



2023 Annual Report





Registered Entity

NAUTILUS SENIOR COLLEGE

ACKNOWLEDGEMENT OF COUNTRY

**MNCCC
ACKNOWLEDGES THE
TRADITIONAL
CUSTODIANS OF THE
LAND ON WHICH WE
WORK AND LIVE.**

**WE RECOGNISE THEIR
CONTINUING
CONNECTION TO LAND,
WATER AND COMMUNITY
AND PAY RESPECT TO
ELDERS PAST, PRESENT
AND EMERGING.**





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MESSAGE FROM SCHOOL BODIES

With pleasure we present the school 2023 Annual report.

The Annual Report is provided to the community as an account of the School's operations and achievements throughout the year. As a key division of Mid North Coast Community College Limited, the School continues to provide a successful model of youth outreach.

Each year has presented new challenges and opportunities, 2023 was the year we managed an increase in demand for places and increased our learning spaces on both Taree and Port Macquarie campuses, an investment of over \$1.2m with \$800K being provided by the Australian Government under the Capital Grants Program.

With the need to increase local community involvement, we decided to appoint Co-Principals for each campus. Scott Lathlean was appointed Acting Co-Principal of Yulinbal while Kirsty Napper focused on Nautilus. Wellbeing and Curriculum responsibilities crossed campuses and together a stronger leadership team was formed. We look forward to the localised solutions that will flow from this restructure.

Our team provides personalised assistance and learning plans to students. Our team is making a powerful difference to the lives of young people and the board is in awe of the results.

Our next 3-year plan will include the acquisition of land, increased learning facilities and potentially a third campus to meet the needs of the community. Above all, we aim to continue to provide educational outreach to those who need it most, with a tailored approach that has wellbeing as its foundation.

Grant Burtenshaw
Chairman MNCCC Ltd

Valerieanne Byrnes
Chief Executive Officer





MESSAGE FROM THE CO-PRINCIPALS

A year like no other, and a school like no other. 2023 was a fabulous year for growth and an opportunity to build on the strengths and visions of our combined campuses of Nautilus College and Yulinbal Campus. In June the Board Executive recognised the need to undergo a restructure to appoint a Co-Principal approach to our Port Macquarie and Taree. With a commitment to working in partnership to ensure our multi-campus model would stay true to our philosophies, strategies, and mission.

This restructure provided a wonderful opportunity to focus on implementing our four strategic focus areas which are as follows:

- Our students: Aspiring Mindset
- Our staff: Empowered Staff
- Our culture: Enabling Culture
- Our community: Productive Citizens

In 2023, staff were able to further develop skills in Trauma Informed Practices delivered by the Berry Street. With a focus on shared language, consistency, predictability and routine, staff were able to quickly apply these new strategies to help our young people develop their self-regulation capacities, leading to enhanced educational outcomes. Staff were also able to sharpen their skills in restorative practice, recognising the importance of 'rupture and repair' in response to managing challenging behaviour.

For me the biggest measure of success was in listening to the daily exchanges of stories and laughter between staff and students, which was a testament to the strength of our staff-student relationships. The power of these authentic, positive connections should not be underestimated.

The appointment of a dedicated School Psychologist at Yulinbal has had an immediate impact upon the strength of our holistic strengths-based Wellbeing programs, improving our ability to support the social and emotional needs of our young people.

Both school campuses have been able to add value to our program, with a diverse array of extra-curricular activities and wellbeing therapies to support student engagement. Programs such as surfing, fishing, creative arts, and on-country learning experiences have all provided opportunities to hook our student back into learning.

With a key staffing member moving into a new role as Youth Program's Manager, we were also able to prioritise a newfound focus on student transitions. This will support the sustained engagement in education for our departing Year 10's. Many of these students were able to become successful candidates in enrolling in our Mid North Coast Community College, Youth Pathways Program.

I'd like to take this opportunity to thank Kirsty Napper for the ongoing leadership and support that she provided to staff and students alike across both schools. Likewise, I would like to thank our colleagues at Mid North Coast Community College, the College Board, and the school advisory committee. And finally, I'd like to thank our school team and our community partners that enhance and enrich our learning program day-to-day. Within our little school community, the statement 'it takes a village to raise a child' couldn't be truer.

Scott Lathlean & Kirsty Napper
Co Principals





MESSAGE FROM THE WELLBEING TEAM

Structures and systems to support student wellbeing are constantly improving across both campuses, reinforcing our commitment to improve holistic support to all students enrolled.

The team continues to build on shared language and a collective understanding of our key philosophies to support student wellbeing. A key focal point throughout the year has been the concept of Unconditional Positive Regard (UPR). Unconditional Positive Regard (UPR) facilitates an environment where the young person feels valued regardless of their presenting behaviours, emotion, failures, or successes. We know that our staff is committed to creating a nurturing environment built upon acceptance, empathy and trust. Relationships that build on our student's strengths are the key to our students' successful re-engagement in education.

To foster the learning and wellbeing of students, our youth were provided with a variety of extra-curricular learning options, gaining access to a diverse range of wellbeing therapies, activities, and programs during their time at the school.

The staffing structure of the Wellbeing team has had some noteworthy changes across both campuses, in 2023. This has included the hire of two new school psychologists, and a Mental Health Nurse to complement our growing team. It has been a pleasure to see the impact of their work as they aid the planning and delivery of evidence-based interventions to support the young people we work with day-to-day. Likewise, the specialist intervention that has been provided in response to acute mental health challenges has seen an immediate impact, with a reduction of critical incidents related to mental health for our students.

As we look to 2024, the we continue to embed a schoolwide wellbeing strategy known as the Response to Intervention Approach (RTI). This strategy invites all staff to play an active role in supporting student wellbeing. Our RTI approach is a collaborative approach to identify and triage our student's wellbeing needs, targeting intervention and resourcing appropriately. All school staff participate in weekly wellbeing meetings which provide a forum for reflective practice utilising this approach improving outcomes for students and educators alike.

Our collaboration with external community service providers, including YP Space, Mission Australia, Werin Medical Centre, Biripi Aboriginal Corporation, MNC Women's Health, and Youth Justice, among others, continue to play a vital role in our work. The hard work and determination of the Wellbeing team in fostering these relationships with our external partners is highly commendable. We depend on these service partners to provide wrap-around support for our students and families as needs arise.

Professional learning for working with disengaged students, remains a priority for our ongoing development and school improvement. Our team, actively participated in the 2023 Special Assistance Schools Conference in Sydney. The event provided an invaluable opportunity for our staff to gain inspiration and affirmation from the impactful initiatives presented by other special assistance schools.

Wellbeing Team





CONTEXTUAL INFORMATION ABOUT THE SCHOOL

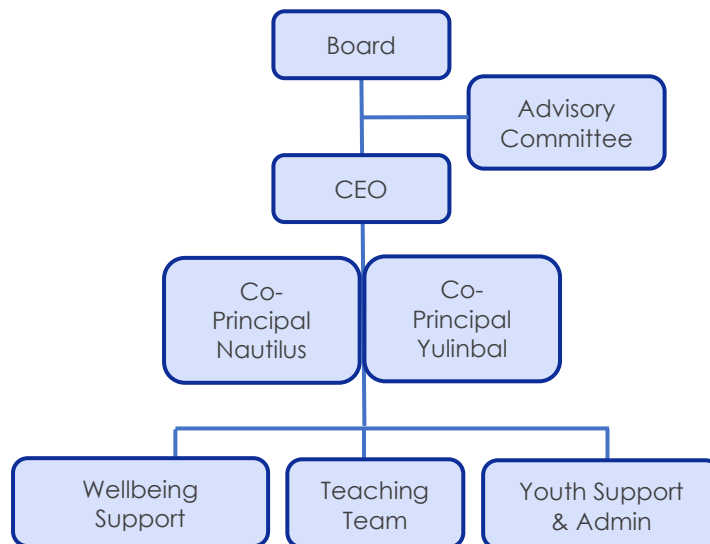
Nautilus Senior College (the School) is a registered and accredited non-government Special Assistance School. It is an independent school that aims to offer all eligible young people the chance to complete their school education in an environment that places wellbeing first.

