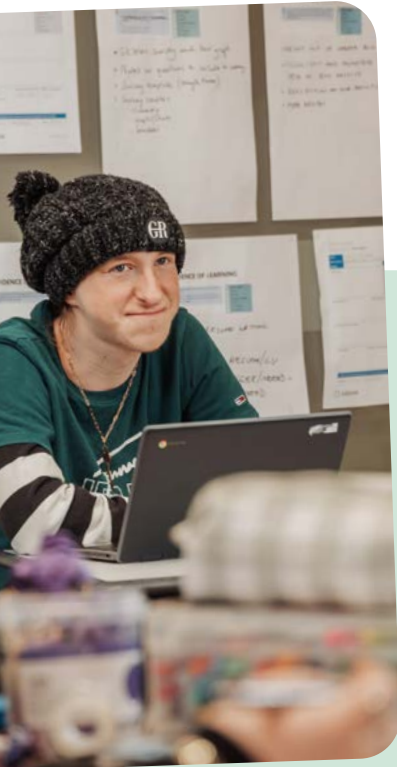




Novo
Education
by weaCO



Annual Report


2025

A year of foundations.
A future beyond ordinary.

Table of Contents

Foreword

A Message from the Chair of the Board	1
A Message from the Principal	2
The Novo Education Way	3
Characteristics of the Student Body	5
Teaching and Learning	8
Student and Staff Wellbeing	10
Campus Reports	
Novo Education Shoalhaven	13
Novo Education Wollongong	17
Student Outcomes and Results	20
Workforce	25
Attendance	26
School Policies	28
Stakeholder Satisfaction	29
Financial Information	31
Contact	32



In 2025, we made deliberate investments to strengthen the foundations of our organisation.

These decisions were taken with care – to stabilise our operations, clarify our identity and position us for long-term sustainability. At our core are the staff and students we serve.

Every strategic choice this year, through disciplined governance and a renewed commitment to our values of Integrity, Inclusion, Collaboration and Innovation, has been guided by our commitment to delivering education that is both responsible and Beyond Ordinary.

From the WEA Co Board of Directors



On behalf of the Board of WEA Co, I am pleased to present the 2025 Annual School Report for Novo Education.

2025 was a year of foundations. It was not without its challenges, but it was a year in which we made deliberate, considered investments in the people, systems and environments that will define Novo's next chapter.

A significant milestone of 2025 was the fit-out of a new, purpose-built campus in the heart of Nowra for our Shoalhaven community. It required resilience from students, families and staff who navigated construction delays and temporary arrangements with remarkable adaptability. That commitment paid off, with the new campus opening in January 2026, ready to welcome students into a space designed around their needs and located within a community that can support their growth.

Our Wollongong campus continued to build on strong foundations, welcoming new students and new staff - including a new Head of Campus - and deepening the intentional, relational approach to learning that defines the Novo way.

Novo Education operates as a Special Assistance School, serving young people whose needs are not met by mainstream education. Our students arrive with complex histories and significant challenges. What they find at Novo is a team that believes in them all working together to ensure every student feels known, safe and supported.

The Board has been encouraged by the continued development of our teaching and learning practice, our strengthened wellbeing systems, and the growing external recognition of Novo's work - including Kim Brady's Schools Plus Teaching Fellowship (congratulations Kim), and a co-authored publication with Berry Street on trauma-informed education.

We acknowledge that there is more to do. A 40% Year 12 completion rate tells us that for some of our young people, the journey is still in progress - and we remain committed to understanding what more we can offer to support them across the line. That honesty, and that commitment, is at the heart of how Novo operates.

On behalf of the Board, I extend my sincere thanks to Principal Natasha Osmond-Dreyer, Deputy Principal Kim Brady, the school Executive team, and every member of the Novo team for their dedication, creativity and care throughout 2025. I also welcome Angela Sampson as Head of Campus in Shoalhaven, she joins a school that is growing in confidence and capability, and ready to build.

Ross Crapis
Chairman
WEA Co Board

Principal's Message



There is no greater act of trust than placing your child in someone else's care, and we do not take that lightly.

Every family who chooses Novo Education does so having often navigated difficult roads. Mainstream education hasn't worked. Something has broken down. And yet here you are, trying again - for your young person, with us. That trust is something we hold carefully, and it shapes everything we do.

2025 was a year in which we worked hard to be worthy of it.

We invested in our campuses, our systems and our people. In Shoalhaven, staff, students and families showed remarkable resilience as we navigated the fit-out of a new, purpose-built campus - managing disruptions with patience and good grace, and finishing the year knowing that something better was coming.

In Wollongong, we deepened our practice, welcomed new staff and new students, and continued to build a campus culture grounded in the values we believe in: inclusion, integrity, collaboration and innovation.

Across both campuses, we strengthened the systems that support our young people - from the way we identify and respond to wellbeing needs, to the way we design and deliver learning. We introduced new frameworks, built new partnerships, and sharpened our understanding of the young people in our care. None of this is visible to most people. But it matters deeply, because it is the foundation everything else stands on.

Our students continue to inspire us. They arrive carrying real challenges, and they show up anyway. They try. They grow. They surprise us. Watching a young person rediscover their confidence, find their purpose, or simply feel safe enough to learn - that is why this work matters.

In writing this I am reminded of one of our Year 11 students, who arrived at Novo having been deeply hurt by his experiences in mainstream schooling. By the end of 2025 he had one of the highest attendance rates in the school, was engaging in subjects he'd previously avoided, and was talking about studying psychology or IT. That kind of transformation doesn't happen by accident. It happens because a whole team of people refused to give up on him.

To every parent and carer who trusted us with your child in 2025, thank you. We know that trust is earned, not given. We will keep working to deserve it.

To the Novo team - Angie, Angela, Kim, Meg, Monique, and every Mentor Teacher, Wellbeing Officer, and Administration Officer across both campuses - your dedication, creativity and care is what makes Novo what it is. I am proud to lead this school alongside you.

Natasha Osmond-Dreyer
Principal

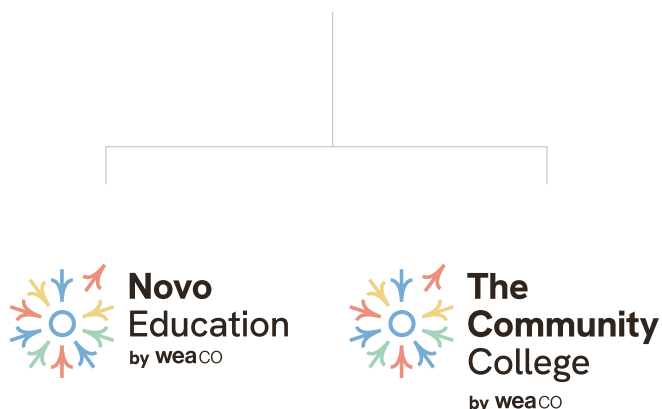
The Novo Education Way



Novo Education is an independent Special Assistance School registered with the NSW Education Standards Authority (NESA) for Years 9 to 12.

Novo Education is operated by WEA Co. WEA Co is a registered charity and Public Benevolent Institution which has been providing community-based, lifelong learning opportunities for over 100 years. WEA Co also operates an adult Community College and Registered Training Organisation. Through our programs, we deliver education and training centred on learner goals, needs and interests, and we work with youth and adult learners with diverse backgrounds and needs to enhance social and economic inclusion and participation. In 2025, Novo Education operated campuses in Wollongong and Nowra, NSW.

That history and structure tells you what we are. Our charter tells you why we exist.



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.

