



Alesco
Secondary
College

Annual Report 2025

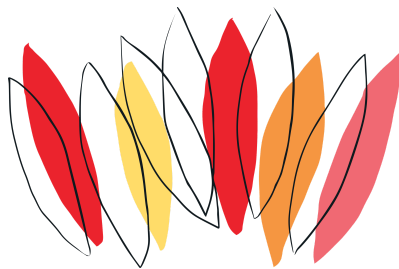
Learning

done differently



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The Waterlily is the symbol for Atwea College and Alesco Secondary College. A Waterlily is a very unique flower - it is strong, and beautiful in its simple geometric design.

A Waterlily will grow to accommodate whatever size vessel it is planted in – it will keep on growing until it's reached its full potential. To this end, the waterlily is representative of our students, and the pot is the size of the opportunity provided to them by their learning experiences.

Without water, a Waterlily doesn't have the strength to grow towards the sunlight on its own. Atwea and the community of support we give our students is much like the water that holds up a waterlily. We are there to assist and support the learner to reach their full potential. We surround and nurture the learner to grow and develop ever upward with strength.

- **Head Office**
- **Atwea College**
- **Alesco Secondary College**



What we do

Alesco Secondary College is an accredited non-government independent school, offering a flexible high school environment that supports students who may not thrive in traditional schooling.

Our Vision

To provide quality and accessible learning opportunities that enhance people's lives and unlock their potential.

Our Mission

To continuously improve our services in accordance with our values to respond to learners' needs.

Our Values

Integrity

We demonstrate a consistent and uncompromising commitment to the highest personal, professional, and ethical standards.

Innovation

We embrace new ideas and are open to moving forward with a positive curiosity to the possibilities. We challenge ourselves to continually improve and positively influence the things that can be achieved.

Inclusion

We strive to create an environment where a diverse range of people can access opportunities and be valued. We intentionally design strategies for the active engagement of all, especially those who may need support for their successful involvement.

Alesco Secondary College would like to acknowledge the traditional custodians of the land on which we live, work and learn. We wish to acknowledge and show our respect to the elders, past and present for their deep culture and contributions they make to the life of our community.



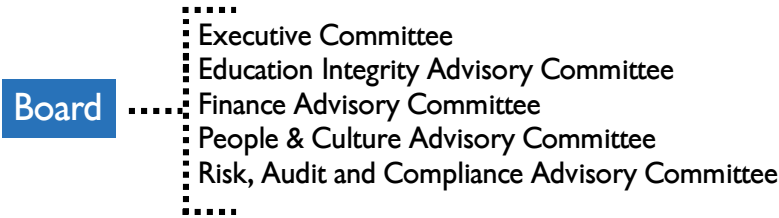
Atwea College



Alesco Secondary College

Governance Framework

The Atwea Board of Directors sets and oversees plans and policies for the sound management of Atwea College and Alesco Secondary College, including the organisation’s culture, values, strategic direction, financial performance, operational objectives, remuneration framework, and risk governance.



Board of Directors

Our board of directors provide independent oversight, counsel and decision-making support to the Senior Leadership Team. The board meets at least six times annually and provide expertise in the areas of education, finance, audit & risk and people and culture.



Jane McConville
Chairperson

Jane has been on Atwea’s Board since 2019 and Chairperson since 2023. She currently sits on the Executive Committee and the People & Culture Advisory Committee. Jane brings over two decades experience working across national not-for-profits, education and consulting firms and holds qualifications in law, environmental science and governance.



David Larkman
Deputy Chairperson

David joined the Board in 2020 and was appointed Deputy Chairperson in 2023. Currently on the Executive Committee and the Finance and Audit Advisory Committee, David brings a wealth of expertise in driving operational efficiencies including significant system transformations and steering high performing teams.



La Toya Pinner

La Toya joined as an Emerging Director in 2023 and was appointed a Director in 2024. La Toya is a proud Gamilaraay, Gawambaraay and Wiriyaraay woman from the Gomeri Nation, who provides professional support within First Nations consultation and stakeholder engagement on construction projects. La Toya is a member of the Finance and Audit Advisory Committee, and moved to the People and Culture Advisory Committee post the AGM Advisory Committee refresh.

Cass Phillpott

Cass joined the Board in 2022 and transitioned to the Chair of Finance, Assets and Systems Advisory Committee following the 2025 AGM Advisory Committee refresh. She has worked across a range of industries for over 20 years, including mining, local government and education. Cass has a sound knowledge and understanding of the finance, commercial and governance requirements for non-government schools.



Darrell Evans

Darrell joined the Board in June 2023 and sits on the Executive Committee and the Education Integrity Advisory Committee. Darrell is a transformational change-leader in education and is founder of globalDARBE, a consulting and training company. Darrell was a former Deputy Vice-Chancellor (Academic), and Pro Vice-Chancellor (Learning and Teaching), in universities, and is currently an honorary professor at The University of Newcastle.

Gillian Malcolm

Gillian is a highly experienced governance and risk professional with extensive experience across the financial services industry and the Australian Government, including Westpac and Coal Mining Industry (Long Service Leave Funding) Corporation. She brings a wealth of expertise in risk management, assurance, and regulatory compliance, and is committed to strengthening governance frameworks that support Atwea in achieving its strategic objectives. Gillian served as a member of the Finance, Assets and Systems Advisory Committee during 2025. She then transitioned to the Chair of the newly established Risk, Audit and Compliance Advisory Committee, providing oversight and guidance to enhance organisational resilience and accountability.



Seamus Fagan

Seamus Fagan is a dedicated advocate for inclusive education, with a distinguished career in enabling learning and english language teaching. As an Honorary Associate Professor at the University of Newcastle and former Director of the ELFS Centre, he has supported students facing educational challenges. Recognised for his contributions, he was awarded life membership in multiple national education bodies and made a Member of the Order of Australia in 2020. Seamus continues his commitment to accessible education through his role on the Board of Northern Settlement Services.

Pru Killick

Pru Killick is a dynamic strategic and operational leader with almost two decades of experience in HR strategy, learning and development, service operations, and governance. She has honed her expertise in high-growth environments, including leadership roles in the SaaS sector, contributing to Silicon Valley Series A funding and a US-based acquisition. Pru has a passion for people, innovation, and organisational growth. She served as a member of the People and Culture Advisory Committee and, following the 2025 AGM Advisory Committee refresh, transitioned into the role of Chair.



Kate Jensen

Joined Board in September 2025

Kate Jensen is an accomplished executive leader across the higher education, not-for-profit, and public sectors. As a General Manager at the University of Sydney's Faculty of Medicine and Health, Kate leads a large, multidisciplinary team across strategic planning, operations, finance, and infrastructure. She is known for driving organisational transformation and embedding high-performance cultures that align professional services with institutional priorities.

A strategic thinker, Kate has successfully stewarded major change programs and built enduring partnerships with government, health providers, and research institutes. She holds an MBA, an Honours degree in Communications, and is a graduate of the Australian Institute of Company Directors and the INSEAD Leadership Program.

We would like to acknowledge the contribution of Sheron Steward and Nicole Catter who joined the Board for a period during 2025.

ADVISORY COMMITTEES

Alesco College draws on the expertise and advice of three advisory committees that meet throughout the year to provide guidance, oversight and specialist advice. The Finance and Audit Advisory Committee and the People and Culture Advisory Committee comprise members of the Board of Directors. The Educational Integrity Advisory Committee includes Board members together with external experts, providing additional educational and specialist expertise to support academic integrity and quality outcomes.

Following the 2024 Annual General Meeting, the advisory committee arrangements were reviewed and updated to ensure continued alignment with the College's governance framework and strategic priorities.

