

FAME Flexible Learning Centre

2017 Annual Report



FAME
Flexible Learning Centre
Secondary School (7 - 12)
13 McKinna Road, Christie Downs SA 5164
10 Main South Road, Old Reynella SA 5161

This annual report for 2017 is published to provide information about the FAME 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

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.

Introduction

FAME Flexible Learning Centre (FLC) is a Special Assistance school that aims to provide a schooling experience that caters to the needs of all Young People at the school. FAME FLC is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. FAME FLC commenced operation as a registered Non-State School in 2015, and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

FAME FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the FAME 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 FAME 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.

FAME FLC works with young people who are vulnerable and experience a complexity of inter-related needs. As discussed above, participation and retention are key elements in the philosophy of FAME 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.

In order to meet the needs of all Young People FAME uses a variety of practices including trauma sensitive practices to guide Young People through the curriculum. The school is divided into a morning and afternoon program that supports Young People progress towards a variety through the curriculum options from Years 8 – 12.

Best Practice Guidelines

FAME FLC strives to adhere to best practices in all areas of education and wellbeing support.

Individualised Education Programs (IEPs)

All young people have IEPs created for them to ensure that the curriculum is differentiated to suit their needs and abilities.

Negotiated and Articulated Goals

Education programs will negotiate goals and the methods of achieving those goals. Staff work on a daily basis with young people around setting short and long term goals for each young person to ensure they experience success in an educational context.

Professional and Community Driven

FAME values professionalism in all facets of the school. The young people that have enrolled at FAME often have experienced varying degrees of professionalism in their previous encounters with education and FAME strives to provide that professionalism that may have been absent in their educational journey.

Young Person Support

Young People are encouraged to make a commitment to the program and its principles. Young Person achievement is celebrated in regular community meetings. Young people also access welfare support in times of hardship.

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 have a direct role in shaping the curriculum of the school. They are routinely surveyed for topics of interests and teachers plan to that interest, often creating afternoon subjects around a specific interest that link to the Australian Curriculum.

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.

Best Practice Guidelines (Continued):

Child Protection Policy

All staff and volunteers of FAME FLC conduct themselves in a professional manner in their interactions with young people and their families/carers. Our two major mandates, in adherence to the child protection policy are:

- To ensure all practices in the provision of the FAME Program facilitate the care, safety and protection of young people; and
- To respond to concerns relating to the well-being of a young person in a professional, timely and compassionate manner.

Staff and volunteers are also aware of the guidelines around protective practices when working with young people. All staff have been given the Protective Practices document and have electronic access to it. This document is regularly reviewed to ensure best practice is followed.

The staff, at all times promote positive, caring and respectful relationships with the young people based on establishing appropriate boundaries that safeguard young people's emotional and physical wellbeing.

Critical Incident Management Policy

The policy responds to events and/or concerns which are assessed by staff to display threats and serious concern to the well-being of young people and/or staff. The policy clearly indicates Staff and Management responsibilities and required actions in relation to emergency service assistance.

Edmund Rice Philosophy

Staff and volunteers are guided by the Edmund Rice philosophy and Humanitarian Principles of Social Justice, Human Rights, Equity and Access. We are accountable on numerous levels for what we do and how we do it – the young people and their parents/carers are invited to engage in this process.

An open and inclusive service is delivered at FAME FLC where cultural awareness and acceptance is strongly encouraged and embraced.

School Profile as at August Census 2017

The total 2017 enrolment of the FAME FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	0	1	2	10	16	3	32
Female	0	1	4	14	14	11	44
Total	0	2	6	23	30	14	76



Young Person Support

Young people enrolled at FAME frequently voice that over their previous educational journey they have felt unsupported, both educationally and with their wellbeing. Every young person at the FAME FLC have staff who support them in their wellbeing and overall health. Classrooms are designed to provide as much learning support as possible and cope with the wellbeing issues that can sporadically arise. Each class room is comprised of 2 teachers and a welfare/youth worker to ensure a high level of support for the young people. The FAME team seeks to establish a close relationship to each young person that attends the school. All staff endeavor to monitor the young persons' progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues, as well as support their families 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
- Encouraging young people with self-inquiry and an understanding of their emotional responses
- 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. Headspace, CAMHS; Youth Justice
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Informally helping young people develop 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
- FAME provides intensive support to young people by the Senior welfare worker and welfare/youth worker.

