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2018 Annual Report Deception Bay Flexible Learning Centre 17 Silver St Deception Bay 4508

This annual report for 2018 is published to provide information about the Deception Bay 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



EDMUND RICE EDUCATION
AUSTRALIA



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INTRODUCTION

Deception Bay Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. Deception Bay FLC commenced operation as a registered Non-State School in 2006, and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

Deception Bay FLC is a co-educational Catholic school in the Edmund Rice tradition. In addition to the onsite program, the school offers an offsite mobile program which engages young people who are unable to engage in the onsite program. The philosophy of the Deception Bay 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 Deception Bay 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.

Deception Bay 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 Deception Bay 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.

Deception Bay FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Our schools intentionally support the 2008 Melbourne Declaration on the Education Goals for Young Australians: “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”

Young people are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Indigenous culture.

Young people are exposed to learning experiences that develop understanding and appreciation of diverse cultural values that constitute Australian society. Learning is focused around the individual needs of young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers and wellbeing staff, young people draft learning plans with articulated education pathways.

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.

BEST PRACTICE GUIDELINES

Deception Bay FLC 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 programs.

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

Education 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 program and its principles. Young Person achievement is valued and celebrated with appropriate recognition given to the uniqueness of adolescent development.

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 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 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.

SCHOOL PROFILE AS AT AUGUST CENSUS 2018

The total 2018 enrolment of the Deception Bay FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	2	7	16	16	17	16	74
Female	6	4	15	10	11	12	58
Total	8	11	31	26	28	28	132

YOUNG PERSON SUPPORT

Each young person at Deception Bay FLC has staff who support them in their health and wellbeing. At the Deception Bay FLC site these staff include their classroom teacher for core literacy/numeracy and at least one other significant worker known as their “Big Ears” – the person they check in with each morning and throughout the day. 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, 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
- 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. CYMHS (Child Youth Mental Health Service), Department of Communities, Child Safety & Disabilities, Youth Justice 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
- 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

The Pastoral Care program also includes the support work of the School Chaplain, the Youth Support Coordinator, the Head of Campus and Associate Head of Campus. The total 2018 enrolment of the Deception Bay FLC in full time equivalent students is shown below.

Year Level	Students
7	8
8	11
9	31
10	26
11	28
12	28
Total	132

CURRICULUM - LEARNING CHOICES PROGRAM

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

Learning experiences address curriculum areas of literacy, numeracy, study of society and environment, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

Subjects offered at various year levels include:

YEAR LEVEL	CORE	ELECTIVE
Year 7-10	Literacy Numeracy	<ul style="list-style-type: none"> • Sport • Manual Arts • ICT • Service Learning • Music • Life Skills • Aikido • Creative Arts • RAGE – anger management program
Year 10 (Semester 2)	What's Next Literacy and Numeracy	<ul style="list-style-type: none"> • Project based learning in an area of interest to each YP, focus on YP to continue school in 11/12 or look for work

Year Level	Authority Registered Subjects	Certificate Courses
Years 11 - 12	<ul style="list-style-type: none"> • English Communication • Prevocational Mathematics • Social and Community Studies • Recreation • Industrial Technology Studies • Science in Practice • Music in Practice 	<ul style="list-style-type: none"> • Certificate I and II in Functional Literacy • Cert II in Vocational Education • IDMT Certificate I • Cert I/II Visual Art • Cert II in Automotive Servicing • Cert II/III School based traineeships

At Deception Bay FLC, young people are encouraged to make choices regarding their participation in the school curriculum. The program consists of the following activities:

- Monday, Tuesday and Thursday mornings are set aside for Literacy and Numeracy
- Wednesday enables Seniors to work on their other subject areas and young people in years 8-10 choose electives.
- In the afternoons, and on Friday mornings, young people participate in electives including, but not limited to Fishing, Aikido, Sport, Craft, Skate, Cooking, Gardening, Instrumental Music, Model Making, Art, Service Learning, RAGE.

In addition, two part-time teachers are responsible for providing intensive one-on-one literacy support for young people who have particular difficulties with literacy skills.

Work experience/traineeships and engaging with TAFE are encouraged.

