

Annual Report 2017



*Geraldton Flexible Learning Centre
Secondary School (7 – 12)*
15 Bayly Street
GERALDTON WA 6530

This annual report for 2017 is published to provide information about the Geraldton Flexible Learning Centre (GFLC) for parents/carers, young people and other interested parties. This report contains the details 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***

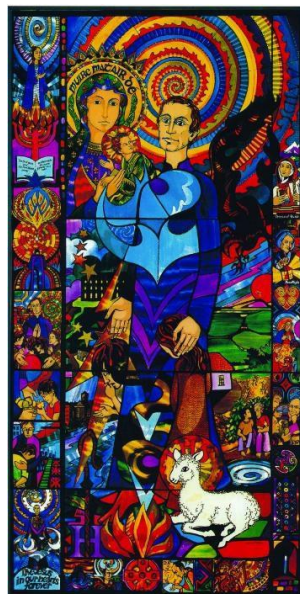


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Youth+ Foundation Statement

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

The GFLC had been operating since 2010, providing a much-needed alternative option for education in the Midwest region of Western Australia. The region itself has thrived during the mining boom and local development projects supported by this boom. During this time, those who are marginalized and disenfranchised from the education system gained little benefit and now as this boom has ended, they have become even more disenfranchised. The GFLC offers one of very few options available in regional WA for this cohort of young people. The philosophy of the GFLC draws on the spirit and vision of Edmund Rice Education Australia (EREA) and is firmly grounded in the Charter document of this organisation (see www.erea.edu.au). The document expresses EREA's commitment to justice and solidarity with disenfranchised young people of all social, cultural and religious backgrounds, through building inclusive communities, providing a liberating education founded in our commitment to gospel spirituality.

With a dynamic staff including teachers, youth workers, administration personnel, and contract specialists, we are able to deliver an engaging curriculum, including Certificate level courses, Numeracy and Literacy programs and a diverse array of appealing activities. The GFLC celebrate the unique character and hopes of young people of secondary school age, through offering programs, which meet the individual needs of young people, with small group learning, service provision from teachers and youth workers and learning experiences, which support their social and emotional needs, along with their academic requirements.

As a CARE school GFLC provides young people from this area the opportunity to re-engage in education in a supporting learning environment. Our staff aim to build trusting relationships and so provide educational pathways for young people who are currently disengaged from education. The school achieves its mission through the underpinning of 4 Principles. These are: Respect, Safe and Legal, Participation (having a go) and Honesty. These Principles are used by the young people and the staff, to encourage learning, build personal relationship and resolve conflict.

Enrolment acceptance at the GFLC is dependent upon the outcome of an interview, composition of classes and the existing conditions of the current student group. Young people at the GFLC are empowered to take responsibility for their actions and their learning.



Best Practice Guidelines

GFLC identifies a number of best practice guidelines supportive of meaningful, socially inclusive educational experiences. While not exhaustive, the following provide 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 program.

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

Educational 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 school and its principles. Young People achievement is valued and celebrated with appropriate recognition given to the uniqueness of adolescent development.

Family/Carer Involvement

Families 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 relationships is a priority.

WA Curriculum

As a registered CARE School

'CARE Schools are identifiably different in their niche clientele, size, nature, goals, methodology and intent; they are therefore treated differently to mainstream schools.'

(Western Australian Curriculum and Re-Engagement {CARE} Schools Charter)

GFLC endeavours to meet the needs of our cohort and the community while also adhering to the requirements of government and Catholic Education Western Australia (CEWA), as such the curriculum is based on the foundation that all young people are on negotiated Individual Learning Plans. These plans are developed in consultation with families and in accordance with the School Curriculum Standards Authority - Teaching,

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 Multidisciplinary Teams

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

Child Protection Policies

All staff and volunteers of GFLC 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 Geraldton FLC 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. 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. Staff also attend training in Child Protection practices

Critical Incident Management Policy

The policy responds to events and/or concerns, which are assessed by staff to display threats and serious concerns 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.

School Profile

School Profile as at August Census 2017

Full Time Students		2016			2017		
Educational Level	Year	Male	Female	Total	Male	Female	Total
Secondary	Year 7	3	6	9	4	1	5
	Year 8	9	7	16	7	5	12
	Year 9	10	10	20	6	10	16
	Year 10	9	2	11	10	4	14
	Year 11	8	12	20	9	3	12
	Year 12	5	6	11	6	4	10
Secondary Total		44	43	87	42	27	69

Full-time Students by Year and Age (2017)

Secondary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
11													0	0
12	4	1											4	1
13			7	5									7	5
14					7	9							7	9
15							10	3					10	3
16							1		9	3			10	3
17											5	4	5	4
18											1		1	0
Total	4	1	7	5	7	9	11	3	9	3	6	4	44	25

