

NOVO

EDUCATION SPACE



 NEW DIRECTION

 SKILLS TO GET THERE

 CARE ALONG THE WAY



ANNUAL REPORT

2022

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 2022 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.

Report completed and published June 2023
(c) 2023 WEA Illawarra. Except as provided for under legislation and WEA Illawarra's Government funding agreements and Registration requirements, no part of this report may be copied or reproduced without the permission of Novo Education Space or WEA Illawarra.



Table of Contents

From the WEA Illawarra Board of Directors	2
Principal's Message	3
The Novo Education Space Way	4
Reflection on Teaching and Learning.....	6
Campus Reports	8
Characteristics of the Student Body.....	14
Student Performance	17
Workforce Composition.....	18
Teacher Accreditation and Qualifications	18
Professional Learning.....	19
Student Attendance.....	20
Student Retention Rates: Year 10 to Year 12	22
Post-School Destinations	23
Enrolment Policy.....	24
Other School Policies.....	28
School Improvement Priorities.....	31
Initiative Promoting Respect and Responsibility	35
Student, Parent and Staff Satisfaction	37
Summary Financial Information	39

From the WEA Illawarra Board of Directors



Throughout 2022 we continued to see Novo Education Space students engage in our learning communities from the north of the Illawarra, up towards the Southern Highlands, and down south to the Shoalhaven region. Novo Education Space continues to build a strong reputation in our communities and provides new opportunities for students to forge a path to their future. Novo Education Space will always provide a safe, respectful and inclusive environment for our young people.

Sadly, at the end of 2022 Novo Education Space made the very difficult decision to close the Southern Highlands campus which had been operating as a single class of students in a very small, shared space with another youth service. Remaining at that location was no longer viable or appropriate for the school, and after two years of searching for alternative, affordable premises, we were unable to find anything suitable. The eight students at the Southern Highlands campus were either transferred to another Novo Education Space campus, assisted by staff to transition into work or vocational training programs, or referred for further schooling opportunities.

The 2022 Novo celebration of achievement events at Wollongong, Bowral, Nowra, and Vincentia, where the students' efforts over the year were recognised, were inspiring and uplifting for all those in attendance. As per our name's sake, "Novo", we continue to make new and renew so our students can learn and create their own individual journey.

The Board and I would like to praise the Novo Education Space staff for their continuing dedication in delivering on our mission and thank them for their commitment, support, and belief in our students.

Ross Crapis
Chairperson
WEA Illawarra Board



Principal's Message



“Inspiring”, “uplifting”, “so much confidence and pride on display”: these were just a few of the comments from visitors who attended our campus Celebration of Achievement ceremonies held in December 2022. These ceremonies bring together staff, students, carers, parents, friends and other stakeholders of Novo Education Space for a genuine heartfelt celebration of our young people achieving so much more than many of them ever thought they possibly could. The absolute highlight of these celebration of achievement events was the awarding of our first ASDAN Bronze Awards to 15 students. The feedback from the international assessor in the United Kingdom was that the portfolios presented by Novo Education Space students were truly outstanding. This is a real team

effort and we all deserve to feel proud of what was achieved in 2022.

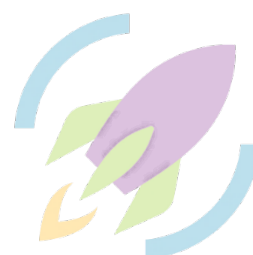
In July, Dr Andrea Garner, our inspirational and indefatigable Leader of Teaching and Learning, returned home to Canada. Andrea’s pioneering spirit, patience, skill, and determination have shaped how we engage young learners and showcase their growth and achievement. We are very thankful for her contribution to Novo Education Space.

In 2022 we were granted another five year’s registration of our Special Assistance School by the NSW Education Standards Authority (NESA) and I want to thank all those who were involved in the preparation of the re-registration application and inspection process.

We welcomed a number of new staff in 2022, including a new Leader of Teaching and Learning, Kim Brady. I want to acknowledge and thank the dedicated and passionate executive and multidisciplinary team of staff of Novo Education Space across our campuses. I’m very proud of you all for your efforts throughout 2022. You have done an amazing job.

Lastly, I want to acknowledge the efforts of our Board of Directors who champion quality governance and generously volunteer their time, skills and unwavering support and encouragement to all those who work and learn at Novo Education Space.

David Fuller
CEO/Principal



The Novo Education Space Way

Context

Novo Education Space is an independent secondary school registered with the NSW Education Standards Authority (NESA) for Years 9 to 12. Novo Education Space is operated by 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

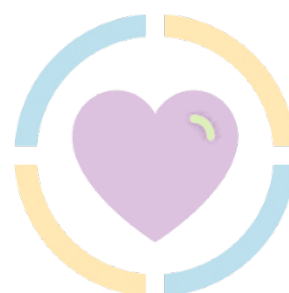
Our school strives to lift up young people, developing in them renewed hope, self-worth, autonomy and optimism. Our job is to help young people believe in themselves and to realise that they can shape their future and choose what it will be, regardless of what has come before. We acknowledge that staff, 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

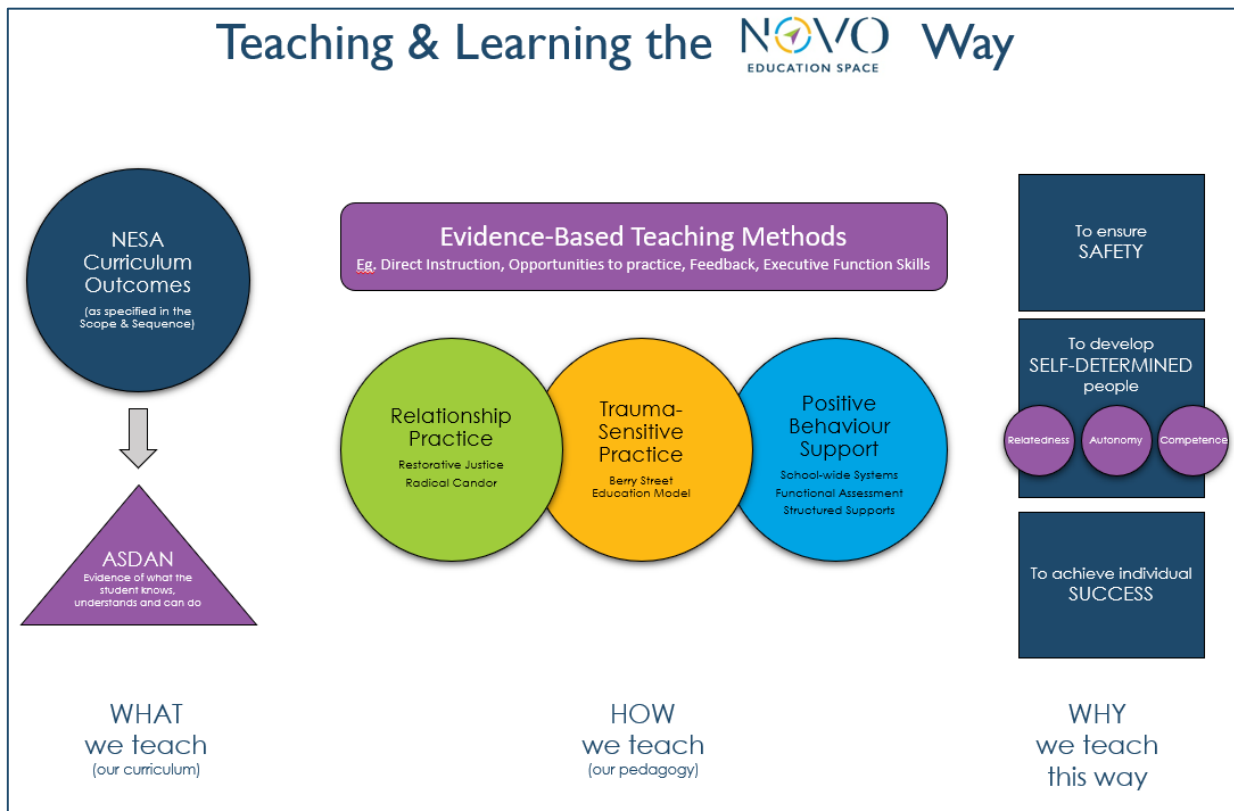
2022 was a year of two halves within the Teaching and Learning portfolio at Novo Education Space. From January to June, former Leader of Teaching and Learning, Andrea Garner, led the team in a continuation of 2021's work. This included embedding the ASDAN Personal Development Program into our curriculum structure by deepening teacher professional knowledge and practice, working with students to develop individual portfolios, incorporating ASDAN challenges into units of work developed in accordance with NSW Education Standards Authority (NESA) syllabus outcomes, and extension learning opportunities for some teachers in portfolio moderation.

Work also commenced on strengthening the Berry Street Education Model (BSEM) of trauma-informed practice into our pedagogy with the first round of staff professional learning and classroom implementation.

The evidence-informed practices of Positive Behaviour Support (PBS) were also introduced to ensure our behaviour management practice aligns with our values and this saw staff commence learning about Functional Behaviour Assessments (FBAs) and Positive Behaviour Support (PBS) Plans.

After three-and-a-half years and leading several significant shifts in our teaching and learning practice, Andrea left Novo in June to return home to Canada. Andrea's leadership leaves an incredible legacy for our school, staff, and students in making learning more relevant, accessible, and exciting for young people at risk.

Joining Novo in June felt like an almost seamless next step for me, given the similarities between Andrea's vision for teaching and learning and my own. At the beginning of my Novo journey, it was a gift to be handed so many significant components comprising Novo's unique curriculum and pedagogy. Spending time at each of the four campuses taught me that our next steps needed to be deepening our learning and practice in each of these components and devising ways that these components could work synergistically to improve outcomes for students. This gave rise to a graphic representation of 'Teaching and Learning the Novo Way' (see figure) which has since been used to anchor staff professional learning, and demonstrate to students and families how we go about learning at Novo.



Students continued their learning and work towards achieving NESA curriculum outcomes through the vehicle of the internationally accredited micro-credentialling system of ASDAN. The Personal Development Program we use offers students an opportunity to work towards Bronze, Silver and Gold Awards in areas of core learning and special interest, culminating in a personalised portfolio of work. This portfolio enables students to demonstrate their knowledge and skills to future employers or educational institutions, depending on their individual post-school plans. We submitted our first group of student portfolios for international moderation in November and were delighted when 15 students achieved their Bronze Award. A Bronze Award means a student has completed enough learning challenges to earn 6 credits, they have represented their learning in an organised and indexed portfolio, and demonstrated key skills such as improving learning, working with others, problem solving, communication, application of number and use

of technology. Thirty-one individual credits were awarded as micro-credentials to a further 15 students, clearly demonstrating the value of ASDAN in recognising and celebrating all learning as an achievement.

Staff and student learning continued in the area of Restorative Practice with a whole day spent at each campus learning strategies and common language for forming and keeping good relationships, and Campus Coordinators began an internally developed course of professional learning in PBS theory and practice.

In 2023 we hope to see students progressing their ASDAN learning towards Silver and Gold Awards, and for staff to have undertaken professional learning in all the core components of 'Teaching & Learning the Novo Way'.