OUTCOMES

In 2018, all Year 7 and Year 9 young people were withdrawn from the NAPLAN tests by their parents or carers.

Outcomes for Yr 12 students – 28 YP in Year 12 in 2018	
Number of students awarded a Senior Education Profile	26
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	5
Number of students awarded a Queensland Certificate of Education at the end of Year 12	6
Number of students awarded one or more Vocational Education and Training (VET) qualifications	18
Number of students who are completing/completed a School-based apprenticeship or Traineeship (SAT)	4
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	23%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	50%
Number of students who received an Overall Position (OP) percentage of OP/IBD students who received an OP 1-15 or an IBD	N/A
Number of students awarded an International Baccalaureate Diploma (IBD)	N/A

ATTENDANCE RATE

The average student attendance rate for 2018 was 81%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

Description of how non-attendance is managed by the school

Each day staff make contact with the parents and carers of young people that are absent from school where the absence is unexplained. This includes a morning text message requesting that the parents/carers contact the school. Follow up phone calls to families occur if no contact by the family is made.

At the end of each day, staff will also make contact with the young person if they are not at school and document attempts to call and conversations held into the school's data base. The staff are vigilant in following up around young people when they are away from school and in recording any young person absences. After a number of phone attempts over consecutive days a home visit will occur.

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

The following programs achieve improved outcomes for students at Deception Bay Flexible Learning Centre.

- Work Education program that enabled increasing numbers of young people to effectively engage in work experience.
- Regular community meetings run by young people to establish practices, discuss current affairs and reflect on young people's achievements.
- Wellbeing Tracker used to monitor young people's wellbeing in relation to key life domains across the year.
- The provision of socially engaging afternoon programs encouraging skill development and social interaction in a less formal setting.

- Service Learning program involving partnership with local schools and community agencies.
- Community Groups with two staff facilitating the development of strong interpersonal relationships giving young people a voice and a chance to be heard.
- Specialised whole school “Literacy and Numeracy” program to better support the diverse learning needs of young people.
- Life Skills program to improve self-esteem, resiliency, and social coping strategies.
- Provision of a parents’ room to help pregnant young women/young parents achieve their educational goals in a supportive environment
- Awards were distributed to young people in the following areas: Learning/Subject Awards; Participation; Service Learning; Working with the Principles; Encouragement Awards; Community Leadership; Zonta women’s awards, and Exemplary Leadership Awards.
- Continued engagement in outdoor education programs such as Boys Feeling Better, Girls Feeling Good, Biodiversity Yarning, and Leadership camps
- Continued focus on BKSB – as a tool to help improve our YP Literacy and Numeracy skills and provide more informed mapping of YP ASCF standards.
- The theme of UBUNTU has been continued to our community as a focus that we need to help each other as we are interconnected.
- Reporting in the Middle school using ASCF framework so we can compare YP learning nationally.

YEAR 12 COHORT 2018 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2018 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about the post school destinations of our students will be posted to our website by 30 September 2018. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year – 2018	Number of Students in each category	Percentage of Students in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	3	11%
Working full-time	1	4%
Working part-time/casual	4	14%
Seeking work	1	4%
Not studying or in the labour force		
Full time stay at home mum.	2	7%
Returned for a Year 13	4	14%
Was unable to get in contact with family or YP	11	39%

CO CURRICULAR ACTIVITIES

The Centre provides extensive opportunities for young people to participate in cocurricular 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 includes activities that are described as cultural, sporting, and intellectual and/ or service related. (See Table below).

Co Curricular Activities offered at Deception Bay FLC in 2018

Cultural	Sporting	Intellectual	Service
Sorry Day	Ten Pin Bowling	Try-a- trade days	Community BBQ
RESPECT Day	Ice Skating/ Rock Climbing	White card Construction	ERA For Change-creating videos/sharing stories
Edmund Rice Day	Skate, Scoot BMX	Career Preparation	Parenting programs
Anzac Day	Beach Activities	Careers expo	Refugee Lantern parade
Detention for Detention	Interflexi Sport Basketball, football, touch, athletics	QUT widening participation	Participating in the ERA for change advocacy group
Goombuckar Bus	Mountain Bike riding	TAFE open days	Volunteer Blue Cards for YP doing work experience in child care
	Basketball		
	Touch Football		Backyard Blitz home mowing service
	City Walk		
	Gym		

STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2018

Deception Bay FLC Flexible Learning Centre 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. The following priorities were identified in the Centre's 2018 Operational Plan:

To develop a Whole-of-School wellbeing approach

- Whole Staff Formation Days
- Child Protection Training
- New Staff Induction
- Critical Reflective Practice
- Generation Next Conference
- First Aid / CPR
- Mindfulness Training

To Improve Literacy for all our YP

- SALDA (Speech and language support) Training
- Curriculum Planning and Learning Choices Development
- 21st Century Work Portfolio Inservice
- SAS Moderation
- QCAA Reporting Practices

To strengthen our Cultural program

- Goombuckar Bus

Other

- TOP days
- Fire Training
- Surf Safety
- Network meetings and conferences
- Visiting other Flexible Learning Centres
- First aid/CPR training

The average amount spent per teacher in 2018 on professional learning was \$1660. This represents 24% of our annual expenditure budget of the Centre.

STAFF COMPOSITION

(including Aboriginal and Torres Strait Islander Staff)

STAFF	Teachers	Youth Worker	Support	Aboriginal & Torres Strait Islander
Headcount	13	5	5	1
FTE	12	5	3.6	0

Staff qualifications:

Teaching Staff Qualifications	Number
Certificate	9
Diploma	2
Post Graduate Diploma	4
Bachelors Degree	16
Masters Degree	4
Doctorate	
Other	

The average attendance rate for teachers in the 2018 academic year was 90.4%. This figure reflects a low rate of sick leave among the staff. This figure does not include staff absent from classes attending professional development activities or who would have been replaced whilst on other forms of leave such as long service or maternity leave. The effect of an absent staff member, for an extended period due to illness or extended leave last year has been eliminated from this calculation as he / she was replaced by a contract teacher.

The teaching staff retention rate expressed as a percentage is 95.6%. This indicates the percentage of teachers who have continued service at the school from 2018 into 2019

THE SOCIAL CLIMATE OF THE CENTRE

One hallmark of Deception Bay FLC Flexible Learning Centre is the very real climate of compassionate care evident. This is expressed through:

- Common Ground Leadership approach and operation by principles of Respect, Honesty, Participation, and Safe & Legal
- Extended daily pastoral care (“Big Ears”) group meetings
- Weekly “Wellbeing Sessions”
- Regular support meeting for young people
- Weekly counselling service onsite
- Tracking young people’s wellbeing through use of online Wellbeing Tracker
- Regular engagement with numerous community organisations and events
- Regular services provided onsite, including Centrelink, QUT, DBCYP, Employment Agencies
- Regular staff professional development

PARENT, STAFF AND YOUNG PERSON SATISFACTION SURVEY

Appendix 1 captures Parent/Carer Survey responses.

Appendix 2 captures survey data from young people and staff who engaged in the Educator Impact Program implemented in 2018.

STRATEGIES USED FOR INVOLVING PARENTS/CARERS

Deception Bay FLC Flexible Learning Centre recognises that parents/carers 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 of parents / carers through:

- Information sessions
- Newsletters and letters to the whole community
- Cultural celebrations
- Parents and carer meetings
- Social celebrations
- Website and social media
- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

INFORMATION COMMUNICATION TECHNOLOGIES

In recent times, substantial change has occurred in the provision of computer hardware and software for young people and staff. Professional development continues to enhance the skills of staff in this important facet of learning. Information management has become a critical literacy. Integration of technology within all learning continues to evolve across the variety the school's subject offerings.

The IT infrastructure for Youth+ was expanded in 2018. This incorporated a WAN (fibre optic connections) with connections to all sites across Australia with a minimum bandwidth of 20mb. We moved from an external provider offering IT support to the establishment of an internal ICT department consisting of four personnel.