We especially aim to include those whose lives may be complicated, challenging or require a particular understanding in order to achieve success.

BUSINESS STRUCTURE

Nautilus Senior College is our registered business name and is a division of Mid North Coast Community College Ltd (MNCCC).

MNCCC operates as a not-for-profit provider of adult and youth education on the New South Wales Mid-North Coast. The College, via the School's Teaching Principal, Head of Wellbeing & College's Chief Executive Officer reports to the College governance system which includes the Nautilus Advisory Committee.



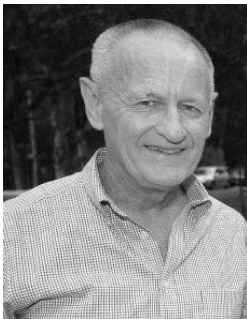


Advisory Committee Membership

Advisors: Experienced school leaders

Executive members: Co-Principals

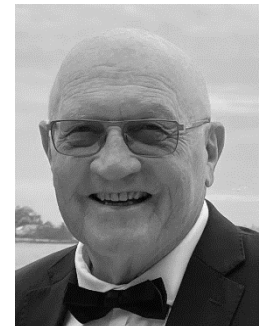
SCHOOL ADVISORS



John McQueen



Bronwyn Vickers



Jim O'Brien

LEADERSHIP TEAM



Valerieanne Byrnes



Kirsty Napper



Scott Lathlean



Darren Mumford



Tim Baker



Sol Tafai





HISTORY

A number of Alesco or Alesco style schools have been independently established across New South Wales, each providing an educational option for students who are not able, or are not seeking, to complete mainstream schooling, the first of which commenced in 2002 under WEA Hunter, Newcastle. The name Alesco is taken from the Latin term, to grow or mature.

The College was established in 2017 thanks to the hard work, dedication and support of many people, both within the Community College and from other local organisations who could see the community need for an alternative to re-engage youth at risk in education.

COMPLIANCE

Auditing for the School's registration and accreditation was undertaken by the New South Wales, Education Standards Authority (NESA) which included programs, student safety, school viability & enrolments.

The school and the primary organisation MNCCC have its finances and contract obligations audited each year by an external independent auditor.

The operations of the School, adhere to the requirements of key legislation and acts including:

- Operational requirements for insurance, Goods and Services Tax (GST), workers compensation and payroll are implemented under the auspices of Port Macquarie Community College Incorporated.
- The Australian Education Act, 2013
- Disability Discrimination Act 1992
- Education Act 1990 (NSW)
- Work Health & Safety Act 2011
- Ombudsman Act 1974
- (NSW) Child Protection (Working with Children)
- Environmental Planning and Act 2012 (NSW)
- Assessment Act 1979
- Commission for Children and Young People Act 1988
- Privacy and Personal Information Protection Act 1998
- Explosives Act 2003
- Children and Young Persons (Care Protection Act 1998)
- Building Code of Australia (2013)
- Institute of Teachers Act 2004





SCHOOL PREMISES

The school premises moved to 5 Albert Circuit Port Macquarie in 2020 and is owned by Mid North Coast Community College Ltd. Fully fitted for educational services, the facility comprises a two-story building. Students access the facility via public transport, private transport, or the Nautilus School Buses. In addition to school activities, the building is also used for before and after school care and children's holiday programs during term breaks.

2023 saw a major expansion of Nautilus with the completion of Stage 4 Construction. This included a STEM laboratory, undercover seating area, a larger classroom for year 10 and a dedicated quiet learning space. Additional areas were also remodelled to provide enhancements to our wellbeing services including a psychologist staff room, parent/student meeting room and another all-access toilet and shower. With the growth of the school a dedicated arts and crafts classroom was designed and saw Bay 3 refurbished to provide a range of opportunities for students such as woodwork, pottery kiln, arts and design.

Yulinbal Campus located in Taree has also seen significant growth and expansion in 2023 with the addition of a portable classroom offering a modern and spacious learning environment. 2023 also saw the commencement of Stage 2 upgrades, this latest stage which is due for completion April 2024, will offer students a complete STEM classroom, new toilet facilities for students and staff, laundry and resource storage and will pave the way for a Teachers Staff room and Wellbeing space.

Both campuses have included dedicated EV charging Stations to help support our growing EV fleet and is supported by solar installed across both campuses.

QUALITY CONTROL & CONTINUOUS IMPROVEMENT

Quality control and continuous improvement measures include:

- Internal monitoring of policies and procedures.
- Consultancy engagement of education and legal advisors.
- Ongoing professional development of employees.
- Professional Development through Scala Consulting Services and Integro Partners.
- Teacher accreditation workshops through AISNSW and other external bodies.





COMMUNICATIONS

The School believes in the importance of keeping open lines of communication with parents/guardians/carers and the greater school community in order to serve the best interests of the child. The School applies an ethical, open and transparent approach when communicating with students, their families, the broader community and stakeholders. Communications are also in accord with privacy and legislative requirements.

Regular Communications Examples include:

- At least two information sessions per year for any interested parties to attend. The session outlines aspects of the School's philosophy and the enrolment process.
- Opportunities for parent/teacher evenings where parents/guardians/carers can be given information such as:
 - An overview of semester's curriculum
 - Ways to help at home
 - Relevant stage of child development
 - To see student's work
 - Hear from specialist teachers about their subject
 - Ask questions
- Newsletters circulated to families containing relevant and specific information regarding upcoming events, including articles related to events, parenting and child development. These are also designed with high interest engagement by including numerous student photos.
 - Benchmarking with similar schools, such as Macleay Vocational College
 - Evaluation of teacher effectiveness
 - Regular staff meetings
 - Student and parent evaluation
- Student report feedback.
- Access to information and relevant forms available from the School's website.
- Individual meetings arranged by teachers with parents/guardians/carers as the need arises, and/or vice versa.
- Student reports are given to parents/guardians/carers twice a year
- Opportunity for parents/guardians/carers to pre-arrange meetings with teachers at a time convenient to both when needed throughout the year.
- Invitations extended to visitors, members of parliament and the community to special events programmed throughout the year.





DIGITAL COMMUNICATION

Examples & strategies include;

- Staff may correspond directly with students via telephone and via their School email address.
- Under extreme circumstances with parent permission contact may be via a social media platform.
- Staff continuous chat using Microsoft teams allows for easy transmission of information over the day. It gives exact times for movements and events and streamlines our ability to support the students and each other effectively in instant real time throughout the day.
- Staff check their school mobile phone and emails daily.
- Staff teach students about anti-bullying requirements for all communication and the pitfalls of social media use.

Students working to reduce waste and save some funds for student excursions



COMMUNICATION CODE OF CONDUCT

Extract;

- Staff do not add students as friends on social media and vice versa.
- Staff do not send SMS texts to students and vice versa unless also to a parent or as instructed by them.
- Staff do not give their or other employees' private contact details to students or others, such as parents/guardians/carers without permission and for a specific purpose.





SCHOOL VISION & CONTEXT

VISION STATEMENT

The College aims to offer all eligible young people the chance to complete their school education. We especially aim to include those whose lives may be complicated, challenging or require a particular understanding in order to achieve success.

