

Mid North Coast

# Community College Ltd.

*Leading community development  
by providing socially inclusive  
learning programs and  
opportunities that enable  
enriched and enterprising lives*

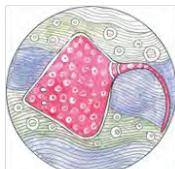
# ANNUAL REPORT 2020

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## Introduction

Dedicated to the Mid North Coast to deliver personal enrichment for valued members of our community



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Mid North Coast Community College (MNCCC) began trading as Hastings College of Adult Education in 1983 through a range of courses to improve self, such as literacy, language studies, local history, environmental, wellbeing, arts and craft, music and vocational opportunities with computing and the internet, bookkeeping, typing and a range of horticultural pursuits. Whether we are offering general education or accredited vocational education and training, our ability to facilitate talented people to pass on their knowledge and skills, in a friendly and flexible environment is an advantage we value highly.

Our identity and acceptance as the local adult and community education provider has developed over many years. The College is independent, and most importantly, community owned. We are governed locally through a voluntary Board, under the Constitution of Mid North Coast Community College Ltd. We primarily receive support from the New South Wales government through the Department of Education, Skills and Employment and the Commonwealth Department of Education and are accountable to the Government and the community we serve. Importantly we would not be as successful as we are without the many partnerships we have with local organisations.

Our college reaches across the Mid North Coast communities offering a diverse range of short courses for skill development, personal enrichment and pathways to higher education as well as accredited qualifications and Statements of Attainment. As a Registered Training Organisation (RTO), we provide quality workplace training and assessment. As a registered and accredited independent school, we offer the Record of School Achievement and alternative pathways for youth undertaking Years 9 and 10. As an approved provider of Children's services offer educational and play support to primary school children.

Our community involvement extends to specialist programs, such as youth and language, literacy and numeracy programs, programs for people with disabilities and mental ill-health as well as the provision of a meeting place for a cross section of local groups. MNCCC is a member of Community Colleges Australia, a network of community colleges who work together to support their communities and a member of Cooperative Learning Limited, a cooperative of 13 Colleges from Northern NSW providing the sharing of ideas and partnerships to meet local needs.

## Our Purpose and Objective

*"To lead community development through socially inclusive learning programs and opportunities that enable enriched and enterprising lives"*

### Guiding principles

At Mid North Coast Community College (MNCCC) we:

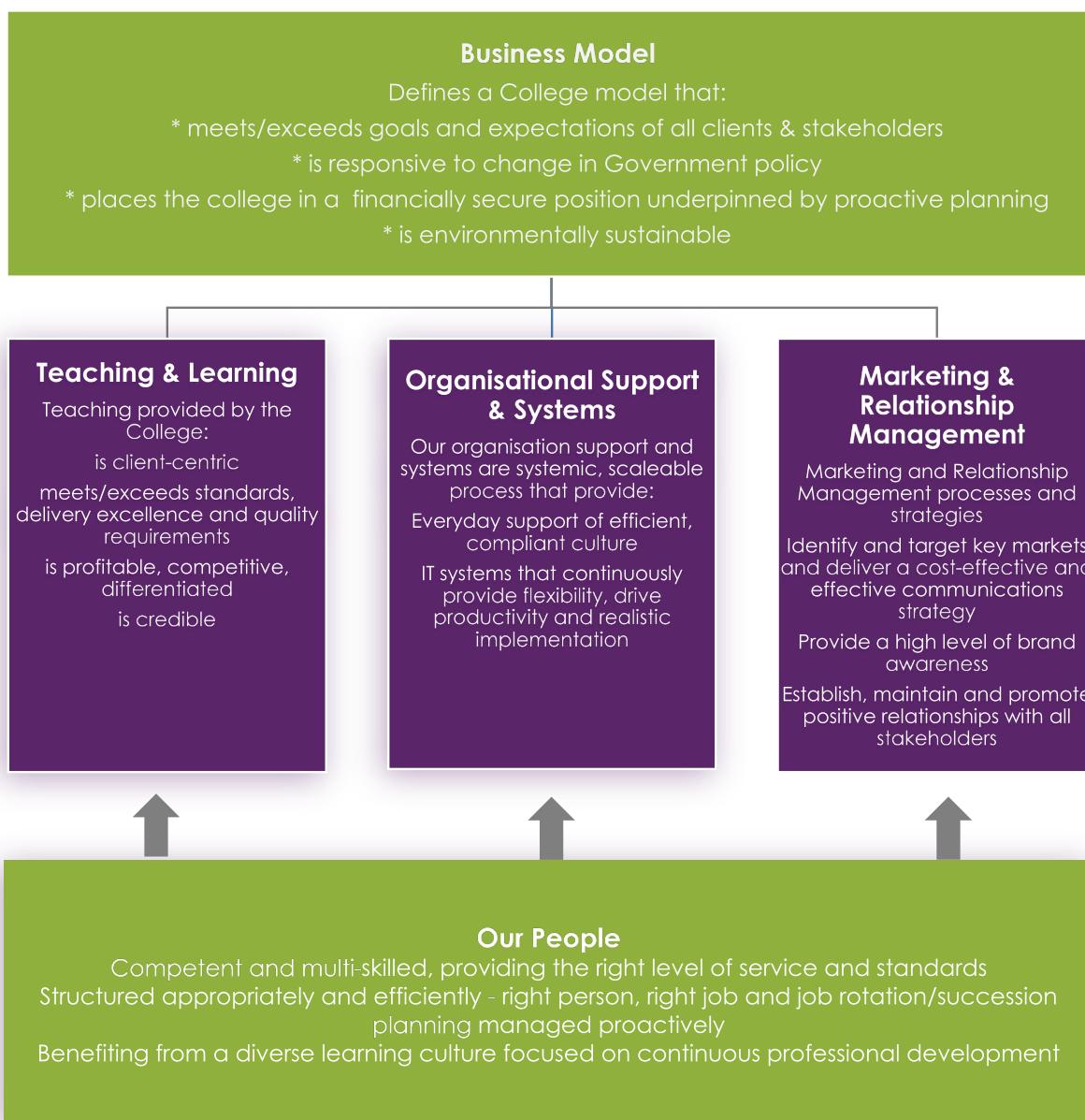
- ✿ Seek to support the lifelong learning needs of our community
- ✿ Provide quality education and training for individuals, community groups and agencies, and local business
- ✿ Are flexible and responsive to customer needs
- ✿ Embrace new initiatives and innovative practice
- ✿ Encourage strategic partnerships and alliances
- ✿ Foster inclusiveness
- ✿ Value and respect each of our staff and customers
- ✿ Respond to Federal and State government policy and initiatives



## Strategic Directions

The Strategic Plan reflects the changing Education policy environment and educational needs identified within our community. The Business Management Framework outlined below defines the strategic directions of MNCCC and addresses the key opportunities, weaknesses and threats:

### Strategic Pillars



## Board

Mid North Coast Community College operates as a company limited by guarantee. In line with the requirements of the ASIC, it has a volunteer Board that sets the overall business and policy directions of the College.

### Members



Grant Burtenshaw  
Chairman



Sophia Montgomery  
Deputy Chair



Glenda Hamilton



Loris Hendy



Katarina Linder



Tim Baker



John McQueen



Julie Krige



Bec Thibault

### Outgoing Board Members

Brian English

## Senior Management Team

### 2020 Team



Valerieanne Byrnes  
CEO



John Beaumont  
Nautilus Principal



Dr Robbie Lloyd  
Community Relations



Dennis Owen  
Training Manager



Sue English  
Business & Program  
Development



Dennis Mumford  
Head of Manning  
Campus



Renee Chetty  
ACE Projects

## President's Report

"Lead community development by providing socially inclusive learning programs and opportunities that enable enriched and enterprising lives."