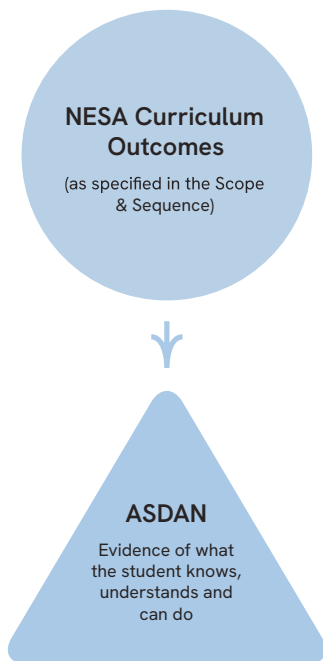


Teaching, Learning and Wellbeing the Novo way



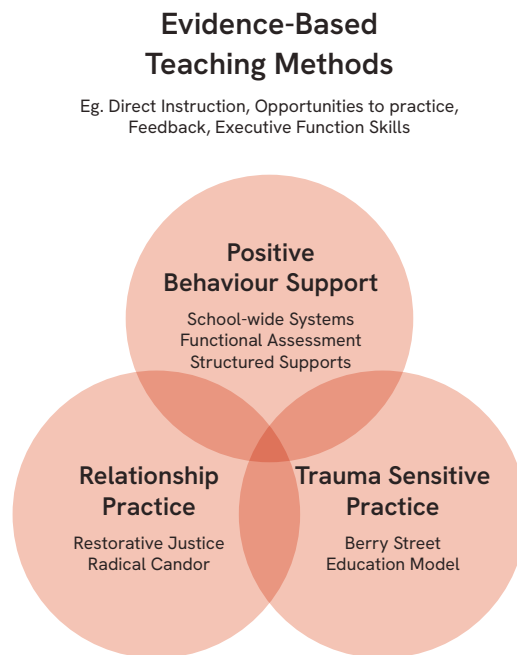
OUR CURRICULUM

What we teach



OUR PEDAGOGY

How we teach

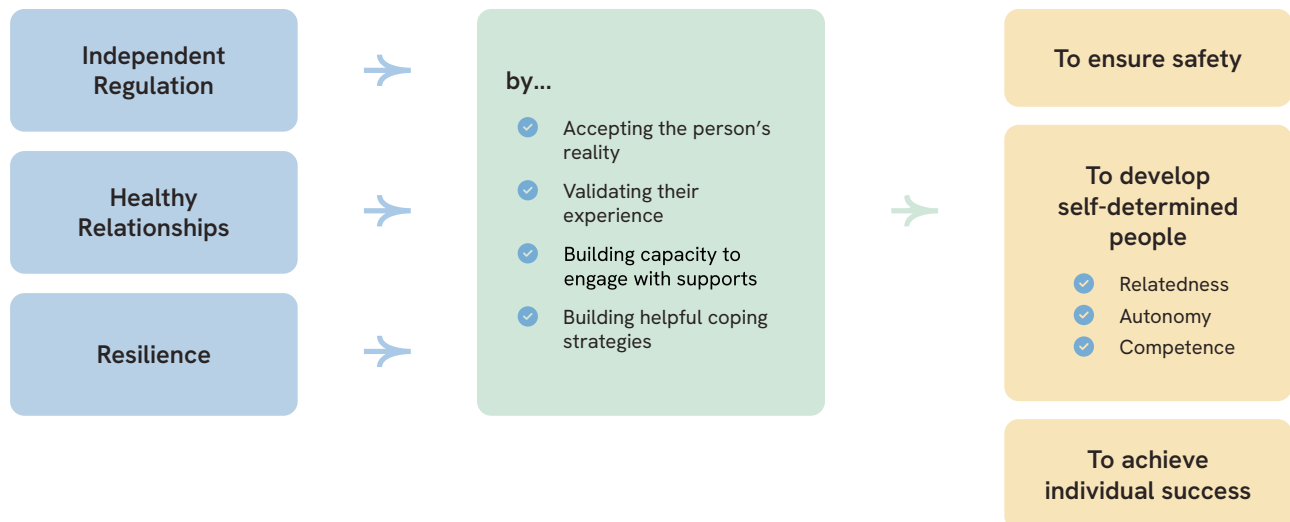


OUR WAY

Why we teach

- To ensure safety
- To develop self-determined people
 - ✓ Relatedness
 - ✓ Autonomy
 - ✓ Competence
- To achieve individual success

We want to develop...

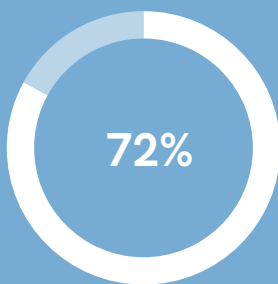


Characteristics of the Student Body



Since 2011, the NSW Minister for Education has granted Novo Education formal status as a Special Assistance School.

This recognition matters. It acknowledges the core purpose we have maintained over the years: that Novo primarily enrolls students with social, emotional or behavioural difficulties who require a fundamentally different educational environment to thrive.

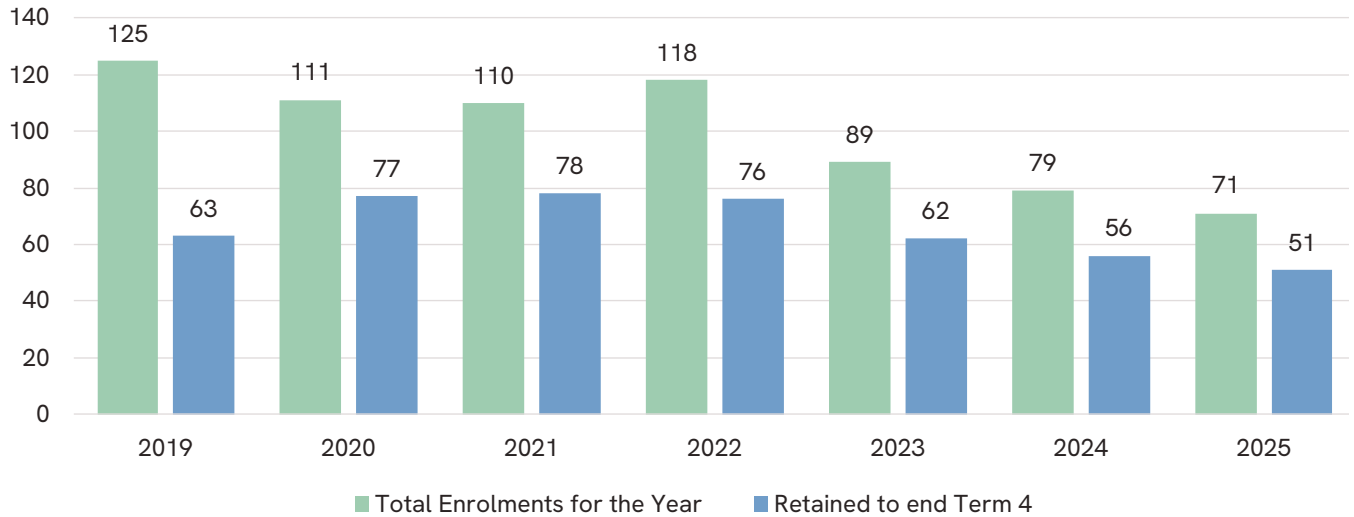


Retention Rate

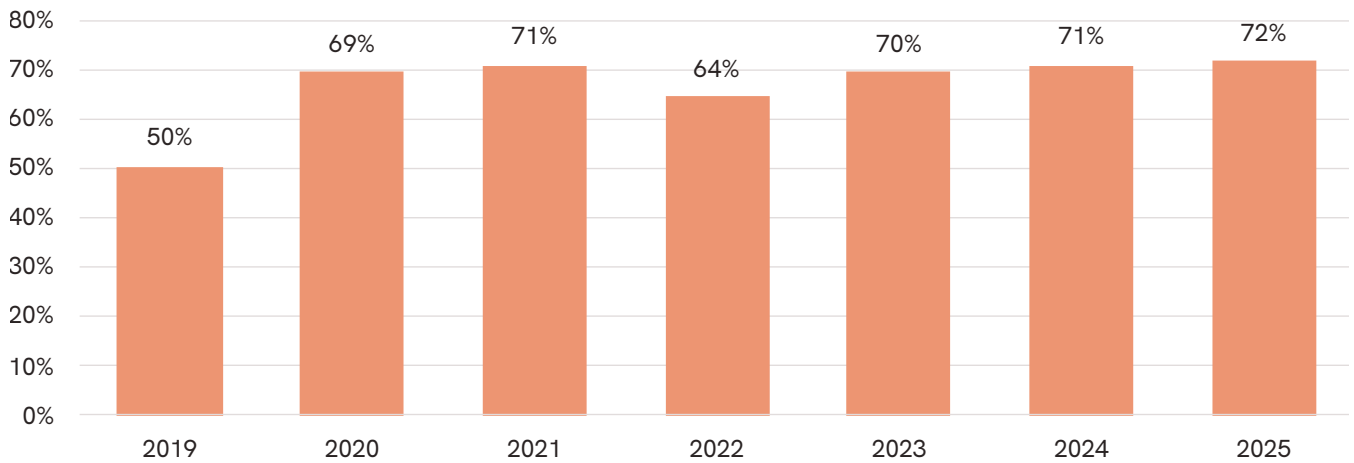
Throughout 2025 Novo Education enrolled a total of 71 students across Years 9, 10, 11 and 12 at our two campuses (Shoalhaven and Wollongong). Fifty-one (51) students maintained their enrolment until the end of Term 4, representing a 72% retention rate.