Full-time Indigenous Students by Year and Age (2017)

Secondary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
12	3												3	0
13			5										5	0
14					5	8							5	8
15							7	2					7	2
16							1		6	2			7	2
17											5	4	5	4
18											1		1	0
Total	3	0	5	0	5	8	8	2	6	2	6	4	34	16

Student Learning

Young Person Support

In 2017, each young person at the GFLC continued to be allocated to a class team with a youth worker and teacher having the role of supporting them and working with them on their Individual Learning Plan (ILP). These teams had additional support from the Heads of Campus, the Head of Wellbeing and a senior Aboriginal Youth 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, to plan curriculum and overall, to support the young person to achieve their stated personal and educational goals. The roles may be fluid, with the ability to interface, depending on the Young Person's needs at the time. The role of this team is broad in scope, in-depth in its substance, and long-term in relationship. It includes:

- In-house mentoring and advocacy;
- Providing appropriate educational learning experiences differentiated to meet the Young Person's learning and wellbeing needs;
- Supporting the young person and their families in times of challenges or practical need;
- Maintaining the close partnership between school, student and parent/carer;
- Working in partnership with other agencies who are involved with students e.g. Youth Justice, Health services, Community Agencies, Department of Family and Child Protection etc;
- 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; and
- Supporting young people with issues of drug misuse and self-harm.

Throughout 2017, support continued to be required in areas such as food parcels, advocacy and agency referrals in unprecedented numbers. It is clear, that as a school, we reflect many of the issues which are being experienced throughout our community. Much effort was put into ensuring we have strong networks for support of our Young People.

Curriculum Structure

Relevant and Responsive Learning Choices

Learning begins with awareness of people’s circumstances and an ability to create a learning framework that is both relevant and responsive to the needs of our young people. Our responsive learning framework hopefully incorporates the necessary challenge for transformation and development of the whole person.

Senior Transition Group <i>Years 11, 12 and beyond</i>	<ul style="list-style-type: none"> • Foundation Maths • Foundation English • Foundation Career and Enterprise • General Maths • General English • Cert I/II Functional Literacy (Youth+ RTO) • Cert I/II Vocational Pathways (Youth+ RTO) • Certificate I Visual Arts (Youth+ RTO) • Cert I Gaining Access to Training and Employment (Central Regional Tafe RTO) • Consideration given to application to endorse through SCASA ‘Life Beyond School’ course including First Aid qualifications, employability skills, Driver’s License, Job skills package; • Investigation of Health and Physical Education courses and Aboriginal Language courses such as Aboriginal and Intercultural Studies (SCASA)
Project Group <i>Years 9, 10</i>	<ul style="list-style-type: none"> • K-10 English • K-10 Maths • K-10 Health and Physical Education course • Other WA Curriculum subjects – Science; HASS; The Arts etc • Endorsed programs
Immersion Group <i>Years 7, 8,</i>	<ul style="list-style-type: none"> • K-10 English • K-10 Maths • K-10 Health and Physical Education course • Other WA Curriculum subjects – Science; HASS; The Arts etc
Mobile Engagement Program <i>Years 7 - 12</i>	<ul style="list-style-type: none"> • K-10 English • K-10 Maths • K-10 Health and Physical Education course • Other WA Curriculum subjects – Science; HASS; The Arts etc



Data

Compass Testing Data 2017

Students enrolled at the GFLC participate in the COMPASS testing program.