Curriculum – Learning Choices Program

Young people at FAME experience a balance of structured classrooms that are catered to their learning needs and choices and subjects designed to be engaging and hands on. The school day at FAME is dividing into a morning and afternoon program, with mornings being more classroom based.

Our three morning class groups include:

Australian Core Skills Framework (ACSF) Class group – designed to account for our younger cohort and young people with low literacy.

Transition group – the equivalent of a middle school curriculum and a class that supports young people to transition to courses or work. The young people have the opportunity to complete Stage 1 SACE in this group.

SACE group – designed to assist young people complete their SACE subject pattern and complete year 12.

FAME's morning classes address the key areas of the Australian Curriculum, Australian Core Skills Framework and SACE framework. They also are utilised to develop strategies to cope with mental health concerns and social skills to work in learning communities.

The purpose of the learning experiences is to empower young people to become responsible for their choices and to value their education as a pathway to liberation. Afternoon subjects are designed to be engaging and cater for a wide range of interests. These are listed below:

YEAR LEVEL	CORE	ELECTIVES (Available to all cohorts of young people)	Certificate Courses (Available to all cohorts of young people)
Year 8 – 10 ACSF Group	<ul style="list-style-type: none"> Literacy Numeracy (both mapped to the Australian Curriculum and Australian Core Skills Framework). 	<ul style="list-style-type: none"> Art Barista Cooking Fundraising Games and Trivia Life Skills FAME Brain Gym Outdoor Education Music – production, band and singing Busking Science Active Class Rhymes and Lyrics Soccer/ AFL Photography Aquatics 	<ul style="list-style-type: none"> Certificate II in Functional Literacy Certificate I in Access to Vocational Pathways Certificate II in Music Industry Certificate II in Kitchen Operations

Curriculum – Learning Choices Program (Continued)

YEAR LEVEL	CORE	ELECTIVES (Available to all cohorts of young people)	Certificate Courses (Available to all cohorts of young people)
Years 10 – 12 Transition Group	<ul style="list-style-type: none"> • Literacy (Certificate II in Functional Literacy) • Numeracy (Certificate I in Access to Vocational Pathways). • (both mapped to the Australian Curriculum and Australian Core Skills Framework • PLP • Essential English • Essential Mathematics 	<ul style="list-style-type: none"> • Art • Barista • Cooking • Fundraising • Games and Trivia • Life Skills • FAME Brain • Gym • Outdoor Education • Music – production, band and singing • Busking • Science • Active Class • Rhymes and Lyrics • Soccer/ AFL • Photography • Aquatics 	<ul style="list-style-type: none"> • Certificate II in Functional Literacy • Certificate I in Access to Vocational Pathways • Certificate II in Music Industry • Certificate II in Kitchen Operations

Curriculum – Learning Choices Program (Continued)

YEAR LEVEL	CORE	ELECTIVE	Certificate Courses
Year 11 – 12 SACE group	Essential English Essential Mathematics PLP Community Studies Research Project English	<ul style="list-style-type: none"> • Art • Barista • Cooking • Fundraising • Games and Trivia • Life Skills • FAME Brain • Gym • Outdoor Education • Music – production, band and singing • Busking • Science • Active Class • Rhymes and Lyrics • Soccer/ AFL • Photography • Aquatics 	<ul style="list-style-type: none"> • Certificate II in Functional Literacy • Certificate I in Access to Vocational Pathways • Certificate II in Music Industry • Certificate II in Kitchen Operations



Outcomes

FAME produces a significant number of diverse and important outcomes each year.

Outcomes for 2017

- 2 young people completed their SACE.
- 1 young person was accepted into post school study.
- 2 young people transitioned to work full time. One of the young people was from the Year 12 cohort.
- 10 young people completed the Certificate I in Access to Vocational Pathways.
- 4 young people completed the Certificate II in Functional Literacy.
- 1 young person completed the Certificate II in Music Industry with a further 7 completed units from the course.
- 19 young people engage with and completed First Aid units.
- 1 young person completed the Certificate II in Salon Assistant.
- 2 young people completed units from the Certificate II in Hospitality course.
- 2 young people completed units from the Certificate II in Kitchen Operations.
- 5 young people partially completed Certificate II in Roof Plumbing and Wall Cladding.
- Over the course of 2017 there were 74 young people enrolled in the Certificate II in Functional Literacy and 66 young people enrolled in the Certificate I in Access to Vocational Pathways. Most young people completed at least one unit from each certificate and many more are expected to complete in 2018.

