



TLK
Youth College

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A Division of Tuggerah Lakes Community College Limited

Annual Report



Learning, Responsibility and Self-Esteem

2025

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1. Message from Key School Bodies

Governing Body

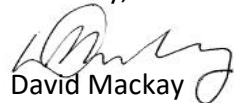
The 2025 Annual Report is presented to the TLK Youth College community as an overview of the School's operations, achievements and progress over the past year. As a key division of Tuggerah Lakes Community College Limited, the School continues to deliver a successful and inclusive model of secondary education, underpinned by its core values of acceptance, learning, empathy, safety, commitment and opportunity.

Throughout 2025, these values were reflected in the dedication of our Principal, teachers and support staff, whose collective efforts focused on strengthening literacy, numeracy, engagement and wellbeing outcomes for all students. Their commitment has been central to the School's success and to the positive learning experiences of our students.

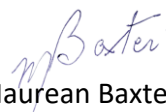
We commend our students for their achievements during the year and extend our sincere thanks to the Principal, staff, volunteers and supporters, including Commonwealth and State Government bodies, sponsors, local businesses and service organisations, whose contributions sustain the distinctive educational 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. The Governing Body also welcomes Penny Johnston as Chief Executive Officer in 2026 following the retirement of David Mackay. The Board acknowledges David's leadership and longstanding contribution to the College.

Sincerely,



David Mackay
Chief Executive Officer
Tuggerah Lakes Community College Limited



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

Principal's Message

The 2025 school year has continued to reflect the resilience, determination, and growth of our students at TLK Youth College. Each young person arrives with their own unique journey, and it remains our privilege to support them in building confidence, developing skills, and working toward meaningful futures.

Throughout the year, we have strengthened our focus on student wellbeing, engagement, and personalised learning. Our staff have continued to adapt and refine programs to ensure that every student is supported to achieve success, both academically and personally. These efforts have been enriched by the ongoing support of our community partners, families, and volunteers, whose contributions create valuable opportunities for our students.

I would like to acknowledge and thank our dedicated staff team for their professionalism, care, and unwavering commitment to our students. Their work makes a profound difference each day. As we reflect on 2025, we do so with pride in what has been achieved and confidence in the continued growth and success of our school community.

Sincerely,



Jay Osborn
Principal
TLK Youth College

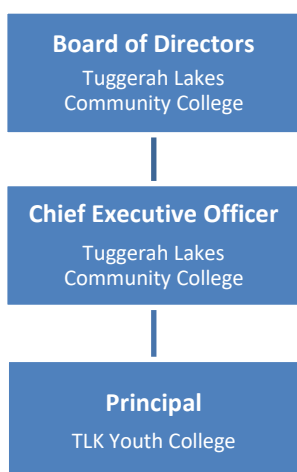
2. Contextual Information About the School

Executive Summary

TLK Youth College is a registered and accredited non-denominational independent secondary school that provides an inclusive educational setting for young people who may feel disconnected from, or unsuccessful in, traditional school environments. The College offers students an opportunity, and for many a second chance, to re-engage with learning, build their capacity, and develop a sense of purpose within a supportive and inclusive community.

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 Central Coast of New South Wales. TLK Youth College operates under the leadership of the School Principal, who reports to the College’s Chief Executive Officer, with governance provided by the 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, formerly known as TLK Alesco School, was established in 2011 and initially catered for students in Years 9 and 10 before later expanding to include Years 11 and 12. Since its establishment, the College has remained committed to its original purpose of providing a successful alternative educational model for young people on the Central Coast.

Product

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

- Are eligible for enrolment in Stage 5 (Years 9 to 10) or Stage 6 (Years 11 to 12);
- Do not see a traditional school setting as the right fit for their learning needs; and
- Are ready and willing to take increasing responsibility for their learning and future

The School's approach places a strong emphasis on relationship-building to develop trust, safety and hope as foundations for further learning and skill development. This supports students who face a range of barriers to learning and is strengthened by small class sizes, where personalised attention and support can be provided.

Students are encouraged to achieve their personal best in a relaxed, creative and supportive learning environment, where opportunities and experiences foster the skills, values and attitudes needed for life beyond school and future employment, including flexible thinking, resilience, integrity and a willingness to engage positively in life.

This approach reflects the School's strong belief that education plays a central role in empowering young people to build confidence, capability and positive futures.

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 provides accredited education and meaningful pathways for young people seeking an alternative to traditional schooling.

