



EDMUND RICE EDUCATION
AUSTRALIA

Youth 

Marlene Moore Flexi Schools Network

2018 ANNUAL REPORT

Hemmant Flexible Learning Centre

56 Hemmant-Tingalpa Rd Hemmant Queensland 4174

This annual report for 2018 is published to provide information about the Hemmant 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	6
ATTENDANCE RATE.....	7
DESCRIPTION OF HOW NON-ATTENDANCE IS MANAGED BY THE SCHOOL	7
SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE	7
YEAR 12 COHORT 2018 POST SCHOOL DESTINATION.....	7
CO-CURRICULAR ACTIVITIES.....	8
STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2018	9
STAFF COMPOSITION.....	9
THE SOCIAL CLIMATE OF THE CENTRE	9
PARENT, STAFF AND YOUNG PERSON SATISFACTION SURVEY	10
STRATEGIES USED FOR INVOLVING PARENTS/CARERS IN THE EDUCATION OF THEIR YOUNG PERSON.....	10
INFORMATION COMMUNICATION TECHNOLOGIES.....	10
SCHOOL REVIEW.....	10
PROGRESS TOWARDS GOALS FOR THE 2018 YEAR	11
2018 MILESTONES.....	11
GOALS FOR THE 2019 YEAR	12
CONCLUSION	13

INTRODUCTION

Hemmant Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. Hemmant FLC commenced operation as a registered Non-State School in 2012, and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

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

Hemmant 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 Hemmant 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.

Hemmant 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

Hemmant 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. 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 Hemmant FLC full time equivalent students is shown below.

Gender/ Year	7	8	9	10	11	12	Total
Male	1	4	3	23	13	7	51
Female	2	2	4	15	7	5	35
Other	0	0	0	0	0	0	0
Total	3	6	7	38	20	12	86

YOUNG PERSON SUPPORT

Each young person at Hemmant FLC has staff who support them in their health and wellbeing. At the Hemmant FLC 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), Department of Communities, BABI, 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 several Youth Workers.

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

Year Level	Students
7	3
8	6
9	7
10	38
11	20
12	12
Total	86

CURRICULUM - LEARNING CHOICES PROGRAM

The Hemmant 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
Years 7 - 9	Literacy Numeracy	<ul style="list-style-type: none"> • Music • Art • Sport • Industrial Technology
Year 10	Literacy Numeracy	<ul style="list-style-type: none"> • Certificate I and II in Functional Literacy • Certificate I and II Vocational Pathways • Cert II Active Volunteering • Music • Art • Sport • Industrial Technology

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 	<ul style="list-style-type: none"> • Certificate I and II in Functional Literacy • Certificate I and II Vocational Pathways • Cert II Active Volunteering

OUTCOMES

National Assessment Program Literacy and numeracy (NAPLAN) results.

Reading Writing, Spelling, Grammar and Punctuation and Numeracy in Year 9.

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

Outcomes for Year 12 Students - 5 YP in Year 12 in 2018	
Number of students awarded a Senior Education Profile	3
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	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	4
Number of students who are completing/completed a School-based apprenticeship or Traineeship (SAT)	0
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	41.66%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	0%
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 82%. 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 school has a wellbeing focus that permeates all relationships across the school, supported by whole school processes including daily 'check-ins', pastoral care groups, forums, wellness weeks, and a variety of visiting practitioners from a range of allied service providers who work with youth at risk.

The school coordinates weekly visits from Centrelink worker Liz and Support Worker Kathy from BABI. These professionals support the wellbeing and mental health of our school population by being regulars in the school community, who are accessible and friendly.

Our school kitchen is the hub for goodness, love and nutrition in generous servings thanks to our chef who prepares healthy meals for the school community each day. If YP are at school or going off-site they are sure to be provided with a tasty and nutritious meal to keep their growing minds nurtured.

The school grounds have been further improved and developed ensuring that the school remains a safe place for all young people with active spaces for energetic lunchtime activities, and quieter reflective spaces for conversation and small groups.

