



Mid North Coast
Community
College Ltd.

Nautilus College and Yulinbal Social Impact Report

Measuring the social impact
of transformational
education

April 2023

Prepared by



**HUBER
SOCIAL**





Huber Social acknowledges the traditional owners and custodians of country throughout Australia and acknowledges their continuing connection to land, waters and community. We pay our respects to the people, the cultures and the elders past, present and future.



This report was prepared and written on the lands of the Gadigal and Cammeraygal people of the Eora Nation. Data was collected on Biripi land.



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Executive Summary

Many young people in Australia struggle to thrive in mainstream education. Without support, they run the risk of leaving school early, which is linked to negative long term outcomes. Mid North Coast Community College (MNCCC) aims to provide an alternative path for these young people, through its special assistance schools Nautilus College in Port Macquarie and the newly opened Yulinbal in Taree. These schools allow students to forge their own path, while meeting the requirements of the NSW Education Standards Authority.

In order to demonstrate the effectiveness of their student-focused educational model and ensure continual improvement, MNCCC partners with Huber Social to measure the schools' social impact on students. After pilot measurement in 2021, measurement is now ongoing. This report presents results from 2022.

With the rigour of findings improving each year as the dataset grows, measurement found that Nautilus College:

- **Raises wellbeing** - students who have been at Nautilus for six months or more have 26% higher wellbeing on average than those who have attended for three months or less.
- **Builds resilience, connection and engagement with education** - the biggest positive shifts were seen in factors relating to these areas. Excitingly, students felt they had a greater ability to complete their education and were more able to pursue education options that interested them.
- **Is valued by students** - qualitative analysis showed students appreciate Nautilus, with specific praise saying that it feels like a 'home' and has 'the best teachers.' Students truly feel that Nautilus is a great place for 'kids who struggle in a main school'.

Additionally, in analysis of which factors contribute to wellbeing it was identified that:

- **Emotional wellness and regulation are priority needs** - Feelings of stress, anger

and anxiety, and the ability to remain calm in difficult situations all scored low and were found to have a meaningful relationship with overall wellbeing and are therefore opportunities for impact. Encouragingly, these factors did see positive shifts, but should remain areas of focus.

Yulinbal faced challenges in 2022, with construction delays meaning the full school program was not implemented. As a result, full measurement was not conducted and data collected has instead been used for a needs assessment, resulting in the following findings:

- **Wellbeing is lower than average** - Yulinbal students have an average wellbeing score of 3.2 out of 5, lower than the average high school student wellbeing which is 3.37. However, the Yulinbal average is higher than the Nautilus College score of 2.76.
- **Help-seeking and meaningful job opportunities key to wellbeing** - analysis of which factors had the strongest relationship with overall wellbeing found that asking for help when needed and having the ability to find a job in an area that interests them had the strongest correlation with wellbeing.
- **Adaptability and coping in challenging situations are priority needs** - these two factors were low-scoring and identified as key drivers of wellbeing and are therefore clear opportunity to improve wellbeing.

Excitingly, qualitative analysis of open feedback found that students already value Yulinbal, despite a difficult inaugural year. Students are confident it has helped with their learning, motivation and social skills as well as providing structure to their day.

These findings indicate that MNCCC's special assistance schools are having a positive social impact. Going forward, MNCCC plans to continue to improve the data collection process to ensure even more rigorous analysis and further confidence in findings.



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Putting Young People at the Centre of Their Education

While the importance of education for young people is widely understood, many young people around Australia struggle to fit into the mainstream 'one size fits all' education model. Without support, these young people run the risk of leaving school early, which is linked to negative long term outcomes including being two and a half times more likely to be unemployed and earn lower wages.¹

A young person may not thrive in standard schooling for a variety of reason, from behavioural issues to stress, to simply not fitting in. Mid North Coast Community College aims to provide an alternative path for these young people, through their special assistance schools Nautilus College in Port Macquarie and the newly opened Yulinbal in Taree. These schools exist to support students who have been let down by traditional schools and are looking to take control of their education.

Nautilus and Yulinbal put the young person at the centre of their educational journey, providing continuous support throughout their time with the school. Nautilus and Yulinbal provide a different environment, where students can learn important skills for life while also meeting the requirements of the NSW Education Standards Authority.

Just as MNCCC is determined to support young people who have been let down by mainstream schooling, so are they determined to ensure they are having a real impact and providing the best service possible. To this end, MNCCC has partnered with Huber Social to measure the social impact of the schools.

A pilot measurement was undertaken in 2021 with Nautilus College which, despite a small



dataset, gave early indications of a meaningful positive impact. Measurement is now continuing year on year, with the goal of building the dataset and strengthening insights each subsequent year.

Yulinbal was planned to open in 2022, however significant construction delays led to the school not being officially opened until 2023. Despite these challenges, young people were supported in 2022 through enrolment at Nautilus College and a range of lessons options provided both in Taree and Port Macquarie over the course of the year. Measurement had been planned to coincide with the opening of the school, however the delays affecting the school also affected the measurement. Some measurement was able to be carried out, however it is being utilised here as a needs assessment, rather than impact measurement.

This report shares the results of social impact measurement of Nautilus College from 2021-22 and a needs assessment of Yulinbal.



Nautilus and Yulinbal Campus Mission

“We aim to offer all eligible young people the chance to complete their school education and participate positively in the community. We especially aim to include those whose lives may be complicated, challenging or require a particular understanding in order to achieve success.”



Mid North Coast Community College Special Assistance Schools Program Summary

Since 1983, Mid North Coast Community College (MNCCC) has been providing the community with inclusive, affordable and accessible education opportunities. Providing equal opportunity and appropriate learning environments for school students has always been a pursuit of MNCCC. To address the barriers to education that many young people face, and especially those whose lives may be complicated, challenging or require a particular understanding, in 2017 MNCCC opened Nautilus College in Port Macquarie (now serving school grades 7-10), and in 2022 opened the Yulinbal Campus in Taree (school grades 9-10).

These two colleges were established using an ALESCO model of alternative schooling, an inclusive, innovative and personalised education model. The model gives students the opportunity to explore the interests, skills, and areas of life that they would like to pursue. Students are given the opportunity to find their passions through activities such as film making, outdoor recreation, tourism, hospitality, music and information technology. Aside from supporting students to find their passion and purpose in life, the schools take formal education seriously. The educational component of the school's program is the Record of School Achievement (RoSA) which allows students to achieve a Year 10 equivalent. The RoSA is useful to students leaving school prior to the HSC as it is a formal document they can show to potential employers or places of further learning.

