**St Mary’s Flexible Learning Centre**

**Annual Report**

**2016**

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**About This Report**

St Mary’s Flexible Learning Centre (SMFLC) is registered by NSW Education Standards Authority and managed by Youth+ under the governance of Edmund Rice Education Australia.

The Annual School Report to the Community for this year provides the SMFLC community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding developments of major interest and importance to the school community during the year. Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and EREA.

This Report has been approved by Youth+ to ensure compliance with all NESA requirements for Registration. This Report complements and is supplementary to school newsletters and other regular communications.

Following its submission to NESA, the Report will be presented to the St Mary’s FLC community, and be available on the school’s website by 30 June 2017.

Further information about the school or this Report may be obtained by contacting the school:

St Mary’s Flexible Learning Centre

63 Forrester Rd

St Mary’s. NSW 2760

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# **Message from Key School Bodies**

**Head of Campus Message**

In 2016 we built upon the work done previously in the foundation skills area, specifically introducing the Cert II CEGA.

We concentrated on strengthening a number of key community relationships, particularly with other education and training providers to enhance ongoing pathways for our young people. The year saw an increase in community support and awareness of our school within in the educational landscape of Western Sydney as a special assistance school offering varied flexible learning options

# **School Context**

St Marys Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. St Marys FLC commenced operation as a registered Non-Government School in 2015 and is part of a national association (EREA) of over fifty schools which includes, in 2016, eighteen Flexible Learning Centres.

The philosophy of the St Marys FLC draws on the spirit and vision of Edmund Rice Education Australia and is grounded in the Edmund Rice Education Australia Charter document (see [www.erea.edu.au](http://www.erea.edu.au)). The document has a clear commitment to social justice, inclusive communities, liberating education and gospel spirituality, 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” (for self, others and environment), “Safe and Legal” environment, “Participation” (have a go) and “Honesty” (being fair dinkum) among all participants of the St Marys 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, a collective forum, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group, and individually and as members of the broader community.

The 2008 Melbourne Declaration on the Education Goals for Young Australians calls for improved educational outcomes for Indigenous youth and disadvantaged Australians, and states:

*“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”*

(Melbourne Declaration on Educational Goals for Young Australians. 2008, p.15)

St Marys 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 St Marys FLC, and the development of moral reasoning through the application of the four principles prepares young people 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.

St Marys FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Young people are enrolled from both genders, from a variety of language, cultural and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage. Young people are exposed to learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society and specifically addresses the needs of young people and families from the Western Sydney Nepean region. Importantly young people are encouraged to participate in decision making processes that affect the school community, their own lives and the society in which they live. Learning is focused around the individual needs of young people and progress is carefully documented and monitored. Young people, in conjunction with their teachers and youth workers, draft learning plans with articulated education pathways.

Each of our classes function as a small community lead by a teacher and a youth worker who operate as a partnership to facilitate learning options and support young people’s wellbeing and social development.

## **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.

***Operation by Principle* and *Common Ground –* (Actions taken by the school to promote respect and responsibility)**

The concept of ‘*common ground'* applies to all who choose to participate in our services. Adults and young people alike commit to participate in a learning environment that is democratic, relational and operates through key principles.

Relationships at our services are based on a respect for personal dignity and recognition of difference. An emphasis is placed on the peaceful resolution of conflict and spirituality is recognised as a universal human experience. Rather than being rule governed, the school uses principles, which are agreed upon (established common ground) as a basis for respectful social engagement amongst the community including young people, parents and staff. The principles are:

**RESPECT,**

**PARTICIPATION,**

**SAFE and LEGAL, and**

**HONESTY**

These principles are used to guide group relationships. They represent broad directions for group practice and establish a common ethical framework which promotes appropriate learning and personal relationships.

The consequence of operating within a common ground set of principles is that all group participants, whether they are staff, young people or parents, are responsible and accountable for their behaviour, while allowing everyone to have a voice. Within this framework emphasis is placed on providing opportunities for the articulation of issues and their resolution. Considerable time, sensitivity and skill are often required to allow for briefing, challenge and registration of on-going expectations. Honest and open communication enables young people, parents/carers and staff to demonstrate their satisfaction (or dissatisfaction) with the school.