Culture and Values

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

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

Compliance

Auditing of the School's operations against regulatory requirements is undertaken by the New South Wales Education Standards Authority (NESA), including in relation to re-registration, accreditation and periodic review processes.

The School's operations are conducted in accordance with key legislation and regulatory requirements, including:

- Australian Education Act 2013
- Education Act 1990 (NSW)
- Teacher Accreditation Act 2004
- Child Protection (Working with Children) Act 2012 (NSW)
- Children and Young Persons (Care and Protection) Act 1998
- Children's Guardian Act 2019 (NSW)
- Disability Discrimination Act 1992
- Disability Standards for Education 2005

- Anti-Discrimination Act 1977 (NSW)
- Work Health and Safety Act 2011 (NSW)
- Food Act 2003 (NSW)
- National Construction Code

Operational requirements relating to 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 Central Coast of New South Wales at Old School Place, via Shannon Parade, Berkeley Vale.

Constructed in 2010 with the support of a Commonwealth building fund grant, the facility was originally designed for adult and community education before being repurposed for school use following completion. The site is owned by Tuggerah Lakes Community College Limited.

Purpose-built for educational delivery, the facility is a sustainably designed straw bale building set within a bushland environment. Students access the site by local bus services or private transport, most commonly with a parent or carer.

Quality Control and Continuous Improvement

Quality control and continuous improvement measures include:

- Ongoing professional learning for staff
- Teacher accreditation workshops through ISNSW and other external bodies
- Curriculum planning and review informed by NESA requirements
- Benchmarking with similar schools
- Review of teaching practice and program effectiveness
- Regular staff meetings
- Feedback from students and parents/carers through school reporting and other communication processes

Memberships and Affiliations

TLK Youth College is a member of Independent Schools NSW (ISNSW), the peak body representing and supporting independent schools in New South Wales. Through this affiliation, the School remains connected to sector advice, professional learning, compliance support and broader developments relevant to independent schooling.

The School also engages with Community Education Australia (CEA), the national peak body for community-owned, not-for-profit education providers. This connection reflects TLK Youth College's place within the broader community education landscape and supports ongoing collaboration with similar schools, service organisations and community agencies.

Communications

The School recognises the importance of maintaining open and effective communication with parents, guardians, carers and the broader school community in the best interests of each student. It adopts an ethical, open and transparent approach when communicating with students, families, stakeholders and the wider community. All communication practices are undertaken in accordance with privacy and legislative requirements.

- **Regular Communications**

Examples of regular communications include:

- At least two information sessions each year for prospective families and other interested community members. These sessions outline the School's philosophy and enrolment processes.
- Two parent-teacher evenings each year, where parents, guardians and carers can receive information such as:
 - An overview of the semester's curriculum
 - Ways to support learning and wellbeing at home
 - Information relevant to their child's stage of development
 - Opportunities to view student work
 - Opportunities to hear from specialist teachers about their subject areas
 - Opportunities to ask questions
- A term newsletter distributed to families containing relevant information about upcoming events, together with articles relating to parenting and child development.
- Access to information and relevant forms through the School's website.
- Individual meetings arranged between teachers and parents, guardians or carers as needed.
- Student reports provided to parents, guardians and carers twice each year.
- Opportunities for parents, guardians and carers to arrange meetings with teachers at mutually convenient times when required.
- Invitations extended to visitors, community representatives and other guests to attend special events held throughout the year.

- **Digital Media Communication**

Examples and strategies include:

- Staff may communicate directly with students by telephone and through their TLK Youth College email account.
- Staff check school email daily, or as soon as practicable.
- Staff do not add students as friends on personal social media accounts, and students are not permitted to add staff.
- Staff do not send SMS messages to students, and students do not send SMS messages to staff.
- Staff do not provide their own or other employees' private contact details to students or to parents, guardians or carers.

Characteristics of Student Body

Students at TLK Youth College are young people who, for a range of complex and personal reasons, have found mainstream education settings unsuitable or inaccessible. Many have experienced barriers to learning, including behavioural, emotional, psychological or social challenges that have affected their educational journey.

Some students have experienced exclusion from traditional school settings due to repeated suspensions, behavioural concerns, or unmet learning and wellbeing needs. Others have found the scale and expectations of mainstream environments difficult to navigate, or have been affected by family instability, frequent relocations, or limited academic support. Some have experienced bullying or trauma, while others are in out-of-home care or come from socioeconomically disadvantaged backgrounds. Importantly, not all students share the same story. Some families actively seek an alternative education setting that better aligns with their child's needs, strengths and potential.

