020 was having my hair shaved off in the most professional manner by students in the NGC salon for World's Greatest Shave 2020. I participated in memory of my little nephew. It is such an amazing cause and it was awesome to see the students (and staff!) get so involved.

PRIORITIES FOR 2020/21

Reflection on 2020 Priorities:

In 2019, we finalised our three-year strategic plan for 2020 - 2023. With the goal of improving student outcomes, a key strategic priority was to 'increase responsiveness to student needs and participation'. While many planned activities were no longer possible due to the pandemic, NG Central staff were still able to show this responsiveness.

We quickly and decisively shifted the learning environment so it was COVID-safe, while attending to the already complex and existing needs of our students. This involved introducing online learning opportunities (via Google Classroom) and simultaneously remaining open and delivering classroom-based learning for those students who could not feasibly engage in distance education.

Looking Forward to 2021:

A key priority for 2021 will be focusing on family and community engagement to improve student learning outcomes. The past year has shown us that our families/carers and community are reaching out for more support than ever. Building on our track record of family engagement, we want to ensure we are delivering this support and developing strong relationships as a result. To facilitate this, NG Central plans to launch a close-knit peer support group, educational workshops and two-way digital and in-person communication. In turn, these strong relationships can be leveraged to better support our students. More structured opportunities for engagement empowers caregivers to actively participate in their young person's schooling. As they model high expectations around attendance and create supportive learning environments outside of school, we believe student engagement will similarly increase.



A photograph of a student with bright blue hair and black-rimmed glasses, wearing a black hoodie, playing a white digital keyboard outdoors. Another student with long brown hair is standing behind them, looking on. A green rounded rectangle with the text "STUDENT CASE STUDIES" is overlaid on the image.

STUDENT CASE STUDIES

MEET ROY



Year 11/12 student Roy has attended NG Central since 2018 and has grown into a true leader.

He is our 2021 School Vice Captain, a bona fide Construction whiz and a ready support for so many of his peers. With over 95% attendance, Roy never fails to get involved in every activity, program and excursion on offer and brings great energy to everyone around him.

Roy found mainstream education tough and moved through two schools before finding the right fit at NG Central. As someone who thrives in hands-on, practical settings, he found the exclusive focus on academics to be restrictive and felt like he couldn't keep up with the workload.

But since coming to NGC, Roy has made massive progress in the classroom, which he credits to the intensive support he has been able to access. NGC prides itself on being inclusive and accommodating to all learning styles and Roy's teachers have been able to tailor his classroom experience around his needs as an autistic and ADHD learner.

"Every young person at NGC needs some kind of support, whether that's academically, socially, emotionally or financially. And that makes it such an accepting place where you can ask for help when you need it. The classroom teacher is able to approach you about what you're working on and there are also teachers aides on hand to give you that extra support. On those tougher days, you're encouraged to step out, clear your head and then refocus, which is very helpful. Everyone feels like they are genuinely there to help you succeed."

Roy really comes into his own during our Wednesday VET sessions. He is currently working towards a Certificate II in Construction Pathways and can always be counted upon to motivate the Construction crew. Roy has played a pivotal role in their major project over the past 12 months; the build of a demountable toilet block. Along with his peers, he is excited at the prospect of leaving a legacy behind when he graduates and improving the functionality of the school site where he has spent so much time. Roy also enjoyed his Construction structured work placement with L G & A F & RG & S L Arthur Construction.



MEET ROY

"I've been driving ride-along lawn mowers and cutting down trees for firewood since I was a little kid and I was given a Toma Hawk for my ninth birthday. So, safe to say I've always been drawn to practical stuff and being outside. Give me a shovel and I'll go for it until my hands are covered with blisters! It's been awesome to step up and lead the demountable project. But when it comes to Construction, I'm even interested in the theory - I've completed 9 out of the 11 booklets already."

Roy will always put his hand up for any opportunity. He has settled into the role of 2021 School Vice Captain with ease, particularly when it comes to contributing to events like NAIDOC Week. As a proud Aboriginal man, Roy has also benefited greatly from the culturally affirmative support on offer. He works closely with Mark during Aboriginal Education to learn more about his heritage, head out on Country and take part in ceremonies and he was also an active participant in the Family Wellbeing Program with Central Coast Primary Care.



"My mum is Aboriginal but because she left when I was younger, I haven't been able to nurture that connection. NGC and Mark in particular have been fantastic in helping me step into my culture. We're going to talk to the Moree Land Council and get my Certificate of Aboriginality. Just generally, I'm proud to play a part in school events too; I planned the NAIDOC ceremony and flag raising and I take my responsibility as Vice Captain seriously. I'm going to put my hand up and share my ideas because I think it's really important."