Our School seeks to provide a learning environment that both challenges and supports students to explore and create opportunities and develop a lifelong passion for learning. Using community resources and our holistic approach to nurturing mental health and wellbeing, we aim to prepare students to be balanced, productive and innovative citizens.

Our vision is focused on the development of the whole child and ensures the development of resilience, resourcefulness, critical and creative thinking, personal and social capability and ethical and intercultural understanding. In doing so, we aim to ensure all students seize opportunities to become successful learners and members of the community.

SCHOOL PLANNING PROCESS

The College is an Independent Special Assistance School that endeavours to nurture the physical, social and emotional well-being of students to provide a robust platform for vocational, creative and/or academic pursuits.

The programs offered instill the core values of service, participation, respect and endeavours.

Our School, since inception, has had places for up to 60 students. With the new campus (post Stage 4 completion), the school will have the capacity to offer a maximum of 80 places subject to community need, we eagerly await to see this begin early next year.

Student wellbeing and the recognition of students as local citizens and global citizens is catered for by numerous proactive welfare initiatives.

In our third year of operation consultation involved extensive surveying of prior community college students, local school and education professionals, community leaders and the Alesco / Alternative school community.

Annually staff, parent and students will be consulted to build an inclusive program that meets the needs identified and help set direction for the future.





SCHOOL STRATEGIC DIRECTIONS

STRATEGIC DIRECTION 1 - Creative & Holistic Learning & Wellbeing

Our purpose is to provide a supportive, creative, differentiated curriculum and co-curricular program to meet the needs of our students, giving them enterprising skills for employment (both paid & voluntary). We will develop the critical and creative thinking skills and personal & social attributes of students.

Students will learn ethically with each other under adult learning principles as equals, valuing their own development as holistic, lifelong and life wide learners. To ensure resilient and resourceful students a well-being curriculum will be implemented including pastoral care for those at risk through family trauma, dislocated housing or substance misuse issues. All student programs will develop leadership capacity in a context of restorative practice among all of the school community.

STRATEGIC DIRECTION 2 - Collaborative, Professional Learning Culture

Our purpose is to provide collaborative professional learning to build the capacity of staff to become leaders of learning, creativity and innovation within the Alesco framework and with respect to the Alesco philosophy. A philosophy and practice designed to engage youth at risk will apply adult learning and restorative approaches to ensure teachers and learners are equal collaborators in taking responsibility for maintaining the school culture. We aim to ensure the well-being of all staff and implement an effective staff well-being program.

We will promote ourselves as a school who seeks to learn from others within the education profession, well-being profession and wider community.

STRATEGIC DIRECTION 3 - Connected Community Engagement

Our purpose is to enhance community engagement with all stakeholders, to enhance creative, holistic learning and community service, with partners including: parents, community leaders and those dedicated to outreach, other schools and the wider community. With continued outreach into the community, we aim to be a school with a local and global focus, engaging with sustainability in its broadest sense: environmental, social, cultural and economic.

We will provide infrastructure to support teaching and learning within our school land as a means of collaboration with others, especially using new technology to link us into the global village.

STRATEGIC DIRECTION 4 – Addressing Community Need

Where community stakeholders seek special assistance school services, the board will consider the opportunity to expand the school to meet local demand within the Mid North Coast.





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 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.

Extract from artist Joedie Lawler





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

Looking Forward:

Establishing our Gathang Language program will be a priority. Priority will also be directed to Driving Licences and facilitating Culturally Supportive Programs.



TEACHING AND LEARNING PHILOSOPHY

We accept that our students learning experiences have not all been positive in the past and have had challenging barriers to negotiate, Nautilus is committed to providing challenging learning experiences, maintaining developmentally appropriate expectations for all students and promoting achievement. All students have opportunities to reach their potential socially, emotionally, behaviorally, creatively and academically. Positive and flexible learning environments are created to encourage all students to develop their areas of personal strength, interest and aptitude.

Students are encouraged to take responsibility for their own learning and to set realistic goals. Our approach acknowledges the importance of exposure to a broad and balanced curriculum and we believe that the role of the School is to provide access to a wide range of learning opportunities.

Experiential and enquiry-based learning are essential aspects of our pedagogy to ensure curiosity is fostered and students 'learn by doing'. Opportunities to participate in charity work illustrate our commitment to developing healthy interpersonal relationships and productive community participation.

ASSESSMENT FOR LEARNING - DIFFERENTIATED CURRICULUM

We encourage all students to take pride in their efforts and celebrate their personal successes. We aim to create a school environment that provides rich and varied classroom and outdoor experiences for all students. The support staff and well-being team may also help teaching staff devise strategies for the provision of subject differentiation to provide additional scaffolding where appropriate.



Above: Graduating students at Nautilus College (Port Macquarie)

Right: Graduating students at Yulinbal Campus (Taree)





STUDENT OUTCOMES

RESULTS 2023

The school's results are usually not available to the public as our student numbers are below ACARA's threshold number for public reporting of student achievement data. This is to ensure that the privacy of individual students is protected.

GRANTING RECORDS OF SCHOOL ACHIEVEMENT

At the end of 2023, we had 33 Year 10 students enrolled. Thirty-two of the year 10 students, completed mandatory attendance and participation requirements of the Record of School Achievement (RoSA) Of these, seven continued on to an HSC Pathway in other schools whilst the remainder, explored further vocational pathways, apprenticeships or employment.

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	2020	2021	2022		2023	
			NC	YC	NC	YC
YR10 students who completed Yr10 (enrolled at end of year)	24	25	19	11	15	19
YR10 students who attained RoSA	22	24	19	11	15	18
YR10 students who completed Yr 10 alternative with MNCCC*	-	-	-	-	-	1

* These students unenrolled from Nautilus during the year

Additional Certificates / Outcomes (Across Yr 9 & Yr10)	2020	2021	2022		2023	
			NC	YC	NC	YC
White Card Completed		3	7		8	4
First Aid Course Completed				7	1	4
Surf Safety Award (SSA)				5		
Certificate II in Hospitality						
Certificate I in Access to Vocational Pathways						
Certificate I in Skills for Vocational Pathways						
Certificate II in Skills for Work and Vocational Pathways						
Food Safety / Food Supervisors Course	3					4
Non-Accredited WHS	21					
Participation in TAFE Yes Program					3	3





SUMMARY OF PROFESSIONAL LEARNING UNDERTAKEN BY STAFF

STAFF MEETINGS AND STAFF DEVELOPMENT DAYS

Empowering staff formulated a key component of strategic planning for the year of 2023. This year's professional learning focused on the following key areas:

Training	Key Learnings
Child Protection, Safety and Professional Standards Workshop. Facilitated by our Integroe Community Partners	<ul style="list-style-type: none"> • Introduction to Child Safety and Reporting Responsibilities • Staff Code of Conduct – Behaviours to encourage and avoid
Trauma Informed Practice Delivered by Berry Street Education Model	<ul style="list-style-type: none"> • Creating Trauma-Informed, Strengths-Based School Cultures
Alternative Schools Conference Facilitated by Warakiri College	<ul style="list-style-type: none"> • Exploring the Window of Tolerance • AIS – High expectations and Flexible Learning • Curriculum options for Diverse Learners – NESA • NCCD compliance and Individualised Planning
APOLA -Ocean Safety Surf Coach Award Facilitated by Australian professional Lifeguard Association	<ul style="list-style-type: none"> • Industry Specific award for National Coaching Accreditation in Level 1 Surf Riding Coach /Instructor Qualification
Project-based Learning Big Picture Learning Australia	<ul style="list-style-type: none"> • Introduction to Project based learning
Policy review and training	<ul style="list-style-type: none"> • Improved understanding of policy impacts.

