

Annual Report



Learning, Responsibility and Self-Esteem

2024

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1. Message from Key School Bodies

Governing Body


The 2024 Annual Report is presented to the TLK Youth College community as an account of the School's operations, achievements and progress over the past year. As a key division of Tuggerah Lakes Community College Limited, the School continues to deliver a successful and inclusive model of secondary education, underpinned by its core values of acceptance, learning, empathy, safety, commitment and opportunity.

Throughout 2024, these values were reflected in the dedication of our Principal, teachers and support staff, whose collective efforts focused on improving literacy, numeracy, engagement, and wellbeing outcomes for all students. Their commitment has been central to the School's success and the positive learning experiences of our students.

We commend our students for their achievements during the year and extend our sincere thanks to the Principal, staff, volunteers, and supporters, including State and Federal Government bodies, sponsors, local businesses, and service organisations, whose contributions make possible the distinctive educational environment that defines TLK Youth College.

Looking ahead, we remain confident in the School's ability to continue fostering student growth, personal responsibility and self-esteem within a safe, creative and supportive learning environment, an approach that has been clearly demonstrated throughout 2024.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Mackay'.

David Mackay
Chief Executive Officer
Tuggerah Lakes Community College Limited

A handwritten signature in black ink, appearing to read 'Maureen Baxter'.

Maureen Baxter
Chair, Board of Directors
Tuggerah Lakes Community College Limited

Principal's Message

The 2024 school year has been a testament to the resilience, growth, and determination of our students at TLK Youth College. Each young person who walks through our doors brings a unique story, and it is our privilege to support them in rewriting those stories with hope, purpose, and achievement.

This year, we deepened our commitment to student wellbeing, literacy, and numeracy, ensuring that every learner has the tools and confidence to succeed. Our programs have continued to evolve, offering meaningful pathways and real-world experiences that empower students to thrive beyond the classroom.

We are deeply grateful for the unwavering support of our community partners, volunteers, and families. Their generosity and belief in our mission have enriched our programs and created opportunities that would not otherwise be possible.

To our dedicated staff team including, teaching, administrative, and support, thank you for your tireless efforts, compassion, and belief in the potential of every student. Your work continues to shape lives and futures in profound ways.

As we reflect on 2024, we do so with pride and optimism, knowing that the foundation we've built together will carry us into another year of meaningful impact and success.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jay Osborn'.

Jay Osborn
Principal
TLK Youth College

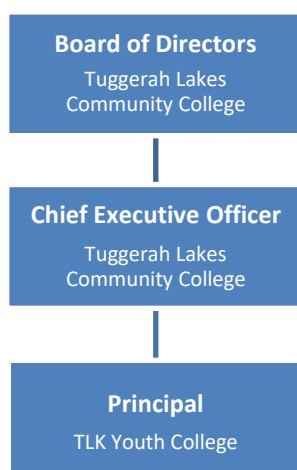
2. Contextual Information About the School

Executive Summary

TLK Youth College is a registered and accredited non-denominational, independent secondary school, specifically designed for the inclusion of young people who may feel isolated or lost in a traditional school setting. The College provides youth an opportunity, and for many a second chance, to develop their capacity to learn and gain a sense of meaning and purpose within a supportive and inclusive environment.

Business Structure

TLK Youth College is a registered business name and a division of Tuggerah Lakes Community College Limited. Tuggerah Lakes Community College Limited is a not-for-profit community-based provider of adult and youth education on the New South Wales Central Coast, with TLK Youth College, via the School's Principal, reporting to the College's Chief Executive Officer and College governance provided by a Board of Directors.



Registration and establishment:	September 2009 – December 2010
Inauguration date:	31 January 2011
Re-registration:	Year 9 - 12 – from January 2023 to December 2027
BOS Number:	78009
DEEWR Number:	29072
Centrelink Number:	28009

History

TLK Youth College, formally known as TLK Alesco School, was established in 2011 and originally catered for school years 9 and 10, which later expanded to include years 11 and 12. Since its early beginnings, the College's original purpose and aims have remained unchanged and clearly focused on providing a successful alternative educational model for Central Coast youth.

