

NOVO

EDUCATION SPACE



 NEW DIRECTION

 SKILLS TO GET THERE

 CARE ALONG THE WAY



ANNUAL REPORT

2021

WOLLONGONG



SOUTHERN HIGHLANDS



NOWRA



VINCENTIA

Our Purpose

In our small, flexible, student-led education spaces, we provide opportunities which foster the development of capable, confident and self-assured young people who are connected to their community and able to forge a path to a productive future



Our Acknowledgement

Novo Education Space acknowledges the traditional owners of the lands on which we work and learn. We pay our respects to all First Nations peoples and their elders past, present and emerging. We value their continuing cultures and connection to land, water and sea. We are committed to creating safe and welcoming learning centres for First Nations youth to flourish and grow as future community leaders.

Novo Education Space (formerly Alesco Illawarra) is operated by
WEA Illawarra
ABN 14 062 944 950
50-58 Auburn Street
Wollongong NSW 2500
P: 02 4226 1622
E: novo@novo.nsw.edu.au
www.novo.nsw.edu.au

This report is prepared by Novo Education Space to meet educational and financial reporting requirements for the 2021 reporting year, in accordance with the Australian Government's Australian Education Regulations 2013 and the NSW Education Standards Authority requirements for Registered and Accredited individual non-government schools.

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From the WEA Illawarra Board of Directors



This year saw our 11th cohort of students engage in our learning communities throughout the Illawarra, Southern Highlands and Shoalhaven regions. In 2021, marking and solidifying our renewed purpose, vision and charter for our Special Assistance School, we transitioned from our origins as Alesco Illawarra, highlighting our new direction through a name change – Novo Education Space.

Novo is from the Latin, meaning to make new, renew, from the beginning or good as new. The name is fitting as we provide new opportunities for students to forge a path to their future, using new approaches to teaching and learning, and we build renewed hope for each student's individual learning journey.

On behalf of the WEA Illawarra Board, I would like to praise Novo Education Space on another year in delivering on our mission through continued challenging circumstances.

Novo Education Space continued to provide a safe, respectful and inclusive environment for young people to meet the challenges of education, work and life in the 21st Century. Following on from 2020, we had another extraordinary year in 2021, where Covid-19 continued to impose restrictions across our organisation. Despite these hurdles, the team fortified and worked diligently to deliver on the task at hand.

In 2021 graduates celebrated their successes in ceremonies held at Wollongong, Bowral, Nowra and Vincentia.

The Board continues to invest in our organisation with new Board members and leadership staff, who all strived to provide opportunities for connection, growth and success for young people in our communities.

The Board thanks the dedicated team at Novo Education Space for their commitment, support and belief in our students.

Ross Crapis
Chairperson
WEA Illawarra Board

Principal's Message



2021 was another challenging year, however, armed with the lessons learned in 2020 (with the closure of face-to-face classes on our four campuses in response to the pandemic), our response in 2021 was far more measured and our learning and wellbeing programs functioned well. Our exceptional staff demonstrated a passion for using innovative ideas and flexible delivery solutions to help our students to stay connected and keep learning. We can be all very proud of just how well we came through this difficult time together.

Despite all the challenges and disruption for students, it is a testament to our wellbeing-first philosophy that 2021 saw us achieve our highest ever student retention rate for the year. Relatedness is a core pillar of our approach at Novo Education Space, and our priority through our extended lockdowns was to ensure we remained connected to each and every student in whatever way best suited their circumstances and situations.

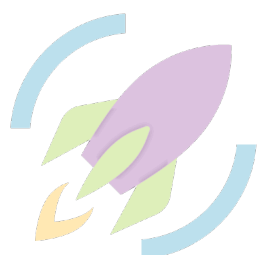
By the end of 2021 we made some further structural changes and allocated a Campus Coordinator to each campus and boosted the time they had to Coordinate the efforts of their teams. We also now have a Wellbeing Manager and dedicated Student Wellbeing Officers located at every campus. This resulted in the formation of an effective and passionate School Leadership Team (Executive, Campus Coordinators and Wellbeing Managers) who meet regularly to exchange views on how to approach challenges as they arise.

As a result, we have seen better student retention, attendance and engagement and the whole Novo Education Space team have got better at focusing on our students' wellbeing and their personal growth to ensure they have opportunities to improve their life chances.

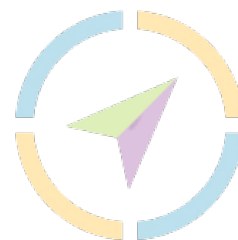
I'm very proud of what we have achieved in 2021 and I especially want to thank my dedicated Novo Education Space team for their outstanding commitment to their students and their selfless efforts in 2021.

I want to acknowledge the efforts of the Chairman of our Board, Mr Ross Crapis, who has championed quality governance and leadership of the Board of Directors. I'd like to thank the members of the Board of Directors for their generosity with their time, their skills and unwavering support and encouragement of Novo Education Space, our staff and students.

David Fuller
Principal



The Novo Education Space Way



Context

Novo Education Space is a non-denominational, independent secondary school registered with the NSW Education Standards Authority (NESA) for Years 9 to 12. Novo Education Space operates under the auspices of WEA Illawarra. WEA Illawarra is a not-for-profit Community College and Registered Training Organisation with a broad social inclusion agenda and Novo Education Space is an integral service in the achievement of WEA's vision.

WEA Illawarra Vision

To improve the lives of people by offering them appropriate education and training in a nurturing and caring environment.

Novo Mission

Novo Education Space will provide a safe, respectful and inclusive environment in which young people can explore learning, develop their potential, and be well equipped to meet the challenges of education, work and life in the 21st Century.

We value

Respect – acknowledging the importance of each person's identity, needs, heritage, traditions, skills, knowledge, and aspirations, and having a commitment to honesty and open communication.

Collaboration - an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems. The outcome is different and enhanced from the original solutions that any team member would produce independently.

Self-Reflection and Accountability – taking time to analyse and understand our own needs, thoughts and resulting behaviours, and taking responsibility for our actions.

Our Purpose

To provide opportunities which foster the development of capable, confident and self-assured young people who are connected to their community and able to forge a path to a productive future.

Our Charter

Our school strives to lift up young people, developing in them renewed hope, self-worth, autonomy and optimism. Our job is to help young people believe in themselves and to realise that they can shape their future and choose what it will be, regardless of what has come before. We acknowledge that staff, students and caregivers are all on a learning journey together and we work hard to make sure nobody gets left behind. We are committed to shaping the lives of young people so that they flourish and are positive contributors to their communities.

Our **School Culture**

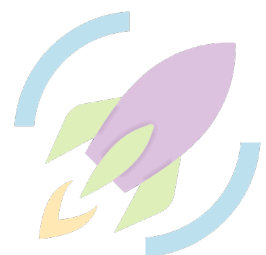
is characterised by:

- Belonging
- Kindness
- Patience
- Courage
- Trust
- Responsibility
- Acceptance and forgiveness
- Respect for self and others
- Championing growth
- Unconditional positive regard for each member of the school community
- Recognition and celebration of everyone's giftedness
- High expectations and no excuses

Our **Learning and Teaching Practice**

is characterised by:

- The quality delivery of the NSW Curriculum
- Specialised strategies for healing, growth and achievement
- Belief that every student can learn, progress and succeed
- A shared commitment to growth mindset and life- long learning
- Student-centred and engaging learning experiences
- An active student voice
- Practice that is evidence-based and reflective of current research
- Being well prepared
- Innovation and continuous improvement
- Flexibility, adaptability and agility



Reflection on Teaching and Learning

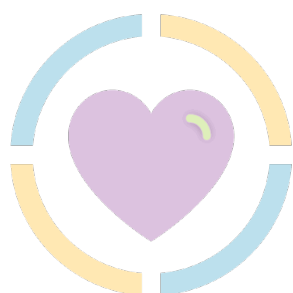
2021 proved to be more challenging than 2020 in many ways. As our communities continued to recover from the devastation of 2020 Bushfires and floods and we faced skyrocketing COVID infections as well as an extended lockdown on some campuses. We had to be creative to keep students safe and engaged. I am proud to say that we kept connection with our students across all campuses in a time when many schools saw significant decline in participation and astounding amounts of school refusal upon the return to school order. We worked within the Public Health Orders and were able to provide wellbeing walks, learning walks, we introduced Wellbeing Wednesday online with fun activities to alleviate stress and maintain connections, we dropped off welfare packages, meals, and supported students in their ongoing access to education by providing laptops and data dongles where required. Our caring staff teams went to great lengths to individualize learning experiences and this was particularly evident with our Year 12 cohort. This group of young people had a difficult finish to their formal schooling but they made it to the celebration of achievements and should be commended!

2021 has been our first full year of offering all our students the opportunity to participate in an International Accreditation program through the ASDAN Bronze, Silver and Gold Awards. The ASDAN Personal Development Program offers imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. Each student compiles a portfolio of evidence to show what they know, what they can do, and what they have achieved. Students gain credits for learning challenges undertaken and short courses completed. Credits accumulate over time towards a Bronze,

Silver or Gold Award. Their portfolio of evidence can help them demonstrate their skills to future employers, potential receive recognition of prior learning for Vocational Education and Training courses, or apply for alternative entry to university, depending on their individual goals and their post-school plans. We continue to provide teaching and learning programs in line with the NSW Education Standards Authority (NESA) curriculum for Years 9 to 12. We now provide the added bonus of connecting that curriculum to real-world learning through challenges and projects which tie together knowledge with practical skill building, equipping students with the tools they need for a productive future.

As a result of the introduction of the ASDAN program, in 2021 we were able to offer our Blueprint Stage 6 (Year 11 and 12) program on the Nowra and Vincentia Campuses. Previously, under the NESA Accredited Model for the Record of School Achievement and Higher School Certificate, we had only been able to offer education up to Year 10 at our smaller Shoalhaven Campuses (approximately 20 students enrolled at each campus), as we could not meet the staffing requirements for a full HSC program. It has been exciting to see young people at our Shoalhaven Campuses now have the opportunity to complete their school education with us through to the end of Year 12. Students are continuing their learning journey with us and building portfolios of their achievements through the ASDAN international accreditation program. We hope to have all of our students gain a Bronze or Silver award in 2022 as well as many micro-credentials in areas of personal interest.

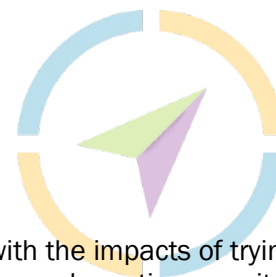
Andrea Garner
Leader of Teaching and Learning



Campus Reports

Novo Education Space Nowra

Novo Education Space Vincentia



2021 was another year which was heavily impacted by the Coronavirus. Along with the impacts of trying to access school work during lockdowns and implementing COVID safe measures and practices on site, we are now faced with students, families and staff all dealing with the long-term fatigue of this pandemic. Despite these challenges, staff and students have worked together to create educational spaces that are safe, inclusive and stimulating.

In 2021 the Vincentia campus was staffed by teachers Ben Sauvao and Brooke Butler, Student Learning Support Officers (SLSOs) Rob Matthews, Matt Lewis and Abbey Pierce, and Student Wellbeing Officer (SWO) Georgii McKenzie. Nowra campus was staffed by teachers Keeli Cambourne, Bree Capel and Jake Trindorfer, SLSOs Joshua Sharp and Jessica Glennie, and our Student Wellbeing Officer. The year started with Campus Coordinator, Bec Kate, and Wellbeing Manager, Carolyn LoPinto, forming the Leadership Team across both campuses. Bec Kate took maternity leave in Term 1, Week 5, and Kathryn Antonio stepped into the Coordinator position for the year. Bec and Kathryn worked alongside each other at the start of the year to ensure smooth transition for the school community. When Bec returned to work 3 days a week in Term 4, Kathryn stayed in the Coordinator role for Nowra campus and Bec took on the Coordinator role for the Vincentia campus.

