



EDMUND RICE EDUCATION
AUSTRALIA

Youth*

Marlene Moore Flexi Schools Network

2018 Annual Report

Gympie Flexible Learning Centre 2 Bowen Lane, Gympie, 4570

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

CONTENTS

INTRODUCTION	3
YOUTH+ FOUNDATION STATEMENT	4
BEST PRACTICE GUIDELINES	4
SCHOOL PROFILE AS AT AUGUST CENSUS 2018	5
YOUNG PERSON SUPPORT	5
CURRICULUM - LEARNING CHOICES PROGRAM.....	6
OUTCOMES	7
ATTENDANCE RATE	7
DESCRIPTION OF HOW NON-ATTENDANCE IS MANAGED BY THE SCHOOL	7
SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE	8
YEAR 12 COHORT 2018 POST SCHOOL DESTINATION.....	8
CO CURRICULAR ACTIVITIES	9
STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2018	9
STAFF COMPOSITION	10
THE SOCIAL CLIMATE OF THE CENTRE	10
PARENT, STAFF AND YOUNG PERSON SATISFACTION SURVEY	11
STRATEGIES USED FOR INVOLVING PARENTS/CARERS IN THE EDUCATION OF THEIR YOUNG PERSON	11
INFORMATION COMMUNICATION TECHNOLOGIES	11
PROGRESS TOWARDS GOALS FOR THE 2018 YEAR	12
2018 MILESTONES.....	12
GOALS FOR THE 2019 YEAR	13
CONCLUSION	14

INTRODUCTION

Gympie Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. Gympie FLC commenced operation as a registered Non-State School in 2013 and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

Gympie FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Gympie 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 Gympie 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.

Gympie 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 Gympie 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.

Gympie 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

Gympie 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. Multiple professionals

are encouraged to develop supportive relationships with young people and assist them with their basic life needs. Multiprofessionals 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 Gympie FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	5	5	10	6	8	10.8	44
Female	0	2	3	9	7	21.4	42
Other							
Total	5	7	13	15	15	32.2	87.2

YOUNG PERSON SUPPORT

Each young person at Gympie Flexible Learning Centre has staff who support them in their health and wellbeing. At the GFLC site these staff include their classroom teacher for core literacy/numeracy and at least one other significant worker. 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), CAYS (Community Action Youth Service, Department of Communities, Child Safety & Disabilities, Lives Lived Well, COSY, 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 Student Welfare Worker and Youth Workers.

The total 2018 enrolment of the GFLC in full time equivalent students is shown below.

Year Level	Students
7	5
8	7
9	13
10	15
11	15
12	32.2
Total	87.2

CURRICULUM - LEARNING CHOICES PROGRAM

The Gympie Flexible Learning Centre 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	ELECTIVES	
Years 7 - 8	Literacy Numeracy	<ul style="list-style-type: none"> • Live performance • Reading development • Reading • Workshop • Sport • ABL • Photography 	<ul style="list-style-type: none"> • Junior Art • Independent Living Skills • Drums • Canteen • Music • Cooking • Sport
Years 9 - 10	Literacy Numeracy	<ul style="list-style-type: none"> • Live performance • Transition • Reading • Workshop • Cooking • Sport • ABL • Photography • QCE Art • World of Work • Independent Living Skills • Drums 	<ul style="list-style-type: none"> • Canteen • Recreation • Cooking ILS • QCE English • QCE Maths • Sport • Media Projects • QCE catch up • Reading development • Cert I in Functional Literacy • Music

YEAR LEVEL	Authority Registered Subjects	Certificate Courses
Years 11 - 12	<ul style="list-style-type: none"> English Communication Prevocational Mathematics Recreation Independent Living Skills 	<ul style="list-style-type: none"> Certificate I and II in Functional Literacy Certificate I access to vocational pathways Certificate II Skills for work and vocational pathways

OUTCOMES

Gympie Flexible Learning Centre did not have any participants in the NAPLAN tests in 2018.