Staff work hard to maintain communication with families and carers to support young people attending. The most common mode of communication is phone calls and texts. The school has a monthly School Newsletter with important news and dates which is regularly emailed to parents/carers.

Each semester the school hosts a 'Wellness Week' to provide a program of activities, guest speakers and forums for young people to engage with topics around wellbeing including: Driver Safety; One Punch Can Kill; Girls can do Anything; Deadly Choices; Love Bites-Healthy relationships for teens; Drug and Alcohol education; and sport and recreation activities.

Community Action groups and afternoon electives encourage retention of YP at the site each day. The electives focus on projects around the school. YP get to nominate projects and activities that range from sport and recreation, to cooking and music, fishing, bike riding etc.

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 YP	% of YP in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship, TAFE)	2	33%
Working full-time	2	33%
Working part-time/casual	1	17%
Seeking work	1	17%
Not studying or in the labour force	Unknown	Unknown

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 Hemmant FLC in 2018

Cultural	Sporting	Intellectual	Service
Art events	Inter-school sports	Visiting guests	Family Open days
Gallery visits	Camps	Local Police visits	Centrelink
Artist in residence	Outdoor Ed	Guest speakers	Clarence Street
Music events	Sailing	Deadly Choices	Headspace
Circus and Performance	Mountain Biking	Girls and Boys Wellbeing Camps	RSPCA
Community Arts projects	Canoeing	Construction	Animal rescue
Photography	Fitness programs	Wellness weeks	Community Meals program
Ceramics	Slack-line		Links with OxFam
Indigenous Cultural tours and events	Bowling		ERA for Change
Multicultural days	Snooker		Advocacy Events
FlexiFest Concert	Stand-up Paddle Boarding		

STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2018

Hemmant 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:

- Learning Choices and Differentiation – 7 teachers, 5 youth workers
- Literacy Improvement Strategies – 7 teachers
- Outdoor Adventure Based Learning – 2 teachers
- Trauma-Informed Practice – 7 teachers, 5 youth workers
- Child Protection Training – 7 teachers, 5 youth workers
- Leadership Development – 1 teacher, 1 youth worker

In 2018, the average amount spent per staff member on professional learning was \$1,975.

STAFF COMPOSITION

(including Aboriginal & Torres Strait Islander Staff)

STAFF	Teachers	Youth Worker	Support	Aboriginal & Torres Strait Islander Staff
Headcount	7	5	5	3
FTE	7	4.4	3.6	2.6

Staff qualifications:

Teaching Staff Qualifications	Number
Certificate	11
Diploma	3
Bachelors Degree	8
Post Graduate Diploma	2
Masters Degree	1
Doctorate	0
Other	NA

The average attendance rate for teachers in the 2018 academic year was 90%. 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 last year has been eliminated from this calculation as he / she was replaced by a contract youth worker.

The teaching staff retention rate expressed as a percentage is 85%. 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 Hemmant FLC is the very real climate of compassionate care evident. Our school is an inclusive and welcoming community of young people and workers who together are making a difference in the lives of those inside and outside the front gate. We reach outward to embrace the opportunities and learnings available to us in partnership with others seeking best outcomes for young people, and we reach inward to find the very best selves we can be each day when we commit to working relationally.

Reflective practice, mindfulness, circle work, checking-in with YP and staff all inform a practice of care, compassion and awareness every day. Educational opportunities that are targeted and appropriate to the context of the YP at our school support them to succeed and foster the possibility of a hope filled future. A liberating education frees young minds from the debilitating condition of self-doubt and loss of hope.

PARENT, STAFF AND YOUNG PERSON SATISFACTION SURVEY

See Appendixes for results of survey. An indicative example of parent feedback about this school comes from the following parent text message (names changed):

“Hi Sarah. Well hats off to you. I asked Sam how his day went and he said the best day ever at that school. He knows and likes the people in the room. He kept talking... he said he can do the work so he can graduate. He said he's excited to go back tomorrow.

Omg! Thank you for following your heart and creating this space. Words don't express my relief and appreciation. Great beginnings!