Product

The College offers an alternative approach to secondary education for youth who:

- Are eligible for enrolment in Stage 5 (Years 9 to 10) or Stage 6 (Years 11 to 12);
- Believe they are unsuited to continue their education in a traditional setting; and
- Are ready and willing to take control of their learning and future.

The School's approach includes a focus on relationship building to develop student trust and hope, that can be built on to further develop skills. This approach supports students who face various barriers to learning and is backed by small class sizes, where personalised attention and assistance can be provided.

Students are encouraged to achieve their personal best in a relaxed, creative and rewarding learning environment, where opportunities and experiences are provided that foster the skills, values and attitudes needed both in life and for future employment, including creative and flexible thinking, emotional strength, moral integrity and a willingness to engage in life.

The commitment and approach applied by the School speaks for the belief that education is at the heart of empowering young people.

Purpose and Aim

The purpose and aim of TLK Youth College is to nurture student learning, responsibility and self-esteem within a creative and rewarding learning environment that delivers pathways and accredited school education for young people seeking an alternative to traditional educational models.

Culture and Values

The culture and values of TLK Youth College are characterised by:

- | | | |
|-----------------|-----------|--------------|
| • Acceptance | • Safety | • Belonging |
| • Understanding | • Trust | • Commitment |
| • Empathy | • Respect | • Honesty |
| • Courage | | |

Compliance

Auditing of the School's operations against regulatory requirements is undertaken by the New South Wales Education Standards Authority (NESA), including for re-registration and accreditation or on the basis of random inspection.

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

- The Australian Education Act, 2013
- Education Act 1990 (NSW)
- Ombudsman Act 1974
- Child Protection (Working with Children) Act 2012 (NSW).
- Commission for Children and Young People Act 1998
- Children and Young Persons (Care and Protection) Act 1998
- Children's Guardian Act 2019 (NSW)
- Teacher Accreditation Act 2004

- Disability Discrimination Act 1992
- Anti-Discrimination Act 1977 (NSW)
- Work Health and Safety Act 2011 (NSW)
- Environmental Planning and Assessment Act 1979
- Food Act 2023 (NSW)
- Explosives Act 2003
- Building Code of Australia (2013).

Operational requirements for insurance, Goods and Services Tax (GST), workers compensation and payroll are implemented under the auspices of Tuggerah Lakes Community College Limited.

School Premises

TLK Youth College is located on the New South Wales Central Coast at Old School Place, via Shannon Parade, Berkeley Vale.

On receipt of a Commonwealth building fund grant, the facility was built in 2010. Originally built for adult and community education, the building was reassigned for school use after completion and is owned by Tuggerah Lakes Community College Limited.

Fully fitted for educational services, the facility comprises a sustainably built, straw bale, eco-designed building within a bush setting. Students access the facility via local bus services or by car, generally driven by a parent/guardian.

Quality Control and Continuous Improvement

Quality control and continuous improvement measures include:

- Ongoing professional development of employees
- Teacher accreditation workshops through AISNSW and other external bodies
- Programming in conjunction with the local NSW Education Standards Authority (NESA) liaison officer
- Benchmarking with similar schools
- Evaluation of teacher effectiveness
- Regular staff meetings
- Student and parent evaluation through Student report feedback.

Memberships and Affiliations

TLK Youth College is a member of the New South Wales Association of Independent Schools (AISNSW), which provides a peak body to support the operations of independent schools.

The School also maintains networks with similar schools and a range of service organisations and agencies.

Communications

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

- **Regular Communications**

Examples of regular communications include:

- At least two information sessions per year for any interested parties to attend. The session outlines aspects of the School's philosophy and the enrolment process.
- Two parent/teacher evenings per year where parents/guardians/carers can be given information such as:
 - An overview of the semester's curriculum
 - Ways to help at home
 - Relevant stage of child development
 - See student's work
 - Hear from specialist teachers about their subject
 - Ask questions
- A termly newsletter circulated to families containing relevant and specific information regarding upcoming events, including articles related to events, parenting and child development.
- Access to information and relevant forms available from the School's website.
- Individual meetings arranged by teachers with parents/guardians/carers as the need arises, and/or vice versa.
- Student reports given to parents/guardians/carers twice a year.
- Opportunity for parents/guardians/carers to pre-arrange meetings with teachers at a time convenient to both when needed.
- Invitations extended to visitors, members of parliament and the community to special events programmed throughout the year.

