



IPSWICH Flexible Learning Centre

**1 Queen Victoria Parade
IPSWICH Q 4305
Phone: (07) 32812565**

This annual report for 2016 is published to provide information about the Ipswich Flexible Learning Centre for parents / carers, young people and other interested parties. This report contains the detail mandated by the Commonwealth and State Governments and Edmund Rice Education Australia reporting requirements.

*I see no value in a centre of learning, which churns out
numberless school leavers each year
and is passively part of a society torn apart
by divisions of race and partisan politics...
Our schools exist to challenge popular beliefs
and dominant cultural values,
to ask the difficult question,
to look at life from the standpoint of the minority,
the victim, the outcast, and the stranger*.*

*Former Congregational Leader of the Christian Brothers, Br Phillip Pinto. New York 2002

CONTENTS

INTRODUCTION.....3

YOUTH+ FOUNDATION STATEMENT.....4

BEST PRACTICE GUIDELINES.....4

SCHOOL PROFILE AS AT AUGUST CENSUS 2016.....5

YOUNG PERSON SUPPORT.....5

CURRICULUM - LEARNING CHOICES PROGRAM.....6

OUTCOMES.....8

APPARENT STUDENT RETENTION RATE.....8

ATTENDANCE RATE.....8

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE.....8

YEAR 12 COHORT 2016 POST SCHOOL DESTINATION.....9

CO CURRICULAR ACTIVITIES.....10

STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2016.....10

STAFF.....11

THE SOCIAL CLIMATE OF THE CENTRE.....12

STRATEGIES USED FOR INVOLVING PARENTS/CARERS IN THE EDUCATION OF THEIR YOUNG PERSON.....12

INFORMATION COMMUNICATION TECHNOLOGIES.....13

SCHOOL REVIEW / SURVEYS.....13

PROGRESS TOWARDS GOALS FOR THE 2016 YEAR.....13

2016 MILESTONES.....13

GOALS FOR THE 2017 YEAR.....14

CONCLUSION.....15

INTRODUCTION

Ipswich Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. Ipswich FLC commenced operation as a registered Non-State School in 2012, and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

Ipswich FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Ipswich FLC draws on the spirit and vision of Edmund Rice Education Australia (EREA). Our learning community has a clear commitment to social justice and stands in solidarity with disenfranchised young people of all social, cultural and religious backgrounds.

The philosophy also has a practical focus, based in the application of four core principles of *Respect, Safe and Legal, Participation* and *Honesty* among all participants of the Ipswich FLC. This is evident in the ways the organisational culture and practices are shaped through the application of these principles. In essence, the principles establish a *common ground* among staff, young people and parents. This collective forum offers the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences as they are modelled and explored. This occurs both within the group, as individuals and as members of the broader community.

Ipswich FLC works with young people who are vulnerable and experience a complexity of inter-related needs. Participation and retention are key elements in the philosophy of Ipswich FLC. The development of moral reasoning through the application of the four principles prepares students for responsible citizenship. The learning experiences also build self-confidence and esteem in young people, promote an optimistic view of their potentialities and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

Ipswich FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Our schools intentionally support the 2008 Melbourne Declaration on the Education Goals for Young Australians:

“Australian Governments commit to working with all school sectors to

- ‘Close the gap’ for young indigenous Australians
- Provide targeted support to disadvantaged students
- Focus on school improvement in low socioeconomic areas”

Young people are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Indigenous culture.

Young people are exposed to learning experiences that develop understanding and appreciation of diverse cultural values that constitute Australian society. Learning is focused around the individual needs of young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers and wellbeing staff, young people draft learning plans with articulated educational pathways.

YOUTH+ FOUNDATION STATEMENT

Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education. Youth+ provides a place and an opportunity to re-engage in a suitable, flexible learning environment.

Youth+ seeks to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

Youth+ is guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

BEST PRACTICE GUIDELINES

Ipswich FLC identifies a number of best practice guidelines supportive of meaningful socially inclusive educational experiences. While not exhaustive, the following provides a basis for programming and young person support.

Individualised Education Program

Education programs need to be attuned to the individual young person by an assessment of need and delivery within a supportive environment that will re-engage the young person with learning and encourage a sense of community. Personal Learning Plans are developed and negotiated with young people and form an integral part of daily learning programs.

Negotiated and Articulated Goals

Education programs will negotiate goals and the methods of achieving those goals. Such goals will be tailored to the identified needs of the individual.

Professional and Community Driven

Education programs should be characterised by a high degree of professionalism, and supported by a close relationship with communities in which they are located.