Education Integrity Advisory Committee (EIAC)

Donna Hensley (2025 Chair)
Darrell Evans
Seamus Fagan
Sharon Cooper
Greg Preston
Janina Sukikowski

Executive Committee (ExecCo)

Jane McConville (Chair)
Darrell Evans
David Larkman
Helga Smit

Finance, Assets and Systems Advisory Committee (Fin AdCo)

Cass Philpott (Chair)
David Larkman
Simon Gelder
Helga Smit

People & Culture Advisory Committee (PaC AdCo)

Pru Killick (Chair)
La Toya Pinner
Aisha Choudhari

Risk, Audit and Compliance Advisory Committee (Risk AdCo)

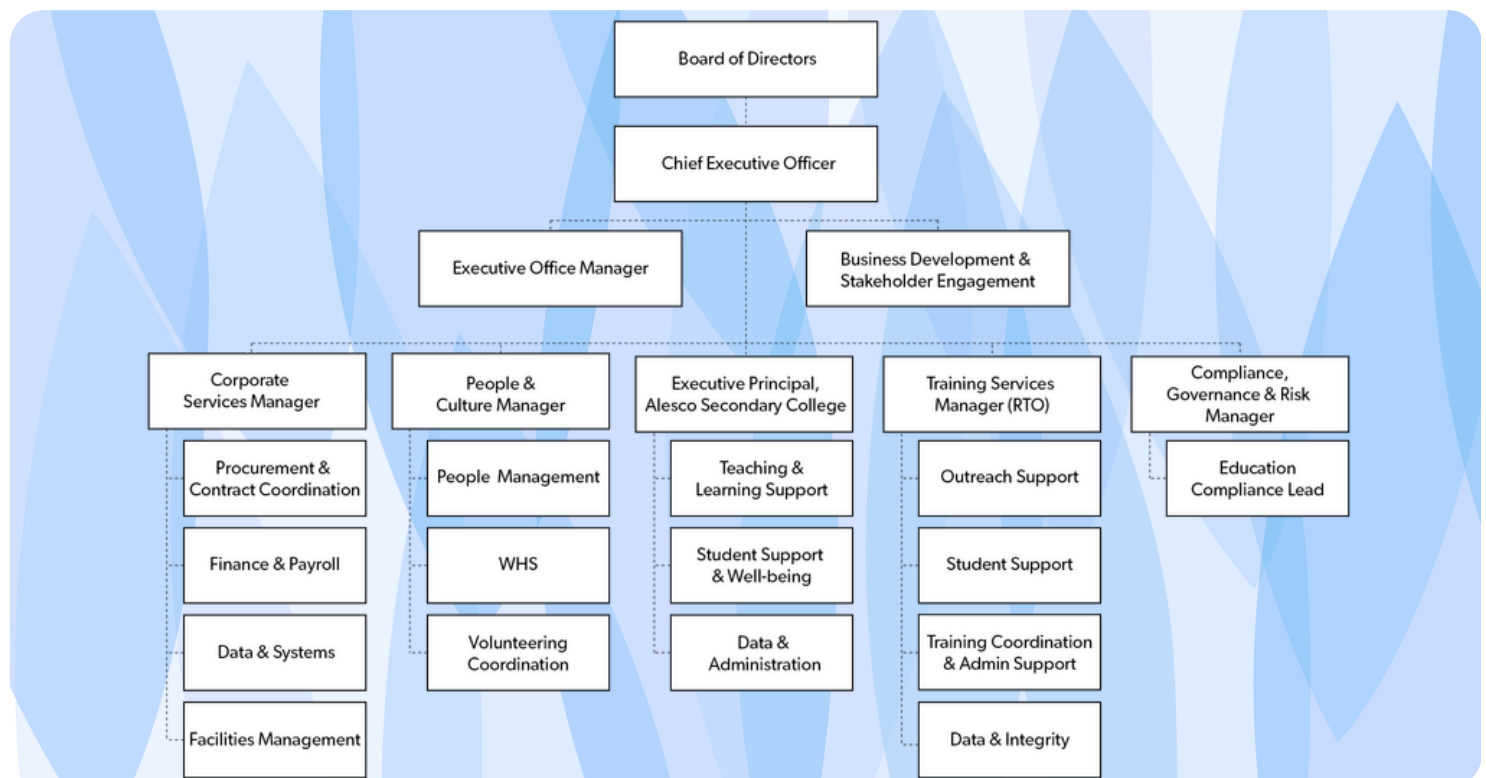
Gillian Malcolm (Chair)
Jane McConville
Andrew Baxter

We would like to acknowledge the contribution of Donna Hensley who resigned October 2025 and Sharon Cooper who resigned April 2025. Both were members of the Education Integrity Advisory Committee.

ORGANISATIONAL STRUCTURE

Atwea College is committed to delivering high-quality, accessible education through strong leadership, strategic oversight, and a culture of continuous improvement. Guided by our Board of Directors, our Senior Leadership Team maintains a student-centred approach while fostering partnerships with industry, community, and government.

Together, we strive to create meaningful educational opportunities that support individuals, businesses, and communities across the region. The following chart outlines the key roles within Atwea College, demonstrating how our leadership is structured to drive our mission forward.



Senior Leadership Team

Atwea College's leadership team is structured to ensure operational excellence, and a strong commitment to student success. Our team works collaboratively to oversee the delivery of high-quality education, innovative learning programs, and community-focused initiatives. With a focus on integrity, inclusion, and continuous improvement, each service stream plays a vital role in supporting our students, staff, and stakeholders.

Helga Smit

Chief Executive Officer

Helga is an accomplished executive leader with over 30 years of diverse international experience in strategy, HR, training and operations, across both for-profit and not-for-profit sectors. Known for a strong humanistic and quality-driven approach, Helga brings valuable perspectives to executive teams and boards, fostering partnerships throughout the organisation. With a focus on customer-centric strategies, Helga has successfully driven optimal business outcomes whilst empowering employees and caring for community. Helga holds an Honours Bachelor of Arts, majoring in Psychology and Industrial Sociology, with additional qualifications in education, community sector management and auditing.

Rowan Cox

Executive Principal, Alesco Secondary College

For over 30 years Rowan has been dedicated to the education sector, with a particular focus on accessible, community-based learning. Over the past 26 years, she has demonstrated strong leadership at Atwea College, serving in various roles that reflect her commitment to innovative education and student success. Rowan holds a Bachelor of Social Science (Sociology) and additional qualifications in education, business, counselling, youth work, and community services.

Andrew Baxter

Governance, Compliance and Risk Manager

Andrew is an experienced senior leader with a distinguished career across the public and private sectors, specialising in public administration and large-scale portfolio management. He has held significant roles in local government and international border enforcement, complemented by private sector expertise in management consulting, probity, and workplace investigations. Andrew holds tertiary qualifications in business administration and management, alongside professional certifications in investigation management, which underpin his focus on risk, compliance, and governance.

Simon Gelder

Corporate Services Manager

Simon has three decades of experience in accounting, finance and commercial management across a range of industries including manufacturing, services, transportation and logistics, shipping and infrastructure.

Simon's leadership skills include strategic development, change management, systems implementation, and corporate governance. Simon holds a Bachelor of Commerce from the University of Newcastle and is a Fellow of CPA Australia (FCPA).

Aisha Choudhari

People and Culture Manager

Aisha Choudhari is a highly accomplished People and Culture professional with over 12 years of experience spanning customer service, operations, and human resource management. Renowned for her expertise in organisational development, employee relations, learning and development and employee engagement, Aisha has consistently demonstrated her ability to align people strategies with business objectives. Aisha's holistic approach to HR, combined with her strong capabilities in policy interpretation, stakeholder engagement, and process improvement, make her an invaluable asset to the organisation.

Message from Key School Bodies

CEO & Chairperson Report

Dear students, stakeholders and staff,

As we reflect on 2025, we do so with pride in the continued progress and achievement of Alesco Secondary College. This year has been defined by purposeful action aligned to Atwea's Strategic Plan, guided by our four key pillars: People, Partnerships, Community and Sustainability. These pillars continue to strengthen our impact, deepen our connections, and support improved outcomes for young people who thrive in an alternative and supportive learning environment.

Alesco remains committed to delivering flexible, student-centred education that responds to the diverse needs of young people. Through a strong focus on personalised learning and well-being, we continue to support students to re-engage with education and build meaningful pathways for their future.

PEOPLE

Our people, staff, students and volunteers, remain at the heart of Alesco.

In 2025, our staff demonstrated exceptional commitment to supporting students with complex and diverse needs. Through a relational and trauma-informed approach, our teams created safe, inclusive and supportive learning environments where students feel valued and empowered.

At Alesco Secondary College, student outcomes reflect both the unique needs of our cohort and the strength of our personalised learning model.

2025 Student Outcomes Snapshot:

- Student Enrolments: 621
- Whole school attendance rate: 72.57%
- HSC completion rate: 80.25% (65 students)
- Post-school pathways (Senior 2):
 - Employment: 38.27%

- Further Education and Training: 28.40%
- Combination of Employment and Training: 9.88%

These outcomes highlight the impact of a holistic approach that integrates learning support, well-being and flexible delivery.

We also continued to invest in workforce capability, strengthening staff skills in student well-being, inclusive education practices and behaviour support to ensure every student is supported to succeed.

PARTNERSHIPS

Strong partnerships remain critical to Alesco's success.