Wellbeing

The wellbeing outcomes are too numerous to categorise and list for 2017. Wellbeing outcomes for young people are documented in various methods at FAME, including case notes, mentor engagement plans and so on.

There are many cases where young people have been supported to overcome social phobia, high anxiety, anorexia and bulimia, anger issues, drug and alcohol dependency, issues related to Domestic violence (DV) that have left them helpless and homeless, self-harming and suicidal ideation. This has been accomplished through the hard work and dedication of the wellbeing team and staff in setting up referrals, supporting young people to attend appointments, etc.

NAPLAN

In 2017 4 young people participated in the reading, writing, spelling and grammar and punctuation tests, with 3 young people participating in the numeracy test. The school results are filed at distributed to the relevant teaching staff to inform their teaching practice.

Outcomes for Year 12 Students	
Total number of South Australian Certificate of Education (SACE)	2
Percentage of Eligible Students receiving a ATAR score	0%
Percentage of Students awarded SACE and awarded a Vocational Education and Training (VET) qualification	33%
Percentage of Students awarded a VET qualification	66%
Percentage of students receiving an offer	0%

Apparent Student Retention/Attendance Rate

Below is a breakdown of FAME's 2017 attendance rate:

Year Level	Term 1	Term 2	Term 3	Term 4
8	76.74%	77.66%	56.25%	67.65%
9	70.56%	67.69%	78.20%	78.33%
10	58.61%	56.93%	55.26%	57.97%
11	59.39%	51.12%	52.41%	57.97%
12	43.89%	40.81%	30.33%	40.13%
Average	61.84%	58.84%	54.49%	60.41%

The total average attendance across the entire year was 58.89%.

These figures do not take into consideration the explained absences that occurred throughout the year and only represent the statistics

for young people that attended each day. The extended explained absences will be higher in a FLC because many in this cohort of young people suffer from critical mental health issues.

Special Programs that Produce Improved Outcomes for Young People

FAME offers a unique approach towards secondary education to support the cohort of young people.

Morning program

Morning classes at FAME have been developed to create calm and cohesive learning spaces. FAME classes utilise trauma informed practices to compliment the Youth+ model. Currently FAME operates three morning classes to address the different ages, abilities and goals of the young people. This creates a diverse range of year levels and ages in each group.

These are:

Australian Core Skills Framework (ACSF) class.

Transition class.

SACE class.

Supported transport:

FAME strives to eliminate barriers that may prevent young people from getting to school. The school has several 12 seater vans that collect young people from their homes each morning. This supports young people that cannot afford public transport or have extreme anxiety about utilising this method of transport. Vans are also utilised to access a range of offsite programs and travel between the Reynella and Christie Downs campus.

Breakfast and lunch:

Breakfast, lunches and healthy snacks are available to the young people each day. These meals are prepared by a qualified chef/ trainer. Young people can also work with FAME's chef/ trainer to undertake units from the Certificate II in Kitchen Operations and Certificate II in Hospitality courses. Cooking and cleaning skills are further promoted through the life skills program which also includes basic budgeting and meal preparation skills.

Extra-curriculum programs:

FAME has a variety of programs/ subjects that are mapped to the curriculum. The subjects are designed to be engaging, manage well-being, build self-esteem and allow for social skills to be developed. The programs offered are consistently changed to keep engagement high. Below are programs FAME has offered over the 2017 school year:

- | | |
|---|--|
| <ul style="list-style-type: none">• Art• Barista• Cooking• Fundraising• Games and Trivia• Life Skills• FAME Brain• Gym• Outdoor Education | <ul style="list-style-type: none">• Busking• Science• Active Class• Rhymes and Lyrics• Soccer/ AFL• Photography• Aquatics• Music – production, band and singing |
|---|--|

Special Programs that Produce Improved Outcomes for Young People (Continued):

Vocational program:

FAME offers a number of VET options to support the continual training and development of the young people. This is worked to align with the career path of the young person.