As he approaches the end of his HSC year, Roy is weighing up his employment pathways and ensuring he is as work-ready as possible. He has participated in Skills for Work classes held at NGC, as well as the Smart Money program, and has his eyes set on a trade. While it's most likely going to be Construction, Roy says he is open to multiple options, as long as it doesn't involve a conventional office environment. We have no doubt that Roy will continue to achieve big things and put his natural leadership and charisma to work in any field!

"If there's anyone out there thinking about coming to NGC, I'd say to just do it. Nobody has to be here - and yet they still keep coming back day after day because it's a place you want to be. Students who have graduated even come back and visit now, which shows you that there is so much support here. The staff and the students accept you, they help you and you really feel like they'll stick with you right until the end."

MEET JASMINE

When you talk with former NGC student Jasmine, you immediately recognise that this young woman has creativity and compassion in spades! As a NG Central alumni and our 2020 School Captain, she was an excellent role model for her peers and continues to exemplify our school values to this day.

But Jasmine says she didn't always have the drive and determination to chase after her goals. Throughout her early years in a mainstream high school, she often struggled to understand the work set by her teachers. It was easy to feel discouraged because she couldn't access additional support and sometimes felt forgotten amongst the many other students.

After coming to NG Central at the start of Year 10, Jasmine felt a real transformation in how she was able to learn, as she began to recognise the academic potential at her fingertips.

"At my mainstream school, it was tough to feel motivated when I wouldn't understand the assignments. But NGC was so different from the beginning. I liked the smaller class sizes because you could easily ask questions. The way they broke up the day with excursions and hands-on activities made it easier to stay focused. Most of all, the teachers and support staff were doing their best to help you learn. It always felt like they really wanted you to achieve your goals and were cheering you on."

Jasmine made rapid improvements in her classroom learning, which culminated with sitting for her English, Maths and Retail HSC exams! But it was Photography, Video and Digital Imaging where she really came alive. With a natural talent behind the lens, Jasmine enjoyed learning new techniques, heading out to interesting sites and snapping portraits, landscapes and still-life shots.



MEET JASMINE



One of her greatest achievements in 2020 was her entry into Mental Health Art Works!; an inaugural photography exhibition for people whose lives have been affected by mental illness. Using creative expression is not only healing on a personal level, but it invites the community to engage with mental health issues. Excitingly, Jasmine was awarded 1st Place in the Young People category!

"I was very proud of my entry for the Mental Health Art Works! exhibition, which showcased all the positive and negative comments you can deal with as a young user of social media. Social media definitely has a massive impact on how we feel about ourselves and our mental health, so I thought it was an important conversation in a creative way."

Jasmine also benefited from NG Central's focus on vocational education and training, selecting Retail as her HSC V.E.T subject of choice. She was able to learn about cash handling, customer service, floristry, and hair and beauty skills in our onsite salon and participated in work experience with Chemist Warehouse in Gosford. During her 5-day placement, Jasmine learnt about stock and merchandising, even getting the chance to make her own display.

Another opportunity Jasmine grabbed with both hands was becoming one of our 2020 School Captains. Despite COVID interruptions, she was very proud to take up this responsibility and helped facilitate multiple gatherings, including the end-of-term Presentation Day. The way Jasmine performed her role was testament to the strong relationships she formed with her peers and teachers.

After struggling with making friends at her previous school, she found a strong support network that she still keeps in contact with today. Similarly, when some tough life events meant that she had to relocate to Sydney during her HSC year, Jasmine was able to lean on the help of NGC support staff, including the school counsellor.

"If you had asked me before attending NGC if I would graduate Year 12, I would have laughed! It was such a big personal achievement for me and I couldn't have done it without the help of the staff. I received so much help from everyone (even if it was not about their specific teaching subject) and that encouraged me to keep striving to do my best."

Jasmine now has her eyes set on the future, as she continues to seek out retail employment in Sydney. In the meantime, she is assisting at her mum's accounting practice and trying her hand at business administration. We have no doubt Jasmine will tackle this next life chapter with the same enthusiasm she has shown throughout all her years at NG Central.

MEET MARA



Year 10 student Mara is magnetic, funny and loyal and she quickly became an important part of our NGC family since her arrival in 2019. It was actually because of her own family that Mara came to know all about our small school, with her two sisters completing Year 12. Now she hopes to do the same and is setting an excellent foundation in and outside of the classroom.