Throughout 2025, we strengthened relationships with families, community organisations and support services to ensure students receive wraparound support both within and beyond the classroom.

These partnerships have enabled:

- Improved access to well-being and support services
- Increased opportunities for student engagement and participation
- Stronger pathways for students transitioning beyond school

We continue to work collaboratively with local communities and valued partners, including Good360, GIVIT, Bakers Delight, OzHarvest, EquiEnergy Youth, headspace Newcastle, The Place Charlestown and Gordons Driving School, to ensure Alesco remains responsive, relevant and connected to the needs of the young people we serve.

COMMUNITY

Alesco is more than a school, it is a community.

In 2025, students participated in a range of activities that fostered connection, belonging and personal growth. These experiences play a critical role in building confidence, resilience and social skills.

Participating in cultural celebrations, community events and school-based initiatives promote understanding and respect, and strengthen peer connection and engagement.

Our continued focus on belonging ensure students feel safe, supported and motivated to engage in their education.

SUSTAINABILITY

Sustainability at Alesco is centred on ensuring long-term, high-quality outcomes for students.

Throughout 2025, we maintained a strong focus on governance, compliance and continuous improvement. This ensures our educational delivery remains aligned with regulatory requirements and best practice, while supporting innovation in how we meet student needs.

Targeted investments in facilities and learning environments have strengthened our capacity to deliver safe, functional and fit-for-purpose spaces that support both current and future growth.

We also continue to explore opportunities to enhance service delivery and respond to emerging community needs, ensuring Alesco remains a sustainable and impactful education model.

LOOKING AHEAD

While 2025 presented both opportunities and challenges it, has been a year of meaningful progress for Alesco Secondary College.

Rowan Cox concluded her tenure with Atwea in Novemeber 2025 and we extend our sincere thanks for her valued contribution to Alesco as Princiapl. Rowan's leadership, commitment to student outcomes, and dedication to the school community have made a meaningful and lasting impact.

We extend our sincere thanks to our staff, students, families and partners for their ongoing commitment and trust. It is through this collective effort that Alesco continues to provide life-changing educational opportunities for young people.

As we look to 2026, we remain focused on strengthening student outcomes, deepening community connections and continuing to provide a supportive, flexible and inclusive learning environment where every student has the opportunity to succeed.



Helga Smit
Chief Executive Officer



Jane McConville
Chairperson



Principals Report

2025 was a year of improvement, resilience, and renewal across Alesco Secondary College. As a multi-campus independent Special Assistance School, we have a collective commitment to student centred learning, well-being and personal achievement. 2025 was a year that provided opportunities for our school community to evolve - adapting to rising enrolment demand, enhancing academic outcomes, and reinforcing the inclusive, nurturing environment that defines Alesco.

FINANCE AND FUNDING

The 2025 school year focused on careful financial stewardship across all campuses. Through strategic planning, and strong leadership, we significantly improved our ability to provide targeted teaching and learning using equity funding on a need's basis. The financial systems and processes have provided clarity for more sustainable growth into the future.

FACILITIES AND INFRASTRUCTURE

2025 was a year that the challenges of a multi campus secondary school increased. With a growing student population and the pressure to provide physical space for campus sites including new teaching spaces and well-being areas, this year was an opportunity to consider both short term and long term facilities requirements.

This year also required the restructure of campus sites in term 4 to ensure that Alesco continue to meet the demand for student enrolment growth while meeting compliance obligations. This has led to the development of a campus reframing plan to support our strategic plan and direction.

STUDENT PATHWAYS

Alesco serves a unique student cohort, many of whom have wide ranging career aspirations that involve student centred planning, catering for their personal capabilities and interests including future focused industry positions.

Key highlights from 2025 include:

- Students gaining early entry offers for University study.
- An increase in students achieving Band 6 results.
- An increase in students choosing VET pathways.
- Informed decisions to succeed with their pathways, and transition into destinations well suited to their capabilities, interests and aspirations.

2026 will provide an opportunity to further strengthen our pathway options for our students that are transitioning to their next educational setting, employment or apprenticeship/traineeship.

STUDENT AND PARENT FEEDBACK

Parents are strong supporters and promoters of Alesco Secondary College with an opportunity to provide strategies to support the continuous improvement agenda.

Our parent survey results in 2025 show that 88% of parents would recommend Alesco to other people they know. This demonstrates the value that strong parent-school partnerships have a positive impact on students schooling experiences and that planning for learning and well-being success is a continuous process which is highly valued in the school community.

Student feedback was very positive which reflected in a slight increase in overall student attendance. Students reported that they felt most comfortable at school when there are predictable routines and staff that care for their well-being and provided support with their learning. Students felt that the individual education planning gave them a voice in the development of the curriculum and personal goal attainment.

WHOLE SCHOOL ACTIVITIES

This year also marked a notable increase in whole-school and inter-campus events. These opportunities allowed students to come together as a united Alesco cohort, fostering connection and shared identity. Events included the Netball Gala Day, Anzac Day Service, Alesco Olympics, NAIDOC Week celebrations, Science week activities, and student Graduations.

I would like to thank the staff, students and the local school community in their commitment to learning and well-being, and the partnerships that have been strengthened across all of our campus sites.

Mark Rudd
Alesco Principal

School Contextual Information

Alesco Secondary College is a Special Assistance School which places emphasis on the strengths in provision of services to students, including:

- The creation of small, safe, supported environments;
- Using an empowerment approach with students, rather than a model of power and control;
- Understanding that access through education allows the inclusion of other support mechanisms.

Connected with these service provisions are the key principles of Alesco:

- The student is the centre of the education plan, and all plans revolve around the needs of the student educationally, emotionally and socially;
- That there is rigor in the educational program provided;
- That students have the opportunity to experience a learning environment influenced by choice and empowerment and undertake a NESA-based curriculum.

Alesco offers education in Years 9-12. Students have the option to complete a RoSA only, or an ATAR or non-ATAR HSC. For HSC completion our students study a compressed curriculum combining preliminary and HSC study for 3 subjects in the first year (Senior 1) and repeating this pattern of study in the second year (Senior 2). Some of our students opt to complete their HSC over an extended period of time and these students are classified as our Senior 3 students.

We are one school, many campuses, each of our 7 campuses are managed by a Head of Campus who has delegated authority of the Principal on day-to-day matters, whose practices are supported operationally by the Deputy Principal. We have a Principal who oversees our compliance, strategic direction, policy development and financial management. Our Principal is also a member of the Senior Leadership Team of our Authorising Body, Atwea College, and reports to the CEO of that organisation. This means we leverage the strengths of our structure and still remain responsive to the differing needs of our many communities.

ALESCO: ONE SCHOOL, MANY CAMPUSES

Abermain

2025 was a rewarding year for our Abermain campus, with students demonstrating strong dedication to their learning with many opting to sit final exams and some achieving impressive HSC results. These accomplishments reflect not only study commitment, but also the ongoing support and guidance provided by our dedicated staff.

Students engaged in a wide range of enriching experiences throughout the year. Highlights included visits to the Koala Sanctuary, and we proudly became sponsors of our very own koala, and participation in a Comic-Con experience that allowed students to connect and collaborate with peers from other campuses.

Our excursions provided diverse learning opportunities, including visits to the Aboriginal cultural site Baiame Cave, Singleton Infantry Museum, Lake Macquarie Art Gallery, and the Hunter Valley Zoo. These experiences supported students in developing cultural understanding and real-world connections.

Students were also supported in achieving their RSA and RCG certifications, strengthening their vocational pathways. In addition, the campus build valuable community connections through initiatives such as Hunter Homeless Connect.

We look forward to continuing to provide meaningful learning experiences and supporting our students to achieve success in 2026.

Charlestown

2025 was a vibrant and engaging year at Alesco Secondary College, Charlestown Campus, marked by rich learning experiences and strong community connections. Students participated in a wide range of excursions and activities, including attending Ruby Moon at Young People's Theatre, exploring Stockton Beach and Blackbutt Reserve for Geography, and visiting the Yula Punaal Healing Centre. Highlights also included Surfing with Phillipa Anderson, the Reptile Park visit, ice skating, and the Netball Gala Day.

Whole-school events such as Alesco Comic Con, Family Day at Speers Point Park, and regular Friday Family Lunches strengthened our sense of belonging, while partnerships with BUPA Aged Care Waratah and the opening of our Sensory Garden enriched student well-being and community engagement.

Cooks Hill

Throughout 2025, our campus continued to focus on providing students with meaningful opportunities to support their transition beyond school. Students engaged in a range of practical and skill-based programs including Driver Training, First Aid, RSA and RCG certification, and Work Placement initiatives. These experiences were complemented by participation in community and sporting events such as the Netball Gala Day and Indoor Soccer Gala Day.