Outcomes for Year 12 Students - 28 YP in Year 12 in 2018	
Number of students awarded a Senior Education Profile	28
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications	5
Number of students who are completing/completed a School-based apprenticeship or Traineeship (SAT)	1
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	38%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	100%
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 75%. 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

Gympie FLC offered a variety of special programs throughout 2018 to achieve improved outcomes for young people. These programs include:

- **Pastoral Care Program:** Young people meet in their pastoral care group. The experience created a sense of belonging; created an environment where young people felt safe to voice opinions and concerns and discuss community values.
- **Whole school meetings:** Immersed young people in community ideals and established practice for the day; allowed discussion of current affairs; recognised student achievements; recognised community achievements; problem solving relevant issues; enhanced development of active communication skills and democratic practice.
- **Work readiness/Transitions program:** This program was designed to bridge the gap between school and the workplace. It supported young people to develop practical skills in interviewing, resume writing and presentation.
- Young people were supported to approach businesses for work experience, school-based traineeships and apprenticeships.
- **Connect:** The program was designed to support young people transitioning into Gympie FLC. The aim of the program was to increase retention through intentionally establishing relationships and an understanding and connection to the culture of the school.
- **Outdoor Adventure Based Learning (OABL):** This program was off campus. It provides an alternative learning space to the classroom to cater for the diverse programs they attend and achieve success on school camps.
- **Kitchen Induction/Canteen work:** focused on students with a passion for hospitality, provided health and safety induction and participation in the running of the canteen. It strengthened a sense of belonging and motivated learning through fostering an area of interest.

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)	Certificates III= 3 students	10%
Working full-time	4	14%
Working part-time/casual	7	25%
Seeking work	Unknown	Unknown
Not studying or in the labour force	9	32%

CO CURRICULAR ACTIVITIES

The Centre provides extensive opportunities for young people to participate in co-curricular 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 Gympie FLC in 2018

Cultural	Sporting	Intellectual	Service
Reconciliation Week	Sports Day – Swimming carnival and athletics fun days	Sexual Health Program	Caltex Awards
Harmony Day	Bushwalking Beach activities Abseiling Surfing Fishing	Healthy Relationships Program	Working Agreement Project
Connect – Transitioning in program	Fraser Island Camp	Art - Visual - Performing - Multimedia	Kitchen Induction
Building Community Art Workshop Graduation	Outdoor Education program - Canoeing - Bushwalking - Beach Activities - Abseiling	Music - Writing - Performing - Production	Work experience
Working agreement	Fitness Program	Guided Independent Studies Gardening	Whole school Celebrations • R U OK? Day • Respect Day • Harmony Day • NAIDOC
Music	Inter-Flexi sports days	Workshop	Reconciliation Week

STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2018

Gympie 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:

- Teaching and learning strategies for young people with learning differences
- Implementing programs to promote respectful relationships and violence prevention
- Outdoor Education training to strengthen our OABL program.

The average amount spent per teacher in 2018 on professional learning was \$1900.

STAFF COMPOSITION

(including Aboriginal & Torres Strait Islander Staff)

Staff	Teachers	Youth Worker	Support	Aboriginal & Torres Strait Islander Staff
Headcount	6	8	4	1
FTE	5.8	7.6	2.9	1

Staff qualifications:

Teaching Staff Qualifications	Number
Certificate	7
Diploma	2
Bachelors Degree	7
Post Graduate Diploma	1
Masters Degree	2
Doctorate	0
Other	

The average attendance rate for teachers in the 2018 academic year was 81%. 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 teaching staff retention rate expressed as a percentage is 100%. This indicates the percentage of teachers who have continued service at the school from 2017 into 2018.