At Deception Bay FLC, staff and young people continued to develop their ICT literacies through the use of the Seesaw ePortfolio to record young people's achievements, Adobe Professional training for staff, introducing Office365 for staff collaboration and planning, using the BKSB program to assess and improve young people's literacy and numeracy skills, and the utilisation of various assistive technologies for young people. Curriculum offerings for young people also included completion of Certificate I IDMT, Minecraft, and various other computer-based projects. The school provides enough desktops, laptops, and ipads to cater for the needs of all young people during the course of a school day.

2018 MILESTONES

The Edmund Rice Education Flexible Learning Network Board and Leadership recognise the value of strategic planning for the long term, sustainable development of programs, capital and human resources, the minimisation of exposure to risks and to assist fidelity of operation to mission. Operational goals are set each year in consultation with staff. The following outlines achievements in reaching goals articulated in the 2017 Annual Report.

Developed a Whole-of-School wellbeing approach

- First school Immersion to the Philippines
- Daily staff mindfulness incorporated into staff briefings
- Weekly onsite counselling provided by *Involve Psychology*
- Each young person completed the Wellbeing Tracker at least twice with follow up conversations and support from staff
- All young people completed Wellbeing / Safety Plans
- Commencement of school expansion to include Year 5 and 6

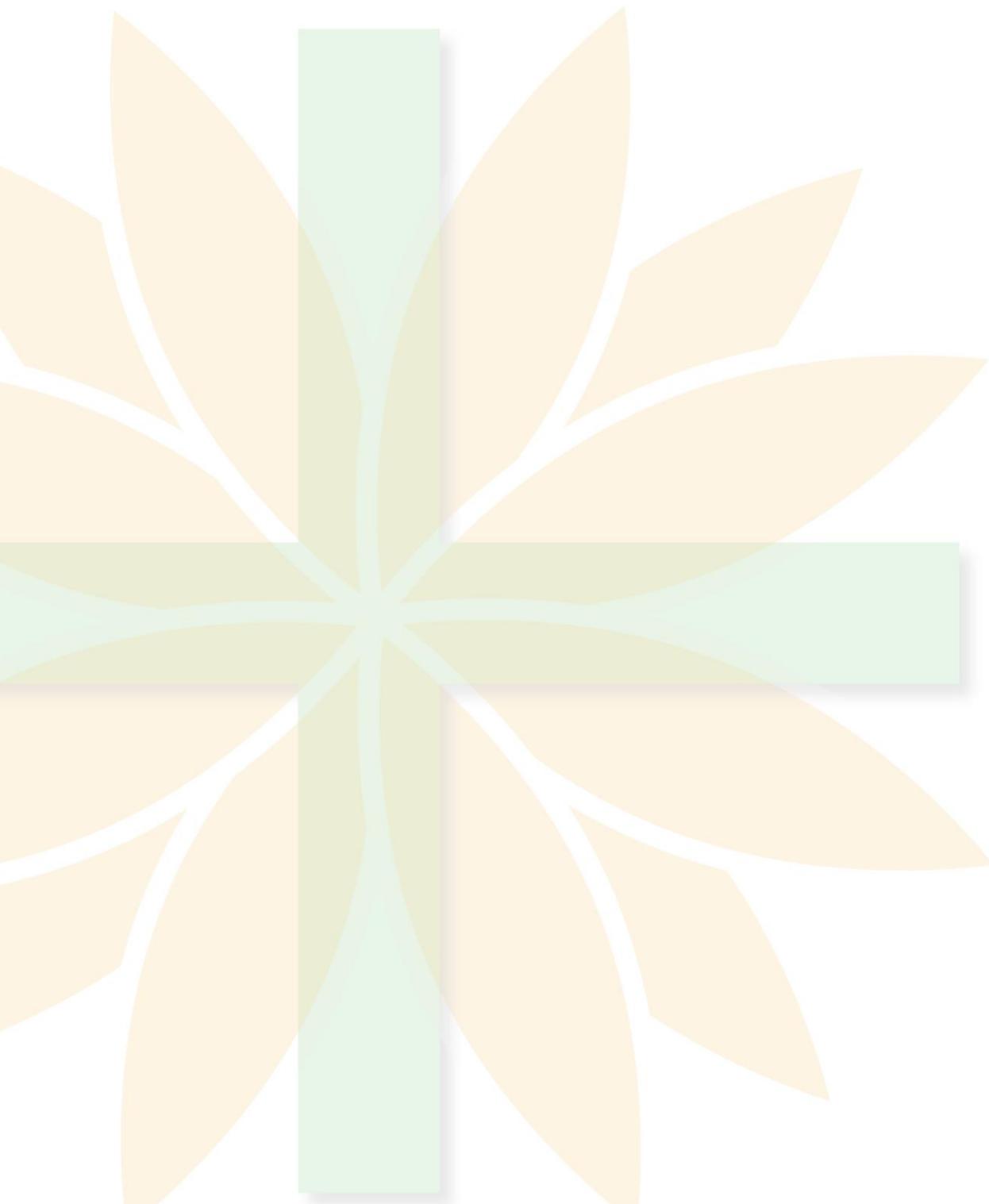
Developed YP literacy skills and their 21st Century portfolio