But graduating high school wasn't always on Mara's agenda. She found it hard to settle down and focus within a mainstream classroom and often struggled with feeling targeted by teachers or peers. It didn't make for a positive learning environment and she ultimately had to move on from her previous high school in search of a better fit. Given her sisters were enjoying their NGC experience, it became the clear next step.

Within this new setting, Mara has thrived in the classroom and received consistently excellent feedback from her teachers. She has found her stride with practical, hands-on activities, from practical Sports Lifestyle and Recreation lessons to water testing experiments in Science.

"Here, the teachers take it slower so you can really learn and they try their best to explain it in a bunch of ways so you understand. And at the same time, if you finish and need more challenging tasks, they give that to you as well. The teachers push you to achieve and finish your work, but there's not all this unnecessary pressure. Things are very hands-on and we get out into the world and figure out how things actually work."

As well as excelling in the classroom, Mara is an absolute go-getter when it comes to her chosen V.E.T subject; Construction. She says that she was motivated to learn how to build things on her own without relying on others and feel that sense of empowerment. Mara has certainly smashed through that goal, as she's built smaller-scale projects like bird-boxes and made big contributions to the concreting and construction of our in-progress demountable toilet block. She is excited to participate in her first work experience placement later this year, which will incorporate 35 hours with a local Building and Construction-focused employer.



MEET MARA



Mara has been a keen participant in the Stage 5 Standing Strong Program and recently completed Love Bites; an initiative about healthy relationships. As part of this, she and her female peers learnt about consent, safe sex, relationship 'red flags' and more.

Outside of structured programs, Mara has been able to access a range of supports outside of the classroom. This has included regular informal chats with our school counsellor Damian or onsite case workers.

Similarly, she has lent on her NGC friends, noting that everyone talks to each other and is ready to accept her without judgement.

"When something is bothering you, it can just get in the way and stop you focusing. So, it helps so much to clear my head, talk with Damian or Lee and get some quick, simple advice that takes that weight off my shoulders. You can also talk to any of the teachers about anything and they'll always hear you out. Everyone here is focused on helping you and checking in on your wellbeing - there's no judgement and we all welcome each other no matter. You can be from any culture, and have any sexual orientation or different abilities - you're still going to be accepted."

While Mara still has a while before she crosses the finish line of Year 12 graduation, she is already pondering what kind of career will suit her. She is incredibly passionate about performance and wants to pursue acting at some point, but she is also drawn to continuing Construction or heading to TAFE for another trade. Whatever is next for her, we are sure Mara will take up the challenge with her signature gusto!

"I always tell anyone who is struggling at a mainstream school that they should come to NGC. Everyone just cares about you as an individual. From offering brekky every day to having spare clothes and towels on hand for sport to providing financial assistance or transport, they do whatever it takes to help you succeed. I have a totally different mindset now - before I never wanted to go to school but NGC makes you feel good like you want to be here."



MEET JAIDYN



Year 11/12 student Jaidyn is NG Central's resident musician, creative and whiz at all things audio tech. We have watched him grow into a mature, genuine young man who is always looking to improve himself.

Before he came to NGC, Jaidyn found it a lot harder to commit to his studies and craved a more practical approach. After leaving his mainstream school, he temporarily attended ET Australia. While the alternative learning environment certainly suited him better, Jaidyn knew he wanted to pursue more vocational education and chose to come to NGC in 2019 to take advantage of the trades (and associated facilities) we offered.

"Mainstream schools can't really support all the different ways that people learn. I would get overwhelmed in the classroom and my grades started slipping because of that. When I came here, I much preferred the learning environment; there's always a practical component to everything they teach at NGC. You can work more closely with the teachers, in smaller classes where you get more attention. That really works for me."

Jaidyn comes from a family of electricians and electrical engineers and it's clear he has inherited a natural talent for all things tech. He is currently studying Electrotechnology at Wyong TAFE alongside his HSC subjects, which he attends every Tuesday afternoon. Not content with just one specialisation, Jaidyn also participates in IT Automotive with our NG Central crew, where he has mastered fabrication skills and worked on our very own vehicle Betsy. His ability to adapt to the two environments is a real testament to his self-motivation and sense of responsibility.

Jaidyn's work experience placement at Karera Communications was a particular success and he was able to get hands-on insight into the reality of the telecommunications industry. This opportunity highlighted his winning combination of curiosity, talent and a willingness to try anything and he received high praise from the entire team.



MEET JAIDYN



"It was such a cool experience because Karera Communications supply and install communications technology for first responders, like the CB radios for ambulances and life guards. I got to head to Bondi Beach and meet the Bondi Rescue guys, which was awesome.

I felt at home working with the technicians and programming radios and my supervisors said they felt like I'd been working there for years! They encouraged me to put the experience on my resume and want me to go back there to complete an apprenticeship."