General staff meeting, whole-school focused wellbeing also covered topics including policy and procedures, stakeholder feedback, child safety & wellbeing, NESA audit recommendations, curriculum requirements, discipline, attendance and risk management. A focus on development of a Schoolwide Positive Behaviour Framework was also a regular component of schoolwide professional learning throughout the year.

Specific workshops were conducted on curriculum for NESA syllabuses for science, math, geography, PDHPE & history.

Staff Induction was conducted to ensure WCCC, First Aid, WHS, policies and procedures were introduced, understood and practiced.

Responsible Officers undertook NESA accredited online course modules in governance, compliance, legal responsibilities & child protection. The school leadership team also participated in 'Adhoc To Agile: the Resilient Community Sector' to continue the ongoing development of the leadership team.





Staffing

All teaching staff have Bachelor degrees and teaching qualifications and all are accredited with NESAs. The College ensures that all casual teaching staff are similarly fully qualified and accredited.

LEADERSHIP TEAM

Valerieanne Byrnes	CEO
Kirsty Napper	Co Principal Nautilus
Scott Lathlean	Co Principal Yulinbal
Tim Baker	ICT & Operations Manager
Darren Mumford	Youth Transition Coordinator
Sol Tafai	Head of Campus

TEACHING STAFF – Nautilus College

Kirsty Napper	Maths
Andrew King	English, HSIE, PDHPE
Leesa Briones	Geography/ Technology
Mark Van Der Zee	Tech
Nicole Wells	Maths / Science
Rochelle Fineanganofa	Science
Sol Tafai	Visual Arts / Technology
Hamish Keddie	Drama

TEACHING STAFF – Yulinbal Campus

Scott Lathlean	PDHPE
Catherine Kristoffersen	Science
Darren Mumford	Wellbeing, Geography, PDHPE
Karen McWilliams	Geography / History
Tim Baber	Maths

SUPPORT STAFF

Whole of College

Nathan Paff	Psychologist
Rhiannon Tange	Psychologist

Operations

Annemarie Gregory	Finance Officer
Cameron Donnelly	IT Support
Reese Sheather	IT Support
Savita Vaishnav	Campus Reception
Sue English	Marketing





SUPPORT STAFF [con't]

Nautilus College

Alex Styles	Student Support
Alice Paterson	School administration
Alison Bonney	Mental Health Nurse
Apisalome (Pisa) Ravaula	Student Support
Clarissa Ah-see	Student Support (Casual)
Dean Tuckwell	Student Support
Donna Stephens	Wellbeing and student support
Elsa Munday	Student Support (Casual)
Emily Marlow	Student Support
George Stark	Bus Driver
Jarin Penniall	Student Support
Justine Shaw	Student Support
John McKeough	Bus Driver
Kelly O'Brien	Student Support
Kelly Sewell	Student Support
Linda Murphy	School Administration
Loren Enfield	Surf Coach, Student Support
Luke Barry	Student Support
Monica Ilieski	Student Support
Seti Fono	Student Support

Yulinbal Campus

Brad Webster	Student Support
Christine Brown	Student Support
Hugh Hayden	Student Support
Jeff Forest	Student Support
Jodie Newell	School Administration
John Bungie	Student Support
Joshua Maharey	Student Support
Marley Marr	Student Support
Maria Mitchell	Student Support
Patrick Cortaville-Smith	Student Support
Paul O'Connor	Student Support
Richard Doherty	Student Support
Trish Cortaville-Smith	Student Support
Vicki Paine	Student Support

ACKNOWLEDGEMENT

Special thanks to Teachers and support staff who moved on to new opportunities during or at the end of the year, we wish them all the very best in their future careers and value the time they spent with our students.

Kirsty Napper, Tim Baber, Lasallian Ciampia, Theresa Simmonds, Richard Doherty, Marley Marr, Tirzah McKee, Shaun Evans, Jayden Campbell, Andrew Lawrence.





WORKFORCE COMPOSITION

The College also employs consultants to assist with Curriculum development, Wellbeing programming & management and NESAs and Financial Compliance.

Nautilus Campus		
	TOTAL STAFF	FTE
Teaching	5	4.4
Non-teaching Student Support/Well-being staff	9	6.3
Non-teaching Leadership & Administration staff	11	4.8
Yulinbal Campus		
	TOTAL STAFF	FTE
Teaching	3	2.8
Non-teaching Student Support/Well-being staff	13	9.2
Non-teaching Leadership & Administration staff	10	5

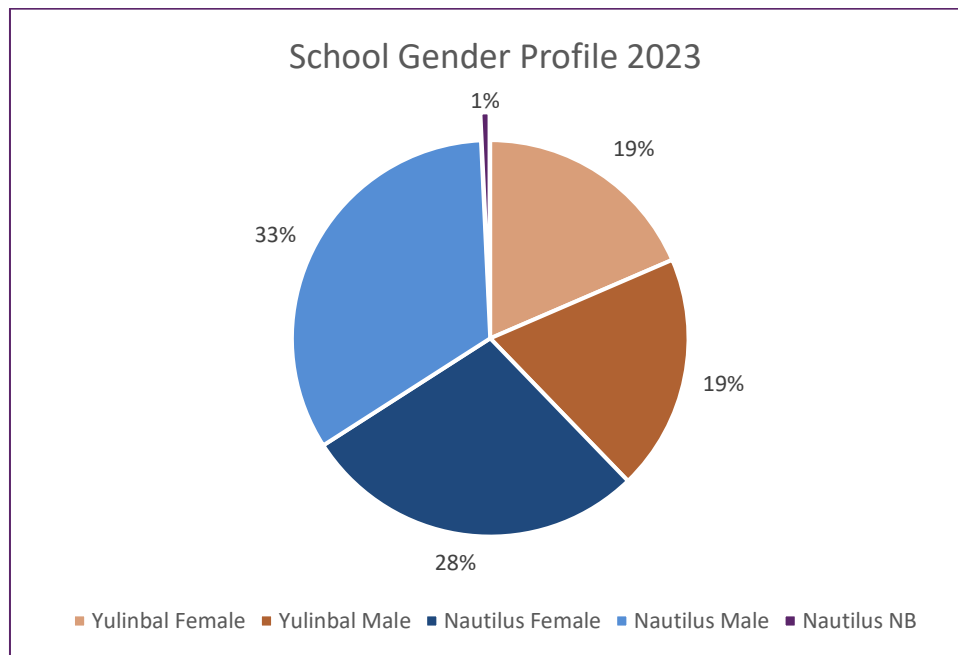




CHARACTERISTICS OF THE STUDENT BODY

The student body in 2023 had the following characteristics:

- ❖ An equal proportion of female to male students across the college and close to even split at each individual campus.
- ❖ More Year 10 than Year 9 students, a small growing cohort of stage 4 students at Port Macquarie.
- ❖ Students were drawn from a mixture of both Independent and Government schools.
- ❖ Students attended from as far afield as Wauchope, Kempsey and Laurieton to Nautilus College campus in Port Macquarie.
- ❖ Students attended from as far afield as Foster, Old Bar, Harrington and Lansdowne to Yulinbal campus in Taree.