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

Hemmant 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 evenings,
- Social Media communication
- 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

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. 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 4 personnel. The school purchased an additional 40 iPads to enhance the ICT learning opportunities particularly for young people engaging in off site learning programs.

SCHOOL REVIEW

In 2018, the school sought to continue implement the recommendations which came out of the 2016 EREA school Renewal Process. Significantly, the school participated in the 2018 NSSAB Review Process.

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.

- The completion of a new Construction/Industrial Arts Building opened in March 2019
- The completed upgrade of the site's disability access and drainage plan
- The instigation of a formal staff professional reflective practice framework using the "Educator Impact" tool – Cycle 1 completed in 2018, Cycle 2 completed in 2019
- A formal staff professional development program on Aboriginal and Torres Strait Islander Cultural Competencies through Dr Marnee Shay from the University of Queensland. This program has been ongoing with multiple staff formation days and sessions. The school is currently in the planning stage of creating its Indigenous Education Strategy.

2018 MILESTONES

Outside the core curriculum students have had the opportunity to take part in various other learning opportunities including the following:

- 'Make it Home 100' program – Through this program, students are supported in gaining hours towards their driving logbook.
- South Passage – Students spent a day gaining hands on sailing skills on a sailing voyage through Moreton Bay's South Passage.
- Coffee Cart – Students have continued to grow their Barista and customer service skills by volunteering at Coffee Cart events.
- Special School Sports Carnival – Seniors volunteered to support sports activities for children that attend Special Schools across Brisbane in the Special School Sports Carnival which is hosted by St Laurence's College.
- Lowitja Project – Hemmant FLC was privileged to be invited to participate in the Lowitja Project. Aboriginal and/or Torres Strait Islander students and staff worked with Aboriginal lecturers, Dr Marnee Shay and Ass Prof Grace Sarra to develop a student led project to create a tangible and positive expression of Indigenous identity for those students.
- Flexilympics – Hemmant FLC competed in an athletics carnival against students from Deception Bay FLC. The high number of students that participated and performed so well resulted in Hemmant winning the carnival.
- Philippines Immersion. Two students and two staff, along with students and staff from Deception Bay FLC, travelled to The Philippines for a ten day cultural experience – the Bayanihan Immersion.
- Parliamentary lunch with Joan Pease - Our local Member of Parliament Joan Pease is a great supporter of our school. Each year she invites us to send representatives of our school to have a tour of Parliament House. Three students - Elijah, Jake and Shakira - had an amazing time exploring the 1867 heritage building, watching Government in action and enjoying the most amazing lunch.
- Leadership camp - students were offered the opportunity to participate in a Leadership Camp. This one night camp was held at The Outlook facility in Boonah and will include fun activities with a focus on leadership, including a low ropes course, bushwalking and canoeing.
- ABL Wednesday's - This year students have had the opportunity to participate in Adventure-Based Learning (ABL) activities every Wednesday. ABL enables students to challenge themselves in a supportive environment, set goals, develop problem-solving skills and practice positive behavior whilst out in the community. The activities on offer this semester included. Activities included: Skating, Fishing, Cooking, Design and Technology, Boxing, Indigenous studies, Surfing, Beach activities, Touch football, Horse Care and Construction based activities.

Staff highlights

- Educator Impact Program
- Generation Next Conference – the Mental Health and Wellbeing of Young People
- Visit to the Ration Shed at Cherbourg