Young Person Support

Young People are encouraged to make a commitment to the program and its principles. Young Person achievement is valued and celebrated with appropriate recognition given to the uniqueness of adolescent development.

Family/Carer Involvement

Families/carers are viewed as partners in their children's educational experience. While family circumstances may be related to student alienation, the importance of building positive family/carers relationships is a priority.

Learning Choices

Diagnostic assessment is important to provide guidance in planning individualised programs. Effective programs will engage young people in learning toward defined literacy and numeracy outcomes and other areas of knowledge relevant to real life situations. Young people experiencing risk will be provided with programs that cater for their spiritual, physical, social, psychological and intellectual development. As well, they will be provided with learning choices both in and beyond the school and with programs that are effectively linked to community agencies and vocational pathways.

Multi Professional and Multi-Disciplinary Teams

Team members use a multidisciplinary, multi-professional approach to provide health, educational, cultural, social and emotional support for young people. Multi professionals are encouraged to develop supportive relationships with young people, and assist them with their basic life needs. Multi professionals are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol services, accommodation services, counselling services). Staff selection processes identify staff members who are: flexible, able to relate to young people, willing to negotiate, clear about operation by principles, as well as being clear about the responsibilities and the rights of all.

SCHOOL PROFILE AS AT AUGUST CENSUS 2016

The total 2016 enrolment of the Ipswich FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	6	9	10	17	30	8	80
Female	2	2	5	7	26	10	52
Total	8	11	15	24	56	18	132

YOUNG PERSON SUPPORT

Each young person at Ipswich has staff who support them in their health and wellbeing. At the Ipswich site these staff include their classroom teacher for core literacy/numeracy and at least one other significant worker. The role of the team is to establish a close relationship to the young person, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues, and overall to support the young person to achieve their stated personal and educational goals. The role of staff is broad in scope, in-depth in its substance, and long-term in relationship. It includes:

- In-house mentoring and advocacy
- Supporting the young person and their families in times of emotional crisis or practical need
- Maintaining the close partnership between school, young person and parent/carer

- Working in partnership with other agencies who are involved with students e.g. CYMHS (Child Youth Mental Health Service), Department of Communities, Child Safety & Disabilities, Youth Justice, Headspace, ICYS (Ipswich Community Youth Service), St Vincent de Paul, The Mercy Centre, Five Bridges, Ipswich Community Justice Group, Kambu, etc
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Helping young people to develop a positive self-concept
- Supporting young people with issues of drug misuse and self-harm
- Networking with other agencies such as Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, anger management

The Pastoral Care program also includes the support work of the Wellbeing Worker, Family Worker and access to the Network Support Team as required.

CURRICULUM - LEARNING CHOICES PROGRAM

The Ipswich Flexible Learning Centre provides holistic learning experiences that address the social needs of students, and promotes their emotional, physical, spiritual and academic development. The purpose of the learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

Learning experiences address curriculum areas of literacy, numeracy, study of society and environment, vocational training, information technology, music and technology, outdoor education, Aboriginal and Torres Strait Islander education, relational and spiritual education and science.

Subjects offered at various year levels include:

YEAR LEVEL	CORE	ELECTIVE
Years 7,8,9,10	Literacy Numeracy Integrated Studies which include literacy, numeracy, SOSE, Science, basic computer skills, and general life skills.	Art, Board Games Creation, Building and Construction, Bicycle Maintenance, Cooking, Cooking and Health Nutrition, Craft, Drama, Fishing, Gardening, Hobbies, Jewellery Making, Metalwork, Music, Physical Education, Screen-printing, Skateboard Making, Sport and Recreation, Swimming.

YEAR LEVEL	Authority Registered Subjects	Certificate Courses
Years 11 - 12	<ul style="list-style-type: none"> • English Communication - 6125 • Prevocational Mathematics - 6140 	<ul style="list-style-type: none"> • Cert I (30999QLD) and II (10306NAT) in Functional Literacy

	<ul style="list-style-type: none"> • Social and Community Studies - 6241 • Recreation 6206 • Religion & Ethics - 6245 	<ul style="list-style-type: none"> • Cert 1 (CUA10315) Visual Arts • Cert 1 (FSK10113) Access to Vocational Pathways • Cert 1 in Information, Digital Media & Technology • Cert 11 (CUA20615) in Music Industry • Cert 1 (BSB10115) in Business • Independent Living Skills
--	--	---

A short course in *Independent Living Skills* is also offered.

All students are assigned to their integrated studies classes with reference to the results of their compass test results regardless of their year levels. (All young people are compass tested on enrolling).