Kim Brady
Leader of Teaching and Learning



Campus Reports

Novo Education Space Nowra

2022 was an exciting year for the Nowra campus. We saw the relaxation of COVID-19 measures, which meant the return to permanent face-to-face teaching and learning, and the campus welcomed some new teaching and learning staff.

ASDAN was the primary focus, so students were supported to engage in learning challenges that demonstrated links to 21st Century learning: literacy, numeracy, Information and Communication Technology (ICT), and critical and creative thinking. The beauty of ASDAN is that students have real choice in their learning by engaging in challenges that relate to individualised interests and life goals. This ultimately led to deeper, more meaningful engagement by our students in their educational journeys.

Restorative practice was implemented as a whole school teaching and learning approach to encourage behaviour by all that is supportive and respectful. Restorative practice puts the responsibility on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Ultimately, all staff and students have been learning to engage in real-time reflection and restoration of relationships, to promote a truly inclusive, safe and supporting environment. Furthermore, these skills are transferable beyond the school setting, so students are able to carry them through life.

Students had the opportunity to dive into varied experiential learning through a combination of engaging excursions and incursions. A snapshot of these experiences includes the following: The RYDA road safety course featured a memorable one-day workshop to front-load students' understanding of road safety. Real-life accounts by road victim survivors and speeding scenarios encouraged students to

reflect on the reality of road safety, and learn how to find the confidence to speak up in risky driving situations.

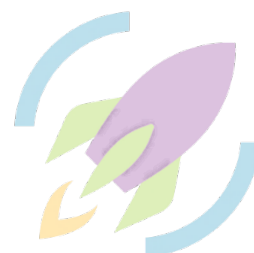
Beyond Empathy provided project workers to engage with our young people on the concept of grit and resilience. Weekly workshops saw staff and students collaborate on creative stories with a grit theme that were recorded as audio stories and shared through a national podcast. Some students used this medium as an opportunity to explore natural and personal disasters experienced by those living on the South Coast, in response to the recent bush fires and floods. Grit training workshops were offered to build students' resilience and leadership, and coaching sessions about grit and resilience encouraged our young people to identify their strengths as a tool to be used during challenging situations.

MoneyVest provided great financial literacy advice, sharing tools and knowledge to support our young people to make confident decisions related to loans, credit cards, rent, mortgages, and budgeting.

Additionally, there were lots of wonderful outdoor education experiences including walking on Country with Indigenous educator Charlie Ashby, bushwalks in and around Budderoo National Park, and barbecuing and outdoor activities at local parks.

2022 was a fun, engaging and successful year. The Novo team at Nowra are excited to continue offering a unique and engaging learning experience for young people seeking an alternative education option in 2023 and beyond.

Clea Westenberg
Acting Campus Coordinator



Novo Education Space Vincentia

2022 was a year of enriching experiences, adventure, and highs and lows for Vincentia Campus. Our teaching staff consisted of Ben Johns, Brooke Butler and Bec Kate. Our SLSLOs for the year were Matt Lewis, Abbey Lewis and Rob Matthews. Our Student Wellbeing Officer was Georgii McKenzie and we had Carolyn LoPinto with us as Wellbeing Manager shared with Nowra campus. Bec Kate led the team as Campus Coordinator.

ASDAN

Our campus learned so much in 2022 with our ASDAN program. Even though we had begun to introduce ASDAN the year before, it wasn't until Term 4 2022 that we really felt both as staff and students that we had a handle on the process and the requirements of the program. This steep learning curve showed the impressive skills of staff and students as we navigated the path to international moderation. We had five students' hand in their portfolios for moderation and all five received their Bronze Awards. The students and staff had to work cohesively to develop the work samples, drafts, action plans, finished products and reviews that were needed for ASDAN this year. We also had several students hand in modules or short course work to receive credits which will go towards their Bronze awards for 2023.

An example of two of the challenges the students enjoyed engaging with over the year were the walk challenge in Sport Lifestyle and Recreation Studies (SLR) and jewelry-making in Visual Design. The SLR challenge involved students having to plan a walk in our local area, which involved research for choosing the walk, how to get there, what they needed to bring with them, warnings for health and safety, completing the walk and then recording and documenting what happened on the way. Some students completed journals to show their learning, while others worked in the online space to create a log of the information they gathered and experiences they had. Jewelry Making in Visual Design involved researching and learning about making jewelry and then experimenting with different types of paper and techniques. Students then had to make an item with their finished beads, photograph them and explain the process and the use of the item of jewelry.

Students also completed open modules on Water Safety, Construction and Maintenance and also completed short course credits in Forensic Science, Environmental Science, English and Mathematics.

"I enjoyed working towards my Bronze Award...It felt easier at the start of the year, and then we had to rush a bit at the end of the year, but I found the rush OK. I work well last minute on things. Working with the staff was good. I had a lot of support and help to understand what I needed to do. I was so proud to achieve my Bronze Award."

Jada, Year 11

Community Engagement

We held our first ever Family Engagement Day, where we had local family and youth services attend on-site, able to provide support information and referrals for our families. Services that participated included Stride, Shoalcoast Legal Centre, Family Connect and Support, and headspace. After this, parents and carers were able to engage with a webinar delivered by YSafe, Australia's leading provider of cyber safety education, on how to support their young people to be safe online. We have found that cyber safety is a growing concern for the wider school community.

We engaged with our immediate school community by holding two feedback days during the year, in Term 1 and Term 3. These days were minimal supervision days allowing students and their caregivers to come in for formal teacher interviews where feedback could be given and received by teaching staff, students and caregivers. Students prepared a piece of work they were especially proud of to present to their family to give them a chance to show the work they were producing at school. These days resulted in all parents and carers engaging with the school which was so enriching for the students and staff.

In Terms 2 and 4 we held an exhibition of the students' work. This was another opportunity for not only our families but also other community members to come and have a look at the efforts the students were making across the many learning areas. Students walked their families, friends, previous teachers, and other community members through the displays

explaining how ASDAN works and showing the work they had been completing in class. There were so many proud students and families on both days and many positive comments and interactions with members of the wider community.

External Learning Opportunities

We took the students out on many enriching excursions in 2022 including the following: kayaking, Lady Denman Maritime Museum, Shoalhaven Waste Management facility, beach swimming, outdoor rock climbing, frisbee golf and archery, bush adventures, fishing and a trip to Jamberoo Action Park to finish off the year. These excursions allowed students to engage in real-world experiences and connect the learning they are completing in the classroom with the world around them.

We had 11 students head out on work experience in Term 3 of 2022. They were given a school supervisor and with support completed work through our ASDAN program to ensure they were ready and prepared to go on the work experience adventure. Some students earned two complete credits through their work experience.

"I found ASDAN easy this year. I enjoyed being able to work at my own pace. I achieved three credits in the World of Work and Expressive Arts modules. In 2023 I want to achieve my Bronze Award and then work towards my Silver Award."
Shanye, Year 9

All of these experiences were highly valuable for our young people. Nine of the students completed the whole five days of work, with two students choosing to discontinue the experience during the week. One of these students realised that the workplace was not for her. After seeking support from their school supervisor, they were encouraged to speak with the manager of the workplace. The student took this on and was highly successful in communicating the positive experiences they had and the experiences they did not enjoy. The manager contacted the school to say how impressed they were with this student's ability to communicate clearly and effectively.

There was also one offer of casual employment and one apprenticeship pathway formed during the week. We had many positive reviews from

our employers and didn't have any negative feedback.

We connected with many really valuable local services in 2022 who engaged with our students in so many positive ways. We participated in the Grit Program with Beyond Empathy (<https://www.be.org.au/projects/grit>), Bush Regeneration with Shoalhaven City Council, Shoalhaven Education Fund, Love Bites, HARP sexual health workshops, TAFE YES program, headspace, and Shoalcoast Legal services. It is always so enriching for our students, carers and staff to connect with these resources in the local community so we are all aware of what is out there to assist us when needed.

Cultural Engagement

We engaged in cultural events across the year, including a smoking ceremony and cultural walk in Nowra with the First Nations cultural tour company Djiriba Waagura, and a bushtucker walk at the Botanic Gardens in Booderee National Park. Staff completed a professional development day with the Deadly Ed company early in 2022 and gained so much knowledge about the need for a stronger connection with First Nations cultures and communities. We aimed to increase our connection with the local First Nations community and to work with the students to complete a campus specific Acknowledgement of Country. We made connections with the Clontarff Foundation at Vincentia High School and maintained connections with First Nations staff there for ongoing support for our First Nations students.

Restorative Practice Training

Students and staff took part in Restorative Practice training in November 2022. This was a highly valuable experience and both staff and students were educated, challenged and inspired.

As a team we have grown so much in our ability to communicate about our relationships with each other at school. We now have a common language that staff and students can use to explain and challenge the ways we build relationships. We plan to have a more strategic approach to implementing the skills we learnt on this day into our daily practices at school as the years progress.

Bec Kate
Campus Coordinator

Novo Education Space Southern Highlands

Throughout the majority of 2022, our Southern Highlands campus had a close-knit group of 10 students, working together with the staff team of Andrew Doodson (Campus Coordinator), Stefanie Booth (Teacher), Simone Berger (Student Learning Support Officer) and Andrea Bartolo (Wellbeing Manager). The student group created an amazing buzz in the classroom, with each student bringing some unique and fresh perspectives to lessons. In Term 2, students spent time on goal-setting for life beyond school, and visited Moss Vale TAFE for some course tasters and information on future opportunities in trades, as well as Year 11 study options, as Novo Education Space Southern Highlands can only cater for students in Years 9 and 10.

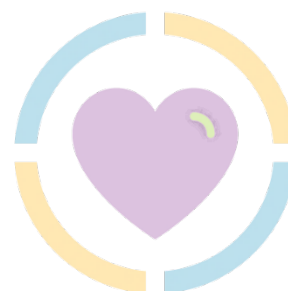
Some of the learning this year included workshops with Youth Solutions Southern Highlands on alcohol and other drugs and healthy relationships. In Human Society and its Environment (HSIE), students showed their green thumbs by reconditioning the campus veggie patches and then enjoying some of the produce from the garden later in the year. Students also had the opportunity to gain First Aid and CPR qualifications, which is a great addition to their resumes and employability skills, and some participated in work experience. Term 3 ended with a visit to the Illawarra Fly Treetop Walk. While the view was impacted by fog, students were able to extend themselves outside their comfort zone and face a fear of heights through participating in the walk.

Students put in a consolidated effort during Term 4 to work on their ASDAN portfolios. Two students achieved their Bronze Award, with all other students achieving at least two credits towards their Bronze. It was great to see the dedication and the patience students showed as they organised their work prior to moderation. Congratulations to all for their efforts.

Other activities for Southern Highlands students included a Creative Arts excursion to the Wollongong Art Gallery and a Restorative Practice workshop. Many students also participated in the TAFE YES program (youth engagement strategy) at Moss Vale. This helped students form a strong relationship with staff at the TAFE who were able to facilitate a smooth transition for the majority of students into post-school courses for 2023.