Development of national and state level student wellbeing frameworks recognise the significance of student wellbeing outcomes as



"It's helped me by showing me that I actually can change my life around. I am very grateful."

- Nautilus Student

an important foundation for young people to reach their aspirations in learning and in life.²

To measure the impact of these schools on the wellbeing of students, MNCCC has partnered with Huber Social to measure its social impact. The goal is to not only demonstrate the effectiveness and impact of its student-focused model, but to integrate routine measurement that enables the school to continuously monitor and refine its approach to ensure that MNCCC is best serving its students' wellbeing across the Mid North Coast.



Measurement Approach

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Why Measure Social Impact?

Huber Social has been engaged to measure the social impact of Nautilus College and Yulinbal on student wellbeing to better understand the areas of strength of the two schools and to identify opportunities for Mid North Coast Community College (MNCCC) to better direct its resources so that the programs can maximise their impact on the wellbeing of student.

1. Measure

To measure the impact of both Nautilus and Yulinbal, Huber Social measures the shift in overall wellbeing and outcomes for enrolled students.

Measurement provides a data-driven approach for MNCCC to articulate their social impact to their partnering stakeholders and to contribute data about this emerging model of alternative education in an under-researched field.

Why Wellbeing?

Measures overall progress and supports the systematic solving of social issues

Ultimately, the goal of all social impact is to put people in the best position to fulfil their potential and achieve wellbeing. It is therefore important to measure wellbeing to ensure that overall, programs are having a positive impact. To measure social impact, Huber Social therefore measures a shift in overall wellbeing and the specific program outcomes that contribute to it.

Taking a wellbeing approach also provides a whole-of-life understanding of a person's needs. Instead of starting with the issue at hand, which tends to focus on the crisis end of a problem and place artificial limitations on the needs of people, strengthening wellbeing supports building a person's capability and opportunity to fulfil their potential, thus working to systematically address social issues.

2. Maximise

Beyond a focus on outcomes, Huber Social's approach considers the holistic needs of a person to be in the best position to fulfil their potential.

Through this measurement approach, opportunities are identified for improved resource allocation to maximise the potential impact that MNCCC can have on students overall wellbeing.





Nautilus College and Yulinbal Campus Impact Thesis

The Nautilus College and Yulinbal Campus Impact Thesis outlines the impact the schools seek to have on their students' wellbeing. Through measuring each level of impact, Nautilus and Yulinbal can use a data driven approach to demonstrate what works and what is needed to maximise impact and outcomes.

1. Impact

Nautilus College and Yulinbal aims to improve the wellbeing of young people, so they are in the best position to reach their full potential and live a life they value.



2. Outcomes

Nautilus College and Yulinbal Campus achieves this impact by building capabilities and providing access to opportunities across the following areas:

- Connection
- Learning Ready
- Work Ready
- Life Skills
- Resilience
- Physical Wellness
- Emotional Wellness
- Self-Worth



3. Outputs

Nautilus College and Yulinbal Campus delivers the following outputs:

- Academic performance
- Attendance
- Year 10 completion
- Student retention
- Completion of additional courses e.g. First Aid/White Card
- Continued education
- Employment
- Apprenticeships/traineeships
- Interactions with external service providers



4. Activities

The above outputs are achieved through:

- Teaching of ROSA course
- Wellbeing therapies/interventions
- Extracurricular activities
- Development of individual strategies and flexible approaches for each student
- Connections with external service providers



5. Resources

The above activities require:

- Teaching staff who understand the students and are capable in a non-traditional teaching environment
- Wellbeing staff
- Support staff
- Educational resources
- Funding
- Relationships with external service providers and community members
- School facilities



Measurement Approach

Design

Huber Social and Nautilus College worked together to develop a measurement system that will allow the school to measure and maximise its impact. The goal was to create a clear articulation of the college's social impact and inform program design and delivery. The system was set up in 2021, knowing that Yulinbal would be opening the following year, and so was designed to be appropriate for both schools.

To determine the impact of the school Huber Social measures the shift in the subjective wellbeing of students, along with their levels of personal capability and access to opportunities in particular areas, also known as target outcomes, that were identified through a co-design workshop. For further information on the Huber Social Wellbeing Measurement Framework see Appendix one.

Measurement Tools and Timing

To demonstrate this shift, Huber Social collects data using surveys from students. These surveys were developed based on the agreed scope of measurement in the Impact Thesis (page 11). Survey questions are based on existing validated survey scales, specific to each metric. Where no evidence-based tools exist or practicality prevents the use of a full scale, Huber Social, in collaboration with relevant stakeholders, develops questions based on research in the particular area.

To ensure the survey questions are culturally, linguistically and ethically appropriate, and that all survey questions are understood by participants, surveys were tested and validated with selected students before rolling out to the entire school.

The desired timing for measurement is that students complete a baseline survey as part of their induction and a shift survey when they finish at Nautilus or Yulinbal, either through graduating or another reason.



Baseline: Students complete survey during enrolment.

Shift: Students complete survey when finishing at Nautilus.

This process is still being embedded into school processes, and so the timings have been slightly different so far. In 2021, surveys were completed in term three and four, while in 2022, surveys were completed by students in term one and term two.

Analysis

The goal for measurement is to enable analysis to be based on paired responses, where young people have completed a survey both when they start with the school and again when they finish. However, with measurement still being a new process, the number of paired responses collected from Nautilus College is still small (12) and doesn't allow for statistical significance testing. As a result, for this second year of measurement, analysis will continue to be based on group averages, with shifts calculated based on time in program. The results of students who had been at Nautilus for three months or less (n=28) were compared to those who had been at the school for six months or more (n=38). Unlike the pilot measurement however, this year, there is enough data to provide statistical confidence in findings.

As previously discussed, Yulinbal analysis for 2022 is a needs assessment only, and as such, does not include analysis of shifts in wellbeing or program outcomes.



Nautilus College 2022 Findings

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Key Findings: The Impact of Nautilus College

1. Students who have been at Nautilus College for six months or more have higher wellbeing

Students who have been at Nautilus for six months or more have 26% higher wellbeing than those who have been at the school for less than three months, an impressive achievement considering wellbeing generally falls throughout the teenage years.

2. Nautilus builds resilience, connection and engagement with education

Across all outcome factors measured, the biggest shifts were seen in factors relating to resilience, connection and education. Excitingly, students felt they had a greater ability to complete their education and were more able to pursue education options that interested them.