- Engagement with SALDA to provide individual young people with assessment and individual support strategies
- Introduction of Short Course in Literacy which was completed by most Year 10 young people

- Project-based middle school literacy and numeracy enhanced young people engagement and outcomes
- Greater use of ICTs and assistive technologies to cater for individual learning needs
- Strengthening and streamlining of NCCD practices and data collection to enhance support and outcomes for young people with learning disabilities

Strengthened our Cultural program

- Commencement of Reconciliation Action Plan
- Commencement of staff Indigenous Education Professional Development program with Dr Marnee Shay – Aboriginal Researcher
- Eight Ways of Aboriginal Learning incorporated into all unit plans
- Continued to strengthen relationships with local elders and community organisations



GOALS FOR THE 2019 YEAR

In 2019, emphasis will be given to the following goals articulated in our School Improvement Plan as well as starting a Year 5/6 campus opposite our main site.

2019 School Improvement Plan for DBFLC		
Plans	Strategy	Measure of success/outcomes that we hope to see/achieve at the end of 2019
1	<p>To Develop a Whole-of-School wellbeing approach</p> <ul style="list-style-type: none"> Using whole of site Collaborative Problem Solving Framework to enrich our Operation By Principles C 2 ½ day induction program for new YP (ME, MV) C All staff meet with new YP and their families in week 1 to start PLP process (ALL) C Whole of site approach to mindfulness – weekly mindfulness sessions (ME) T Calendar wellness agencies/presenters into the school community each term; Dovetail, Headspace etc (HC, MV, ME) C Calendared wellbeing program for Big Ears & Weekly Wellbeing Groups – including Reboot lessons (HC, MV, ME) C Reboot strategies highlighted in unit plans and discussed in staff PDPs (ALL) U Increase the opportunities for fun (ALL) Expand OABL opportunities for all YP, eg Wednesday wanderers, O/night camps, adventures etc (BS, BG, LS) C Continue relationship with Involve Psychology to support YP and parents / carers with counselling and psychology services. (ALL) Social justice immersions (India) (BG) C Create environmental Waste Group that runs recycling program (LD) T Staff PD and YP formation around LGBTIQ+ / Work towards achieving Rainbow Tick (SA, LT, ME) C Implement SMART Program (MV) T 	<ul style="list-style-type: none"> That YP, staff are using the CPS framework with principles when having conversations with each other to resolve issues and to support each other in the community. YP and staff are more aware of their own wellbeing and are starting to use mindfulness strategies. Staff are using mindfulness strategies within their classes/programs U YP have named and developed positive self -regulation techniques and can use their wellbeing plans when in wild brain. C Wellbeing indicator/tool developed for YP to self-assess and score their Wellbeing at points in the school year is being used twice a year. C Map/Record the level of participation of YP in wellbeing focused activities across the year. D YP and parents / carers are accessing services provided by Involve Psychology (or alternative) and have a healthy understanding of their own mental health D. Measure and record the number of external agencies we access in 2019 to ensure we are continuing to deepen and strengthen our connections with local agencies to support YP. D YP have engaged in hands on learning through OABL, R and R and Wednesday wondering programs throughout the year. D Create more gym and music classes PLP documents improved so they capture adjustments for each YP in a better format D Enhance relationships with families – community meetings etc (DR, MV, ME) Money collected from recycling program LGBTIQ+ YP feel safe and supported in the community