2023 Student Gender Profile – Whole School				
	Year 7	Year 8	Year 9	Year 10
Female	20%	56%	40%	55%
Male	80%	44%	58%	45%
Non-binary	0%	0%	2%	0%
% of total School Population	7%	12%	39%	41%





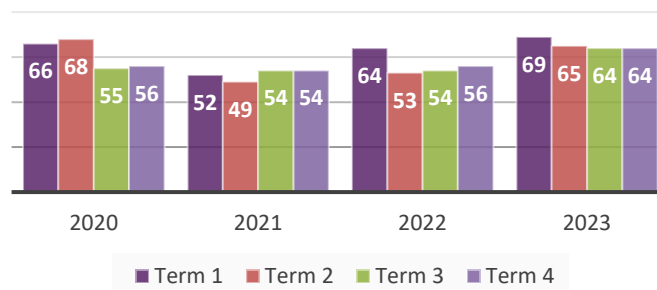
STUDENT ATTENDANCE

The College encourages its students to aim for an attendance rate of 80% (or higher) across the year. This is not always possible for our students, as occasionally life circumstances prohibit them from being able to attend school regularly. However, we are pleased to say that most of our students work hard to try and achieve this attendance goal.

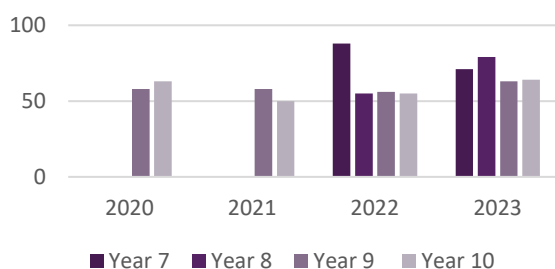
In 2023, the average for all students across the year was 65%. This is an improvement from the past experiences noted in prior school reports and from discussion with parents and guardians. NSC will continue to implement different strategies to continue to improve future attendance figures, which is a state wide issue.

The School's policies and procedures for attendance reflect the relevant regulation of the NSW Education Act 1990 and specify that absence from school for any period of time during the day requires written explanation from a parent or guardian. Roll calls are carried out each morning and entered into the Student Management System (Sentral). Partial absences are recorded by the Student Attendance/Support Officer with details of times and reason for partial absence and how the School was notified. Returns after a partial absence are also recorded. During 2023, the School utilised our Student Management System (Sentral) to notify parents and guardians of any absences.

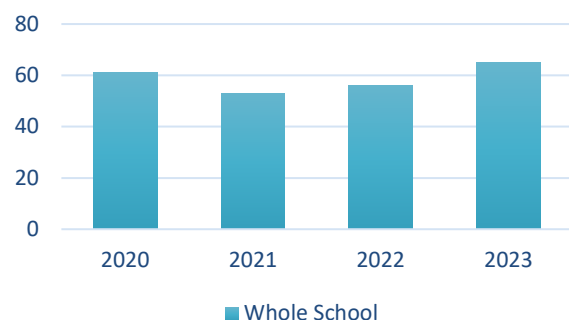
AVERAGE % ATTENDANCE BY TERM



Average % attendance by Year Group - Whole School



YEARLY AVERAGE % ATTENDANCE



MANAGEMENT - ATTENDANCE AND EARLY INTERVENTION

Encouraging attendance is a core responsibility and belief of NSC.

Early Intervention is designed to reduce poor attendance and decrease the number of students who do not complete their RoSA.

Where a student is absent from school and we have not received any verbal or written communication from them or their parent/carer then we will initiate a first day contact. This means making a determined and sustained effort to respond to unexplained absence on the first day of absence usually through a telephone call by a member of staff.

Our school policy certainly takes individual situations into account, such as health issues, but in general, once a student misses more than five days of school within a fortnight without approval from the Principal, that student is placed in an intervention; the College will provide an intervention program for students who are struggling to attend school.

The structure of the program will consist of intervention sessions held monthly throughout the year to share information concerning a student's attendance. These sessions will include Student; Parent/carer; Student Welfare Officer and Principal. Home visits have also proved to be an effect way to establish connection between home and school for some struggling students. Additional private pick-ups for some anxious students, has been a way to get them into school then encourage back onto the bus runs with a buddy to build confidence.

If more school days are missed from this point forward the students may be withdrawn from the program. An important part of the Early Intervention Policy is to offer help or assistance to students with problems that may interfere with a student's attendance.



Students and staff are engaged side by side in cultural and community events. By making art and joining in cultural activities, students are better able to appreciate and respect the differences in others.





SPECIFIC STRATEGIES TO IMPROVE 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 a follow-up enquiry.

Non-attendance procedures are in place where the Student Attendance/Support Officer will follow up and escalate to the Principal. In these circumstances, pastoral and duty of care are always considered.

Escalation for non-attendance including home visits and interviews between the Co-Principal and the student and the parent or guardian. Formal letters can be issued for non-attendance and summary of each term, attendance records can be sent out to the parent/ guardian.

Students are encouraged to review their attendance on a weekly basis, should we see a pattern of non-attendance forming there are a number of interventions;

- Term Intervention meetings with Principal/Student Welfare Coordinator.
- Parent/Guardian consultation.
- Verbal and written warnings.
- Attendance contracts.
- Review of placement.

The College only operates a school initiated or student-initiated withdrawal policy for students. There is no expulsion policy in place. This means there is the opportunity for students to take time out and reassess their educational priorities and for students to re-apply when they are able to participate further.

RETENTION RATES

The comparative performance over time was consistent with regards to the students who started the year and those that finished.

Compared with the state, Nautilus completed a similar percentage of students to their RoSA.

Our student enrollment has been mostly consistent each term but lower than the statewide average, but this is not unexpected for the nature of the school.

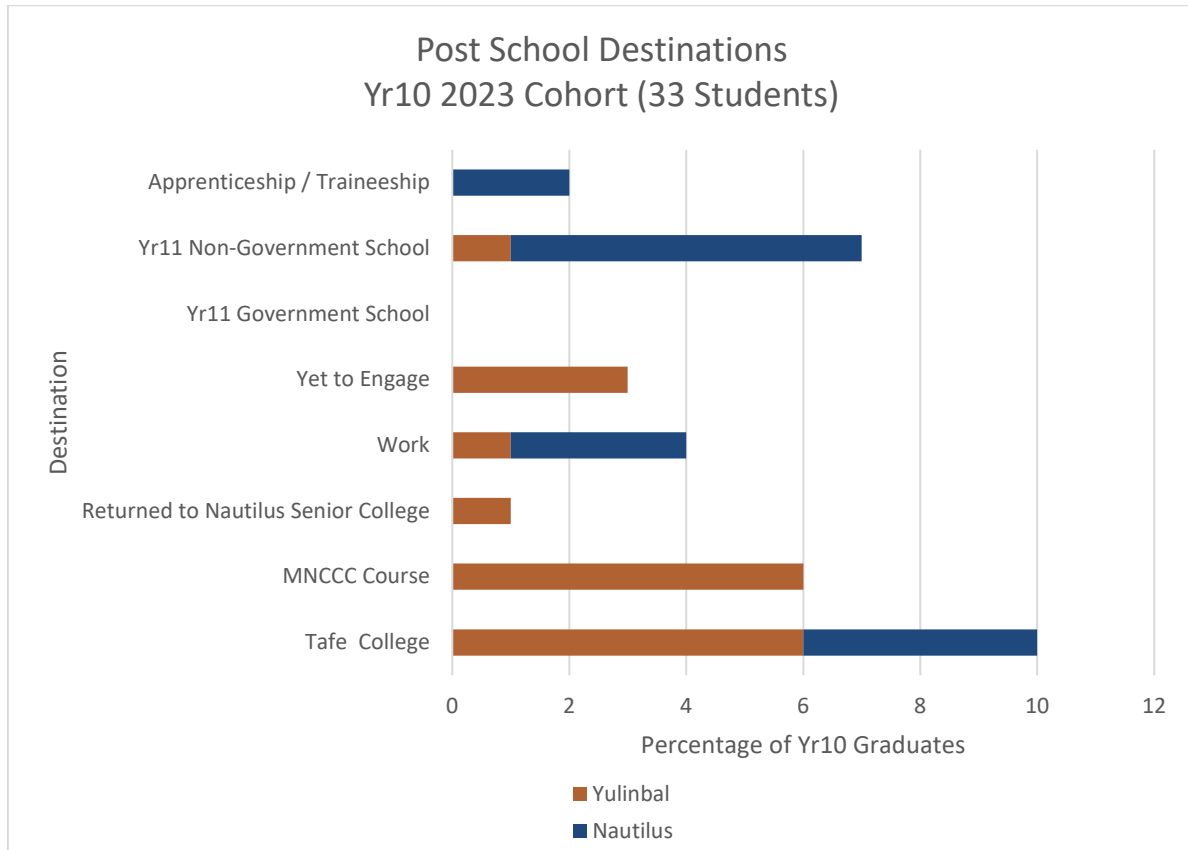
Comparisons with similar schools was positive in terms of the percentage of students that completed the Year 10 course.