3. Emotional wellness and regulation are priority needs

A priority need is a factor that has a statistically strong correlation with high overall wellbeing, but which scored low among respondents. Of all factors measured, factors relating to emotional wellness and regulation were identified as priority needs. Feelings of stress, anger and anxiety scored particularly low, as did the ability to remain calm in difficult situations. Encouragingly, these factors did see positive shifts, but are clear areas of focus for the Nautilus team.

4. Nautilus students value the college

Qualitative analysis of open feedback from students found that the schools is highly valued. A lot of praise was given to Nautilus, students saying that it feels like a 'home' and has 'the best teachers.' Student's truly feel that Nautilus is a great place for 'kids who struggle in a main school'.

"... I actually want to come to come to school now and have fun."

- Nautilus College student



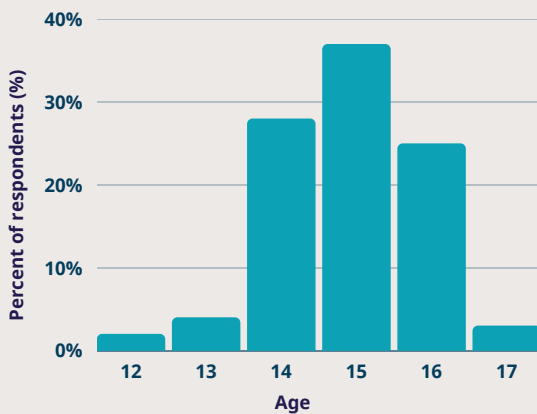
Nautilus Student Demographics

The Nautilus College Wellbeing Survey received responses from 73 students across the year groups 7-10. The following provides some high-level insights into the demographic makeup of students who have participated in the Wellbeing Survey.

Age

With results included from 2021 when the school only had years nine and ten students, most respondents were 15 years of age (37%).

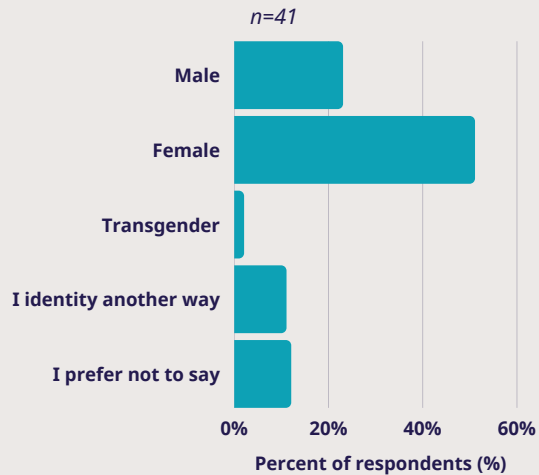
2022 Participants, by Age



Gender

Just over half of respondents identified as female (51%). 23% identified as male, 2% identified as transgender, 11% identified another way, and 12% would prefer not to disclose their gender.

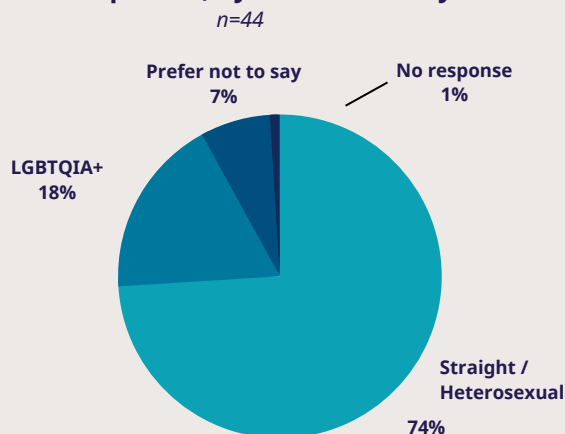
All responses, by gender



Sexual Identity

While the majority of respondents (74%) identified as straight, 18% identified as LGBTQIA+, and 7% would prefer not to disclose.

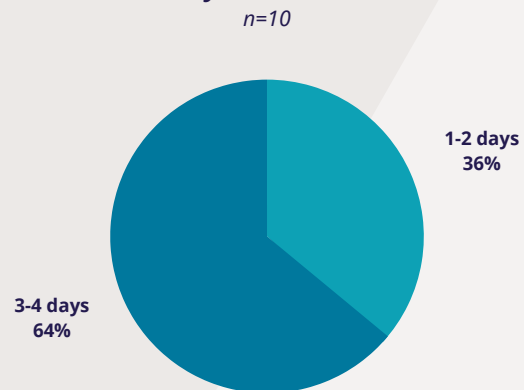
All responses, by sexual identity



Days of Work

Of all student respondents, only 12% report that they are currently employed.

All responses, by number of work days in a week



Note: Data analysis includes responses from 73 students 2021-22.



The Impact of Nautilus College

Nautilus Students saw a

+26%

increase in wellbeing

Huber Social measures wellbeing in terms of an individual's satisfaction with life. Life satisfaction as a measure captures a respondent's subjective evaluation of their life as a whole, at a specific point in time, rather than a description of a temporary emotional state, such as a fleeting moment of happiness. The measure is robust, whilst also being sensitive to change. This means that our levels of subjective wellbeing are fairly stable over time, and do not fluctuate from day to day.

This result for Nautilus is particularly impressive considering that we know from many years of research that wellbeing typically tracks downwards during the teenage years,³ so we would not necessarily expect to see a wellbeing increase among students of this age. This finding suggests Nautilus is meeting the needs of its students, leading to a positive shift in wellbeing.

** Group differences are statistically significant to a 98% confidence level.
Note: Data analysis includes responses from 73 students 2021-22.*





Nautilus College Builds Resilience, Connection and Engagement with Education

To understand how Nautilus College creates its positive social impact, young people's wellbeing was assessed across 64 factors measuring six key program outcomes. Analysis of the top program outcomes allows us to understand the specific program areas where young people are making the most progress. The results show that the top program outcomes can be clustered around three main outcomes: resilience, connection and education.

This finding demonstrates how Nautilus College is not just achieving program outcomes by providing accessible education of interest to students, but it is also having a significant* influence on students by supporting positive mental health and a connection with land and culture.

Resilience



Recovery

+38%

Confidence in bouncing back after hard times



Coping

+32%

Remaining calm when facing difficult situations.



Connection to Land

+32%

Feeling connected to land and place.



Connection to Culture

+29%

Feeling connected to to culture.

Education and Enjoyment



Participation in Education

+27%

Ability to complete education.



Enjoyment

+23%

Enjoying life and having fun.



Access to Education

+22%

Access to education opportunities that allow one to pursue their interests

*All factors above saw a statistically significant increase, meaning we can have greater than 95% confidence they are not due to chance.