At TLK Youth College, these students are supported within a safe, inclusive and relationship-based learning environment that prioritises individual growth, wellbeing and success. Our approach recognises the unique strengths, circumstances and potential of each learner, fostering a community in which students can re-engage with education, build confidence and work towards a positive future.

Priority Areas for Improvement

In 2025, the School's priority areas for improvement centred on strengthening student engagement, enhancing vocational readiness and further embedding trauma-informed practice across the School. Through a targeted staffing strategy and dedicated resourcing, support for students was expanded through the implementation of personalised learning plans and increased access to practical, skills-based learning opportunities. As a result, many students who began the year with significant learning gaps demonstrated tangible growth in confidence and capability, particularly in applied literacy and numeracy contexts.

Student wellbeing remained a cornerstone of the School's approach in 2025. Key initiatives prioritised trauma-informed care, cultural safety and restorative practice, while the appointment of additional wellbeing staff strengthened the provision of tailored one-to-one support, coordination of external service referrals, and access to health and counselling appointments. Together, these measures contributed to a more inclusive and responsive learning environment in which students felt recognised, supported and empowered to thrive.

Initiatives Promoting Respect and Responsibility

At TLK Youth College, the values of respect and responsibility are reflected in our guiding motto, *Learning, Responsibility and Self-Esteem*. We foster a culture in which honesty is encouraged and modelled. Students are supported to communicate openly and truthfully. In turn, staff engage with students in a respectful, compassionate and constructive manner.

Our educators are committed to listening without judgement and responding with care, creating a safe and inclusive environment in which mutual respect can flourish. This relational approach strengthens connections between staff and students and supports young people to take increasing ownership of their actions and choices, reinforcing personal responsibility and growth.

3. Outcomes and Results

Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN Results 2025 (from 'My School' website)

Year 9	Reading		Writing		Spelling		Grammar		Numeracy	
	541		546		553		547		472	
	SIM 522	ALL 568	SIM 529	ALL 575	SIM 543	ALL 569	SIM 505	ALL 559	SIM 484	ALL 573

Post School Destinations

Of the nine (9) students enrolled in Year 12 during 2025, students progressed to a range of post-school destinations including employment, vocational education and training, and further pathway planning. These outcomes reflect the diverse goals, strengths and circumstances of our students, as well as the School's strong focus on transition planning, vocational readiness and practical life skills.

Of the six (6) students who completed their HSC requirements, post-school destinations included TAFE and vocational study in Community Services and Construction, along with employment in retail, hospitality and entry-level trade support roles. One student commenced a traineeship in Early Childhood, while another combined part-time employment with plans for further business study. Several students moved into casual/part-time work as a stepping stone toward greater independence and longer-term career goals.

Of the remaining three (3) Year 12 students, two exited during the year to pursue employment opportunities that better suited their immediate needs and circumstances. One student completed the required pattern of study, but did not sit the HSC examinations, and has been supported to explore transition options including work and training pathways.

We commend all Year 12 students for the progress they made during their time at TLK Youth College and for the positive steps they have taken beyond school. The School's continued emphasis on career planning, employability skills and individual transition support plays an important role in preparing students for life beyond school.

Senior Secondary Outcomes

In 2025, nine (9) students were enrolled in Year 12. Of these, six (6) completed all requirements for the Higher School Certificate, two (2) left school to pursue employment, and one (1) completed the required pattern of study but did not sit the HSC examinations.

Seven (7) students participated in a Vocational Education and Training (VET) course with four (4) completing a full VET qualification in Certificate II in Community Services.

Qualification/ Certificate	Percentage completed
Higher School Certificate	57%
Certificate II in Community Services	57%

Results of the Higher School Certificate

TLK Youth College’s twelfth graduating cohort of Year 12 students completed their Higher School Certificate in 2025, and the School and wider community are proud of their achievements. These results reflect the significance of each student’s success and recognise that, for some young people, completing school is in itself a substantial accomplishment.

