



EDMUND RICE EDUCATION  
AUSTRALIA

Youth\*

Marlene Moore Flexi Schools Network

## 2018 ANNUAL REPORT

### Noosa Flexible Learning Centre

2 Girraween Court, Sunshine Beach, Qld

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

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## INTRODUCTION

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

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

Noosa 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 Noosa 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.

Noosa 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**

Noosa FLC identifies a number of best practice guidelines supportive of meaningful socially inclusive educational experiences. While not exhaustive, the following provide a basis for programming and young person support.

### **Individualised Education Program**

Education programs need to be attuned to the individual young person by an assessment of need and delivery within a supportive environment that will re-engage the young person with learning and encourage a sense of community. Personal Learning Plans are developed and negotiated with young people and form an integral part of daily learning programs.

### **Negotiated and Articulated Goals**

Education programs will negotiate goals and the methods of achieving those goals. Such goals will be tailored to the identified needs of the individual.

### **Professional and Community Driven**

Education programs should be characterised by a high degree of professionalism, and supported by a close relationship with communities in which they are located.

### **Young Person Support**

Young People are encouraged to make a commitment to the program and its principles. Young Person achievement is valued and celebrated with appropriate recognition given to the uniqueness of adolescent development.

### **Family/Carer Involvement**

Families/carers are viewed as partners in their children's educational experience. While family circumstances may be related to student alienation, the importance of building positive family/carers relationships is a priority.

### **Learning Choices**

Diagnostic assessment is important to provide guidance in planning individualised programs. Effective programs will engage young people in learning toward defined literacy and numeracy outcomes and other areas of knowledge relevant to real life situations. Young people experiencing risk will be provided with programs that cater for their spiritual, physical, social, psychological and intellectual development. As well, they will be provided with learning choices both in and beyond the school and with programs that are effectively linked to community agencies and vocational pathways.

### **Multi Professional and Multi Disciplinary Teams**

Team members use a multidisciplinary, multi-professional approach to provide health, educational, cultural, social and emotional support for young people. Multi professionals

are encouraged to develop supportive relationships with young people, and assist them with their basic life needs. Multi professionals are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol services, accommodation services, counselling services). Staff selection processes identify staff members who are: flexible, able to relate to young people, willing to negotiate, clear about operation by principles, as well as being clear about the responsibilities and the rights of all.

## SCHOOL PROFILE AS AT AUGUST CENSUS 2018

The total 2018 enrolment of the **Noosa** FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	0	4	6	13	10	11	44
Female	0	1	9	7	5	19	41
Other	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>5</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>85</b>

## YOUNG PERSON SUPPORT

Each young person at Noosa has staff who support them in their health and wellbeing. At the Noosa campus 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/carers;
- Working in partnership with other agencies who are involved with students e.g. CYMHS (Child Youth Mental Health Service), Department of Communities, Child Safety & Disabilities, Youth Justice etc.;
- Supporting and mentoring young people who live independently;
- Helping students to build capacity and resilience in social and emotional aspects of their lives;
- Informally helping young people develop positive self-concept;
- Supporting young people with issues of drug misuse and self-harm;
- Networking with other agencies 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, Youth Workers, Education Support Workers, the Associate Head of Campus and the Head of Campus.

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

Year Level	Students
8	5
9	15
10	20
11	15
12	30
<b>Total</b>	<b>85</b>

## CURRICULUM - LEARNING CHOICES PROGRAM

The Noosa 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 and electives offered at various year levels include:

YEAR LEVEL	CORE	ELECTIVE
Years 7 - 8	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Community Learning (whole school meetings / pastoral care)</li> <li>• Humanities</li> <li>• Personal Learning Plan meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Course/Tours</li> <li>• Abseiling</li> <li>• Archery</li> <li>• Art</li> <li>• Camps               <ul style="list-style-type: none"> <li>- On-site school camp</li> <li>- Deer Reserve Camp</li> <li>- Fraser Island Camp</li> </ul> </li> <li>• Cooking</li> <li>• Equine Therapy</li> <li>• Fishing</li> <li>• Fundraising Activities/Events</li> <li>• Futsal</li> <li>• Gym/Fitness</li> <li>• Human Rights Committee</li> <li>• InterFlexi Activities (e.g. Abseiling)</li> <li>• Manual Arts</li> <li>• Mountain Biking</li> <li>• Music performance and production</li> <li>• Reboot</li> <li>• Rites of Passage</li> <li>• Stand up paddle boarding</li> <li>• \$20 Challenge</li> </ul>