Relationship with Self and Others, and Safety Drives Wellbeing for Nautilus Students

In order to better understand the needs of Nautilus students, statistical analysis was performed to identify which factors measured have a strong, predictive relationship with overall wellbeing. When these factors are improved upon, students' wellbeing is more likely to increase.

The analysis found the below six factors had the strongest positive association with wellbeing. These factors indicate that a student's relationship with themselves, with others and their ability to feel safe, are driving factors of wellbeing. Particularly impressive for Nautilus College, is that all 6 factors saw a positive improvement between student groups, indicating that Nautilus College is meeting the key needs of its students.

Factors are listed in order of strength of relationship with overall wellbeing. For full statistical details, see Appendix 4 on page 40.



*Factors that saw an increase we can have greater than 90% confidence is not due to chance.



Emotional Wellness and Regulation are Priority Needs



Stress
1.85
out of 5
Feelings of stress and being overwhelmed



Communication
2.00
out of 5
Ability to share feelings with others



Anger
1.98
out of 5
Feelings of anger



Coping in Challenging Situation
2.30
out of 5
Ability to remain calm during difficult situations



Anxiety
2.04
out of 5
Feelings of anxiety

A priority need is a factor that has a statistically strong correlation with high overall wellbeing, but which scored low among respondents. This need is therefore not being satisfied, and can be considered a priority need that, when improved upon, is more likely to lead to an increase in overall wellbeing. To understand the priority needs of students, analysis was undertaken of the baseline survey to understand particular challenges they face when they arrive at Nautilus.

Of all factors measured, factors relating to emotional wellness and regulation were identified as priority needs. This finding is unsurprising considering rates of psychological distress remain high among Australian young people, with research indicating the impact this has on their wellbeing and their ability to cope with stressors in their daily life.⁴

Encouragingly, all these factors did see positive shifts however only the shift in coping was statistically significant. More data being collected in future years will confirm whether these positive shifts are meaningful. Importantly, the ability to learn ways to manage emotions had markedly improved among students, suggesting that the need to improve emotional wellness and regulation is being addressed by the school. However, given its importance, this should remain a priority for Nautilus staff with particular attention to the five factors listed above.

⁴This statistical analysis was conducted using 28 responses from Nautilus College students. Please see the Data Transparency Page for more information on the treatment of data throughout the project lifecycle.



Nautilus Students are Confident They Can Complete Their Education

To understand the strengths of students who have attended Nautilus for at least 6 months, we looked at the highest scoring factors. In setting up students for life, Nautilus strives to support students in accessing education that interests them, and giving them the opportunity to complete their education. This endeavour is reflected strongly by Nautilus students' ratings. Strengths are also seen among Nautilus students in areas that support youth in feeling safe, secure and connected to their community.

Education



Participation in Education

4.24

out of 5

The ability to complete education.



Access to Education*

4.18

out of 5

Access to education opportunities that allow one to pursue their interests

Personal Security and Community



Access to Nutrition

4.19

out of 5

Students have access to healthy food.



Safety*

4.16

out of 5

Students feel safe at home.



Happiness

4.11

out of 5

Feelings of happiness.



Community*

4.11

out of 5

Students feel they have people around who can help them and show care.

Three of these top scoring factors have a moderate to strong correlation with overall wellbeing. While Nautilus students are already scoring high in these factors, continued improvements are likely to support an increase in overall wellbeing. However, compared to factors that students are scoring low in, that may also have a moderate to strong correlation with wellbeing, it would be harder to increase these factors as there is not as much room to improve.

**Indicates a factor that has a moderate to strong relationship with overall wellbeing. Improvements made in these factors are statistically more likely to accompany a higher overall wellbeing score.*



Emotional Wellness and Communication Remain Challenges for Nautilus Students

In the past decade, rates of mental health challenges and psychological distress have been rising in young people. This is a trend that has been exacerbated by the impacts of the Covid-19 pandemic, which has had particularly devastating effects on the mental health of young people in Australia.⁵

To understand the challenges that students are facing, we looked at the lowest scoring factors across students that had attended Nautilus for at least 6 months. Four of these factors (*anger*, *stress*, *anxiety*, and *communication*) were identified as priority needs based off the cohort of students who had attended Nautilus for less than 3 months. Even though these factors are scored higher for students who have attended Nautilus college for longer, they are still within the lowest 6 scoring factors. This demonstrates that Nautilus College is helping students build on these factors in life, however, they should remain a priority focus for the school.



Vulnerability and Trust
2.16
out of 5
Difficulties knowing who to trust



Anger
2.24
out of 5
Feelings of anger



Stress
2.39
out of 5
Feelings of stress and being overwhelmed



Anxiety
2.49
out of 5
Feelings of anxiety



Societal Trust
1.50
out of 5
Belief that the law is there to protect, and trust in the system



Communication
2.57
out of 5
Ability to share feelings with others



Qualitative Feedback from Nautilus College Students

Students were given the opportunity to describe in their own words, the impact of the program on their lives and to provide feedback or suggestions. Qualitative analysis was conducted for the 58 students across 2021-22 who responded.

Students had a lot of praise for Nautilus saying that it feels like a 'home' and that Nautilus has 'the best teachers' that are looked upon as 'family'. Students truly feel that Nautilus is a great place for 'kids who struggle in a main school'. One student applauded Nautilus saying that they shouldn't change anything, and that they have been there for 3 years, and 'it's getting better everyday!'.

In terms of improvements and constructive feedback, it was mentioned that Stage 4 students should have a 'choice on what subjects they want to do' which may assist them to stay in class. Students had also requested more gym equipment and to include a year 10 formal. One student had also mentioned that there should be no more 'fights' and that Nautilus should 'control the amount of drugs at [their] school'. Some older students also felt the addition of younger students had been a detriment to their experience.

In general, the feedback from students was very positive with many mentioning how good the school is and how much they have been helped by the school. A student even remarked 'they make me feel important and they've done a lot for me and my grandmother and I just don't know how to thank them for it.' This type of feedback demonstrates how Nautilus is not just making an impact on an individual at school, but is also having a profound impact on the family of students.

"They help alot to make me the preson I am."

- Nautilus College student (not pictured)



Be adventurous
 Use what you know
 Think independently
 Imagine possibilities and outcomes

Persevere
 Use what you know
 Think independently
 Imagine possibilities and outcomes

Contribute positively
 Use what you know
 Think independently
 Imagine possibilities and outcomes

Thinking about thinking

Nautilus made me feel like I didn't have to give up and I have to keep pushing cause life isn't over its only getting started.