That figure is worth pausing on. For young people who have often experienced repeated exclusion, disengagement or failure in previous educational settings, staying enrolled and engaged through a full school year is itself a significant achievement. A 72% retention rate in this context is not a number to move past quickly, it is evidence that what we are doing is working.

Enrolment Numbers



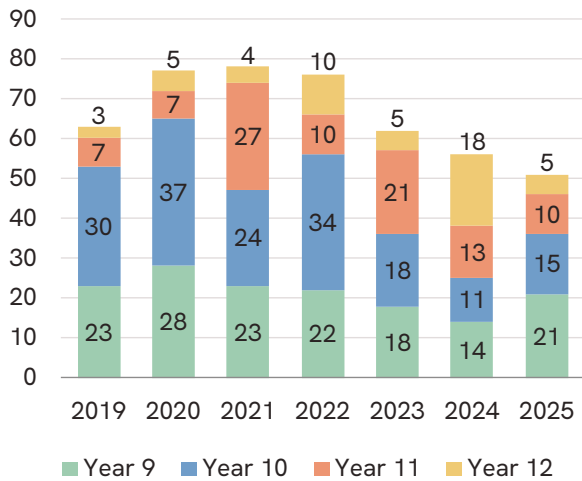
Retention Rate



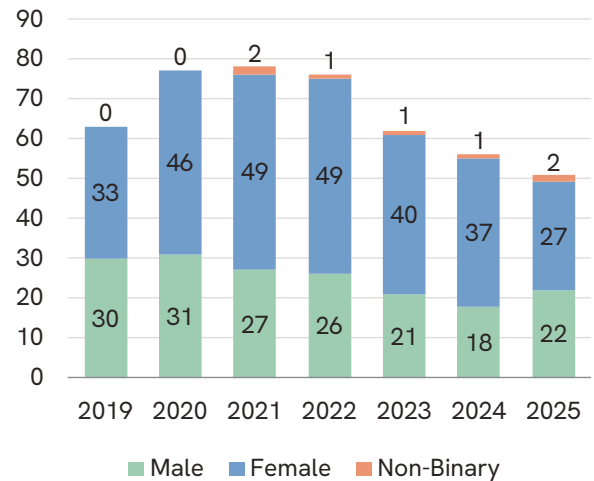
Of the 51 students enrolled at the end of Term 4 in 2025, 5 students completed their Year 12 schooling and 37 students re-enrolled to continue their schooling with Novo Education in 2026 as follows:

	Number of Students
Year 9 students returning for Year 10	19
Year 10 students returning for Year 11	9
Year 11 students returning for Year 12	9
Total number of students returning to Novo in 2026	37 (73%)

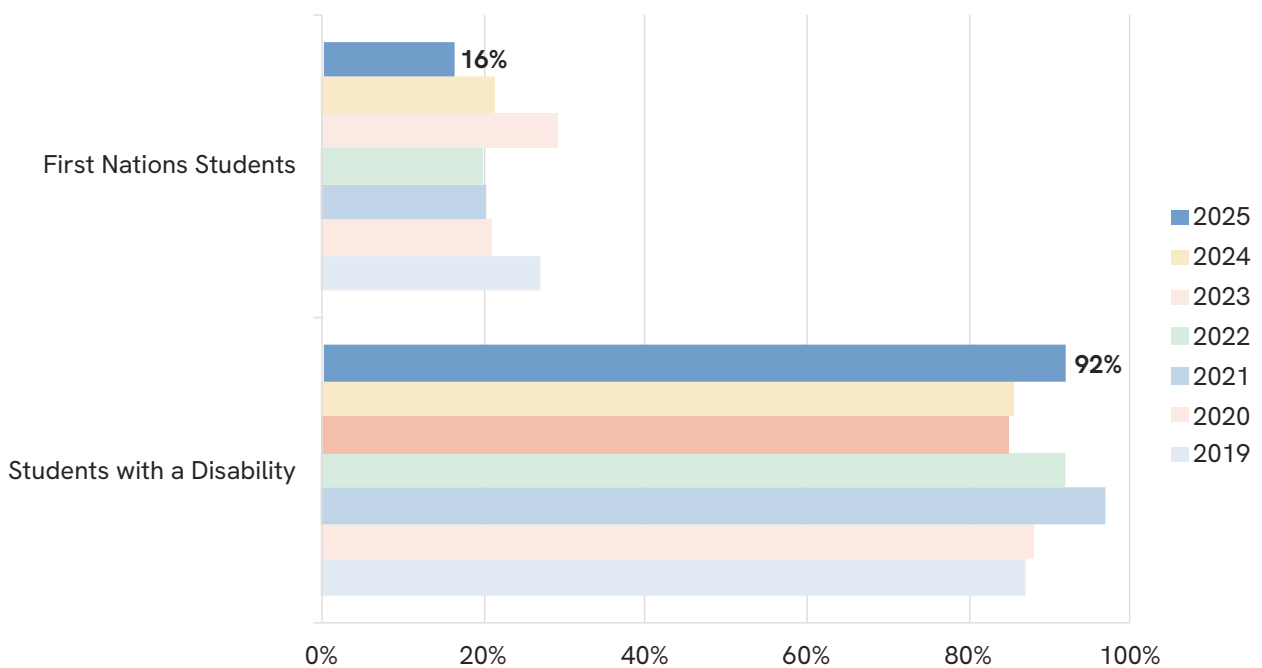
Enrolment Numbers: School Grade Distribution



Enrolment Numbers: Gender Distribution



Students with Additional Needs Comparative Data



16%

Of the 51 students who maintained their enrolment to the end of 2025, 16% identified as Aboriginal and/or Torres Strait Islander

92%

92% had a disability requiring substantial or extensive adjustments to enable them to participate in their education alongside their peers.

That last figure speaks directly to the complexity and intensity of what our staff navigate every single day; and to the deliberate commitment Novo has made to serving students others have found too hard to reach.

Reflection on Teaching and Learning

2025 was a year of consolidation, coherence and deepening practice in Teaching and Learning at Novo Education. Building on strong foundations established in previous years, our focus this year was on strengthening alignment between curriculum design, meeting student needs, and evidence-informed pedagogical practice.



A Coherent Learning Journey Across the Year

Our student learning journey was shaped across four inter-related terms, within our three cross-disciplinary learning areas - STEM, Communications and Life Learning - with each term anchored by a 'Big Idea'.

In Term 1, students explored how to 'Live Your Best Life'. Through this lens, they examined what makes us happy and healthy, what enables us to thrive as learners, and what might be needed to build a meaningful and purposeful life. This integrated learning across academic, personal and social domains, reinforces Novo's commitment to learning which fosters development of the whole person.

Term 2 extended this concept into relationships and communities when we turned our focus to 'Building Communities'. Students developed relationship skills, explored how environments shape communities, and strengthened teamwork and communication capabilities which resulted in rich discussions about campus cultures too. This work provided a strong platform for Term 3, where students applied their skills within real-world contexts through workplace learning. Some students undertook independent work experience aligned with their interests and transition goals, while others participated in supported workplace visits and structured volunteering experiences led by staff. These experiences strengthened vocational awareness, confidence in community access, and practice of transferable skills.