Welcome to our 2020 Annual Report. Following on from a year of natural disasters during 2019 we faced a year of COVID in 2020 that has had disastrous impacts worldwide and a local impact that has created economic and social challenges for the team and broader community. While many Australians continue to do their bit by staying home to help stop the spread of COVID-19, the board would like to thank our hard-working nurses, doctors, supporting health staff and others who dedicated the year to protecting our community and continue to do so.

During 2020 we welcomed our new Board member, John McQueen who also serves on our Nautilus Advisory Committee and brings a fabulous mix of school and vocational education as well as executive administration and leadership. We thank Brian English, a Board member for two years, retired during the year after assisting the College with its school governance contributing to our five year accreditation achievement.

Adult and Community Education and the children's Play Centre were the hardest hit through COVID of which the impact will take two years to rectify. Like many businesses across Australia COVID took its toll with orders to close or through restricted services.

Our Directors, community partners, funding and regulatory bodies while not directly on the frontline, assist us to make opportunities a reality. Lives change through our combined efforts. We are very thankful to have a positive working relationship, amongst the Board committees and Management. Our Board consists of community members who bring a vast array of expertise and skills, of importance is each board member's passion for education to reach all and a dedication to our mission. All board members are volunteers and are required to complete professional learning to further understand our roles as directors. Board members are also members of five committees; Finance & Risk, ACE, School Advisory, Wellbeing and Children's Services to make sure essential oversight of financial control, capital building projects, risk and compliance management, child safety, philosophy and strategic direction are given detailed attention.

The Board acknowledge the efforts of our supportive broader community, youth, disadvantaged and employment agencies and our dedicated team for their commitment, support and belief in our vision.

A handwritten signature in black ink, appearing to read "Grant Burtenshaw".

Grant Burtenshaw  
Chairman

## Chief Executive Officer Report



2020 saw quite a few changes to how we do things and our facilities. The transition from all face to face learning to a blended solution in lightning speed following the arrival of COVID, for students who were unable to attend the college.

All team members did a wonderful job of modifying their programs and student support strategies to ensure we continued to put our students first.

We didn't close the school or Adult and Community Education division during COVID, even though engagement was at an all-time low across the community, as we believed it more important to stay open for those who need routine, for those who needed a safe place and for those needing to engage is critically important.

The move to our new premises for Nautilus occurred in Term 2 and with continued renovations up until December, we saw a wonderful space develop month by month. Renovations included an additional learning space, new stairwell, new toilets, flooring and kitchen. 2021 will bring additional learning spaces and a new administration area. Importantly the community education philosophy was put to work with the school immersed in a lifelong learning environment with a wellbeing focus that aimed at addressing barriers to education as the first priority.

Having selected Albert Circuit as our future Community Education precinct, our plan to move from Hastings River Drive to a new space with more opportunities for growth was accomplished. Our formal opening in November was a tribute to all who believe in what we stand for. A sincere thank you to Federal, State and Local Government contributions and continued community support that made our plan a reality.

I and the executive of MNCCC congratulate our team on another productive year that delivered the college philosophy and objectives in spades and allowed us to tackle significant barriers to education in the midst of a pandemic.

A handwritten signature in black ink, appearing to read "Valerieanne Byrnes".

Valerieanne Byrnes  
Chief Executive Officer

## Who Are We

The key strategic developments that have taken us onto a new level of operation are:



- ✿ The **Nautilus Senior College**, our special assistance school achieved a five year re-registration and accreditation and offers a place for continuing education to students with enormous success. Year 10 students completing with the RoSA and / or a vocational pathway.

2020 saw the new premises come to life and renovations begin to expand learning areas for 2021-22. It's a very exciting time at Nautilus.



- ✿ Birpai Learners; Our relationship with Birpai Local Aboriginal Land Council continued with an important targeted program; Birpai Learners however COVID put it in a state of suspension. The program will be redesigned and reignited during 2021.



- ✿ Working with NSW State Training and the Smart & Skilled **Vocational Education and Training** (VET) scheme, we have continued to produce successful graduates across a range of full qualifications. This is in a field that is crowded with competitors. Our reputation for professional learning facilitation (not just "training") and effective work placements and job outcomes has continued to grow.

Targeted SkillsLink Programs include:

**JumpStart    Stepping-Up    UpSkill**

These programs continue to provide an alternative pathway for people in Port Macquarie, Wauchope, Kempsey and Taree and are built on a strong foundation with creative ways of engaging, inspiring and developing skills among participants who may have otherwise become statistics of failure across our region.



- ✿ The Makerspace continues to grow and develop with learning spaces now including a fully equipped recording studio, Art Space, Textiles room and the flagship 'Community Shed' space being expanded to include a 'TinkerSpace' which is being set up to allow for work with bicycles, small engines (mowers, whipper snippers, etc) and cars.

During 2020, Makerspace has been utilised by a range of users including:

- ❖ Disengaged Youth, through the Construction and Automotive Pathway Programs
- ❖ Disability Groups through the LifeSkills Express Program
- ❖ Women, through our Monday Maker Mornings, Thursday Crafternoon Teas and various workshops.
- ❖ Primary School Students through our Vacation Programs

Working together with NGO's Government agencies, business, schools and community groups our programs continue to provide opportunities for engagement for everyone. Through a number of small grants, fundraising and the generous support of local business and the community, we continue to add capacity and expand our capability to engage.



- ✿ Trendz Beauty & Training Port Macquarie had a successful year providing pathway programs to those seeking entry to the Beauty Industry. Coffs Harbour salon unfortunately had to close due to COVID restrictions. The premises was not large enough under regulations to manage training requirements.

Trendz opens up wonderful options for those needing to work from home with the opportunity for students to develop skills for small business as well.



- Strive includes all the college's programs to support vulnerable communities, in ways that celebrate difference and diversity while building community connections.

By using the MakerSpace practical warehouse areas the College offers activities for adults and children and families.

Strive is the umbrella approach to weaving adult learning into fun projects, which can also qualify for accredited certificates in the VET (Vocational Education & Training) system.

This approach has also seen the PMH School of Hard Knocks move into studio writing, arranging and recording of choir members' own original songs, brilliantly coordinated by Matt Booker.



Meanwhile, the Community Steering Network has evolved into a Human Research Ethics Committee, to oversee research projects conducted with college students by our Work Experience Placement candidates from Charles Sturt University, plus others.

All these programs aim to put the person at the centre, and build social connection alongside entrepreneurial opportunities for new work and/or social enterprises.

Strive has seen collaborations with other NGOs, individual volunteers, and cross-generational shared activities.

We remain committed to pursuing the establishment of a Recovery College, where Lived Experience combines with Adult Educators and Clinicians in designing and delivering life enhancing programs for people living with challenges.

The college's holistic pastoral care and wrap around approach to Social and Emotional Wellbeing (SEWB) remains a priority, and COVID19 has underlined why that needs to be the core of effective Adult





CRAZY MAZE  
ooshc • playcentre • cafe

- ✿ Kids Crazy Maze (KCM) provides children's care and entertainment services to families in Port Macquarie – Hastings region; Before and after school care service, Vacation Care service and a Playcentre 7 days per week. The Centre accommodates up to 70 children a day

The building and business was purchased by Mid North Coast Community College Ltd (MNCCC) in 2019 however the running of the operation is the responsibility of MNCCC OOSHC Ltd, a subsidiary designed to ensure the accredited Children care service has dedicated governance oversight. MNCCC OOSHC Ltd has the same objectives as the parent company, in that it aims to

"Lead community development by providing socially inclusive learning programs and opportunities that enable enriched and enterprising lives."

Our desire to extend our outreach service to children, is to meet a community need that was identified through our work with disengaged youth and vulnerable adults. A whole person, whole family and whole community pledge is needed.