While at NGC, Jaidyn has been able to benefit from the additional support on offer, with the school counsellor Damian available Monday to Wednesday and youth workers on hand for a chat at any time. He has also made strong friendships, noting that people make an effort to understand each other, never hold a grudge and are always ready to talk things out.

As an Aboriginal young man, Jaidyn has also been able to participate in specific cultural affirmation and engagement activities. He has engaged with our Aboriginal Education Program and given an Acknowledgement to Country our 2020 NAIDOC event and taken part in the Ngaliya program which empowers Indigenous young people to connect with their culture and local community.

Alongside his audio tech expertise, Jaidyn is a keen musician who has played piano and guitar for three years now. He finds that playing and listening to music of all genres always calms him down, gives much needed headspace and provides an immersive, creative escape from the pressures of school life. We are regularly treated to his performances, including a piano number at the Year 12 2020 graduation ceremony, and bet he will be taking on the world with his talent in the not-too-distant future.

However, Jaidyn's own goals for life after school are a little less focused on super stardom! He is approaching what's to come with a level head and a willingness to take on new training opportunities in barista and cafe skills and customer service, as well as potentially pursuing hands-on electrical work.

"This school gave me a second chance when there was nowhere else I was suited to and now I have so many options. And I'd tell anyone that if you stick at it, more choices become available to you.

Everyone here genuinely cares about helping you succeed and they prove that in their actions every day and in how they check in on your welfare. There's always that sense of familiarity - I know even after I graduate, I'll still be part of NGC."

MEET PETER



When you meet Year 11/12 student Peter, his energy is immediately infectious. He is the ultimate 'yes man' with a fun-loving attitude and a sharp sense of humour. After a few years here at NG Central, Peter is a valued member of our school community and can always be counted upon to help others out.

However, he didn't always feel this kind of enthusiasm about school. As a younger teen, Peter dealt with challenges that put his education low on the priority list. From getting in trouble with police to experiencing homelessness, he describes feeling pretty purposeless and engaging in behaviours that weren't great for his physical or mental health.

It's no understatement to say that Peter is now living a vastly different life; one where school takes centre stage. He credits NG Central with a lot of this personal development. In the classroom, Peter has made huge strides and receives consistently great feedback from his teachers. It was with the support of NGC's case manager that he first received his diagnosis of autism, ADHD and dyslexia and as a result, he has benefited greatly from a classroom environment much more tailored to his needs and specific strategies to facilitate his learning.

"Before I came to NGC, I wasn't really going to school - I was a bit of a loose canon if I'm honest. But once I did, I felt like part of the family and like I was respected. At one point, I was even commuting from a refuge in Bondi Junction; that's how much I wanted to come here. The teachers care about how you're going to learn best - I haven't had that at a school before. They make things feel hands-on...I never used to be any good at Maths and now I'm top of my class."

You can regularly find Peter hanging out in our NG Central gym or heading out with the crew for Outdoor Recreation. Using the skills he learnt from our resident trainer Brad, he works out excess energy with a boxing session or a bush walk. Whether it's having active breaks throughout the day or snapping shots on Photography, Video and Digital Imaging excursions, NGC's commitment to practical, out-of-the-box learning suits Peter and keeps him engaged throughout the day.

Peter has chosen Retail as his V.E.T subject and is currently working towards his Certificate III. He has learnt about everything from merchandising to customer service and participated in work experience with Central Coast Mowers and Chainsaws. As a keen mechanic, Peter loved the chance to fix mowers, pull apart engines and test out his service skills in the shop.

"People might think that retail is more female-dominated, but I don't think so. Plus, the classes are a good way to find out how girls think haha! But for my work experience, I got to combine both my interests and skills in retail and mechanics. I love anything with a motor so it was awesome."

MEET PETER



As a young Aboriginal man, Peter also participates in our cultural affirmation activities with Mick and Mark. He has painted totem poles for the school grounds, put his hand up for delivering an Acknowledgement to Country at school events and headed out on Country where he has sampled bush tucker and seen significant Aboriginal rock art.

When asked whether he ever expected to be on his way to graduating Year 12, Peter laughs and says that it wouldn't have happened without the support he has gotten from NGC. He has his eyes on the prize with his HSC exams approaching in October and will also be working towards applying for a range of jobs in Retail, with a possible trade apprenticeship on the cards in the future.

"During Skills for Work classes, I've learnt about the dos and don'ts of applying for a job and I've also realised that there are heaps more pathways to get employed. You don't have to just wear a suit or have perfect spelling. You don't have to fit the mould, but you can still go places. I would tell anyone to come to NGC. Get a trade and get a plan for life outside school."