The Southern Highlands campus opened as a re-engagement program with a small group of students in July 2018, sharing premises with the Highlands Youth Hub. Over the years, our commitment to providing a full Year 9 and 10 school program with a desire to expand to Years 11 and 12 saw us actively seeking out alternative premises where we could operate at least two classes and up to four classes. Sadly, after searching for two years, we were unable to find suitable and affordable premises in the Southern Highlands, and we were no longer able to operate our school from the current location as a single class of students for safety and viability reasons. As a result, we had to make the very difficult decision to close the campus at the end of 2022. This was a challenging and disappointing time for the students, their parents and caregivers, and the Novo staff. We thank the management and staff of Highlands Community Centres for their support over the years. I would like to acknowledge the dedication of the Novo staff to ensuring that each of the remaining eight students transitioned into another learning environment or employment for 2023. The resilience of the students displayed at their Celebration of Achievements event is to be commended and it was an inspiration to hear them speak about how valuable their time together over the last year had been and the encouragement they gave to each other to pursue their goals into the future.

Louisa Raft
Leader of Operations



Novo Education Space Wollongong

Term 1

Our Term 1 Home Room theme 'Embrace' equipped us with the skills to successfully complete a wide range of curriculum and personal challenges. Our calendar was jam packed with events such as anti-bullying and International Women's Day which provided us with opportunities to explore online bullying and inequality in our society. During Harmony Week we hosted a campus celebration involving all classes and WEA Illawarra staff to share delicious dishes from around the globe that truly represented our school community. Students and staff indulged themselves in everything from a Chilean pineapple cake/pina de torte to a Cypriot pasta dish and of course some amazing Aussie sausage rolls!

Term 1 campus assemblies were enhanced with interactive tasks that involved our students testing their ice bath hand limits when learning about Wim Hof. Former NRL player, Chase Stanley, joined us for a thought-provoking Q&A session that helped us consider the grit and determination required to overcome physical injury as well as how to embrace the challenges life can present. Lance Kemp also joined us to share how he developed sign writing skills by retraining to complete a TAFE course and establish a successful local business. Students will have the opportunity to work with Kemp Kreative in the future to design and create our Yr12 hoodies and other projects.

Our students embraced a variety of ASDAN challenges including the successful completion of their SLR golf, swimming and boxing fitness projects which we celebrated at our end of term quiz and first Novo carnival.

Term 2

Term 2 focused out attention on the importance of kindness through our home room activities and assembly presentations. As a result students were able to self-assess and fully understand the importance of compassion and empathy to develop and maintain healthy relationships. Assembly guests like Bree, a sexologist from Biconic, were able to expand on the topic while also introducing our plans to launch sex and relationship student workshops in Semester 2. Students contributed with key questions and shared their appreciation for staff responding to their requests for more

curriculum focus on this potentially challenging subject area.

Our feedback day parent/carer-teacher meetings provided an opportunity for our students to reflect on their progress collaboratively to support the development of their portfolios ahead of Semester 1 reports. Excursions and extra-curricular opportunities supported students' skill development with a wide range of projects successfully completed including: Dress for Success, PCYC 'Job Ready' program and RYDA road safety program. We celebrated our students' engagement and progress with our end of term quiz and recognition excursion to complete a momentous Nerf gun battle.

We were also able to welcome other guests onto our campus to lead sessions including the Y Safe parent e-safety awareness workshop, Living Books sessions and SYFS gambling awareness workshop with Stage 5 students. More students also took the opportunity to complete 'digital mentor' training with Liz, a vocational trainer at WEA Illawarra, to be able to provide support for seniors in their adult education classes. Lakiela, a former student and First Nations artist, found time to help us begin our NAIDOC week community art work which families, students and staff all contributed to at our Exhibition. We presented the finished piece in Term 3 with Lakiela and guests from the Woolyungah Indigenous Centre (WIC) at the University of Wollongong. Term 2 also saw us participate in Reconciliation Week activities with WIC at the University.

Term 3

The relational health of animals provided the Wollongong campus with a wide range of opportunities in Term 3 to understand how much relationships matter. Through assembly and Home Room activities we discovered that wombat, kangaroo, whale and human relationships are biological necessities to build a foundation for lifelong growth and development. According to our research, relational health is the most accurate measure of a person's wellbeing.

Our Home Room social and emotional learning focus was embraced by our students. As a result, they were able to fully engage with a potentially challenging suicide prevention

workshop with 'Talk 2 Me Bro' and R U OK? Day activities provided by our team. Students continued to progress with our curriculum projects and ASDAN challenges were successfully completed. Highlights included staff establishing our weekly book club to promote reading following a fantastic fancy dress effort for Book Week as well as the opportunity for all students to attend the UOW Indigenous Literacy day.

We completed our term with an excursion to Symbio Zoo where our students attended the keeper talks to test their knowledge about the relational health of animals.

Term 4

In the final term of the year, we focused our attention on the secret life of plants and their ability to adapt to challenging circumstances to inspire us to complete 2022 successfully. Students and staff were able to collaborate while training together in Restorative Practices. We also learnt from another former Novo student about her successful journey to university. Southern Youth and Family Services deepened our social and emotional learning by introducing our first Resourceful Adolescent workshop.

As we worked towards completing subject projects, ASDAN evidence and our end of year events, students challenged themselves to complete water safety and swimming lessons to progress to a set of paddle boarding sessions on Lake Illawarra. At our end of term excursion to the Botanic Gardens, campus Christmas lunch and Celebration of Achievement our students demonstrated the progress they have made towards their ASDAN Awards by recognising the wide range of curriculum and project challenges they were able to complete. Two Year 10 students were awarded our first campus Bronze Awards with four more awarded individual credit certificates from their portfolios. Four students received Australian

Defence Force Long Tan and Future Innovators Awards and one received Reuben F Scarf award as a result of their sustained commitment to progressing with their learning and demonstration of leadership skills.

Professional Development

Our campus professional development focused on how our personal values and sense of purpose intersect with our job and team roles. Training provided by the Association of Independent Schools NSW led the Wollongong team to explore the spoken and unspoken rules that guide how we interact, collaborate and work as a staff team of Teachers, SLSOs and Wellbeing Officers on campus. We asked ourselves key questions including:

- Have you ever been part of a team or class that simply worked?
- Think of a time where communication was easy, goals were met, and everyone felt valued.
- How about the opposite?

At our fortnightly staff meetings, we confirmed that 'group norms' are the set of informal and formal ground rules that dictate how people interact, help members of the group figure out how to behave, clarify roles and provide a sense of predictability. We held informal discussion sessions with students and staff to explore what 'Novo Norms' we can co-construct together focused on

- Belonging: everyone is empowered to take part
- Trust: everyone is on the same page about what's happening
- Engagement: uncertainty is replaced with predictability
- Mutual accountability: everyone is responsible.

Oliver Naylor
Campus Coordinator

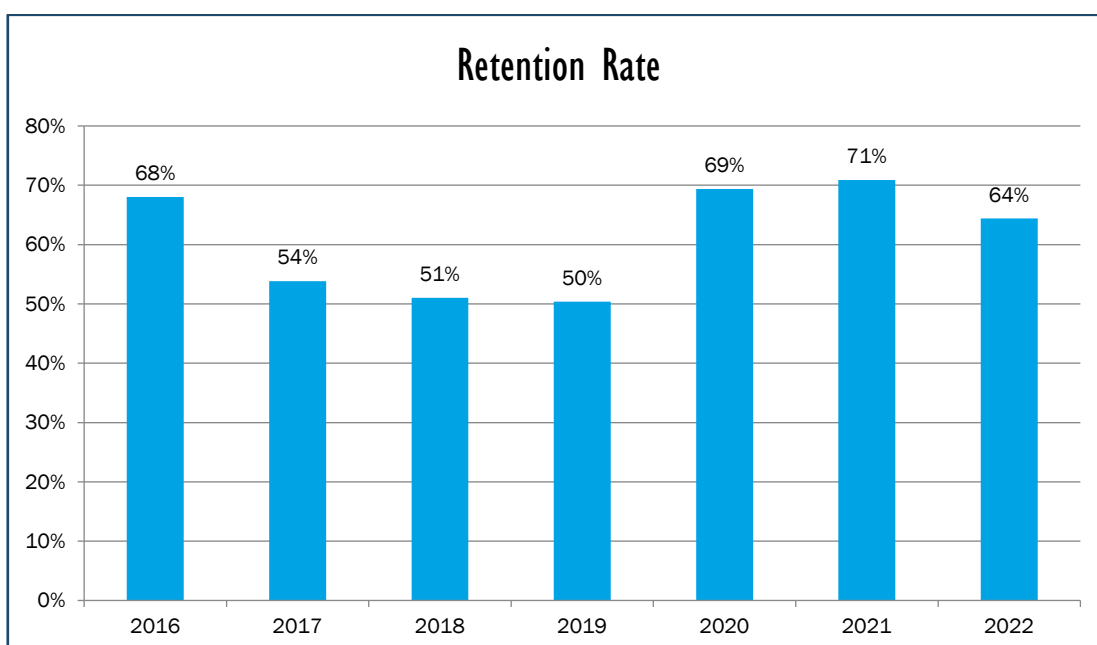
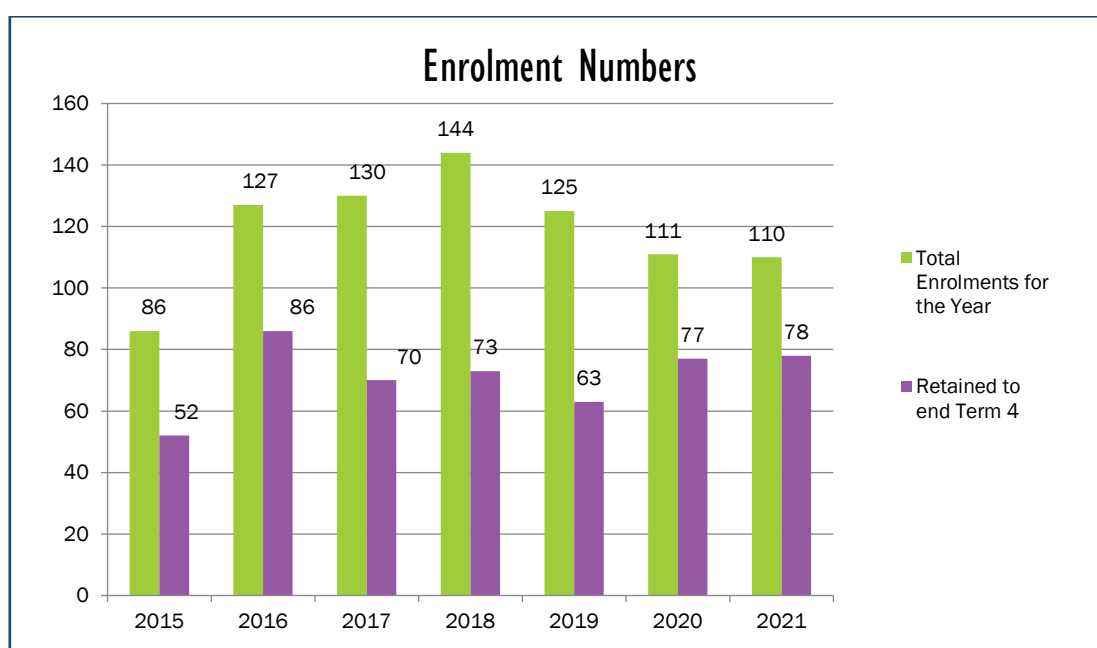


Characteristics of the Student Body

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 2022 Novo Education Space enrolled a total of 118 students across Years 9, 10, 11 and 12 at our four campuses. Seventy-six (76) students maintained their enrolment until the end of Term 4, representing a **64% retention rate**.