All electives were offered to all young people irrespective of age or ability. Young people were offered various outings and excursions to enhance classroom skills, team building and social and communication skills.

The electives were chosen to enhance

- Communication and participation skills and to support young people with social and emotional issues and to provide lifelong strategies to utilise in their future career paths.
- The young people's life experiences by offering opportunities where due to the individual's personal situation may not be normally available to them.

By offering these types of unique experiences, the young people develop a "fun in learning" attitude and thus changing attitudes to formal education.

An off shoot to the "fun in learning" attitude the young people will want to attend the Centre and thus increase attendance and retention rates.

Learning Support was provided to support young people completing Certificate courses through TAFE and employment agencies.

Extra Learning Support was and is continually being provided to Young People with verified disabilities.

OUTCOMES

Outcomes for Year 12 Students	
Total number of Senior Certificates awarded	N/A
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	N/A
Percentage of students awarded Senior Certificates or awarded a VET qualification	24%

APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 7 Base	Year 12 at exit	Retention Rate %
2015	4	37	925
2016	8	18	225

*Note: Year 7 became the starting year level for secondary schooling in 2014. This calculation is theoretical.

The retention rate seems exorbitant due to the low number of year 7s compared to the number of Year 12s enrolled at the Centre.

Ipswich Flexible Learning Centre is unable to calculate the apparent retention rate Year 8 -12 across 2012 – 2016 as there were no Year 8

ATTENDANCE RATE

The average student attendance rate for 2016 was 77%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

The Ipswich Flexible Learning Centre has formed a strong relationship with Apprenticeships Queensland Ipswich and several young people have obtained work experience, School Based Traineeships or School Based Apprenticeships. This relationship has helped to develop very positive personal development as well as employment skills for the young people involved.

The Centre maintains a weekly connection with the Ipswich Community Youth Centre. The young people access breakfast at the Centre whilst developing strong ties to the local community.

The Centre offers regular outdoor education opportunities – rock climbing, abseiling, bush walking, canoeing, mountain biking, archery and overnight camping experiences. The young people take an active role in the planning and evaluation of these activities.

Young parents have the opportunity to be involved in a parenting program. This program covers areas such as life skills, building confidence and self-esteem as well as the Certificate courses offered by the School.

As discussed previously a wide variety of electives were offered over the year – electives that allowed young people to explore, acknowledge, and excite their own individuality. These electives supported the refinement of fine motor skills to sporting ability and agility. Basic skills and refinement were honed in areas of cooking and gardening. Creative outlets and basic skills were offered through art, drama, music, construction, and the crafts. There were many opportunities to try, explore and refine. New avenues of learning were opened. As new skills were learnt and refined, self-confidence and self-worth grew. Team building, peer support, scaffolding, and life skills were integral in the delivery of these electives.

Reporting is based on the Australian Core Skills Framework. The five core areas of Learning, English Language, Literacy and Numeracy are reported. Each young person was reported against their own individual achievements and bench marks and not on a class average or placing in class. Any areas of concern were seen as goals for the next Term's focus via an Individual Learning Plan. These Learning Plans were reviewed quarterly and reports were prepared half-yearly. Anytime throughout the academic year parents/carers were more than welcome and encouraged to discuss any concerns regarding their young person's educational plan.

Other special support programmes offered included grief programmes for victims of crime and/or accidents; job readiness programmes including mock interviews.

As our Network grew and continues to grow we were able and will be able to offer programmes and opportunities to meet the present and future needs of our young people.

YEAR 12 COHORT 2016 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about the post school destinations of our students will be posted to our website by 30 September, 2017. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

The total number of Year 12 students 2016 was 18.

School Year – 2016	Number of Students in each category	Percentage of Students in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	4	24
Working full-time	1	6
Working part-time/casual	7	39
Seeking work	3	17
Not studying or in the labour force	1	6
Returning to studying	15	83

CO CURRICULAR ACTIVITIES

The Centre provides extensive opportunities for young people to participate in co-curricular or non-classroom activities at their level and within their areas of interest. Participation is encouraged. The broad range of opportunities or choices for young people includes activities that are described as cultural, sporting, and intellectual and/or service related. (See Table below).