THE SOCIAL CLIMATE OF THE CENTRE

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

- Student Support Workers available to offer social and emotional support to young people individually.
- Establishing connections with community organisations and services providing specific support including, counselling, housing and emergency respite.
- Care groups: Each young person is connected with a specific staff group to support them with any needs including academic and social needs that may arise.
- Transitions Youth Worker who supports young peoples' transition into school and facilitates connections and pathways for young people when they have completed their schooling.
- Daily operation of Pastoral Care groups.
- Whole school meeting.
- Commitment by all to operate by principles (respect, participation, safe & legal, and honesty).
- Enrolment interviews: outlining operation by principles.
- Regular communication with parents/carers.
- Celebration of Birthdays and momentous occasions.
- Regular engagement and reviewing of Personal Learning Plans.
- Formal and informal debriefing opportunities for staff.
- Weekly staff meetings.
- Provision of food for young people.

- Transport assistance for young people.
- School Reconciliation Action Plan.
- Partnerships with local support services, Community Action – Youth Service, Child and Youth Mental Health, Salvation Army, Employment Agencies, Centrelink, QLD Health, Local Council, Youth Connections, Local Police, and Family Planning.

PARENT, STAFF AND YOUNG PERSON SATISFACTION SURVEY

Parents and caregivers were surveyed to determine levels of satisfaction with staff and with our ability to meet the wellbeing and learning needs of their young people. 20% of surveys were completed with results being overwhelmingly positive. On a scale of 1 – 5 a weighted average of more than 4.0 was received for the following statements:

- My child likes being at school
- Staff treat young people fairly and with respect
- I can talk to staff about my concerns for my child
- This school takes parents'/carers' opinions seriously
- My child feels valued and respected in this school
- Young peoples' wellbeing is supported at this school
- This school gives my child opportunities to do interesting things
- Staff at this school are interested in my child's wellbeing
- Staff at this school are approachable

See Appendix 1 for Parent survey details.

Appendix 2 has additional feedback from young people and staff through the Educator Impact Survey Data completed in 2018.

STRATEGIES USED FOR INVOLVING PARENTS/CARERS IN THE EDUCATION OF THEIR YOUNG PERSON.

Gympie 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 includes effective collaboration with parents / carers. The Flexible Learning Centre supports and encourages this role of parents / carers through:

- Information evenings,
- Newsletters and Facebook publications,
- Cultural celebrations,
- Parents and carer meetings,
- Social celebrations, and
- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

INFORMATION COMMUNICATION TECHNOLOGIES

- At Gympie FLC we have 18 Desktop PCs in classrooms, and 20 PC laptops available for student's use.
- 18 ipads, 16 of which are designated for student use.
- In four of the classrooms there are interactive whiteboards with amplified speakers and short throw projectors.
- 4 IMacs are designated for arts, media and entertainment, and a further 4 IMacs are used for music recording, production and video editing.

- The music room also has a wireless data backup (airport) unit and networked closed circuit cameras.
- A video projector and facility for connecting powered speakers is installed in the main meeting area and a portable projection screen has been purchased for use in this area as well as for holding backdrops and green screens for photography and media production.
- The school internet and intranet is connected by a NBN FTTN connection.

PROGRESS TOWARDS GOALS FOR THE 2018 YEAR

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. They include goals focusing on;

- Developing responsive and innovative curriculum;
- Staff collaborative teamwork to work with Aboriginal and Torres Strait Islander communities engaged in learning;
- Preparing young people for the challenges of an evolving work environment;
- Developing and enhancing community connections between the school and the local community to address the needs of young people and to offer an alternative to a culture of violence and aggression.

GFLC programs that we developed to action these goals include the following:

- RAGE program
- Love Bites training for staff
- Continued development of the PC groups
- Strengthened ties and referrals to community groups and government agencies including Youth Justice, COSY, Loves Lived Well and CAYS.
- NAIDOC celebrations
- Work experience
- TAFE support
- Certificates offered at GFLC
- Independent Living Skills
- Learner Driver program
- Whole staff visit to the Ration Shed
- Review and adjusted Personal Learning Plans each semester
- Each young person to have an appropriate assessment on literacy and numeracy.