**Parent and Carer Support and Involvement**

St Marys FLC recognises that parents/carers are the primary educators of their young people, while remaining sensitive to the fact that many young people live independently of their families. We recognise our critical role in educating parents and carers, and being the link between young people and their carers in times of stress and crisis.

Class Staff (teacher and youth worker) have regular contact with parents and carers via phone conversations and catch-ups that happen on an almost daily basis. The importance of this informal contact cannot be overestimated. Parents and carers often phone wellbeing staff or Head of Campus to share information or to ask for advice, and most particularly in times of crisis.

Parents and carers are invited into Operation by Principle as participants in Collaborative Problem Solving meetings with staff and young people. Staff seek the input of parents and carers in negotiating a way forward with young people. Staff often conduct home visits to encourage engagement within programs.

The Flexible Learning Centre supports and encourages this role of parents/carers through: presentation ceremonies, newsletters, cultural and social celebrations, parents/carer meetings and home visits.

## **Best Practice Guidelines**

St Marys Flexible Learning Centre identifies a number of best practice guidelines supportive of meaningful socially inclusive educational experiences for young people who have experienced trauma, mental illness, disengagement form education, or family and social disruption. While not exhaustive, the following provide a basis for programming and young person support.

### **Individualised Education Program**

Education programs are 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.

### **Diagnostic Testing**

Upon enrolment, all young people complete Compass testing in literacy and numeracy. Compass is a computer based assessment of core literacy and numeracy skills developed by ACER. Compass testing provides vital information for teachers in creating appropriate adjustments to the learning plan for individual young people. It is a key component of the Personal Learning Plan.

Compass is specifically designed for disengaged and educationally marginalised young people and adults. It provides a standardised assessment of literacy and numeracy that can be delivered in a flexible, non-intimidating test environment.  Testing does not have to take place in an educational setting. This assists with assessing those disengaged from education as traditional forms of testing can act as a barrier towards reengagement with formal learning.

Compass is aligned to the [Australian Core Skills Framework (ACSF)](http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx), the common national reference point for describing performance in the core skill areas. Young People re-test each year or biannually so teachers can track literacy and numeracy progression and to further highlight challenges and areas of development, and map that back to their Personal Learning Plans.

## **Personal Learning Plans**

Every young person develops a Personal Learning Plan in collaboration with their carers and key workers at the school. Personal Learning Plans are a means for young people to negotiate and articulate their learning, social, emotional and personal needs and goals. Personal Learning Plans are informed by diagnostic testing in literacy and numeracy. They are dynamic documents that respond to the changing contexts of young people as they progress through stages of life. The Personal Learning Plans are revisited and adjusted frequently throughout the year.

Personal learning plans provide valuable information for teachers as they develop learning programs that are engaging and relevant to the young person. Importantly, they also guide the development of appropriate adjustments in the learning program.

## **Family/Carer Involvement**

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

**Rhythm, Routine and Ritual**

Structure and predictability helps young people who have experienced trauma to feel safe and enables them to take safe risks. St Marys FLC has built routine and ritual into daily practice in order to create a calm and predictable learning environment for young people. This also produces positive outcomes in young people’s ability to negotiate and communicate, to think critically, to make decisions and to build their social capability.

Each day the community conducts an extended check-in session at the beginning of the day. This session allows young people to share issues of concern, address problems, air grievances and communicate openly with staff. It also allows days of significance to be marked, celebrated and discussed, for example Easter and Youth Week festivities.

A shorter check out session is held at the day’s conclusion. The check out session is an opportunity to reflect on the day’s events and celebrate individual and community achievements.

Each learning session or activity begins with a Working Agreement, in which staff negotiate with young people the ways in which Common Ground will be expressed through the Four Principles within the time period.

## **Learning Choices**

The school’s educational approach includes flexible timetabling, smaller learning groups, and relevant curriculum. This enables the delivery of creative responses to the learning needs of the individual young person, incorporating their cultural and spiritual backgrounds.

The school’s learning programs comply with NESA Mandatory Course requirements for Stage 4 and 5 of schooling, with a strong emphasis on providing meaningful and engaging learning.