- Yulinbal Campus student (not pictured)



Yulinbal Campus 2022 Needs Analysis

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Key Findings: The Impact of Yulinbal Campus

1. Average wellbeing of Yulinbal students is lower than average high school students

Yulinbal students have an average wellbeing score of 3.2 out of 5. This is lower than the average high school student wellbeing which is 3.37. However, the Yulinbal average is higher than the Nautilus College score of 2.76. This suggests that in general, students that attend Yulinbal are coming to the school with higher wellbeing than their Nautilus counterparts.

2. Seeking help and meaningful job opportunities are key predictors of wellbeing for Yulinbal students

Analysis was undertaken to understand which factors measured had the strongest relationship with overall wellbeing. Of the 64 factors considered, asking for help when needed and having the ability to find a job in an area that interests them had the strongest correlation with wellbeing, suggesting that these two factors are key to the wellbeing of Yulinbal students.

3. Adaptability and coping in challenging situations are priority needs

Being comfortable with change and able to cope in difficult circumstances were both identified as key drivers of wellbeing for students while also being two of the lowest scoring factor across all students. These factors represent a clear opportunity to improve the overall wellbeing of students.

4. Resilience and self-worth are challenges

The lowest scoring factors among Yulinbal students clustered around resilience and self-worth. In addition to struggling to adapt and cope with changing or difficult circumstances, Yulinbal students often place more value in what others think of them than what they think of themselves and struggle to like themselves.

5. Students already value Yulinbal

Despite a difficult inaugural year and some constructive feedback from students, overall, analysis of student feedback shows that students value the Yulinbal approach and are confident it has helped with their learning, motivation and social skills as well as providing structure to their day.



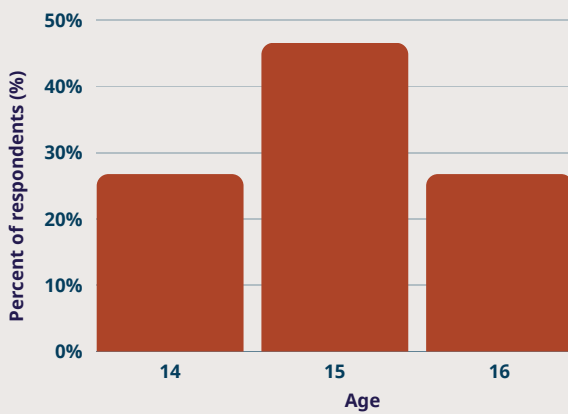
Yulinbal Student Demographics

The Yulinbal Campus Wellbeing Survey received responses from 30 students across the year groups 9-10. The following provides some high-level insights into the demographic makeup of students who have participated in the Wellbeing Survey.

Age

Reflective of their school year group status, most respondents were 15 years of age (47%).

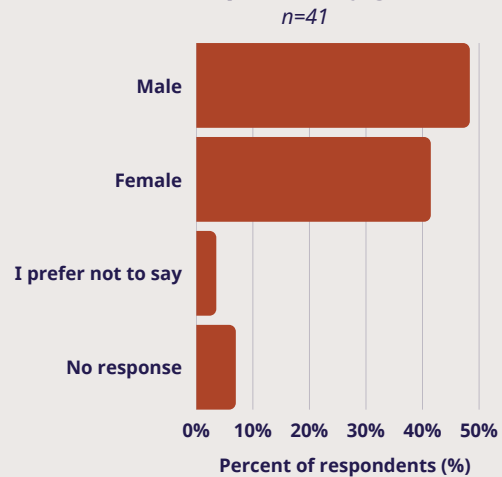
2022 Participants, by Age



Gender

About half of respondents identified as male (48%). 41% identified as female, and 4% would prefer not to disclose their gender.

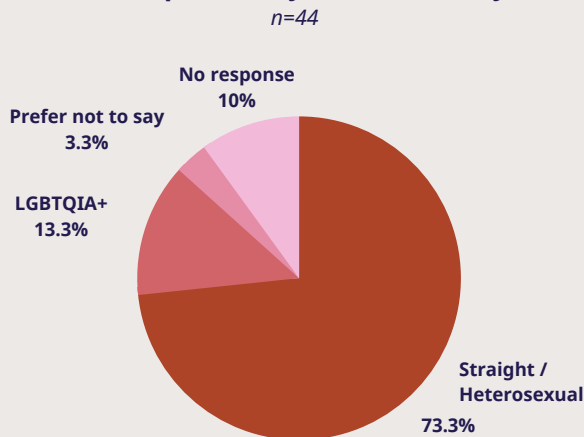
All responses, by gender



Sexual Identity

While the majority of respondents (73%) identified as straight, 13% identified as LGBTQIA+.

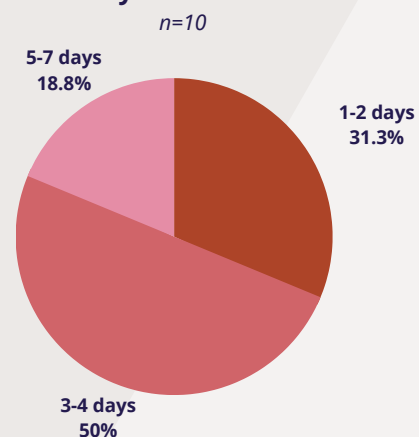
All responses, by sexual identity



Days of Work

Of all student respondents, 33% of respondents report that they are currently employed.

All responses, by number of work days in a week



Note: Data analysis includes responses from 43 students 2021-22.



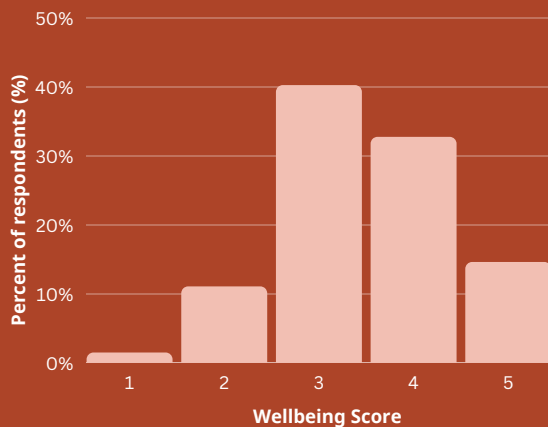
Overall Wellbeing Yulinbal Campus

Yulinbal Students have an average wellbeing of

3.2

Across the 30 students from Yulinbal Campus that responded to the wellbeing survey, the average wellbeing score was 3.2 out of 5. This is lower than the average high school student wellbeing which is 3.37. However, the Yulinbal average is higher than the Nautilus College score of 2.76. This suggests that in general, students starting at Yulinbal are coming with higher wellbeing than their Nautilus counterparts.