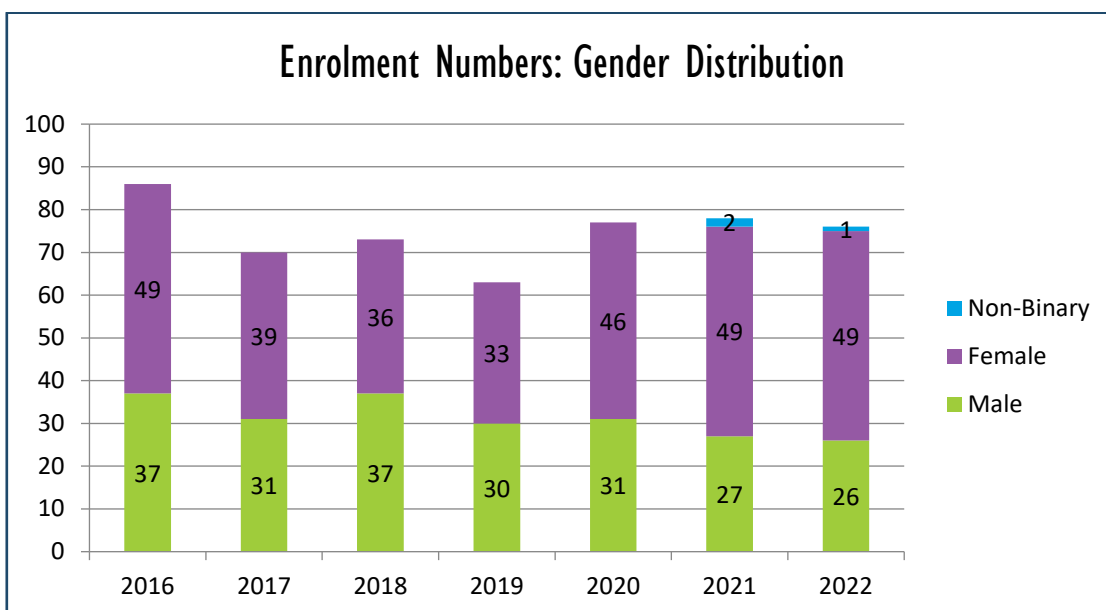
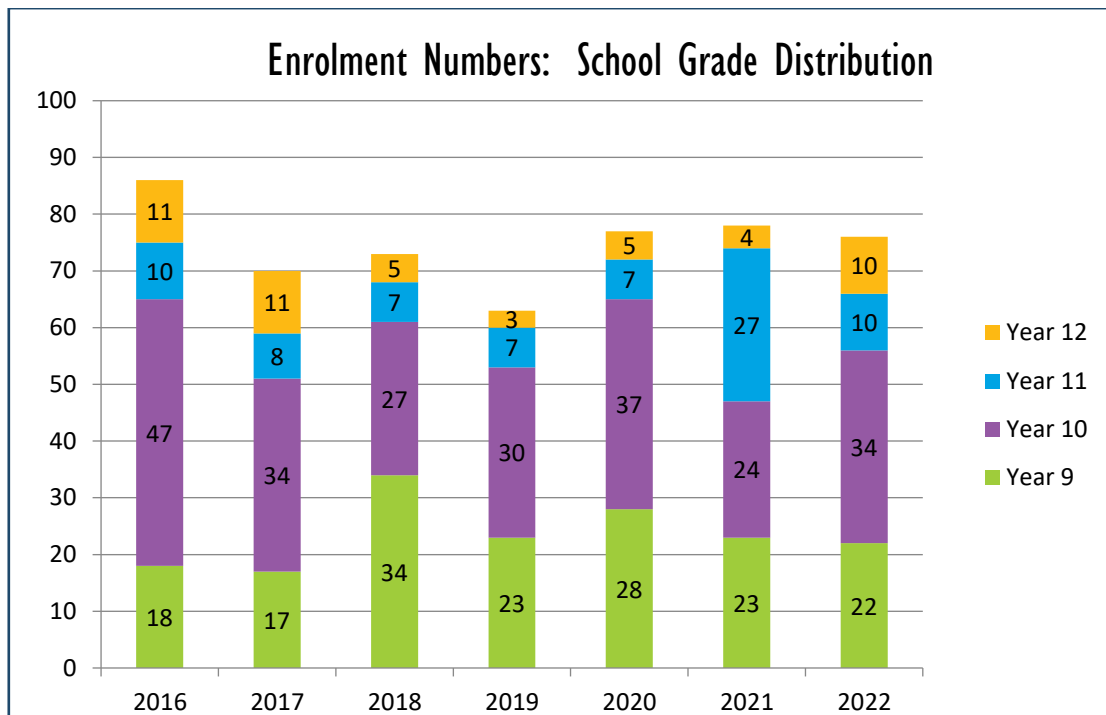
Each year, Novo Education Space takes on a new cohort of students and the challenges each student faces in completing their education will impact differently on their motivation and capacity to complete the school year. In the senior school (Years 11 and 12) there is always a proportion of students who 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 76 students enrolled at the end of Term 4 in 2022, ten students completed their Year 12 schooling and 49 students re-enrolled to continue their schooling with Novo Education Space in 2023 as follows:

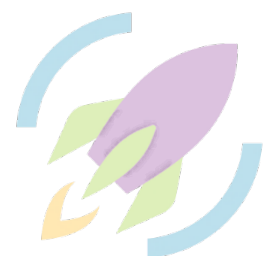
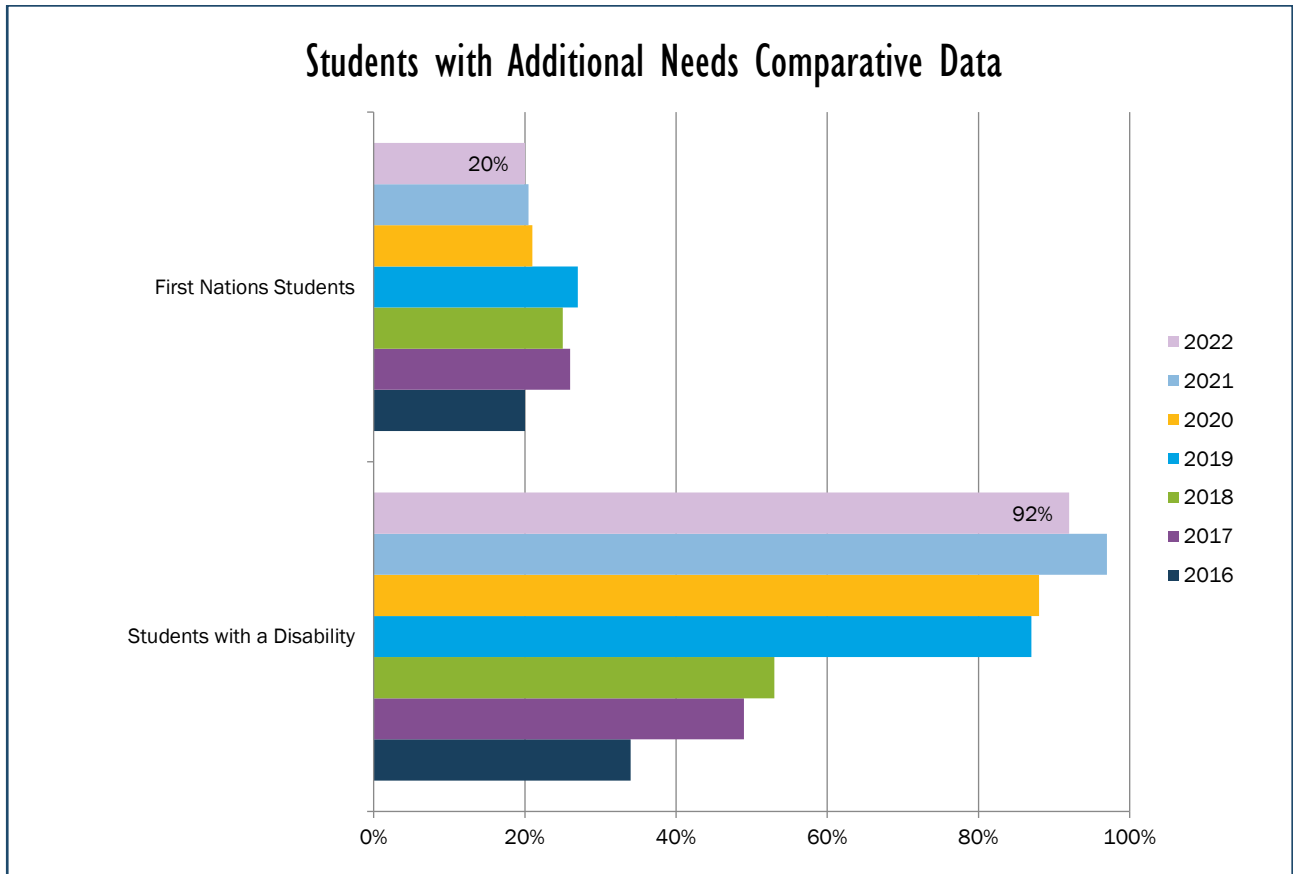
	Number of Students
Year 9 students returning for Year 10	16
Year 10 students returning for Year 11	23
Year 11 students continuing with Year 11	1
Year 11 students returning for Year 12	9
Total number of students returning to Novo in 2022	49 (64%)

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 76 students enrolled until the end of the 2022 school year:

- 20% identified as Aboriginal or Torres Strait Islander.
- 92% 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>).

ASDAN Awards

In 2022, students in Years 9 to 12 were not entered for the NESA credentials of Record of School Achievement (RoSA) or the Higher School Certificate (HSC). Students study and work towards NESA curriculum outcomes in Stage 5 and Stage 6 courses. In addition, students develop portfolios of work to gain credits towards Bronze, Silver or Gold Awards through the International Accreditation body, ASDAN (<https://www.asdan.org.uk/>). Students can also complete short courses and earn other micro-credentials. This alternate program is designed to develop real-world skills through the completion of challenges that relate to individual student interests and life goals identified in their Individual Learning Profile.

2022 was the first full year having all students working on their ASDAN journey. To achieve an ASDAN Bronze Award, students must complete six credits equating to approximately 60 hours of work. The credentials are cumulative, so a further six credits (total 120 hours work) will achieve a Silver Award, and another six credits (total 180 hours work) will achieve a Gold Award.

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas:

- Ability to learn
- Teamwork
- Problem-solving
- IT skills
- Literacy
- Numeracy

Number of Students Awarded ASDAN Credentials in 2022			
Campus	Bronze	Silver	Gold
Nowra	5	0	0
Southern Highlands	3	0	0
Vincentia	5	0	0
Wollongong	2	0	0
Total	15	0	0

Thirty-one (31) individual credits were awarded as micro-credentials to a further 15 students recognising their progress towards achieving their Bronze Award.

We congratulate all the 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 any Awards achieved, the learning growth of our students is our priority for celebration.

Vocational Education and Training (VET)

One Year 12 student participated in a School Based Traineeship in 2022: Primary Industries, employer Wollongong City Council.

No Year 11 students undertook Vocational Education and Training qualifications.