KCM operations are funded through customer fees, the Child Care Subsidy on behalf of parents, contributions from the parent company and fundraising.

Surplus generated from the enterprise activities conducted under the Crazy Maze brand will service a range of educational outreach services aimed predominately for parents and children under 12 years of age;

- ❖ Victims of Trauma
- ❖ Indigenous family wellbeing
- ❖ Children with a disability
- ❖ Teenage parents

Single parents and or families dealing with financial hardship

KCM provides a critical childcare service with priority given to the socially and financially disadvantaged members of the community. The Centre's primary focus is on early intervention and the provision of information to empower the community to help themselves. We provide social and health groups, educational workshops, community engagement days, a crèche service to remove barriers, events to bring the community together; all aimed to assist families connect, share and learn.

The master objective of MNCCC is to support lifelong and life-wide learning across our community, and in doing so, deepen community connection and provide enterprising outcomes for vulnerable community groups. Crazy Maze allows us to focus our reach into the early years and to offer support to families for the provision of childcare, assistance to engage with learning and community participation.



- ✿ On behalf of the community, MNCCC is the Crown Land Manager of Kempsey Showground and has a 5 year commitment to establish a sustainable model and improved facility for future generations to enjoy. We are assisted in this task by Crown Lands, user groups, community stakeholders and local businesses.

The Showgrounds goals are to

- ❖ manage, maintain and enhance a vibrant community recreational facility for the benefit of the region
- ❖ Promote and host upward of 250 event days per year; home of 25 community groups and the Kempsey Show
- ❖ Ensure the facility is always access to the community's needs.
- ❖ Facilitate the promotion of all regional events and collaborating with stakeholders to bring new events to the Macleay Valley.
- ❖ Promote the heritage and agricultural richness of our community within the facility



Construction



MakerSpace  
Cartooning



MakerSpace  
Kids



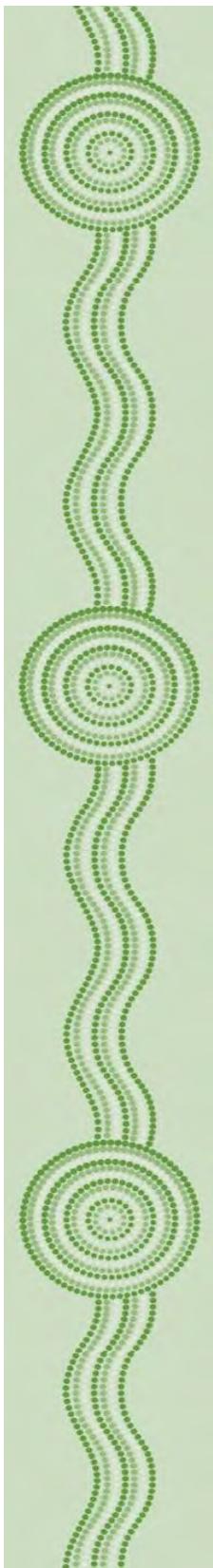
Choir



Construction



## Indigenous Strategy



Mid North Coast Community College acknowledges the traditional owners of the land on which we work and pay our respects to the elders both past and present.

Strengthening our relationship with Aboriginal and Torres Strait Islander people, organisations and communities is fundamental to the MNCCC's work.

This is reflected in our Strategic Plan 2019-21 and our priorities over the coming year.

Developing the Indigenous engagement strategy is an important first step in demonstrating this commitment. We recognise that delivery of the activities and actions included in the strategy is essential to improved relationships and outcomes.

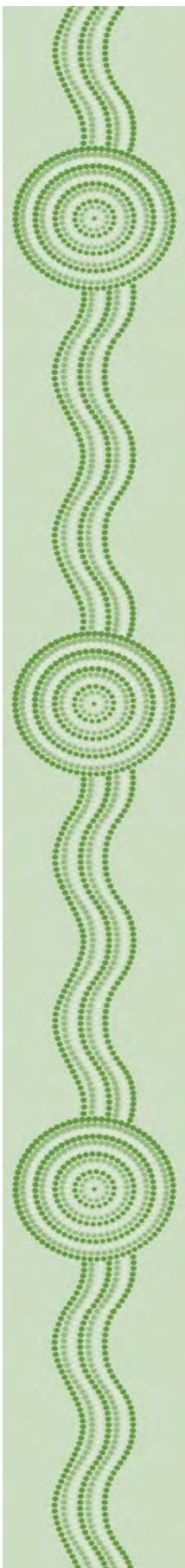
Our Indigenous engagement strategy is centred on three key themes:

- ❖ • Our relationships
- ❖ • Our work
- ❖ • Our people.

By building our relationships with Indigenous people, organisations and communities, and ensuring that our staff better understand the importance of those relationships, we will improve our services to Aboriginal and Torres Strait Islander people.

MNCCC recognises the social and economic disadvantage experienced by Aboriginal and Torres Strait Islander peoples and is committed to overcoming the gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

MNCCC initiated its Indigenous Engagement Strategy to achieve greater Indigenous participation in MNCCC's education and community development agenda and activities. This participation will ensure that MNCCC benefits from the insights that Aboriginal and Torres Strait Islander peoples can bring to the local challenges we face. It also provides a means of ensuring that MNCCC's activities are as effective as possible in contributing to the challenges and aspirations of Aboriginal and Torres Strait Islander communities. The strategy addresses four areas: education and outreach, employment, and cultural learning and development.



### Education and outreach

We will increase participation and education outcomes of Indigenous youth at risk through our Nautilus School. We will increase participation and education outcomes through community education outreach initiatives and opportunities for Aboriginal and Torres Strait Islander students to make relevant education and training opportunities more accessible.

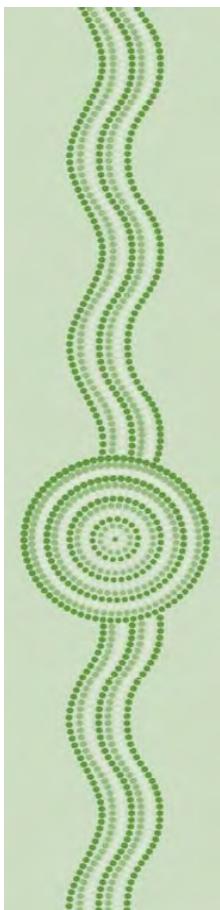
### Employment

We will help to close the gap incrementally by increasing Indigenous employment levels that are comparable to population ratios within our area. Aboriginal and Torres Strait Islander people's participation as employees in MNCCC is a powerful means of raising the contribution from and to Aboriginal and Torres Strait Islander peoples from our research. It will also contribute to tackling the local and national issue of high unemployment within Indigenous communities.

### Cultural learning and development

We will broaden the knowledge and understanding of Indigenous issues and cultures within MNCCC. In order to ensure that MNCCC is a trusted provider and an employer of choice by Aboriginal and Torres Strait Islander peoples, the organisation must be able to demonstrate an understanding and empathy of Indigenous issues and values. A cultural learning program and an ethics framework that reflects, acknowledges and respects Aboriginal and Torres Strait Islander peoples values are therefore high priorities.





### Vision:

The MNCCC's commitment to Indigenous people is embedded throughout our organisation.

### Goal of strategy:

Enhance our engagement with Indigenous people, communities and organisations.

