



# ANNUAL REPORT FOR THE 2017 SCHOOL YEAR MOUNT ISA FLEXIBLE LEARNING CENTRE

This annual Report for 2017 is published to provide information about Mount Isa 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.

## Our school at a glance

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**Contact Person:** Lynn Gillies-Hughes

## School Profile

Mount Isa Flexible Learning Centre (MIFLC) is part of Edmund Rice Education Australia and is conducted in accordance with the philosophy, principles and touch stones of the larger organisation. Mount Isa FLC is a co-educational Catholic School in the Edmund Rice Tradition. The Mount Isa FLC learning Community has a clear commitment to social justice and stands in solidarity with disenfranchised young people of all social, cultural and religious backgrounds.

Coeducational  
Catholic  
Year 7 – 12

2017 Enrolments 42

### Characteristics of the young person body:

Mount Isa FLC operates an inclusive curriculum within the Mount Isa educational space. Our young people come from mainly two suburbs within Mount Isa. These suburbs are predominantly low socioeconomic areas with high populations of Aboriginal clan groups. Many of the young people are from the communities of Mornington Island, Lake Nash, and Doomadgee.

The young people either state a Christian or Catholic denomination or claim no religion. The most common type of referral is by a family member of the enrolling young person. Other referrals are from government and non-government agencies. Most often, the young people reside with a blood relative or are in out of home care. Very few of the young people enrolled at Mount Isa FLC are being raised by parent/s.

Young people are choosing to enroll at Mount Isa FLC because of the sense of safety and flexibility with learning experienced within the Mount Isa FLC community. There are a range of



complexities within the lives of the young people that have prevented their engagement in other mainstream schooling options.

Within the young person body there are young people with hearing disabilities and several with other verified disabilities. Most students enrolled have a range of non-verified disabilities that require adjustments to programming on a daily basis.

Almost all of the young people are fluent in Australian English with some creole and pigeon. A high proportion of the young people are involved with the Department of Youth Justice.

### **Learning Choices:**

The Mount Isa FLC provides holistic learning experiences that address the social needs of the young people while promoting their emotional, physical, spiritual and academic development. The purpose of the learning experience is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in transition to further education and/or employment.

The years 7 - 9 *program* covers literacy, numeracy, study of society and environment, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

The years 10 – 12 *program* incorporates literacy and numeracy skill building as well as work readiness training opportunities. Other courses such as Certificate I and II in Functional Literacy and Independent Living Skills are also available.

### **Extra curricula activities:**

Cultural Instruction, NAIDOC Celebrations, School Camps, Community Service work opportunities are all on offer.

### **Co-Curricular:**

The centre provides extensive opportunities for young people to participate in co-curricular activities at their level and within their areas of interest. Participation is actively encouraged. Some of the Co-curricula activities include:

NAIDOC Celebrations; Reconciliation Week; MABO Day; PCYC visits; School Athletics; School swimming; Curriculum Sport; Canoeing; Rock Climbing; Bush activities; Learner Licencing; and Youth Council.

### **Social climate:**

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

- ***Pastoral structures*** – Interactions between all staff and young people are based on a common ground approach working within the four principles of *respect, participation, honesty and being safe and legal*. A lot of support is given to young people to assist them through the many complexities they experience. Often young people will relate closely to a particular staff member who will become their coach and mentor and help them over a continued period of time to cope, access other services and manage their educational, social and emotional needs.



- **Counselling services** – the school links with organisations such as AToDs, Centacare, and Headspace for general counselling services for young people who need support. There are a range of other services within the Mount Isa Community that are utilised through-out the year depending on the support and learning needs of any individual young person.
- **Individualised Learning Plans** – the school puts in place individual personal learning plans which identify with each young person the goals they have for their future and the pathways they will take to achieve their goals. These are revisited regularly throughout the year to gauge progress.
- **Transitions** - transition plans are put in place for the young people as they prepare to exit the school. This will consist of things such as work readiness tasks like preparing resumes and interview preparation, obtaining licences and completing certificate work.
- **Regular Care team meetings** - these are held to support any young person that has multiple agencies working with them around their care. This may include Department of Child Safety staff, Residential Care workers, Specialist support services and Department of Youth Justice staff. All stakeholders linked to the young person contribute to the development of individual education plans and the collaborative strategies to support the young person achieve their goals.