The graph below shows the spread of wellbeing across students. These wellbeing scores are taken from 12 students at the end of April, 2 students at the beginning of May and 16 students at the beginning of December.*



*Comparison data retrieved from comparable dataset within the Huber Social Wellbeing Database





Predictors of Wellbeing for Yulinbal Students

Similarly to Nautilus College, to understand where Yulinbal Campus should focus its resources to have the greatest impact on the wellbeing of young people attending their college, we first need to understand what matters most to Yulinbal students' overall wellbeing.

Statistical analysis was performed to identify which factors measured have a strong, predictive relationship with overall wellbeing. When these factors are improved upon, students' wellbeing is more likely to increase. This analysis found there were 6 factors that had a positive association with wellbeing.

The following are the top six factors[^] identified as the strongest predictors of wellbeing for 2022 measurement participants. Factors are listed in order of strength of relationship with overall wellbeing.



[^]For all Predictors of Wellbeing, see Appendix 4.

Adaptability and Coping in Challenging Situations are Priority Needs

A priority need is a factor that has a statistically strong correlation with high overall wellbeing, but which scored low among respondents. This need is therefore not being satisfied, and can be considered a priority need that, when improved upon, is more likely to lead to an increase in overall wellbeing.

Of all factors measured, two resilience factors met the criteria of being predictors of wellbeing, scoring low amongst respondents:



Adaptability

3.0
out of 5



Coping in challenging situations

2.96
out of 5

These resilience factors are reflective of the context in which Yulinbal Campus engages with young people, who may often experience adverse situations that require them to make changes. Addressing these priority needs is therefore a critical focus in supporting young people on their journeys toward optimal wellbeing.

This statistical analysis was conducted using 43 responses from Yulinbal Campus students. Please see the Data Transparency Page for more information on the treatment of data throughout the project lifecycle.



Strengths of Yulinbal Students

Similarly to Nautilus students, to understand the strengths that Yulinbal students embody, analysis looked at the top scoring factors measured across all respondents. The following six factors were scored the highest by Yulinbal Students.



Alcohol Use

4.43
out of 5

Students rarely consume alcohol.



Safety*

4.39
out of 5

Students feel safe at home.



Internet Access

4.37
out of 5

Access to good internet.



Education Opportunities*

4.33
out of 5

Students have access to education opportunities they are interested in.



Relationships*

4.27
out of 5

Students have people in their life who help them and show them care.



Access to Healthy Food*

4.23
out of 5

Access to healthy food.

Of all factors measured, Yulinbal Campus students scored the highest on average in factors related to physical wellness, societal structures and services, resources, and relationships. This indicates that Yulinbal students feel they have access to good resources and services to support them, and that they feel safe at home and within their personal relationships. Students also feel strong in education opportunities which highlights the success of Yulinbal Campus in providing education to students that the students are interested in, which is a defining attribute Yulinbal Campus strives for.

It should be noted that out of the six top scoring factors, four factors have a moderate to strong correlation with overall wellbeing. While Yulinbal students are already scoring high in these factors, continued improvements are likely to support an increase in overall wellbeing. However, compared to factors that students are scoring low in, that may also have a moderate to strong correlation with wellbeing, it would be harder to increase these factors as there is not as much room to improve.

**Indicates a factor that has a moderate to strong relationship with overall wellbeing. Improvements made in these factors are statistically more likely to accompany a higher overall wellbeing score.*



Resilience and Self-Worth are Challenges for Yulinbal Students

To understand the challenges that students are facing, we looked at the lowest scoring factors across all students. The bottom six factors that students scored lowest are predominantly related to resilience (factors of *coping in challenging situations* and *ability to overcome difficulties*) and self-worth (factors of *self-respect* and *self-acceptance*). This highlights a key area where Yulinbal Campus can continue to focus its efforts in order to support its students as best as possible.

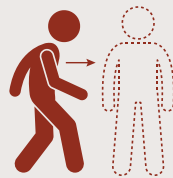


Coping in Challenging Situations*

2.96

out of 5

Students struggle to remain calm when facing difficult situations.



Adaptability*

3.00

out of 5

Students feel they do not adapt when unexpected events happen.



Self-Respect

3.03

out of 5

How students feel about themselves depends on what others think of them.



Sustainable Employment Opportunities*

3.13

out of 5

Students feel they don't have the opportunity to find jobs they are interested in.



Ability to Overcome Difficulties

3.14

out of 5

Students feel they do not bounce back quickly after hard times.



Self-Acceptance*

3.17

out of 5

Students have difficulties liking who they are.

Out of the six lowest scoring factors, four factors have a moderate to strong correlation with overall wellbeing. Further both factors of *sustainable employment opportunities* and *self-acceptance* were rated within the top 3 factors to predict wellbeing. These factors should be a point of focus for Yulinbal in future interventions as these factors are most likely to support an increase in student's overall wellbeing.

*Indicates a factor that has a moderate to strong relationship with overall wellbeing. Improvements made in these factors are statistically more likely to accompany a higher overall wellbeing score.