### Our activities and initiatives:

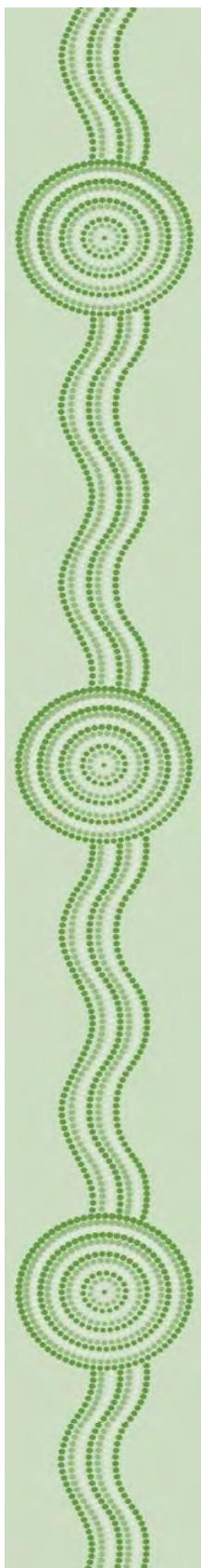
We have identified a number of activities and initiatives that we will be undertaking and have committed to reporting on our progress during that time.

We will:

- ❖ improve our outreach programs
- ❖ put communication plans in place that will significantly improve our connection with Indigenous stakeholders
- ❖ work with other organisations to strengthen the ability of Aboriginal and Torres Strait Islander people to engage with education and achieve employment
- ❖ Target recruitment to increase employment opportunities within the college



## Our Strategy



| Our commitment  | What we will do  |
|---|--|
| <p><b>Our relationships</b></p> <p>Strengthen our relationships with Aboriginal and Torres Strait Islander people, communities and organisations</p>                                  | <ul style="list-style-type: none"> <li>Engage Indigenous communities in what we do, and seek out partnering opportunities with other agencies.</li> <li>Develop communication and engagement strategies as part of major projects or activities that will have significant impact on Indigenous stakeholders.</li> <li>Develop and promote practical and culturally appropriate publications, to meet the needs of Indigenous stakeholders.</li> </ul>   |
| <p><b>Our work</b></p> <p>Embed our commitment in core service delivery and operational outcomes,</p>   | <p><b>Internally</b></p> <ul style="list-style-type: none"> <li>Deliver cultural awareness training across the organisation, including targeted training for operational staff.</li> <li>Develop and implement protocols</li> <li>Ensure business plans for all areas reflect our commitment to improved outcomes for Indigenous stakeholders, and identify activities or initiatives to deliver on the commitment.</li> </ul> <p><b>Externally</b></p> <ul style="list-style-type: none"> <li>Engage in programs that target employment outcomes</li> <li>Engage in programs that work to reduce children in custody</li> </ul> |
| <p><b>Our people</b></p> <p>Increase recruitment and retention of Aboriginal and Torres Strait Islander officers across the agency, and promote a culturally inclusive workplace.</p> | <ul style="list-style-type: none"> <li>Increase recruitment of Indigenous employees across MNCCC</li> <li>Continue to implement an Indigenous traineeship and/or cadetship program.</li> <li>Establish a support group for Indigenous staff members that caters for cultural maintenance.</li> </ul>   |

Acknowledgment: Adapted from Crime and Misconduct Commission

Programs Achieved, In Action and Planned for 2021.

2020 planned activities were interrupted but not lost in the COVID mayhem and were transferred to 2021.

| 2017   | 2018  | 2019  | 2020  | 2021  |
|--|---|---|---|---|
| Literacy Group:<br>Assisting community members to improve their reading and writing skills       | Literacy Group:<br>Assisting community members to improve their reading and writing skills            | Literacy Group:<br>Assisting community members to improve their reading and writing skills            | Temporarily placed on hold due to COVID                       | Literacy Group:<br>Assisting community members to improve their reading and writing skills            |
| Birpai Learners program; Aimed at assisting participants to gain their Ls and achieve their Ps   | Birpai, Bunya Learners program; Aimed at assisting participants to gain their Ls and achieve their Ps | Birpai, Bunya Learners program; Aimed at assisting participants to gain their Ls and achieve their Ps | Temporarily placed on hold due to COVID                       | Birpai, Bunya Learners program; Aimed at assisting participants to gain their Ls and achieve their Ps |
| Develop a Birpai Stories Activity to record traditional events and modern expressions of culture | Produce Birpai Stories in cooperation with BLAC and elders  | Record Birpai Stories in cooperation with BLAC and elders   | Temporarily placed on hold due to COVID                       | Record Birpai Stories in cooperation with BLAC and elders   |
| Develop two Indigenous Teaching staff & Mentors  | Develop Indigenous Teaching staff & Mentor  | Develop Indigenous Teaching staff & Mentor  | Temporarily placed on hold due to COVID                       | Develop Indigenous Teaching staff & Mentor  |
| Develop an Indigenous Land Management program  | Implement an Indigenous Land Management program in cooperation with BLC with employment outcomes      | Implement an Indigenous Tour Guide program in cooperation with BLC with employment outcomes           | Converted to Short courses due to COVID                       | Implement an Indigenous Tour Guide program in cooperation with BLC with employment outcomes           |
| Employ a PT Indigenous Coordinator   | Employ a FT dedicated Indigenous Programs Coordinator   | Offer an Indigenous Internships to enhance employment options   | Offer an Indigenous Internships to enhance employment options | Offer 2 Indigenous traineeships to enhance employment options   |
| Appoint three Indigenous employees   | Engage an Indigenous Board member   | Engage an Indigenous Board member   | Engage an Indigenous Board member                             | Engage an Indigenous Board member   |
|  | Introduce Staff Development with a targeted Indigenous context  | Introduce Staff Development with a targeted Indigenous context  | Continue with Indigenous culture understanding development    | Continue with Indigenous culture understanding development  |
|  | Develop an Indigenous reconciliation program  | Register our Indigenous reconciliation program  | Improve our Indigenous reconciliation program                 | Improve our Indigenous reconciliation program   |

## Looking Forward



Post COVID, if that is such a thing the College will enhance its relationships with community and will aim to improve services.

2020 permitted new facilities for Nautilus Senior College, expand services at Makerspace and increased work placement orientated programs.

2021 will consolidate our ACE growth and allow us to focus on the plan for our new school campus in Taree and increasing our Children's Services Division.

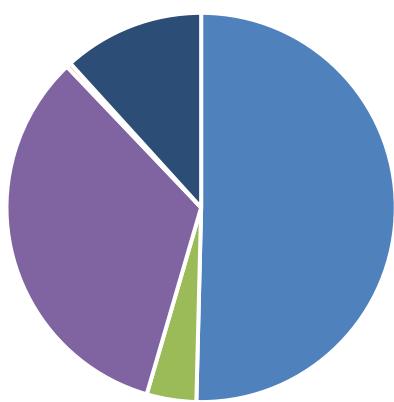
We are always looking for ways to improve and serve our community.



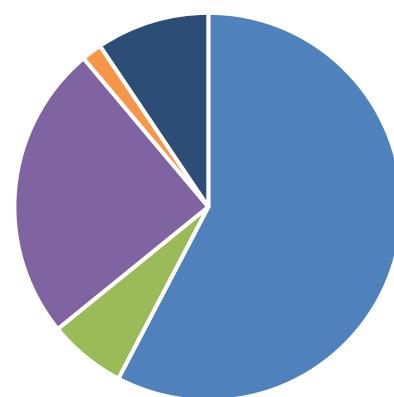
## Summary of Service Statistics

### Income Source

2017



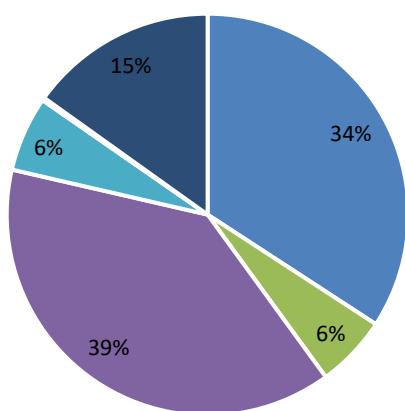
2018



- State Govt ACE
- Cwealth Gov ACE
- State Govt NSC
- Cwealth Gov NSC

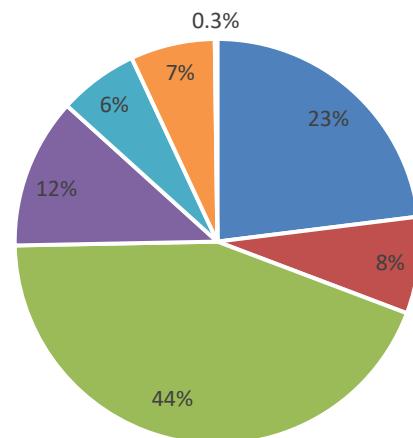
- State Govt ACE
- Cwealth Gov ACE
- State Govt NSC
- Cwealth Gov NSC