#### **Strategies used for involving parents in their child's education:**

Mount Isa Flexible Learning Centre recognises that parents/carers are the primary educators of our students. While some young people live and are considered independent, most students have a parent or carer that support them. The work of the school is most successful when it collaborates effectively with parents/carers. The Flexible Learning Centre supports and encourages this role of parents/carers through:

- Consistent (often daily) communication with parents/carers
- Home visits
- Information evenings
- Newsletters
- Cultural celebrations
- Parents and carer meetings
- Social celebrations
- Acknowledging and celebrating of the voluntary contribution of distinctive skills and enthusiasm of parents and community members

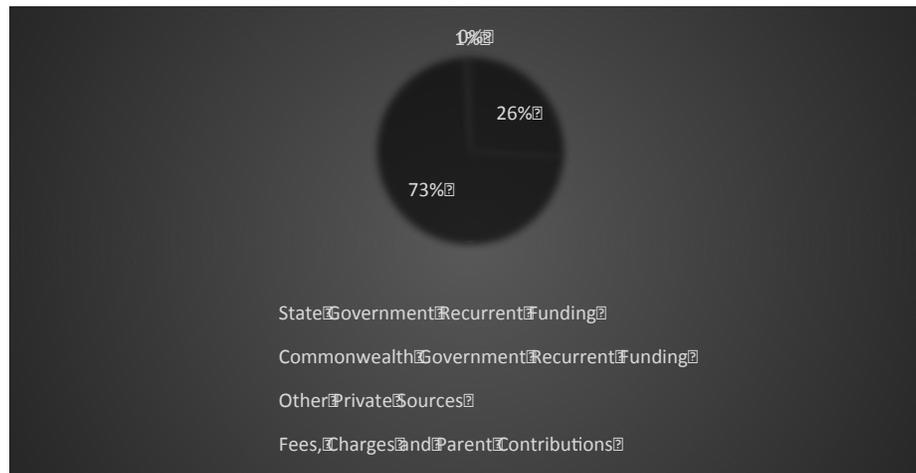
#### **Parent/Carer's Satisfaction Survey**

All parents and carer's of enrolled students at Mount Isa FLC in 2017 were provided with an opportunity to comment on their satisfaction with the school. Of all parents and carer's surveyed of those that responded the majority expressed an appreciation for how the staff demonstrated genuine care for their young people and that they spent quality time with them and involved the young person's family in the programs offered at the center.



### School income broken down by funding source:

State Government Recurrent Funding	26%
Commonwealth Government Recurrent Funding	73%
Other Private Sources	1%
Fees, Charges and Parent Contributions	0%



## Our Staff Profile

### Staff Composition, including Indigenous Staff:

	Teachers	Youth Worker	Support	Indigenous
Headcount	4	6	4	8
FTE	4	6	3	8

### Qualification of all Teachers:

Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	0
Bachelor Degree	2
Graduate Diploma	2
Masters	0
Doctorate	0
Total	4

Expenditure on teacher professional development	\$5,807.15
Average staff attendance (periods of leave up to 5 days)	82.81%
Proportion of staff retained from previous year	42.41%



## Performance of our young people

### Average young person attendance:

Whole School	68%
Year 7	80%
Year 8	74%
Year 9	69%
Year 10	71%
Year 11	72%
Year 12	40%

### Description of how non-attendance is managed by the school:

The teaching and learning teams are charged with the responsibility of following up the young people in their class groups with respect to non-attendance. If a young person did not attend the day's program the teaching and learning team would make contact via phone calls or home visits to the young person and their carer to ascertain the reason for the young person's absence from school. The reason provided would be noted in the young person's file. The young person's attendance would then be monitored over several days.

If a young person did not return for a second week another home visit would take place. This would continue until there had been a clear indication by the young person that they no longer wish to attend. At this point a transition letter is forwarded by the school to the young person and their carer. The young person would be informed that the door is always open should they wish to re- enroll at some point in the future.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results:

Mount Isa FLC students did not have any young people who took part in NAPLAN testing in 2017.

### Year 10 – Year 12 young person retention rates:

Approximately 10% of the young people that were enrolled in Mount Isa FLC as a year 10 student remained in the FLC.

### Year 12 Outcomes:

Number of young people awarded a Senior Statement	0
Number of young people awarded a Queensland Certificate of Individual Achievement	0
Number of young people awarded a Queensland Certificate of Education at the end of Year 12	0
Number of young people awarded one or more Vocational Education and Training (VET) qualifications	0
Number of young people who are completing or completed a School-based Apprenticeship or	0
Percentage of Year 12 young people who are completing or completed a SAT or were awarded one or	0
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	0