MEET KARA



Year 10 student Kara is the very definition of an empath. As a young woman with wisdom beyond her years, she has been able to transform some tougher life experiences into motivation to be kind, welcoming and respectful of everyone she encounters. She has certainly been able to bring that energy to NG Central since she arrived in 2019.

Mainstream school didn't suit Kara and she grappled with anxiety as a result of relentless bullying. To avoid this, she regularly missed school and even found it a struggle to leave the house. With the help of a counsellor, then a youth worker, Kara slowly built her confidence back up and started to explore alternative education options.

Now at NGC, Kara feels like a totally different person; she has consistently high attendance, is making huge strides in the classroom, forming strong friendships and cultivating a great connection with her teachers and support staff.

"Before coming to NGC, I was brutally bullied and I used to dread going to school and totally self-isolated. But here, I immediately relaxed. Andrea (our principal) was so welcoming and talked to me like I was mature. She, and the other staff, really care about my goals and dreams. It felt like my previous school didn't care about what I was going through, but everyone at NGC gives you support and engages with you as an individual."

As well as excelling in the classroom, Kara has been a top student in her chosen V.E.T subject of Retail. She has particularly enjoyed working on her salon skills, including hair straightening, curling, washing and braiding, and relished the chance to try out make-up and nail tech techniques. There have been plenty of chances to see how retail operates in the real world and Kara has enjoyed going on excursions to Erina Fair, learning about merchandising and doing a make-up course with Mecca.

Kara has been able to access a range of support at NG Central, from our Standing Strong program for female students to RYSS's Love Bites program, which explores big topics like safety, healthy relationships and consent. She also regularly benefits from chatting with our school counsellor Damian and notes that any of the teachers can be counted upon for a listening ear and some daily encouragement.

MEET KARA



"There's not the regular school hierarchy here; it feels like a level playing field. The other students and your teachers are here to help you succeed and push you to do the things you feel you can't. That's a big lesson I've learnt - it's all about mindset and you can do it if you believe you can."

"I also really like how there is no bullying; everyone has been through their own experiences and no one tries to hide who they are. Whether you've had hard life stuff happen or you have a disability or you're different from the norm in some way, there's no stigma or separation. We all just focus on our similarities."

Kara has her sights set on graduating Year 12 and pursuing work in a salon or a make-up store. She even has an ambition to run her own beauty business, where she can put her skills to use and call the shots. We are sure she will pick up some handy tips when she completes her Retail work placement later this term. In the meantime, NG Central is so grateful to have Kara's optimistic, warm and bubbly presence lighting up our school!

"Finding NGC was such a relief - I wanted to come every single day and it really brought back my confidence. I'm back to the person I'm happy to be. If you've struggled with not fitting in at a mainstream school or dealt with anxiety, I want to assure you it can get better. I want people to know that they can decide to make different choices, explore non-mainstream opportunities and talk to a counsellor. It might really change - and save - their life."



STUDENT OUTCOMES

2020 Attendance Rates

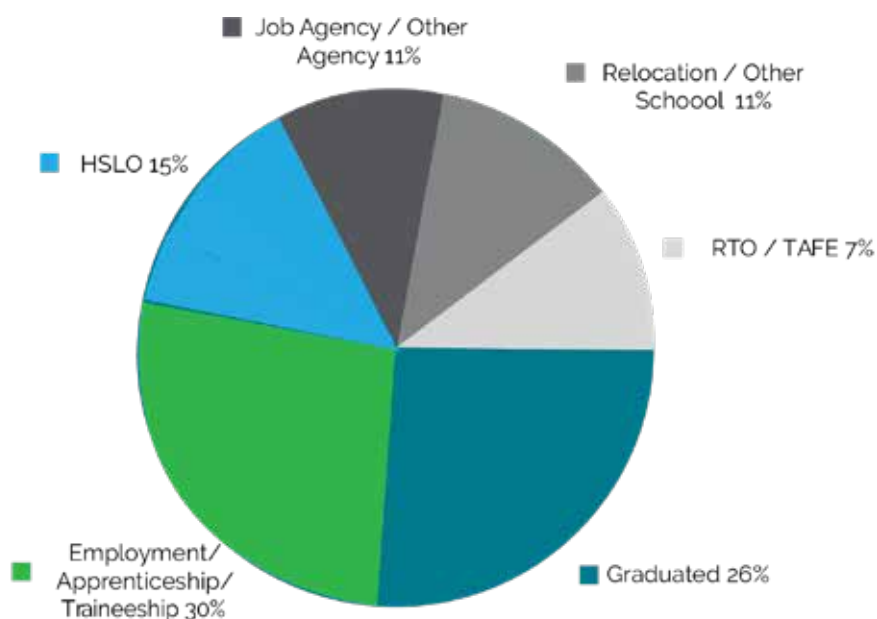
Year 9	48.44%	Year 12	75.5%
Year 10	42.04%	Indigenous Students	54.03%
Year 11	55.65%	All Students	64.74%