FAME uses a mixture of external Registered Training Organisations (RTOs) and internal RTOs to deliver/ support a range of certificates. These have included:

Internal courses offered at FAME in 2017 included:

- Certificate I in Access to Vocational Education
- Certificate II in Functional Literacy
- Certificate II in Kitchen Operations/ Hospitality (including barista units)
- Certificate II in Music Industry

External courses offered via FAME in 2017 included:

- First aid courses
- Certificate II in Salon Assistant
- Certificate II in Metal Roofing and Wall Cladding

Literacy intervention programs:

FAME utilises a variety of programs to assess the young people and tailor individual literacy plan to their ability and needs. Young people utilise the BKSB program which provides accurate assessments of their ability and creates a program based on their results.

Psycho-Social Program:

The welfare of the young people at FAME is paramount. Our psychosocial service seeks to help each young person gain a hopeful vision for their future. It seeks to help them:

- Develop insight into their own behaviours and emotions;
- Develop skills in self-control and conduct;
- Adopt strategies in how to perceive themselves positively;
- Construct goals and a vision for their life;
- Engage in positive social relationships with others; and
- Perceive themselves as a contributing member of society.

We ensure that formal and informal counselling is available at all times for our young people. Each young person has a MENTOR responsible for supporting the young person with their educational, personal, emotional, social, and health needs. This mentor becomes a safe point of call for both the young people and their families. A young person will be referred to the Senior Welfare Worker when it has been identified that they require more intensive support or when the young person is disengaging from the program.

Special Programs that Produce Improved Outcomes for Young People Cont:

Wellbeing Programs:

FAME has a holistic approach to wellbeing that is integrated to all classes. Over the course of 2017 there were also several specific wellbeing programs available to the cohort of young people such as FAME Brain, Life Skills and Meditation.

FAME Brain

In 2017 FAME piloted the FAME Brain program which was designed to teach the young people about their brain and the impact of stress and trauma on its functioning. The program eventuated through working on the Trauma Sensitive Schools Project with Catholic Education South Australia. It also focused on helping the young people to develop strategies around self-care, de-escalation and meditation. Developing these skills in the young people aids in the minimisation of the effects of such things as academic underachievement, mental health issues, psychosocial problems, violent and antisocial behaviour and alcohol and other drug use or/and abuse. The young people at FAME have responded exceptionally well to the social skills program, as seen by their active involvement in discussions. The strengthening of communication skills and listening skills has been observed as a positive by-product of these discussions. There was also an increase in young people being able to identify their emotions and pre-empt their emotional response before they “take hold” of them.

Topics covered in the social skills program include:

- Managing anxiety and problem solving techniques;
- Mechanisms of the brain;
- Fear, Fight and Flight responses;
- Resolving conflict in peer relationships and harassment;
- Depression and anxiety;
- Alcohol and drugs;
- Self-esteem and self-worth;
- Relaxation techniques;
- General therapeutic techniques (CBT, Pet therapy); and,
- Anger management.



Year 12 Cohort 2017 Post School Destination

At the time of publishing this School Annual Report, the information about the post school destinations was ascertained by the mentors of the young people and information we gathered at the time they left school. Young people moved onto their post school destination at varying times throughout the year.

In 2017 two Young People graduated from Year 12.

School Year - 2017	Number of Students in each Category
VET total (certificate IV + III, I – II, Apprenticeship, Traineeship)	1
Working Full-time	1
Working Part-time/Casual	2
Seeking Work	1
Not studying or in the labour force	1
University	0



Co Curricular Activities

FAME 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 included activities that are described as cultural, sporting, and intellectual and/or service related. (See Table below).