Our school developed a relationship with the Victorian based Access Skills Training Registered Training Organisation who provides us with support to offer the Cert II General Education for Adults for our young people who are looking to complement their year ten studies with a pathway into TAFE and further study, or for young people who have completed year ten and need support in transitioning into the workforce. In 2016 a total of 19 young people enrolled in the course. From this cohort six young people completed multiple units in the course, with others beginning the course and continuing to complete their stage 5 curriculum. All of this cohort will continue working towards their completion of the certificate over 2017.

## **Multi Disciplinary Teams**

Team members use a multi disciplinary approach to provide health, educational, cultural, social and emotional support for young people. Educational, community and allied health professional are encouraged to collaborate closely to provide wrap around care for the young person. Information is shared and expertise is respected. Appropriate team members are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol support services, housing and accommodation services, Drug Rehabilitation and Juvenile Justice).

## **Young Person Support**

Each young person at St Marys FLC belongs to a Learning Group which is facilitated in partnership by a teacher and youth worker called Community Group Leaders. The role of the staff partnerships is to establish a close relationship to the young person, collaborate with them to develop a Personal Learning Plan, monitor their progress, advocate on their behalf, provide advice, support and direct referrals in times of acute distress, and to support the young person to achieve their stated personal and educational goals.

The role of class partnerships is complex and broad, and the tasks of Community Leader include:

* + monitoring and supporting young person’s achievement and progress towards achieving the goals articulated in their Personal Learning Plan
  + creating and implementing appropriate adjustments to learning programs as described in the Personal Learning Plan
  + maintaining the close partnership between school, young person and parent/carer
  + supporting the young person and their families in times of emotional crisis or practical need
  + working in partnership with other agencies who are involved with young people e.g. Department of Family and Community Services, Juvenile Justice, Headspace, Area Health services, Indigenous Health services, employment agencies, and community agencies
  + supporting and mentoring young people who live independently
  + supporting young people with issues of drug misuse, mental health and self-harm

## **Curriculum**

The St Marys FLC provides holistic learning experiences that address the social needs of young people, and promotes their emotional, cognitive, spiritual and academic development. Learning programs are developed with the intention to:

* empower young people to take personal responsibility for their learning
* support young people to become independent learners
* address deficits or gaps in literacy and numeracy
* develop in young people the skills and dispositions of twenty first century learners including collaboration, innovation and knowledge creation,
* recognise and celebrate the skills and knowledge of young people,
* enable young people to experience challenge within a safe and supportive learning environment
* provide a sense of achievement that is relevant and authentic to the real world.

Learning experiences address NESA Mandatory Courses for year seven to ten with a strong focus on Literacy and Numeracy. Courses offered appear below.

|  |  |
| --- | --- |
| **NESA Mandatory Courses** | |
| Stage 4 | English, Mathematics, Science, Personal Development Health and Physical Education, Geography, History, Creative Arts, |
| Stage 5 | English, Mathematics, Science, Personal Development Health and Physical Education, Geography, History, |

**Extra-Curricular, Engagement and Wellbeing Programs**

The following programs achieve improved outcomes for students at the Centre. All programs have a strong focus on holistic development of young people, with the intention of building their personal and social capacity and developing mind, body and soul. Many of the Wellbeing programs are based on the Berry Street Education Model, which covers four learning domains of Body, Relationships, Stamina and Engagement. Over the course of the year, all staff participated in dynamic and practical training with the Berry Street Childhood Institute and regularly use the methods and theology learnt from the training to plan lessons and activities for classes and small groups.

**Boys and Girls wellbeing group**

Each gender got to gather on a weekly basis to discuss their own personal development and wellbeing in a safe and comfortable space. These learning sessions were often linked to the Personal Development, Health and Physical Education curriculum, but focused on hand-on learning activities and addressed topics of interest or concern for the young people in our community. The teaching and youth work staff collaborated on the planning and delivery of these sessions.

**Engagement with other campuses**

Our school developed a touch football competition against another Flexible Learning Centre which enriched the engagement for many of the young people. We organised to play four games against one another during term 3. The young people developed the touch football competition days into whole community outings, where we had staff, players and supporters all join in the fun with the community of Wollongong Flexible Learning Centre.

