



# Annual Report 2018

## Rockhampton Flexible Learning Centre

### Our school at a glance

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<b>Contact Person:</b>	Owen Mayor

### School Profile

Coeducational  
Catholic  
Year 7 – 12  
Enrolment Numbers 74 (as per August census 2018)

Rockhampton Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia and is conducted in accordance with the philosophy, principles and touch stones of the larger organisation. Rockhampton FLC commenced operation as a registered Non-State School in 2015 and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

Rockhampton FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Rockhampton 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*. All participants of the Rockhampton FLC work with these principles and 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.

## Characteristics of the student body:

Rockhampton 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 Rockhampton 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 self-awareness 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.

Rockhampton 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 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, wellbeing staff and young people, the learning plans are created with clearly articulated educational goals and pathways.

The family configurations of young people connected with the school in 2018 continued to be varied. A majority of young people were from single parent families or were living with extended family members such as grandparents, aunts and uncles. Many of the enrolled young peoples' families consisted of blended family arrangements with stepparents and step and half siblings.

The majority of young people live in urban Rockhampton and the outer suburb of Gracemere. A small number of young people came from the small seaside community of Yeppoon, a 30min drive from Rockhampton and increasingly more young people came from Mount Morgan, a 45 minute drive from Rockhampton. Our School mini bus services pick up and drop off young people in Rockhampton and Gracemere each day.

A small percentage of young people enrolled at Rockhampton FLC in 2018 had a verified disability. A much higher proportion of young people that were enrolled had non-verified disabilities that required significant adjustments to the learning programs offered to meet the range of learning needs. The school provides the necessary assistance the young people need through individualised program adjustments and consideration of social emotional needs, engaging with families to develop further partnerships of supports, and assisting young people to access external supports specific to their needs.

## Learning Choices:

Rockhampton FLC offers foundational learning in the key learning areas of Literacy and Numeracy.

Senior group are offered:

- Certificates I & II in Functional Literacy
- Cert II Automotive Preparations (Tafe)
- Cert II Salon Assistant

Other non-VET certificates/qualifications offered:

- Learners license
- White card
- Barista short course

The timetable has been established to place a greater emphasis on core learning areas in the morning with an increase of hands on activities in the timetable during the afternoon. The school has been focusing on Project Based Learning in the afternoons where problem solving and design skills have been a key element of the learning. A continued focus for staff and young people in the coming 12 months will be on engagement in real life issues and creativity through critical thinking and problem solving skills.

An important element of our school culture and programming is regular class immersions with the broader community through weekly class outings. Another great success in 2018 was the weekly whole school community day which has contributed to the positive culture that exists within the FLC. Once or twice each term the school will also compete against another local school in a sports event.

Every fortnight the young men and young women meet to focus on women's and men's business. This provides an opportunity for outside organisations to visit with the young people and discuss many different topics related to their services such as health and wellbeing as well as transitions and careers.

Other external agencies such as CQ Health, Darumbal Youth Services and Bidjerdii continue to engage with the school to deliver various programs offered to the young people.

Camps continue to be an essential component of the Rockhampton FLC curriculum. This will range from one night camps run by the individual learning groups to several nights on North Keppel Island to a week stay over at Carnarvon Gorge with another Flexible Learning Centre (Townsville FLC). It is intended that all young people have an opportunity to participate in a camp experience throughout the year.

One major emphasis in 2018 has been the development of the school's post school transition program for the senior group. The school's Community Engagement Officer has formed a range of partnerships with various local community organisations to

support the young people to develop the skills and knowledge they will require to prepare to leave school. This has included the further development of the Ready for Work program to support young people who are ready to engage in work. As a result, there have been a number of young people that have been provided with work experience opportunities.

### **Social climate:**

The intentional culture that has been commented on by those visiting the school is one of welcome, creativity and engagement. Visitors have commented on the passion and care taken by the staff toward the young people and the young people's positive engagement within the school. This is in no way to suggest that there have not been challenges present that have required staff to carefully work through with the support of parents and carers. The staff continue to work with individual young people to support them with the many challenges they face.

A key influence on the practices of staff across Rockhampton FLC is a whole brain teaching and learning approach to trauma transformative practices. This has included whole staff professional development into whole brain approaches to education (Rebooting Education). This has proven effective professional development in providing the necessary skills for staff in supporting young people to negotiate difficult situations. The language used by staff around whole brain approaches to learning provided by Rebooting Education is now being understood by the young people at Rockhampton FLC. This has meant the social literacy of the young people is increasing and young people are becoming clearer about when they feel unsafe and what they may need.