Professional Development

- Teachers Jake and Ben, Nowra Student Wellbeing Officer, and Nowra SLSO Jess all participated in an online course called 'Making it a Success', which looked at Teaching and Behaviour Support Strategies for Students with Autism Spectrum Disorder.
- Teachers Jake and Ben, along with SLSOs Rob, Matt and Abbey obtained their School Surfing Supervisor Award through The Australian Professional Ocean Lifeguard Association Inc (APOLA Inc).
- Nowra Student Wellbeing Officer and SLSO Jess also obtained their Protected Waters Safety Supervisor Award through APOLA Inc.
- Wellbeing Manager Carolyn and Coordinator Kathryn attended the LawSense School Law Induction workshop at the University of Technology Sydney in May of this year. This was a highly informative day, which aimed to help school staff be better aware of their current legal obligations and risks and plan accordingly.
- All staff across Nowra and Vincentia campuses completed the Question, Persuade, Refer (QPR) training, learning how to recognise the warning signs of a suicide crisis and how to question, persuade, and refer someone to help.
- Wellbeing Manager Carolyn, Vincentia SWO Georgii, and our Nowra SWO completed the Staying Connected When Emotions Run High workshop, which helps professionals learn how to become a resource to someone who has changeable and overwhelming emotions, displays impulsive or destructive behaviour, or is diagnosed with emotional dysregulation including personality disorders.
- Staff at both campuses participated in an Information Session with Youth Drug and Alcohol Counselling Clinicians at the Shoalhaven Drug and Alcohol Service, learning about vaping, its effects on young people, and harm minimisation approaches.

Activities

The Love Bites program ran at both Nowra and Vincentia campuses, where students examined, discussed, and explored respectful relationships. Students were challenged to think about the choices they make and the importance of relationships that are free from violence and abuse.

Youth Drug and Alcohol Counselling Clinicians from the Shoalhaven Drug and Alcohol Service delivered the Save a Mate program to students at both Vincentia and Nowra, helping educate them on the importance of safety around the use of drugs/alcohol when out with friends.

The TAFE YES (Youth Engagement Strategy) Program ran during June, where our students had the opportunity to go to TAFE 1 day per week for 4 weeks and participate in courses including Beauty, Conservation Land Management, Tourism/Travel/Events, and Cafe Skills.

The team at HARP (HIV and Related Programs) came in to deliver workshops for our Nowra and Vincentia students on sexual health and consent. Students 16+ were offered the option of getting free, confidential Chlamydia screening on-site.

Both campuses celebrated IDAHOBIT- International Day against Homophobia, Biphobia, Interphobia, and Transphobia. We wore rainbow colours and decorated our classrooms to spread awareness and had an interesting class discussion.

During remote learning, we acknowledged R U Okay Day (supporting each other and learning skills on how to check in on our friends mental health) and Wear it Purple Day (spreading LGBTQIA+ awareness). We held interactive trivia, held discussions, ran presentations, and showed videos around these topic areas to engage our students even in the remote setting. We also had Wellbeing Wednesdays during remote learning where students and staff would take a break from the academics and come together online to maintain relationships through having casual chats and participating in a fun activity. On other mornings we had regular check-ins, where our Student Wellbeing Officers spoke with students about self-care tips and wellbeing related topics.

In May, both Nowra and Vincentia campuses were fortunate enough to be a part of the NSW Olympics Unleashed program. Retired Olympian David McKeon visited both campuses and spoke to the students about resilience and goal setting. This was a great day for all and we hope to be able to participate in something like this again in the future.

Nowra campus participated in a money confidence program delivered by Moneyvest. This was a financial wellbeing program tailored specifically for our school. This was an engaging and informative day, enjoyed by both students and staff alike.

For National Sorry Day, both campuses attended a local event held onsite at the Bomaderry Children's Home, where we were fortunate enough to watch a number of dance groups perform and listen to First Nations' stories being told.

For NAIDOC Week 2021, the theme was Heal Country! To celebrate this, both campuses visited Lady Denman and were led on a cultural bushtucker bushwalk by Gadhungal Murring, which included a traditional smoking ceremony. This was a great day where students and staff were given the opportunity to immerse themselves in Aboriginal culture. Both Nowra and Vincentia campuses also participated in an activity where they were led through the steps of making themselves a gecko keyring using beads the colour of the Aboriginal flag.

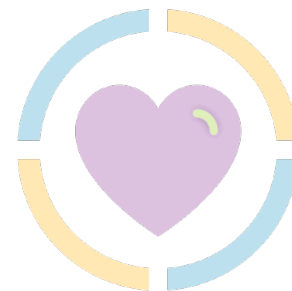
For the anniversary of National Apology Day, both Nowra and Vincentia campuses watched a video explaining the importance of, and the meaning behind the public apology, on behalf of the Australian Government, to the Stolen Generations, as well as viewing the apology itself.

Students at both Nowra and Vincentia campuses were involved in Beyond Empathy's GRIT program, which is a responsive action project that aims to build capacity, relationships and resilience among young people. This occurred during Term 4, and encouraged our students to challenge themselves, recognise their potential and overcome their fears and reservations. This program will continue into 2022, which we are all looking forward to.

Once again, with Covid-19 restrictions, we decided to run our end of year Celebration Ceremonies at each individual campus. This allowed for greater family and community involvement. Each Celebration was well attended and enjoyed, with speeches given by both staff and students and many student accomplishments recognised. We also had professional photographers attend these events and supplied all students and guests with catered refreshments served by Novo alumni.

In conclusion, 2021 was a year of many successes despite Covid-19 and the difficulties it presented to our staff and students at Nowra and Vincentia Campuses. We are so pleased to have gotten through such a trying time and to have had the ability to rely on our fantastic staff members, working together to provide a safe, inclusive, and exciting learning environment for our students. We look forward to doing the same in 2022!

Bec Kate, Campus Coordinator Vincentia
Kathryn Antonio, Campus Coordinator Nowra
Carolyn LoPinto, Wellbeing Manager Shoalhaven Campuses



Novo Education Space Southern Highlands

2021 was a formative year for Novo Education Space Southern Highlands, with a number of student and staff changes opening numerous and exciting possibilities. It was fantastic to see that through perseverance and grit, so many of our students attended our Celebration of Achievements at the end of a challenging year.

The 2021 school year began with 10 enrolled students who were taught by Kylie Fleming with support from Ellen Stefanello as Student Wellbeing Officer, who moved on to other work at the end of Term 2. In Term 1, Simone Berger was employed as Student Learning Support Officer (SLSO) followed soon after in Term 2 by Andrew Doodson taking the role of Campus Coordinator. Kylie, after working tirelessly with our students through many challenges and obstacles, decided to depart at the end of Term 2. Term 3 saw the appointment of Andrea Bartolo as Wellbeing Manager taking over from Ellen Stefanello, who after a number of years of service to our students, took up an ongoing role with the Highlands Youth Hub. Stefanie Booth began teaching in a casual role in Term 4 and is excited to be taking up a permanent part-time position in 2022. In such a transitional period for our campus and with such an obstacle as online learning, it was impressive to see how quickly all our new staff members established honest and heartfelt relationships with our students.

Throughout the year, students engaged with the broader community in a number of quality learning opportunities. Students attended a weekly cooking program either with Koori Kulcha or in neighbouring Youth Hub Cafe; a highly anticipated event which allowed them to both learn basic culinary skills and to share a quality meal with peers. We also had regular engagement with Southern Highlands TAFE with the Services Coordinator, Michelle Pontello, making regular visits to our campus to discuss future career opportunities with our students. We also conducted a TAFE excursion with the academic faculty coordinating a series of Year 11 taster classes with which our learners could engage. Southern Highlands Youth Solutions also conducted a series of incursion workshops focussing on healthy relationships and lifestyle choices. As always, Mental Health and Wellbeing was always central to our approach, with staff working in close collaboration with community groups such as Re-Frame-Community Links, Highland's Child, Youth and Family networks as well as students' private counsellors and support workers. Student mental health and learning was also addressed in a number of staff Professional Development initiatives, with many taking part in Berry Street Education Model Training throughout Term 4.

With the onset of the Delta Variant of COVID-19, the latter half of Term 3 and the beginning of Term 4 saw the students return once more to online learning. Such a change in expectations and routine can offer a number of obstacles to our learning, however, staff ensured throughout that the students were engaged on a positive level that met their individual needs. Along with digital and hard-copy methods of learning, staff also supplied a number of wellbeing related activities such as cooking, mindfulness and physical activity projects. As well as conducting online lessons, each student received a socially distanced, contact-free house visit each week from a member of staff to deliver materials and to check general wellbeing. It was impressive to see the perseverance of our students through this time and, although incredibly disruptive to regular school routines, students remained connected with the school cohort.

A great highlight of the year was the high level of student attendance and engagement in academics, especially with the introduction of ASDAN. It was clear that there was a high degree of satisfaction and pride in the projects completed as was shown during our Exhibition of Works in Term 2, where students shared their ASDAN progress with family and the community. During our Celebration of Achievements in Term 4, the majority of our students, through dedication to their studies, received their ASDAN Bronze Certificate for their contributions. This was an incredibly positive finishing point for our year 10 graduates and allowed them to gain some insights into some non-traditional avenues of education.

Andrew Doodson, Campus Coordinator
Andrea Bartolo, Wellbeing Manager



Novo Education Space Wollongong

Our students and staff responded to the lockdown and numerous COVID-19 challenges in exactly the right way by working together to develop remote working routines. Work packs and access to online resources were distributed including diet, wellbeing and exercise guidance. In order to manage reduced physical interaction, cancelled events and constant media updates, staff maintained daily contact with all students either by phone, text message or via online chat applications. At times we all felt overwhelmed and uncertain about the future but overcame these challenges by staying connected to develop strategies that maintained our wellbeing.

Each term we developed a Home Room theme which focused on a keyword to develop students' social and emotional learning. 'Growth' in term 2 also supported the induction of new students joining our classes and the completion of some excellent work. Five new students were welcomed into the Purple or Green Home Room classes and engaged well with our curriculum.

In English we deepened our understanding of a range of books including 'Raw' by Scott Monk. Students focused on personal growth, relationships and friendship to present tasks that enabled them to present their ideas and share experiences. In home room sessions all classes extended themselves further by completing a gratitude, empathy and mindfulness journal created by The Resilience Project.

Maths, science and geography sessions provided cross curricular activities to begin creating our 'Tiny Houses'. The project provided opportunities for our students to make use of their area and perimeter knowledge to design detailed blueprint plans. A range of experiments challenged students to test their skills and understanding of the impact geographical issues have on our environment.

Students exceeded expectations when completing sport sessions. The boxing and gym electives at the local PCYC as well as the basketball and soccer sessions at local sport centres became a highlight of each week. Our bubble soccer and laser tag reward excursions were enjoyed by both staff and students while also providing meaningful recognition for students ability to collaborate and extend their sport skills.

A small group of our Year 10 students excelled at delivering volunteer reading sessions at the PCYC. The group shared the impact they made at a school leadership team and governors presentation who were suitably impressed. The school community enjoyed learning about our students' experiences at our celebration of achievement.

The Celebration of Achievements in December 2021 demonstrated the successful progress our students have begun to make towards their ASDAN certificates by recognising the challenges they were able to complete while learning from home. Six Year 10, 11 and 12 students received Australian Defence Force Long Tan and Innovators Awards and Reuben F Scarf awards as a result of their sustained curriculum progress and ability to demonstrate leadership skills. Our event finished with our community cheering the four Year 12 students who managed to successfully complete their HSC qualifications. Having moved to an alternative accreditation program this year through the International ASDAN Bronze, Silver and Gold Awards, this was the last cohort of students who participated in the Higher School Certificate.

We will continue to improve as a school by focusing on how our individual values intersect with our school community. Term 4 staff consultation using a campus audit and survey questions provides evidence that we need to continue developing our use of restorative practice and micro scripts to enhance our trauma informed daily practice. Our timetable, Home Room themes and calendar events will foster relatedness and connection for our community by providing a stable platform for our students to engage with their individual learning plans.