COMPASS Results

Compass Blue 6 to 7 Year Olds

Legend: Reading

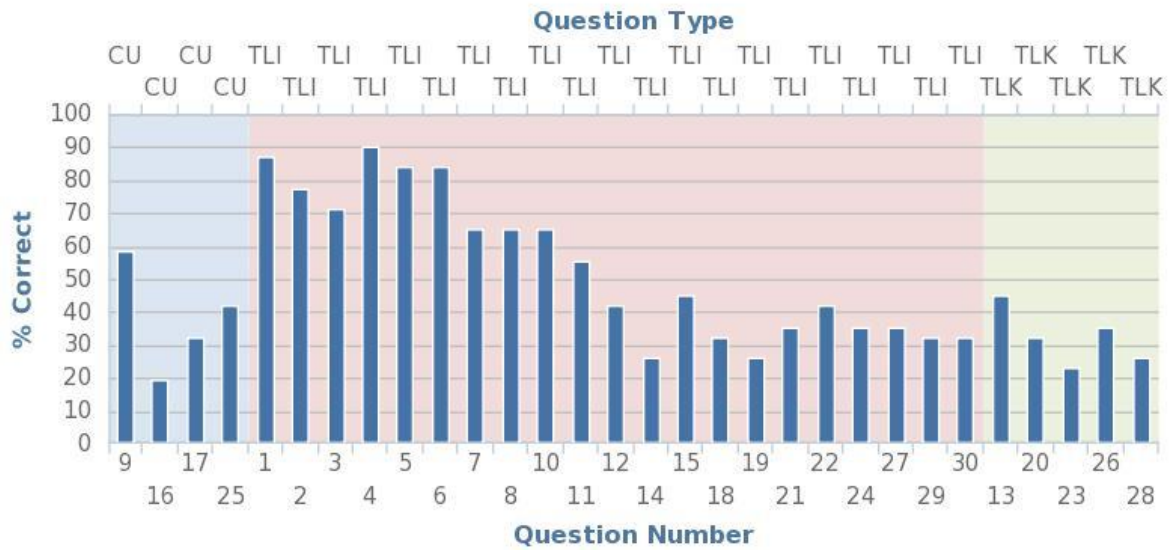
TLI - Text Location and Interpretation

CU - Contextual Understanding

TLK - Text Language and Knowledge

Compass - Reading

Question Percentage Correct - Ordered by Question Type

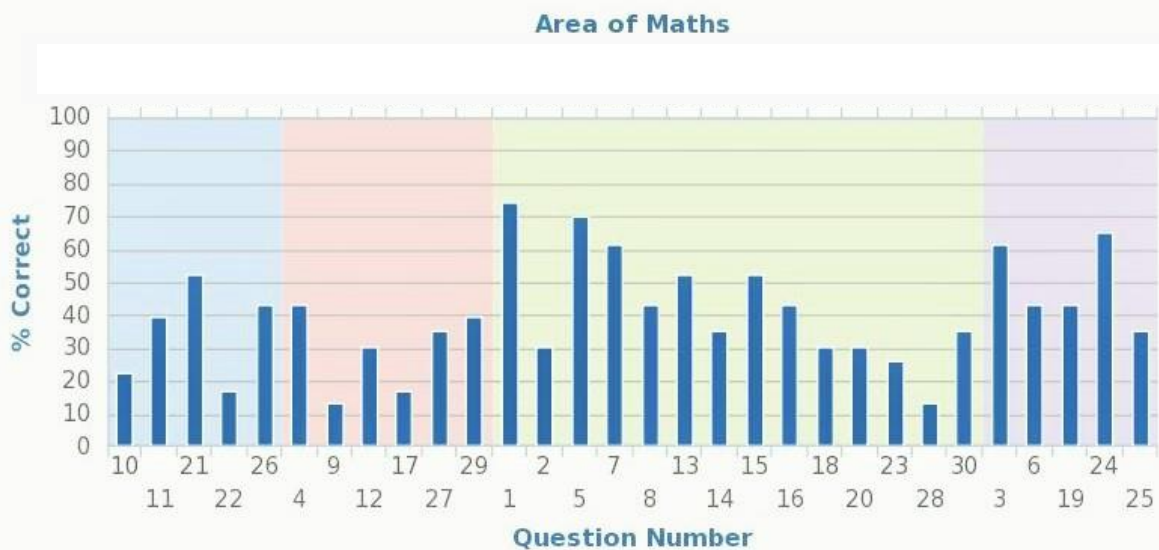


Legend: Math

Blue-Chance & Data; Pink-Measurement; Green-Number; Purple-Space

Compass - Maths

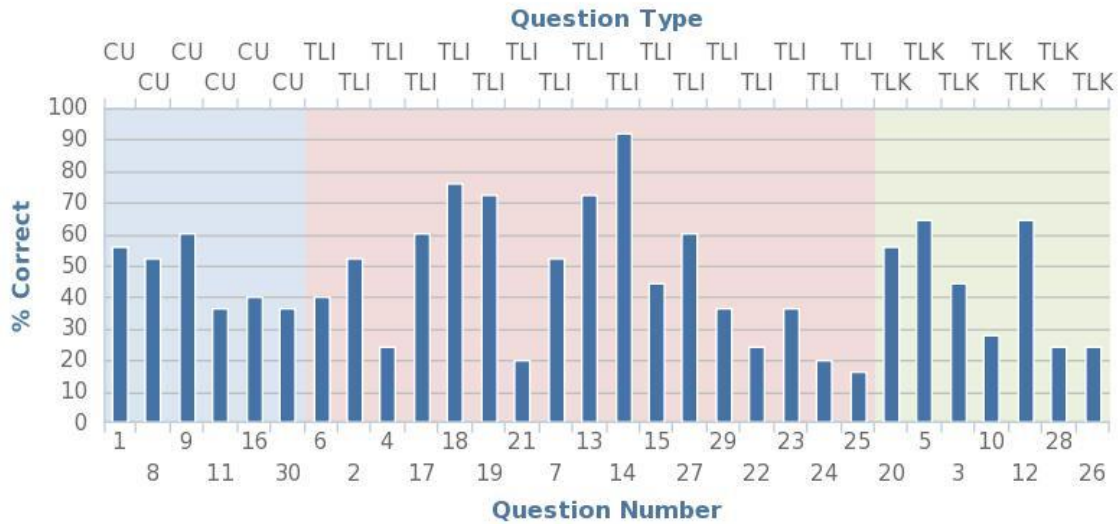
Question Percentage Correct - Ordered by Area of Maths