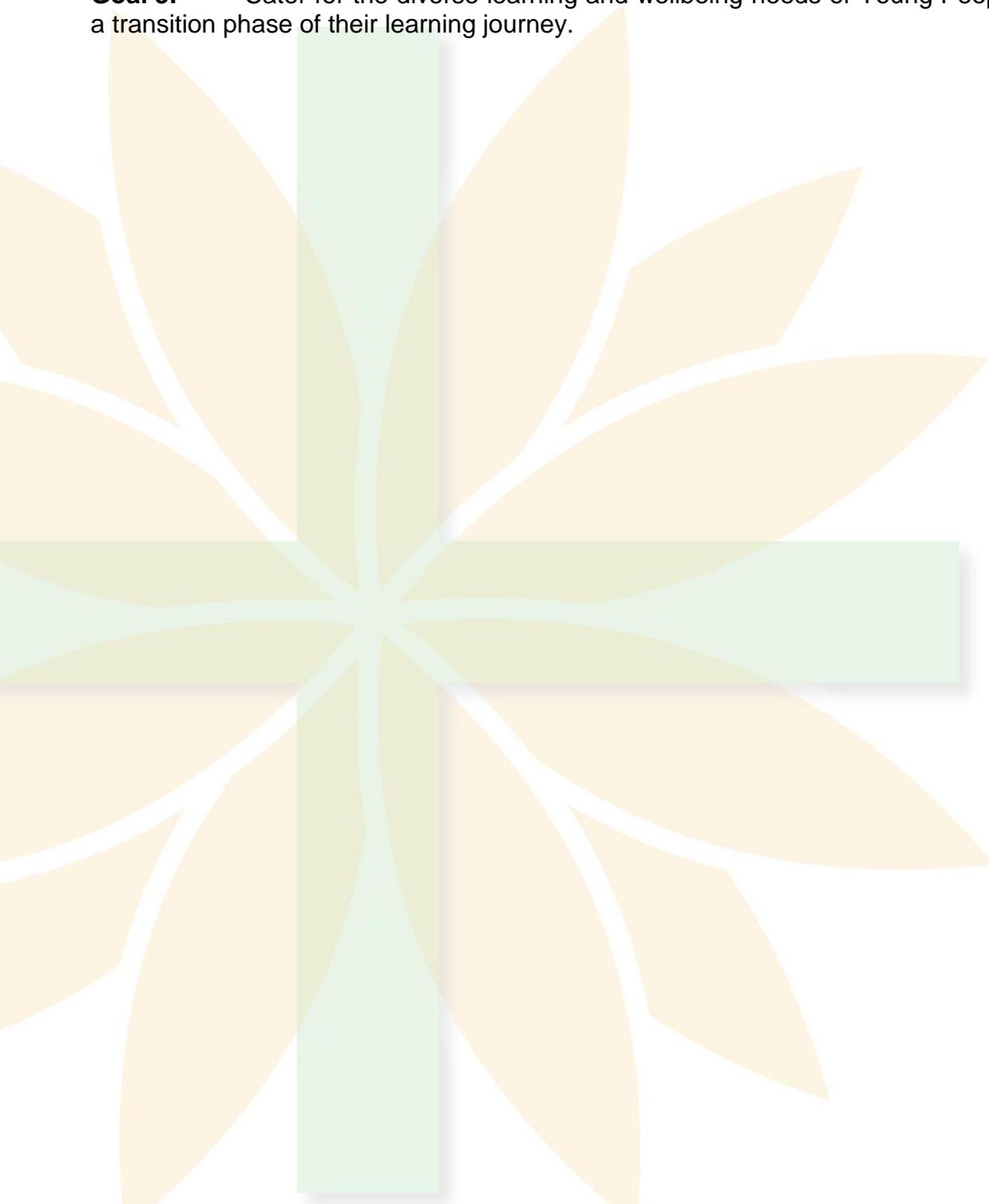
GOALS FOR THE 2019 YEAR

In 2019 emphasis will be given to the following goals as articulated in the 2019 School Improvement Plan:

Goal 1: Increase Aboriginal and Torres Strait Islander cultural awareness amongst staff and students at the school.

Goal 2: Develop and implement a formal staff Professional Growth Program, through which staff engage in self-reflection, peer support and professional development and formation.

Goal 3: Cater for the diverse learning and wellbeing needs of Young People who are in a transition phase of their learning journey.