POST SCHOOL DESTINATIONS

In relation to the destinations of students who completed Year 10, the majority of the students continued to pursue vocational studies at TAFE or through apprenticeships.



PARENT, STUDENT, TEACHER SATISFACTION

Parent and student satisfaction was extremely high with those students who achieved the RoSA.

At the end of Year 10 celebration at each campus, parents commented on how pleased they were with their child's progress. Our increased family engagement recognises that a commitment to wellbeing, relationships, and a sense of belonging leads to enhanced education outcomes.

Our 2023 MNCCC Employee Engagement Survey also highlighted that our team enjoys the work we do, through our common purpose to have a positive impact on the most vulnerable within our communities.

"It takes a team to achieve a goal, to remove barriers, to listen and to care, our small team are doing wonderful job."

Scott Lathlean

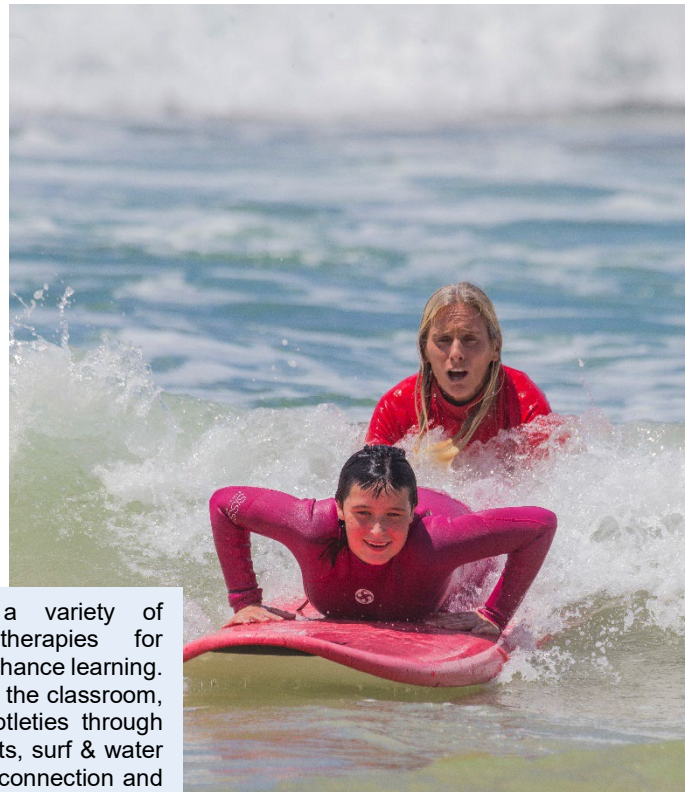




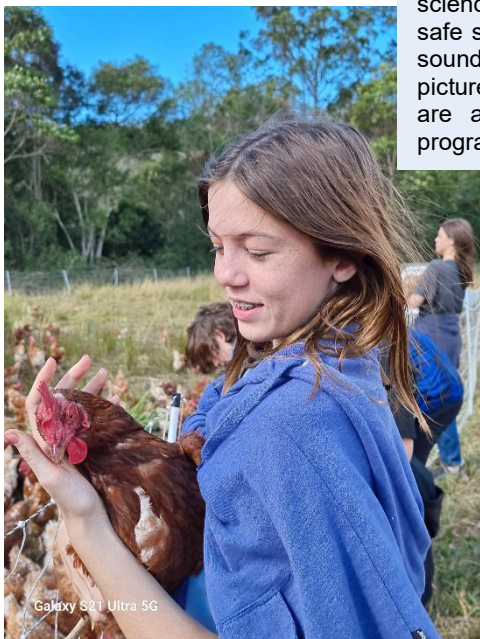
STUDENT REPRESENTATION

Seeking input from our students is critical to understanding their needs and creating better learning environments. Our students participated during the year in surveys and group discussions to:

- Consider changes or improvements that could be made to better the School's environment or classroom areas.
- Design and create extra-curricular activities that suited their interests.
- Consider changes to policies and procedures.
- Raise awareness of social justice issues among the student body, as well as providing a forum for discussion of ideas for change.



Students enjoy a variety of activities and therapies for wellbeing and to enhance learning. Time in nature and the classroom, learning social subtleties through science experiments, surf & water safe skills, animal connection and sound therapy to encourage big picture and inspirational thinking are all regular features of our programs.



Yulinbal Campus – Connection to School

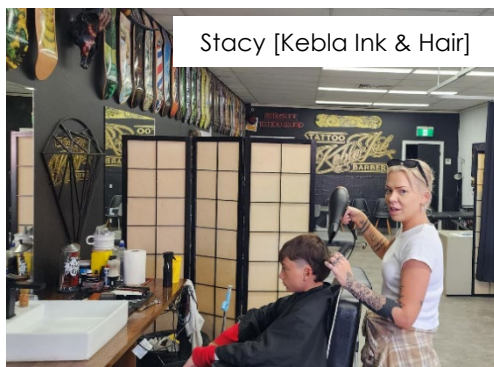
When students told us they didn't like school holidays and requested to come to school anyway, we listened and came up with a plan to maintain connections during these periods.

We had haircuts and movie days. We went surfing, we cooked, and we participated in Agricultural Shows and in the latter part of 2023 we secured funding under the Regional Youth initiative provided by the Department of Regional NSW. Over 4 days in September/October our students had an amazing experience with state-of-the-art technology - script writing for a YouTube channel, musical performance complete with film clip recording, virtual reality, driving simulators and so much more.

We experienced, first hand, the benefit of touching base with our students when the school is a little less busy and the students are a little less anchored. Providing routine and a familiar space is key to offering support during times that might otherwise present a challenge.

During 2023, we sourced an estimated \$19K in grants and donated goods and together with the ongoing support of our community partners, we hope to increase this figure year on year.

Whilst we continue to look for new and exciting ways to engage our students during vulnerable times, we are proud of what we have achieved so far.



Stacy [Kebbla Ink & Hair]



Pluto Inclusive Entertainment



Dept Primary Industries: Fishing Grant



Surf items purchased from grant funding



Yulinbal Surf Program



Ag Show participation



Nautilus Campus – Adaptive Curricular Programming

Extra-curricular programming at Nautilus during 2023 has had a focus upon engagement, building on 21st Century Skills and play.