Compass Orange 8 to 9 Year Olds
 Legend: Reading

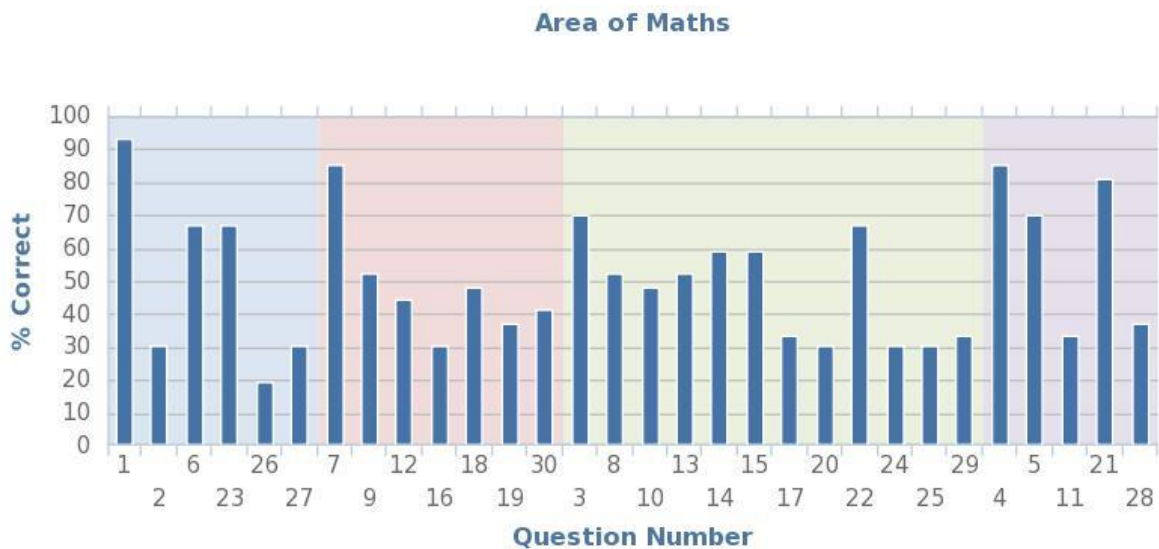
TLI - Text Location and Interpretation
 CU - Contextual Understanding
 TLK - Text Language and Knowledge

Compass - Reading
 Question Percentage Correct - Ordered by Question Type



Legend: Math
 Blue-Chance & Data; Pink-Measurement; Green-Number; Purple-Space

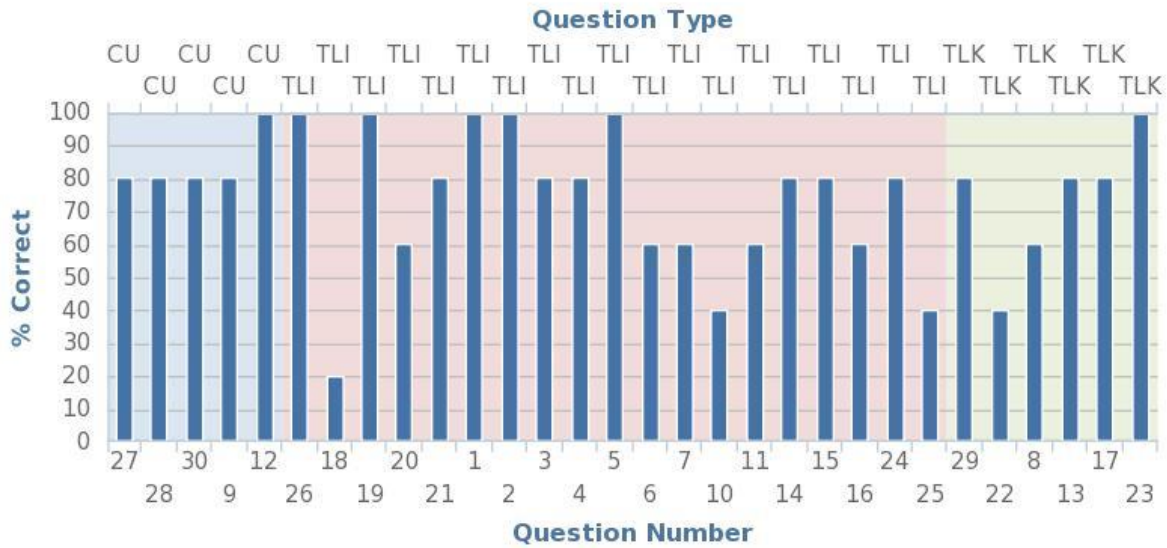
Compass - Maths
 Question Percentage Correct - Ordered by Area of Maths