YEAR LEVEL	CORE	ELECTIVE
Years 9 – 10	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Community Learning (Whole school meetings/Pastoral Care)</li> <li>• Personal Learning Plan meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Cultural Course</li> <li>• Abseiling</li> <li>• Archery</li> <li>• Art</li> <li>• Camps <ul style="list-style-type: none"> <li>- Deer Reserve camp</li> <li>- Fraser Island camp</li> </ul> </li> <li>• Car Program</li> <li>• Cert I &amp; II Functional Literacy</li> <li>• Drones/Robotics</li> <li>• Fishing</li> <li>• Fundraising Activities / Events</li> <li>• Futsal</li> <li>• Gym / Fitness</li> <li>• Human Rights Committee</li> <li>• Independent Living Skills</li> <li>• Interflexi activities</li> <li>• Manual Arts</li> <li>• Martial Arts cultural experiences</li> <li>• Mountain biking / camp</li> <li>• Music / Performance</li> <li>• Mystery Tours</li> <li>• Reboot</li> <li>• Rites of Passage</li> <li>• Stand Up Paddle boarding</li> <li>• Transition Program</li> <li>• Work Experience</li> <li>• \$20 Challenge</li> </ul>

YEAR LEVEL	Authority Registered Subjects	Certificate Courses
Years 11 - 12	<ul style="list-style-type: none"> <li>• English Communication</li> <li>• Prevocational Mathematics</li> <li>• Social and Community Studies</li> <li>• Recreation</li> <li>• Creative Arts</li> <li>• Short Course Numeracy</li> <li>• Short Course Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate I and II in Functional Literacy</li> <li>• Independent Living Skills</li> <li>• Cert I IDMT (Information, Digital Media and Technology)</li> </ul>

## 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 - 30 YP in Year 12 in 2018	
Number of students awarded a Senior Education Profile	14
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	10
Number of students awarded one or more Vocational Education and Training (VET) qualifications	13
Number of students who are completing/completed a School-based apprenticeship or Traineeship (SAT)	2
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	68.4%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	N/A
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 93.9 %. 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

Noosa FLC offered a variety of special programs throughout 2018 to achieve improved outcomes for young people at the centre, these included:

**Morning Pastoral Care Program:** Every morning young people commence the day with their pastoral care group. The experience is to create a sense of 'home' and belonging; to create an environment where young people feel safe to voice opinions and concerns and; to discuss community values.

**Daily Whole School Meetings:** The purpose of Morning Meetings is to immerse young people in community ideals and establish practice for the day; allow discussion of current affairs; recognise student achievement; recognise community development; problem solve relevant issues; enhance experience of active communication; and provide opportunities to participate in democratic practice.

**Rites of Passage:** is a personal development and education program established in collaboration with local RSL members for young men aged between 14-18 years of age. The objective of the program is to support young people to understand and accept their arrival into adulthood by creating positive opportunities for future growth. This is achieved by exploring mindsets, behaviours and relationships to discover future goals and aspirations. Young people experience separation from familiar environments and daily activities and experience two embedded strands: Challenge & Adventure and Belief & Values, throughout the program.

**Human Rights Committee:** 2018 saw the continuation and development of our Human Rights Committee. The purpose is to invite young people to become aware and create awareness within the school community about the Declaration of Human Rights and take action on relevant issues. Young people invited the local member of Council to discuss local housing issues impacting on NFLC families.

**Outdoor Adventure Based Learning (OABL):** In 2018 an expansion of activities and opportunities were provided including archery, canoeing, camps, rock climbing, abseiling, and stand-up paddle boarding.

**Transition program:** NFLC leavers, undecided on what they would like to do beyond schooling, are invited to enrol in the NFLC Transition program. The program endeavours to support young people into their next phase of life, whether it be further study, work or an apprenticeship/traineeship.