In Term 4, students broadened their lens to a global context, exploring ethical and responsible tourism, cultural engagement, and global citizenship. Students planned travel experiences and considered how individuals can contribute to the global community in respectful and sustainable ways, while also expanding their current worldview and developing practical skills in planning travel.

Our learning in 2025 followed a meaningful and developmentally sequenced learning arc across the year. The Teaching and Learning Team is to be commended for the intentional design and delivery of this integrated curriculum model.



Strengthening Individualised Support

Individual Learning Plans were further embedded and strengthened in 2025 through the development of a 'Needs Assessment Framework', a cross-portfolio initiative of the Teaching and Learning and Wellbeing Teams. Based on Maslow's Hierarchy of Needs, this framework supports staff to triage student needs in a structured and developmentally informed way. It has sharpened our capacity to determine which foundational needs should be addressed before learning can occur.

In parallel, we introduced Learning Prescription Implementation Records (LPIRs) to strengthen accountability and evaluation of student adjustments. This has enhanced our capacity to ensure that documented adjustments are consistently implemented, monitored and refined. Together, these initiatives reflect our strong commitment to meeting students where they are and creating conditions for learning to be possible.

Professional Learning

Professional learning in 2025 was closely aligned with our student profile and core pedagogical commitments.

Staff reconnected with Self-Determination Theory led by Dr Dana Pearlman, deepening understanding of autonomy, competence and relatedness as drivers of intrinsic motivation. This work brought renewed focus to a key pillar of The Novo Way and supported staff to refine strategies that foster student agency and success.

Further professional learning focused on understanding autism, ADHD and anxiety, three prevalent diagnostic profiles within our student cohort. Sessions centred on translating new knowledge into targeted strategies and ILP adjustments that support executive functioning, emotional regulation and learning engagement, with further resources also recommended for self-paced learning.

Externally, our work continues to gain recognition. Participation in the Schools Plus Teaching Fellowship, and co-authoring an article with Berry Street on how our ongoing partnership with the Berry Street Education Model (BSEM) has strengthened our ability to deliver trauma-informed education, both reflect the growing impact and credibility of Novo's practice beyond our campuses.

Looking Ahead

With strong systems now in place, 2026 will see us prepare for re-registration in 2027, conduct a review of our curricular model, explore new options for teacher development, and deepen collaboration between the Teaching and Learning and Wellbeing Teams. Novo Education remains committed to delivering learning that is rigorous, relational and deeply responsive to the needs of our young people.

Kim Brady
Deputy Principal



Student and Staff Wellbeing

In 2025, student and staff wellbeing was a central strategic priority at Novo Education. The year marked a significant shift, from reactive wellbeing support toward a more intentional, preventative and systems-based approach to student safety and care. This work was grounded in trauma-aware practice, inclusive education principles, and a deep commitment to ensuring every student felt known, safe and supported.



Strengthening Student Safety and Wellbeing

The most significant work of 2025 was the deliberate strengthening of our student safety and wellbeing structures. We built clearer pathways of support, improved our capacity to identify risk early, and established greater consistency in practice across the school.

A more intentional approach to student recruitment meant we could understand student needs earlier and work proactively with families before enrolment, laying the groundwork for stronger long-term retention. Alongside this, we sharpened our safety frameworks through regular campus-based case study reviews, building staff confidence in identifying vulnerability, understanding roles and responsibilities, and escalating concerns appropriately. The result was a school community where wellbeing conversations became normalised, reflective practice was valued, and every staff member understood that student safety is a shared responsibility.

We also made a deliberate shift toward early intervention - moving away from crisis responses and toward sustained support plans, consistent wellbeing sessions, and proactive engagement with students and families. Closer collaboration between wellbeing staff and teachers replaced siloed interventions with a more integrated model of care, where learning and wellbeing work together in the interests of every student.

A newly created digital dashboard for monitoring open child safety concerns strengthened organisational visibility, accountability and timely follow-up building a culture where students feel safe and staff feel confident.

Key Achievements

01 Learning Stamina Plans

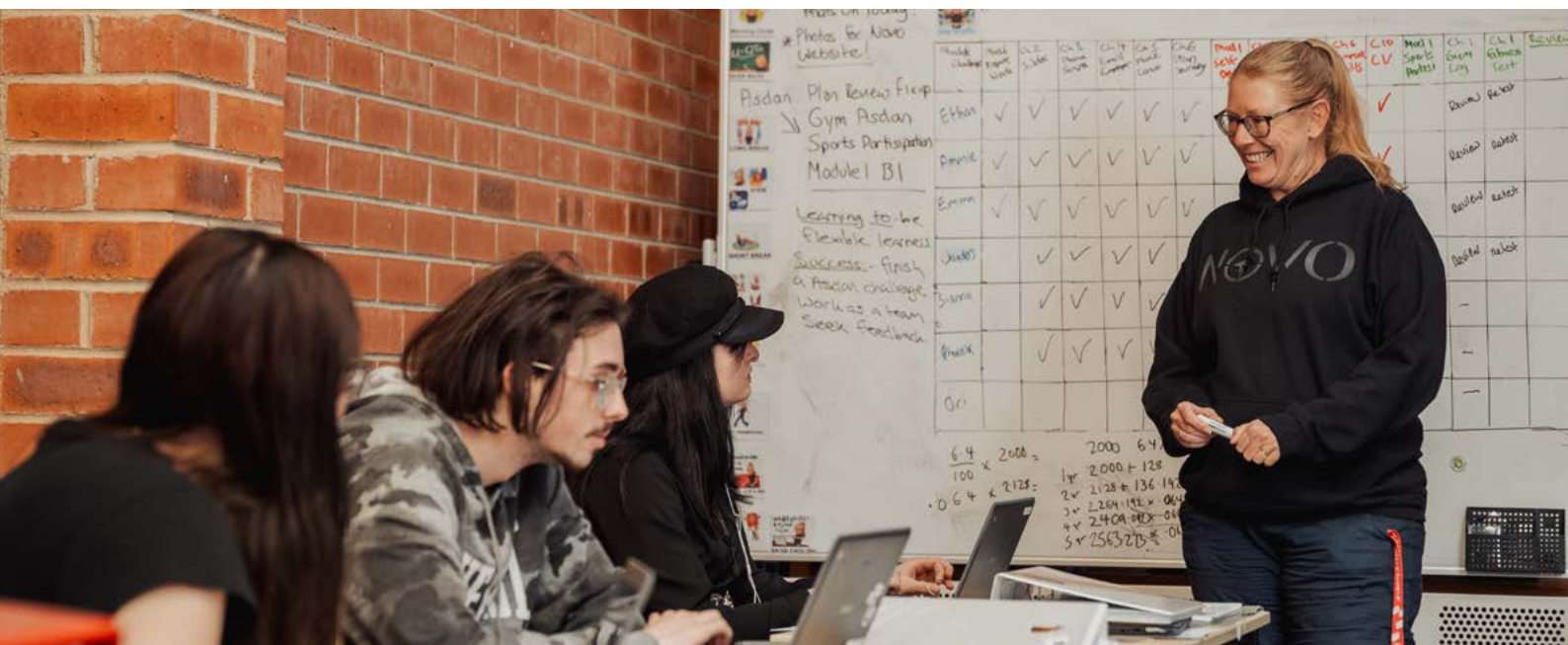
One of the most meaningful shifts of the year was the move from Attendance Plans to Learning Stamina Plans. This change reframed how we understand and respond to barriers affecting student engagement, moving practice away from reduced expectations and toward intentional, step-by-step pathways that build each student’s capacity for sustained learning.

02 Novo Needs Assessment Framework

The introduction of the Novo Needs Assessment Framework, grounded in Maslow’s Hierarchy of Needs, significantly strengthened staff capability in supporting emotional regulation, neurodiversity and complex student needs. Staff were better equipped to understand what was getting in the way of learning, and to respond with targeted, compassionate strategies rather than generalised interventions. This was reinforced through professional learning focused on neurodivergent students and those experiencing anxiety, two of the most prevalent profiles in our cohort.

03 Student Recruitment Committee

The introduction of a Student Recruitment Committee brought clearer oversight to the synthesis of student data and identified needs, providing Heads of Campus with more consistent and informed guidance when working with families through the enrolment journey. Stronger partnerships with families - built on transparency, trust and shared problem-solving - further deepened the connection between school and home.