2020 Secondary School Outcomes

Year 11 Completions in 2020	12
Year 12 Completions in 2020	7
Students Sitting HSC Exams	6
Students Completing a Year 12 Pathway	7
Year 12 Students Enrolled in a VET Subject	7
Year 12 Students V.E.T Completion	4



Post-School Destinations



STUDENT OUTCOMES

R.O.S.A Results:

COURSE	SCHOOL TOTAL	STATE TOTAL	SCHOOL A (%)	SCHOOL B (%)	SCHOOL C (%)	SCHOOL D (%)	SCHOOL E (%)	SCHOOL N (%)
English 200 Hours	14	87056		14.29	35.71	21.43	7.14	21.43
Mathematics 200 Hours	14	87400			35.71	28.57	14.29	21.43
Science 200 Hours	14	87109		21.43	21.43	28.57		28.57
Geography 100 Hours	14	87026		35.71	21.43	7.14	14.29	21.43
History 100 Hours	14	87048		14.29	35.71	28.57		21.43
Personal Development, Health, P.E 100 Hours	14	20554	7.4	21.43	21.43	14.29	7.14	28.57

COURSE	SCHOOL TOTAL	STATE TOTAL	STATE A (%)	STATE B (%)	STATE C (%)	STATE D (%)	STATE E (%)	STATE N (%)
English 200 Hours	14	87056	12.81	28.52	36.25	15.83	5.86	.73
Mathematics 200 Hours	14	87400	15.35	22.24	32.26	22.80	6.71	.65
Science 200 Hours	14	87109	13.24	24.59	35.99	18.87	6.64	.66
Geography 100 Hours	14	87026	15.36	27.82	34.53	15.74	6.00	.56
History 100 Hours	14	87048	15.05	27.28	34.69	16.22	6.12	.64
Personal Development, Health, P.E 100 Hours	14	20554	17.49	34.61	34.32	9.90	3.25	.43



STUDENT OUTCOMES

Preliminary Results:

ENGLISH STUDIES 2 UNIT (30105)

	SCHOOL MALE COUNT	SCHOOL MALE %	SCHOOL FEMALE COUNT	SCHOOL FEMALE %	SCHOOL COUNT	SCHOOL %	STATE MALE COUNT	STATE MALE %	STATE FEMALE COUNT	STATE FEMALE %	STATE COUNT	STATE %
A	0	0	0	0	0	0	198	3.08	252	7.32	452	4.57
B	2	20.00	1	25.00	3	21.43	1063	16.55	791	22.81	1854	18.74
C	4	40.00	2	50.00	6	42.86	2411	37.53	1272	36.68	3683	37.23
D	3	30.00	0	0	3	21.43	1693	26.35	724	20.88	2417	24.43
E	1	10.00	0	0	1	7.14	864	13.45	346	9.98	1210	12.23
N	0	0	1	25.00	1	7.14	195	3.04	81	2.34	276	2.79

INDUSTRIAL TECHNOLOGY 2 UNIT (11200)

	SCHOOL MALE COUNT	SCHOOL MALE %	SCHOOL FEMALE COUNT	SCHOOL FEMALE %	SCHOOL COUNT	SCHOOL %	STATE MALE COUNT	STATE MALE %	STATE FEMALE COUNT	STATE FEMALE %	STATE COUNT	STATE %
A	0	0	0	0	0	0	727	9.45	256	18.59	983	10.84
B	0	0	0	0	0	0	1804	23.45	453	32.90	2257	24.89
C	4	100.00	0	0	4	100.00	2745	35.69	414	30.07	3159	34.83
D	0	0	0	0	0	0	1578	20.51	163	11.84	1741	19.20
E	0	0	0	0	0	0	713	9.27	77	5.59	790	8.71
N	0	0	0	0	0	0	125	1.63	14	1.02	139	1.53

INVESTIGATING SCIENCE 2 UNIT (11215)