**Cultural Course:** In 2018, NFLC Cultural Course continued with Aboriginal and Torres Strait Island education. In particular, a focus on sharing knowledge and wisdom of Torres Strait Islander culture, history, customs, rituals, produce, values and much more, through story-telling and practical demonstration. NFLC community continue to be deeply engaged with the experience and demonstrate respect for and interest in Torres Strait Islander culture.

**One-on-one Meetings at the commencement of each term:** These highly effective meetings are an ongoing component of the NFLC curriculum. At the start of each term, young people meet individually with their pastoral care teacher to: Complete Personal Learning Plans and reflect on learning goals; establish a working agreement; discuss engagement with the FLC's principles of operation; give and receive feedback about any aspect of the school community and learning opportunities and; any other relevant topics or issues. The process was established to improve understanding of the principles (especially after having time away during holiday periods), create opportunities for honest and confidential communication and provide individualised support and guidance on a regular basis. Parents and carers have the opportunity to attend one or more of the meetings. With the creation of a positive and inclusive community came greater potential to achieve improved outcomes for all members of the NFLC community.

**Fundraising Activities:** Fundraising and awareness raising for a number of different organisations and charities continues to be a valuable and effective learning process within the NFLC community. Through fundraising activities, young people have opportunities to make donations of time, money and expertise. To witness the generosity, increased awareness and compassion of NFLC young people, continues to be a confirming demonstration of the outcomes such activities enable.

**Manual Arts:** Project based learning where young people have the opportunity to design, create and take home woodwork projects they have created with their class teacher and Manual Arts teacher. Before embarking on any manual arts projects, young people must

listen and partake in an induction briefing. This briefing covers safe and appropriate use of tools, appropriate clothing and general safety procedures that need to be adhered to in the manual arts area. These projects allow young people opportunities to demonstrate progress in the following ACSF domains: Learning, Oral Communication, and Numeracy.

**Health and Fitness:** The program continues to be a popular elective with young people keen to participate in the health and fitness program involving sessions at the gym and learning about nutrition. Many young people are highly motivated by the program, indicated by improved attendance, decisions to make healthier choices around food, nutrition and lifestyle.

**Futsal:** Indoor soccer continues to be a highly engaging learning experience for young people at NFLC. Despite being a competitive game, young people of all ages and ability come together to gain the physical and social benefits of participation in the team sport. A devoted team committed to train each week and develop negotiation skills, team work, responsive conflict resolution ability and enjoy fun and laughter.

**Girls Gym:** Female members of the school community continued to receive benefits and the privilege of accepting the invitation of Frank's Gym in Noosa, to experience regular sessions of personal training. Self-defence, boxing, cardio workouts and weight training supported the health, fitness and self-confidence of the participants.

**Car Program and Mountain Biking:** Both practical learning experiences continue to improve outcomes for learners within the NFLC community. Not only do young people have the opportunity to demonstrate practical knowledge through bike repairs/maintenance, bodywork skills and mechanical ability but the programs also create opportunities for new experience and development of greater self-confidence. The program enables success and safety in learning and allows young people to perform leadership tasks and whilst engaging in peer mentoring and supportive learning.

**Generations Café - A Social Enterprise:**

Generations Café is a collaborative project between Noosa Flexible Learning Centre and JAPARA aged care facility at Tewantin. The Café provides a real life training opportunity for young people to work one on one or in small groups with qualified staff to learn hospitality basics as well as develop their interpersonal skills. Young People who complete training at Generations Café walk away with a profound sense of accomplishment and pride. They also learn integral social skills such as empathy, compassion, communication and listening, through interacting with clients and staff of the aged care facility in meaningful and fun- filled ways.

## 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, 2019. 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)	6	27.3%
Working full-time	9	40.9%
Working part-time/casual	2	9.1%
Seeking work	3	13.6%
Not studying or in the labour force	2	9.1%

## CO CURRICULAR ACTIVITIES

The Noosa FLC 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, intellectual and/ or service related. (See Table below).