Co Curricular Activities offered at FAME FLC in 2017

Culture	Sporting	Intellectual	Service
Woodhouse Adventure Camp	Basketball - Noarlunga Leisure Centre	ARO training - Certificate II in Horticulture Marcellin Technical College - Certificate II in Electro technology	Inspire Mentor Program (Flinders University)
Onkaparinga Council -Youth Week, music performances, night markets and open days.	Soccer - Seaford Soccer Club	TAFE SA - assorted certificates	
Assorted music events	Aquatics - Port Noarlunga	Clubs SA- Certificate II Cooking Operation	
	Gym programs	FAME Brain - CESA	
		Career Expos	

Staff Professional Development Priorities 2017

FAME embarked on a strategic approach towards the ongoing professional development of the staff. This enables the staff to provide the best possible service for the young people. FAME committed to the following professional development:

- Berry Street Training Days;
- Youth+ New Staff Days;
- TAE training and LLN updates;
- Senior First Aid (update);
- Responding to Abuse and Neglect (RAN) training (update);
- Australian Curriculum training;
- VET networking days;
- SACE clarifying workshops;
- ToP days (Reflective Practice and Planning days for Staff);
- Fire Warden training;

Staff engaged in a regular Professional Enhancement Process (PEP) throughout the course of the year. Teaching Staff have also engaged with the Australian Institute for Teaching and Schools Leadership (AITSL) Standards, as part of this review process and Teacher Registration. This process allows staff to reflect on their day to day practice, establish SMART goals and discuss future PD opportunities.

FAME spent approximately \$8,200 on professional development in 2017 school year plus a further \$600 in travel costs associated with attending professional development. This represents an approximate cost of \$670 per staff member towards professional development.

Staff and Staff Qualifications

The staff of FAME FLC are 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 statistics below are based on staff that worked at FAME in 2017 and are currently still employee at the school. The distinctive skills/qualifications and experience of our staff include:

Staff	Number
Total number of Teachers	5 (4.6 FTE)
Total number of Support Staff	7 (5.76 FTE)
Leadership	2 (2.0 FTE)
Total number of Staff	14 (12.56 FTE)

Staff Qualifications	Teacher Number	Support Number	Leadership Number
Certificate	6	5	2
Diploma	0	1	1
BA / BA Honours	6	5	3
Post Graduate Diploma	2	1	1
Masters Degree	3	0	1
Doctorate	0	0	1
Other	0	0	0

The average attendance rate for teachers in the 2017 academic year was 98.5%. The attendance rate of teachers is of a high level for the profession. The average attendance rate for non-teaching staff was 93.4%. This figure does not take into account days away from school for professional development accessed over the calendar year. FAME FLC using an internal system to manage staff absenteeism due to the importance of relationships in this line of work.

The Social Climate of the Centre

FAME FLC has an equal focus on the wellbeing and education of each young person creating a supportive and positive culture for the school. This is expressed through a number of avenues.

FAME utilises a staff-student mentor program to provide a contact point for young people and families with the school. All staff have 8-10 young people that they mentor. Mentors follow up on the young people under their care on a daily basis, including for any absenteeism. Parents/Carers are contacted regularly to ensure they are an integral part of ensuring their child gets the best educational support possible. This fosters a positive relationship between the school and families.

The mentor system is also utilised when conflicts and behavioural concerns arise. Mentors are present at common ground and restorative discussions to advocate for young people and support them to navigate these conversations.

Mentors support young people with their welfare issues. In the case of highly complex issues, the Senior Welfare worker will take over responsibility and following up to support the young person obtain necessary services (i.e. homelessness; drug and alcohol rehabilitation). FAME is well connected with the local health and welfare services. Partnerships include:

- Headspace;
- Ruby's Housing;
- Uniting Communities;
- Connected Self;
- Onkaparinga council;
- Inspire, Flinders University;
- Centacare;
- RASA;
- Mission Australia;
- Re-Engage;
- Life without Barriers;
- Youth Justice;
- Drug and Alcohol Services;
- Centrelink;
- Local medical centres;
- Psychologists (private practices);
- CAMHS;
- Sammy D Foundation;
- SAPOL Liaison officers;
- Reboot, Australian Red Cross;
- Campbell Page;
- MIFSA;
- Novita; and
- Junction Housing.



The Social Climate of the Centre (Continued):

FAME has a strong anti-bullying stance and in the event bullying, or conflict, arises young people are required to attend common ground and restorative conversations. These conversations are followed by mediation between the person who has been harmed and the person who has caused the harm. The desired outcome is to create a positive environment where young people can coexist.

FAME provides breakfast and lunch each day. Leftovers are packaged up and sent home with young people who are in need, including those that identify as homeless.