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

Subject	Year	No. of Students	Band 1-3	Band 4-6
English: Standard	25	6	School: 6 (100%) State (32%)	School: 0 (0%) State (68%)
	24	6	School: 6 (100%) State (33%)	School: 0 (0%) State (67%)
	23	6	School: 6 (100%) State (40%)	School: 0 (0%) State (60%)
Mathematics: Standard 2	25	6	School: 6 (100%) State (40%)	School: 0 (0%) State (60%)
	24	6	School: 6 (100%) State (41%)	School: 0 (0%) State (59%)
	23	6	School: 6 (100%) State (43%)	School: 0 (0%) State (57%)
Modern History	25	6	School: 6 (100%) State (31%)	School: 0 (0%) State (69%)
	24	6	School: 6 (100%) State (29%)	School: 0 (0%) State (71%)
	23	6	School: 6 (100%) State (36%)	School: 0 (0%) State (64%)
Geography	25	6	School: 6 (100%) State (28%)	School: 0 (0%) State (72%)
	24	6	School: 5 (100%) State (27%)	School: 0 (0%) State (73%)
	23	5	School: 5 (100%) State (23%)	School: 0 (0%) State (77%)
Family and Community Studies	25	6	School: 6 (100%) State (30%)	School: 0 (0%) State (70%)
	24	6	School: 5 (100%) State (29%)	School: 0 (0%) State (71%)
	23	5	School: 5 (100%) State (29%)	School: 0 (0%) State (71%)

Records of School Achievement (RoSA)

Eligible students who leave school prior to completing the Higher School Certificate (HSC) may be awarded the New South Wales Record of School Achievement (RoSA). In 2025, TLK Youth College offered all eligible departing students the opportunity to apply for a RoSA. One (1) student chose to pursue this credential, reflecting the School’s ongoing commitment to supporting positive post-school transitions.

Year 10 Results 2025 (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	13	93820			31	54	15		12	30	37	15	5	1
Mathematics 200 hours	13	93162			31	31	38		14	21	34	22	8	1
Science 200 hours	13	93968			8	38	54		13	25	37	19	6	1
Australian Geography 100 hours	13	93829			23	54	23		14	30	36	14	5	1
Australian History 100 hours	13	93822		8	23	61	8		15	29	36	15	5	1
Computing Technology 100 hours	14	2131					50	43	7	25	32	27	10	6
Personal Development, Health and PE 100 hours	14	19077			29	43	21	7		17	40	31	9	3

4. Staffing

Accreditation status of Teaching staff

In 2025, 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's workforce in 2025 comprised one Principal, one Head Teacher Wellbeing and Learning, four teachers, one literacy specialist, one numeracy specialist, one Student Wellbeing Support Officer, and one administration staff member. All staff were Australian citizens. At the time of reporting, no staff members had identified as Aboriginal or Torres Strait Islander. The School is committed to fostering an inclusive workforce and encourages applications from Aboriginal and Torres Strait Islander teachers and non-teaching staff.

School staff 2025	
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 2025:

Professional Development	Teachers Attended
Mandatory Child protection provided by the OCG	9
FASD Foundations training	1
DBT	1
Effectively Managing Student Information System Projects	2
goIT information session	1
Foundational training workshop	2
BeYou - Creating calmer schools with trauma-informed practice	9
Fetal Alcohol Spectrum Disorder (FASD) seminar	9
Supporting Students with Challenging Behaviour K-12	2
Planning for the new Stage 6 Mathematics Syllabus Online	1
Leading Minds at Work	1
The AISNSW Annual Briefing 2025	1
CEA School Leaders conference	2
EDUtech	2
Learn about NESA's School Registration and Accreditation	1
Attendance, Exemption and Enrolment Register Requirements for Schools	1
Leading the Implementation of the New HSC English Syllabus	1
Creating Consistent and Effective Assessment Rubrics – IEU	1
Food Handling Basics	10
Strengthening Positive Online Behaviour Better Together	1
Reimagining Family Engagement Webinar	1
Planning and Programming for the New Science 7-10 Syllabus	1
Gemini Masterclass – multiple sessions	6
Empowering Wellbeing Leaders: Strategies for Lasting Impact	1
Planning and Implementing of the New History 7-10 syllabus	1
GTAA Integration of key concepts of SPICCESS in the new syllabus	1
PD GTAA Extended response Masterclass	1

5. Attendance

Student Attendance

TLK Youth College is a Year 9, 10, 11 and 12 school with the following student attendance rates in 2025:

- The Year 9 average attendance rate was 61%.
- The Year 10 average attendance rate was 69%.
- The Year 11 average attendance rate was 76%.
- The Year 12 average attendance rate was 68%.
- The average daily attendance rate across the School in 2025 was 69%.