**Young Person Enrolments**

|  |  |
| --- | --- |
| **2016 Young Person Enrolments** | |
| Girls | 21 |
| Boys | 41 |
| Total | 62 |
| Indigenous | 26 |
| LBOTE | 0 |

# **Characteristics of the Student Body**

The young people represent a diverse population of indigenous and non-indigenous males and females of secondary school age. The young people who attend the St Marys Flexible Learning Centre have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses. Some young people present with diagnosed disabilities but many show signs of learning difficulties. The support for our young people is embedded within an educational framework but also typically involve medical, multidisciplinary, legal and/or social support personnel and systems.

**Student Attendance**

|  |  |
| --- | --- |
| Year 7 | 4 |
| Year 8 | 8 |
| Year 9 | 16 |
| Year 10 | 23 |
| Whole School | 62 |

**School Management of Non-Attendance**

Attendance requirements are established to maximise the young person’s learning opportunities and performance. All enrolled young people are required to attend school unless reasonable and valid grounds exist for them to be absent. Parents/carers have a responsibility to assist the young person to attend school regularly and a further responsibility to contact the school explaining why absence has occurred when the young person is domiciled with them. The particular circumstances of each young person are considered in the context of this policy.

**Monitoring daily attendance**

Each young person is supported by a staffing partnership (comprised of a teacher and support staff member). The staffing partnership has delegated responsibility to monitor the daily attendance of young people enrolled in their class. The staffing partnership completes a hard copy attendance roll during the school day, which is transferred to an electronic data base at the end of each day. Both hard copy and electronic attendance rolls are filed securely for the period as specified in relevant legislation.

A register is also kept in the school’s administration area for any young person who arrives or leaves the school during the course of the school day. The young person is required to sign themselves in or out of the school using the register. Where a late arrival or early departure has not been arranged in advance with a parent or guardian, and the young person is under 18 years of age, the school will contact the young person’s parent or guardian to advise them that the young person has arrived on, or chosen to leave, the supervised school site.

**Monitoring absences**

Parents or legal guardians are responsible for ensuring that they notify the school to explain the absence of their young person on any particular school day. Notification may be provided to the school face-to-face, or via email, phone call or text message.

If the young person is expected to attend school on a given day and does not arrive by the commencement of the school day, or does not access transport support as arranged, the young person’s classroom staff members will contact the young person and their carer as soon as is practical in order to seek an explanation for the absence.

If the staffing partnership is not able to reach a young person on their carers in relation to an absence, they will speak with the Head of Campus to determine what further action should be taken. Reasonable efforts will be made to ensure that the young person is safe. This may include contacting alternate carers or services (where consent has been previously given to do so). Follow up may also include contacting the Department of Health and Human Services or the Police where the Head of Campus deems that the young person may be at risk of harm.

The absence will be recorded as ‘unexplained’ until otherwise justified, at which time attendance record will be updated to show that the absence was explained.

All communication with young people and carers regarding school absences is documented electronically and filed securely, as specified in relevant legislation.

**Post School Destinations**

|  |  |
| --- | --- |
| **Destination** | **Number of Young People** |
| Full Time Employment | 6 |

**Parent, Young Person and Staff satisfaction**

At the end of each day, during Community Check-Out meetings, all members of the community put forward their ‘highlights and gratitude’ for the day. This routine was echoed in our end of year Celebration of Learning and Awards Ceremony, where highlights from young people, staff and parents/carers formed the conclusion of the ceremony. A summary of the highlights provides the most appropriate description of satisfaction among all community members of St Marys FLC.

* *I really like how the workers and young people work together*
* *Our flexi is a place that Young People feel safe*
* *I believe we offer structure and routine that provides a consistent, dependable environment*
* *My favourite highlight of the year was the girls group*
* *I am very impressed by how patient and caring the staff are*
* *The staff have as much fun as the kids!*
* *The best part of coming to Flexi is playing basketball in the breaks.*

**Professional Learning Undertaken by Teachers**

St Marys FLC 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.