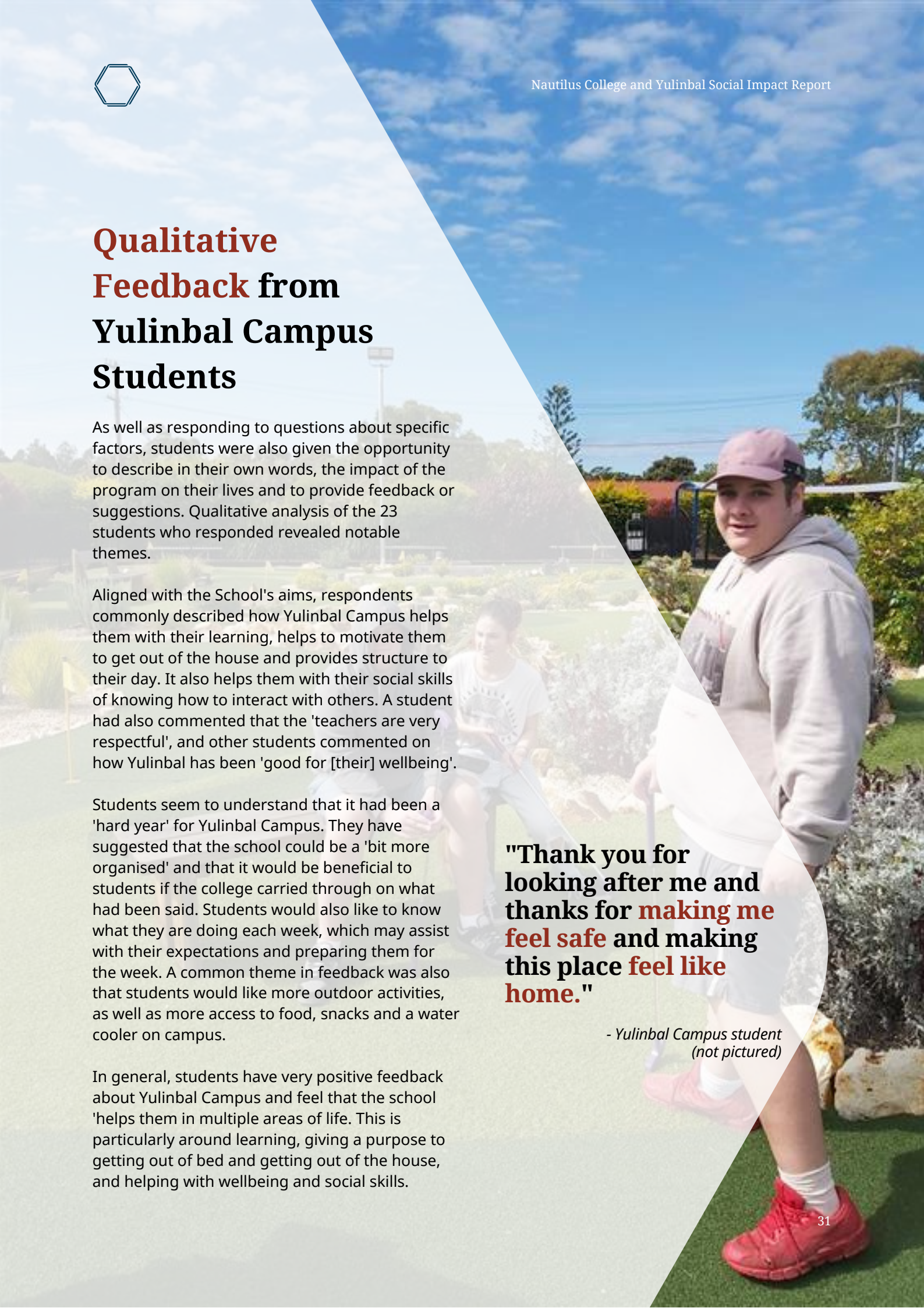
Qualitative Feedback from Yulinbal Campus Students

As well as responding to questions about specific factors, students were also given the opportunity to describe in their own words, the impact of the program on their lives and to provide feedback or suggestions. Qualitative analysis of the 23 students who responded revealed notable themes.

Aligned with the School's aims, respondents commonly described how Yulinbal Campus helps them with their learning, helps to motivate them to get out of the house and provides structure to their day. It also helps them with their social skills of knowing how to interact with others. A student had also commented that the 'teachers are very respectful', and other students commented on how Yulinbal has been 'good for [their] wellbeing'.

Students seem to understand that it had been a 'hard year' for Yulinbal Campus. They have suggested that the school could be a 'bit more organised' and that it would be beneficial to students if the college carried through on what had been said. Students would also like to know what they are doing each week, which may assist with their expectations and preparing them for the week. A common theme in feedback was also that students would like more outdoor activities, as well as more access to food, snacks and a water cooler on campus.

In general, students have very positive feedback about Yulinbal Campus and feel that the school 'helps them in multiple areas of life. This is particularly around learning, giving a purpose to getting out of bed and getting out of the house, and helping with wellbeing and social skills.



"Thank you for looking after me and thanks for making me feel safe and making this place feel like home."

- Yulinbal Campus student (not pictured)



"It helps me to be excited about something everyday. I never used to want to get out of bed at all, but now I want to."

- Yulinbal Campus student (not pictured)



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Huber Social

Huber Social is an independent third party and expert in social impact measurement. Recognising the goal of all social impact is the wellbeing of people, Huber Social has developed a universally applicable framework that measures not only overall wellbeing but also the driving factors to maximise it.

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Report Appendices

1. Huber Social Wellbeing Measurement Framework
2. Data Transparency Page
3. Predictors of Wellbeing
4. Significance Tables
5. Reference List



1. Huber Social Wellbeing Measurement Framework

To be able to fulfil their potential and achieve wellbeing, each individual needs to have the capability and the opportunity to do so. Everyone has different needs within these categories depending on their context.

When it comes to measuring the social impact of a service, Huber Social measures the 'shift' the service creates in terms of wellbeing and the specific program outcomes achieved to create this. Results are then consolidated at a sector, community and global level.

Longitudinal measurement monitors effectiveness of programs to meet these needs; ensuring resources are directed to have the greatest impact. The vision is a wellbeing measurement system that delivers us the whole picture, to put each of us in the best position to achieve wellbeing and leave no one behind.

The goal for each of us is the same; wellbeing. The part that differs, are our individual needs.

The Huber Social Wellbeing Measurement Framework

IMPACT

Wellbeing

To be in the best position to fulfil your potential and live a life of value. The overall goal for all services working with people.

OUTCOMES

Through building Capability

- Resilience
- Life skills
- Wellness - mental, physical and spiritual

OUTCOMES

and providing Opportunity

- Resources
- Self development
- Societal structures
- Relationships



2. Data Transparency Page

To support understanding of the findings and informed decision-making, Huber Social includes a data transparency page for every measurement project. This makes clear the rigour of evidence and analysis across every stage of the data lifecycle for the project.



Phase	Questions on the Treatment of the Data	Points allocated	Yes or No	
Design	SAMPLE	Everyone in the intervention included in the measurement	2	Y
		OR Survey sample population designed to be representative of group	1	N
		Sample description: <i>73 responses were collected from Nautilus Students across 2021/22. 30 responses were collected from Yulinbal Students across 2022.</i>	N/A	N/A
	BASELINE	Control group (independent of the intervention)	3	N
		Group baseline measured (pre -intervention)	2	N
	Baseline inferred from time in intervention (e.g. 1 vs. 3 years)	1	Y	
	EXCLUSIONS	Details of people specifically excluded from the measurement: N/A	N/A	N/A
Data Collection	DISTRIBUTION	Online surveys		Y
		OR hardcopy surveys		Y
		Data collection supervised by Huber Social consultant	1	N
		Translation or guidance provided	N/A	N/A
	DATA SOURCES	Data mining of other sources	1	Y
		Data included from previous years/measurements	1	Y
	Details of additional data sources: <i>Objective data on length of time in school and attendance included from Nautilus College and Yulinbal College records.</i>			
Cleaning	CLEANING	Partial responses removed or no partial responses	1	Y
		Details of any responses removed: <i>Partial responses removed if missing wellbeing score data and/or >50% of outcomes data. One response was excluded from the analysis due to irregularities in the responses (most questions given the same score, regardless of scale).</i>	N/A	N/A
Analysis	SHIFT MEASUREMENT	Calculated on time in intervention		Y
		Calculated on group average	1	Y
		Calculated based on individual scores	2	N
	TEST APPLIED	Basic analysis		Y
		Statistical Correlation Test	2	Y
		Multiple Regression or Lasso Regression Test	3	Y
Reporting	REPORTING	Client published Outcomes Report (prove)	1	N
		Client received Social Performance Report (improve)	2	Y
		Client published full Social Impact Report	3	Y
RIGOUR SCORE		LOW: 1-9; MED 10-14; HIGH 15-19	HIGH	17