Compass Purple 10 to 12 Year Olds
 Legend: Reading

TLI - Text Location and Interpretation
 CU - Contextual Understanding
 TLK - Text Language and Knowledge

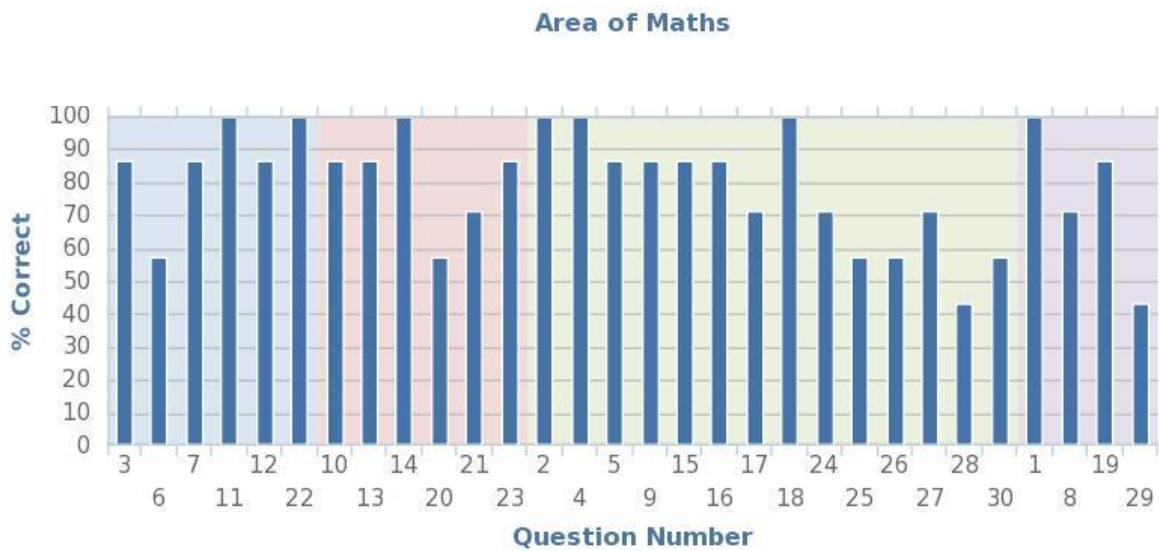
Compass - Reading
 Question Percentage Correct - Ordered by Question Type



Legend: Math

Blue-Chance & Data; Pink-Measurement; Green-Number; Purple-Space

Compass - Maths
 Question Percentage Correct - Ordered by Area of Maths



OLNA Testing

In 2017 OLNA testing was implemented for the first time in accordance with the requirements of the CEWA Audit. Over the two periods during which the testing was conducted, a total of 44 YP from years 10 to 12, were eligible to sit the components. YP are required to achieve an ACSF level of 3 in the areas of numeracy, reading and writing.

Below is a summary of results based on year groups.

Percentage who achieved standard	Year Group	Numeracy	Reading	Writing
	10	0	0	0
	11	12%	12%	0
	12	6%	11%	22%

Naplan Testing

In 2017 Naplan testing was conducted across years 7 and 9.

A total of 5 Yr. 7s and 17 Yr. 9s were eligible to sit each of the 4 components.

Attendance for that week was sporadic with 9 and 14 YP in attendance.

Below is a summary of the YP who tested within the required band, based on year groups.

Year	Language Conventions	Writing	Reading	Numeracy
7	0	0	0	0
9	1	1	0	1

Outcomes

Senior Transition Class

This year all results were uploaded to SIRS to allow for the results to be recorded on the Young Person's WASS WACE. In 2017 the following WACE subjects were offered. All courses were run at the Year 11 level, unit 1.

Foundations English.

18 YP enrolled 5 YP completed

Foundations Math

18 YP enrolled 5 YP completed

Foundations Commerce and Enterprise

18 YP enrolled 5 YP completed

VET

The following Certificates were delivered in 2017.