2019



- State Govt ACE
- State Govt NSC
- Cwealth Gov NSC
- Other Grants ACE
- Other Grants NSC
- Other ACE

2020



- State Govt ACE
- State Govt NSC
- Cwealth NSC
- Other Grants ACE
- Other ACE
- Other Grants NSC
- Other NSC

## Enrolments:

### ACE Unit of Competency Enrolments

| Year | Accredited Units | Non-Accredited | All units/Training |
|------|------------------|----------------|--------------------|
| 2018 | 6872             | 373            | 7245               |
| 2019 | 6193             | 459            | 6652               |
| 2020 | 3929             | 334            | 4263               |

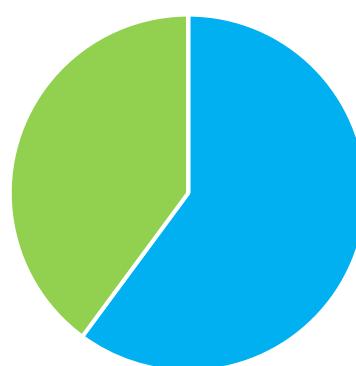
### ACE Full Qualifications

| Year | Foundation Skills | Qualifications | Total |
|------|-------------------|----------------|-------|
| 2018 | 223               | 127            | 350   |
| 2019 | 208               | 148            | 356   |
| 2020 | 64                | 47             | 111   |

### CSO Allocation

Community Service Obligation funding is critical to our ability to service vulnerable members of our community. It is broken up between CSD-Disadvantaged and CSR – Regional and Remote and CSE – Emergency assistance (eg-Drought, Bushfire). MNCCC aims to allocate the bulk of this funding to the most disadvantaged while ensuring there is enough to assist others in need.

CSO Allocation



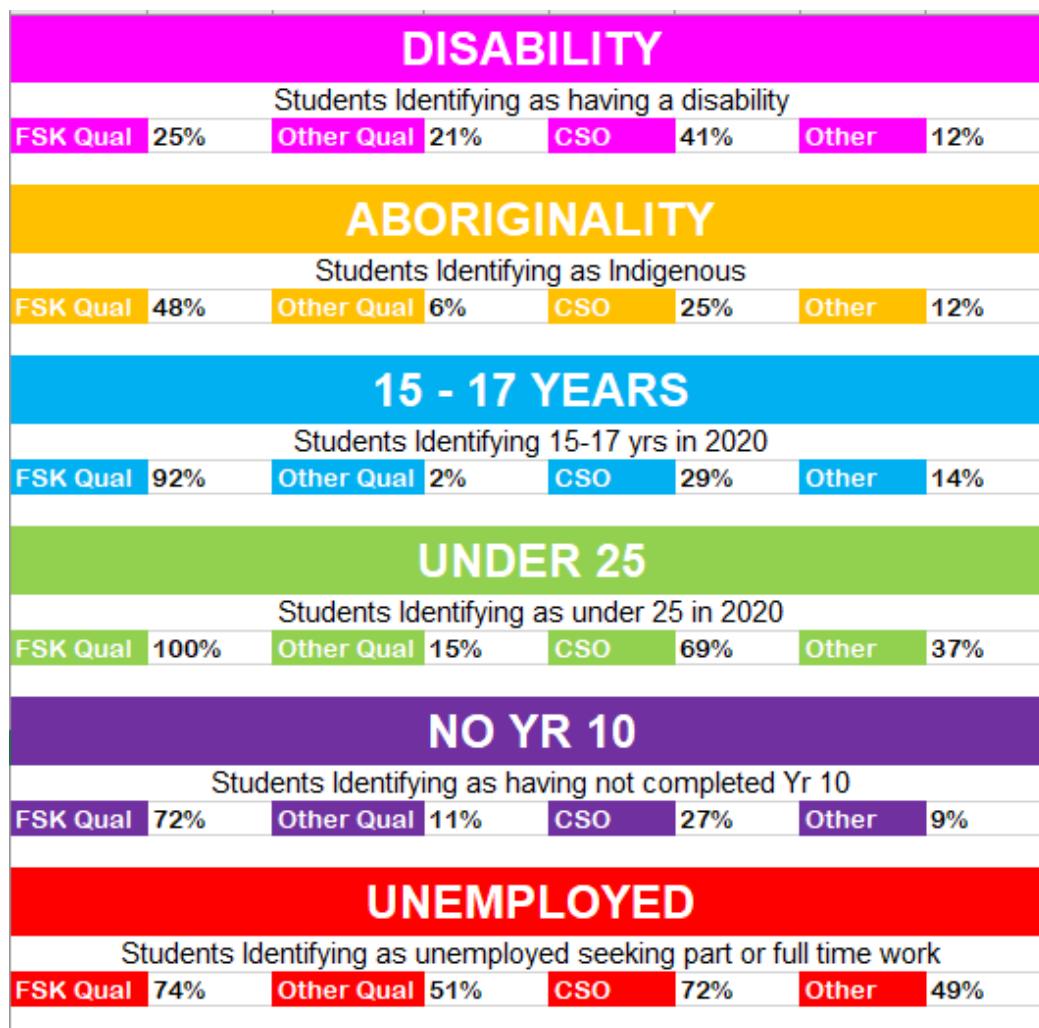
■ CSD ■ CSR ■ CSE

## Vulnerable & Disadvantaged Learners

MNCCC maximises its use of Smart & Skilled and ACE (CSO) funding to deliver education, employment, voluntary participation and associated social benefits to community members on the Mid North Coast.

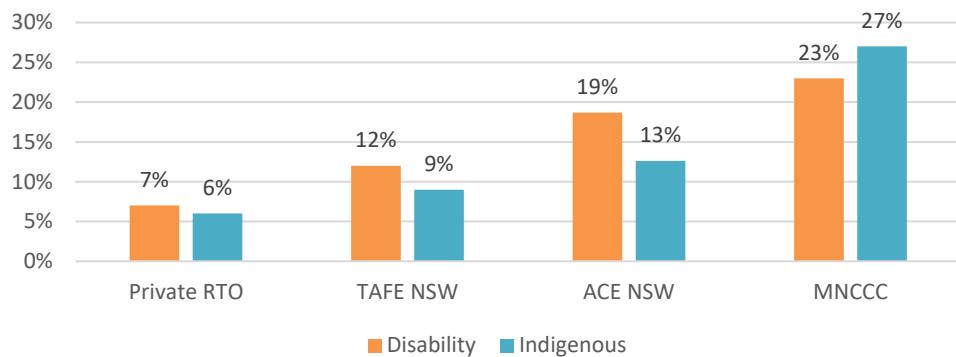
We offer learners choice but also purposely design programs of supported qualifications and skill sets, in order to achieve the best outcome.

Our programs are designed to build self-esteem, re-engage missing learners, and create and sustain community networks. We aim to enable community participation.



In comparison to the impressive community service statistics offered by ACE NSW wide, we proportionally engage more vulnerable and disadvantaged learners.