- **Digital Media Communication**

Examples and strategies include:

- Staff may correspond directly with students via telephone and via their TLK Youth College email address.
- Staff check their school emails daily or as soon as practical.
- Staff do not add students as friends on their Facebook and vice versa.
- Staff do not send SMS texts to students and vice versa
- Staff do not give their or other employees' private contact details to students or others such as parents/guardians/carers.

Characteristics of Student Body

Students at TLK Youth College are young people who, for a variety of complex and personal reasons, have found mainstream education settings unsuitable or inaccessible. Many have faced significant challenges—ranging from behavioural issues and disciplinary actions to emotional, psychological, or social difficulties—that have disrupted their educational journey.

Some students have experienced exclusion from traditional schools due to repeated suspensions, behavioural concerns, or unmet learning and wellbeing needs. Others have struggled with the scale and competitiveness of mainstream environments, or have been impacted by family instability, frequent relocations, or a lack of academic support. A number have endured bullying or trauma, while some are in out-of-home care or come from socioeconomically disadvantaged backgrounds. Importantly, not all students fit a single narrative—some families actively seek alternative education models that better align with their child's needs and potential.

At TLK Youth College, these diverse students come together in a supportive, inclusive environment that prioritises individual growth, wellbeing, and success. Our approach recognises the unique strengths and circumstances of each learner, fostering a community where all students can re-engage with education and build a positive future.

Priority Areas for Improvement

In 2024, the strategic focus of priority areas for improvement centred on deepening student engagement, enhancing vocational readiness and embedding trauma-informed practices throughout the School. With a targeted staffing strategy and dedicated resources, the School expanded its support for students by implementing personalised learning plans and increasing access to practical, skills-based learning opportunities. As a result, many students who commenced the year with significant learning gaps demonstrated tangible growth in both confidence and capability, particularly in applied literacy and numeracy contexts.

Student wellbeing remains a cornerstone of our approach. This year, we introduced key initiatives prioritising trauma-informed care, cultural safety and restorative practice. The appointment of additional wellbeing staff enabled the provision of tailored one-on-one support, coordination of external service referrals, and facilitation of student access to health and counselling appointments. These efforts have helped foster a more inclusive and responsive learning environment, one in which students feel recognised, supported and empowered to thrive.

Initiatives Promoting Respect and Responsibility

At TLK Youth College, the values of respect and responsibility are embedded within our guiding motto: Learning, Responsibility and Self-Esteem. We foster a culture where honesty is encouraged and modelled. Students are supported to speak openly and truthfully, and in return, staff engage with them in a respectful, compassionate, and constructive manner.

Our educators are committed to listening without judgment and responding with care, creating a safe and inclusive environment where mutual respect can flourish. This reciprocal approach not only strengthens relationships between staff and students but also empowers young people to take ownership of their actions and choices, reinforcing personal accountability and growth.

3. Outcomes and Results

Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN Results 2024 (from 'My School' website)

	Reading		Writing		Spelling		Grammar		Numeracy	
Year 9	470		394		497		504		471	
	431-509		342-447		450-544		457-552		435-507	
	SIM 486	ALL 565	SIM 446	ALL 574	SIM 513	ALL 567	SIM 486	ALL 555	SIM 485	ALL 565

Post School Destinations

Of the six (6) students who completed their HSC requirements in 2024, five (5) have successfully transitioned into further education, training, or employment. We are incredibly proud of their achievements and continue to hear positive updates from many of them.

One (1) student has commenced a Certificate III in Community Services with the goal of working in youth support. One (1) has secured a full-time work in retail. One (1) is studying Animal Studies at TAFE and hopes to pursue a career in veterinary nursing. One (1) is working part-time in retail while exploring options for further study in business. One (1) has taken up a traineeship in Early Childhood Education. One (1) student has not remained in contact since graduation; at last update, they were considering casual employment while exploring creative arts pathways.