### Co-Curricular Activities offered at Noosa FLC in 2018

Cultural	Sporting	Intellectual	Service / Community
Respect Day	Surfing	Mindfulness	Art Project with Japara
Ration Shed Experience	Skate Boarding	Meditation	Cooking with Church
Art Experiences	Bush walking	Coding	Community Fundraisers
Bridging the Gap	Standup Paddle Boarding	Whole School Meetings	Coffee Shop
Rites of Passage	Archery	Whereisdez.org	Lives lived well counselling
Music	Abseiling	Train Set	Graduation
Cooking	Fishing	Trivia	Collaboration with Council Programs (safer roads project)
Visits to local community and recreation sites	Table tennis	Permaculture	
	Basketball	Human Rights Committee	
	Touch footy		
	Boxing Gym		

## STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2018

Noosa 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:

- Marlene Moore Network Curriculum Day: All staff participate in a variety of programs, and workshops from curriculum areas including Numeracy and Literacy, Trauma

informed practice and Brain function/development, nonviolent methods of communication, self-awareness and Aboriginal Cultural programs;

- TOP days: all staff participate once per term in specific processes around strategic development of Noosa FLC, curriculum development and best practice;
- South African America experience: (1 staff);
- New staff days: (3 staff)
- National Head of Campus meeting – Complispace: (1 staff)
- Healing the Grieving Heart: (1 staff);
- Emerging Leaders: (1 staff);
- Mental Health First Aid: (all staff)
- Reboot/Recharge Training: (all staff)
- Child Protection Training: (all staff);
- National Head of Campus Retreat: (1 staff);
- Heads of Campus meetings: (1 staff)
- Moderation: Visual Art (1 staff), English Communication (1 staff)
- Inter-flexi Webinars: (1 staff)
- Cultural Training: (all staff)
- Fire Emergency Response Training: (all staff)
- Surf Rescue Certificate: (1 staff)
- Commissioner of Declaration: (1 staff)
- Rewiring the Brain: (1 staff)
- CPR training: (5 staff)
- QCEC child protection training: (1 staff)
- QCAA moderators meeting: (2 staff)
- Autism/Asperger's training: (1 staff)
- HRO training (1 staff member)
- TASS training: (1 staff)
- Associate Head of Campus meetings: (1 staff)

In 2018, the average amount spent per staff member on professional learning was \$795.

## STAFF COMPOSITION

(including Aboriginal & Torres Strait Islander Staff)

The staff of Noosa Flexible Learning Centre is a highly qualified, experienced and generous group of professionals who consistently contribute more than would otherwise be expected both within the classroom and beyond.

NFLC Staff	Teachers	Youth Workers	Support Staff	Aboriginal & Torres Strait Islander Staff
<b>Headcount</b>	6	6	3	2
<b>FTE</b>	5.9	5.6	2.8	2

The distinctive skills/qualifications and experience of our staff include:

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

The average attendance rate for teachers in the 2017 academic year was 94.8%. 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 extended medical or health reasons last year has been eliminated from this calculation as he/ she was replaced by a contract teacher.

The teaching staff retention rate expressed as a percentage is 100%. This indicates the percentage of teachers who have continued service at the school from 2017 into 2018. This figure includes teaching staff on extended leave.

## **THE SOCIAL CLIMATE OF THE CENTRE**

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

- Daily whole school meetings providing young people with a voice and opportunity to engage in democratic practice;
- Daily Pastoral Care gatherings to create a sense of community/belonging, develop authentic relationships, provide opportunities to share stories, opinions and many other positive outcomes;
- Commitment by all to operate by principles (Respect, Participation, Safe & Legal and Honesty);
- Equine Therapy – a selected group of young people were invited to attend weekly equine therapy sessions. Young people had the opportunity to learn about behaviour of the horses, but also about themselves and others;
- Fitness/boxing – personalised programs;
- Outdoor Adventure Based Learning (OABL) – an extensive range of activities and opportunities to develop positive engagement, teamwork, recreational knowledge, skills and abilities and enhance self-confidence;
- Human Rights Committee creating discussion questions around the principles for PC morning meetings;
- Visiting Psychologists and Counsellors;
- Strong partnerships with local community and youth agencies;
- Thorough enrolment process and interviews: outlining operation by principles and the rights and responsibilities of being a member of a community based on equality without evident structures of hierarchy;
- Regular communication with parents/carers to effectively support needs of young people;
- Genuine dedication to resolve any and all conflicts occurring within the NFLC community;
- Genuine response to any and all needs identified by any member of the school community;
- Regular opportunities for facilitated reflective practice;
- Celebration of birthdays and momentous occasions;
- Ongoing support for, and communication with, young people who are transitioning or have transitioned from NFLC;
- Thorough completion of and regular review of personal learning plans to assist young people in recognising: strengths, weaknesses, desired goals and how to achieve them;
- Formal and informal debriefing opportunities for staff;
- Monthly Personal Support and Development meetings with staff;