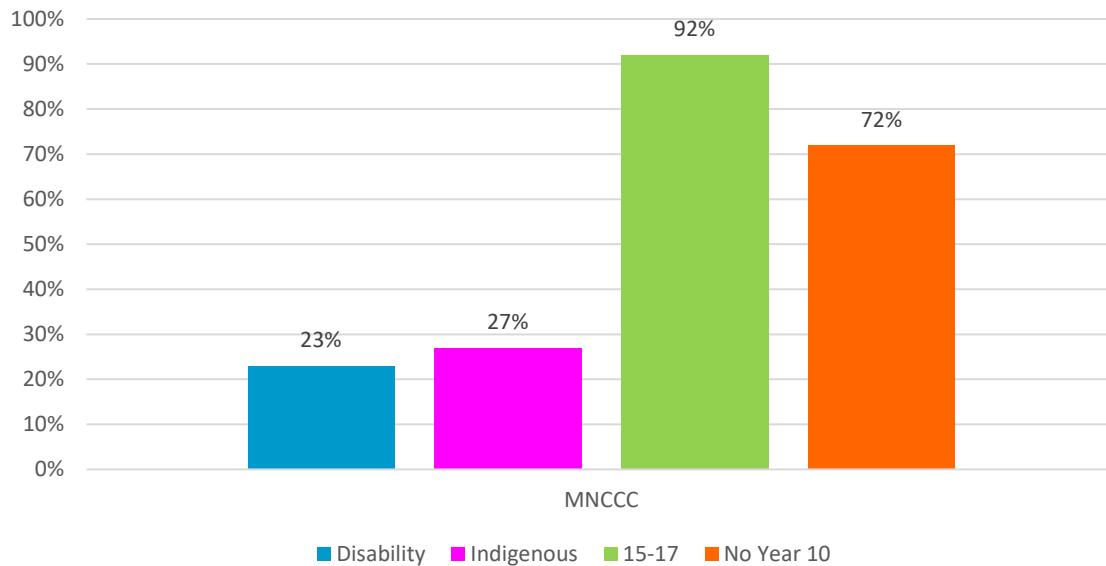
### Disadvantaged & Vulnerable Learners Total Enrolments



### Supporting our Learners

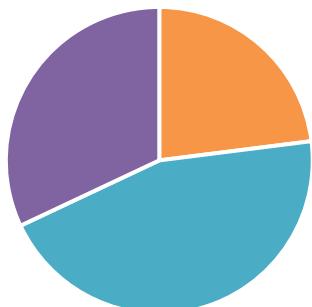
Our MNCCC Pathway Programs which embed Foundation Skills within to improve work readiness and personal development, service a high proportion of our total student base.

### Youth Pathway Programs



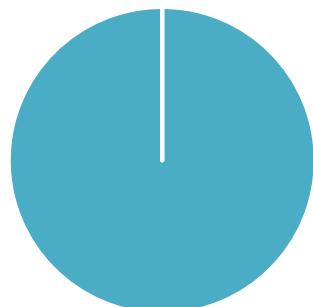
## Outcomes

Youth Pathways



■ Incomplete ■ Full Certificate ■ Statement of Attainment

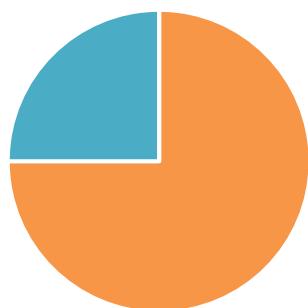
Traineeships



■ Incomplete ■ Full Certificate ■ Statement of Attainment

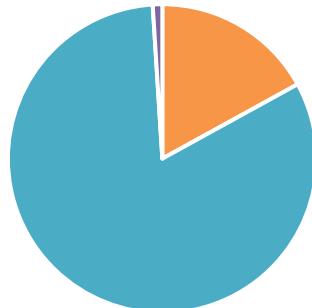
Individual Support

\*Students unable to complete their workplace in 2020 due to access restrictions to Aged Care facilities due to COVID



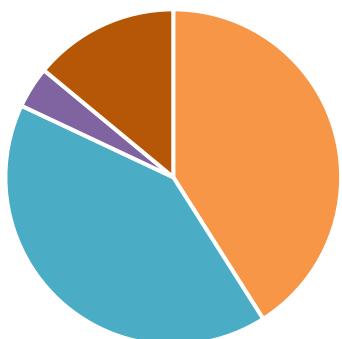
■ Incomplete ■ Full Certificate ■ Statement of Attainment

Short Courses



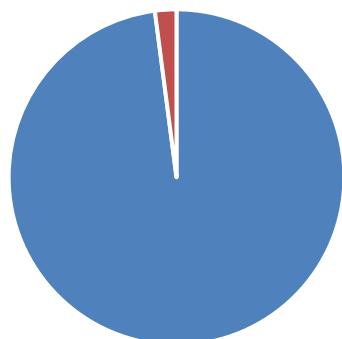
■ Incomplete ■ Statement of Attainment ■ Yet to complete

2020 Post Enrolment Survey  
 24 enrolments - Youth Pathways  
 Program - Taree



■ Employed ■ Returned to School ■ Further Study ■ Unemployed

2020 Post Enrolment Survey  
 32 Enrolments - Individual  
 Support



■ Employed ■ Unknown

## 2020 Qualifications Spread

During 2020 COVID and Natural disasters took their toll on the most vulnerable and disengaged members of society. The drop in our Foundation Skill pathway programs was stark compared to previous years. Perhaps not surprising in a year of Global pandemic was the prominence of qualifications targeted aged and disability care.



## Nautilus Senior College

### Year summary:

At the end of 2020, out of Forty-Two students, Twenty-Four completed the year to achieve a successful Year 10. Twenty-Two year 10 students, completed mandatory attendance and participation requirements of the Record of School Achievement (ROSA). Of these, six continued on to an HSC Pathway in other schools whilst the remainder, explored further vocational pathways. Students who came to us late in the year from other schools did not receive their ROSA as they had not completed the mandatory hours however the majority achieved other milestones and vocational awards.

Aside from the success with the ROSA certificates, Nautilus was able to see a large increase in attendance for all students in comparison to prior school engagement levels.

| Year 10 Outcomes   | 2017 | 2018 | 2019 | 2020 |
|--|------|------|------|------|
| Number Year 10 students who completed Yr10 (enrolled at end of year) | 14   | 18   | 14   | 24   |
| Number Year 10 students who attained RoSA                            | 14   | 12   | 12   | 22   |
| Number Year 10 students who completed Yr 10 alternative with MNCCC   | 9    | -    | -    | -    |

| Additional Certificates / Outcomes (Across Yr 9 & Yr10)   | 2017 | 2018 | 2019 | 2020 |
|---|------|------|------|------|
| White Card Completed                                      | 20   | 6    | 1    | -    |
| First Aid Course Completed                                | -    | -    | 7    | -    |
| Certificate I in Hospitality                              | 4    | -    | -    | -    |
| Certificate II in Hospitality                             |      | -    | 1    | -    |
| Certificate I in Access to Vocational Pathways            | -    | -    | 1    | -    |
| Certificate I in Skills for Vocational Pathways           | -    | -    | 1    | -    |
| Certificate II in Skills for Work and Vocational Pathways | -    | -    | 1    | -    |
| Food Safety   | -    | -    | -    | 3    |
| Non-Accredited WHS  | -    | -    | -    | 21   |

## Additional Outcomes

A small number of students did not complete all RoSA requirements but achieved a Transcript of Study to complete Year 10.