Cert 1 in Gaining Access to Training and Education (GATE)

10 YP enrolled 3 YP completed

Cert 1 in Visual Arts

10 YP enrolled 7 YP partially completed

Endorsed programs

2 YP completed the Leeuwin, Explorer Program.

Careers

2 YP successfully completed their work experience program

Junior Classes

Focus on Literacy and Numeracy through delivery of project based learning activities. Progress is measured through COMPASS testing.

Student Retention

Due to changing over of recording systems this data is unavailable at this time.

Special Programs that Produce Improved Outcomes for Young People

GFLC provides a number of special programs to engage our young people and to improve their Wellbeing and Outcomes including:

- Keys for Life
- Leeuwin, sailing program (supported by the local Shire)
- Learning Group Camps
- Entire school camps
- Senior First Aid
- Mayu Wanggajimana – Local Indigenous Cultural Program
- Tennis Program – supported by Kids Tennis Foundation
- Holiday program

Year 12 Cohort Post School Destinations

In Term 4 2017 22 young people were enrolled in the senior transition class across the term. Of these:

- 7 Returned in 2018
- 4 transitioned to Geraldton TAFE
- 2 to another High School
- 5 Graduated
- 1 Department of Corrective Services
- 3 Whereabouts unknown

Co-Curricular Activities

GFLC supports a range of Co-Curricular activities for our Young People including:

- Midnight Basketball Community Program
- Learning Group Camps including a variety of Outdoor Adventure Based Learning Activities
- Build a Bike Community Program.
- PCYC Fitness Program
- Tree Planting supporting the Green Army local project
- Community Art Projects



Facilities/Infrastructure

The GFLC operates out of CEWA property on Bayly Street in the centre of Geraldton. GFLC uses one of the buildings on old St Patrick's College site. This site also caters for an independent Steiner style school for 4 to 13 year olds the old boarding facilities which offer some staff residences for Nagle Catholic College employees. The regional Catholic Education Office also located on site. Our centre is located in the main building, a three level structure of which we are able to access the bottom two levels giving us three classroom type rooms, a small activity room, an office/staff area, an old science lab converted into an art room, a small kitchen and a dining area. An activity room provides a space for our young parents and their babies. This room allows for feeding, changing and sleeping routines for the babies but also provides a space to run small classes focused on life skills, in particular those associated with parenting. Another space at the opposite end of the building is used as a cultural space and gives our Aboriginal Youth Workers the opportunity to use for some cultural programs. Capital Works funds from the school budget resourced these improvements.

The building itself, due to its age and condition, continues to require significant regular maintenance and negotiations are under way to utilise alternative buildings on the site. Discussion about the future of the school and its place in the Geraldton Community are being held. The further development of buildings on this site are awaiting the completion of a review by CEWA and the Diocese. It is hoped some resolution can be found to enable our FLC to have a more suitable facility in the near future.

A number of vehicles, predominantly Hi-ace mini buses are used by the school. The fleet includes 4 mini buses 2 wagons and an office sedan vehicle. A list of current vehicles is attached in Appendix 1.

Staffing

Staffing Profile

The GFLC boasts a tight knit staff all of whom work together within the guidance of the 4 Principles strive to provide the best educational and wellbeing outcomes for the Young People enrolled at the centre.

POSITION	FTE	DESCRIPTION
Head of Campus	1.0	Overall operational responsibility for school.
Associate Head of Campus	1.0	Operational responsibilities and Teaching load 0.25
Administration Officer	1.0	Responsibility for administration, workplace health and safety, compliance and office management.
Head of Wellbeing	0.8	Responsibility for youth worker portfolio, family and community connections as well as direct service provision.
Teacher	4.0	Teaching provision to Young People enrolled at the centre along with pastoral care and wellbeing support.
Youth Worker	4.6	1 x Indigenous Positions 3 x Youth workers 0.6 x Out Reach Youth work and program provision to Young People and
Student Welfare Worker	1.0	Partially funded through the National Chaplaincy Program, this role is about extended Youth Work support to Young People and their families.
Cleaner	0.4	A part time position.
Cook/Chef	0.4	Casual position.

Art Specialist	0.2	Provision of specialist Art programs for enrolled Young People.
Network Principal	0.3	A position created which covers 3 FLCs across 3 states
Network Senior Admin	0.3	Provides support across the 3 FLCs in 3 states
Business Manager & Finance Team	0.7	Provide support across the 3 FLC in the Network

All teaching staff employed at the GFLC must hold registration with the Teacher’s Registration Board of WA. This requirement is checked regularly by the Heads of Campus. All staff must meet the requirements for the WWCC (Working with Children Check accreditation) and Criminal History checks.