Our staff made best use of the opportunity to complete a wide range of professional development courses and research activities including:

Annual Child Protection updates

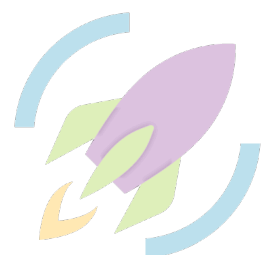
- First Aid and CPR training
- Anaphylaxis training
- Asthma training
- LGBTIQ+ awareness
- ‘Grej of the Day’ micro-lessons

Linda Barnes, Food Technology and HSIE teacher, successfully completed her Proficient Teacher Accreditation while working remotely and being observed teaching via Zoom link.

Oliver Naylor, Campus Coordinator, and Mat Berry, Wellbeing Manager, joined our school midway through the year. They completed the Berry Street Education Model and AISNSW Restorative Practice training courses which informed Term 4 campus sessions focused on micro-scripts and restorative meetings.

2021 provided many examples of how much our students can achieve by working collaboratively with our staff. We are incredibly proud of the efforts everyone continued to make while studying or working remotely and the level of engagement from families. The team are very excited to be able to continue supporting students with the completion of their ASDAN Awards and transition into pathway courses, employment based training and apprenticeships in 2022.

Oliver Naylor, Campus Coordinator
Mathew Berry, Wellbeing Manager

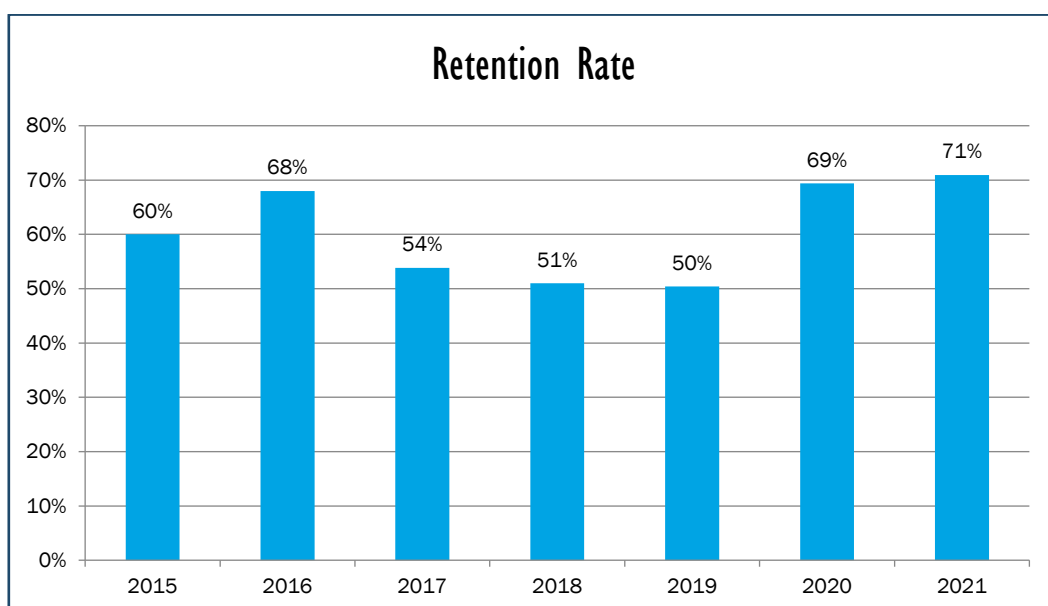
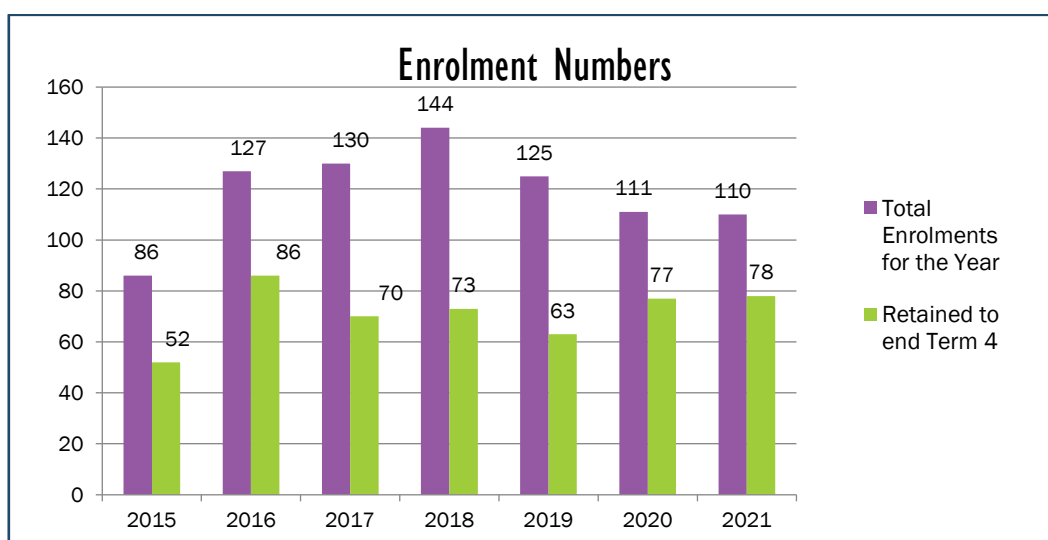


Characteristics of the Student Body

The NSW Minister for Education has granted Novo Education Space status as a Special Assistance School. This recognises that the school primarily enrolls students with social, emotional or behavioural difficulties.

Throughout 2021 Novo Education Space enrolled a total of 110 students across Years 9, 10, 11 and 12 at our four campuses. Seventy-eight (78) students maintained their enrolment until the end of Term 4, representing a **71% retention rate**. Despite the challenges of the pandemic and extended lockdowns across all campuses in 2021, we are very proud that our strategies to engage and support our students resulted in the highest ever retention rate for our school since opening in 2011.

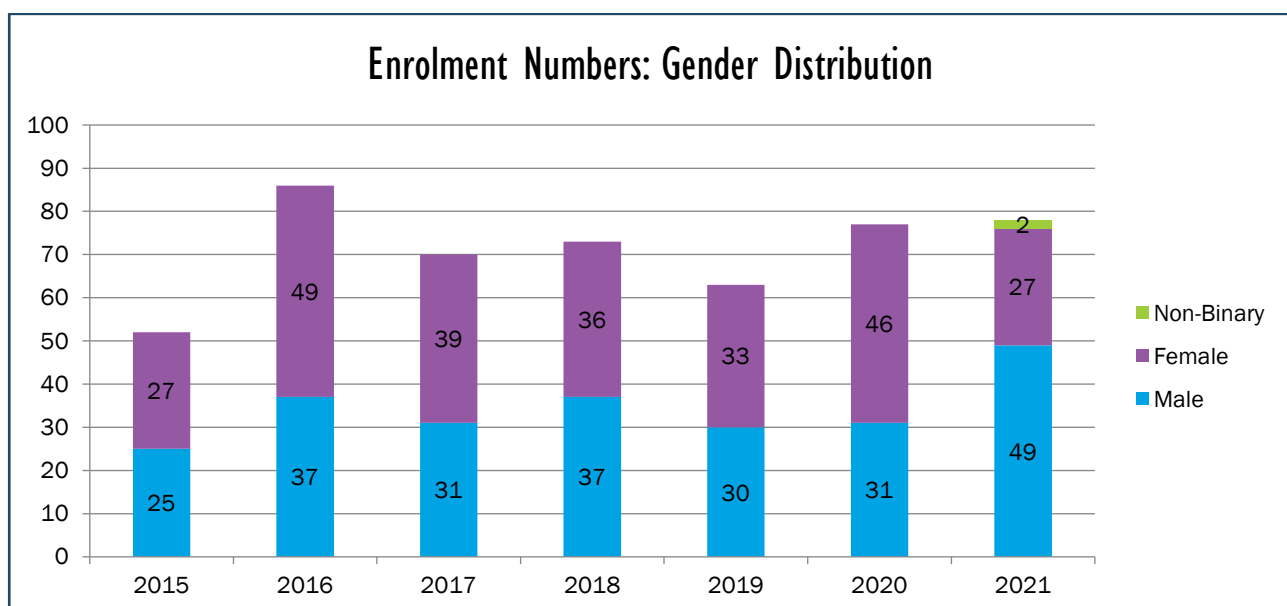
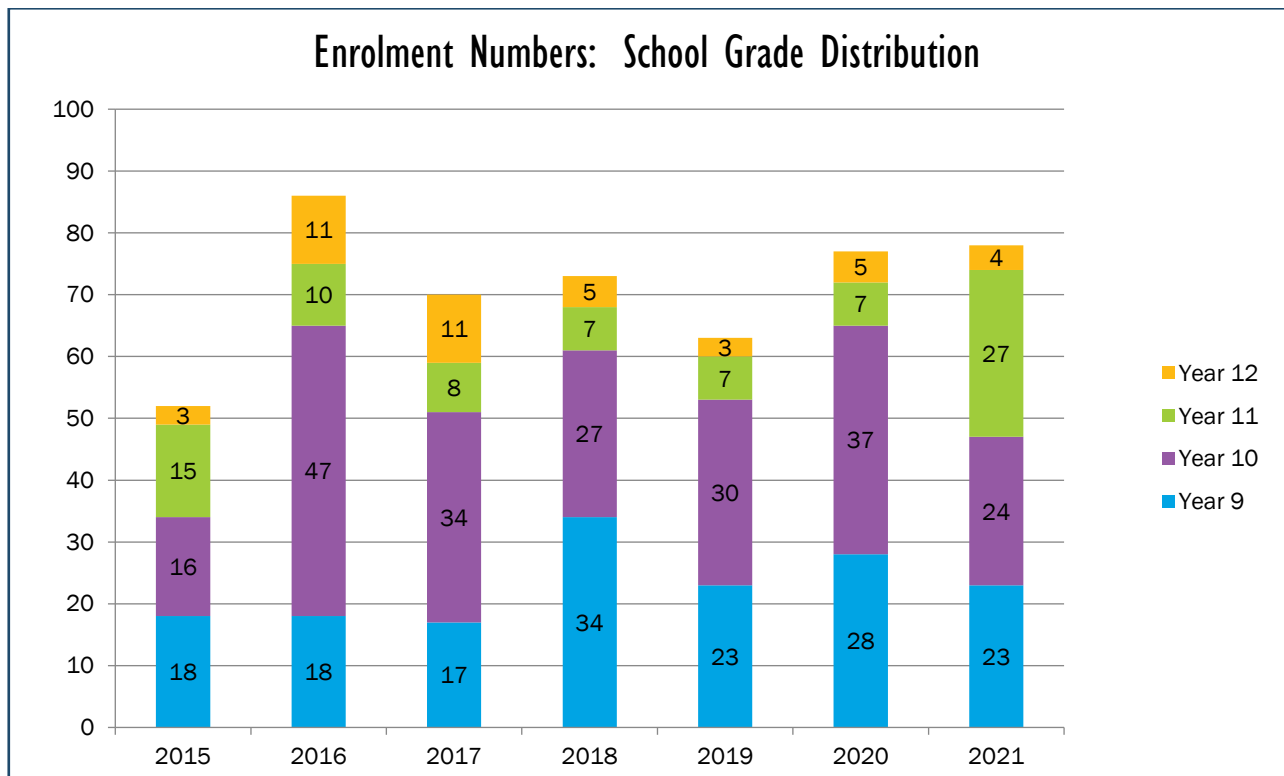
Each year, Novo Education Space takes on a new cohort of students and the challenges each student faces in completing their education will impact differently on their desire and capacity to complete the school year. In the senior school (Years 11 and 12) there is always a proportion of students who will leave school prior to completing their education as opportunities arise for further training and/or employment in line with their stated goals for their future.