Our students were actively involved in a variety of excursions, including Treetops, Taronga Zoo, the Australian Museum, and the NSW Art Gallery, enhancing both their learning and social development. Creative and cultural engagement remained a highlight, with strong success among our music students, alongside whole-school events such as Harmony Day and Comic Con.

We maintained strong attendance rates above 80% within Stage 6 and experienced high retention, alongside the successful integration of Stage 5 and 6 cohorts into a unified campus environment. We were proud to see six of our senior students transition to university, including two who received early entry offers, reflecting the continued growth and success of our senior cohort.

Northlakes

2025 was a landmark year for Northlakes, marked by growth, opportunity, and strong community connection. This year saw the introduction and continued strengthening of both HSC and ATAR pathways, providing students with greater flexibility and support in achieving their post-school goals.

A major highlight was celebrating our largest Senior 2 cohort to graduate to date - a significant milestone that reflects the ongoing development and success of the campus. Alongside academic achievement, including 3 band 6s in Standard Mathematics, Northlakes has continued to build meaningful partnerships with external education providers such as TAFE and the University of Newcastle, opening up further pathways and future opportunities for our students.

Well-being remained a central focus throughout the year, with a wide range of activities designed to build connection, engagement, and positive school culture. Students embraced events such as Halloween dress-up, 90s Day and disco, and regular karaoke sessions, while participating in enriching experiences like Comic Con, Hunter Homeless Connect, Dolphin cruise, and the Mount Tomaree hike.

Overall, 2025 was a year of growth and resilience, celebration, and connection at Northlakes, setting a strong foundation for continued success into the future.

Raymond Terrace

Raymond Terrace has continued to be one of our highest demand campuses, and 2025 was no exception. We started the year with strong enrolment pressure, so we focused on maintaining quality over capacity and on retaining and engaging our senior students.

Throughout the year, we strengthened our well-being and re-engagement processes, supporting students with complex needs through flexible attendance plans, targeted interventions, and strong family communication. While demand remained high, we were more strategic in enrolment decisions to ensure we could meet the needs of the students we accepted, particularly given the increasing number of applicants requiring high levels of individual support.

2025 was characterised by a strong focus on consistency, staff collaboration, and building a stable, supportive campus environment. This has positioned Raymond Terrace well for continued growth, while maintaining a clear commitment to providing a safe, supportive and positive learning environment for all students.

Tomaree

2025 was a year of stability for the Tomaree campus, where our focus was on encouraging attendance, kindness and community spirit. This initiative was aided by the completion of our well-being space grant, allowing our students access to a comfortable, quiet and welcoming space in our kitchen, the ability to grow our own food in our own vegetable garden, and the ability to work in our outside covered space.

We continued to offer our daily transport with the school bus to and from school to a large portion of our cohort who otherwise would not be able to access the services that we provide on campus. We were successful in our application for a grant to teach our students rod building, which is of great interest to our fishing crazy cohort.

Each week we continued our tradition of cooking a family meal with 2 students, giving them the opportunity to learn important skills around food handling, nutrition and community spirit. With community spirit in mind, we unofficially implemented 2 HoFs at our campus. The Head of Fun has enacted several things each week, namely a random attendance award, kindness award, and smartie of the week, which has continued that blend of education and well-being that Alesco is known for.

Some highlights for our students throughout the year included regular whale watching excursions from our spectacular coastline, and a visit to our local fisheries office where we were able to have hands on experience with the pygmy seahorse breeding program, building connections with our community and fostering a love of nature in our students.

We look forward to further stabilisation of our wonderful campus community in 2026.



Tuncurry (Coast Campus)

In 2025, Coast Campus continued its strong focus on career development, student engagement, and successful transition into adulthood. Our senior cohort achieved excellent outcomes, with students progressing into employment, traineeships, and further education opportunities.

A total of 14 senior students successfully completed their Certificate II in Hospitality Services, while three students undertook School-Based Apprenticeships and Traineeships (SBATs) in Children's Services. Three students received early entry offers to the University of New England, and one student secured a full-time traineeship in Business Administration commencing 2026.

Career exploration remained a priority across all year levels. Junior students participated in TAFE YES Days, providing valuable exposure to vocational pathways aligned with their interests. Students also attended Charles Sturt University Port Macquarie Explore Day and Careers Development Days in Maitland and Taree. Coast Campus further strengthened links with tertiary education providers by hosting a Taree University Campus Virtual Reality Careers Session, where students engaged in immersive, interactive career exploration.

Student engagement was further enhanced through a wide range of extracurricular opportunities. Highlights included excursions to WildNets, the Big Banana in Coffs Harbour, and a Pop Culture Immersion Day in Harrington. Students also participated in community-focused experiences such as visits to Evermore Nursing Home and WW1 Living History incursion.

Creative achievement was showcased through participation in the Young Artist Exhibition at Forster Art Gallery, where Coast students were recognised with 1st place in 3D Sculpture, 2nd place in Mixed Media, and a Highly Commended award in Water Paper.

Strong community partnerships continued to support student well-being and development, including collaboration with Homebase, driving training services, and ongoing engagement with the local Police Youth Liaison Officer.



STUDENT AWARDS

Each year, Alesco Secondary College recognises students for their effort, achievements and positive contributions to the school community. These awards celebrate students who embody the Atwea College values of Integrity, Inclusion and Innovation, as well as those who have demonstrated meaningful personal and academic growth.

Integrity Award

The 2025 Integrity Award was presented to Bonnie Grimmond (Cooks Hill). Bonnie consistently demonstrated honesty, fairness and strong moral judgement across all aspects of school life. She approached challenges with thoughtfulness and self-awareness, seeking guidance when needed and modelling responsible decision-making. Bonnie led quietly by example, consistently supporting others and contributing positively to the school community, earning the trust of and respect of both peers and staff.



Inclusion Award

Due to the strength of nominations, two Inclusion Awards were presented in 2025 to Vinn Kiefel (Abermain) and Abigail Goldfinch (Northlakes). Vinn is a welcoming presence on campus who consistently demonstrates kindness, empathy and inclusion. They actively engage with peers across campuses, encourage participation in whole-school events and lead by example in fostering connection and belonging. Abigail exemplifies inclusion through her empathy, warmth and genuine care for others. She actively supports new students, ensures peers feel safe and valued, and contributes to a stable, inclusive environment where all students feel they belong.

Innovation Award

The 2025 Innovation Award was presented to Braxton Hall (Charlestown). Braxton demonstrated outstanding initiative throughout the year, contributing ideas that enhanced the campus environment and strengthened staff-student relationships. From improving equipment to organising student-led activities, his creativity, enthusiasm and forward-thinking approach had a positive and lasting impact on the school community.



Paul Mather Student of the Year Award

The 2025 Paul Mather Student of the Year Award was presented to Nathan Wells (Tuncurry). Nathan exemplified dedication, perseverance and community spirit. He successfully completed his HSC, gained university entry for 2026 and balanced part-time work while maintaining strong academic commitment. Beyond his studies, Nathan consistently supported peers and staff, contributing positively across all areas of school life and serving as a respected role model for the Alesco community.

Characteristics of the Student Body

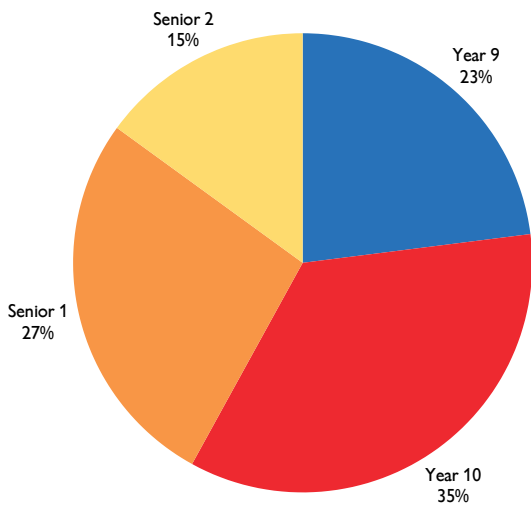
Alesco Secondary College is proud to provide quality secondary education to a diverse, dynamic, and inclusive student body across Years 9 to 12. Our students come from a wide range of socioeconomic and cultural backgrounds and bring with them a wealth of individual talents, interests, and learning needs.

As a Special Assistance School, Alesco is built on the understanding that each student's journey is unique. Many of our students faced significant life challenges, and these experiences shape the way they engage with education. We believe in an inclusive and flexible approach to learning - there is no 'one-size fits all' model.