CONCLUSION

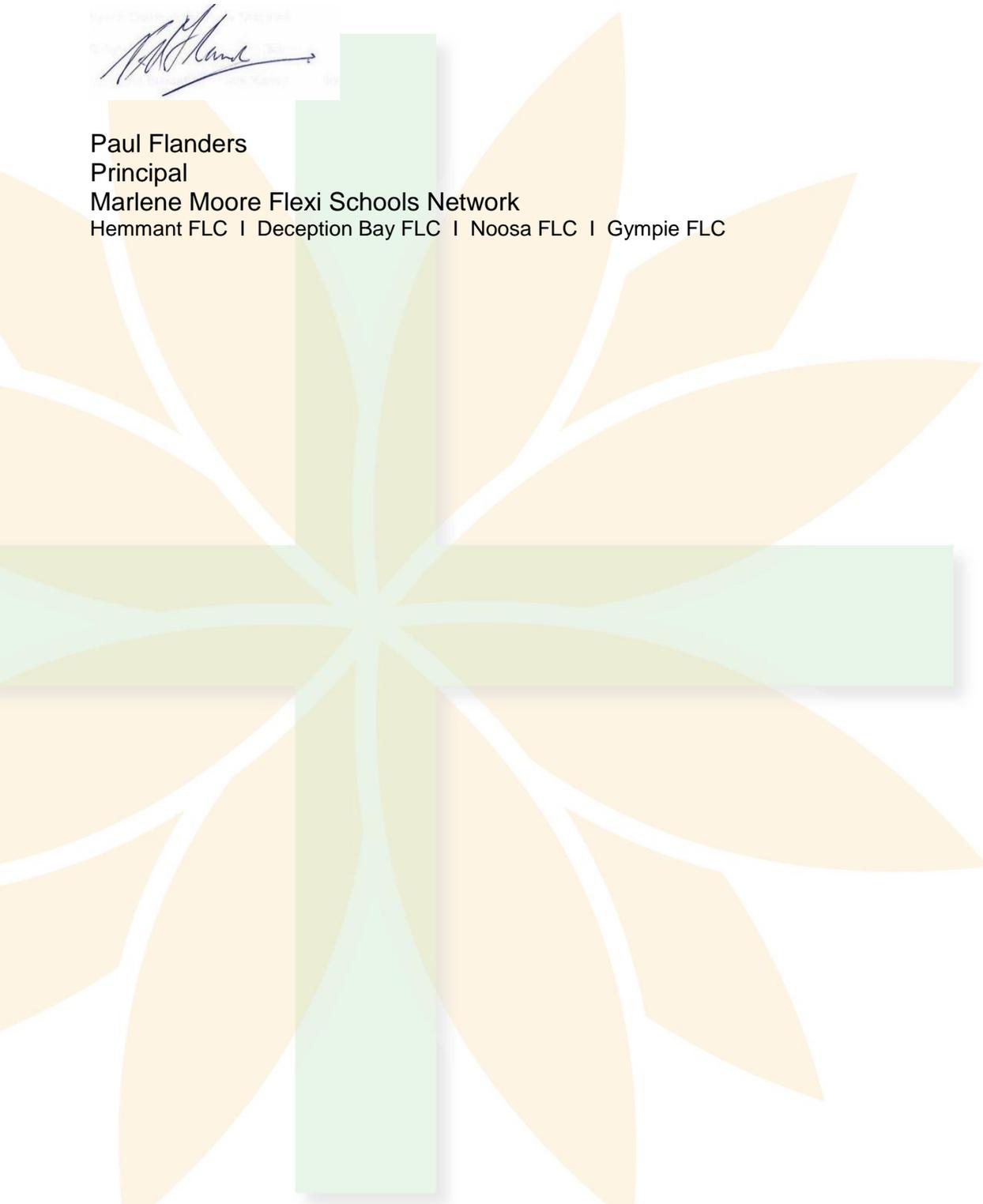
The Hemmant FLC continues to offer an education option for those who have experienced failure and exclusion from conventional education. Hemmant FLC maintains an inclusive community and works to provide care, hope and social connectedness skills as well as an appropriate academic learning program. We aim to build upon the successes of the past to realise our vision of the future.