The key aims of these programs has been to 'hook' disengaged students back into learning, whilst providing opportunities to build skills in:

- creativity and innovation
- problem solving and decision making
- communication collaboration and teamwork

Each year the challenges that face our students changes and we need to adapt our approach to re-engaging our students to work with their needs. This adaptive approach enables us to support students to rich potential they never considered possible.

We look forward to building on the success of this programming in 2024!





SCHOOL ENROLMENT POLICIES

POLICY - ENROLMENT

- 1.1 NSC primarily seeks to support students suffering from social or financial disadvantage, medical, psychological or emotional challenges or who have become disconnected from mainstream education. Students may be facing mental health challenges, homelessness, dysfunctional families, substance abuse issues, interface with Department of Juvenile Justice, early parenthood, neglect, living independently in refuges or have recently settled in Australia as part of the humanitarian resettlement/refugee program.

The selection criteria for the College focuses on eight key areas;

- | | |
|---|---|
| ❖ Learning difficulties/disabilities | ❖ Financial disadvantages |
| ❖ Behavioural difficulties/disabilities | ❖ Non-English speaking |
| ❖ Social disadvantages | ❖ Aboriginal and/or Torres Strait Islanders |
| ❖ Age | ❖ Isolation |
| ❖ Academic Achievement | |

- 1.2 NSC cannot cater for students who are functionally illiterate in English or who require intensive behaviour or health support. Access to a Counsellor is available to all students who are enrolled in the school, but the College is not in a position to manage students who cannot operate within the adult learning environment.
- 1.3 All students who apply to attend NSC will be required to attend an interview as part of the application process. If practicable a Parent / Guardian / Caregiver/Case Worker is required to attend to learn about the College and contribute to the information shared. Candidates 18 years or over may be able to attend an interview alone. Candidates under 18 must be accompanied by a responsible adult.
- 1.4 Applicants are expected to make a full disclosure of relevant details at interview and if a Student is accepted and undisclosed information relevant to the acceptance decision becomes available, then the Student's enrolment may be reviewed at the discretion of the Principal.
- 1.5 A student's acceptance into the College is dependent on their presentation at interview, the documentation they provide and their demonstrated ability to work within the policies and philosophy of NSC.



POLICY - ENROLMENT (CONT'D)

Students enrolled at NSC may be required to undergo Literacy and Numeracy assessment or other cognitive testing, if the teaching staff deems it necessary. This assessment may be conducted prior to enrolment or post-enrolment at the discretion of the relevant teaching staff.

Except in exceptional circumstances, (e.g. Refugee status) prospective students are required to provide evidence of prior learning and a copy of the most recent school report from the last school they studied at. If necessary, NSC will contact the past school to confirm details of the prospective student's enrolment and reasons for leaving or to obtain a copy of the report. Where required, further contact may be made with other relevant organisations before a student's enrolment application is accepted.

Students entering Year 10 enrolment must demonstrate that they had significant participation in Year 9 studies, or complete school designed form or that they are suitable for Year 10 enrolments as determined by the Principal or Head of Campus.

POLICY - ACCEPTANCE

- 2.1 Successful applicants will receive a letter confirming their enrolment.
- 2.2 Copies of all supporting documents, credentials provided by the student are kept in the student's file.

POLICY - WITHDRAWAL

- 3.1 NSC recognises the commitment they ask of their students will not suit everyone's needs and respects the right of any candidate to withdraw their application for inclusion in NSC.
- 3.2 If a candidate makes the choice to withdraw their application for enrolment this does not mean they cannot apply again at a later date.
- 3.3 Should a student terminate their enrolment at the College, following a period of attendance, the College will consider a request to re-enrol, at the discretion of the Principal.

POLICY - CONTINUING ENROLMENT

- 4.1 A student's enrolment at the College is conditional upon the student demonstrating commitment to the College ethos including adherence to the Student Conduct Policy. Students need to commit to attendance and participation.





SCHOOL POLICIES

PROCEDURE, ORIENTATION & ENROLMENT CONTRACT

The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act 1990 No 8 (NSW) and of the NSW Education Standards Authority (NESA) requirements for registration of the school."

Orientation is considered extremely important for both the College and the newly enrolled students. It is an opportunity for students to ensure all documentation relating to their application and enrolment have been finalised so that they may receive all the initial support they require. It is however, an equally important opportunity for all students and their parents/guardians/caregivers to have the opportunity to read, discuss and agree to the terms, conditions and expectations of enrolment.

Due to the nature of our students, it is the Principal's responsibility to ensure the contents of the Student Handbook are verbally discussed with all students throughout the year.

The enrolment contract identifies the terms and conditions of enrolment with specific reference to the Colleges:

- Discipline policies and procedures.
- Attendance policies and procedures.
- Curriculum and assessment policies and procedures and Student welfare policies and procedures.

All of which are available for the student and his/her parent to read in full as part of the Student Handbook. The goal of the orientation process is for the student, his/her parent/guardian/caregiver are aware of their rights and responsibilities and the College's expectations regarding maintaining enrolment.

ACTIVITY

Orientation

Student Handbook

Ongoing presentation of Handbook content

RESPONSIBILITY

Co-Principal & Class Teacher

Co-Principal or Class Teacher

Teaching team



PROCEDURE, ORIENTATION & ENROLMENT CONTRACT

School policies cover all major sections of the NSW Education Authority (NESA) Manual. All approved policies and procedures are located on the Student Management System (Sentral) for all staff to access.

A number of changes have been made to policies based on NESA feedback we have received in the first year of its operation. To monitor changes to documents a master list has been developed to detail amendments and version control during the reporting year. Some policies are made available on the school website with the remainder available on request.

ANTI BULLYING POLICY

The purpose of this policy as stated is to recognise that bullying is a risk to health and safety, and that the School has clear procedures in place to ensure respect and acceptance of differences as part of the provision of a safe environment.

The policy clarifies the legal responsibility of all individuals including students, staff and parents to prevent bullying and associated behaviours such as harassment.

Associated procedures detail the School's response to any conduct deemed to constitute bullying.

COMPLAINTS OR GRIEVANCES RECEIVED POLICY

This policy confirms that the School is committed to ensuring that the response to complaints or grievances is timely, fair and transparent.

The policy references relevant legislation including the Ombudsman Act 1974 (NSW), and associated procedures detail the processes to be followed by the School in responding to a complaint, formal or informal, or a grievance. This includes provision for both an internal review and external review of the outcome of the School's processes if relevant.





STUDENT DISCIPLINE AND PROCEDURAL FAIRNESS POLICY

This policy clarifies the School's expectations for student behaviour, contextualised for the 'adult learning' environment, and the consequences of behaviour that is deemed to be unacceptable.

The policy defines the School's preference for the use of terms such as withdrawal' and 'inclusion', rather than 'suspension' or 'expulsion'. Processes of procedural fairness are strongly and explicitly represented throughout the policy and associated procedures which detail the School's response to disciplinary-related matters.

STUDENT WELLBEING AT THE COLLEGE

The importance of student wellbeing at the School is reflected in its vision statement: 'to ensure the development of the whole child - resilience, resourcefulness, critical and creative thinking, personal and social capability, and ethical and intercultural understanding'

The school's policies, including those related to attendance, discipline and student behaviour, and anti-bullying reflect the importance of student welfare.

Student welfare is at the heart of the decisions made about the school's provision of curriculum, teaching and learning, and strategies to strengthen student engagement. Further information related to student wellbeing at the School can be found in the statement of the School Strategic Directions statement and our statement on our website www.nsc.edu.au.