Of the 78 students enrolled at the end of Term 4 in 2021, four students graduated having completed their HSC and 56 students re-enrolled to continue their schooling with Novo Education Space in 2022 as follows:

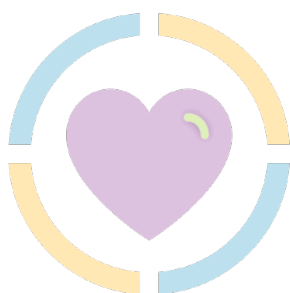
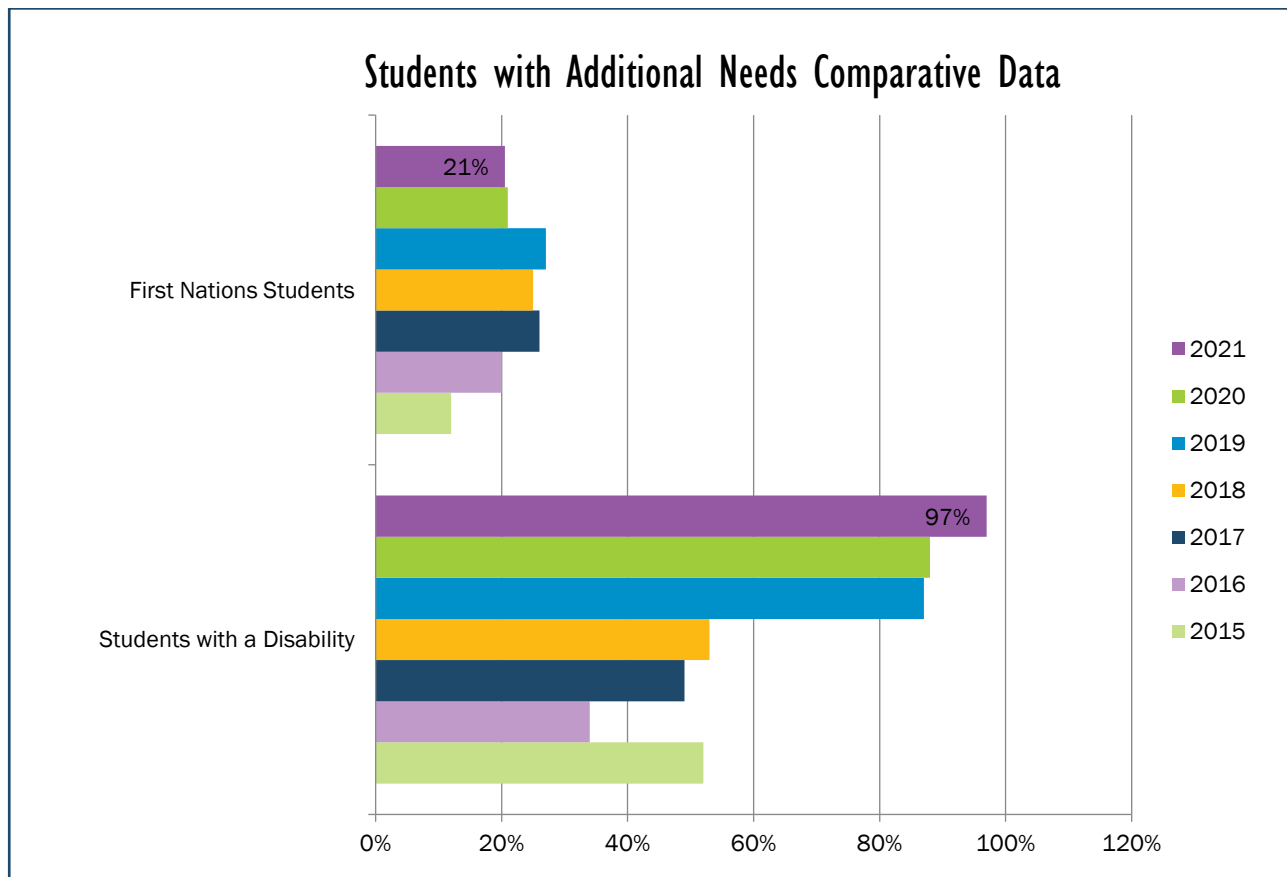
	Number of Students
Year 9 students returning for Year 10	18
Year 10 students to continue with Year 10	1
Year 10 students returning for Year 11	15
Year 11 students returning for Year 12	22
Total number of students returning to Novo in 2022	56 (72%)

The following charts indicate the distribution of students who remained enrolled to the end of Term 4 in school grades and by gender, over the last seven years of Novo Education Space's operation.



Of the 78 students enrolled until the end of the 2021 school year:

- 21% identified as Aboriginal or Torres Strait Islander.
- 97% had a disability which impacted on their learning and for which supplementary, substantial or extensive adjustments were required to enable them to participate in their education along with their peers.



Student Performance



NAPLAN

Novo Education Space Year 9 student outcomes in standardised national literacy and numeracy testing can be found on the My School website (<http://www.myschool.edu.au>).

Architect and Blueprint Programs

In 2021, students in Years 9, 10 and 11 participated in our Architect and Blueprint programs which are not accredited by NESA (meaning students are not eligible to be entered for the NESA credentials of Record of School Achievement (RoSA) or Preliminary HSC).

Six students completed ASDAN challenges and received the credits required to submit their portfolios for the ASDAN Bronze Award.

Higher School Certificate

Four students studied HSC courses in 2021. Courses and achievements are listed in the following tables.

Board Developed Courses	Number of Students
English Studies	4
Mathematics Standard 1	4
Food Technology	4
Content Endorsed Courses	
Sports, Lifestyle and Recreational Studies	4
Visual Design	4
Achievements	
Students awarded HSC	4

We congratulate all the students who were awarded their HSC and all our students who have made progress towards their school completion through the opportunities provided at Novo Education Space. It should be noted that many Novo Education Space students progressing into Year 11 or 12 are the first in their immediate family to have done so. In the context of Novo Education Space as a Special Assistance School, regardless of HSC Bands achieved, it is a significant achievement for our students to have participated in the HSC examinations. Food Technology was the only HSC course for which our students undertook examinations.

Table: Higher School Certificate Results – Board Endorsed Courses

Subject	Year	No. of Students	Performance band achieved School and State %			
			Bands 4-6		Bands 1-3	
			School	State	School	State
Food Technology	2016	9	0	52.49	100	40.51
	2018	4	0	62.76	100	37.25
	2019	2	0	66.63	100	33.35
	2020	4	25	59.81	75	40.2
	2021	4	25	62.70	75	37.30

Vocational Education and Training

No Year 12 students undertook Vocational Education and Training qualifications.

One Year 11 student undertook a School Based Traineeship in 2021: Primary Industries, employer Wollongong City Council.

Workforce Composition

Novo Education Space employed the following full-time and part-time temporary or ongoing staff in 2020:

Category	Number of Staff	Full-Time Equivalent
Teaching	18	15.2
Non-Teaching	21	16.5

Two members of staff identified as being of Aboriginal or Torres Strait Islander descent.

Teacher Accreditation and Qualifications

All teaching staff met the professional requirements for teaching in NSW according to the following categories:

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	2
Proficient Teacher	14
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	18

Qualifications of Novo Education Space teaching staff

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	16
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	2



Professional Learning

Staff members have engaged in a number of different internally and externally provided professional development activities in key areas.

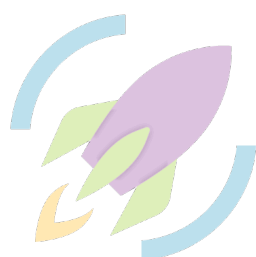
The key areas are:

Aboriginal Knowledges and supporting Aboriginal and Torres Strait Islander Students
 Trauma Sensitive Practices/Positive Behaviour Support/ Restorative Practice
 Innovative educational delivery methods and tools
 Working with students with diversities and exceptionalities

In addition to providing in-house training in these areas all staff members engaged in the wealth of free or low cost professional learning and online conferences/podcasts being hosted by external providers during COVID lockdown and remote learning.

Training	Leadership	Teacher	SLSO	Wellbeing Team
Autism Spectrum Disorder Intensive Learning Supports		2	2	
ASDAN Implementation		12	8	
Aboriginal and Torres Strait Islander Education Conference 2021		2		
Planning and Vision for 2022	4	12	8	
Be You: School Refusal	2			3
Linewize detecting and responding to high risk internet usage by students	1			
Napcan prevention of child abuse webinars	1			
Restorative Practice AISNSW	7			4
Berry Street Education Model (BSEM) Restorative Practice and Literacy masterclass	1			1
Minus 18- creating LGBTQI+ inclusive classrooms	7	12	8	4
Vaping and Youth inservice	7	12	8	4
LawSense School Law Conference	1			
LawSense: Sexual Assault between students	1			
LawSense: Transgender and gender fluidity	1			
LawSense School Law for Nurses	1			
LawSense School Law Induction	5			
First Aid/CPR	10	12	10	4
Anaphylaxis Management	6	14	10	3
Asthma Management	6	14	10	3
Staying Connected When Emotions Run High	1			2
Youth Mental Health First Aid				2
Question, Persuade, Refer				2
DV aware				2
Protected Waters Safety Supervisor Award (APOLA)	1	3	4	1
Risk Factors for Alcohol and other drug use: Implications for prevention				1

Training	Leadership	Teacher	SLSO	Wellbeing Team
“Making it a Success” (Teaching and Behaviour Support Strategies for students with Autism Spectrum Disorder)		2	1	1
Nurturing Creativity (Aboriginal Ways in the Arts) online conference		1		
Multisensory Structured Language				1
Schooling in the time of COVID	2			
Google Educator Level 1	2	4	4	1
Writer’s Toolbox	1			
BSEM – Trauma Sensitive Positive Education	5			
Radical Candor- Feedback Loops	11			
Self-Leadership with Michael Hermansson	4	12	11	
Project Based Learning – Gold standard project design		4		
Chair Yoga	3	4	3	1
Teachers Matter Online Summit	10	13	10	4
Pathways and Partnerships Conference	3			
Preparing for Renewal of Registration	4			
Regulatory Lens: Quality of Teaching and Learning	1			
School Registration Policy Requirements	4			
Attendance and Enrolment Requirements for Schools	8			
Managing Classroom Behaviour	4	14	10	4
Sensory System, Sensory Diets and Trauma	2	4	4	2
Neuroscience of Learning and Leading	2			
Social Emotional Learning- Homeroom in practice	7	13	10	4
Disability Legislation	1			
Child Protection update	11	12	9	4
Reportable Conduct training	8	10	9	3



Student Attendance

COVID-19 continued to present significant challenges for our students and their attendance and engagement in school during the learning from home periods and return to class in Terms 3 and 4. Many of our students experience anxiety and school refusal in usual times, and the pandemic has presented additional challenges for many of these students and their ongoing mental health.