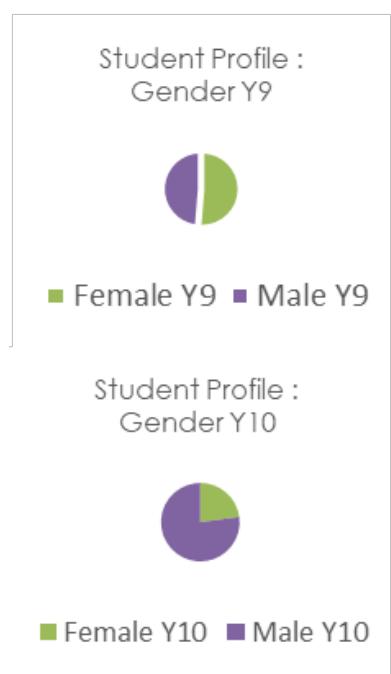
Three students also completed Food Hygiene and safety. Most extracurricular opportunities were withdrawn due to COVID.

An outcome worthy of noting is student attendance rates, were greater than those achieved at their previous schools - a testament to the attempts made by our students to tackle their many barriers to education.

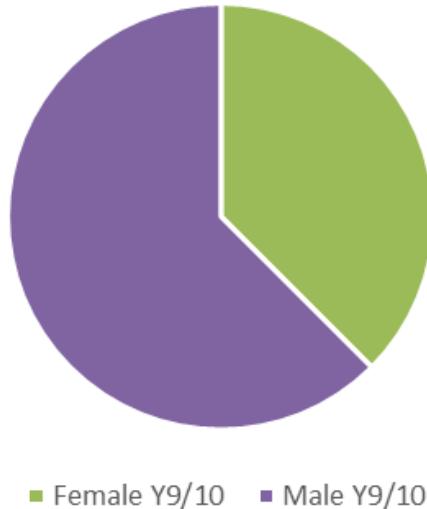
## Characteristics of the Student Body

The student body in 2020 had the following characteristics:

- ❖ A predominantly higher proportion of male to female students.
- ❖ More Year 9 than Year 10 students.
- ❖ Students were drawn from a mixture of both Independent and Government schools.
- ❖ Students attended from as far afield as Wauchope, Telegraph Point and Lake Cathie.

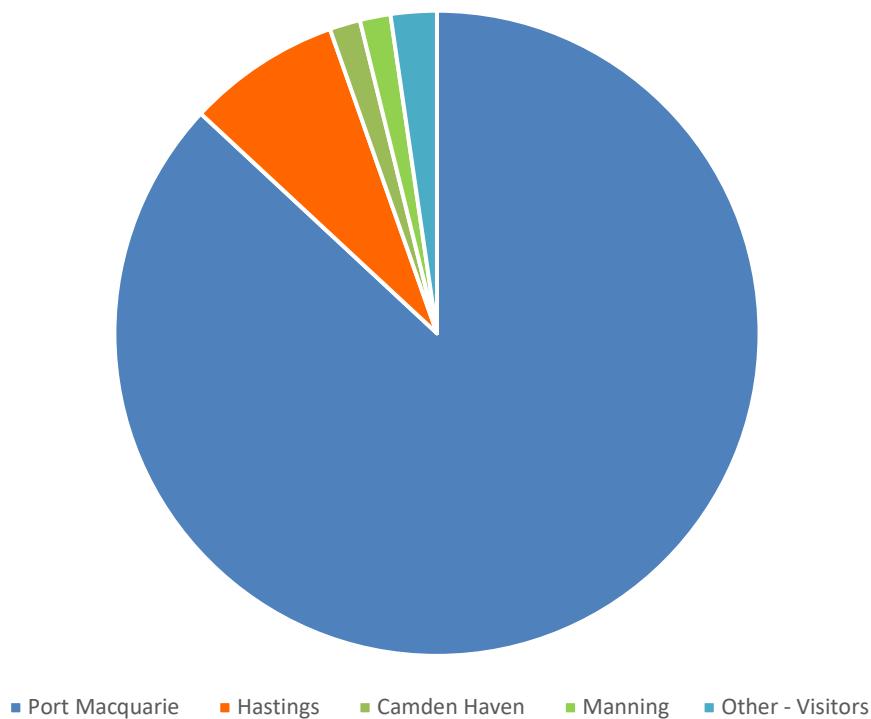


## Student Profile : Gender Combined

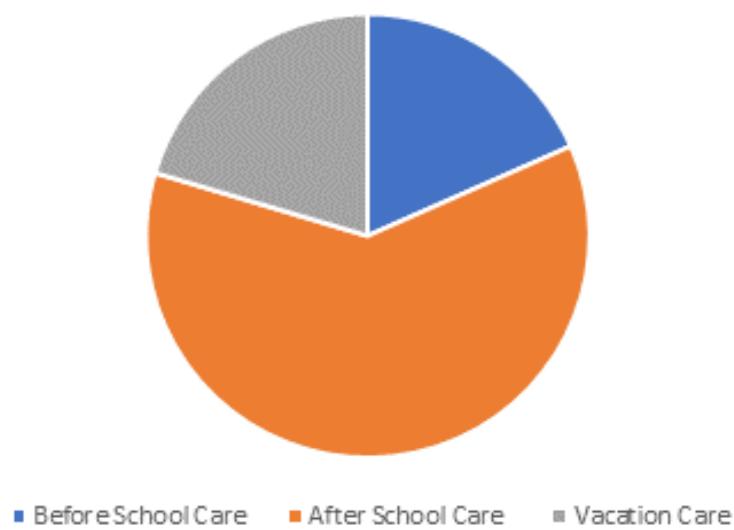


## Crazy Maze - OOSHC

Post Code Service Footprint  
Crazy Maze



OOSHC Bookings % per Service



## Our People

**Five key groups** contribute to the success of MNCCC's operations. They are:

- ❖ Our students who provide the incentive for innovation and improvement
- ❖ Our Teachers / Trainers
- ❖ Our Volunteers
- ❖ The Administrative Team
- ❖ The Management Committee

We are extremely proud of our Staff and Trainers who continue to surprise us with their dedication. Their ability to translate their experiences in their respective industries is reflected in the confidence that our students display on completion of their courses.

We are also supported by a reliable and dedicated group of volunteers. Certainly, our Community College would not be able to function without their assistance.

### Adult and Community Education

#### **ACE Staff**

|                |                      |
|----------------|----------------------|
| Renee Chetty   | ACE Projects         |
| Dennis Owen    | Training Manager     |
| Nick Blanch    | Training Operations  |
| Darren Mumford | Taree Campus Manager |

#### **Business Development Team**

|              |            |
|--------------|------------|
| Robbie Lloyd | Community  |
| Sue English  | MakerSpace |
| Dennis Owen  | SkillsLink |

#### **Projects**

Joe Newbery, Natasha Brown, Jodie Almond – Consultants: RTO Compliance

#### **Seasonal Trainers and Facilitators**

Craig Farquhar, Craig Somerville, Darryl Phillips, Deeanne Dickson, Derek Archer, Dundee Sinclair, Edward Coleman, Flint Heaney, George Smith, Ian Pool, Jessica Davidson, Joshua Maharey, Julia Tekis, Katrina Hall, Kellie-Marie Donnelly, Laura Vinci, Liam Tattersall, Lisa Powlesland, Luke Gilchrist, Mathew Brooker, Melanie Young, Melinda Whitten, Melissa Simpson, Muniamma Osborne, Rachel Rhodes, Rene Miles, Sandra Marson, Shirley Hallam, Suzanne Steel.