2018 MILESTONES

Throughout the year 2018 we celebrated many occasions and achievements for individuals, groups and the whole community at Gympie FLC. In 2018 there were a few particular milestones that punctuated the year because of the significance in fostering the culture that promotes working within the principles of Safe and Legal, Respect, Honesty and Participation.

- 2018 saw the further development of core groups for literacy and numeracy, three days a week were nominated for the whole school to focus on these two areas. The literacy and numeracy focus is organised in age appropriate groups;
- Gympie FLC continues the tradition started in 2015 of the K'gari (Fraser Island) Expedition. This annual school camp immerses young people in the cultural history of one of the world's heritage listed places. We are fortunate to have the largest sand island on earth at our doorstep. As such, we are able to offer an extraordinary

and rich learning experience where young people can learn about the Butchulla people, the traditional owners of K'gari, and their country, including the vast and diverse ecosystems and the changing European uses;

- In 2018 Gympie FLC saw another large cohort of year 12 students graduate. The year 12 graduation ceremony was a momentous occasion with 28 young people excited to transition from Gympie FLC;
- TAFE partnerships: More young people enrolled in TAFE courses and a staff member was allocated to support this group, which is gaining in numbers each year;
- Partnership with Community Youth Action, and linking young people with services such as doctors, counselling and accommodation assistance;
- Implementation of the bike program which developed technical skills in the workshop;
- The transition program assisted young people with a range of programs and skill building to assist them from the transition from secondary school to a new pathway which could involve employment, further education, training or work experience;
- Alissa Falla was acting HOC for ten weeks and Donna Pares and Kate Rorrison were acting Associate HOCs for three terms;
- Heart of Gold festival submission and winner of the Youth Film maker award for 2018;
- Learner driver program delivered from GFLC;
- Attending Booin Gari Festival Lions Park Noosaville;
- Student leader program started; and
- Cherbourg Ration Shed visit by staff.

GOALS FOR THE 2019 YEAR

In 2019 emphasis will be given to:

Goal 1:

Continuing our development of programs that address violence and unhealthy relationships. The following programs aim to reduce violence and aggression which has been evident in our wider community and a flowing effect within our whole school community.

How: To implement strategies that focus specifically on how to help young people practice nonviolent strategies and become effective members within their school and wider community.

Goal 2:

A focus on supporting our community to become more culturally aware and work towards reconciliation. To create a sense of belonging for Aboriginal and Torres Strait people and their families and to keep children, families and communities engaged in learning.

How: The GFLC team will provide positive educational experiences that are culturally appropriate and relevant to the needs of the Aboriginal and Torres Strait Islander community. We also aim to create culturally safe opportunities for our Indigenous young people to develop life skills for work readiness, access to further education, training and career pathways.

Goal 3: To create a culture that caters to, plans for, and responds to learning and social and emotional differences.

How: The GFLC team will provide positive educational experiences that are inclusive of young people with learning differences. We also aim to review and adjust young people's learning plan to best support the young person's learning. Ready to work programs develop that life skills for work readiness, access to further education, training and career pathways.

CONCLUSION

Gympie Flexible Learning Centre continues to offer an education option for those who have disengaged from mainstream education. Gympie FLC maintains an inclusive community and assists young people with personal wellbeing, hope and social connectedness skills as well as a range of different learning pathways. We aim to continue to create a welcoming, safe, inclusive community that offers a range of educational pathways.



Duncan Inglis
Head of Campus
Gympie Flexible Learning Centre



Paul Flanders
Principal
Marlene Moore Flexi Schools Network
Hemmant FLC | Deception Bay FLC | Noosa FLC | Gympie FLC

Appendix 1

Educator Impact – Gympie FLC Data

Guide: Reading the Feedback Report

The Feedback Report consists of three sections: the overview, the survey level detail and the year level detail.

