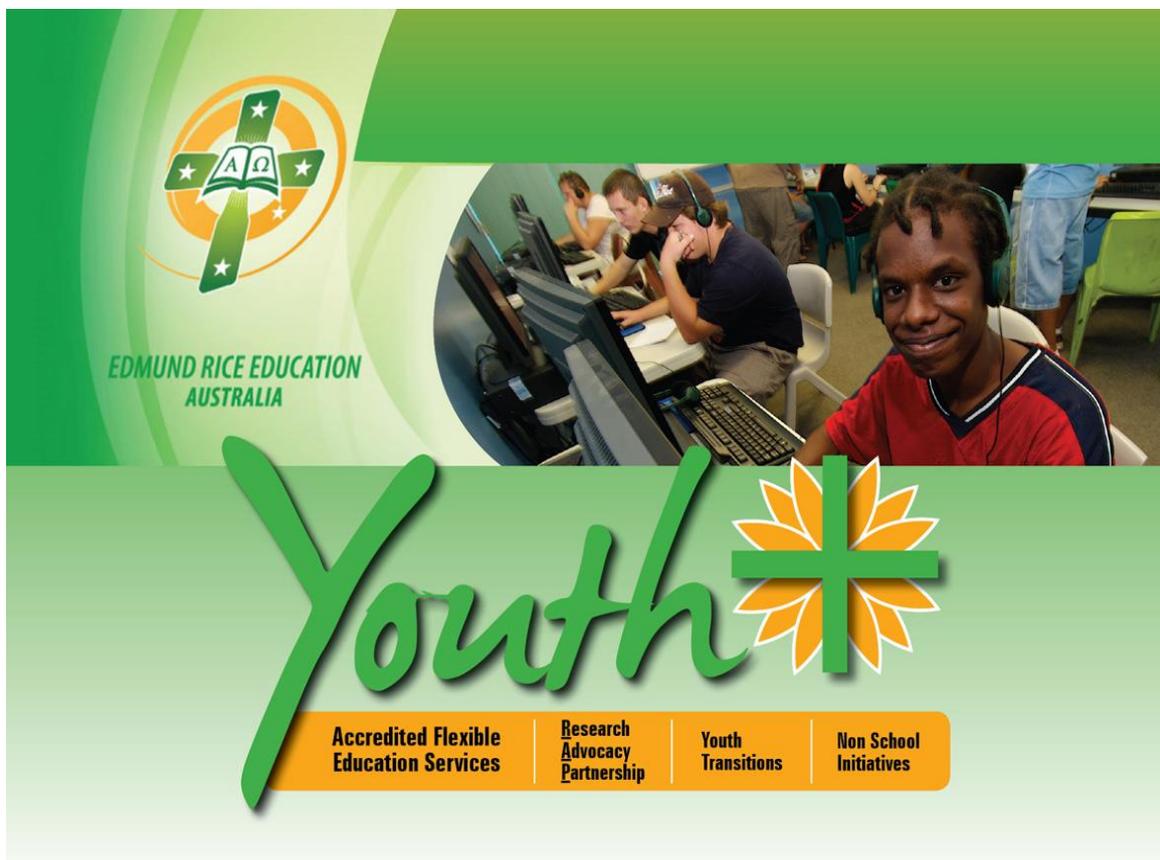


# St Mary's Flexible Learning Centre Annual Report 2017



## **About This Report**

St Mary's Flexible Learning Centre (FLC) is registered by NSW Education Standards Authority (NESA) and managed by Youth+ under the governance of Edmund Rice Education Australia. SMFLC is supported within the Youth+ South East Flexible Learning Centre Network; along with St Francis Flexible Learning Centre Hobart, St Joseph's Flexible Learning Centre Melbourne and the Wollongong Flexible Learning Centre.

The Annual School Report to the Community for this year provides the St Mary's FLC 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 2018.

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 Marys NSW 2760  
Office Ph: 0409 563 877  
Web: [www.youthplus.edu.au](http://www.youthplus.edu.au)

## Message from Key School Bodies

### Head of Campus Message

In 2017, St Mary's FLC had a new Head of Campus appointed- Kate Bowen. Kate and the current team had a focus of consolidating the school community and its current curriculum and practices in offering alternate educational opportunities for young people disengaged from mainstream education in the Nepean region. Although Kate was the new team leader within the school, the staff cohort remained the same providing a strong identity as special educators, and strength and experience within the community.