Co-Curricular Activities offered at Ipswich FLC in 2016

Cultural	Intellectual	Sporting	Service	Outdoor Adventure Based Learning
Aboriginal & Torres Strait Islander events & activities	Science Centre	Football (various codes)	Sexual Health and wellbeing	Adventure based camps
Multicultural events and activities	Heritage Centre - Amberley	PCYC activities	Various Agency Visits	Mountain biking
Aboriginal Film nights	Miles Historical Museums	Orienteering	Anti-bullying workshops	Bush walking
	Ipswich Library	Athletics	Mercy Centre	Canoeing
	Museums	Swimming	Career Workshops	Low ropes
	GOMA	Basketball	Street Links	Archery
	Theatre	Fitness	Community BBQs	Camping
		Cycling	Cyber Safety	Abseiling
			"Lovebits"	Beach walks
				Rock-climbing
				Fishing

STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2016

Ipswich Flexible Learning Centre is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our young people and models to our young people the modern reality of lifelong learning. The following priorities were identified in the Centre's 2016 Operational Plan:

All staff have participated in annual Whole EREA Staff Gathering Days and Xavier Network professional development days. They have also completed professional Development in Spirituality, Ethos, Values and Identity, and Catholic Schools in the Edmund Rice Tradition. (These Whole School Gathering days contribute to the Accreditation to teach in a Catholic school). Staff participated in Child Protection Conferences and Workshops on a rotational and ongoing basis. Staff also participated in in-house workshops in dealing with young people with varying disabilities and issues. Teaching staff upgraded their professional skills to verify Certificate courses.

Staff have participated in the following programmes and workshops:

- Curriculum planning ACSF
- Breaking Every Yoke
- Galilee
- Newstreet

Doing schools Differently Conference
 Mental Health First Aid
 Senior First Aid
 Let's Talk Immersion 2016
 Accelerated Literacy Programme
 NOEC (National Outdoor Education Conference) 2016
 Wilderness First Responder Refresher Course

The average amount spent per teacher in 2016 on professional learning was \$808.00. This represents 0.3% of the annual budget of the Centre.

STAFF

The staff of Ipswich Flexible Learning Centre is a highly qualified, experienced and generous group of professionals who consistently contributes more than would otherwise be expected both within the classroom and beyond. The distinctive skills/qualifications and experience of our staff include:

Total number of teachers	8
Total number of Support staff	8
Total Number of Staff	16

Teaching Staff Qualifications:

David Harrison (HOC)	Dip Ed (Manual Arts); Grad Dip Arts (Religious Ed.); BA. Ed.; Dip Community Welfare (Youth); Justice of Peace
Ken Millar (Assoc, HOC)	BA Ed; Dip Ed (Physical Ed), TAE
Tim Acutt	BA Arts; Dip Teaching; Dip Art, TAE
Tash Vazey	BA (PolSc); Grad Dip Ed
Terry Flynn	BAdult VocEd, Maintain Fitter & Turner, TAE
Sarah Craig	BCreInd/BED(Sec) MA ED
Travis Dewan	BA Ed (Art, Japanese, English)
Keith Halpin	BHMS, B Ed, B Theo, M Ed (Spec Ed) (Current D Coun)

The average attendance rate for teachers in the 2016 academic year was 97.5%. This figure reflects a low rate of sick leave among the staff. This figure does not include staff absent from classes attending professional development activities or who would have been replaced whilst on other forms of leave such as long service or maternity leave. The effect of an absent staff member, for an extended period due to illness / travel / extended leave last year has been eliminated from this calculation as he / she was covered by staff.

The teaching staff retention rate expressed as a percentage is 60%. This indicates the percentage of teachers who have continued service at the school from 2015 into 2016.

THE SOCIAL CLIMATE OF THE CENTRE

One hallmark of Ipswich Flexible Learning Centre is the very real climate of compassionate care evident. This is expressed through:

- Community Care Groups
- Availability and willingness of staff to talk with young people
- Consultations with the Social Worker/Welfare Officer – which may require referral to counsellors and outside agencies
- Programs for the;
 - Integration of young people to the centre.
 - transition of young people to work experience, traineeships, job interviews
- Whole school workshops including, Child Protection, Anti bullying, social awareness.
- Participation in Community Activities to raise social awareness e.g., *Street Links* - an initiative of Ipswich City Council, where the young people helped in activities. *Street Links* provided an opportunity for the marginalised of Ipswich City to meet welfare agencies in a non-threatening arena
- Participation in a Child protection workshops with our neighbouring school to celebrate Child Protection Week
- Weekly community BBQ's involving young people and outside agencies where young people could communicate with agency representatives in a casual atmosphere.

STRATEGIES USED FOR INVOLVING PARENTS/CARERS IN THE EDUCATION OF THEIR YOUNG PERSON.