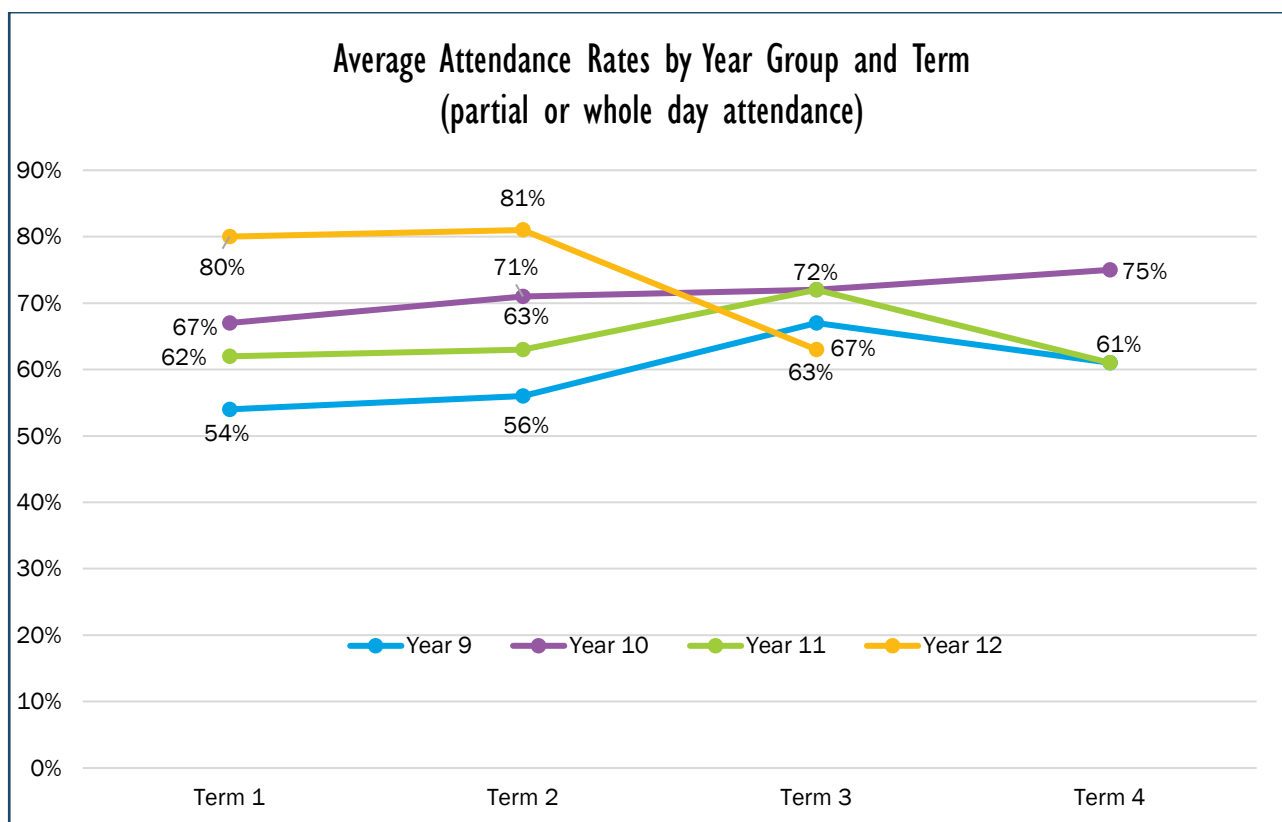
As a result of our learnings about managing the learning from home periods during 2020, we maintained an impressive level of engagement with our students during the 2021 Term 3/4 lockdown period. In fact, some students were more likely to engage in learning from home activities, as the anxiety they would normally face being in a classroom which results in school refusal, was alleviated by being in their home environment.

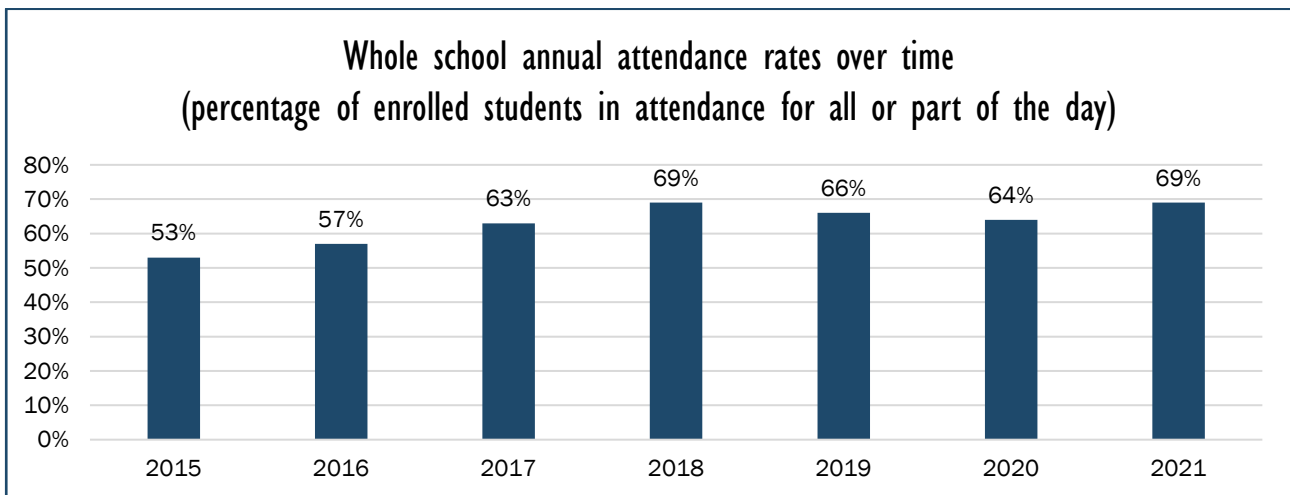
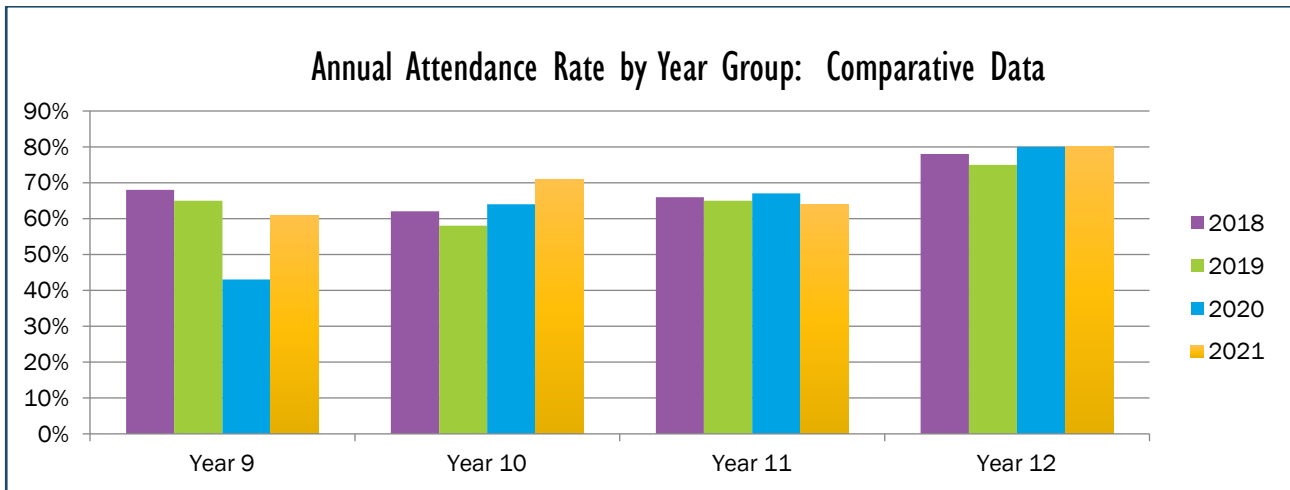
The group most impacted by Term 3 learning from home was our Year 12 students, with a significant drop in engagement during this period.

Average attendance overall has remained similar over the last three years. There is variation in attendance rates between the Year groups and from term to term.

Attendance rates in 2021 are detailed as follows:

	Present for part or all of the day			
Year Group	Term 1	Term 2	Term 3	Term 4
Year 9	54%	56%	67%	61%
Year 10	67%	71%	72%	75%
Year 11	62%	63%	72%	61%
Year 12	80%	81%	63%	N/A





A significant number of students face personal, health and wellbeing, socioeconomic, and other barriers to completing their education. It should be noted that prior to attending Novo Education Space many students were not attending school at all and it is an achievement for many that they are establishing a regular pattern of attendance, even if this is, at times, only partial attendance on any given school day.

Novo Education Space remains committed to working with students, parents/carers and other support people to improve student attendance. Individual consideration is given to each student and their particular circumstances. We formulate a comprehensive plan for students who are struggling with regular attendance, which is managed by the Campus Coordinator, the Wellbeing Manager and the student's allocated Student Wellbeing Officer. Strategies include home visits, attendance agreements with students, negotiated flexibility in attendance supplemented by work that can be completed at home, support meetings with parents/carers and other service providers involved in the care of the young person with individual goal setting around attendance, and exemptions from attendance for specified periods where medical or mental health problems are persistent or have an ongoing impact.

Information on the school's attendance rates can also be found at the My School website:
<https://www.myschool.edu.au/>

Student Retention Rates: Year 10 to Year 12

Novo Education Space is tracking student retention from completion of Year 10 through to completion of Year 12. In 2021, four students completed their secondary schooling with Novo Education Space. All of these students were enrolled at Novo Education Space for their Year 10 courses. The total year 10 cohort in 2019 was 30 students. This represents a 13% retention rate, however a number of factors influence this retention rate:

- In 2019 and 2020, only the Wollongong Campus offered Year 11 and 12, therefore a significant number of Year 10 students are unable to continue senior years' schooling with us and must transition to further education elsewhere, or into vocational training or employment.
- We work with students from the time of their first enrolment with us to identify their individual goals and aspirations. We believe that the longer a student remains engaged with us, the more opportunity we have to help them develop their skills to live an independent life and become positive contributors to their communities. We provide every opportunity for students to succeed in their goals, and sometimes this means leaving school prior to the completion of Year 12. Some students need to find employment in order to support themselves and other family members financially.
- Complex mental health challenges which result in school refusal or the need to focus on recover.
- Transient and itinerant family situations including homelessness. The pandemic and its impact on house prices and rental prices in our regional areas has seen a number of families forced to relocate in search of more affordable housing.

With our decision in 2021 to offer our Architect and Blueprint programs instead of the NESA accredited RoSA and HSC, came the ability to offer Year 11 and Year 12 at our Nowra and Vincentia campuses. Our intention is also to expand our Southern Highlands campus to offer Year 11 and 12, which we will be able to achieve when we have been able to move the campus to larger premises. From 2021 we will see a progressive increase in the number of students enrolled in Year 10 and retained through to Year 12.

Post-School Destinations

Intended destination of students enrolled in Year 10 as at Term 4 in 2021 (n = 24)

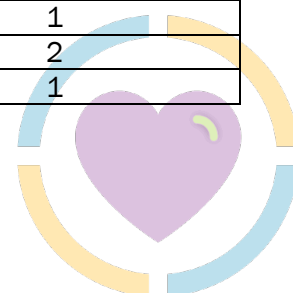
Destination	Number of Students
Re-enrolled at Novo in 2022 to undertake Year 11	15
Enrolled in other schools or TAFE to undertake Year 11	3
Re-enrolled at Novo in 2022 to continue with Year 10	1
Undertaking vocational training, apprenticeship or traineeship	3
Employed full-time, part-time or seeking employment	2
Unknown destination	0

Intended destination of students enrolled in Year 11 as at Term 4 in 2021 (n = 27)

Destination	Number of Students
Returning to Novo in 2022 to continue with Year 12	22
Undertaking vocational training, apprenticeship or traineeship	0
Continuing with Year 12 at another education facility	1
Employed full-time, part-time or seeking employment	2
Unknown destination	2

Intended destination of students enrolled in Year 12 as at Term 4 in 2021 (n = 4)

Destination	Number of Students
Undertaking vocational training, apprenticeship or traineeship	1
Employed full-time, part-time or seeking employment	2
Unknown destination	1



Enrolment Policy

Approved by:	Principal	Date approved:	30/4/2021	Next review:	30/4/2023
Document No:	1.5 POL Enrolment		Version No:	2.0	
References and Supporting documents	Education Act 1990 (NSW) Registered and Accredited Individual Non-government Schools (NSW) Manual Novo Education Space Information Brochure Novo Education Space Application for Enrolment Form				

1. Purpose

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 (NSW) and of the NSW Education Standards Authority (NESA) for registration and accreditation of the School.

2. Introduction

Novo Education Space Mission

Novo Education Space will provide a safe, respectful and inclusive environment in which young people can explore learning, develop their potential, and be well equipped to meet the challenges of education, work and life in the 21st Century.

We value

Respect – acknowledging the importance of each person's identity, needs, heritage, traditions, skills, knowledge, and aspirations, and having a commitment to honesty and open communication.

Collaboration - an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems. The outcome is different and enhanced from the original solutions that any team member would produce independently.

Self-Reflection and Accountability – taking time to analyse and understand our own needs, thoughts and resulting behaviours, and taking responsibility for our actions.