* Individual reflective supervision – available to all staff
* termly practice conversation
* Youth+ Network New Staff Induction– all staff
* Child Protection Training – all staff
* Youth+ Network/Berry Street Institute - Doing Schools Differently Conference
* Technology of Participation – all Staff
* Literacy and Numeracy Professional Learning – all staff
* Writing Individual Plans – all staff
* Curriculum Planning Days – all staff
* Head of Campus training days – One staff (HOC)

**Details of the Teaching Staff**

Teacher qualifications fall into 1 of 3 categories for all teachers responsible for delivering the curriculum:

|  |  |
| --- | --- |
| Teaching qualifications from a higher education institution within Australia or as recognised by AEI – NOOSR\* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR\* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

\*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

**Workforce Composition**

|  |  |
| --- | --- |
| Teachers | 6 |
| Youth Workers | 3 |
| Support Staff | 2 |
| Workers identifying as indigenous | 0 |
| Total number of staff | 11 |

**School Policies**

The following gives a summary of some of the school policies in use. These are currently under review. Policies are accessible from the school and are made available by request to every parent and young person at an enrolment interview or via the school website: <http://www.youthplus.edu.au/schools-services-details/youth-schools-network/st-mary-s-flc/stmarys-flexible-learning-centre-home.html>

The website for the school will display all relevant policies.

**Enrolment Policy**

St Marys Flexible Learning Centre offers a non fee paying, inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Young People are enrolled from both genders, from a variety of language, cultural, ethnic and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage.

The young people enrolled have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses as young people who are at risk or have disengaged: young people in out of home care, Koorie young people, young offenders, young people affected by homelessness, young parents and carers, young people with disabilities and young people with mental health concerns.

This policy complies with all applicable State and Commonwealth laws. Enrolment interviews are conducted to assess a young person’s needs in the light of the above criteria and to assess the Flexible Learning Centre’s ability and resources to meet those needs.

For informal care arrangements, where a student is not living with a parent/guardian but is living in an informal care arrangement, the school may accept an enrolment form signed by the informal carer if the carer provides a signed Informal Relative Carer’s Statutory Declaration to the school. The informal carer may be a relative, significant friend or a person within the child’s extended social network.

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## **Register of enrolments**

A data base register of enrolments is maintained that contains the following information for each young person:

* their name, date of birth, age and address
* the name and contact details of any parent or guardian of the young person
* emergency telephone numbers, including that of a nominated doctor
* the date the young person ceased to be enrolled and any applicable data from previous school and year
* the date of enrolment
* details of medical or other conditions for which the child may need special evidence of residency.

**Student Welfare Policy**

The St Marys FLC seeks to provide quality education for all young people, taking account of their age, background, ability and interests, to assist them to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.

Young people are better prepared for learning when they are healthy, safe and happy, therefore, young people welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from welfare. Helping young people to learn effectively and to develop positive attitudes and behaviours are goals of the St Marys FLC community. This requires that each young person is educated in an environment which provides for their individual development.

## **Anti-bullying Policy**

Respect for others is essential to enabling the establishment of and support for positive relationships. Any form of bullying is contrary to the rights of the individual, weakens morale and interferes with the effectiveness of the work and learning environment and may be detrimental to the health and wellbeing of an individual. This community will address bullying by implementing educational activities to inform the community about bullying and its related effects and implement protocols that sensitively and immediately manage incidents of reported bullying or harassment and provide support for the victim and perpetrator.

## **Discipline Policy**

St Marys FLC aims to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every person has a right to enjoy their time at school. Respect for others is expected.

When inappropriate behaviour occurs the following dimensions will be considered in the light of operation by principle

* student behaviour education and pastoral care
* pastoral care for the whole school community
* student connectedness and engagement
* a Restorative Practice approach
* operation by principle as the framework for negotiation

## **Complaints and Grievances Policy**

St Marys FLC respects the right of all members of the community to have access to a process, which will give full and fair consideration to any grievance that may arise. All grievances and actions taken will be recorded in a School Complaints Register. The process endeavours to hear in a timely and equitable manner any grievance raised to ensure that the principles of natural justice are followed.

A grievance is any written complaint made against a member of the School community or School in respect to any action, policy, process or situation relevant to the running of the School by:

* a member of the School community
* any member of the public
* any legal identity

## **Milestones of 2016**

The foundation year of 2015 was a year of significance for St Marys Flexible Learning Centre, and this year, 2016 has been equally as important in building the school community to establish regularity and routine.

