### Enrolment data across the Network as at 19.09.08

<table>
<thead>
<tr>
<th>Year level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>33</td>
<td>10</td>
<td>43</td>
</tr>
<tr>
<td>Year 9</td>
<td>50</td>
<td>27</td>
<td>77</td>
</tr>
<tr>
<td>Year 10</td>
<td>97</td>
<td>51</td>
<td>148</td>
</tr>
<tr>
<td>Year 11</td>
<td>51</td>
<td>60</td>
<td>111</td>
</tr>
<tr>
<td>Year 12</td>
<td>29</td>
<td>23</td>
<td>43</td>
</tr>
<tr>
<td>Totals</td>
<td>251</td>
<td>171</td>
<td>422 (406 FTE)</td>
</tr>
</tbody>
</table>

### Other information:

- Indigenous Young People: 63 42 105
- Young People in care: 13
- Young Parents: 20
- Young People verified with a disability: 20

### Referral and Transition information:

- Total no of referrals received by end Term 3: 1094
- No. of young people who have transitioned by end Term 3 2008: 128
  - Apprenticeship/Employment: 21
  - Other secondary schools: 22
  - Other engagement programs: 15
  - Further education/AFE: 8
  - Detention: 2
  - Parenting: 2

While total enrolments include 406 full time equivalents a larger number of young people are supported throughout the year. These include:

- Young people who attend part-time (due to work or family commitments)
- Young people who have transitioned during the year
- Young people who do not meet current criteria within state and national census data.

In all schools the demand for placement exceeds capacity. (See table above)
The Young People:
The young people represent a diverse population of indigenous and non-indigenous males and females of secondary school age. The young people who attend FLCs have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses. Such interventions are embedded within an educational framework but also typically involve medical, multidisciplinary, legal and/or social support personnel and systems.

Partnerships:
The EREA FLCN currently has a range of significant partnerships and collaborations which contribute to the sustainability and practice of the schools. Some of these include:
- Department of Education, Training and the Arts (DETA)
- Staff secondments, EQ facilities support, Triannual Service Agreement
- Department of Housing, Community Renewal; Establishment funds for outreach programs
- Brisbane City Council - Staff secondments
- NGO Youth Agencies - United Synergies

Places of community and social inclusion:
A key feature of Flexible Learning Centres is the place they play in the wider community as sites of social safety. As FLCs are located in urban and rural areas of very low socio-economic status these schools become important physical and social places for wider community engagement. Over time the sites become a focal point for communities to gather and develop a sense of self leading to a greater level of participation in the local, state and national political agenda. In short FLC sites offer a place for participation and inclusion to flourish.

The Network:
The EREA FLCN is currently comprised of the EREA FLC Network team, five flexible learning centres and seven outreach programs.
- Network Team (Principal, Business Manager, Learning Choices Manager, Network Support Manager, Justice
- Network Communications/PR Manager
- Network Manager
- Network Coordinator, School
- Network Coordinator, Youth
- Network Coordinator, Addressing

Workforce:
Systemic workforce development and practices across the network are supported to ensure ongoing professional development, reflective practice (individual and whole school) and democratic participation in review and planning. The Network currently employs up to 100 staff including teachers, multimedia youth workers, youth workers, education support workers, chaplains, social workers, speech language pathologist, psychologist, sessional workers (e.g. music, mechanics, art) and administrative support workers.

Future Options:
As of June 2008 the EREA FLCN through the EREA Board has been asked to develop appropriate national responses to community invitations for the provision of education and social inclusion services to those young people who have or are at serious risk of disengaging from mainstream structures. Currently early discussions and community invitations have begun in the Northern Territory, predominantly in Darwin and Alice Springs and in Western Australia. Within Queensland the following initiatives are in various stages of development:
- A part-time lead teacher role to investigate pathways to extend service provision within the Ipswich outreach program. (early 2009)
- Extend current service provision within the Gympie outreach program to incorporate the DETA “Back on Track” program increasing enrolment to 30 young people and building a permanent facility. (mid-2009)
- A new outreach service in the Burdekin region is being investigated with DETA
- A Local Schools Working Together Partnership proposal in the Logan area has been submitted with DETA
- An initial paper is to be researched in partnership with Life Without Barriers exploring educational pathways for young people in care in the Logan area.

Research:
Developing opportunities for research through partnerships with universities, organisations and the staff and young people of the EREA FLCN is an ongoing priority. The underlying rationale of this commitment includes:
- the complexity of our work with young people
- the scarcity of research based practice and evaluation at a national level
- the need for the development of relevant theoretical frameworks based on professional experience, reflective practice and a growing understanding of the complex needs of the disengaged youth whom we support as they make life and learning choices.

Currently the EREA FLCN is undertaking three Australian Research Council (ARC) funded research projects. These include:
- Re-engaging disadvantaged youth through science (with James Cook University)
- Developing a values approach to school renewal (Griffith University)
- Sustainable Selves: A new assessment model for marginalised secondary students (Queensland University of Technology)