This year we added a new class to St Mary's FLC which meant we could increase our enrolments to cater for the community need, and also add an additional teacher to the team. Throughout the year St Mary's FLC experienced steady enrolment referrals from community services, government agencies and local high schools. Often there were multiple referrals awaiting enrolment, which meant students were waitlisted until a place became available. Due to our small sized school site we are often at full capacity of enrolments. We are thankful of our excellent community relationships, where the referring schools and services understand our enrolment process and continue to persist with places for their clients knowing we will offer a position as soon as possible.

The Youth+ Chair, the South East Network Leadership Team and the St Mary's FLC Head of Campus began working with Penrith City Council to make inquiries in the local area for a larger school site for the future so we can accommodate more enrolments and engage our learners in additional accredited learning opportunities.

We set a goal to collaborate and build a stronger partnership with our local Edmund Rice mainstream high school - St Dominic's College. This partnership has been very valuable in supporting staffing and resourcing. We will continue to collaborate with St Dominic's College in subsequent years to further support staff development and student sporting competition opportunities.

## School Context

St Mary's Flexible Learning Centre (SMFLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. SMFLC 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 2017, nineteen Flexible Learning Centres.

The philosophy of the St Mary's 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 Mary's 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 Mary's FLC works with young people who are vulnerable and experience a complexity of inter-related needs. Participation, engagement and retention are key elements in the philosophy of St Mary's 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, promotes an optimistic view of their potential and future, and assists them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

St Mary's 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 led 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 Mary's 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.

Particular reference is made to recognition of Indigenous Culture through integrating Indigenous themes in our curriculum and recognising National Days and Celebrations.

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 seek and share strategies and supports 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 young person engagement through outreach and participation in on-site classes.

St Mary's FLC supports and encourages this role of parents/carers through: presentation ceremonies, newsletters, cultural and social celebrations, parents/carer meetings and home visits. 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.

## **Individualised Education Program and Learning Plans**

Curriculum plans 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 by the class staff partnership and negotiated with young people to form an integral part of daily learning programs. Personal Learning Plans are informed by diagnostic testing in literacy and numeracy also, providing a snap shot of the young person's current needs and future aspirations.

Through this living document, young people articulate their learning, social, emotional and personal needs and goals. They are dynamic documents that respond to the changing contexts of young people as they progress through stages of life, and importantly the achievement of goals and milestones are celebrated. The Personal Learning Plans are revisited and adjusted frequently throughout the year. Teachers use this information to make learning and environmental adjustments for each young person, which they apply from a trauma informed practice.

## **Diagnostic Testing**

Usually a young person enrolling in the program comes with little or no documented educational history and therefore it can be difficult to ascertain their current educational ability and needs. To ensure that a young person is getting appropriate learning material we undertake a literacy and numeracy assessment of their current ability. This is initially completed using the Basic Key Skills Builder (BKSB) online assessment tool. BKSB is specifically designed for disengaged and educationally marginalised young people and adults. BKSB results are aligned with national benchmarks for accredited learning and training, and the results are able to be used to identify young people who may be ready to move into accredited training and transitional pathways.

BKSB is a validated diagnostic tool that is aligned to the Australian Core Skills Framework (ACSF). The ACSF provides a level that is nationally recognised, and aligns with the minimum literacy and numeracy standards in NSW for school leavers. The BKSB tool assesses mathematics (numeracy) across the following strands:

- Number
- Measurement

- Space
- Chance and Data.

In reading (literacy), the strands are:

- Text location and interpretation
- Contextual understanding
- Text and language knowledge.

## **Rhythm, Routine and Ritual**

Structure and predictability helps young people who have experienced trauma to feel safe and enables them to take safe risks and to develop. 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 and history of trauma.

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 through individual adjustments and personal learning plans.

Our school developed a relationship with the Victorian based Registered Training Organisation, Access Skills Training 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 10 studies with a pathway into TAFE and further study, and for young people who have completed year 10 and need support in transitioning into the workforce. In 2017 a total of 27 young people were engaged in this course with their teacher facilitator. From this cohort a total of 61 units were completed across the year. Five students undertook work experience in a variety of professions; childcare, retail, landscaping and building. Six

students from this class transitioned into the workforce once they gained fulltime employment. Two students completed the Cert II General Education for Adults, and both enrolled in further study in mainstream settings. The remainder of this cohort will continue working towards their completion of the certificate over 2018.