Ipswich Flexible Learning Centre recognises that parents/carers are the primary educators of their young people. Some young people live independently. The work of the school is most successful when it collaborates effectively with parents / carers. The Flexible Learning Centre supports and encourages this role of parents / carers through:

- Information evenings,
- Newsletters
- Information letters
- Open communication with parents and carers,
- Parent/s and carer/s meetings
- Cultural celebrations
- Social celebrations
- Fundraising community involvement (e.g. Biggest Morning Tea), and
- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

INFORMATION COMMUNICATION TECHNOLOGIES

In recent times, substantial change has occurred in the provision of computer hardware and software for young people and staff. Professional development continues to enhance the skills of staff in this important facet of learning. Information management has become a critical literacy. Integration of technology within all learning continues to evolve across the variety the school's subject offerings.

The IT infrastructure for Youth+ was expanded. This incorporated a WAN (fibre optic connections) with connections to all sites across Australia with a minimum bandwidth of 20mb. We moved from an external provider offering IT support to the establishment of an internal ICT department consisting of 4 personnel. A further set of IPADS for student use was purchased to enhance the learning of literacy and numeracy for the young people.

SCHOOL REVIEW / SURVEYS

In 2017 Ipswich Flexible Learning Centre will be completing the School Improvement process and the Non-State School Accreditation Process.

PROGRESS TOWARDS GOALS FOR THE 2016 YEAR

The Xavier Flexi Schools Network Board and Leadership recognise the value of strategic planning for the long term, sustainable development of programs, capital and human resources, the minimisation of exposure to risks and to assist fidelity of operation to mission. Operational goals are set each year in consultation with staff. The following outlines achievements in reaching goals in 2016 articulated in the 2015 Annual Report. Many of the goals for Ipswich Flexible Learning Centre are ongoing ones in conjunction with hands on short term projects.

2016 MILESTONES

Young people moved on their journey through academia by commencing and continuing their Certificate courses. They also gained hands on skills through bicycle maintenance, cooking, food nutrition, music, art, manual arts, crafts and computing. Many of the young people gained skills in the outdoor activities in camping, canoeing, bicycling, orienteering, rock climbing, fishing and other activities. They gained pride in themselves and their work in the partial landscaping of the school grounds.

An important liaison with YMCA was established with twelve (12) young people commencing a Certificate 111 in Childcare.

Our young people were helped within the wider community by our networks with outside agencies being established and strengthened. Links with Aboriginal organisations were further strengthened.

The old toilet block was demolished and rebuilt to provide a modern, clean, up-to-date ablution amenity. Further additions were made to Manual Arts spaces. Makeovers were given to unused and underutilised spaces to make learning and storage spaces

A Hyundai Excel was restored by a group of young people under the supervision of qualified staff member after which a roadworthy certificate was obtained.

GOALS FOR THE 2017 YEAR

In 2017 emphasis will be given to:

- providing a facility to inspire our young people to enjoy their educational journey and thus prepare them for life outside of the centre
- inspiring and instilling a joy of learning in our young people
- consolidating and building on the values of the community that is the Ipswich Flexible Learning Centre
- promoting the values of *Respect, Honesty, Participation, and Safe and Legal* as values for everyday life
- giving young people pride and self-confidence within themselves so as to build self-worth and self-respect.
- providing young people with the skills to equip themselves for everyday highs and lows.
- Further updating and providing modern technology for the young people
- giving opportunities to young people to engage in work experience in trades and career pathways
- updating and building up our bank of learning and teaching resources
- the continual upgrading of staff qualifications
- maintaining the high levels of Child Protection competency of all staff.
- growing and strengthening our network connections within the wider community.
- consolidating connections with the Aboriginal community and other cultural groups
- enabling and empowering our transitioned young people to be an integral participant in the broader community
- continuing the Music programme.
- utilising the equipment of the Welding facility where the first project will be built. It is envisaged that the students under the supervision of qualified staff will build a 5.4 – metre aluminium boat from a flat pack kit.
- restoring a Quad-bike,
- the further landscaping of the grounds where outdoor classes can be held, timeout and rest areas can be established. More vegetable and herb gardens along with flower gardens to be built.
- the erection of a pergola in the landscaped area in the front of the school
- building a half court in the school grounds
- the renovating the existing quadrangle to a shaded and more practical use of the area.

CONCLUSION

2016 has seen Ipswich Flexible Learning Centre's students and staff place a larger footprint in Ipswich by the ongoing refurbishment and landscaping of the school. Students and staff have prided themselves on making a little bit of Ipswich their own "Island of Paradise".

David Harrison
Head of Campus
Ipswich Flexible Learning Centre

Tim Young
Principal
Xavier Flexi Schools Network