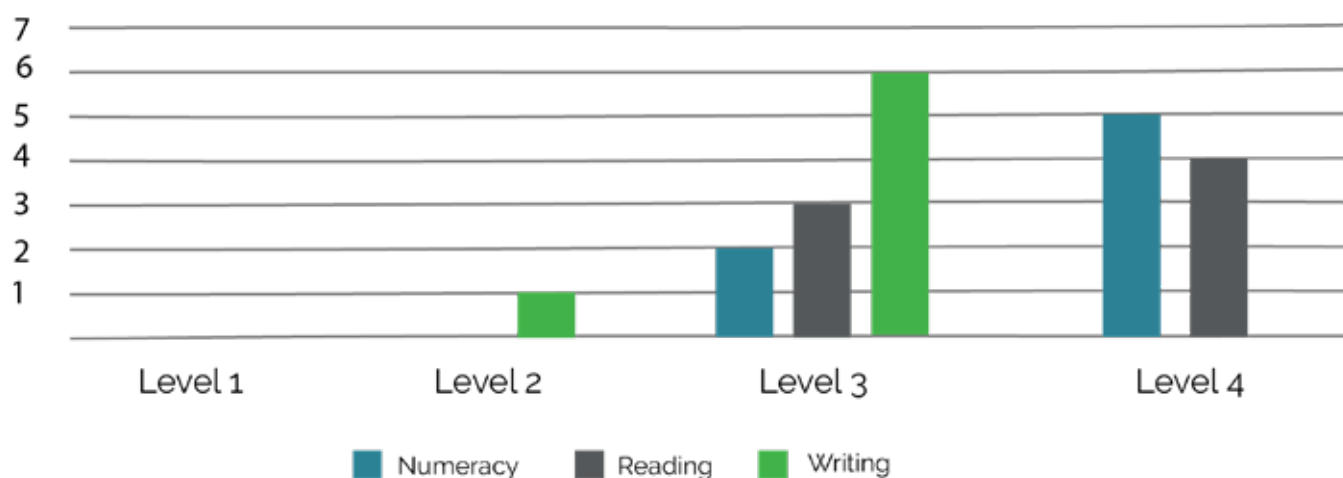
	SCHOOL MALE COUNT	SCHOOL MALE %	SCHOOL FEMALE COUNT	SCHOOL FEMALE %	SCHOOL COUNT	SCHOOL %	STATE MALE COUNT	STATE MALE %	STATE FEMALE COUNT	STATE FEMALE %	STATE COUNT	STATE %
A	0	0	0	0	0	0	153	6.82	165	9.89	318	8.13
B	2	20.00	0	0	2	14.29	458	20.43	481	28.84	939	24.02
C	7	70.00	3	75.00	10	71.43	846	37.73	623	37.35	1469	37.57
D	1	10.00	3	0	1	7.14	541	24.13	284	17.03	825	21.10
E	0	0	0	0	0	0	219	9.77	101	6.06	320	8.18
N	0	0	1	25.00	1	7.14	25	1.12	14	0.84	39	1.00

STUDENT OUTCOMES

HSC Examination Results:

COURSE		STUDENTS INCLUDED	STUDENTS OMITTED	E.M MEAN	STATE E.M MEAN	SCHOOL / STATE VARIATION	Z-SCORE
Construction Examination 2 Unit	26299	2		66.00	75.88	-9.88	-.96
English Studies Examination 2 Unit	15126	6	1	32.27	50.06	-17.79	-1.04
Mathematics Standard 1 Examination 2 Unit	15232	5	1	53.92	68.97	-15.05	-1.16
Primary Industries Examination 2 Unit	26899		1		73.26	-73.26	-8.66
Retail Services Examination 2 Unit	26999	3	1	49.60	68.83	-19.23	2.07

Minimum Standard Testing HSC 2020:



ACKNOWLEDGEMENTS



NG Central is proudly connected to our Central Coast community.

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

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

- PCYC Umina and Bateau Bay
- Bakers Delight Erina Fair
- Kariong Quality Meals
- Grill'd Erina
- Bunnings West Gosford
- Leisel Tesch MP
- Narara Valley Nursery
- Priceline Kincumber
- Paul Richardson Building
- As Built
- MECCA Erina Fair
- Floral Anarchy
- Construction Trade Qualifications
- Spotlight West Gosford
- Blooms Chemist Erina Fair
- ABCOE Food
- Kings Chicken Wyoming
- SCSF Youth Hope
- Express Lube West Gosford
- Inner Wheel Club - Gosford North
- Inner Wheel Club - Terrigal
- Regional Youth Support Services (RYSS)
- Red Cross Avoca Beach
- The Rotary Club of Kariong Somersby
- The Rotary Club of Umina Beach
- Top Blokes
- Barang Alliance
- Bara Barang
- Yerrin
- Trish Stevens Psychologist
- DCJ Gosford Staff
- Central Coast Primary Care
- Musicians Making a Difference Gosford
- University of New England
- Dr Anthony Zetner
- Uniting Org
- Pet Stock Erina
- Catholic Care
- Maya Youth Cottage
- Mr and Mrs Kemp
- Trish Oakley
- Anne Bubici



TESTIMONIALS

"Ben started his job last Thursday and he's enjoying it! It's now official; I have a working boy who seems much happier and I'm really hoping this is the answer for him. Just want to send my thanks to all the staff at NGC. I know Ben had his ups and downs but he values the staff so highly."