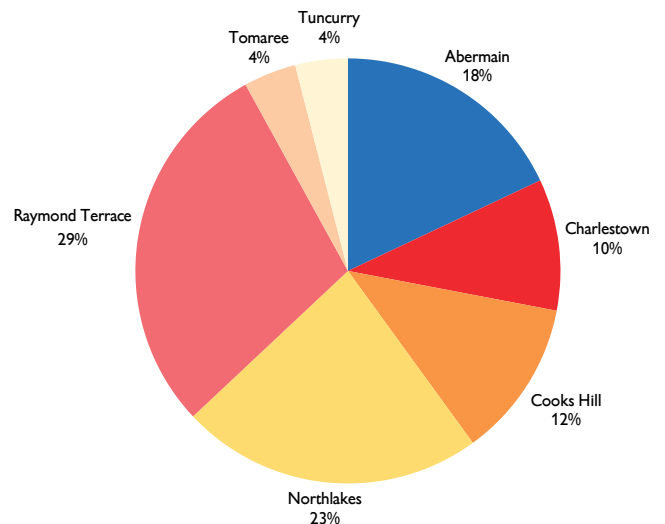
While education is a requirement, attending Alesco is a choice - our students actively choose to engage in a learning environment that supports their individual needs and goals. We foster an environment where students are encouraged to be self-motivated and take ownership of their learning. Our positive, respectful culture supports students to grow in confidence, make informed decisions, and develop into active young adults within their communities.

We prioritise respectful relationships and open communication. By involving students in decision-making and providing opportunities for voice and choice, we recognise and honour their emerging independence and individuality.

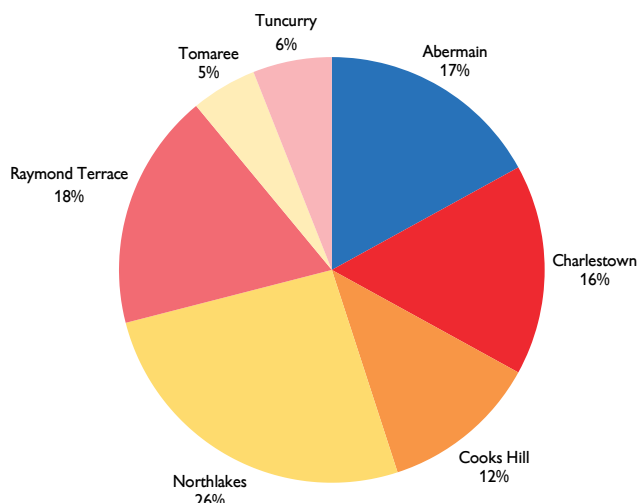
Student Enrolment by Year



Aboriginal and Torres Strait Island students



Students with a Disability



Aboriginal and Torres Strait Island students account for 17% of all enrolments.

Student Outcomes and Results

STUDENT ACHIEVEMENT AND GROWTH SUMMARY

Across both Stage 5 and HSC cohorts, 2025 reflects strong student growth and continued improvement in core learning areas, particularly in English and Mathematics.

At Stage 5, there has been a clear and sustained trend of students moving into the proficient (C) band, alongside a significant long-term reduction in students achieving in the lowest bands. This indicates that the school is successfully supporting students to achieve foundational literacy and numeracy benchmarks, particularly for those entering with diverse or interrupted learning backgrounds.

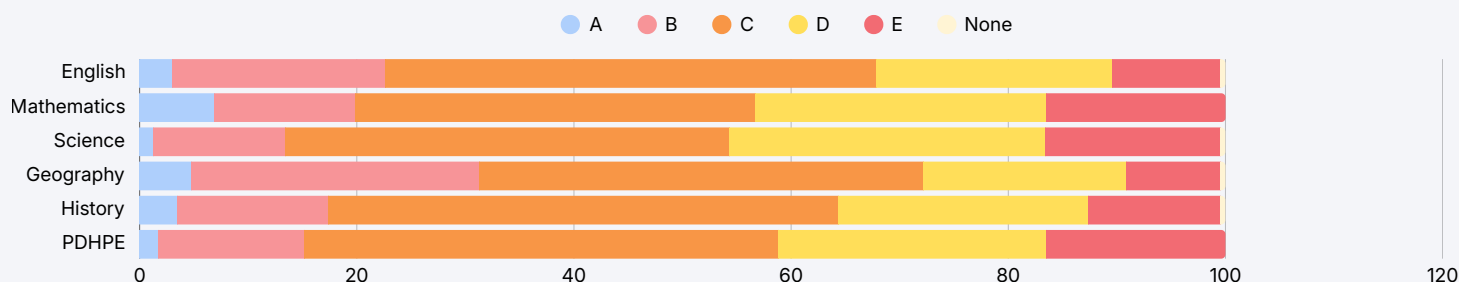
Importantly, the data highlights a growing opportunity to extend student achievement into the higher bands (A and B). With a large proportion of students now achieving at expected levels, the school is well positioned to focus on lifting middle-band performance and fostering academic excellence.

At the HSC level, the school demonstrated improved performance relative to state averages, with standout gains in English Standard, where results shifted from below to above the state mean. Mathematics Standard courses also continued to perform consistently above state benchmarks, reflecting effective teaching practices and strong student engagement.

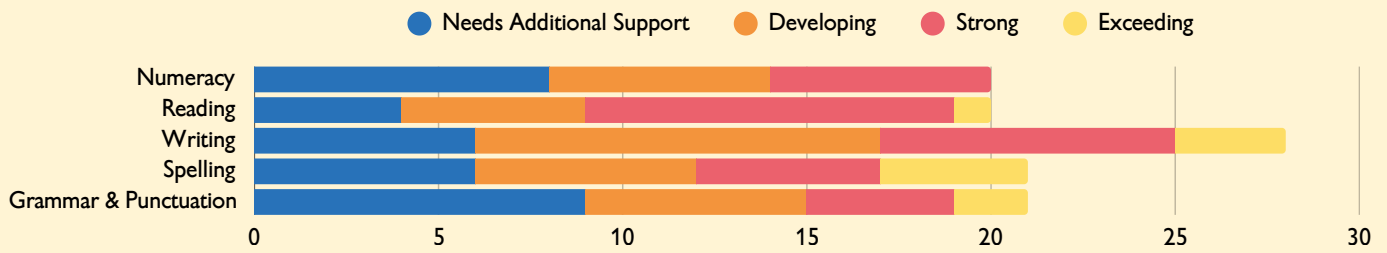
Overall, the results reflect how Alesco Secondary College is:

- Improving student outcomes over time
- Strengthening core skills across cohorts
- Building a foundation for continued academic growth and excellence