Staff Wellbeing

Novo's approach to wellbeing has always held a simple truth: you cannot sustain student wellbeing without sustaining the people who deliver it. In 2025, deliberate steps were taken to support staff capacity, reduce emotional load and strengthen psychological safety across the team.

This included clearer structures for shared decision-making, consultation and debriefing in complex cases, moving away from individual staff carrying disproportionate responsibility, toward a genuine team model. Targeted professional development, realistic expectations around wellbeing work, and regular supervision from team leaders all contributed to a shift in how staff experienced the demanding and deeply meaningful work they do. Staff who needed additional support were encouraged to access the Employee Assistance Program and supported to develop Wellness Action Plans.

The result was a renewed sense of collaboration, confidence and safety across our campus teams, a staff culture that is better equipped to sustain the work ahead.



Foundations for 2026 and Beyond

The work of 2025 has established something durable. Clear, sustainable wellbeing systems. A shared language around trauma-aware practice and inclusive support. Stronger data, documentation and review processes. And a preventative, strengths-based approach that can be built upon rather than rebuilt.

2025 represented a pivotal year for student safety and wellbeing at Novo Education. With strong systems, shared understanding and committed staff now in place, we are well positioned to continue building a culture where both students and staff can thrive.

Monique O'Hara
Leader of Health and Wellbeing





Year in Review

Novo Education Shoalhaven

2025 was a transformative year for the Shoalhaven campus. Throughout the year, students, families and staff demonstrated resilience, adaptability and a strong sense of community as the campus navigated a period of growth and transition.

Alongside preparing for a move to a new campus in the centre of Nowra, students engaged in a range of learning experiences designed to develop skills for thriving both now and beyond school, build confidence, strengthen campus culture, and enhance their wellbeing.

Building a Culture of Belonging and Inclusion

Across the year, the wellbeing team led a number of initiatives that supported the development of our inclusive campus culture. Events such as Harmony Day and Wear It Purple Day provided opportunities for students to engage with themes of diversity, belonging, respect and visibility. Through shared activities, wearing of colours, conversations, and community morning teas, students were encouraged to reflect on values that underpin the Novo Way and actively contribute to a campus culture where everyone feels seen and valued.

Preparing Students for the World of Work

In September, students participated in a dedicated week of workplace learning designed to broaden their understanding of employment pathways and build confidence engaging with real-world workplaces.

Seven students undertook independent work experience placements in fields including mechanics, hairdressing, hospitality, childcare and IT.



The remaining students participated in a structured workplace learning program led by staff. This program focused on building confidence in communication and professional approach, developing knowledge of workplace expectations, and deepening understanding of cross-vocational skills such as workplace health and safety. Students visited a range of local organisations including the Shoalhaven Animal Shelter, SALT Care, WIN Television, Bunnings, and the Shoalhaven Entertainment Centre. These visits provided valuable insight into the diversity of roles within organisations, and the different pathways individuals take into their careers. Students reported that the experience broadened their perspective on employment possibilities and increased their confidence about stepping into the world of work. Following the program, several students went on to independently secure part-time employment.

Cultural Learning and Connection

In October, students from the Shoalhaven campus joined students from the Wollongong campus for a First Nations cultural learning experience at Killalea. The excursion, offered as an entry point for Term 4 learning about global cultures and citizenship, provided an opportunity for students to deepen their understanding of Country, culture and community, while also strengthening our cross-campus connections.

A New Home for Shoalhaven Campus

In November, we had the opportunity to officially launch our new Novo Education Shoalhaven campus, located in the heart of Nowra at 55 Graham Street. The campus sits within close proximity to a range of community organisations, services and local businesses, providing valuable opportunities for partnership and authentic learning experiences within our 'doorstep community'.

The development of a new campus represented an important milestone in the continued development of Novo's presence in the Shoalhaven region. The new facility provides a purpose-built learning environment designed to support the diverse needs of our students.

The transition to the new campus required considerable adaptability from students, families and staff. Construction delays meant that the campus community navigated a number of changes to learning arrangements throughout the year while final works on the new campus were completed. Throughout these disruptions, students, staff and families demonstrated remarkable flexibility and resilience. Staff were impressive in maintaining a strong focus on continuity of learning and wellbeing during these periods.



Celebrating a Year of Growth

In December, the campus community gathered with families and carers for the annual Celebration of Achievement. The event recognised the many ways students had grown throughout the year, including in skills and values developed, specific learning achievements, ASDAN progress, and contributions to community. We specifically highlighted and celebrated the significant personal achievements of our two graduating Year 12 students.

Students from both the Shoalhaven and Wollongong campuses also came together for a whole-school end-of-year activity, 'The Amazing Race' across Kiama. Students participated enthusiastically, demonstrating the confidence, teamwork and communication skills they had developed throughout the year. The event was filled with energy and fun, with a healthy competitive spirit emerging among Mentor Groups.

Acknowledgements

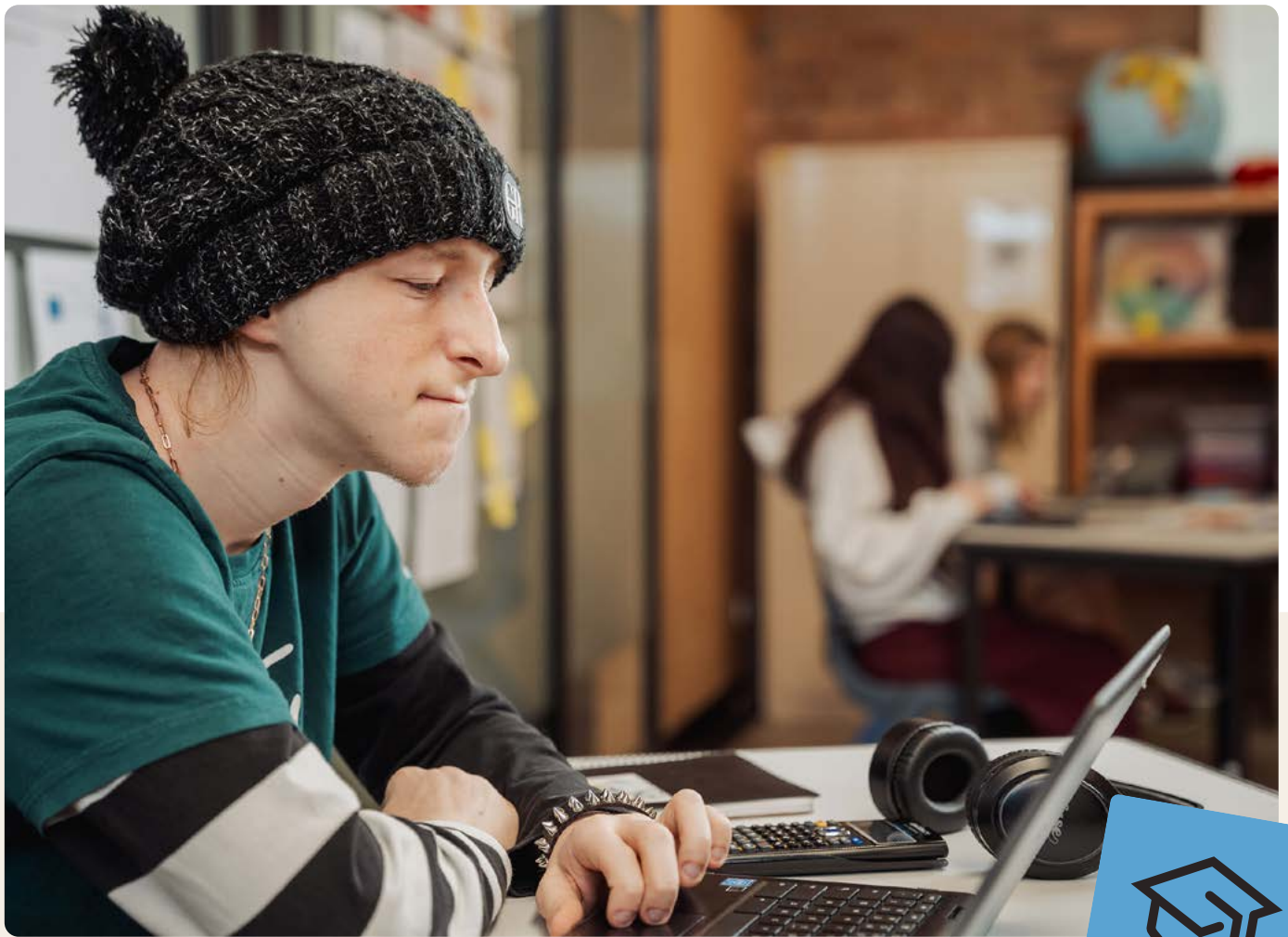
2025 was a year of significant change and transition for the Shoalhaven campus, and the strength of the staff team was central to navigating this period successfully.