Induction practices for new enrolments:

Prior to starting school, every young person undergoes a two-hour induction to help them successfully transition back into school. The process also helps to identify barriers to engagement and learning. This also allows for the young person to make a connection to at least one of the staff members prior to starting.

On arrival, the young person is given an in-depth account of how FAME operates, this includes a discussion around the Working by Principles and our Common Ground philosophy. During the induction, assessments are made including:

- BKSBS literacy and numeracy testing;
- Well-being interviews/assessments; and,
- Coaching Young People for Success (goal setting program).

One month later, their Individualised Education Plan (IEP) and student profiles are created (once we have had more interactions with them and observations of them). The profiling consists of questions around the young person's academic engagement, welfare and family history. As a school, we use the profiling as a way to measure their development over the time they are at FAME.

Individual Education Plans (IEPs)

All young people at FAME have IEPs created. This documents barriers to their learning, any special needs and differentiations to the curriculum that are required for them to purposefully engage with the curriculum. This is a strong focus of the school as FAME FLC is registered as a Special Assistance School.

Involving families and young people in the FAME community

FAME FLC places a high emphasis on involving carers of the young people with the school. This includes receiving regular updates around the positive progress young people make to foster a strong relationship with the school and family. By providing positive feedback families become more willing to engage with the school when conflict or behavioural concerns arise.

FAME supports and encourages this role of parents/carers through:

- Newsletters;
- Celebration Ceremonies;
- Carer / Teacher Interviews;
- School Reports;
- Regular phone calls;
- Cultural celebrations.

Home Visit Policy

Home visits to young people are conducted by FAME staff for two key reasons:

- When a young person is at risk of disengaging from the program; and
- When the young person is confined to home due to carer responsibilities, extreme mental health issues (i.e. anxiety), juvenile justice detention, etc.

Home visits are conducted when there has been no response to other processes of communications (phone calls, texts, emails, and letters to home). These visits can be very useful in re-engaging parents who have shown little interest in being involved in communication with the school. Home visits also help to break through transport barriers that many of young people's families have. FAME FLC has a documented home visit policy to ensure best practices in this area are utilised.

Financial Performance 2017

REPORTING FRAMEWORK	MODIFIED CASH	\$
Recurrent income		
School fees		
Other fee income		
Private income		14,850
State government recurrent grants		326,877
Australian government recurrent grants		1,224,207
Total recurrent income		1,565,934
Recurrent Expenditure		
Salaries; allowances and related expenses		1,198,064
Non salary expenses		461,099
Total recurrent expenditure		1,659,163
Capital income and expenditure		
Government capital grants		
Capital fees and levies		
Other capital income		
Total capital income		27,273
Total capital expenditure		117,465
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance		
Total closing balance		

Information Communication Technologies (ICTs)

FAME FLC has been able to move towards a phase of consolidation around the use of ICTs with the staff and young people as the school has now been in a stable location since 2016. Staff are provided with laptops for their classes and administration duties as well as mobile phones to remain in contact with carers.

Classroom ICTs

Interactive projector and software.

The interactive project allows for young people to physically interact with various lessons such as mathematic/ spelling games. It also functions at FAME as a physical method for young people to 'check in' with their class and communicate with their teacher how they are feeling and what work they will be progressing with on any chosen day.

Laptops.

These are utilised across the whole school to support young people with their individualised curriculum. Laptops also support the learning styles of the young people as their mobility allows for them to be utilised in group situations or for people who prefer to work on their own. Staff use their laptops to run Google slideshows for their lessons.

Instructional videos.

FAME staff have a number of lessons recorded with explicit teaching of different concepts. This allows young people to access the curriculum at any time and supports the young people that may have extreme forms of anxiety.

Testing software.

FAME utilise a variety of software to assess the capabilities of the young people. Upon enrolling at FAME all young people are required to completed a literacy and numeracy diagnostic assessment with the Basic Key Skill Builder (BKSB). This information is then passed onto the classroom teachers to help tailor a program for the young person.

Music software.

The FAME music program uses three iMacs. Software is used for audio and midi editing. GarageBand, Logic Pro X, Reaper Universal Control, Mbox drives and internet browsers to access music resources online.

Administration software

Attendance programs..

Staff access the Catholic Education portal to monitor the attendance of the young people.

Staff shared drive.