The cost of VET courses for students still enrolled at school is prohibitive for most families, as our students are ineligible to receive any subsidies towards course costs. Novo Education Space is lobbying the NSW Government for changes to this policy of exclusion of our students from having the option to participate in valuable training which would equip them for future employment in line with their goals.

Workforce Composition

Novo Education Space employed the following full-time and part-time temporary or ongoing staff in 2022:

Category	Number of Staff	Full-Time Equivalent
Teaching	16	14.6
Non-Teaching	19	13.7

No members of staff identified as being Aboriginal or Torres Strait Islander.

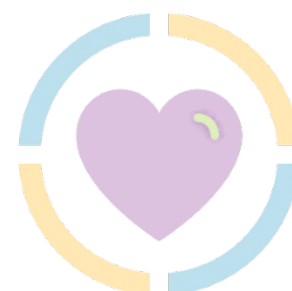
Teacher Accreditation and Qualifications

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

Level of Accreditation	Number of Teachers
Conditional	3
Provisional	1
Proficient Teacher	12
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	16

Qualifications of Novo Education Space teaching staff

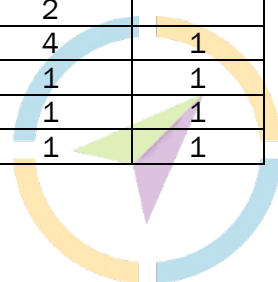
Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	14
ii. Teachers having a bachelor degree from a higher education institution 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.

Training	Leadership	Teacher	SLSO	Wellbeing Team	Admin
Basic Key Skills Builder (bksb) Training	3				1
ASDAN Implementation	5	10	9		
ASDAN Moderation Training	2	1			
Positive Behaviour Support Plans	5				
Restorative Practice Training	7	9	8	3	2
School Talk Online Learning System	1				
Disability Legislation	5	9	9	4	2
Identifying and Responding to Young People at Risk	9	11	12	5	2
NSW Reportable Conduct and Allegations Against Employees	4	9	8	4	2
Supporting Students with Challenging Behaviour (Modules 1-5)		1			
Introduction to School Based Apprenticeships and Traineeships	2			1	
Autism Spectrum Disorder: Universal Supports	1	6	3	4	
Autism Spectrum Disorder: Targeted Supports		3	3	3	
Autism Spectrum Disorder: Intensive Supports	1	3	3	1	
Making Your Numerical Data Work		1			
Moving Beyond Numbers: Using Qualitative Data		1			
Investigations Masterclass: Workplace Investigation					1
Investigations Masterclass: Reportable Conduct					1
AISNSW Annual Briefing	1				
AISNSW Middle Leaders Training	3				
Staying Connected When Emotions Run High				1	
Youth Mental Health First Aid	1				
Sentral – Administrators Training	1				1
Deadly Ed: Delivering Aboriginal Education	7	12	8	6	2
Child Protection: Crossing Professional Boundaries					1
LawSense: School Counsellors	1			3	
Provide First Aid and CPR	2	5	4	2	
CPR Update	3	5	4	4	1
Asthma First Aid	2	5	5	1	1
Anaphylaxis Training	2	4	5	1	1
WHS Update	2	1	5	1	1



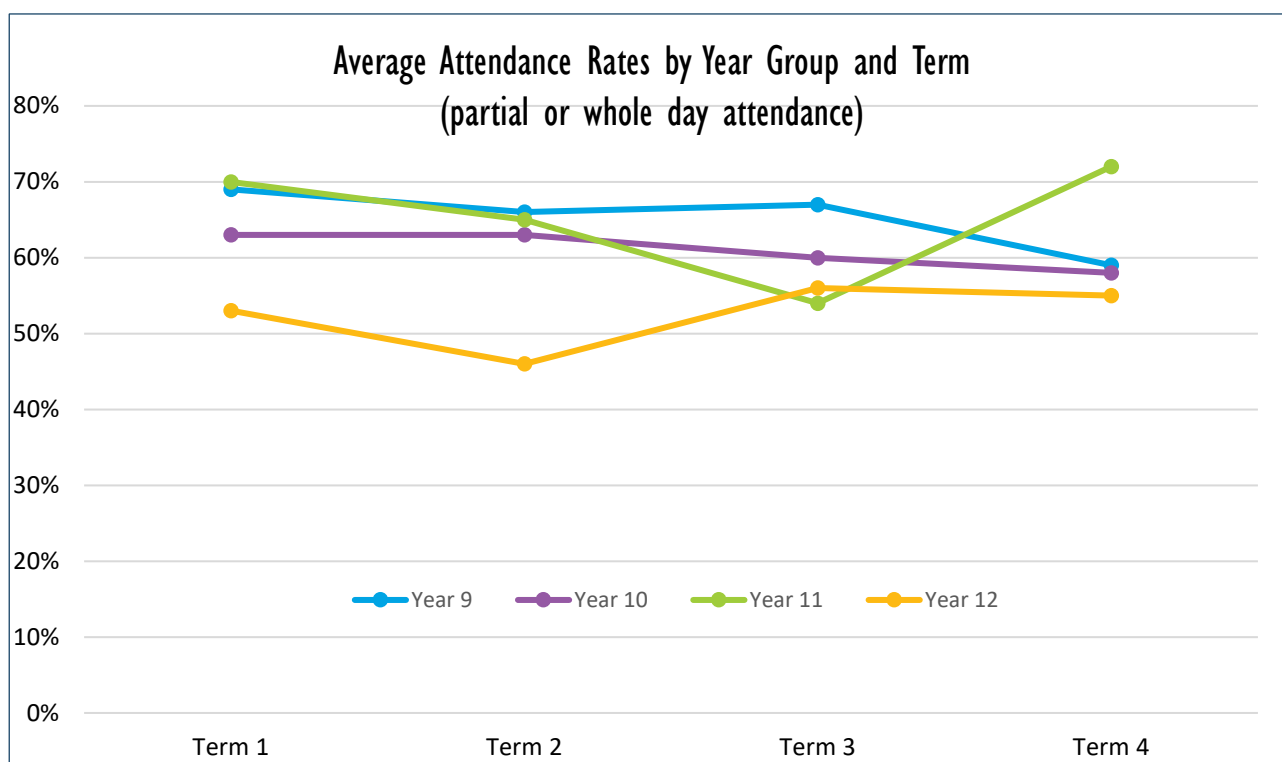
Student Attendance

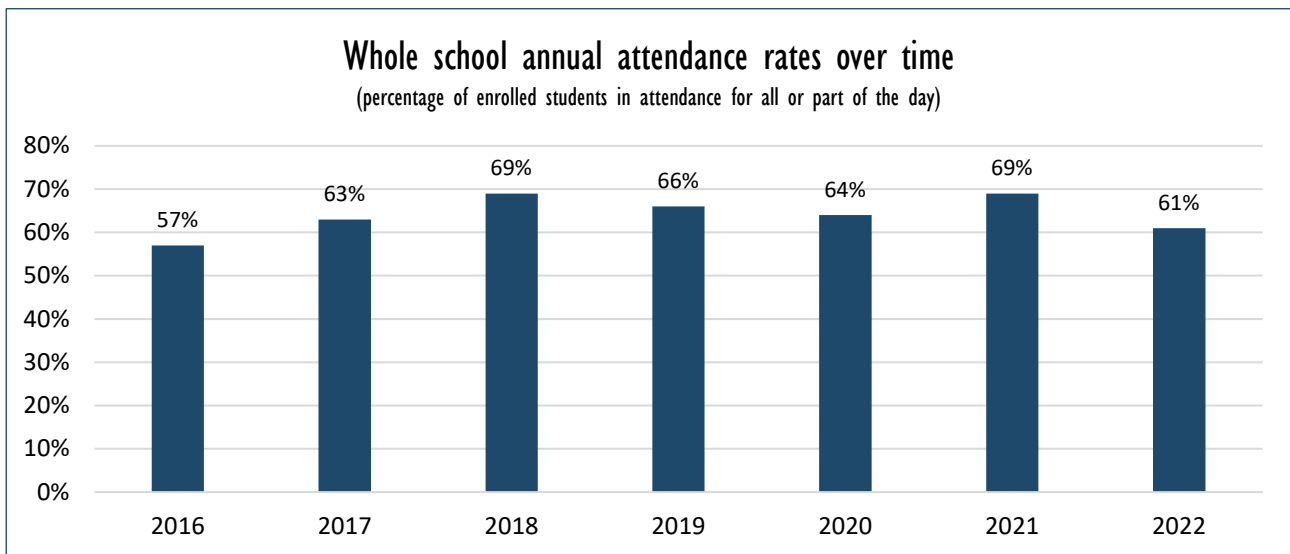
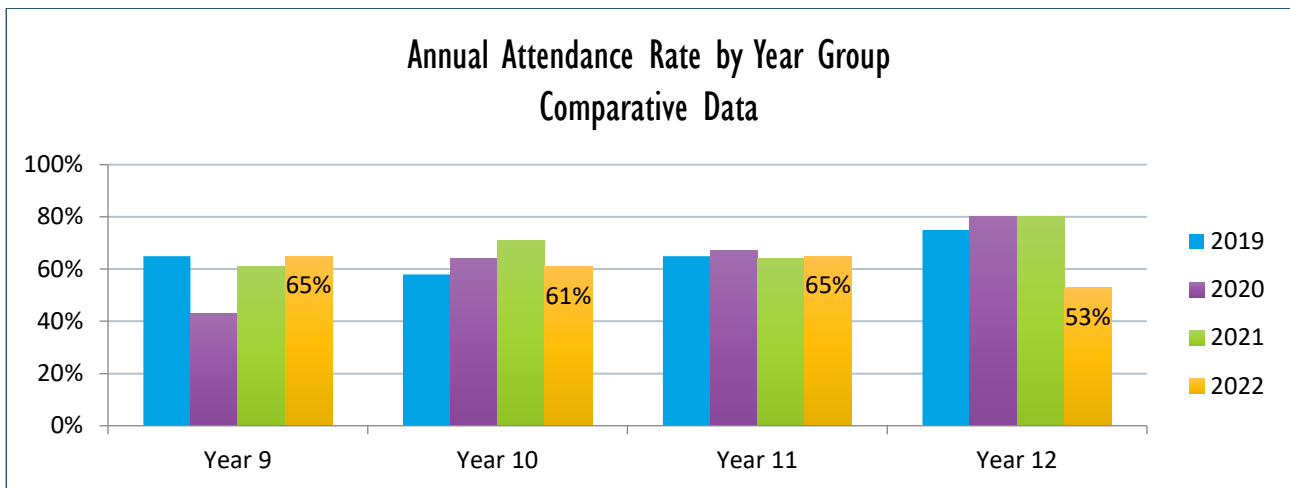
2022 saw the return to full-time face-to-face learning after the COVID-19 lockdowns and learning from home periods in 2021. This presented a challenge for many of our students who experience anxiety in the school environment, to transition back to sustained classroom learning. The ongoing effects of the pandemic on overall youth mental health also continued to have an impact.

Average attendance across the school overall fell to its lowest rate since 2017 at 61%. There is variation in attendance rates between the Year groups and from term to term, with Year 12 attendance across all terms presenting the biggest challenges.