We commend each of these students for embracing the opportunities available to them. The school's focus on career planning, job readiness, and life skills throughout 2024 has played a vital role in preparing students for life beyond TLK Youth College.

Senior Secondary Outcomes

2024 started with twelve (12) students enrolled in Year 12, with six (6) completing all requirements for their High School Certificate. Two (2) students were N-Determined (non-completion of course requirements).

Six (6) students participated in a Vocational Education and Training (VET) course with none (0) completing a full VET qualification in Certificate II in Community Services.

Qualification/ Certificate	Percentage completed
Higher School Certificate	50%
Certificate II in Community Services	0%

Results of the Higher School Certificate

TLK Youth College's eleventh graduating group of year 12 students completed their Higher School Certificate in 2024 and the School and its local community remain very proud of their achievements. The results embrace and recognise the positive achievement for some of our students in simply being able to complete school.

The below table outlines relevant results over the past three years.

Subject	Year	No. of Students	Band 1-3	Band 4-6
English: Standard	24	6	School: 6 (100%) State (33%)	School: 0 (0%) State (67%)
	23	6	School: 6 (100%) State (40%)	School: 0 (0%) State (60%)
	22	6	School: 6 (100%) State (45%)	School: 0 (0%) State (55%)
Mathematics: Standard 2	24	6	School: 6 (100%) State (41%)	School: 0 (0%) State (59%)
	23	6	School: 6 (100%) State (43%)	School: 0 (0%) State (57%)
	22	5	School: 5 (100%) State (46%)	School: 0 (0%) State (54%)
Modern History	24	6	School: 6 (100%) State (29%)	School: 0 (0%) State (71%)
	23	6	School: 6 (100%) State (36%)	School: 0 (0%) State (64%)
	22	6	School: 6 (100%) State (32%)	School: 0 (0%) State (68%)
Geography	24	6	School: 5 (100%) State (27%)	School: 0 (0%) State (73%)
	23	5	School: 5 (100%) State (23%)	School: 0 (0%) State (77%)
	22	5	School: 5 (100%) State (28%)	School: 0 (0%) State (72%)
Family and Community Studies	24	6	School: 5 (100%) State (29%)	School: 0 (0%) State (71%)
	23	5	School: 5 (100%) State (29%)	School: 0 (0%) State (71%)
	22	5	School: 4 (80%) State (27%)	School: 1 (20%) State (73%)

Records of School Achievement (RoSA)

Eligible students who leave school prior to completing their Higher School Certificate (HSC) are entitled to receive the New South Wales Record of School Achievement (RoSA). In 2024, TLK Youth College offered all departing students the opportunity to apply for a RoSA. Two (2) students elected to pursue this credential, reflecting the school's continued commitment to supporting positive post-school transitions.

Year 10 Results 2024 (from Schools Online)

Course Name	Students in School	Students in State	School Pattern (%)						State Pattern (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
English 200 hours	18	93089	11	11	61	17			12	30	37	15	5	1
Mathematics 200 hours	18	86943	33	17	28	22			15	23	32	23	6	1
Science 200 hours	18	93183	6	11	72	11			13	24	37	19	6	1
Australian Geography 100 hours	18	93128	11	6	55	28			15	29	35	15	5	1
Australian History 100 hours	18	93091	11	11	61	17			15	28	35	15	6	1
Computing Technology 100 hours	18	906			6	61	33		25	31	27	12	4	1
Personal Development, Health and PE 100 hours	18	19711	6	11	5	50	28		17	39	31	9	3	1

4. Staffing

Accreditation status of Teaching staff

In 2024, TLK Youth College employed five (5) full-time equivalent (FTE) teachers and one (1) part-time teacher. The teaching team was further supported by a part-time literacy specialist, a part-time numeracy specialist, and a part-time Student Wellbeing Support Officer, each contributing to the school's holistic approach to student learning and wellbeing.