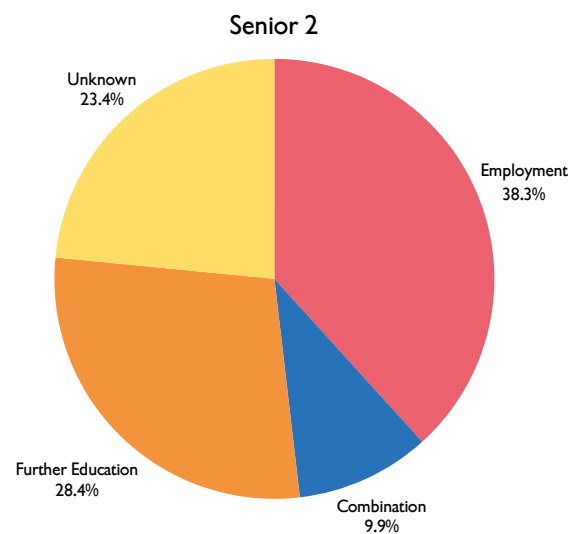
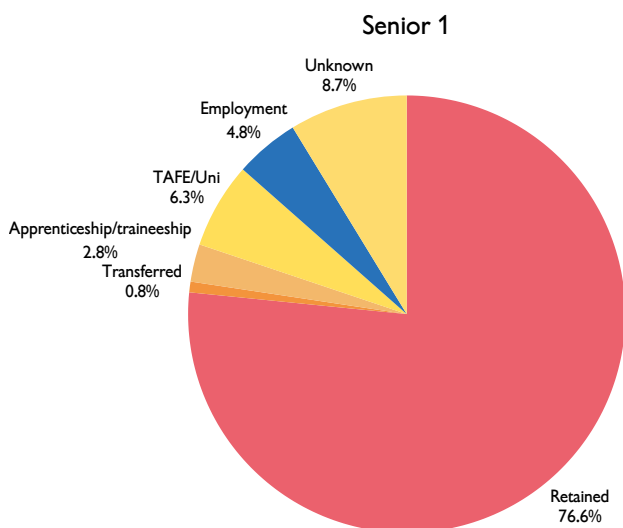
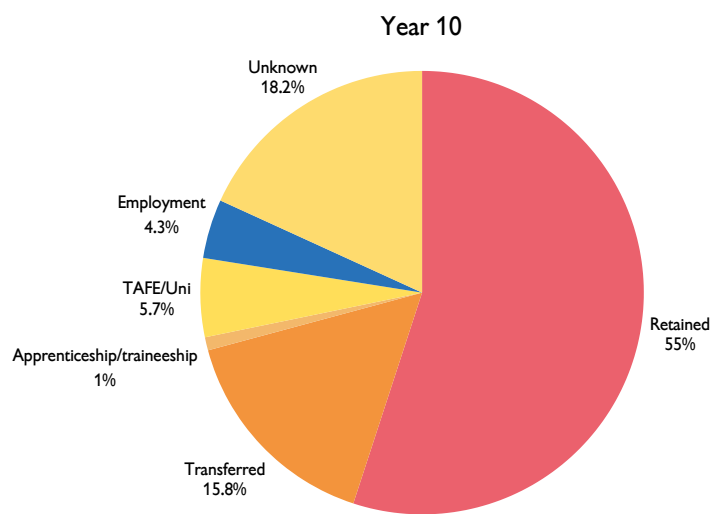
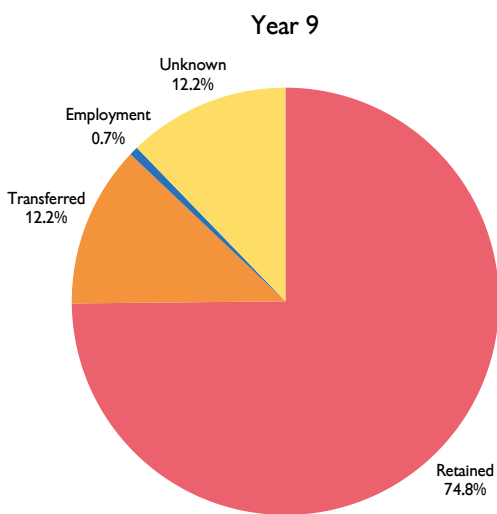
STAGE 5 ACHIEVEMENT 2025



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING



POST-SCHOOL DESTINATIONS



Results of the Higher School Certificate 2025

Aboriginal Studies

School Mean	State Mean	Variation
54.26	69.96	-15.7

Ancient History

School Mean	State Mean	Variation
53.57	72.41	-18.84

Community and Family Studies

School Mean	State Mean	Variation
65.2	74	-8.8

Earth and Environmental Science

School Mean	State Mean	Variation
58.52	74.1	-15.58

English Standard

School Mean	State Mean	Variation
74.6	71.62	2.98

English Studies

School Mean	State Mean	Variation
60.27	58.72	1.55

Food Technology

School Mean	State Mean	Variation
60.69	73.11	-12.42

Hospitality (Food & Beverage)

School Mean	State Mean	Variation
67.96	74.39	-6.43

Mathematics Standard 1

School Mean	State Mean	Variation
75.75	70.99	4.76

Modern History

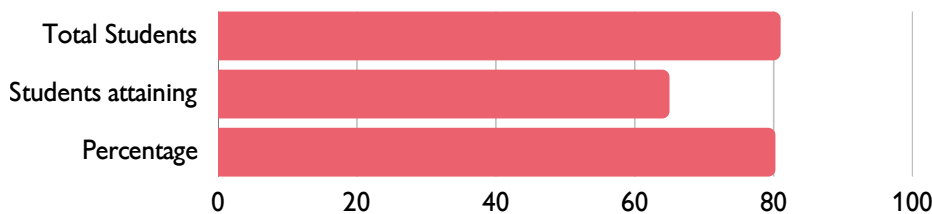
School Mean	State Mean	Variation
56.20	73.72	-17.52

Visual Arts

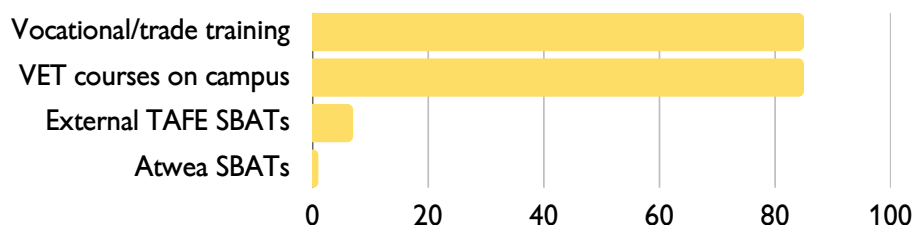
School Mean	State Mean	Variation
68.58	81.38	-12.80

SENIOR SECONDARY OUTCOMES (VET OR EQUIVALENT)