Our Purpose

To provide opportunities which foster the development of capable, confident and self-assured young people who are connected to their community and able to forge a path to a productive future.

Our Charter

Our school strives to lift up young people, developing in them renewed hope, self-worth, autonomy and optimism. Our job is to help young people believe in themselves and to realise that they can shape their future and choose what it will be, regardless of what has come before. We acknowledge that staff, students and caregivers are all on a learning journey together and we work hard to make sure nobody gets left behind. We are committed to shaping the lives of young people so that they flourish and are positive contributors to their communities.

Our School Culture
is characterised by:

- Belonging
- Kindness
- Patience
- Courage
- Trust
- Responsibility
- Acceptance and forgiveness
- Respect for self and others
- Championing growth
- Unconditional positive regard for each member of the school community
- Recognition and celebration of everyone's giftedness
- High expectations and no excuses

Our Learning and Teaching Practice
is characterised by:

- The quality delivery of the NSW Curriculum
- Specialised strategies for healing, growth and achievement
- Belief that every student can learn, progress and succeed
- A shared commitment to growth mindset and life- long learning
- Student-centred and engaging learning experiences
- An active student voice
- Practice that is evidence-based and reflective of current research
- Being well prepared
- Innovation and continuous improvement
- Flexibility, adaptability and agility

3. Policy

Novo Education Space is a registered, non-denominational, independent school, specifically designed for the inclusion of young people who would flourish with the right support in an alternative school environment. We have been operating since 2011 (formerly known as Alesco Illawarra).

We offer an alternative education option for young people eligible for enrolment in Stage 5 or Stage 6 (years 9 to 12), who feel that they are ready and willing to take control of their own learning and their future but need a different kind of environment to succeed.

At Novo Education Space we have an equal focus on student wellbeing along with learning growth. We have learning support staff available in class to help students work toward identified personal learning goals. We also allocate each student an experienced Wellbeing Officer to help them negotiate and manage any known or emerging mental health issues or other life challenges, and connect students with health and wellbeing services in their community. Our Wellbeing Team is made up of counsellors, mental health nurses, social workers and youth workers.

In order for you to succeed and be able to make your own decisions about your future, we know that we have to create a learning environment where:

- EVERY STUDENT feels like they belong and has strong connections with others;
- EVERY STUDENT develops the skills they need to meet their personal, social, educational and employment goals;
- EVERY STUDENT has a say in the decisions about what and how they learn and what they want for their future.

During the application, interview and selection process, Novo Education Space will explore with prospective students and their parents or caregivers, the student's learning needs across the following areas:

- Learning difficulties/disabilities
- Behavioural and/or social and emotional difficulties/disabilities
- Financial disadvantage and /or social isolation
- Previous academic performance and disconnection with learning
- First Nations background and connection to Country, culture and community.

- Other cultural and linguistic background
- Desire to overcome past difficulties and move on to future education, employment or training.

Is Novo Education Space the Right Learning Community For You?

Novo Education Space may be the learning community for you if you're a student who's looking for a different way of finishing school.

Maybe you've been feeling isolated within your current school or haven't quite found your fit at any of the schools you've attended.

Perhaps you're feeling lost and not getting the level of support you need, your confidence in some learning areas may have taken a hit and this has meant you've been reluctant to go to school or outright refusing.

Maybe things have become really complicated with your relationships with your friends, other students or staff and you just need a fresh start in a smaller environment where people really care about you, get to know you as an individual, and can formulate a learning program that has your needs at the centre and also includes the right kind of wellbeing support.

Maybe you need more help figuring what you want to do after school and need an option that doesn't make everything come down to how you did in your final exams.

Novo Education Space is best suited to students who can operate within an adult learning environment and can take responsibility for themselves, their learning and their actions. Of primary importance is our ability to provide a safe learning environment for all students and staff. We all have a right to be safe at school and therefore a responsibility to not do anything which may threaten, or harm or cause danger to self or others.

Application Process

Students applying to attend Novo Education Space must complete the appropriate application form and submit all required documentation prior to meeting with school staff for an interview. A student's acceptance into the program is dependent on their presentation at interview, information provided from previous schools, and the student's and parents/carers attitudes towards and demonstrated ability to work within the policies and philosophy of Novo Education Space.

All students who are enrolled at Novo Education Space will be required to undertake a literacy and numeracy assessment which contributes to each student's Individual Learning Profile. This may be conducted prior to enrolment if required. Soon after enrolment, students work with their Teachers, Student Learning Support Officer and Student Wellbeing Officer to complete the Individual Learning Profile and a Ready To Learn Plan, which includes student goals, and strategies that can be used to support the student to fully engage in their learning, regulate their emotions, and contribute positively to the learning community.

Conditions for Continued Enrolment

Continued enrolment at Novo Education Space is dependent upon:

- the student participating willingly in the learning opportunities provided;
- attending consistently and working with school staff when special support plans for attendance or behaviour are required;
- and the student and their parents/carers observing all behavioural codes of conduct and other requirements of the school which are applicable from time to time.

Novo Education Space may suspend or terminate the enrolment of a student, either temporarily or permanently at any time for reasons which may include, but are not limited to:

- a) a serious breach of the School's rules, Code of Conduct or Discipline Policy;

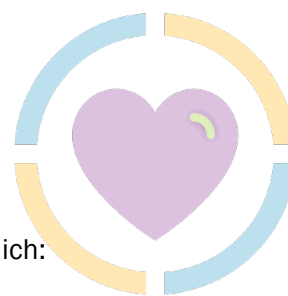
- b) conduct which may damage the reputation of the School or adversely affect the safety, health or wellbeing of its students or staff; and
- c) where the Principal or the Board of Directors believes that a mutually beneficial relationship of cooperation and trust between the School and the parent/carer(s) has broken down and adversely impacts on that relationship.

Novo Education Space may terminate the enrolment of a student without notice if, either before or after the commencement of enrolment, the School finds the relevant particulars of the special needs of the student have not been provided to the School or the particulars provided are materially incorrect or misleading.

The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether a student will be offered a place in the school or in the continuation of a student's enrolment.



Other School Policies



Student Welfare

Novo Education Space seeks to provide a safe and supportive environment which:

- supports the social and emotional wellbeing of students
- encourages academic growth
- minimises risk of harm.

The following policies are in place to support student welfare and are available on the Novo Education Space intranet or on request to the Leader of Operations. Policies marked with an asterisk (*) were reviewed in 2021.

Child Protection

Child Protection policies were reviewed in 2021. Policy regarding Working with Children Checks is incorporated into the WEA Illawarra Fit and Proper Persons Policy, as WEA Illawarra is the governing body and employer. Novo Education Space has begun the process of self-evaluation against the newly legislated NSW Child Safe Standards and is implementing a program to ensure our compliance with the Standards in line with timeframes provided by the Office of the Children's Guardian.

Type	Number	Name
Policy	2.1	Child Protection Policy *
Procedure	2.1	Reporting Risk of Significant Harm *
Form	2.1a	Child Safety Incident Report *
Form	2.1b	Proof of Identity
Form	2.2	Request to Share Child Safety Information *
Procedure	2.2	AISNSW Guide to Sharing Child Safety Information *
WEA Policy	1P01	Fit and Proper Persons
Resource		Office of the Children's Guardian Working With Children Check Information for Employers Guide
Resource		NSW Government Online Mandatory Reporter Guide
Resource		An Introduction to Creating Safer Independent Schools (AISNSW)

General Welfare, Security and Safety

Type	Number	Name
Policy	1.7	Individual Plans for Students
Policy	1.11	Corporal punishment
Policy	1.12	Register of Novo Education Space Student Enrolments
Policy	1.13	Student Attendance and Exemptions
Procedure	1.13	Register of Enrolments, Attendance Record Keeping and Exemptions
Policy	1.14	Visitors to the Centre
Policy	1.15	Request for police assistance
Policy	1.16	Withdrawal of a student from Novo Education Space
Form	1.16	Student destination unknown notification
Policy	1.18	Student excursions *
Form	1.18	Excursion-Activity Planner *
Policy	1.21	Duty of care
Procedure	1.21	COVID-19 Managed Return to School Guidelines *
Policy	1.22	Lock down
Policy	3.8	Student supervision
Policy	3.9	Students travelling in staff vehicles
Policy	5.5	Student Code of Conduct

Policy	5.5	Student Rights and Responsibilities
Policy	5.9	Student Medical Disclosure and Medications
Form	5.9	Medication Administration Request *
Policy	5.10	Students and Alcohol and Other Drugs
Policy	6.1	Welfare policy
Procedure	6.1A	Alcohol and Other Drug Use Protocol *
Procedure	6.1B	Self-Harm Protocol *
Procedure	6.1C	Suicide Intervention Protocol *
Policy	6.2	Notification of concern for student welfare
Policy	6.3	Referral to support services
Policy	6.4	Accepting referral to support services
Policy	6.5	Students leaving premises
Policy	6.6	Anti-Bullying policy
WEA Policy	1P10	Work Health and Safety
WEA Proc	4WI24	Critical Incident Management

Anti-Bullying

Novo Education Space is committed to providing all students with a caring, supportive and safe learning environment, helping to promote personal growth and excellence by developing confidence and self-esteem.

Bullying is an anti-social behaviour that is unacceptable and is not tolerated at Novo Education Space. Every student has the right to expect that he or she will be free from bullying and harassment, both inside and outside the classroom.

Novo Education Space has a Welfare and Anti-Bullying Plan which gives clear information regarding bullying and whole school strategies to prevent bullying and intervene effectively if bullying occurs. It addresses all forms of bullying and harassment, including cyber bullying. The plan has a strong focus on responsibility, respect and resilience and incorporates all members of the school community.

The Anti-Bullying Policy and Welfare and Anti-Bullying Plan are available on the school intranet and on request from the Leader of Operations.

Discipline

Students are required to abide by the Novo Education Space Student Handbook including the Code of Conduct and follow the directions of teachers and other people with authority delegated by Novo Education Space. Where disciplinary action is required, our responses vary according to the nature of the breach of discipline, as outlined in the Discipline Framework.

All disciplinary action is undertaken in accordance with the principles of procedural fairness as outlined in the Procedural Fairness policy and in keeping with the Novo Education Space Welfare Program. Decisions regarding time out from school or withdrawal from the school involve students and their carers and opportunities for appeal are provided. Novo Education Space is continuing to develop a framework of restorative practices, in keeping with our Trauma-Sensitive Positive Education approaches.

Novo Education Space does not permit corporal punishment of students attending the school under any circumstances. The school and its staff are also not permitted to use corporal punishment regardless of whether the parent or caregiver has requested or given permission to do so. The school does not condone the use of corporal punishment by a parent or caregiver to reinforce any discipline actions implemented by the school or any disciplinary decision by a parent or caregiver.

The following policies are in place to support student discipline and are available on the Novo Education Space intranet or on request from the school.

Type	Number	Name
Policy	1.11	Corporal punishment
Policy	1.17	Procedural fairness
Policy	5.2	Student discipline
Policy	5.4	Student dress standard
Policy	5.5	Student code of conduct
Policy	5.6	Student rights and responsibilities

Complaints and Grievances

Novo Education Space is committed to fair, effective and efficient handling of complaints.

We encourage all members of our school community to provide feedback about our services and to let us know if you have a complaint about any aspect of our operations, or the behaviour or decisions of staff members, contractors or volunteers. Complaints and feedback provide valuable learning opportunities for everyone in our school, help us to improve our services and help to improve the experience of students and their families as members of our school community.

A suggestion or complaint can be lodged by any person who is a user or potential user of Novo Education Space services including a student, a parent/guardian or carer or other community member. Complaints may be made verbally or in writing by contacting the school or visiting our website: www.novo.nsw.edu.au. Our [Complaints and Feedback policy](#) is published on the website along with a [complaints form](#).