Level of accreditation	Number of Teachers
Conditional	0
Provisional	0
Proficient Teacher	6
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	6

Teacher qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution and holding a bachelor degree within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	6

Workforce Composition

TLK Youth College had one Principal, one head teacher/head of student wellbeing, four teachers, one literacy specialist, one numeracy specialist, one student wellbeing support officer, and one administration staff member during 2024. All staff were Australian citizens. None of our staff members have identified as First Nations people, we do strongly encourage applications from perspective First Nations teachers and non-teaching staff.

School staff 2024	
Teaching staff	6
Full-time equivalent teaching staff	5.6
Non-teaching staff	4
Full-time equivalent non-teaching staff	2.4

Professional Learning undertaken by Teaching and non-teaching staff

The following professional learning activities were undertaken by staff throughout 2024:

Professional Development	Teachers Attended
NSW Health Drug and Alcohol	2
AISNSW MEA 'State of Play' webinar	2
NSW Alternative Schools Conference	6
Central Coast Local Heath District – Diabetes Training	9
AISNSW Annual General Briefing	2
Promoting and Protecting Student Wellbeing and Mental Health	2
AISNSW English: Teaching the Novel – Focus on Reading	1
Youth Mental Health First Aid Training (2 days)	2
Senor First Aid	1
Embedding and Enhancing Whole-School Approaches to Wellbeing	1
Staff Wellbeing and connection session	1
Bara Barang - Indigenous cultural immersion	9
Be You workshop Suicide Emergency Response	4
NESA online workshop, N-Determination	2
Community Education Aust - Alternative Schools COP	2
NESA Adjusting Assessment for Students with a Disability K-10	4
NESA Making Adjustments for Students in Stage 6	4
AISNSW How To Teach Mathematics Without a Textbook	1
Aboriginal and Torres Strait Islander Perspectives in Mathematics	1
NESA Spotlight on Clarified ACE	1
Mandatory Child protection provided by Kids Guardian	10

5. Attendance

Student Attendance

TLK Youth College is a Year 9, 10, 11 and 12 school with the following student attendance rates in 2024:

- Year 9 average attendance rate was 72%
- Year 10 average attendance rate was 77%
- The Year 11 average attendance rate was 58% and
- The Year 12 average attendance rate was 54%.
- Percent of students attended school on average each school day in 2024 was 66%.

Management of Non-Attendance

TLK Youth College recognises that many students face personal and family circumstances that may impact their ability to attend school regularly. In response, the Principal or their delegate will:

- Follow up with students and their parents or guardians if a student consistently misses specific subject periods.
- Engage in a conversation with the student upon their return to discuss the reasons for any unexplained or ongoing absences.
- Contact the nominated parent or guardian of any student who has been absent for more than one week without communication with the school.

The school takes a compassionate and supportive approach, considering individual circumstances when addressing attendance concerns. At the same time, students are reminded of the legal obligations associated with consistent school attendance.

For students exhibiting poor attendance patterns, TLK Youth College may develop a tailored Attendance Plan in consultation with the student's parent, guardian, or an authorised representative from a youth support service (e.g. Department of Communities and Justice or Children and Adolescent Mental Health Services). These plans may include:

- Structured and achievable attendance programs (e.g. gradual re-engagement from partial to full-day attendance)
- Ongoing monitoring and timely reporting of absences
- Implementation of student wellbeing initiatives
- Adjustments to curriculum delivery
- Scheduled review dates to assess progress and make necessary adjustments

6. School Policies

A range of school policies are made publicly available on the TLK Youth College website at: <https://tlkyc.nsw.edu.au/forms-documents>. This includes policies relating to:

- Enrolments: 'Student Enrolment Policy'
- Child Protection: 'Child Protection Policy'
- Anti-Bullying: 'Anti-Bullying and Harassment Statement'
- Discipline: 'Behaviour Management Policy' and
- Complaints: 'Student Complaints Statement'.

7. Parent, Student and Teacher Satisfaction

In 2024, TLK Youth College conducted its annual satisfaction survey, inviting feedback from parents, students, and staff across a range of areas including wellbeing, communication, leadership, and educational support. The following insights were gathered:

:

Parents/Guardians/Carers

Of the 72% of respondents, the majority either agreed or strongly agreed that the School continues to deliver on its mission and vision. Parents highlighted strengths in leadership, student wellbeing, personalised support, and the school's commitment to providing a safe and inclusive environment. Many also acknowledged the positive impact of increased communication and the school's responsiveness to individual student needs.