Attendance rates in 2022 are detailed as follows:

	Present for part or all of the day			
Year Group	Term 1	Term 2	Term 3	Term 4
Year 9	69%	66%	67%	59%
Year 10	63%	63%	60%	58%
Year 11	70%	65%	54%	72%
Year 12	53%	46%	56%	55%





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 and the student's allocated Wellbeing Officer in conjunction with the student's Home Room Team. 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/>

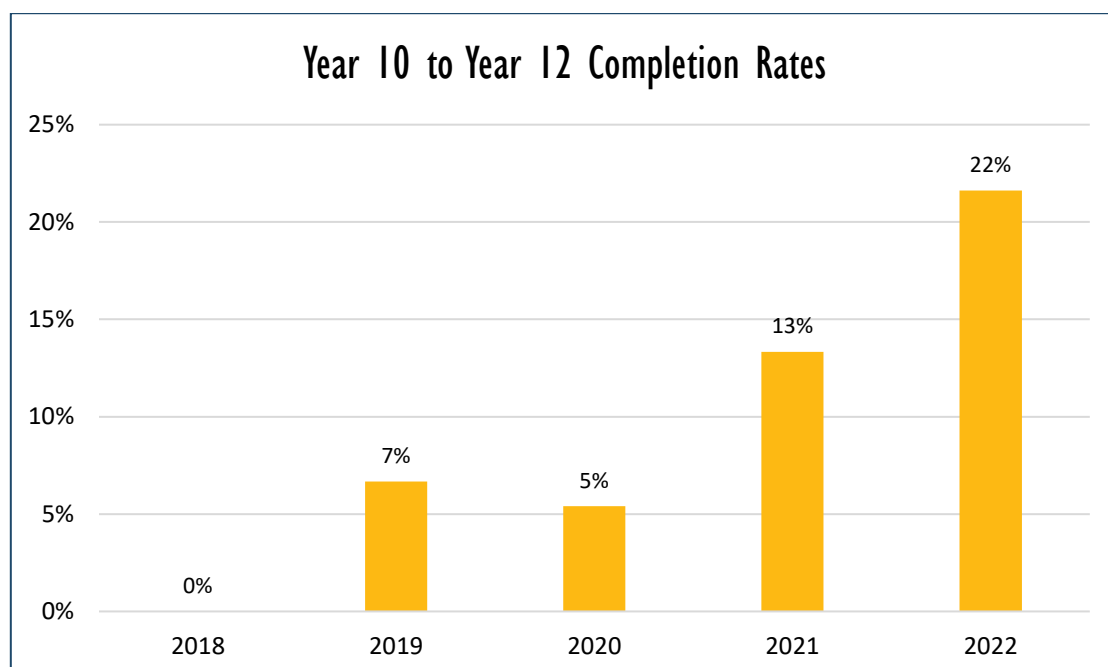


Student Retention Rates: Year 10 to Year 12

Novo Education Space is tracking student retention from completion of Year 10 through to completion of Year 12. In 2022, 10 students completed their secondary schooling with Novo Education Space. Of these, 8 students were enrolled at Novo Education Space for their Year 10 courses. The total year 10 cohort in 2020 was 37 students. This represents a 22% retention rate, however a number of factors influence this retention rate:

- Only the Nowra, Vincentia and Wollongong Campuses offer Year 11 and 12, therefore a number of Year 10 students at our Southern Highlands Campus 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 recovery.
- 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 ASDAN 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, and as a result, we have seen a progressive increase in the number of students who studied with us in Year 10, retained through to Year 12 completion.



Post-School Destinations

Intended destination of students enrolled in Year 10 as at Term 4 in 2022 (n = 34)

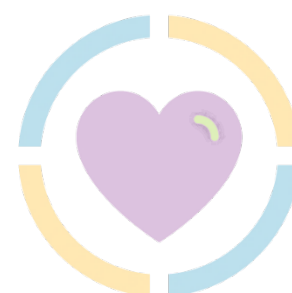
Destination	Number of Students
Re-enrolled at Novo in 2022 to undertake Year 11	23
Enrolled in other schools or TAFE to undertake Year 11	8
Undertaking vocational training, apprenticeship or traineeship	2
Employed full-time, part-time or seeking employment	1
Unknown destination	0

Intended destination of students enrolled in Year 11 as at Term 4 in 2022 (n = 10)

Destination	Number of Students
Returning to Novo in 2022 to continue with Year 12	9
Returning to Novo in 2022 to continue wity Year 11	1
Enrolled in other schools or TAFE to undertake Year 12	0
Undertaking vocational training, apprenticeship or traineeship	0
Employed full-time, part-time or seeking employment	0
Unknown destination	0

Intended destination of students enrolled in Year 12 as at Term 4 in 2022 (n = 10)

Destination	Number of Students
Undertaking vocational training, apprenticeship or traineeship	4
Employed full-time, part-time or seeking employment	5
Engaged in supported skills or other learning program	1
Unknown destination	0



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 2022. 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.

Name	Reviewed in 2022
Policy: Child Protection	✓
Procedure: Reporting Risk of Significant Harm	✓
Form: Child Safety Incident Report	✓
Form: Proof of Identity	
Form: Request to Share Child Safety Information	✓
Procedure: AISNSW Guide to Sharing Child Safety Information	
Policy: Staff Code of Conduct	✓
Policy: Fit and Proper Persons	
Policy: Complaints and Grievances	✓
Form: Complaints and Feedback	✓
Policy: Client Protection	

General Welfare, Security and Safety

Name	Reviewed in 2022
Individual Plans for Students	
Corporal punishment	
Register of Novo Education Space Student Enrolments	
Student Attendance and Exemptions	
Register of Enrolments, Attendance Record Keeping and Exemptions	
Visitors to the Centre	
Request for police assistance	
Withdrawal of a student from Novo Education Space	✓
Student destination unknown notification	✓
Student excursions	
Excursion-Activity Planner	
Student Duty of Care	✓
COVID-19 Risk Management	✓
Lock down	
Student supervision	
Students travelling in staff vehicles	
Student Code of Conduct	✓

Name	Reviewed in 2022
Student Rights and Responsibilities	
Student Medical Disclosure and Medications	
Medication Administration Request *	
Students and Alcohol and Other Drugs	
Welfare policy	
Alcohol and Other Drug Use Protocol *	✓
Self-Harm Protocol *	✓
Suicide Intervention Protocol *	✓
Notification of concern for student welfare	
Referral to support services	
Accepting referral to support services	
Students leaving premises	
Anti-Bullying policy	
Work Health and Safety	
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:

- Corporal punishment
- Procedural fairness
- Student discipline
- Student dress standard
- Student code of conduct
- 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](#). Options are available for providing complaints and feedback anonymously.

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.

Name	Reviewed in 2022
Policy: Complaints and Grievances	✓
Form: Complaints and Feedback	✓
Policy: Procedural fairness	
Policy: Workplace Discrimination, Harassment and Bullying	
Procedure: Discrimination, Harassment and Bullying	
Policy: Whistleblower	✓

School Improvement Priorities

In 2022 our school improvement priorities were mapped across three strategic areas: People; Place and Pedagogy.

People

<i>Student-Centred Learning</i>	
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.	Discussion took place in 2022 regarding which policies and other documents were appropriate for consultation with students and caregivers. Drafts of a Student Handbook and Parent/Carer Handbook have been developed, however we were unable to achieve consultation this year. Students at each campus have provided input into some operational matters which has guided staff decision-making. We will continue to find ways to include student and caregiver voice as an ongoing action.
2. Support self-determined goals by engaging in structured fortnightly advisory meetings with Wellbeing officers and bringing in relevant teaching staff.	We continue to develop our wellbeing support practice, increasing the links and discussions between Wellbeing Officers, students and classroom teaching staff. Some Wellbeing Officer positions remained vacant in the second half of 2022 which has created challenges in meeting the fortnightly advisory meeting goal.
<i>Staff Development</i>	
1. Ensure 100% of staff have been involved in completing a functional behavioural assessment and developing a Positive Behaviour Support plan.	Staff learning in Positive Behaviour Support continues with Campus Coordinators and teachers learning the process of Functional Behaviour Assessments (FBAs) and Positive Behaviour Support (PBS) plans as student needs determine. Further, Campus Coordinators have engaged in deeper learning in PBS through professional reading of the recently released, 'Australian Handbook of School-Wide Positive Behaviour Support'. While we are yet to reach the target of 100% staff engagement in PBS, this 'on demand' approach to staff professional learning in PBS has resulted in deeper learning for teachers.
2. Develop middle leader skills in radical candor and middle management through attendance in PD course and mentoring through check-ins with Executive.	All Campus Coordinators and Wellbeing Managers have attended training in Radical Candor and continue to use these skills with their team members. Fortnightly 'Check-Ins' with the Leader of Teaching and Learning or the Leader of Health and Wellbeing have enabled conversations about the practice to continue and skills and strategies were discussed regularly at Leadership Team meetings with the Executive. Three Campus Coordinators also attended the AISNSW Middle Leaders training.
<i>Whole of School Development</i>	
1. Develop wellbeing plans for all staff as a proactive measure for maintaining wellbeing.	Work commenced on a framework to support the development of staff wellbeing plans, with a trial

	with selected staff. Priority for the commencement of Term 1 in 2023 will be full training for staff in the evidence informed approaches to enhancing and maintaining wellbeing and the development of a plan by each staff member.
2. Implement social and emotional learning framework in a structured and synthetic way through the homeroom space.	Initial work on the SEL framework commenced in 2022 with homeroom programs being developed to structure student learning in areas such as resilience and growth mindset. At the conclusion of the year, a new model was proposed through staff feedback which will see the SEL program move out of homeroom and into other times of the school day which we believe will provide better learning opportunities for students in these vital life skills.
3. 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.	In 2022, the WEA Illawarra Board appointed a Child Safe Champion. The Leader of Health and Wellbeing undertook training in the NSW Child Safe Standards and kept the Board informed of the introduction and implementation of the NSW Child Safe Standards within the organisation. A self-assessment against the Standards will be undertaken early in 2023 and an implementation plan developed with progress reporting framework to the Board developed in conjunction with the Board Child Safe Champion.

Place

<i>Student-Centred Learning</i>	
1. Make learning visible by displaying learning intentions at the beginning of every topic and revisiting them regularly.	This goal remains in development with staff professional learning yet to be undertaken. Leaders continue to model the practice, and staff are able to identify the learning intentions in each unit.
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.	In April 2022 all staff members participated in a full-day workshop provided by Deadly Ed to explore their own understanding of First Nations cultures and how to incorporate First Nations perspectives into regular teaching and learning programs. Individuals developed their own action plan for continuing their learning and commitment to cultural safety and inclusion. Each campus was given the freedom to affirm respect for First Nations culture in their own way. Throughout the year we commenced meetings with an Acknowledgement of Country. At celebrations, students participated by delivering the acknowledgement, sometimes in language. Flags and posters are displayed at each campus and students have opportunities to engage in learning about culture and identity through programs organised by the Wellbeing Team. Novo Education Space became a member of the Welcome Here Project, affirming safe spaces where LGBTIQ diversity is celebrated.
<i>Whole of School Development</i>	

1. Make expectations and values visible across the school and on each campus.	This goal remains an area of development which will be addressed in 2023.
2. Seek out a new location for the Southern Highlands that will allow for the growth of the campus.	The search for new premises for the Southern Highlands campus has continued over two years with the aim of being able to expand the campus to include Year 11 and 12. Negotiations were held with two landlords however we were not able to agree on lease terms that would be viable and sustainable for the school. Approaches were made to Moss Vale TAFE and the University of Wollongong to lease unused spaces within their campuses, however neither institution was willing to make space available for our school. Requests for assistance in finding space were made to Wingecarribee Shire Council and other community groups/stakeholders, with support not forthcoming and no suitable premises able to be identified. As previously indicated in this report, this unfortunately resulted in having to make the decision to close the Southern Highlands Campus as we were unable to continue to operate such a small campus (one class of up to 10 students) safely or viably into the future.