I would like to acknowledge Assistant Head of Campus, Isy Robinson, for her significant contribution to shared leadership during a year of transformation for the campus. Further thanks go to the 2025 Shoalhaven team- Mentor Teachers Albert, Nathan and Marty, Student Wellbeing Officers Alyxe and Kat, and Administration Officer Cortney, whose dedication, resilience, commitment, creativity and teamwork created conditions for student thriving during a 'beyond ordinary' year.

Finally, we extend a warm welcome to Angela Sampson, who visited the campus on two occasions before the end of the year and who commences as Head of Campus in 2026. Angela brings with her a wealth of knowledge and experience in inclusive education, and we look forward to the leadership and insight she will bring to the Shoalhaven community next year and beyond.

Kim Brady
Acting Head of Campus- Shoalhaven
Deputy Principal





Year in Review

Novo Education Wollongong

2025 was a year of growth and change for the Wollongong campus. Throughout the year, students and staff demonstrated resilience, adaptability and a willingness to embrace new opportunities as the campus welcomed new staff members, including me as the new Head of Campus, along with new students who brought fresh perspectives and energy to our day-to-day life.

The adaptability and determination of the Wollongong team strengthened the commitment we share in providing an educational environment grounded in integrity, inclusion, collaboration and innovation.

Building a Strong Staff Culture and Learning Environment

Throughout the year, we continued to invest in building a strong, connected and positive staff culture, focusing on the intentional development of staff capacity through reflective practice and shared learning. This collaborative approach deepened the quality of our mentor groups and the delivery of programs and supports, ensuring every student received personalised and meaningful pathways to success.

Our continued commitment to the implementation of the Berry Street Education Model provided students with consistent and predictable routines, creating an essential foundation for emotional safety and readiness to learn. This framework was further supported through innovative approaches to teaching and learning, including ASDAN and BKSB (Basic Key Skills Builder) literacy and numeracy development, giving students the tools to thrive both academically and socially.

Cultural Learning, Connection and Student Wellbeing

Throughout the year, students engaged in a number of diverse and culturally rich learning experiences, including local gallery visits, a Nan Tien Temple excursion, and the Gumaraa Aboriginal Experience at Killalea. Students also participated in the Living Books community engagement program and the Love Bites relationships program. These experiences provided valuable learning opportunities, promoted inclusion, and deepened students' cultural understanding and sense of connection.

We also reinforced our commitment to student wellbeing through targeted intervention programs focused on responsible social media use, belonging, and positive relationships. With a continued focus on attendance, engagement and holistic support, we proudly acknowledged significant student growth and success across the year.



Preparing Students for the Future

Our work experience and volunteering programs were a highlight of the year. Through site visits and strong partnerships with local workplaces, VET providers and community organisations, students were able to step into real-world environments and explore what their futures could look like. These experiences boosted confidence and opened genuine pathways for further education, employment and community participation.

Twelve students participated in external, independent work placements across the year, an outstanding achievement for our campus community. Students involved in volunteering programs also invested in building practical skills, earning qualifications such as Barista Basics and taking part in projects focused on workplace readiness and improving the campus environment.

Celebrating Growth and Achievement

Another highlight of the year was our Celebration of Achievement, where we recognised academic growth, personal development, leadership and community contribution. These moments showcased the courage, perseverance and determination of our students as they continued to grow into successful young people.

2025 also marked meaningful progress in developing connections with The Community College, extending our network of support and creating new opportunities for shared learning and community engagement across WEA Co.

As we look ahead, Novo Education remains focused on creating a learning environment where every individual is valued, every voice is heard, and every success, big or small, is celebrated.

Angie Taylor
Head of Campus



Student Outcomes and Results



NAPLAN

Novo Education Year 9 student outcomes in standardised national literacy and numeracy testing can be found on the [@My School website](#). No students participated in the NAPLAN tests in 2025.

Senior Secondary Outcomes

Novo Education Space is a registration only school. In 2025, 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) and therefore reporting of RoSA or HSC results is not applicable for the school.

ASDAN Awards

Students at Novo Education work towards NESA curriculum outcomes in Stage 5 and Stage 6 courses. They also develop portfolios of work to earn credits towards Bronze, Silver or Gold Awards through [@ASDAN](#), an international accreditation body that recognises real-world skills across six areas: ability to learn, teamwork, problem-solving, IT skills, literacy and numeracy. Students can also complete short courses and earn other micro-credentials tied to their individual learning goals.

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



Outcomes	Number of Students		
	2023	2024	2025
ASDAN Bronze Award	5	12	3
ASDAN Silver Awards	0	2	0
ASDAN micro-credential credits	24	107	50
Completion of Year 12 Certificate	4	9 (50%)	4 (40%)
BKSB Numeracy - number of students attaining ACSF Level 3 (or better) through the year	N/A	N/A	30 (39%)
BKSB Literacy - number of students attaining ACSF Level 3 (or better) through the year	N/A	N/A	51 (67%)

We congratulate all the students who have made progress towards their school completion through the opportunities provided at Novo Education.



It should be noted that many Novo Education students progressing into Year 11 or 12 are the first in their immediate family to have done so. In the context of Novo Education 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)

No students participated in VET courses in 2025.

Post-School Destinations

A total of 11 students left Novo Education at the end of 2025, including 5 Year 12 students. Intended destinations of these students were:



Destination	Number of Students
Relocated out of area, enrolled at another school	1
Enrolled at another school in local area	1
Undertaking Vocational Education and Training	6
Employment or seeking employment	1
Unknown destination	2

Workforce



Teacher Accreditation

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

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	3
Proficient Teacher	7
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	10

Workforce Composition

Novo Education employed the following full-time and part-time temporary or ongoing staff in 2025:

Category	Number of Staff	Full-Time Equivalent
Teaching	10	9
Non-Teaching	8	7.4

No members of staff identified as Aboriginal or Torres Strait Islander. Novo Education welcomes and encourages applications from First Nations peoples.

Student Attendance



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 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 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.

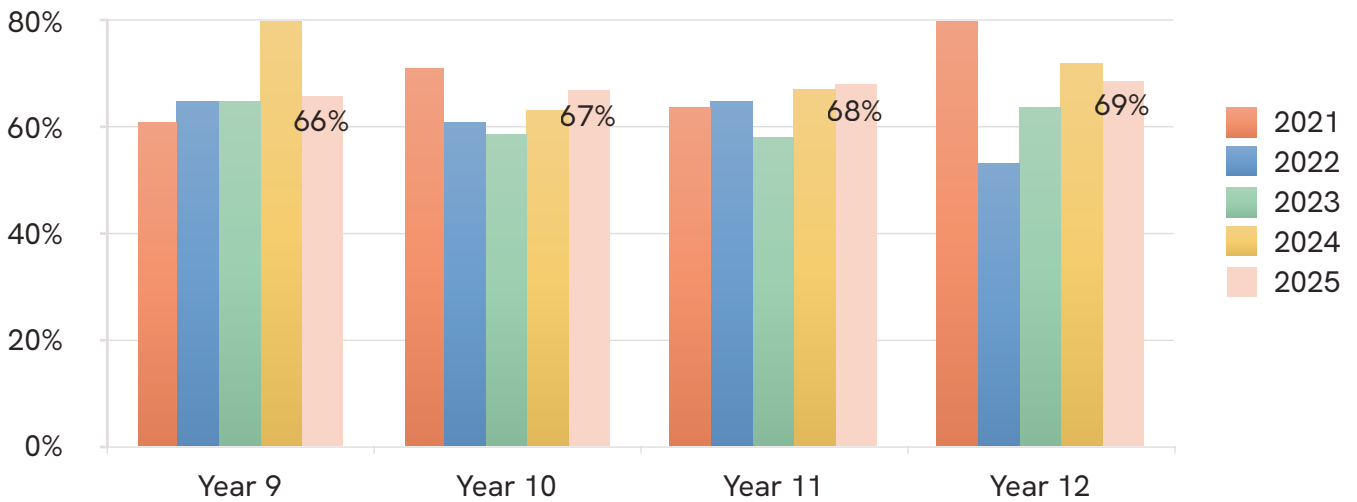
We formulate a comprehensive plan for students who are struggling with regular attendance, which is managed by the Head of Campus and the student's allocated Wellbeing Officer in conjunction with the student's Mentor Teacher. Strategies include home visits, learning stamina agreements with students, negotiated flexibility in attendance for exceptional circumstances 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.