Overview

This section provides an overview of the 360-degree feedback, including:

- Teacher/Youth Worker and Young People circumplex, competency highlights and perception alignment
- How the data relates to the Australian Professional Standards for Teachers

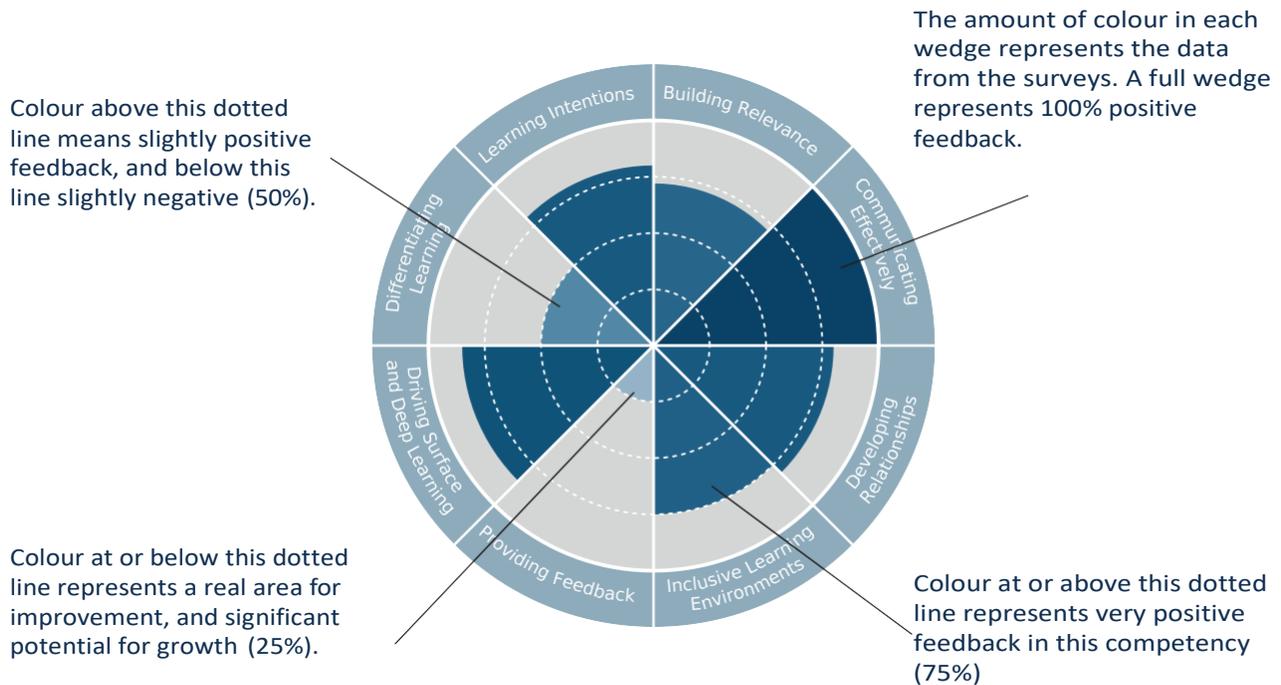
Survey Level Detail

This section presents all of the data collected for each survey level, ordered by competency area.

Year Level Detail

This section presents all of the data collected for each year level, ordered by competency area. For ease of understanding, guides for interpreting our graphs are provided in each section.