- Weekly staff meetings;
- Daily staff morning catch up;
- Student welfare meetings;
- Provision of food for young people;
- Transport assistance for young people living outside areas of regular bus services;
- Providing sexual health workshops;
- Informal involvement of local police officer in NFLC community;
- Weekly visits from Centrelink worker to assist young people and their families on Campus;
- Fund raising events to support students in crisis or to raise awareness of community issues;
- Australia's biggest morning tea; and
- Service learning opportunities.

## **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 well-being and learning needs of our young people. Results from these surveys were overwhelmingly positive with 100% of parent/caregiver respondents rating the staff at NFLC as welcoming and friendly.

Words used to describe NFLC included: Thoughtful; accommodating; caring; understanding; encouraging; supportive; accepting and; "bloody awesome".

On a scale of 1 – 5, a weighted average of 5 was provided in response to the question 'Has NFLC met any of the young person's learning needs?'

**Young people** were surveyed on their experiences at NFLC and described the Centre as: Exceptional; fantastic; different; a family; great food; inclusive; influential; awesome and; a community.

On a scale of 1-5, a weighted average of 5 was provided in response to the question 'Has the school met any of your well-being needs'. Additionally, Young People scored staff a weighted average of 5 out of 5 for being welcoming and friendly.

**Staff:** In 2018 staff responded to a survey on their experiences at NFLC and described the Centre as: Respectful; welcoming; supportive; accommodating; loving; warm; safe and; dynamic.

On a scale of 1-5, a weighted average of 5 was provided in response to the question 'How supportive and helpful are staff at NFLC?'

Recommendations on how the school could be improved were: More opportunities for team building and greater access to funding to support more diverse engagement opportunities for young people.

For additional staff and student feedback see Appendix 1 for details of the Educator Impact program survey data from Noosa FLC staff and young people.

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

Noosa 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;
- Newsletters;
- Cultural celebrations;
- Parents and carers meetings;
- Social celebrations; and
- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

The staff at Noosa Flexible Learning Centre work hard to create an ‘open door’ culture where parents and carers are welcome to come and talk to staff outside of formal meeting schedules. Administration staff communicate with parents and carers much more frequently than what is typically seen in other educational settings with the primary goal of this communication to bridge the gap between home and school.

## 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+ has been 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.

During 2018 at Noosa Flexible Learning Centre we had 24 laptops for young people to use. We also enrolled 9 YP into Certificate I in IDMT with 7 young people achieving their certificate. BKSB was again used to track learning progress and provide interactive instruction for young people in numeracy and literacy.

The use of IT software in teaching of Senior SAS subjects included:

Microsoft:	Online software such as:
<ul style="list-style-type: none"> <li>• Word</li> <li>• Excel</li> <li>• PowerPoint</li> <li>• Outlook 365</li> <li>• PhotoShop</li> <li>• Movie Maker</li> </ul>	<ul style="list-style-type: none"> <li>• Google</li> <li>• Google Maps</li> <li>• YouTube</li> <li>• QLD roads Licence Testing</li> <li>• RACQ Learner Testing</li> <li>• RSA Training - Certificate</li> <li>• RSG Training- Certificate</li> <li>• White Card - Training- Certificate</li> <li>• Online Job search websites</li> <li>• Loan Calculators</li> <li>• Government Websites – e.g ATO and Centrelink</li> </ul>

## **SCHOOL REVIEW / SURVEYS**

**Parents and caregivers** were surveyed to determine levels of satisfaction with staff and with our ability to meet the well-being and learning needs of our young people. Results from these surveys were overwhelmingly positive with 100% of parent/caregiver respondents rating the staff at NFLC as welcoming and friendly.