Professional Development

STAFF MEMBER	PD	DATE	FUNDING
All Staff	Technology of Participation (ToP) Days – work practice reflection and planning supported by Network Team	Term 1 Term 2 Term 3 Term 4	Network
All New Staff	New Staff Days – Induction, Trauma Informed Prac; Common Ground; 4 Principles	18-20 January	Youth+
All Staff	Reboot – Staff Wellbeing Program	June 29 & 30 Dec 11	School School
All Staff	Berry St Trauma Informed Practice Training	Sept 14 & 15	School
All Staff	Youth+ Practice Development	July 17-20	School
	CARE Schools Conference	Term 2	School
Head of Campus	Head of Campus National Gatherings Development/Networking Seminars	Term 1 & 3	EREA Youth+
	Network Meetings – Network Principal; Heads of Campus	Term 1 Term 2 Term 3 Term 4	Network Team
New Staff	Child Protection Training	Term 4	CEWA
1 x Teacher	Cert IV Workplace Assessment & Training update	Semester 2	Youth+ RTO

Head of Campus/Network Principal Heads of Campus	Leaders Forums	Term 1 Term 3	CEWA

All staff engage in an Annual Performance Development and Review Process. Teaching Staff have also engaged with the AITSL Standards as part of this review process and Teacher Registration.

In 2017 GFLC spent \$6,378 on staff professional development plus travel costs of \$2,553 to attend these professional development programs. Equating to \$620 per employee (based on 14.4 FTE).

Staff Qualifications

Staff	Number
Total number of Teachers	6.6
Total number of Support staff	9
Total Number of Staff	15.6

Qualifications	Teaching Staff	Support Staff
Certificate	5	6
Graduate Certificate		2
Diploma	1	9
Graduate Diploma	1	
Post Graduate Diploma	1	
Bachelor Degree	6	
Masters Degree	1	
Doctorate		
Other		

Staff Absence

The average attendance rate for teachers in 2017 academic year was 95.1%. The attendance rate for teachers is extremely high and reflects the low rate of sick leave that was accessed by staff. The average attendance rate for non-teaching staff was 93%. These figures do not take into account days away from school for Professional Development that have been accessed over the calendar year. The low rate of sick leave accessed, demonstrates that Temporary relief staff are not generally used in Flexible Learning Centres due to the importance of relationships in working with our young people.

Financial Performance

Funding Details – Geraldton FLC

REPORTING FRAMEWORK	MODIFIED CASH	\$
Recurrent income		
School fees		
Other fee income		
Private income	26,153	
State government recurrent grants	463,242	
Australian government recurrent grants	1,370,594	
Total recurrent income	1,859,989	
Recurrent Expenditure		
Salaries; allowances and related expenses	1,456,269	
Non salary expenses	596,009	
Total recurrent expenditure	2,052,278	
Capital income and expenditure		
Government capital grants		
Capital fees and levies		
Other capital income	0	
Total capital income	0	
Total capital expenditure	18,137	
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance		
Total closing balance		

School Community Life

The GFLC has intentionally created an environment based around compassionate care which is evident in the daily practices of the school.

Strengths

- Breakfast and lunch program – staff and young people share meals together – good community building time.
- Morning meeting – all staff and young people meet to start the day and be present to each other. Young people are starting to speak out more in the meetings with the aim being that young people will run the meetings.
- Range of engaging activities offered including sport, art and wellbeing activities.
- Strong relationships with core group of young people.
- Operation by principles – no school rules – young people and staff all operate within a common ground framework which breaks down traditional power – authority paradigms. This approach gives young people a voice and a responsibility for their actions and this culture is starting to build.
- Development of learning spaces which support greater engagement.
- Working closely with other agencies – CPFS, YJS, PCYC, STAY, etc.
- Developing Individual Learning Plans with young people which focus on high interest areas and areas of need both educational and social emotional.
- Building relationships with young people and families fundamental to the success of the school.
- Regular follow up with families/ guardians.
- Daily follow up of non-attendance.
- Celebration of achievements e.g. attendance, participation, learning outcomes.
- Growth of Student Welfare Worker programs – including Vaccinations, Health and Dental checks, Food parcels.
- Friday program developed as Wellbeing Day with programs aimed at engaging and supporting Young People's mental and social/emotional development.
- Mobile Engagement Program – an alternative program set up for extremely disengaged young people who struggle to engage with school based education. A bus staffed with a teacher and a youth worker caters to a group of up to 12 young men with a program which utilises community infrastructure such as PCYC, public library, museum, gallery etc. The program focusses on re-engagement and building capacity for school.
- Mayu Wanggajimanha Cultural Program – a program celebrating local Indigenous culture through language classes and other offerings. Initiated by our Indigenous Youth worker, the program is offered to Young People once per week and engages local organisations and community groups.