We created a new stage 5 class in 2017 which meant we could increase our enrolments by 10 students. This class was supported by an additional teacher who joined the staff team. The young people in this class made developing progress in literacy and numeracy and Outdoor Adventure Based Learning activities. They focused on community engagement, regularly using community facilities for their learning sessions and parklands and bush areas for adventure based learning opportunities.

## **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 professionals are encouraged to collaborate closely to provide wrap around care for the young person. Information is shared and expertise is respected. The youth workers on staff, lead by the Head of Wellbeing work holistically to develop links with external support agencies such as Child and Youth Mental Health Services, Family and Community Services, Drug & Alcohol support services, housing and accommodation services, Drug Rehabilitation and Juvenile Justice.

## **Young Person Support**

Each young person at St Mary's FLC belongs to a class which is facilitated in partnership by a teacher and youth worker called key workers. 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 key workers include ...

## **Curriculum**

The St Mary's 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 years 7 to 10 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,

## Community Engagement and Wellbeing Programs

### Community and Team Building

Sport and outdoor activities make up a large part of the timetable St Mary's FLC, and help us to build a positive community within our school. This year we have had competitions against a few different teams. In the cooler months we played Wheelchair Basketball and Indoor Oz Tag against the Shalvey PCYC staff and Police from Penrith and Mount Druitt. After these games we held a community lunch with all participants sharing a meal together. St Mary's FLC also played an Oz Tag game against the Wollongong Flexible Learning Centre. We have met for this friendly competition in the past and all look forward to engaging with staff and students from another FLC.

### Youth Workshops

Our school has been host to a variety of workshops over the year. These workshops have been designed for our young people to gain knowledge and skills in areas of personal growth and development that aren't part of the usual school curriculum. We have been fortunate to have many community organisations offer their expertise and to give their time to our students. Workshops offered throughout 2017 were from the Western Area Adolescent team from Mount Druitt visit; Drug, Alcohol and Relationship counsellors from the Street Uni Ted Noffs; Senior Constable Dean Perkins from the Penrith region Youth Command has delivered cyber and road safety messages to our classes; the Worksmart team from Wesley Mission have developed a Men's Health program for our young men to participate in and Senior Constable Reg Singh from Nepean Crime Management Unit has begun attending our community meetings to offer support to our community in relation to laws and safety.

### Girls Group

This group was developed through one of the local Police officers at Shalvey PCYC who sourced some great professionals to educate the small girls-only group about local community support programs, skin care, physical and emotional adolescent changes, and make up application techniques. This program positively linked some of our students to great services and workers in their own community with whom they continue to work with.

### Art Projects

We have had many young people choose to engage in different art electives offered this year. A young street artist visited our school to help us create our first outdoor graffiti art mural in the backyard of our site. It took a week to complete and many young people were engaged in planning and painting the design. Two of our teachers began a cultural art piece in our community space with help from a group of young people. The piece represents the important landscape of the Three Sisters and the Blue Mountains to the Darug People, the Aboriginal people of this land. Another popular art project

in 2017 was a weekly art therapy class lead by two artists who engaged small groups of young people in types of art they had not previously experienced; ink printing, lead light painting, silk scarf dying.

## Young Person Enrolments

2017 Young Person Enrolments	
Girls	33
Boys	39
Total	72
Indigenous	12
LBOTE	2

## Characteristics of the Student Body

The young people represent a diverse population of indigenous and non-indigenous males and females of secondary school age, up to 18 years. The young people who attend the St Mary's Flexible Learning Centre have typically experienced 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, and undiagnosed conduct disorders or unstable mental health. 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	2
Year 8	20
Year 9	18
Year 10	32
Whole School	72

## 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.

All needs updating as per Framework/Complispace

## Post School Destinations

Destination	Number of Young People
Full Time Employment	6
Other Secondary School	4

## Professional Learning

St Mary's 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
- Youth+ Network New Staff Induction: New Staff
- AIS Child Protection Training, Creating Safe Working Culture
- Technology of Participation Days
- Literacy Professional Learning, Reading 2 Learn: Teaching Staff
- Curriculum Planning
- EREA Women in Leadership Conference: Head of Campus
- EREA Deputy Principals Conference: Head of Campus
- Berry Street Education Model: New Staff

## 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	7
Youth Workers	4
Support Staff	2
Workers identifying as indigenous	1
Total number of staff	13

## School Policies

The following gives a summary of some of the school policies in use. There have been no changes to these policies in 2017. Policies are accessible from the school and are made available 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/flcstmarys/stmarys-flexible-learning-centre.html>

### Enrolment Policy

St Mary's 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, newly arrived and refugee young people, 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.