Child safety-related complaints include:

- a breach by a member of staff of the school's Staff Code of Conduct
- a child safety incident or concern alleged to have occurred, be occurring or be at risk of occurring at the school or a school event
- Reportable Conduct
- other staff misconduct (such as a breach of our Child Safety Program procedures)
- the school's response to or management of a child safety incident or concern

Anyone can make a child safety-related complaint to:

- the CEO/Principal
- the Child Safety Officer based at each campus
- a trusted staff member

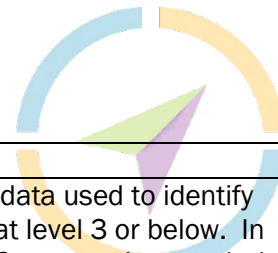
This can be in person, in writing (eg using the complaints form), via email or over the phone.

All complaints, including child safety-related complaints will be taken seriously, responded to in a timely manner, treated confidentially and investigated in accordance with our general complaints handling procedures and specific child safety complaint procedures.

The following policies and procedures are in place in relation to complaints and grievances and are available on the Novo Education Space intranet or on request from the Leader of Operations.

Type	Number	Name
Policy	1.10	Complaints and grievances
Form	1.10	Complaints form *
Policy	1.17	Procedural fairness
WEA Policy	1P15	Workplace Discrimination, Harassment and Bullying
WEA Procedure	1WI06	Discrimination, Harassment and Bullying Procedures

School Improvement Priorities



Domain	2021 Priorities	Achievement
Student-Centred Learning	<ol style="list-style-type: none"> 1. Use Compass data to drive early intervention for students that are identified as high risk learners. 2. Deliver evidence-based programs to improve literacy and numeracy outcomes-100% at level 3 or above after one year with us. 3. All staff will implement strategies which focus on increasing student engagement including trauma-sensitive lesson structure; feedback processes that promote self-determination; project based and real-world linked learning activities and physical classroom environments. 4. All students will engage in advisory sessions and co-create Individual Learning Profiles that will guide the direction of their growth and development within and outside of school. 	<ol style="list-style-type: none"> 1. Compass data used to identify students at level 3 or below. In addition, Compass data analysis provided information on skill gaps across the school that we need to focus on (e.g. inference). 2. We have started training teachers in multi-sensory structured literacy, dyslexic teaching strategies and multi-sensory numeracy. COVID intensive learning money was received from the government to support students that may have fallen behind during remote learning. We created the role of Learning and Engagement officer which was a combined intensive literacy/numeracy support and wellbeing role. We joined the Australian Dyslexia Association and received certification as a Dyslexia Aware School. 3. We had a number of new staff take the Berry Street Trauma-sensitive schools training. We also engaged in restorative practice training at the leadership level to support processes to engage students and their families. The introduction of ASDAN awards and micro-credentials support practical and real-world linked learning. In addition, a number of staff took the PBL works gold standard project builder course and have access to the program to continue to explore PBL. 4. All students are now developing a ready to learn plan with their Wellbeing Officer in the first 3 weeks of starting with us. In addition, each student has advisory sessions in which they work through goals and strategies for achieving their goals. The documentation for the ILP is evolving with student input.
Staff development	<ol style="list-style-type: none"> 1. All staff will be inducted on the whole school PBS and restorative justice plans: include 	<ol style="list-style-type: none"> 1. The goal was partially achieved with a number of staff engaging in Positive Behaviour Support

Domain	2021 Priorities	Achievement
	<p>members of the student, parent and broader community; evaluate impact using survey and incident reports.</p> <p>2. Apply for grants to fund whole school PD.</p>	<p>training and restorative justice training. We have developed the forms to support a functional behavioural assessment and positive behaviour plan as well as adding a structure to the Sentral system that coincides with the discipline response framework in the student handbook and philosophies. Due to remote learning and lockdown orders across our regions we have not yet involved the supporters and broader community or completed the evaluation of these documents and practices.</p> <p>2. The grant opportunities to support whole of school PD were limited due to COVID restrictions, however we did have whole of school PD in LGBTQI+, vaping, effective engagement strategies, and positive behaviour support.</p>
Whole of School Development	<p>1. Partner with tertiary institutions and community agencies to research and shape the design and delivery of learning and wellbeing programs, targeted specifically to the development and empowerment of young people experiencing disadvantage.</p> <p>2. Foster a school community that is culturally safe, inclusive and celebrates the diversity of the community members:</p> <ul style="list-style-type: none"> • collect and analyse satisfaction survey data, setting measures of performance and ensuring accountability • investing in leadership to support culturally and emotionally sound practices (PD, clarity of roles and responsibilities, coaching) <p>3. Develop a community of practice that supports wellbeing, growth and fosters creativity and curiosity in the development of meaningful and engaging learning opportunities for students:</p> <ul style="list-style-type: none"> • Provide release time for collaborative planning 	<p>1. We are developing our relationships with TAFE and UoW and have taken on Social Work students for their placements. The SW students have been conducting research into an Alumni program by interviewing former students and graduating students about how they would like to stay connected to the school. We are in a continuing conversation around portfolio and interview entry into UoW.</p> <p>2. We have been reviewing our policies and procedures and seeking feedback from our students and their supporters around the language and layout of key documents. We are adjusting the homeroom structure to focus on themes and key skills required to foster a sense of belonging. We have refocused our way of working with each other by training the leadership in Radical Candor and ensuring that each staff member has a regular 1:1 time with their supervisor to discuss issues and receive positive feedback. We undertook an audit of the culturally specific activities we engage in and are looking to</p>

Domain	2021 Priorities	Achievement
	<ul style="list-style-type: none"> • Embark on a peer observation PD program for on the job learning • Utilise staff meetings, working groups and mentoring to model and review practice. <ol style="list-style-type: none"> 4. Facilitate programs and opportunities for past students, parents, friends, and staff to remain connected and have leadership opportunities. 5. Embed positive psychology in the many aspects of Novo life for students, staff and the community. 	<p>provide further training and development in this area.</p> <ol style="list-style-type: none"> 3. The structure to support the community of practice has been created and there is improved sharing across campuses through regular leadership meetings and staff meetings and programming allocations. We have introduced collaborative planning and moderation opportunities and aim to further these opportunities in 2022 when Covid restrictions are lifted and staff can visit each other and observe practice. 4. The Alumni program research has been conducted and the data is being analysed to put together a proposal for our first Alumni program in 2022. 5. We regularly revisit aspects of positive psychology and wellbeing at Novo. Across the school many initiatives were developed to promote connection, support being present and provide elicited feedback. We have integrated self-determination links into our professional development and positive behaviour support processes. This is an ongoing process that will continue to evolve as the needs of the community change.

School Improvement Priorities for 2022

Our school improvement priorities are mapped across our three strategic areas: People; Place and Pedagogy.

People

Student-Centred Learning

1. To include student and supporter voice in the design and development of key policies and documents through consultation prior to the release of documents.
2. Support self-determined goals by engaging in structured fortnightly advisory meetings with Wellbeing officers and bringing in relevant teaching staff.

Staff Development

1. Ensure 100% of staff have been involved in completing a functional behavioural assessment and developing a Positive Behaviour Support plan.
2. Develop middle leader skills in radical candor and middle management through attendance in PD course and mentoring through check-ins with Executive.

Whole of School Development

1. Develop wellbeing plans for all staff as a proactive measure for maintaining wellbeing.
2. Implement social and emotional learning framework in a structured and synthetic way through the homeroom space.
3. Incorporate culturally relevant and culturally safe language and practices into our documentation, policies, and events.
4. Ensure the school is compliant in the new Child Safe Standards by training the Leader of Health and Wellbeing to guide the implementation and review of required practices.

Place

Student-Centred Learning

1. Make learning visible by displaying learning intentions at the beginning of every topic and revisiting them regularly.
2. Create displays which affirm respect for First Nations culture, community diversity, and inclusion, for example, Aboriginal Language maps and Aboriginal Torres Strait Islander flags, LGBTQI+ materials, and contacts for services.

Whole of School Development

1. Make expectations and values visible across the school and on each campus.
2. Seek out a new location for the Southern Highlands that will allow for the growth of the campus.

Pedagogy

Student-Centred Learning

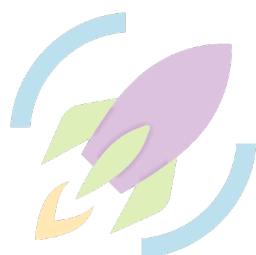
1. To incorporate language convention and number flexibility learning activities into the program across KLAS.
2. Embed ASDAN challenges into the curriculum through a rotating scope and sequence so that students can gain awards and micro-credentials while attending with us.

Staff Development

1. Have staff engage in an ASDAN internal moderation process to increase their understanding of the requirements.
2. Identify and implement adjustments for student learning. Documented and monitored in Sentral Learning Records, program folders, check-ins and through observation and discussion.
3. Have all new staff trained in Berry Street Education Model of trauma-sensitive positive education.

Whole of School Development

1. Present two exhibitions of student work that display ASDAN portfolios and are presented by students to supporters, industry partners and community members.
2. Redesign the report cards to reflect the Novo values and focus on growth and skill development.



Initiatives Promoting Respect and Responsibility

Novo Education Space is committed to, and actively pursues, the promotion of respect and responsibility amongst staff and students. The organisation's values of Respect, Collaboration, Self-Reflection and Accountability underpin all of our learning communities' practices. Staff and students engage in regular discussion of our values.

The school community, along with the Nation and the world have had their grit tested over the last two years. We have had to shift gears quickly and learn to work in new and creative ways. Our responsibility to our students and their families was reframed by long lock downs and keeping our community safe and engaged. As we have travelled through these experiences together and made great efforts to re-engage our students towards the end of the school year, respect has been a constant. Respect in our treatment of each other and our students and respect for the challenges that each individual was facing.

Both staff and students have been pushed to evolve in their ways of knowing and learning through vastly different mediums for education. This saw the emerging of some amazing qualities such as kindness, patience, courage, trust, and vulnerability. Teachers were learning new ways to facilitate quality learning for students and students were learning new ways to work together with their teachers and peers to collaborate in learning.

The following activities were undertaken either on campus or online during remote learning that focused on the promotion of respect and responsibility:

- **Homeroom:** a space for building students social and emotional learning. Different themes were used throughout the year to build skills such as empathy, problem solving, conflict resolution, grit, self-awareness and self-regulation.
- **Individual Learning Profiles:** All students are linked with a Wellbeing Officer to support their educational journey. The Wellbeing Officer is a guide who works alongside the student to help set personal and academic goals, help them identify their strengths and develop personal strategies to meet their goals. The Wellbeing Officer has an important role in supporting students with