Staff use this drive to store all relevant electronic documents from curriculum planning to case noting.

Online reporting.

Staff use online platforms to enrol and result young people engaging with SACE and NAPLAN.

School Review/Surveys

The young people at FAME have a crucial role in shaping the direction of FAME and add valuable input to the continual development of the school. This occurs through constant conversations and reflections with the staff.

FAME is a strategically planned school. The school regularly revises business plans, policies and procedures to ensure best practice models are followed at a governance level. FAME continues to have a strong commitment towards Work Health and Safety (WHS) and Risk Management. These processes are regularly reviewed at staff meetings.

In 2017 FAME developed Strategic Actions for the year as part of the Annual Improvement Plan and to support the development of FAME's 2018 – 2020 Strategic Plan. The strategic actions were developed in consultation with the entire staff at ToP days over the course of the year to ensure all staff had a voice in the direction of the school.

FAME continues to implement strategic professional development for all staff to support the growth of the school. FAME utilises several processes to identify appropriate professional development opportunities and foster ongoing development of the schools valued practices.



Progress Towards Goals for the 2017 Year

The Central West Flexi Schools Network Leadership is continuing to make an ongoing commitment to the strategic planning for the long term and sustainable development of the FAME program. This planning will continue to support the mission, vision and values of FAME.

Our Mission:

Nurturing and empowering young people by providing learning opportunities that expand life's possibilities.

Our Vision:

Liberation and hope through education.

Our Values:

Respect, Participation, Safe & legal and Honesty

In 2017 several operational goals and strategic actions were identified in conjunction with FAME staff for the FLCs part of FAME's Annual Improvement Plan. The goals are outlined below:

Goals from FAME's 2017 Annual Improvement Plan

Goal 1: The individual needs of young people are met through informed practice and flexible learning choices.

Goal 2: Young people experience a range of community linkages that enable positive futures.

Goal 3: The evolving needs of the community are listened and responded to.

Goal 4: Through excellent practice lead in the field of flexible education

Goal 5: Maintain Fidelity to Operation by Principles on Common Ground

Goal 6: People and their development area valued

Goal 7: Governance, structures and policies are robust, responsive and accountable

Goals for 2018

Key goals for FAME in 2018 are:

- In collaboration with key staff and organisations, discern the key measures that demonstrate the effectiveness of the program including attendance, participation, wellbeing, education, transition, community involvement and other areas.
- Develop a data capture and reporting system to enable better decision making through analysis and interpretation of this data.
- Develop a mailing list of people to receive regular updates in relation to FAME.
- Develop a cycle of regular events to engage key CESA and DECD people in our FAME program.
- Develop a cycle of regular opportunities to engage our local Catholic parish and Bishop, community service leaders, as well as local, state and federal politicians in our FAME program.
- Review current planning practices to incorporate differentiation and trauma practice.
- Develop appropriate structures that enhance staff collaboration and reflection.
- Implement and embed the new IEP and Tracker processes.
- Provide opportunities for staff to lead action research projects.
- Refine the processes for whole and individual staff professional development and formation.
- Investigate options for staff personal wellbeing plans.
- Integrate the wellbeing program into our formal and informal curriculum.
- Develop a holistic approach to wellbeing incorporating individual, team and organisation wellbeing plans.
- Create opportunities for personal reflection for staff and young people to enhance their understanding of the sacred and spiritual.
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- Develop a holistic approach to wellbeing incorporating individual, team and organisation wellbeing plans.
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- Develop programs for involvement of our young people in the local community (i.e. Council and Community projects).
- Research and implement a response for young people who are unable to engage in our onsite program.
- Expand opportunities for work experience and industry placements.
- Develop leadership opportunities and development for our young people

Conclusion

2017 was another successful year for FAME. The community is very settled into the shared spaces across the two Onkaparinga Council Youth Centres. The high level of attendance achieved throughout the year can be attributed to the quality of relationships that staff build with young people and their families and carers.

It is pleasing to see the achievement of our young people being recognised and celebrated in this community. FAME looks forward to supporting more young people to achieve positive learning and wellbeing outcomes in 2018.

Yvonne Schultz

Head of Campus
FAME Flexible learning Centre

Gerard Keating

Network Principal
EREA Youth+ Central West Flexi Schools Network