New Initiatives

- Outreach Program - a new concept initiated for Geraldton FLC to address a growing need with a cohort of Young People who predominantly due to anxiety issues, struggle to attend school. The program meets Young People at their point of need and is designed to have a youth worker and a teacher deliver engagement strategies to homes. The intention is to build capacity and connection with the school.
- Structured, leveled classes –Each year cohort is allocated a teacher and youth worker who are responsible for meeting the wellbeing and education needs of the young people in their group. YP are allocated according to age, ability and capacity.

Stakeholder Engagement

The Head of Campus, teachers and youth workers have established the following indicators of stakeholder satisfaction.

Increased engagement is demonstrated by young people who are:

- ❖ participating in morning meetings;
- ❖ negotiating their behaviour and attendance using the language of the four principles: Respect, Safe and Legal, Honesty and Participation;
- ❖ making contact with workers to let them know where to pick them up or if they are not attending;
- ❖ identifying as a member of the GFLC Community;
- ❖ making more positive choices as they do not want to leave school early;
- ❖ engaging in sport, art and other activities;
- ❖ engaging in both formal and informal learning opportunities;
- ❖ being supportive and welcoming when a new young person starts; and
- ❖ demonstrating greater willingness to be involved in community activities.

Parents and caregivers feedback has been overwhelmingly positive with increased family referrals for new enrolments, with comments which reinforce the good work being done at the centre. Other caregivers frequently comment that they are happy that their young person is now attending school, along with comments about their child feeling safe and respected at the FLC.

Throughout 2017, case workers from government and community organisations continued to indicate young people's improved attitude to schooling and this increase in confidence resulted in improved referrals from these groups. These referrals have also increased from other schools throughout the Midwest, another indication of increased engagement and confidence with the school.

Strategies to involve Parents/Carers in the Education of their Young Person

GFLC recognises that parents/carers/family/community members 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 through:

- ❖ Home visits – these occur daily and allow staff to interact with families and build supportive connections;
- ❖ Newsletters, emails, phone call;
- ❖ Parents and carer meetings;
- ❖ Social celebrations; and
- ❖ The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.



Future Direction

The GFLC continues to establish itself as a viable alternative educational community in the Midwest region. We are looking forward to building on the successes of 2017 by providing and enhancing educational and social inclusion for all Young People.

In 2018 our Annual Improvement Plan will have emphasis on:

- ❖ Continuing conversation regarding the future of the GFLC on its current site and develop plans which reflect the Centre's growing needs;
- ❖ Maintaining and stabilising enrolments in our current facility;
- ❖ Implementing the use of data informed practice;
- ❖ Further the implementation of the school's curriculum plan:
 - Access to more accredited learning outcomes including VET courses for our senior group and WA curriculum in the lower secondary classes;
 - Review curriculum planning templates and implement a common approach;
 - Redevelop the PLP process to incorporate the IEP for all students; and
 - Further refine the school timetable to align with school registration requirements and the learning and wellbeing needs for our young people.
- ❖ Building a positive learning environment within a safe school culture;
- ❖ Continuing the professional development on Trauma Informed practice and the wellbeing programs for staff and young people;
- ❖ Extending partnerships with other organisations in the Geraldton area;
- ❖ Increasing our connections with carers and families;
- ❖ Improving and streamline reporting procedures; and
- ❖ Establishment of a local GFLC Advisory Group.

Conclusion

Geraldton Flexible Learning Centre has had a challenging 2017. The issues in the local community meant our school community needed to work very closely with our young people to gain commitment to our 4 principles and common ground. This approach has been very successful and our young people and community are working with us to create Geraldton Flexible Learning Centre as a place of peace and non-violence.

We look forward to enhancing the learning and wellbeing outcomes for the young people we serve in 2018.

Heather Brett

Head of Campus

Geraldton Flexible Learning Centre

Gerard Keating

Network Principal

Central West Flexi Schools Network

Appendix 1 – Vehicle Register

ITEM	STATE	YEAR OF MANUFACTURE	MAKE	MODEL	BODY TYPE (Bus, Dual Cab, Hatch, Sedan, S/Wagon, Trailer, Ute)	SEATING CAPACITY (if Bus)	REG. NO.	COMMENT FOR 2016
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1	WA	2010	Toyota	HiAce	Bus	14	1DNJ431	Traded in 2016
2	WA	2011	Toyota	HiAce	Bus	14	1DPH176	
3	WA	2013	Hyundai	iMax Shuttle	Wagon		1EIU778	
4	WA	2014	Toyota	Hiace	Bus	14	1EKO131	
5	WA	2015	Toyota	Hiace	Bus	14	1ESG433	
6	WA	2015	Hyundai	iMax Shuttle	Wagon		1EWW486	
7	WA	2015	Hyundai	i30	Sedan		1EXZ659	
8	WA	2017	Toyota	Hiace	Bus	14	1GEG016	