SCHOOL DETERMINED IMPROVEMENT TARGETS

2023 PRIORITIES & ACHIEVEMENTS

Priority	Target	Achievement
<ul style="list-style-type: none"> Professional Development of staff to embrace a different philosophy of building respect with disengaged youth – continued. 	<ul style="list-style-type: none"> Embrace alternative school experiences and evaluate philosophy in action – Unconditional Positive Regard 	<ul style="list-style-type: none"> Improved staff capacity of evidence-based trauma informed practices. Training included: Berry Steet Model, Alternative Schools Conference 2023, Coach to Cope
<ul style="list-style-type: none"> Enhance student feedback mechanisms. 	<ul style="list-style-type: none"> Strive always for greater participation 	<ul style="list-style-type: none"> Student surveys to incorporate student interest into extra-curricular activities. Focus on program engagement
<ul style="list-style-type: none"> Meet NESA registration and accreditation standards. 	<ul style="list-style-type: none"> Continuous improvement in teaching and learning 	<ul style="list-style-type: none"> NESA Curriculum documentation prepared for submission March, 2024
<ul style="list-style-type: none"> Meet NCCD disability adjustments standards. 	<ul style="list-style-type: none"> Ongoing improvement of school data collection processes to inform practices for personalised learning and support 	<ul style="list-style-type: none"> Sentral database review of Wellbeing and behavior module to track adjustments and intervention A suite of new resources developed to assist responding to student's needs. For example: Attendance Plan, Individual Behaviour Plan
<ul style="list-style-type: none"> Environment: Manage building works as stage 4 of the Nautilus building upgrade is under way. 	<ul style="list-style-type: none"> Completion by August 2023 	<ul style="list-style-type: none"> Complete. New and current learning spaces reviewed to ensure best opportunity for rhythm and routine in new spaces to support transition points throughout the school day
<ul style="list-style-type: none"> Environment: Manage building works at Yulinbal Campus as a new classroom, an administration block and connected rooms are built onsite. 	<ul style="list-style-type: none"> Completion by December 2024 	<ul style="list-style-type: none"> Creative timetabling and focus on offsite learning to support engagement in learning sessions
<ul style="list-style-type: none"> Continuous improvement in governance. 	<ul style="list-style-type: none"> NESA criteria met for development, recruitment and conduct. 	<ul style="list-style-type: none"> Staff mentorship and regular workshops aligned to Staff Code of Conduct and professional behaviour





2024 PRIORITIES & TARGETS

Priority	Target
<ul style="list-style-type: none"> Professional Development of staff to embrace a different philosophy of building respect with disengaged youth – continued. 	<ul style="list-style-type: none"> Embrace alternative school experiences and evaluate philosophy in action. Appoint mentor and deliver purpose-built programs
<ul style="list-style-type: none"> Enhance student feedback and agency through student voices project 	<ul style="list-style-type: none"> Strive for greater participation through the learning environment. Appoint dedicated staff.
<ul style="list-style-type: none"> Meet NESA registration and accreditation standards. 	<ul style="list-style-type: none"> Achieve registration renewal. Build tools specific to Special Assistance Schools
<ul style="list-style-type: none"> Meet NCCD disability adjustments standards. 	<ul style="list-style-type: none"> Continuous improvement in teaching and learning
<ul style="list-style-type: none"> Environment: Complete building works at Yulinbal Campus and identify additional land opportunities for targeted programs. 	<ul style="list-style-type: none"> Completion by December 2024
<ul style="list-style-type: none"> Continuous improvement in governance. 	<ul style="list-style-type: none"> Planning for Project Learning to be completed Nov 24 NESA criteria met for development, recruitment and conduct.
<ul style="list-style-type: none"> Develop Gathang language program for 2025 	<ul style="list-style-type: none"> Program completion October 2024
<ul style="list-style-type: none"> Remove learning barriers and Assist students with accommodation needs 	<ul style="list-style-type: none"> Identify opportunities and produce a green paper on the potential of boarding facilities
<ul style="list-style-type: none"> Improve and continue to embed First Nations perspectives and experiences into whole school programming. 	<ul style="list-style-type: none"> Participate in and create opportunities to receive feedback and recommendations from First Nation community leaders
<ul style="list-style-type: none"> Build on community partnerships with a shared vision for creating engaging programs that support student wellbeing 	<ul style="list-style-type: none"> Extend and build on partnerships with external stakeholders and community services





PROMOTING RESPECT & RESPONSIBILITY

A key focus of policies can be found under our requirements to build a safe and supportive environment. The College has published policies covering the following areas:

Visitor's protocol.	Promoting Student Safety.
Risk Management and Assessment.	Critical Incidents.
Excursion permission notes.	Student Discipline.
Child Protection framework, including how to identify and respond to child abuse and neglect.	Withdrawal of Enrolment
	Duty of Care.

DEVELOPMENT OF THE WELLBEING TEAM

Meeting on a weekly basis, the Wellbeing Team tracks the social and emotional well-being of all students and staff. The combined wisdom of this group seeks positive responses to issues challenging students' lives, and this unconditional positive approach usually leads to solutions being found rapidly. These may not solve chronic issues in students' personal or family lives, but they aim to move things towards more self-aware and self-empowering responses to old triggers for individual students.

Staff also receive help from the combined wisdom of the school leadership, as well as having peer support and mentoring in their Professional Development program to rely on.

RESTORATIVE PRACTICE

Building a non-violent communication culture, with Restorative Practices at its core, is a major cultural development across the school and the whole college. It takes time to educate everyone about the processes for sharing responsibility and for resolving issues across the whole school community. However, this is beginning to take root, and there are strong signs that young people engage whole heartedly in seeking "fair" outcomes for all, once they understand how the restorative process unfolds. "Calling a Circle" is becoming a pattern to deal with "hot" issues, and it all builds deeper understanding of and engagement with constructive problem solving, rather than punitive approaches to behaviour management.

PROFESSIONAL DEVELOPMENT AND MENTORING IN SOCIAL AND EMOTIONAL WELLBEING (SEWB)

The College is moving into a rhythm of professional development that enhances teachers' mutual support and personal skills building. By sharing in discussions on case studies, taking turns preparing and recording Well-being Team meetings, and following up on resolving individual student issues, teachers are learning the steps involved in building a whole school culture of well-being. They are also following up on their own learning to deepen their understanding of this different form of facilitating teaching and learning.



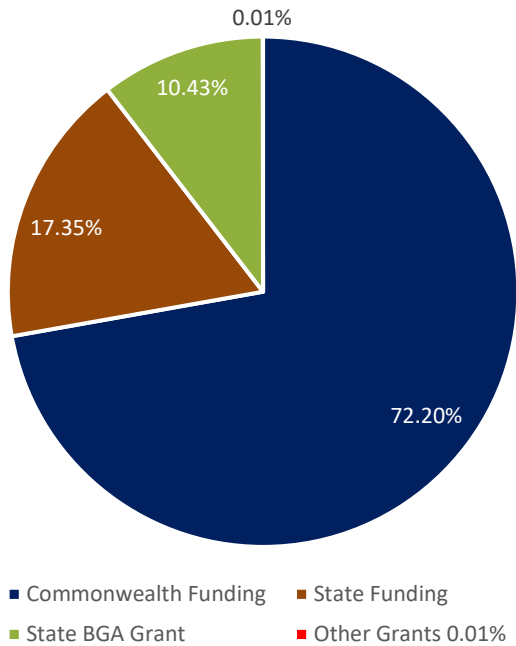


FINANCIAL REPORTING

2023 FINANCIAL SUMMARY

The financial performance of the school was within expectations. The majority of our income is Commonwealth Recurrent funding and our major expense is People; staff, teachers, consultants.

Income 2023



Recurrent / Capital Expenditure 2023