Matt Hawkins
Head of Campus
Hemmant Flexible Learning Centre



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



HFLC Parent/Carer Survey Short Version

10

Responses

03:00

Average time to complete

Active

Status



[Ideas](#)

1. My child likes being at this school.

10

Responses



4.20 Average Rating

2. My child is making good progress at this school.

10

Responses



3.70 Average Rating

3. Staff at this school expect my child to do their best.

10

Responses



4.20 Average Rating

4. Staff at this school provide my child with useful feedback about their school work.

10

Responses



4.30 Average Rating

5. Staff at this school treat young people fairly and with respect.

10

Responses



4.60 Average Rating

6. I can talk to staff about my concerns for my child.

10

Responses



4.50 Average Rating

7. This school takes parents'/carers' opinions seriously.

9

Responses



4.33 Average Rating

8. My child feels valued and respected in this school.

10

Responses



4.20 Average Rating

9. Young peoples' wellbeing is supported at this school.

10

Responses



4.30 Average Rating

10. This school looks for ways to improve.

10

Responses



4.60 Average Rating

11. This school gives my child opportunities to do interesting things.

10

Responses



4.50 Average Rating

12. My child is getting a good education at this school.

10
Responses



13. Staff at this school are interested in my child's wellbeing.

10
Responses



14. Staff at this school are approachable.

10
Responses



15. This school asks for my input.

10
Responses



16. This school welcomes me at school events.

10
Responses



17. This school provides me with useful feedback about my child's progress.

10
Responses



18. This school has a strong sense of community.

10
Responses

★ ★ ★ ★ ☆
4.00 Average Rating

19. This school celebrates young peoples' achievements.

10
Responses

★ ★ ★ ★ ☆
4.40 Average Rating

20. This is a good school and I would recommend it to others

10
Responses

★ ★ ★ ★ ☆
4.00 Average Rating

Appendix 2: Educator Impact – Hemmant 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