Staff provide a warm and caring environment and as a result, for many young people, the school has become their safe space. The staff are mindful of their approaches to young people when they are in a heightened emotional state and allow them the space to calm down while ensuring the safety of the others within the school. It's with much dedication that staff respond to issues that arise within the school community.

### **Parent/Caregiver, student satisfaction with the school**

As part of our school commitment to continual improvement all parents and carers were provided with a satisfaction survey on how the school is meeting the educational support needs of enrolled young people. The feedback was overwhelmingly positive with strong support for continuing with the great work happening at the Rockhampton FLC.

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

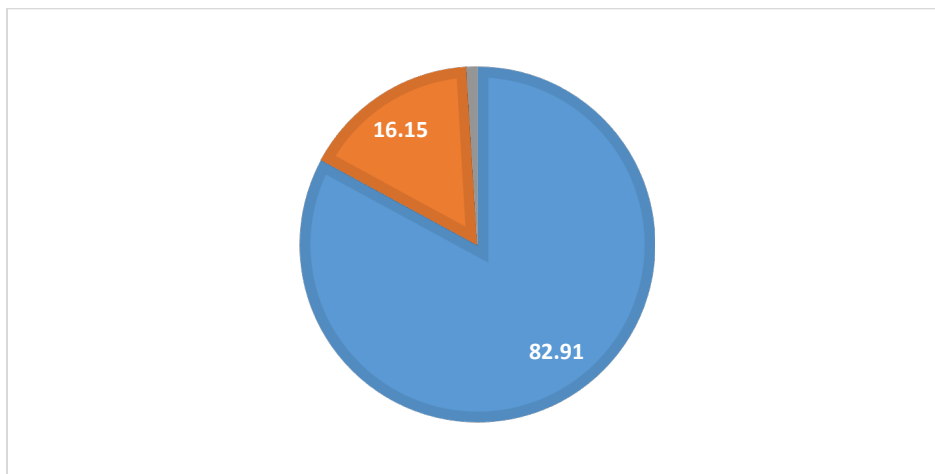
The school maintains that where ever possible families be engaged in any process which involves conversations with their young person about behaviours or situations that may be impacting on their learning and social engagement with others. This can involve the following actions:

- Phone calls to the young person's parents/carers
- Invitations to parents/carers to participate in conversations to develop working agreements and /or safety plans to support their young person at school
- Stakeholder meetings with support services, the family and young person
- Regular home visits

When the school is able to solicit the support of the families of enrolled students and provide clear reassurance and explanation around our processes, we are better able to support the young person to engage positively in their education and to implement the support actions that are agreed upon.

## School Income broken down by funding source

Funding Source	Percentage
Commonwealth	82.91%
State	16.15%
Private	.93%



## Our Staff Profile

### Staff Composition, including Indigenous Staff

	Teachers	Youth Worker	Support	Indigenous
Headcount	5	6	3	4
FTE	5	6	3	4

### Qualification of all Teachers

Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	0
Bachelor Degree	3
Graduate Diploma	1
Masters	1
Doctorate	0
Total	5

Expenditure on teacher professional development	\$15,426
Average staff attendance (periods of leave up to 5 days)	100%
Proportion of staff retained from previous year	72.41%

### Average Student attendance

Whole school	72.5%
Year 7	84.94%
Year 8	66.28%
Year 9	64.25%
Year 10	65.55%
Year 11	79%
Year 12	75%

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

There is a daily practice of staff making 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.

## Year 10 – Year 12 student retention rates

68%

## Year 12 Outcomes

<b>Number of students awarded a Senior Statement</b>	0
<b>Number of students awarded a Queensland Certificate of Individual Achievement</b>	0
<b>Number of students awarded a Queensland Certificate of Education</b>	0
<b>Number of students awarded one or more unit of competency in a VET qualification</b>	4
<b>Number of students awarded one or more Vocational Education and Training (VET) qualifications</b>	4
<b>Number of students who are completing or completed a School-based Apprenticeship/Traineeship</b>	1
<b>Percentage of Year 12 students who are completing or have completed a SAT</b>	0
<b>Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer</b>	0
<b>Completed their Learners License</b>	8
<b>Completed a White Card</b>	3
<b>Completed a Barista short course</b>	2