Average attendance across the school overall reduced slightly from 71% in 2024 to 68% in 2025. Teaching and wellbeing staff continue their targeted efforts in improving engagement in learning, consistent follow up of non-attendance and evidence-informed strategies to work with school avoidance.

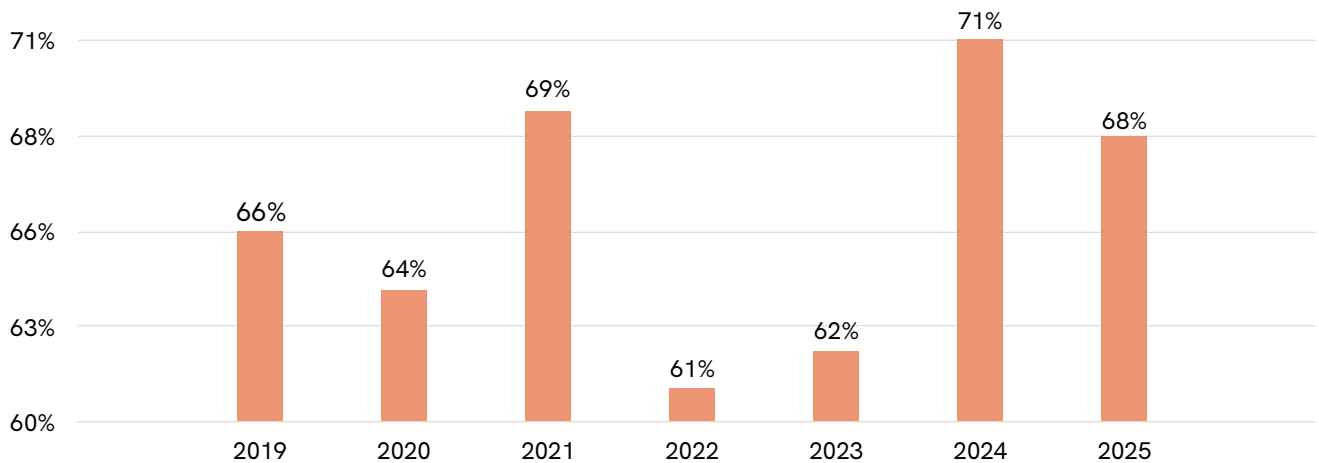
The following charts provide comparative attendance rates for each year group over the previous five years, and the overall school attendance rate over the previous seven years.



**Annual Attendance Rate by Year Group
Comparative Data**



**Whole school annual attendance rates over time
(percentage of enrolled students in attendance for all or part of the day)**



School Policies


The following policies are available on the Novo Education website.

Bullying Prevention and Intervention Policy 

Child Safety Policy 

Child Safety Code of Conduct 

Child Safety Complaints Management 

Complaints, Feedback and Grievances Policy 

Educational and Financial Reporting Policy and previous Annual Reports 

Enrolment Policy 

Student Behaviour Management Policy 

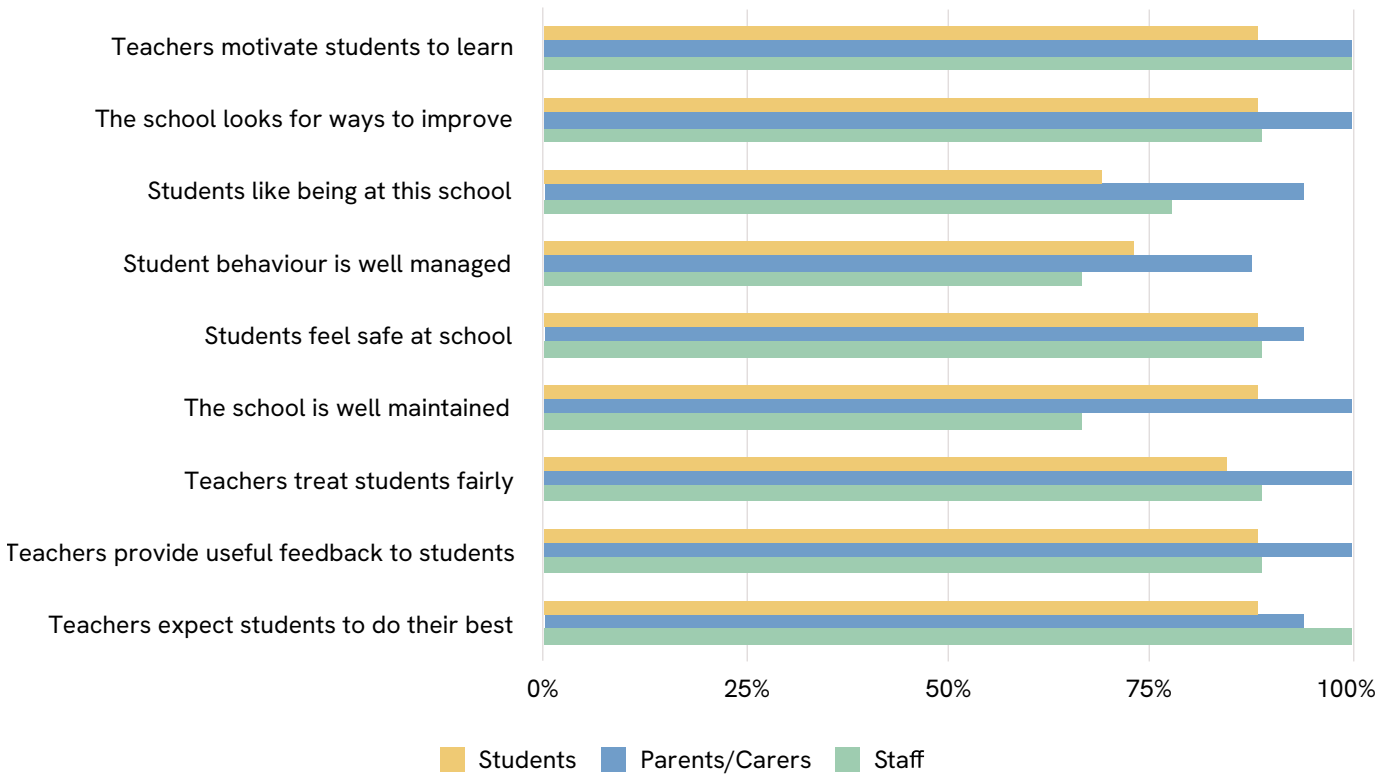
Stakeholder Satisfaction



In 2025, Novo Education engaged students, parents and carers, and staff in a comprehensive Stakeholder Satisfaction Survey to understand experiences of learning, wellbeing, and work within our community. The results provide strong evidence that Novo’s deliberately designed foundations – high expectations, individualised learning, wellbeing-first practice, and respectful relationships – are enabling young people to re-engage with education and imagine futures beyond what once felt possible.