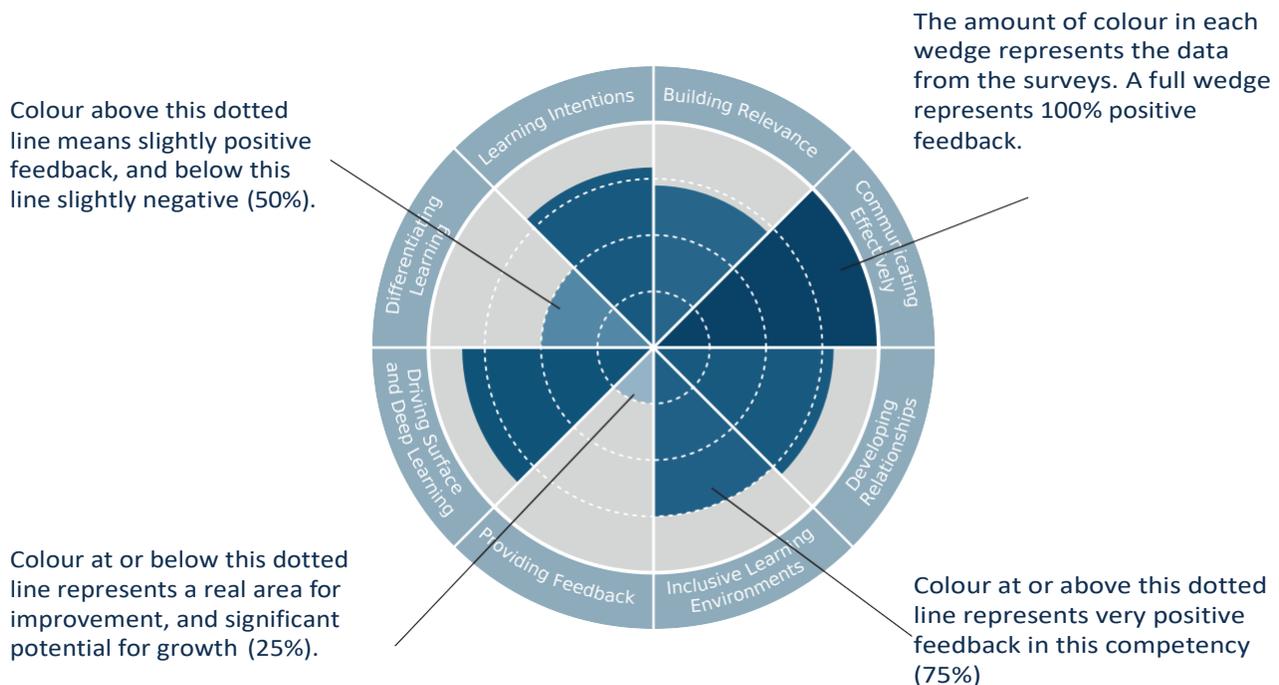
Survey Level Detail

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

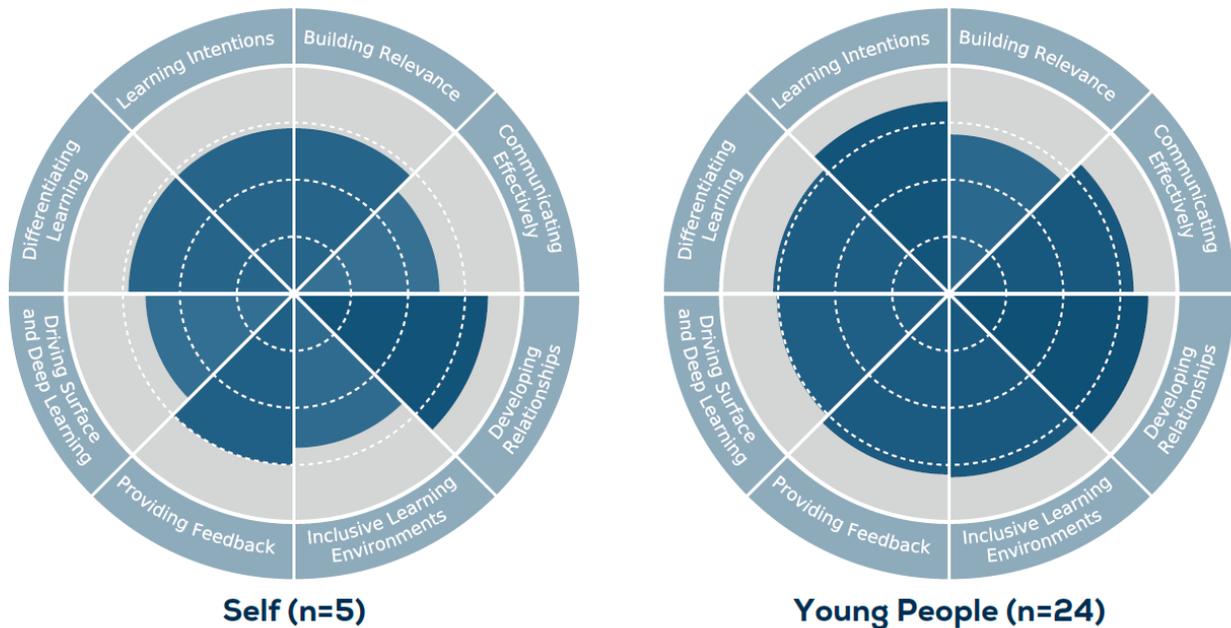


Overview

In 2018, Hemmant FLC did a pilot trial of Educator Impact with a sample of staff and young people. 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 Hemmant 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 **Communicating Effectively**
- According to young people feedback, the biggest opportunity is **Building Relevance**

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 **Providing Feedback**.
- The competency which demonstrated the least alignment is **Communicating Effectively**.

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



Standard 2

Know the content and how to teach it



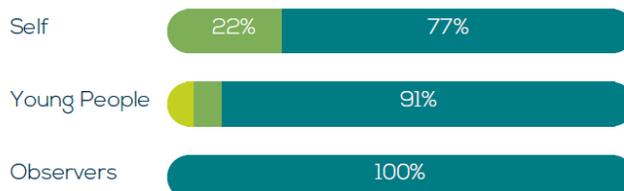
Standard 3

Plan for and implement effective teaching and learning



Standard 4

Create and maintain supportive and safe learning environments



Standard 5

Assess, provide feedback and report on student learning