### Organisational Services

#### **CEO's Office**

|                     |                                 |
|---------------------|---------------------------------|
| Valerieanne Byrnes  | CEO                             |
| Sue English         | Marketing                       |
| Dr. Robbie Lloyd    | Community Relationships Manager |
| Christine Murphy    | Service Coordinator             |
| Annemarie Gregory   | Finance                         |
| Paul Notely-Rumbens | Finance                         |

#### **Reception & Administration**

Christine Murphy  
 Savita Vaishnav

#### **Finance Consultant**

John Oxley

## Nautilus

### School Staff

|                     |                   |
|---------------------|-------------------|
| John Beaumont       | Principal         |
| Dylan Gill-Vallance | Teacher           |
| Sharon Ison         | Teacher           |
| Nigel Harding       | Teacher           |
| Jeff Styles         | Teacher           |
| Lauren Enfield      | Student Support   |
| Jamie Laughton      | Student Support   |
| Jarin Penniall      | Student Support   |
| Dr Robbie Lloyd     | Student Wellbeing |
| Donna Stevens       | Student Wellbeing |
| Howard Trott        | Bus Driver        |

### Reception & Administration

|                  |                |
|------------------|----------------|
| Alice Paterson   | Administration |
| Christine Murphy | Reception      |

### Projects

|                        |                    |
|------------------------|--------------------|
| Denise Scala           | Curriculum/PD      |
| Paul Davis & Integrooe |                    |
| Partners               | Legal & Compliance |

## Staff Farewelled in 2020

Dylan Gill-Valance  
 Deb Tougher  
 Jenny Oriel

## Crazy Maze

### OOSHC Staff

|                  |                   |
|------------------|-------------------|
| Michelle Forster | OOSHC Coordinator |
| Loryn Mendham    | Educator          |
| Rhianna Malone   | Educator          |
| Sarah Wright     | Educator          |
| Tahlia Collins   | Educator          |
| Rachel Slater    | Casual            |
| Sarah Freeman    | Casual            |
| Tahlia Grady     | Casual            |
| Loryn Mendham    | Casual            |

### Cafe & Play Centre Staff

|                |             |
|----------------|-------------|
| Dylan Fone     | Coordinator |
| Rhianna Malone | Barista     |
| Tahlia Collins | Barista     |

Facilities & programs who supported our Certificate III Individual Support Aged Care & Disability Work Placement students, during 2020:

#### \* Aged Care Facilities:

- ❖ Royal District Nursing Services
- ❖ St Agnes Parish
- ❖ Garden Village
- ❖ Bundaleer Nursing Home
- ❖ Uniting Care – Mingaletta

#### \* Customised Training Clients:

- ❖ ACES Incorporated
- ❖ Endeavour Clubhouse
- ❖ Saint Columba Anglican School
- ❖ Wauchope Country Club
- ❖ Willing & Able
- ❖ ETC

## Partners in Education & Outreach

MNCCC acknowledges and appreciates the many organisations through our region and government for their support during 2020

### \* Professional Corporate Services

- ❖ PDD Advisory Group, Audit Services
- ❖ C3 and C2a Communications
- ❖ HLV Partners Chartered Accountants – for pro bono assistance with establishing the Mid North Coast Human Services Alliance

### \* Government Funding Partners

- ❖ Department of Industry with Smart and Skilled
- ❖ Adult and Community Education
- ❖ Commonwealth Department of Education & Training
- ❖ NSW Department of Education & Communities
- ❖ State Training Services
- ❖ Mid North Coast Local Health District – for funding and assistance with establishing our MakerSpace
- ❖ PMH Council – with assistance towards a number of our community development projects and student awards
- ❖ The NDCO (National Disability Coordination Officers) network for ongoing partnership
- ❖ The Office of Gaming and Racing for an infrastructure grant for improvements to our MakerSpace

### \* Non-Government Grant Partners

- ❖ Telstra - Tech Savvy for Seniors
- ❖ Other Grants Bodies

### \* Peak Bodies and Member Organisations:

- ❖ Community Colleges Australia
- ❖ Adult Learning Australia
- ❖ Cooperative Learning Ltd

### \* Community Program Partners:

- ❖ Birpai Land Council
- ❖ Endeavour MH Recovery Clubhouse
- ❖ Mid Coast Health
- ❖ Midcoast Connect
- ❖ ETC
- ❖ Macleay Options
- ❖ Kempsey Showground Trust
- ❖ Oz Harvest

### \* Business and Individual Supporters:

Thank you to the many Local Businesses and individuals who have given so generously of their time and expertise, donating much needed equipment, services and materials that help keep our programs going.

## Performance at a Glance

The college has expanded in two areas, the first being Geographically - to serve the communities who have seen their ACE college close, the second to diversify the business to meet gaps in the market for disadvantaged and vulnerable community members.

This growth has been carefully planned and managed and reflected in the table below.

The college aims to serve and to meet both economic and social goals.

|                   | 2016        | 2017        | 2018        | 2019        | 2020        |
|-------------------|-------------|-------------|-------------|-------------|-------------|
| Total Income      | \$1,559,059 | \$2,903,495 | \$2,949,053 | \$3,307,874 | \$4,498,116 |
| Total Expenses    | \$1,534,921 | \$2,838,600 | \$2,791,254 | \$3,267,278 | \$3,714,576 |
| Total Assets      | \$1,937,594 | \$2,112,646 | \$2,000,425 | \$3,503,883 | \$4,404,918 |
| Total Liabilities | \$508,054   | \$618,211   | \$379,248   | \$1,872,749 | \$1,990,244 |
| Retained          | \$1,429,540 | \$1,494,435 | \$1,621,177 | \$1,631,134 | \$1,651,205 |

### Income Contribution

The impact of COVID, in particular on ACE and Children's Services is evidenced by the disproportionate income spread between MNCCC business units. ACE whose main income is sourced through the government on a paid in arrears basis based on participation levels of students over a long period of time suffered a 35% decrease in expected operational income. Our main target group of vulnerable and disengaged where impacted severely through COVID measures affecting; access and wellbeing and the supporting Government policies such as Job Seeker and suspension of Mutual Obligation requirements for job seekers.

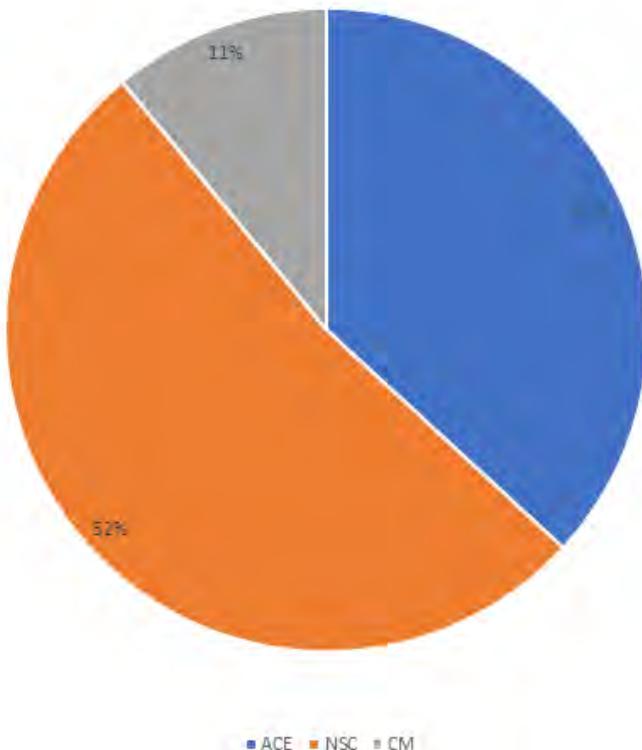
Children's Services income was reduced by 30% through COVID mandated closures, school free provisions and policies for nil parent contributions without balancing provider payments.

The only business unit not to be impacted through income was the school (Nautilus Senior College), which is paid in advance through recurrent funding and based on COVID adjusted attendance criteria.

While Job keeper and a small COVID grant were helpful they did not restore income to pre-COVID levels or levels that would sustain operational effectiveness. Business and Wellbeing interruptions of such magnitude have long term effects.

Even after COVID assistance, ACE's income reduction was still \$500K or 25%. COVID assistance to Children's Services made no impact on the overall loss of 30%.

MNCCC Income Contribution



Mid North Coast  
**Community**  
College Ltd.