3. Predictors of Wellbeing

To inform the education sector in how best to support the wellbeing of students, correlation analysis is used to identify which factors measured have a significant relationship with students' overall wellbeing; these are known as predictors of wellbeing.

The predictors of wellbeing can be found listed in the following table in order of statistical strength. The stronger the relationship between an outcome and overall wellbeing, the more confidence there is that a change in the outcome will correspond with a change in wellbeing.

Relationship strength is based on both the statistical significance (p-value) and beta coefficient value (r). All predictors listed are statistically significant to $p < 0.01$ (unless otherwise noted), meaning there is 99% confidence that the relationship identified between the predictive outcome and wellbeing is true, rather than produced due to sampling error or chance. The beta coefficient (r) describes how closely each outcome and wellbeing are likely to move together in relation to each other.

For the purposes of this study, a strong relationship between an outcome and overall wellbeing is defined as any outcome with a beta coefficient value greater than 0.7; a moderate relationship is between 0.699 and 0.4; a weak relationship less than 0.4. Even though a relationship may be weak, there is still a significant association between the outcome and overall wellbeing.

The following page presents all predictors of wellbeing that have a significant relationship with overall wellbeing for both student cohorts used in this pilot measurement.





4. Significance Tables

Table 1. All Predictors of Wellbeing for Nautilus Students

Indicator	R	Strength and Direction	Sig. Value
I am proud of my life	0.827	Strong and Positive	$p < 0.01$
I feel safe at home	0.729	Strong and Positive	$p < 0.01$
My belief in myself gets me through hard times	0.696	Moderate and Positive	$p < 0.01$
When I feel unsafe, I know where to go for help	0.685	Moderate and Positive	$p < 0.01$
I find it easy to share my thoughts and feelings with others	0.671	Moderate and Positive	$p < 0.01$
I have learnt ways to help me manage my emotions	0.661	Moderate and Positive	$p < 0.01$
I enjoy life and have fun	0.653	Moderate and Positive	$p < 0.01$
I have people in my life who encourage and praise me	0.65	Moderate and Positive	$p < 0.01$
I can remain calm when facing difficult situations	0.647	Moderate and Positive	$p < 0.01$
My life is important	0.638	Moderate and Positive	$p < 0.01$
I feel safe at school	0.628	Moderate and Positive	$p < 0.01$
I know where to go for help and information if I get into trouble with the law	0.622	Moderate and Positive	$p < 0.01$
I ask for help when I need it	0.602	Moderate and Positive	$p < 0.01$
I bounce back quickly after hard times	0.599	Moderate and Positive	$p < 0.01$
I would be too embarrassed or afraid to access community services for help if I needed it	- 0.584	Moderate and Positive	$p < 0.01$
In the past month, how often have you felt angry?	0.581	Moderate and Positive	$p < 0.01$
I like who I am	0.577	Moderate and Positive	$p < 0.01$
I have people in my life who help me and show me they care	0.551	Moderate and Positive	$p < 0.01$
I plan how my money will be used	0.523	Moderate and Positive	$p < 0.05$
I have access to education opportunities that allow me to pursue my interests	0.522	Moderate and Positive	$p < 0.05$
I have someone I can talk to when I feel upset, angry or worried	0.509	Moderate and Positive	$p < 0.05$
I am able to build and maintain positive relationships that have different boundaries	0.505	Moderate and Positive	$p < 0.05$
Connection to culture/heritage	0.494	Moderate and Positive	$p < 0.05$
I can adapt when unexpected events happen	0.479	Moderate and Positive	$p < 0.05$
I feel connected to land and place	0.455	Moderate and Positive	$p < 0.05$
In the past month, how often have you felt anxious?	0.447	Moderate and Positive	$p < 0.05$



Table 2. All Predictors of Wellbeing for Yulinbal Students

Indicator	R	Strength and Direction	P value
I ask for help when I need it	0.776	Strong and Positive	$p<0.01$
I have the opportunity to get a job I am interested in	0.72	Strong and Positive	$p<0.01$
I like who I am	0.657	Moderate and Positive	$p<0.01$
I am proud of my life	0.608	Moderate and Positive	$p<0.01$
I have goals I work towards	0.605	Moderate and Positive	$p<0.01$
I can identify and avoid relationships that might be dangerous or unhealthy for me	0.596	Moderate and Positive	$p<0.01$
I can make a difference in other peoples lives	0.591	Moderate and Positive	$p<0.01$
In the past month, how often have you felt happy?	0.551	Moderate and Positive	$p<0.01$
I am physically active	0.525	Moderate and Positive	$p<0.01$
Lately, I have had the chance to make new friends	0.523	Moderate and Positive	$p<0.01$
I have difficulties knowing who to trust	0.518	Moderate and Positive	$p<0.01$
I have the ability to complete my education	0.515	Moderate and Positive	$p<0.01$
My life is important	0.514	Moderate and Positive	$p<0.01$
I am able to find, apply for and secure employment	0.49	Moderate and Positive	$p<0.01$
I have people in my life who encourage and praise me	0.487	Moderate and Negative	$p<0.01$
When I feel unsafe, I know where to go for help	0.47	Moderate and Positive	$p<0.01$
I enjoy life and have fun	0.463	Moderate and Positive	$p<0.05$
I say no to my friends if I don't agree with what they are doing or how they are behaving	0.436	Moderate and Positive	$p<0.05$
I have someone I can talk to when I feel upset, angry or worried	0.435	Moderate and Positive	$p<0.05$
My belief in myself gets me through hard times	0.416	Moderate and Positive	$p<0.05$



5. Reference List

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