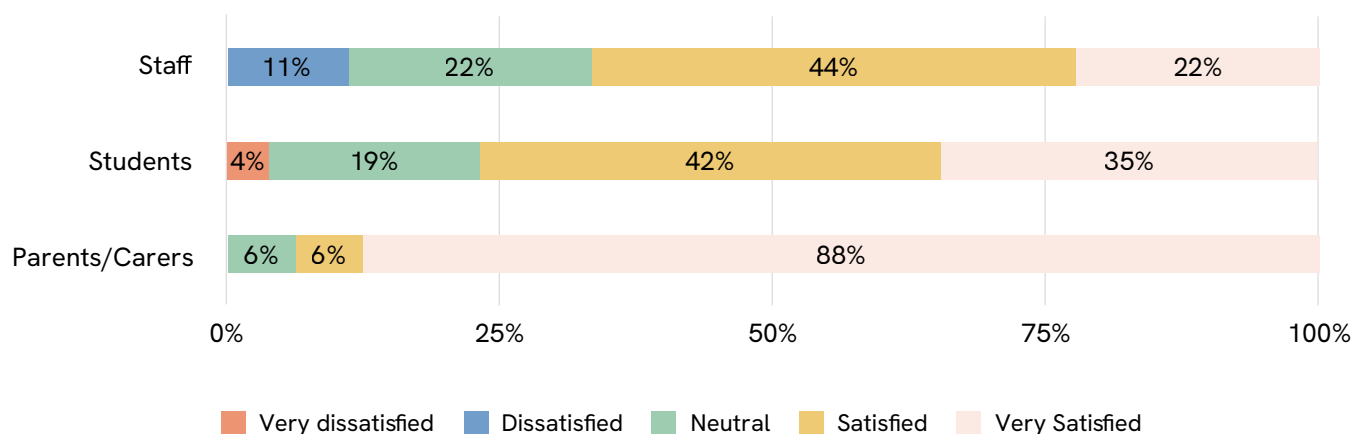
This chart shows the percentage of respondents who either agreed or strongly agreed with the following survey statements.

2025 School Survey Results





How satisfied are you with your overall experience of Novo Education?

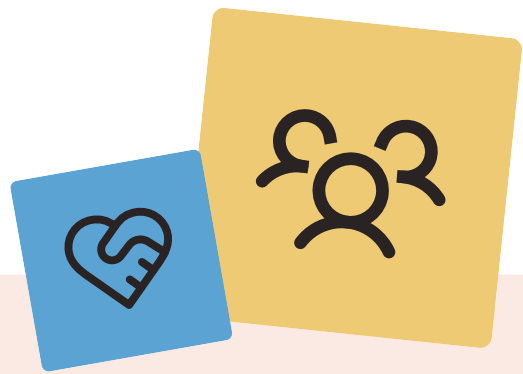


Overall satisfaction levels across all groups were high, with parents and carers reporting particularly strong endorsement of their experience. Students and staff similarly indicated positive satisfaction, reflecting an environment where continuous improvement is actively pursued and voices are heard.

Taken together, these findings confirm that Novo Education’s foundations – high expectations grounded in care, personalised learning pathways, strong wellbeing support, and a committed professional community – are enabling students to re-engage, rebuild confidence, and look ahead with optimism. In laying these foundations, Novo continues to support young people not just to return to learning, but to step into futures that are truly beyond ordinary.

Our school community, in their own words.

From parents/carers



“

I can't thank Novo staff enough for the support they provide for my daughter. She is cared for, encouraged and informed. Her self-esteem has improved dramatically since her arrival at the school. The teachers, support staff and admin always assist willingly when required. Meetings are always purposeful and focus on future goals and reflection. My daughter is always treated respectfully and in situations where she has made poor decisions, she is assisted in a calm, reflective manner. My daughter feels valued at Novo. Thank you to the whole team.

My child has not attended any school in three years.
He now looks forward to getting up and attending on time every morning!

”

From students

“

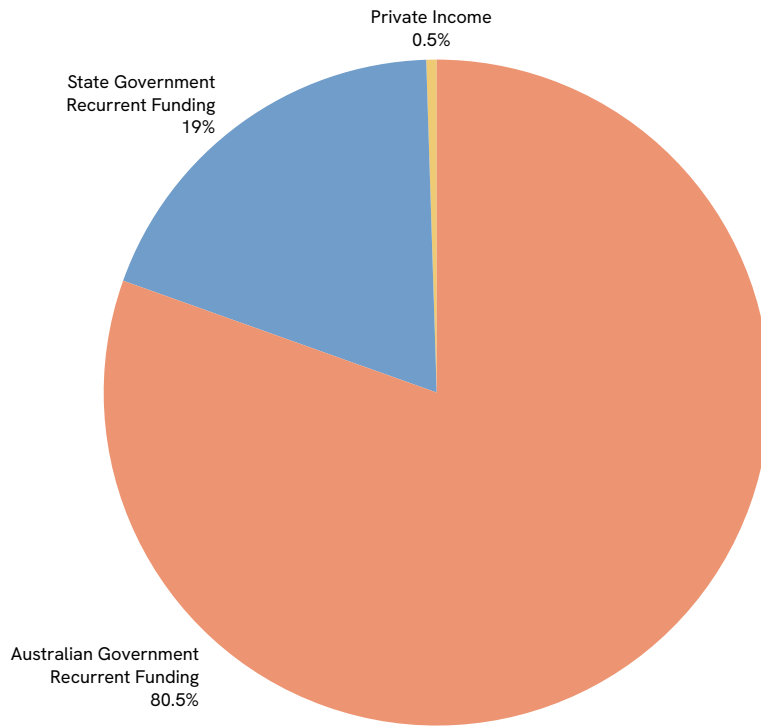
I am so proud of myself, and Novo has been the best place for me, because I would have never got this far in anything at my old school. At Novo we learn about things we are actually interested in while also knowing it will help us in the future. I have learnt really good skills and values. The teachers and other staff are so kind and also so helpful.

Since the beginning of the year I have learnt new ways to cope with my emotions, learnt how to talk to people and I've gotten back into putting my best effort in school work and my learning.

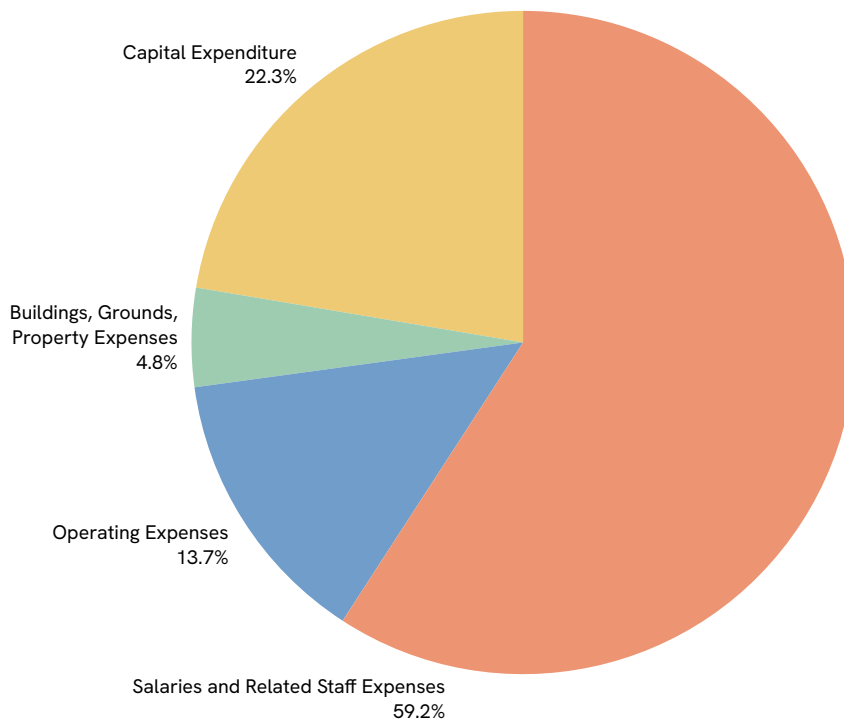
Novo as a school has helped me in my development as a person drastically.
I am truly forever grateful for the opportunity to be a part of this fine community.

”

Summary Financial Information



Recurrent and Capital Income 2025



Recurrent and Capital Expenditure 2025

Beyond the Ordinary



novo@novo.nsw.edu.au

(02) 4226 1622

50-56 Auburn Street (PO Box 1472)
Wollongong, NSW 2500

novo.nsw.edu.au