Pedagogy

<i>Student-Centred Learning</i>	
1. To incorporate language convention and number flexibility learning activities into the program across KLAs.	In 2022, the literacy and numeracy assessment tool “Compass” specifically designed for disengaged learners was discontinued by ACER. We had been using this tool in previous years. An alternative tool suitable for our school population, which is emotionally sound and aligned with the Australian Core Skills For Work was identified in June 2022. Initial training in the use of the tool commenced. This goal remains an area of focus for 2023 as we launch the Basic Key Skills Builder (bksb) assessment and learning tool across the school.
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.	ASDAN is now the ‘vehicle’ through which we deliver NESA curriculum outcomes. All students completed challenges and are at various stages of progression towards their micro-credentials and Awards. We intend to move away from including ASDAN challenges in the scope and sequence as we learned this year that student motivation increases when they are given the flexibility to select challenges in areas of interest or desired skill, related to the outcomes they are studying.
<i>Staff Development</i>	
1. Have staff engage in an ASDAN internal moderation process to increase their understanding of the requirements.	This year we trained three staff as internal moderators. We will continue to build on this in 2023.
2. Identify and implement adjustments for student learning. Documented and monitored in Sentral Learning Records, program folders,	Our practice, particularly Sentral record-keeping, improved significantly in 2022. Further work needs to occur in areas of identifying student

check-ins and through observation and discussion.	needs, and developing learning adjustments. This will continue in 2023.
3. Have all new staff trained in Berry Street Education Model of trauma-sensitive positive education.	We were unable to achieve this goal in 2022, however, we secured four training days for 2023 for all staff to undertake training in the Berry Street Education Model, with a further strategy to be developed for managing training when there is staff turnover. Campus teams set priorities for returning to the evidence base of trauma-informed practice and undertaking steps to implement strategies in their daily practice.
<i>Whole of School Development</i>	
1. Present two exhibitions of student work that display ASDAN portfolios and are presented by students to supporters, industry partners and community members.	Two 'Exhibition' days were held in 2022 at each campus which were highly successful. Students proudly presented their learning in a variety of ways with a focus on ASDAN portfolios. Some students were able to present their portfolios to community stakeholders to promote Novo.
2. Redesign the report cards to reflect the Novo values and focus on growth and skill development.	We are committed to changing the way we report at Novo to ensure our written reports accurately reflect the diverse learning students undertake at Novo. The report structure was reviewed with Campus Coordinators and feedback sought from students and families. In 2023, we will shorten the report to make it more accessible to students and families and a review of the whole report structure will commence.

School Improvement Priorities for 2023

At the time of writing this report, the WEA Illawarra Board is engaged in redeveloping the organisation's Strategic Plan for 2023-2026, including clarifying Vision, Purpose and Values and strategic priority areas. From there, Novo Education Space will develop an annual plan for each year of the Strategic Plan with priority actions and expected outcomes. A copy of the draft Strategic Plan follows.



Strategic Plan DRAFT

2023 - 2026



Vision

Connected and thriving communities of lifelong learners

Purpose

To facilitate transformational education and training experiences

Values

In development with Board and Staff

Excellence in Teaching and Learning

- The needs, goals and ambitions of learners are identified and teaching, training and learning plans are formulated in response.
- Teachers and Trainers use evidence-based and best practice teaching and assessment methods.
- Teachers and Trainers provide quality feedback to learners to support and celebrate their learning growth.
- Teachers and Trainers are equipped with tools, resources, training and advisers to ensure First Nations cultural perspectives are included in teaching and learning activities.

Community Engagement in Learning

- Involve our learners, supporters, local communities and other key stakeholders as partners in learning design and delivery.
- Create opportunities for industry engagement in design of education and training programs.
- Identify new communities of learners aligned with our vision, purpose and values.

Excellence in Teaching and Learning

Positive Climate for Learning

Learners and their Supporters

Community Engagement in Learning

Sustainable Organisation with a Culture of Growth and Learning

Positive Climate for Learning

- All learning environments are welcoming and ensure physical, psychological and cultural safety of learners, their supporters and staff.
- Staff understand the impacts of trauma on learners and use consistent and predictable routines with trauma-sensitive learning activities and language.
- The value of lifelong learning is positively promoted with all staff invested in identifying next steps and ongoing opportunities for learners.

Sustainable Organisation with a Culture of Growth and Learning

- Grow and promote WEA as a trusted provider of education and training for vulnerable learners in our communities.
- Implement a workforce strategy to attract, develop, recognise, reward and retain quality staff aligned with our vision, purpose and values.
- Ensure continuous improvement and the use of data to inform decision-making and growth opportunities.
- Manage risk and use resources wisely and efficiently to ensure long-term viability of the organisation aligned with vision, purpose and values.

Initiatives Promoting Respect and Responsibility

At Novo Education Space we are constantly evolving, shifting and shaping our support, guidance and programs to suit the needs of the students and the broader community. Our young people carry with them varying experiences, values and learnings with respect to what it means to be a respectful and responsible member of our school community and as a member of the community more broadly.

Novo Education Space's mission is to 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. To achieve this, Safety, Self-Determination and Success underpin all ways of knowing, working, learning and playing.

Fostering a positive and supportive learning environment was a major focus in 2022 as we consolidated our learnings in the "new normal" of living with COVID-19 and returning to face-to-face learning. We reflected on new perspectives and new understandings for both students as learners and teachers as facilitators of learning.

Our school community again found value in collaborating with parents and carers and community partners to help shape and deliver many of our important learning activities to help connect our young people to the broader safety net that sits around them to nurture and grow their talents and abilities.

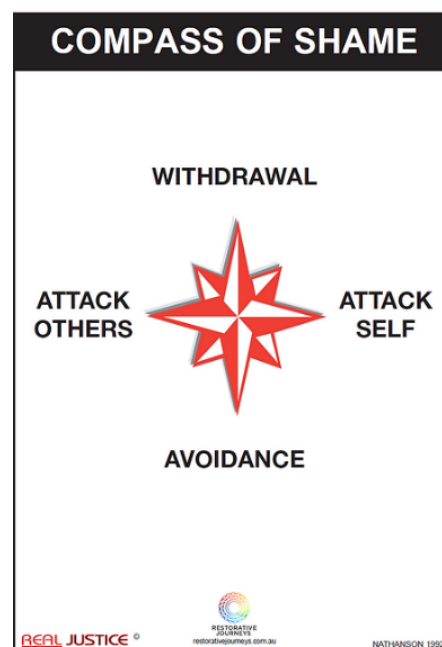
Classrooms focused on identifying character strengths in both staff and students and explicitly taught important values such as respect, responsibility, empathy, honesty and fairness. Students and teachers collaborated to come up with agreed expectations for the learning environment that supported everyone to be heard, the right of everyone to feel safe, and the right of everyone to participate. Homerooms are an important space for our young people where they explore social and emotional learning concepts which include self-management, self-awareness, friendship and relationship skills, making responsible decisions and being accountable for our actions.

Staff and students came together to connect as learners for an important and engaging workshop on Restorative Practices facilitated by Kerrie Sellen (www.restorativejourneys.com.au). This unique opportunity allowed students and staff to learn together about

- how to manage tricky circumstances,
- how to understand our reactions and where they come from and communicate with others about them,
- how to navigate conflict, and
- how to maintain relationships when emotions are high and people may have been hurt or harmed.

The shared language we developed together is helping us to negotiate respectful communication and navigate relationship mistakes in a respectful and responsible way. This is a road we are continuing to walk down and refine together.

Our young people and their network of supporters continue to come together regularly to support goal-setting that promotes responsibility in engagement at school. Students attend their wellbeing advisory sessions as a space to brainstorm actions and strategies that help them work toward their educational and personal goals and gain valuable advice and skills that will ultimately help them be responsible for their learning journey.

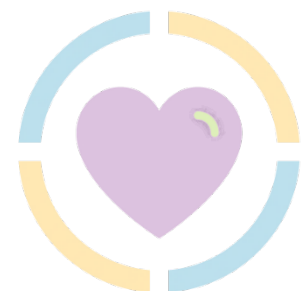


Novo Education Space prides itself on always striving to be an inclusive learning space. Some of the activities driven by students and staff that aimed to raise awareness, or educate one another, or celebrate the things that connect us and the things that proudly make us individuals included:



- NAIDOC week activities to celebrate the depth and breadth and beauty of First Nations cultures;
- National Sorry Day, where we took time to reflect on the historical mistreatment and injustices experienced by First Nations people and the ongoing harms and impacts on First Nations people today;
- celebrating our cultural diversity through Harmony Day activities;
- Acknowledging International Day Against Homophobia, Biphobia, Interphobia and Transphobia to bring awareness to prejudice and discrimination;
- Healthy relationships, sexual health, mental health and wellbeing programs were held with external organisations and partners from Top Blokes, The Illawarra Women’s Centre, HARP, and youth drug and alcohol service;
- Building understanding, connection and empathy through story telling provided through the Wollongong Library Living Books Program.

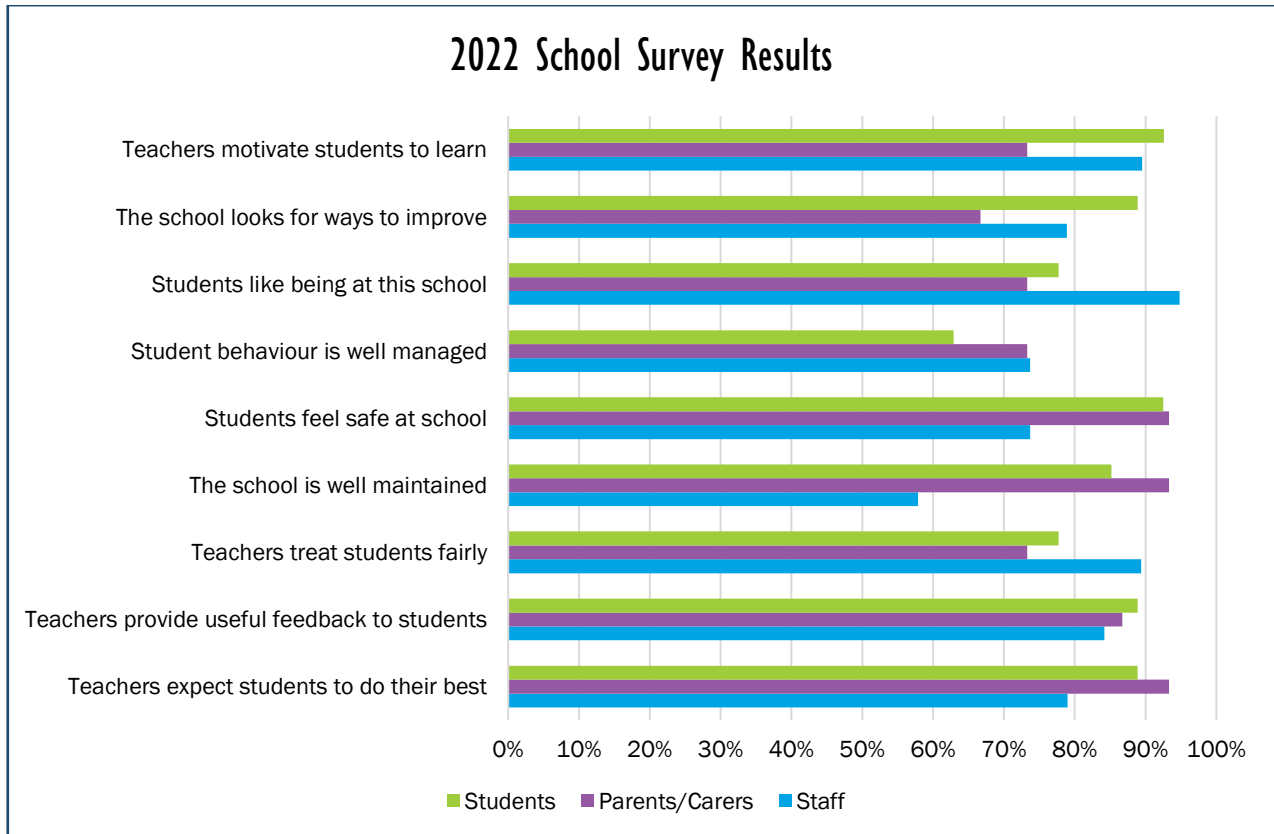
The 2022 National NAIDOC Poster incorporating the Aboriginal Flag and the Torres Strait Islander Flag (licensed by the Torres Strait Island Council).
Gudanji/Wakaja Artist: Rhyia Dank