Students

Among the 88% of student respondents, key strengths identified included the supportive relationships with staff, the respectful and inclusive culture, and the availability of wellbeing and academic support. Students appreciated the flexibility in learning, the encouragement they received, and the sense of belonging fostered throughout the year.

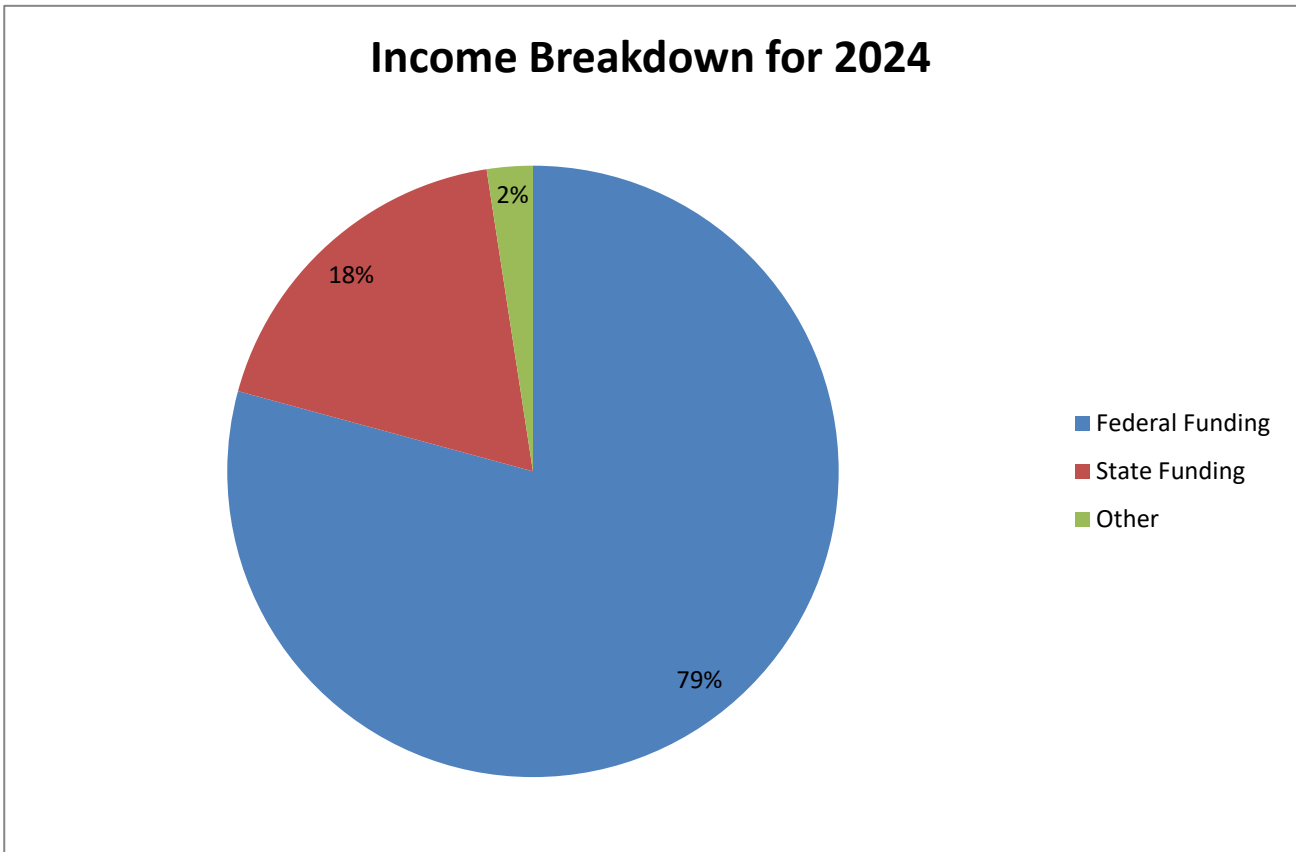
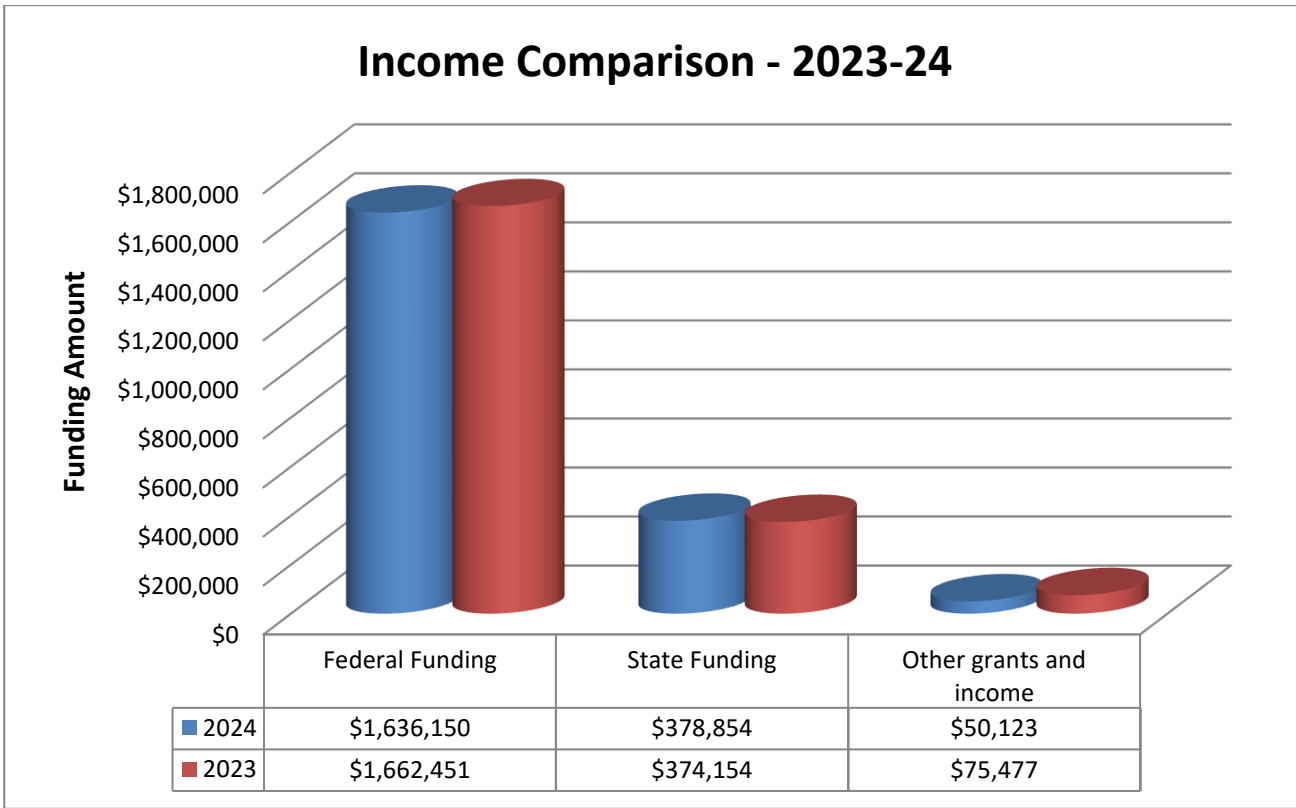
Staff

With a 100% response rate, staff noted strong collaboration, shared values, and a collective commitment to student success. Areas of strength included team communication, integrity, student-centred practice, and the school's proactive approach to wellbeing and trauma-informed care.

Results

Overall, the 2024 survey results reflect a high level of satisfaction across all stakeholder groups. Feedback consistently emphasised the care and dedication shown by staff, the positive changes in student engagement, and the school's ongoing efforts to create a nurturing and empowering learning environment. No significant concerns were raised, and the additional comments reinforced the value of the school's holistic approach to education and wellbeing.

8. Summary Financial Information



Expenditure Breakdown for 2024