Management of Non-Attendance

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

- Follow up with students and their parents, guardians or carers if a student consistently misses specific classes or subject periods.
- Speak with the student on their return to discuss the reasons for any unexplained or ongoing absences.
- Contact the nominated parent, guardian or carer of any student who has been absent for more than one week without prior communication with the School.

The School takes a compassionate and supportive approach, considering individual circumstances when addressing attendance concerns. At the same time, students and families are reminded of the legal obligations associated with regular 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 carer, or an authorised representative from a youth support service such as the Department of Communities and Justice or Child and Adolescent Mental Health Services. These plans may include:

- Structured and achievable attendance programs, such as gradual re-engagement from partial to full-day attendance
- Ongoing monitoring and timely follow-up of absences
- Implementation of student wellbeing supports
- Adjustments to curriculum delivery
- Scheduled review dates to monitor progress and make any 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'
- Managing Complaints: 'Student Complaints Statement' / 'Student and Client Complaint and Appeal Policy'

7. Parent, Student and Teacher Satisfaction

In 2025, TLK Youth College conducted its annual satisfaction survey, inviting feedback from parents, students and staff across areas including wellbeing, communication, leadership and educational support. The survey results provided valuable insights into stakeholder experience and helped identify key strengths in the School's culture, relationships and support practices:

Parents/Guardians/Carers

Of the 75% of families who responded, most indicated a high level of satisfaction with the School's overall direction and its delivery of a safe, supportive and inclusive learning environment. Responses highlighted the strength of the School's leadership, personalised support for students, and responsiveness to individual needs. Parents and carers also acknowledged improvements in communication and the positive impact this had on their connection with the School.

Students

Among the 90% of students who participated, feedback reflected strong levels of satisfaction with relationships, support and the overall school environment. Students identified staff support, flexibility in learning, and the respectful and inclusive culture as key strengths. Many responses also reflected a sense of belonging and appreciation for the encouragement provided throughout the year.