Year 12 certificate or equivalent VET qualification

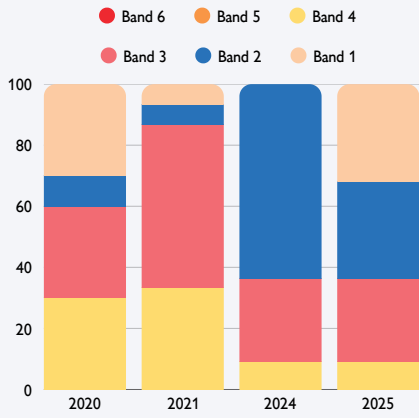


Students enrolled in Vocational Education

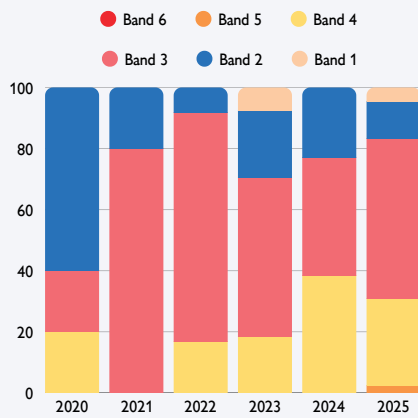


TRENDS IN HSC PERFORMANCE

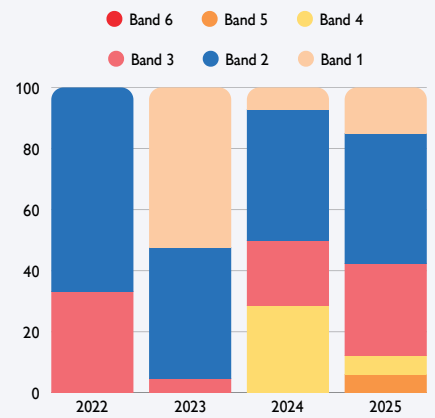
Aboriginal Studies



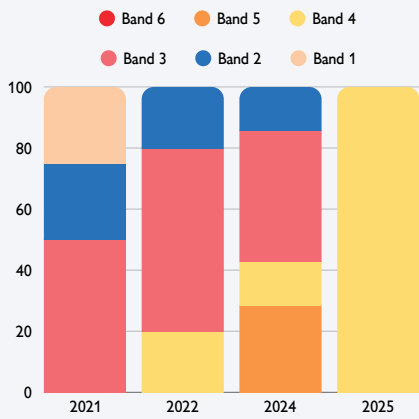
Community & Family Studies



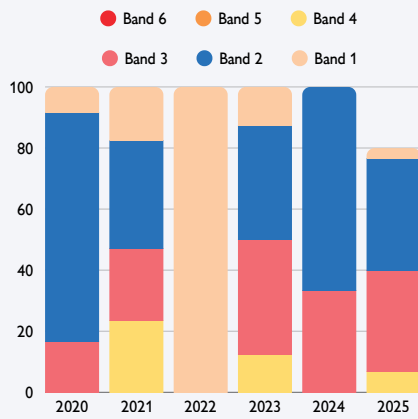
Earth and Environmental Science



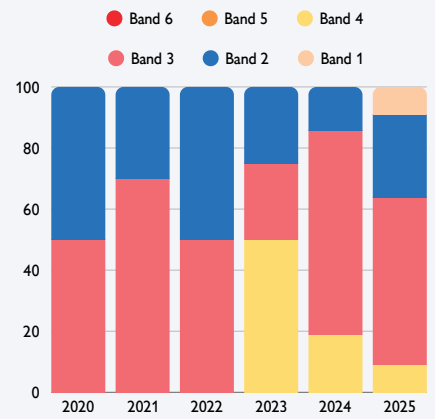
English Standard



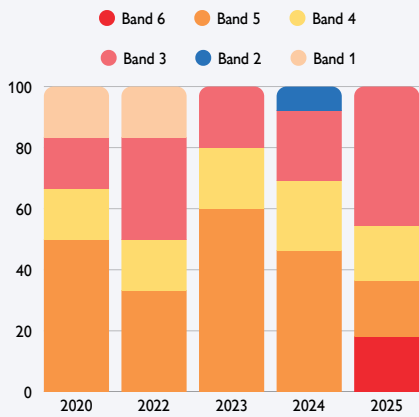
English Studies



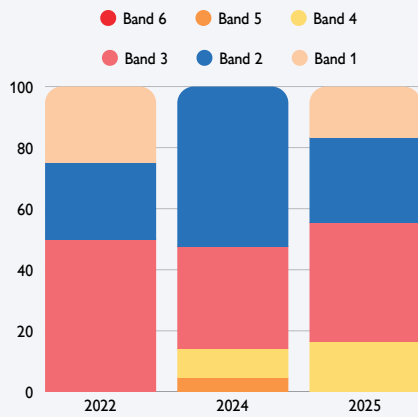
Food Technology



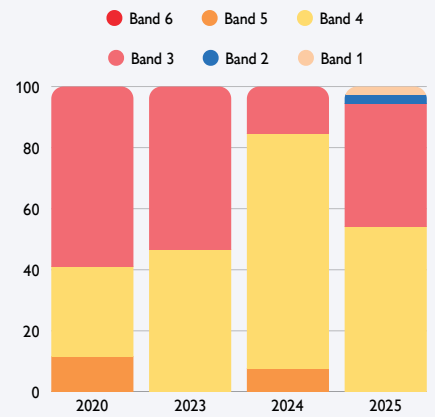
Mathematics Standard 1



Modern History

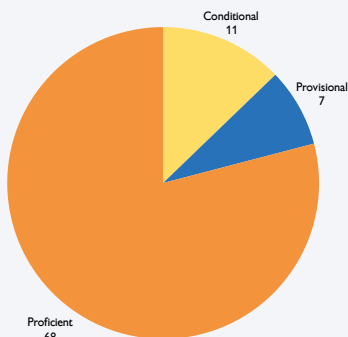


Visual Arts



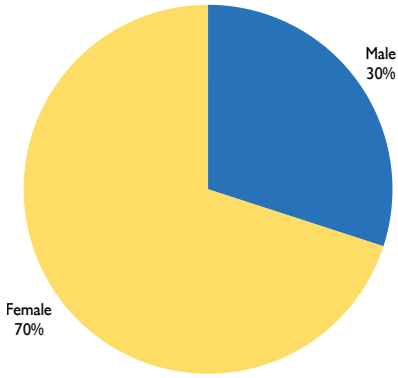
Staffing

TEACHER ACCREDITATION

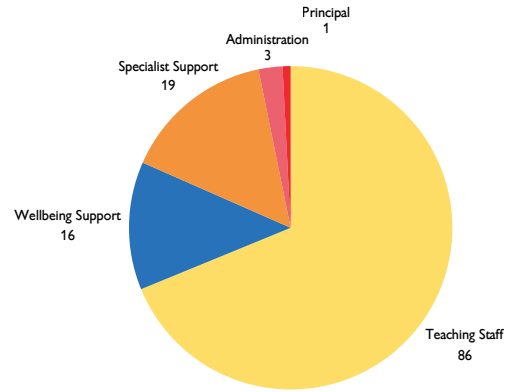


Conditional	Provisional	Proficient	Lead Teacher	Highly Accomplished
11	7	68	0	0

WORKFORCE COMPOSITION



Staff Gender



Staff Function

School Staff 2025	Total Headcount	Full Time Equivalent Staff
Teaching Staff	62	55.6
Non-teaching Staff	53	48.72

Professional Development

1. Wellbeing, Mental Health and Trauma-Informed Practice

- Chloe Blake - Mental Fitness
- Calmer Classrooms - Collaboration Day
- Youth Mental Health First Aid
- ASIST - Applied Suicide Intervention Skills Training
- AIS NSW Wellbeing Conference 2025
- Mental Health Universal Supports: Good For All
- wellbeing Webinar 1 of 3 - Practical Strategies to Enhance Whole School Wellbeing
- Australian Association of Social Workers Webinar
- Certificate of Art and Creative Therapies
- Teenage Trauma in a High School Setting
- Wellbeing Day 2025
- Employee Assistance Program Information Session
- First Aid Certificate

2. Pedagogy, Teaching Practice & Curriculum Implementation

- AID - Deep Learning Forum: Learner Profiles
- NCCD Data Management
- PDHPE Teachers Association K-12 Conference
- AISNSW - Planning and Implementation of the New History Syllabus
- AISNSW - Implementation of HSIE Syllabus
- ETANSW Annual Conference 2025
- STANSW Membership - Literacy in Science
- Assessment for the New Course Performance Descriptors in Maths
- New Stage 6 English Teachers Association PD
- Rethinking the Role of Teaching Assistants
- MacLit PD Workshop
- Zart Art
- 9-Week Clay & Wheel Throwing Program
- ACHPER PDHPE Teacher Conference
- School Surfing Supervisor Award
- Marine teachers - Annual Conference
- Career Advisors Association Annual Conference
- IT uplift sessions

3. Leadership & Management Capability

- ATAPS Partner School Leadership Course
- Leading in Small Schools and Special Assistance Schools

4. Compliance, Legal, Risk & Governance

- LawSense - Dealing with Difficult Parents
- LawSense - Managing Student Disability
- LawSense - School Employment Law
- AIS NSW Investigations Masterclass Series - Reportable Conduct
- WHS in Schools (AIS NSW)
- Office of the Children's Guardian training on Child Safe Reporting Obligations and Processes (F2F)
- Q&A with Reportable Conduct Directorate - Office of Children's Guardian

5. Mandatory

- Child protection training - AIS NSW
- NSW Reportable Conduct
- Emergency Care (DoE training)
- Anaphylaxis training for schools and children's education/care

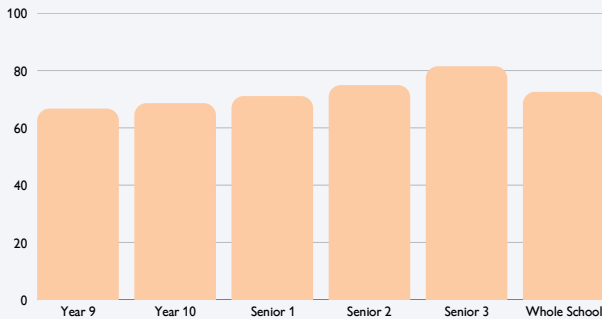
6. General Professional Memberships / Access Subscriptions

(These provide access to ongoing PD rather than standalone sessions.)

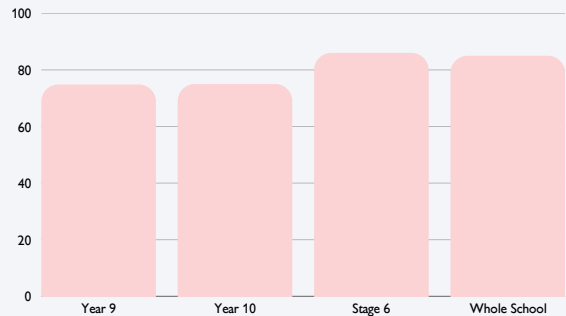
- TTA Membership

Attendance

Student Attendance



Student Retention



Management of Student Non-Attendance

Student attendance is an important element of success in Alesco's learning environment. Alesco understands that school can be difficult for many students, and so the model includes flexibility and support for those struggling to maintain attendance.

Through the Alesco Student Handbook, students and their caregivers are reminded of their attendance responsibilities. This information is reissued at times when students' adherence to attendance expectations is identified as impacting on their learning progression.

Early intervention at Alesco is aimed at reducing poor attendance and increasing the number of students who complete their schooling. Students are supported from the point of enrolment to identify strategies that may improve or maintain their attendance and engagement.

Alesco supports students facing a wide range of obstacles to achieving their education. Alesco acknowledges and understands that students' attendance may be impacted by social factors, including but not limited to, psychological and physical health, housing, and family circumstances. Where these factors are identified, students are offered support by well-being staff in addressing underlying stressors. Students are also supported by teaching and learning support staff in managing classwork they may miss due to these factors.