Therese, Parent

"I know my child can be a little difficult at times. I believe the school and its teachers help him as much as possible and also keep me informed of any issues, which I appreciate."

Matt Smith, Parent

"We have been very happy with the way our child is looked after at NGC."

Leona Shaw, Parent

"Love NGC! I am so happy my girls are going to this school."

Nicole Carney, Parent

"My granddaughters love this school. Thank you!"

Rubilai Blakeney, Grandmother

"NGC is a lot easier than a mainstream school because you get more help in smaller classes and teachers can assist you on your set work and assessments. It feels like they want you to succeed and work with you, rather than dictating to you. The school never judges you because of your past and they support you to learn from your mistakes and move forward."

Zoe, Stage 5 Student

"I love the people at NGC. All the students are so friendly and the teachers are really nice. They always say hi to me and help me when I need it. I also like that I can learn more about my Aboriginal culture and do subjects like Hospitality, where I can be outside the classroom and making cool things!"

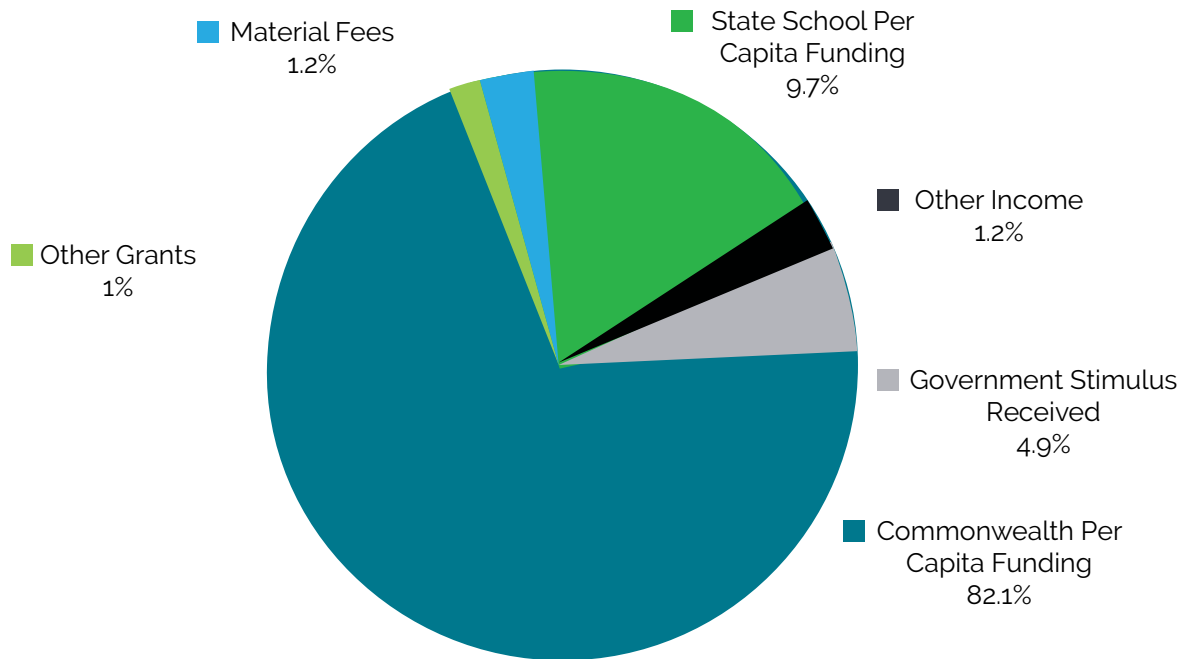
Ruby-Rose, Stage 5 Student

"I would like to acknowledge the positive rapport and mutual support that Youth Justice staff have with NG Central. Due to us having a number of shared clients/students, it has been most helpful having clear lines of communication and pathways that enable us to best support the case management of vulnerable young people. NGC has always invited us into the school and kept us updated on interviews, behaviour, risks, community programs and any identified concerns regarding students/clients."

Ian Rumbel, Case Worker, Dept of Communities & Justice

FINANCIAL INFORMATION

% of Income



% of Expenditure