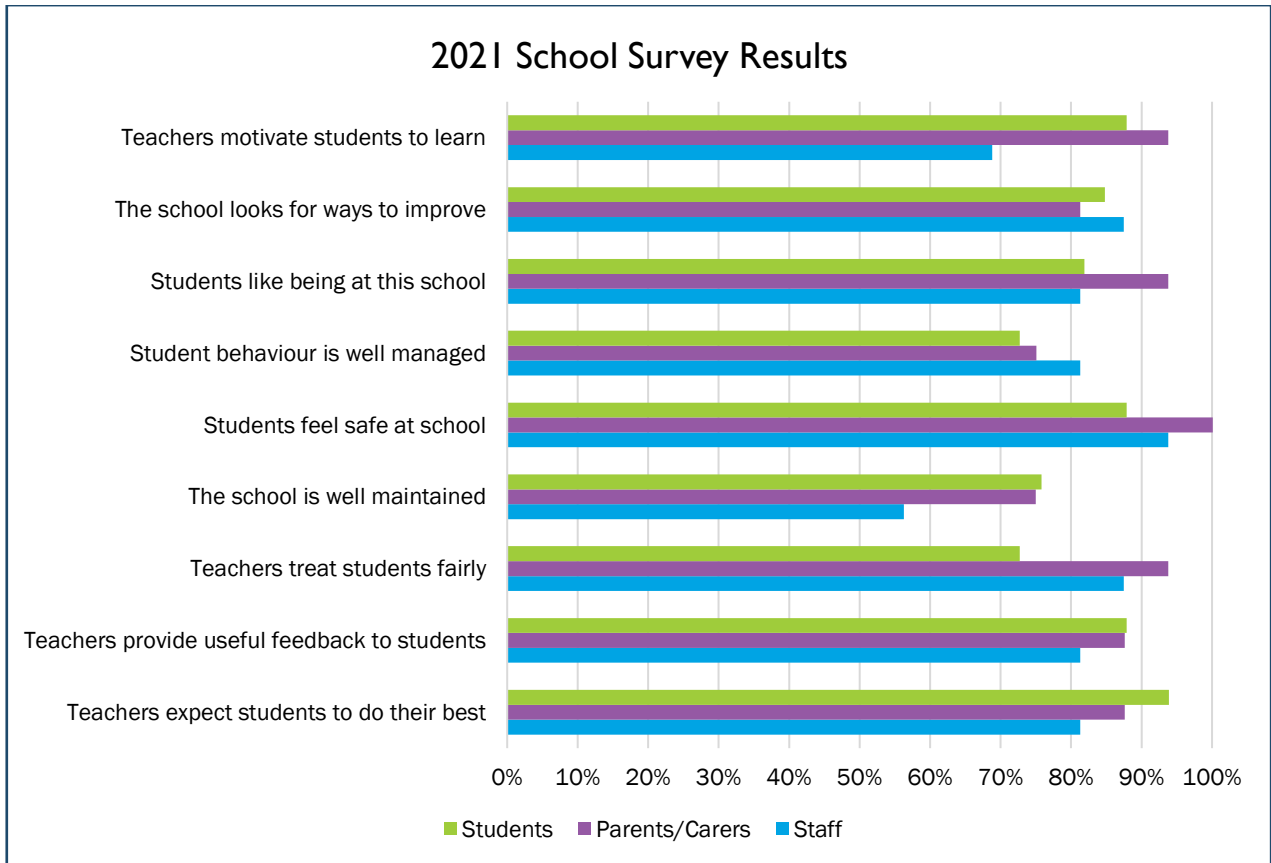
their interpersonal relationships in the school environment, whether that be with their peers, teachers or other staff. They help to build the student's ability to self-reflect on situations and to be accountable to themselves and others on their learning journey. Students are encouraged to participate and have a voice in their own learning, build skills to make and keep friends, and set a pathway to future endeavours.

- **Koori Kulcha:** a cooking and yarning experience with a local Aboriginal organisation.
- **NAIDOC week activities:** celebrating and exploring First Nations' Culture.
- Recognising important culturally significant days including **National Apology Day** and **National Sorry Day**.
- **Harmony Day activities:** celebrating and exploring diversity, inclusion and belonging.
- **IDAHOBIT:** Celebrating differences and discussing important information regarding International Day against Homophobia, Biphobia, Interphobia and Transphobia.
- **Love Bites:** Healthy Relationships Program
- **Save a Mate:** Alcohol and Other drugs program
- **Sexual Health Programs**
- **Mental Health Education Programs**
- **R U OK day activities:** supporting each other and learning skills on how to check in on our friends' mental health.
- **Women's health and mentoring program:** facilitated by the Illawarra Women's Health Centre.
- **Top Blokes** mentoring program.
- **Smooth Sailing Black Dog Institute:** web based mental health service that aims to increase help seeking for mental health problems and reduce symptoms of anxiety and depression and connect students requiring follow up support to their wellbeing officer.
- **TAFE YES Program;** students had the opportunity to test out courses such as Animal Care and Agriculture, Beauty, Conservation Land Management, Tourism/Travel/Events, and Café Skills.
- Introduction of **restorative practice conversations** to support learning, growth and accountability.

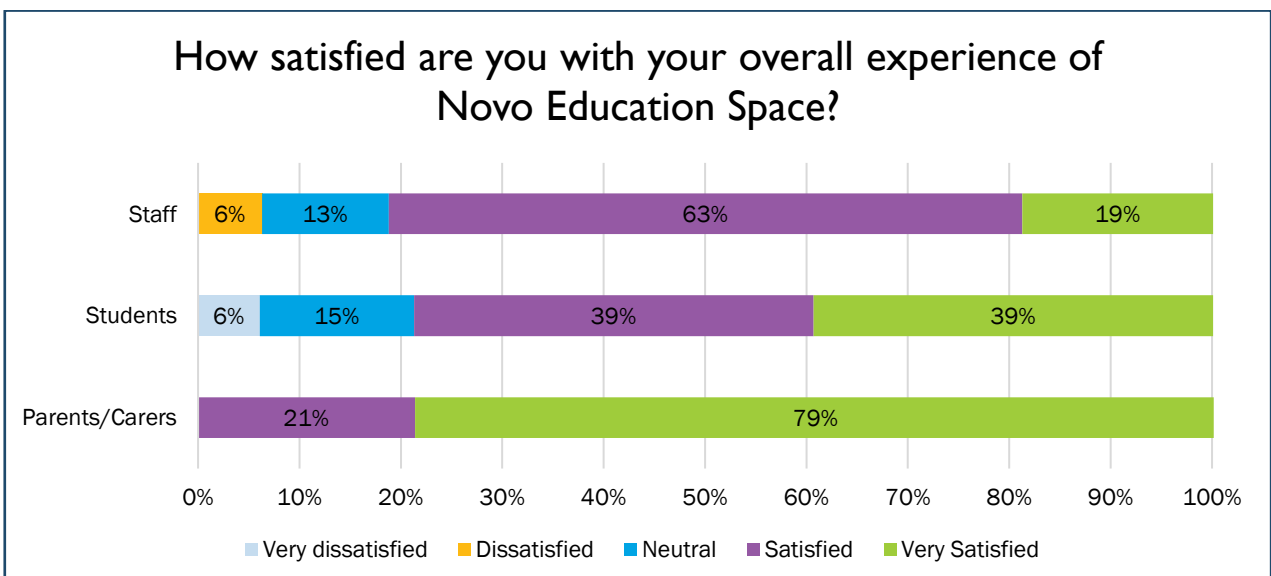
Student, Parent and Staff Satisfaction

In 2021 Novo Education Space students, parents/caregivers and staff participated in satisfaction surveys. Surveys were completed by 33 students, 16 parents/caregivers and 16 staff.

This chart shows the percentage of respondents who either agreed or strongly agreed with the following survey statements.



The following chart indicates student, parent/carer and staff overall satisfaction with their experience of Novo Education Space.



Student Feedback

"I have become more confident from being here at Novo since I first started."

"It is a nice school that doesn't treat us like children, and all the teachers are helpful and friendly."

"I made so many new friends, the teachers there are the best they sit there with you till you actually understand the work."

"I'm neither satisfied or dissatisfied. I feel the teachers don't listen as much as they should to the students but they are always supporting and helpful."

"I feel welcomed and am not treated differently to others."

"I have had a lot of great learning opportunities and for me, coming here is a much better learning environment than any other school. The only trouble I run into is getting to and from school every day, and not getting to go out of an afternoon. Other than that I am over the moon that I get to come to Novo."

Parent/Caregiver Feedback

"I cannot rate Novo highly enough. This school has allowed my formerly disengaged child to absolutely blossom, both in her education and her own wellbeing. She believes in herself again, she feels safe, and she feels heard. She finally believes that she is capable of finishing school and doing whatever her heart desires, all because of the teachers, staff and setup of Novo."

"My daughter's journey with first Alesco and now Novo has worked for her. We had a tough time in year 9 but the support we received was great. Now in year 11 my daughter is loving school, feels included and is making great balanced decisions and feels supported in achieving her goals. Staff changes have affected all the students I believe, however things seem to be getting back on track. Some students have been given a bit too much lee

way. I do not know their situation at home but it can disrupt classes and other students' progress. Again teachers do their best in these situations."

"My son is thriving in this environment. Moving forward in engaging in social and educational days and experiences. My son's wellbeing and mental health has greatly improved at Novo. I think due to teachers' engagement and connection, good students and good balance of out of school activities and in school learning. I would like my son to have attended there more years, would have liked year 7 to 10 or 9 to 12. Just so happy with the school."

Staff Feedback

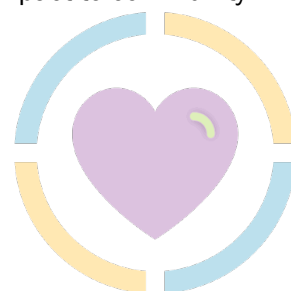
"Systems and processes are improving to engage families better, however there is still some way to go until we are partnering with parents."

"Always room for improvement but overall positive communication in school Community."

"Additional opportunities for connections to be made between staff across campuses would be helpful, to share the wealth of knowledge everyone comes with. Covid has made this difficult in recent times. Policies and procedures at Novo can be confusing; staff often feel they don't know where to go to access relevant policies...I think the leadership team does a great job at taking staff opinions on board and trying to meet staff requests, etc. The EAP and everything they offer is impressive and a great, important resource for staff."

"I like working here! I feel my work efforts are appreciated and I feel valued as a person."

"I have seen good work from the students over the 2021 year and some areas for improvement and I have learned a lot too. I hope Novo continues to build and improve as the organisation plays an important role with the community and has potential for significant positive generational impact to community."



Summary Financial Information

Chart 1: Recurrent and Capital Income 2021

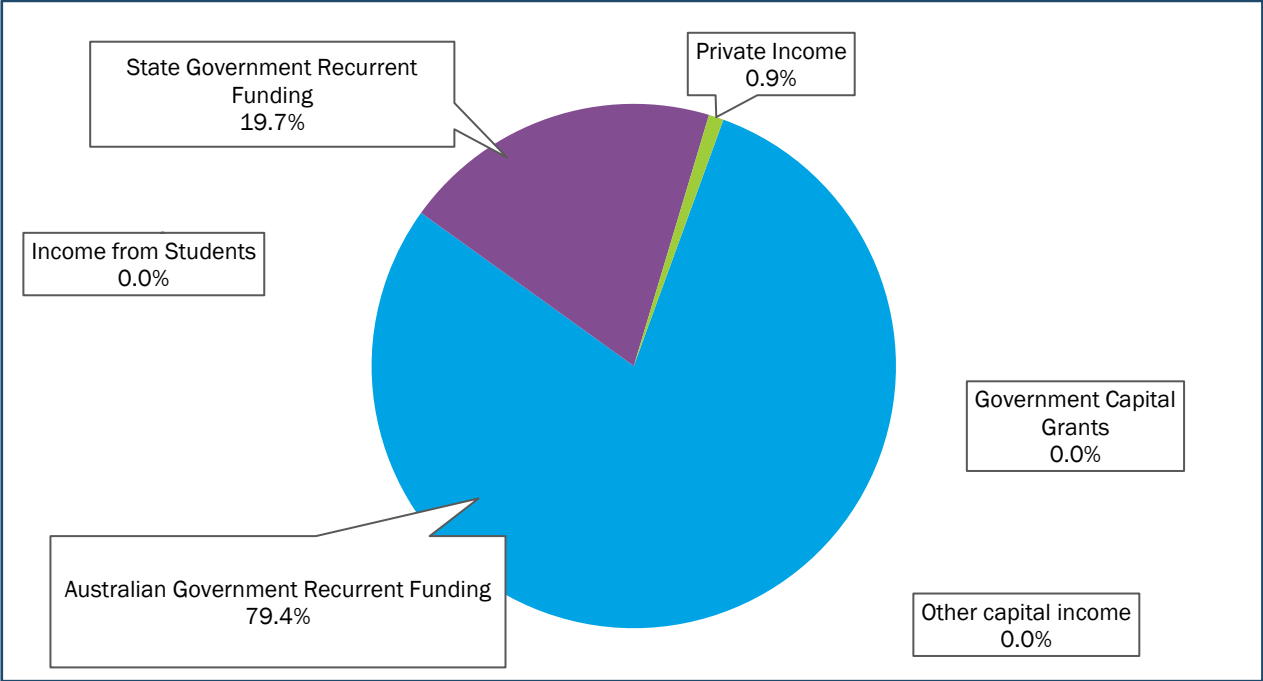


Chart 2: Recurrent and Capital Expenditure 2021