### 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 Mary's 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 Wollongong 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 Mary's Flexible Learning Centre 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 Mary's 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 2017**

### **Learning**

- The St Marys FLC community had the addition of a new class this year through the appointment of an extra teacher, this is the first time we have operated with four class groups
- A group of 6 young people participated in a 'Taste of Trades' bricklaying course at Quakers Hill TAFE
- 16 young people enrolled in the Cert II CGEA with a further 11 beginning to undertake the course
- A total of 61 Cert II CGEA units completed in 2017
- Two students completed the Cert II CGEA and successfully enrolled in further education in mainstream settings
- The senior class had two TAFE visits in 2017 where they met with TAFE staff onsite at the Nepean Campuses Kingswood and Penrith for information sessions on available courses and enrolment processes

### **Welfare/personal learning**

- We formed a separate young women's group this year that worked together one day a week for 2 terms. The group was supported by a youth worker who planned content to be delivered each week from various community services, geared strongly on the development of relationships with local youth service providers and help seeking
- Induction booklets- whole school agreements
- Aboriginal student identity
- Reconnect and Ted Noffs providing regular on-site counselling

### **Community and Partnerships**

- St Dominic's College
- Catholic Education Commission
- Wollongong FLC
- Senior Constable Reg Singh- Nepean Region Crime Management

## Priority Areas for Improvement for 2018

- Enable Aboriginal & Torres Strait Islander young people to connect to culture through learning choices.
- Deepening our understanding of Common Ground and worker skills in implementing Common Ground Conversations
- Further development of Literacy and Numeracy programs that address gaps in learning for our cohort of young people
- Development of the Accredited Transition to Work program and the Ready to Work program incorporating more skill sets and short courses for young people.
- Berry Street training modules for all staff
- Developing and rolling out a Framework website to provide resources and guidance to staff across our Network of schools
- A focus on Quality Teaching & Learning with a focus on goals for each session on the board and the introduction of Learning Walks in classes
- More staff to get their Certificate IV in Training and Assessment.

**Saint Mary's FLC**  
**Statement of Profit or Loss and Other**  
**Comprehensive Income For the year ended 31**  
**December 2017**

	Notes	2017 \$	2016 \$
<b>REVENUE</b>	<b>2</b>	<b>1,601,233</b>	<b>1,161,694</b>
<b>EXPENSES</b>			
Administration expenses		<b>183,424</b>	224,214
Boarding expenses			
Depreciation, Amortisation and Impairment expenses	3	47,971	34,458
Employee benefits	3	1,137,776	871,019
Facilities and co-curricular		76,172	56,264
Finance costs	3		
Insurance		<b>11,854</b>	11,038
Operating lease rentals	3		
Maintenance and Utility expenses		<b>55,657</b>	43,932
Other expenses from ordinary activities			
Trading activities - expenditure	3		
Other Significant expenses	3		
<b>Total Expenses</b>		<b>1,512,854</b>	<b>1,240,925</b>
<b>Profit/(Loss) for the year</b>		<b>88,379</b>	<b>(79,231)</b>
<b>OTHER COMPREHENSIVE INCOME</b>			
Gains or losses arising on remeasuring available-for sale financial assets			
Total other comprehensive income (loss) for the year			
Total comprehensive income for the year		<b>88,379</b>	<b>(79,231)</b>

## **Conclusion**

The St Mary's FLC continues to offer an education option for those who through marginalisation cannot access a standardised education. St Mary's FLC maintains authenticity as an inclusive community and works to provide care, hope and socialisation skills as well as an academic learning program under the governance of NESAs, Catholic Schools NSW and Edmund Rice Education Australia.

### **Kate Bowen**

Head of Campus

St Marys Flexible Learning Centre

### **Ivan Mahoney**

Network Co-Principal

South East Network

Youth+, Edmund Rice Education Australia