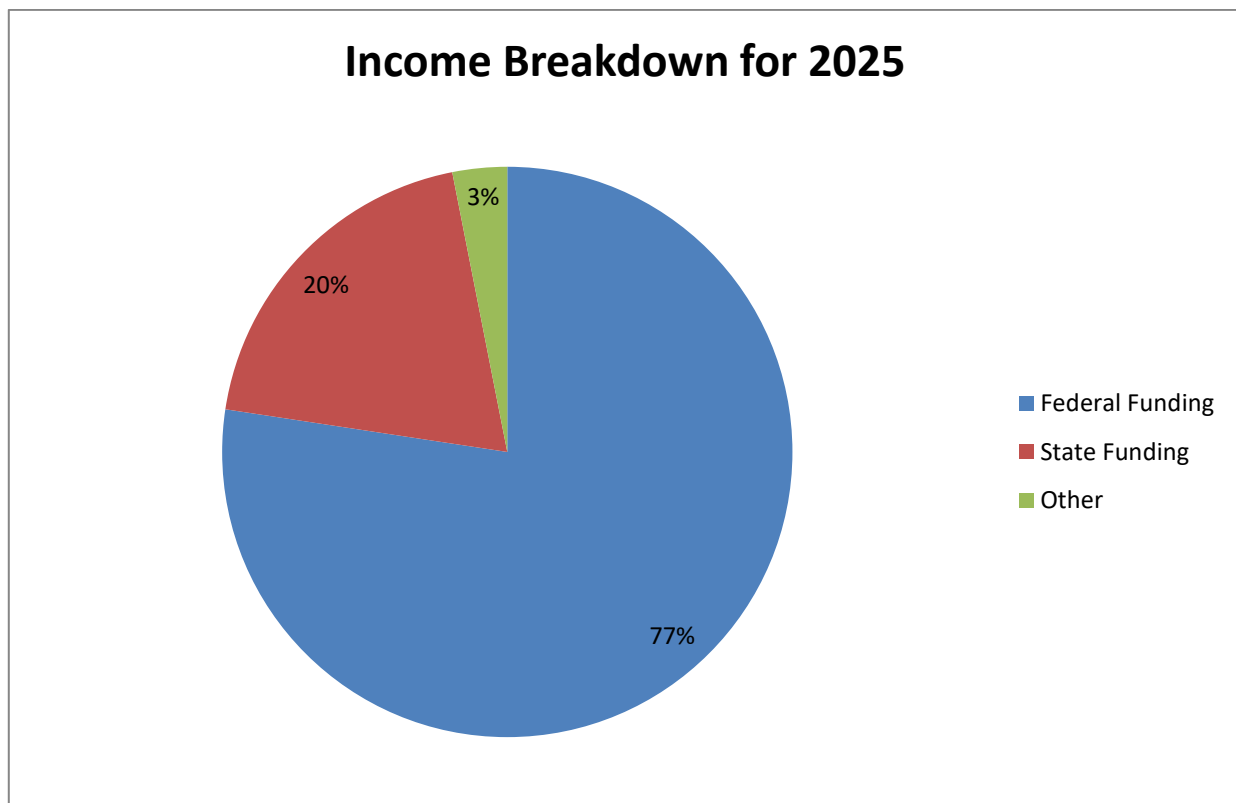
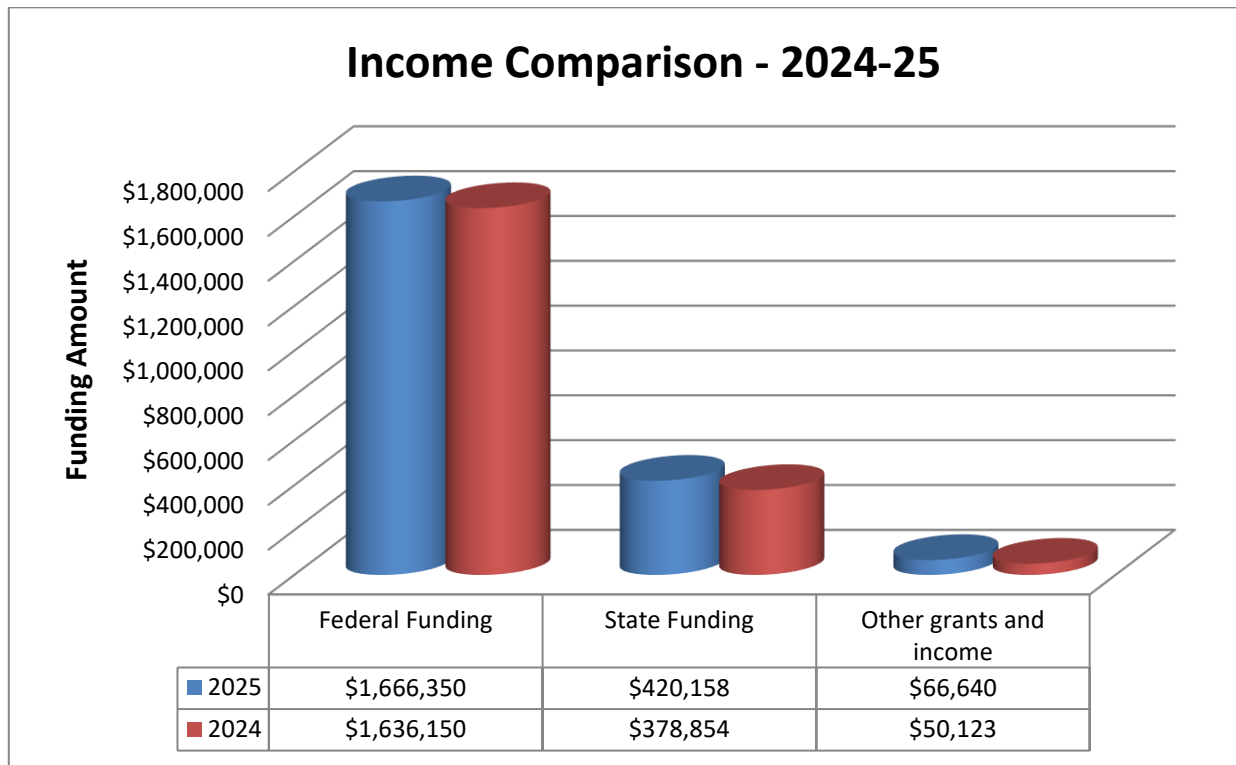
Staff

With a 100% response rate, staff feedback reflected a strong sense of collaboration, shared purpose and commitment to student success. Staff identified team communication, integrity, student-centred practice and the School's proactive approach to wellbeing and trauma-informed care as important strengths within the organisation.

Results

Across all stakeholder groups, the survey findings pointed to a high level of confidence in the School's values-based and relational approach. Common themes included the importance of strong communication, personalised support, wellbeing-focused practice and the positive culture fostered across the School community. The feedback also confirmed that TLK Youth College continues to provide an environment in which students feel supported, families feel informed, and staff feel aligned in their work.

8. Summary Financial Information



Expenditure Breakdown for 2025