Attendance is managed daily through diligent roll marking and use of the Student Management System to accurately record absences. 2025 also saw the trial of a student-managed partial attendance system, this trial showed promise in accurately recording late arrivals and early departures.

Campuses are supported in managing attendance by receiving an Attendance Check document each term. This document highlights students who are showing concerning patterns of attendance and outlines actions to be followed, e.g. re-engagement meetings, flexible learning plans and mandatory reporting.

Alesco's Student Attendance Policy includes process maps for the following scenarios:

- Daily roll marking
- Student attendance management
- General attendance
- Sporadic attendance
- Supporting students who proactively leave school e.g. employment
- Withdrawals based on attendance
- Appeals process
- Re-engagement plans

School Policies

ENROLMENT POLICY

The Alesco Enrolment Policy provides information on the requirements to apply, enrol and record student enrolment, as well as how to end an enrolment.

The policy addresses the key areas of:

- application for enrolment
- waitlist for enrolment
- interview for enrolment
- retaining student files
- access to information
- withdrawal of student enrolment

OTHER POLICIES

Alesco has the following policies in place:

- Child Protection and WWCC Policy
- Complaints Policy
- Student Management and Support Policy (including discipline)
- Student Wellbeing Policy (including anti-bullying)
- Student Attendance Policy

All policies are available for viewing at www.atwea.edu.au/high-school-at-alesco

Stakeholder Satisfaction

STUDENT FEEDBACK

Alesco helps me work towards my goals.

Semester 1
98%

Semester 2
98%

I feel accepted at Alesco.

Semester 1
98%

Semester 2
97%

I feel safe at Alesco.

Semester 1
98%

Semester 2
97%

PARENT/CARER FEEDBACK

Alesco balances the needs of my child's learning and wellbeing.

Semester 1
96%

Semester 2
97%

Alesco tries to bring out the best in each child.

Semester 1
99%

Semester 2
96%

Students have access to the resources they need.

Semester 1
95%

Semester 1
96%

TEACHER FEEDBACK

Alesco staff who rated their performance, engagement and contribution to their campus as above average.

81 - 91%

Alesco staff that felt that support in their roles was above average.

73 - 90%

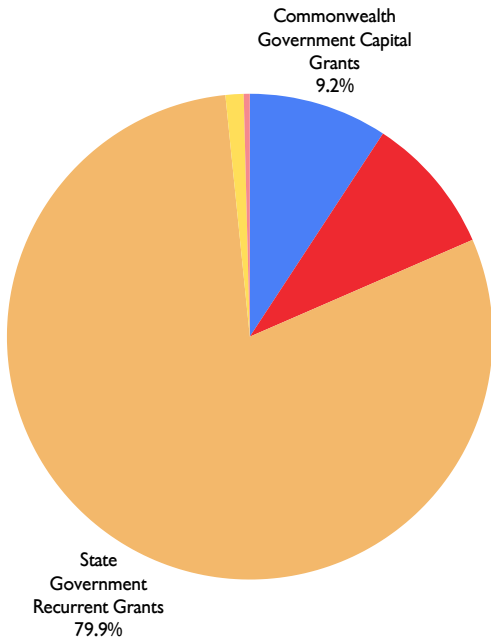
This feedback is based on results of 4 surveys conducted from each term of 2025, involving an average of 44 responses each survey.



Financial Information

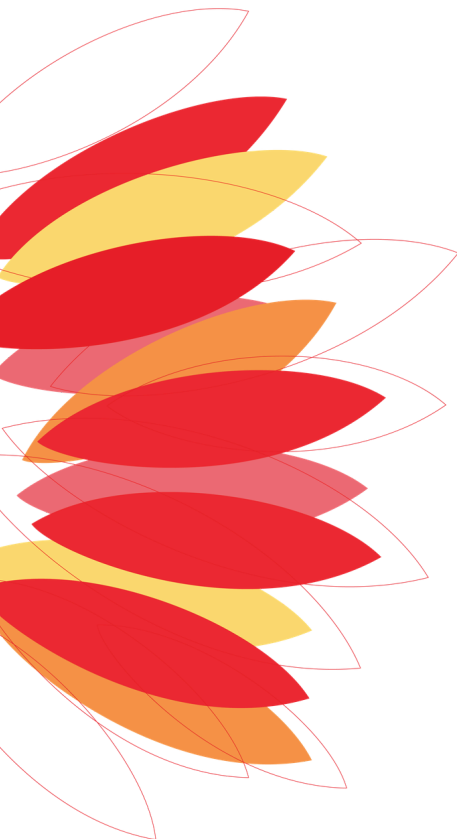
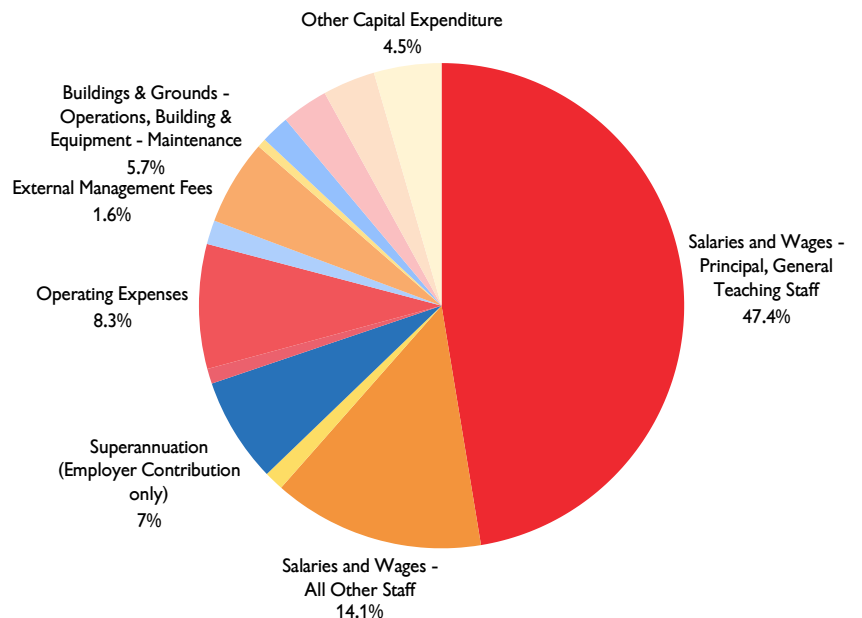
RECURRENT/CAPITAL INCOME

- Commonwealth Government Capital Grants
- Commonwealth Government Recurring Funding
- State Government Recurrent Grants
- Investment Income
- Other Receipts from Students



RECURRENT/CAPITAL EXPENDITURE

- Salaries and Wages - Principal, General Teaching Staff
- Salaries and Wages - All Other Staff
- Other Staff Related Expenses
- Superannuation (Employer Contribution only)
- Long Service Leave (Expense/Provision for Long Servi...
- Operating Expenses
- External Management Fees
- Buildings & Grounds - Operations, Building & Equipm...
- Rent & Lease Expenses
- Interest - Capital & Bridging Loans & Leases
- Depreciation - Leasehold Land & Buildings & Assets U...
- Depreciation
- Other Capital Expenditure



Head Office/Registered Office

112 Lake Road, Elmore Vale 2287 (Awabakal Country)

Our Locations

100 Laman Street, Cooks Hill 2300 (Awabakal and Worimi Country)

27 Chapman Street, Charlestown 2290 (Awabakal Country)

7 James Street, Argenton 2284 (Awabakal Country)

72 Port Stephens St, Raymond Terrace 2324 (Worimi Country)

7 Austral Street, Nelson Bay 2315 (Worimi Country)

31 Manning Street, Tuncurry 2428 (Worimi Country)

298 Cessnock Road, Abermain 2326 (Darkinjung and Awabakal Country)

Registered Trading Names

Atwea College

Alesco Senior College

Alesco Secondary College

Workers Education Association - Hunter

ABN 61 062 580 634 Incorporated as a Public Company Limited by Guarantee

RTO Code 90020



Authority was granted by the Australian Securities and Investments Commission under Section 383 of the Corporations Law on 309 May 1994 to omit 'Limited' from the trading name.

Our Supporters

Government Organisations

Association of Independent Schools NSW

Australian Government Department of Education

NSW Department of Education

NSW Education Standards Authority

We acknowledge all non-government supporters of Atwea and Alesco.

We also acknowledge the Atwea Life Members.

atwea.edu.au

atwea.edu.au/high-school-at-alesco/



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(02) 4925 4200



Atwea College



Alesco Secondary College