**Learning**

* SMFLC has been granted a five year registration period from 2015, and successfully underwent a review process in 2016.
* Three learning groups were sustained

within the Flexi.

* The online White Card was completed by 5 young people.
* All staff members successfully completed their Senior First Aid training.
* We submitted programs of mandatory NESA courses for both Stage 4 and Stage 5.
* Active learning and off-site options became a strong focus of life at St Marys FLC. We made positive connections with Don Bosco Youth Recreational Centre, PCYC Mount Druitt, Flip Out Trampolining and AMF Penrith
* 8 young people enrolled in the Cert II CGEA and stayed back for an extra hour each day in the after school program to complete their course work
* Beginning to create a new class in response to young people’s needs. We will develop an off-site adventure based learning group as we move towards 2017. This will mean we will grow our student numbers by 10 and will recruit a new teacher

**Welfare/personal learning**

* We formed our separate young women’s and young men’s groups, with a strong focus on social skills and positive communication, and help seeking.
* Many of the staff and students made wonderful and creative contributions to our physical environment through artwork features on our main community wall
* Staff all participated in four modules of training through the year to support our wellbeing learning continuum, with the Berry Street Childhood Institute

**Community**

* Staff team strengthened through team building activities and professional supervision
* Staff selection processes identify staff members who are flexible, are able to relate to young people, are willing to negotiate, and are clear about operation by principles
* Extensive building maintenance, repair and improvements both internal and external made the school feel lived in and welcoming for our young people, staff and visitors

**Priority Areas for Improvement**

Our priority areas for improvement for 2016 have been identified Youth+, the South East Network team and Heads of Campus from individual Flexible Learning Centres through consultation and working groups. Each of the Heads of Campus were then able to highlight specific needs for their school and community within the Strategic Plan Framework. We have therefore adapted a site specific strategic plan that will support our team in improving and maintaining the flexible learning culture, infrastructure and spaces, learning options and wellbeing of staff and young people. St Marys FLC priority areas for 2016-2019 have been mapped across four priority areas, and have been broken down into smaller goals and their achievement is measured against mini and major milestones They are:

* Holistic Education- *Young people are enabled through learning choices, wellbeing choices and informed practice that respond to their uniqueness.*
* Development- *Young people are enfranchised through advocacy and response to community need or voice*
* Community Identity- *Our work is guided by our Foundation Statement, the Charter for Catholic schools in the Edmund Rice Tradition and is faithful to a vision of education inspired by the Gospel. Our inclusive identity is enhanced by the fact that we are a national organisation that is leading in the field of flexible education*
* Sustainability and Stewardship- *Young people and staff are supported by organisational practice that is faithful to the Foundation Statement and ensures sustainability*

Financial Performance

|  |  |
| --- | --- |
| REPORTING FRAMEWORK | **MODIFIED CASH            $** |
| **Recurrent income** | **Tuition** |
| School fees |  |
| Other fee income |  |
| Private income | 10,240 |
| State government recurrent grants | 122,146 |
| Australian government recurrent grants | 643,889 |
| **Total recurrent income** | **776,275** |
|  |  |
| **Recurrent Expenditure** | **Tuition** |
| Salaries; allowances and related expenses | 545,207 |
| Non salary expenses | 333,369 |
| **Total recurrent expenditure** | **878,576** |
|  |  |
| **Capital income and expenditure** | **Tuition** |
| Government capital grants |  |
| Capital fees and levies |  |
| Other capital income |  |
| **Total capital income** |  |
| **Total capital expenditure** | **152,404** |
|  |  |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) |  |
| **Total opening balance** |  |
| **Total closing balance** |  |

# **Conclusion**

The St Marys FLC continues to offer an education option for those who through marginalisation cannot access a standardised education. St Marys FLC maintains an inclusive community and works to provide care, hope and socialisation skills as well as an academic learning program. We aim to build upon the successes of the past to realise our vision of the future.

**Kate Bowen**

Head of Campus

St Marys Flexible Learning Centre

**Ivan Mahoney**

Acting Network Principal

South East Network

Youth+, Edmund Rice Education Australia