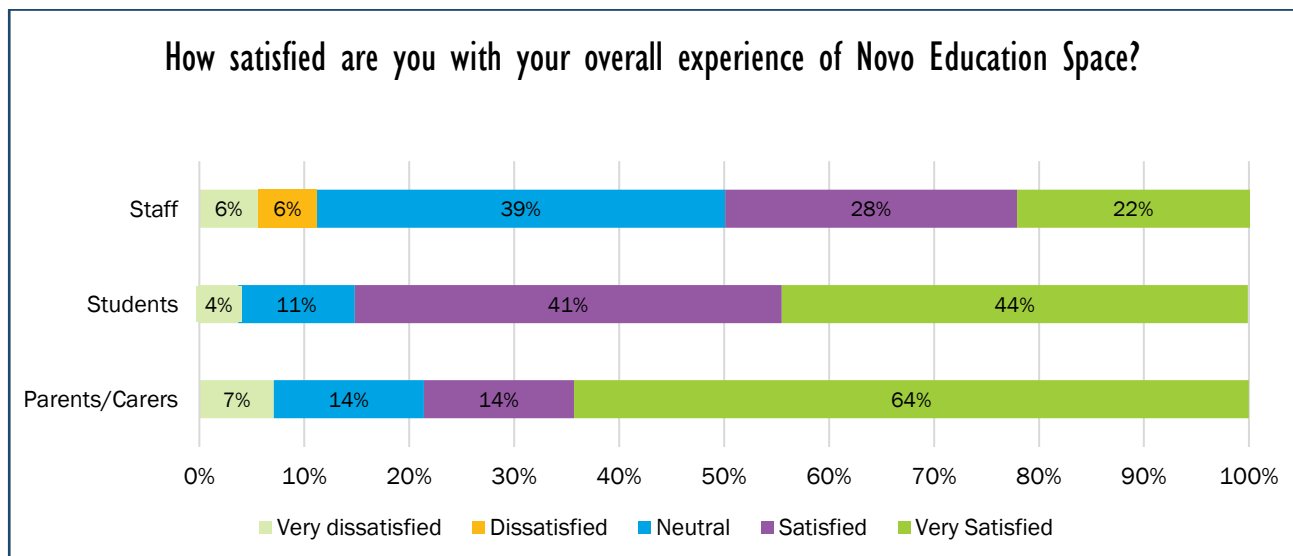
Student, Parent and Staff Satisfaction

In 2022 Novo Education Space students, parents/caregivers and staff participated in satisfaction surveys. Surveys were completed by 27 students, 15 parents/caregivers and 19 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'm satisfied with my learning and the work that the teachers provide us and the help that they give."

"It's a good school, and I feel like I'm really learning and getting ready for my future."

"Being at Novo has helped me improve many parts of my life, like my confidence to be in public more and my ability to talk to people more openly about things."

"Novo is the right school for me and my career choices and my goals in life. The teachers are the best teachers I have met so far."

"I have chosen neutral as I have been extremely confused at the moment. At Novo I have been trying to learn more about my future but this school hasn't really helped much. They have provided multiple sources but haven't explained well. I understand that we need to learn our school curriculum but as a student heading to year 12 next year I need some guidance to know what opportunities I have. I need someone to help me step by step through the process so I think we need to add this kind of stuff to our school curriculum."

"The best thing about being a student at Novo is not being judged about who I am and being able to do school in a better way."

"The environment is calm and respectful. There is a mutual respect between the students and teachers."

"The thing that I find the best about Novo is that the students have a choice in everything, we have a voice. The teachers respect us so we can respect them."

Parent/Caregiver Feedback

"Teachers are very supportive and accommodating, my child's wellbeing is always at the forefront of any decisions made."

"So thankful for all that Novo has done for my child this year. It's changed their view of school from a painful, hurtful experience to encourage them to revisit their love for learning."

"We value the idea of this educational program. It hasn't been perfect but better than other local options mainly due to the flexibility and

small class size. However, there are things our child has struggled with at this school this year."

"Our experience with Novo has been fantastic. The staff are approachable and respectful. They take the time to get to know their students and what support the students need. They do an awesome job."

"Last year my child enjoyed attending Novo and was making progress. This year a change in the student group and also staff changes have made the environment not as enjoyable for my child to be in. They disengaged from school and learning."

"All the staff at this school are amazing. They accommodate my family in every aspect. They are always courteous and respectful of all involved, genuine concern for the wellbeing of everyone. Couldn't be more appreciative."

Staff Feedback

"We have worked well this year at providing a safe and encouraging space for young people to learn about themselves and the world around them."

"A priority for continued improvement is a focus on quality: making sure all staff understand trauma-informed practice and become constant users in their classrooms. Making ASDAN challenges relevant and exciting for all our students. Making our individual learning plans for students active working documents that help both teacher and students."

"I think the school is going well and needs to keep trying to improve what we do and how we do it for the benefit of our students."

"This year we've done well with flexibility, creativity, ability to do excursions, whole campus fun celebrations, improvements on student behaviour after restorative practices."

"Policy systems and processes are in place but need to be consistently communicated to strengthen performance review and professional practice."

"We can keep improving through a focus on making students better human beings and being happy. Project based learning on the things they are interested in, and work hard on the things they struggle with."

Summary Financial Information

Chart 1: Recurrent and Capital Income 2022

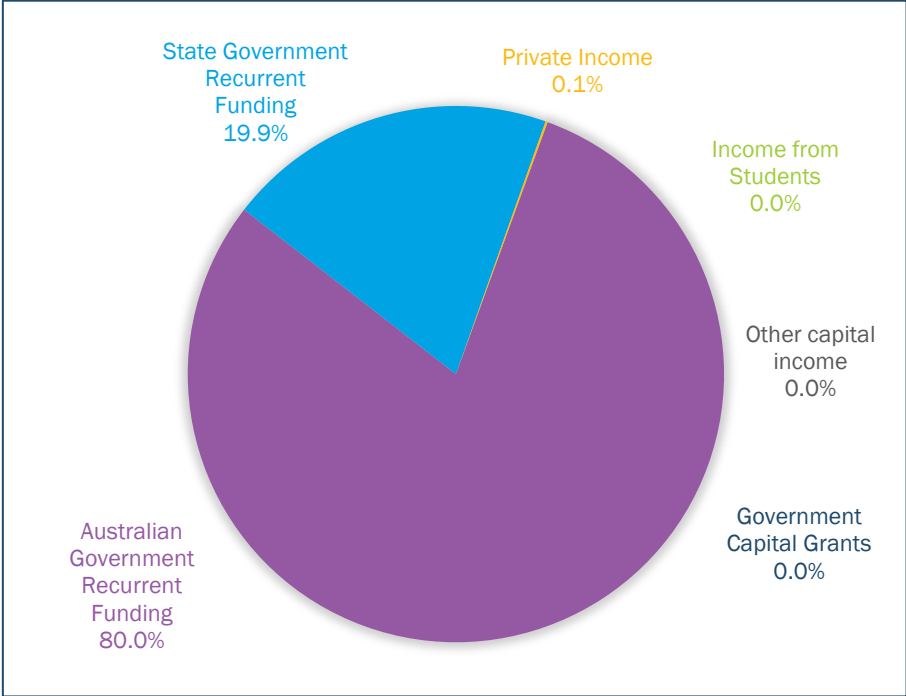
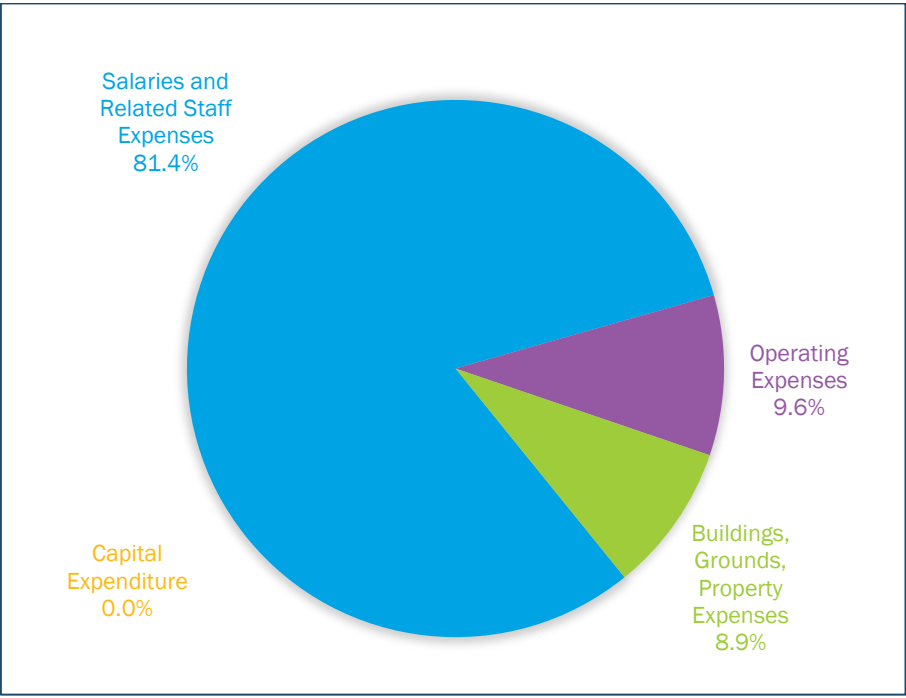


Chart 2: Recurrent and Capital Expenditure 2022





YOU CAN'T GO BACK AND CHANGE
THE BEGINNING, BUT YOU CAN
START WHERE YOU ARE AND
CHANGE THE ENDING