Plans	Strategy	Measure of success/outcomes that we hope to see/achieve at the end of 2019
<p>2 To develop YP literacy skills and their 21st Century portfolio.</p>	<ul style="list-style-type: none"> Middle/Senior school mapping and planning (ALL) D & U Project based Learning in the Middle school (5 or 10 weeks)? Project based cross curriculum in the Senior Curriculum (BG, NO, HC). U Find interesting and relevant short courses (SB – Fridays, BS) C Source and create learning resources on Social Justice (awareness and action) creative currency and critical literacy. (HC) U Staff support/PD for SWD SALDA (BS, BG) C Develop whole of site approach to NCCD and making learning adjustments for YP (ALL) Use BKSb data to inform our planning and help YP engage in their own learning. (ALL) U Develop “Tech Space” social enterprise (LD, SB) T Provide volunteering / work experience opportunities within school community – Implement Cert I Active Volunteering (CL, ME) T Implement Yumi Deadly Maths (T / U) Short Course in Literacy / Short Course in Careers from Term 2? (BS) T C 	<ul style="list-style-type: none"> Staff are confidently using appropriate strategies for SWD and all NCCD YP SWD needs are being catered for in their L and N classes and programs (NCCD adjustment notes) D / TASS / Personal Notes Compare BKSb literacy data from each semester. C YP engaged in the \$20 Boss project T Share with YP the future of work and the portfolio of skills they need to start developing. C & U YP have an opportunity to build work skills through signing up for a tuckshop roster. D Staff and YP to use SeeSaw and other technology to help YP build their digital portfolio. U Whole of site approach to recording learning choices and outcomes to capture this data better. D Number of clients served by “Tech Space” / Café / Backyard Blitz / other volunteering opportunities D Number of YP engaged in and completing short courses and certificates D

The New Work Order: a presentation by Jan Owen

Foundational Skills

Literacy
Language
Numeracy

Enterprise Skills

Digital Literacy Communication Skills
Bilingual Skills Financial Literacy
Creativity Team Work
Problem Solving Critical Thinking
Presentation Skills

Technical Skills

Sales Support Word Processing
Stock Control Procurement
Machinery Operation Data Analysis
Adobe Photoshop Risk Management
Rehabilitation Lesson Planning

Career Management Skills

Self-awareness Work-life Balance
Decision-making to build career Use of Career Services / Information
Job-seeking Lifelong Learning

Plans	• Strategy	Measure of success/outcomes that we hope to see/achieve at the end of 2019
3 To strengthen our Cultural program	<ul style="list-style-type: none"> Weekly engagement with Mindle Bygul / other local organisations (ME, ES) T Deliver Hidden Histories to Middle School / all YP? (ME, ES) T Whole staff PD program with Marnie Shay (ALL) C Begin Indigenous Education Strategy or RAP (ME, CL, HC, MT, DR) Accessing PDF Indigenous games and embed in Morning yarning activities. (CL) C Embed ASTI perspectives (8 ways of Indigenous Learning) into everything we do (ALL) U Hold Culture Day (HC) C Celebrate Mabo Day in addition to NAIDOC, Reconciliation Week, Sorry Day, Close the Gap (SA, HC) C New school signs –acknowledge the traditional custodians of our land. (SB) Develop a bank of cultural protocols and revisit for venue proformas (ES, ME) (VPs / Day Intentions) 	<ul style="list-style-type: none"> Significant number of YP engaging in cultural programs D Positive feedback from staff PD and implementation of resultant strategies D Engage with the community on how best to integrate and embed Aboriginal and Torres Strait Islander perspectives into classrooms and DBFLC community D All YP have had the opportunity to learn about Indigenous perspectives through both curriculum and cultural programs. D The language and culture is embedded using the 8 ways of Indigenous learning. U Ongoing development of Strategy including art work / Indigenous gardens and the creation of one at the front of our flexi.

CONCLUSION

2018 proved to be another highly successful and enjoyable year at Deception Bay FLC.



Michelle Kinnane
Head of Campus
Deception Bay Flexible Learning Centre



Paul Flanders
Principal
Marlene Moore Flexi Schools Network