Words used to describe NFLC included: Thoughtful; accommodating; caring; understanding; encouraging; supportive; accepting and; “bloody awesome”.

On a scale of 1 – 5, a weighted average of 5 was provided in response to the question ‘Has NFLC met any of the young person’s learning needs?’

**Young people** were surveyed on their experiences at NFLC and described the Centre as: Exceptional; fantastic; different; a family; great food; inclusive; influential; awesome and; a community.

On a scale of 1-5, a weighted average of 5 was provided in response to the question ‘Has the school met any of your well-being needs’. Additionally, Young People scored staff a weighted average of 5 out of 5 for being welcoming and friendly.

**Staff:** In 2018 staff responded to a survey on their experiences at NFLC and described the Centre as: Respectful; welcoming; supportive; accommodating; loving; warm; safe and; dynamic.

On a scale of 1-5, a weighted average of 5 was provided in response to the question ‘How supportive and helpful are staff at NFLC?’

Recommendations on how the school could be improved were: More opportunities for team building and greater access to funding to support more diverse engagement opportunities for young people

## **PROGRESS TOWARDS GOALS FOR THE 2018 YEAR**

The Marlene Moore Flexi Schools 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 ethos and values. Operational goals are set each year in consultation with staff. The following outlines achievements in reaching goals articulated in the 2017 Annual Report.

- Continued growth and development on the OABL program with activities in the local and wider community that involved community partnerships and combined activities with Gympie Flexible Learning Centre.
- The establishment of Generations Café – a Social Enterprise opportunity that provides young people with an avenue for gaining real life hospitality skills as well as growing their interpersonal skills and allowing meaningful relationships and connectedness between the young people and the elderly community at Japara.
- The continued development of the Rites of Passage Program that aims to support the transition of Noosa FLC boys into manhood with the support of local Retired Servicemen through the Tewartin RSL.

## **2018 MILESTONES**

- OABL activities being offered at NFLC were expanded in 2018 to also include surfing and skateboarding. Those engaged in the OABL program experienced a broad range of activities throughout the year including: archery; canoeing; stand up paddle boarding; surfing; skateboarding; abseiling; rock climbing; outdoor camps and mounting biking.
- A Fraser Island camp was offered to senior young people studying Recreation and Sport. Noosa and Gympie Flexible Learning Centres collaborated on a 3 day, 4WD expedition to

Fraser Island. All participants enjoyed the scenery, fishing and viewing an abundance of wildlife throughout the journey. The group explored a large area of the island, making for long and tiring day trips. All the young people worked together to share the duties of set up and pack up, demonstrating community spirit and values at their best.

- Young men from The Rites of Passage program provided support for retired veterans within our community through mowing lawns and removing green waste. This was supported by our school mentors from the Tewantin Noosa RSL Sub branch. The Rites of Passage participants also went on a two day camp at Deer Park Kilcoy, experiencing canoeing, fishing and mountain biking. The key focus for the group was teamwork and achieving their group goals. All participants enjoyed the experience and worked within the principles of our school.
- Generations Café our Social Enterprise was launched in 2018. Generation's Café is a coffee shop located at JAPARA aged care facility. The Café is managed by Noosa Flexible Learning Centre, offering young people industry skills in a real work environment. The goal of the business is to provide social impact via training and work experience opportunities for young people trying to gain employment in the hospitality or retail industry. This social impact may include increase in employability skills, self-esteem, communications skills and vocational development.
- Young People participated in a wide range of community service activities which strengthened many of our local connections and also gave our young people an added sense of contribution and value within the Noosa community. Activities included: Clean Up Australia Day and the St Vinnies Community sleep out with nearly one third of our school community participating and raising \$500 to support breaking the cycle of homelessness.

## **GOALS FOR THE 2019 YEAR**

In 2019 emphasis will be given to:

- The establishment of a second Social Enterprise Opportunity through a plastic recycling project;
- Development of our Manual and Visual arts programs to incorporate innovative and futures driven learning opportunities for our young people; and
- A focus on embedding STEM activities in our existing curriculum offerings aimed to give young people the skills to move forward in the changing technological climate of 21<sup>st</sup> Century Australia.