Understanding an EI for Flexible Learning Centres Circumplex

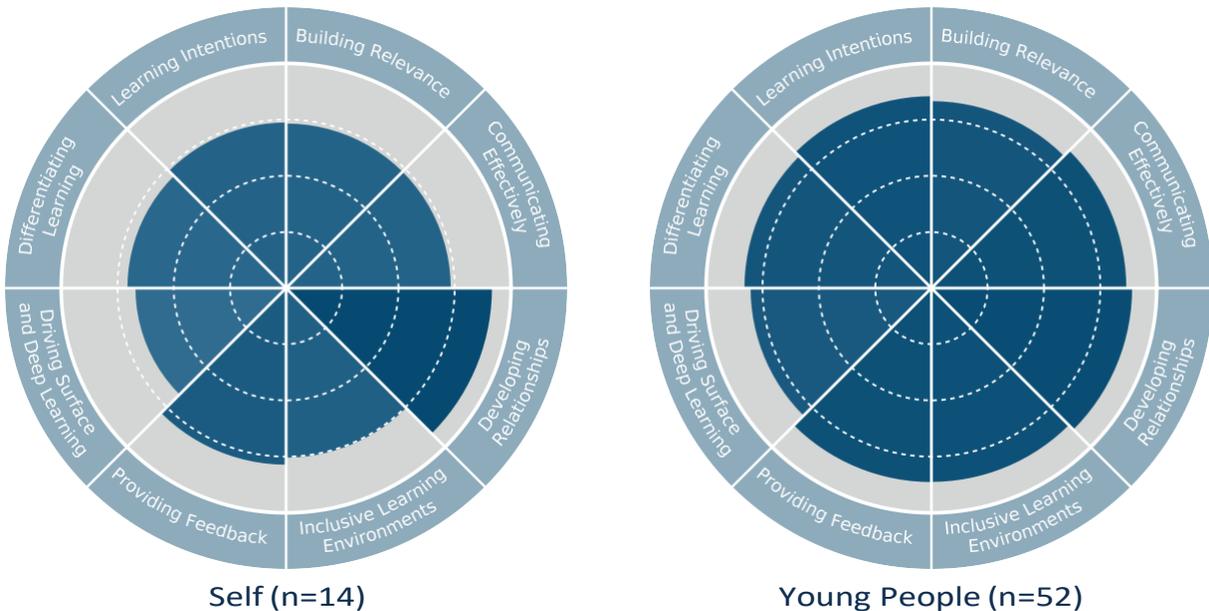


Overview

This section contains an overview of the teacher self-assessment and young person data collected during the 360-degree feedback phase of EI for Flexible Learning Centres. It includes a summary of feedback from the teachers/youth workers and their young people. It also shows how that feedback relates to the Australian Professional Standards for Teachers.

Self-Assessment and Young People Feedback for Gympie FLC

This page compares teacher/youth worker self-assessment with feedback from their young people. The feedback is summarised in the circumplex below.



Strengths

- According to teacher/youth worker self-assessment, the strongest competency is Developing Relationships.
- According to young people feedback, the strongest competency is Developing Relationships.

Improvement Opportunities

- According to teacher/youth worker self-assessment, the biggest opportunity is Driving Surface and Deep Learning.
- According to young people feedback, the biggest opportunity is Driving Surface and Deep Learning.

Perception Alignment

The gap between how we see ourselves and how others see us is called the perception gap. It is the perceived gap between our intent and our impact. By comparing teacher/youth worker self-assessment responses to the distribution of young people responses for each question, we are able to identify the competencies in which your teachers/youth workers and young people are most and least aligned. This measure takes into account how strongly your young people agree with your teachers/youth workers, and also each other.

- The competency which demonstrated strongest alignment is Developing Relationships.
- The competency which demonstrated the least alignment is Building Relevance.

Mapping your teachers/youth workers' feedback to the Standards

Each EI for Flexible Learning Centres survey question has been mapped to a specific focus area of the Australian Professional Standards for Teachers. The charts below present the feedback from your teachers/youth workers, their young people and their observers, in relation to the Professional Knowledge (Standards 1 and 2) and Professional Practice (Standards 3, 4 and 5) domains of teaching.

Responses to questions mapped to a particular Standard are aggregated and then categorised as **Constructive**, **Neutral** or **Positive**

Standard	Summary	
Standard 1		
Know students and how they learn	Self	
	Young People	
	Observers	
Standard 2		
Know the content and how to teach it	Self	
	Young People	
	Observers	
Standard 3		
Plan for and implement effective teaching and learning	Self	
	Young People	
	Observers	
Standard 4		
Create and maintain supportive and safe learning environments	Self	
	Young People	
	Observers	

Standard 5

Assess, provide feedback and report on student learning