## CONCLUSION

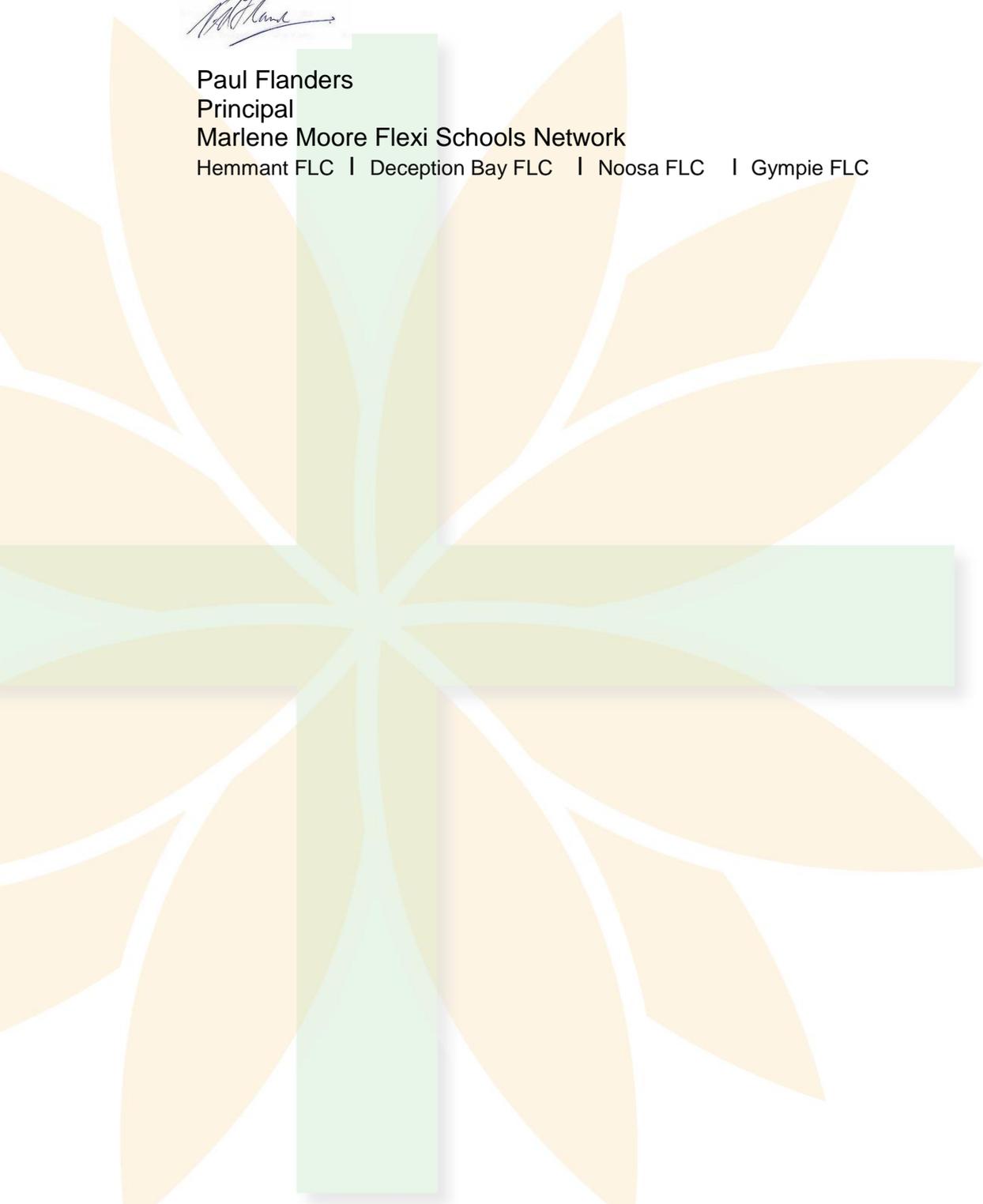
The Noosa FLC continues to offer an education option for those who have experienced failure and exclusions from conventional education. Noosa FLC maintains an inclusive community and works to provide care, hope and social connectedness skills as well as an appropriate academic learning program. We aim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



Donna Pares  
Acting Head of Campus  
Noosa Flexible Learning Centre



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



# Appendix 1: Educator Impact – Noosa 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

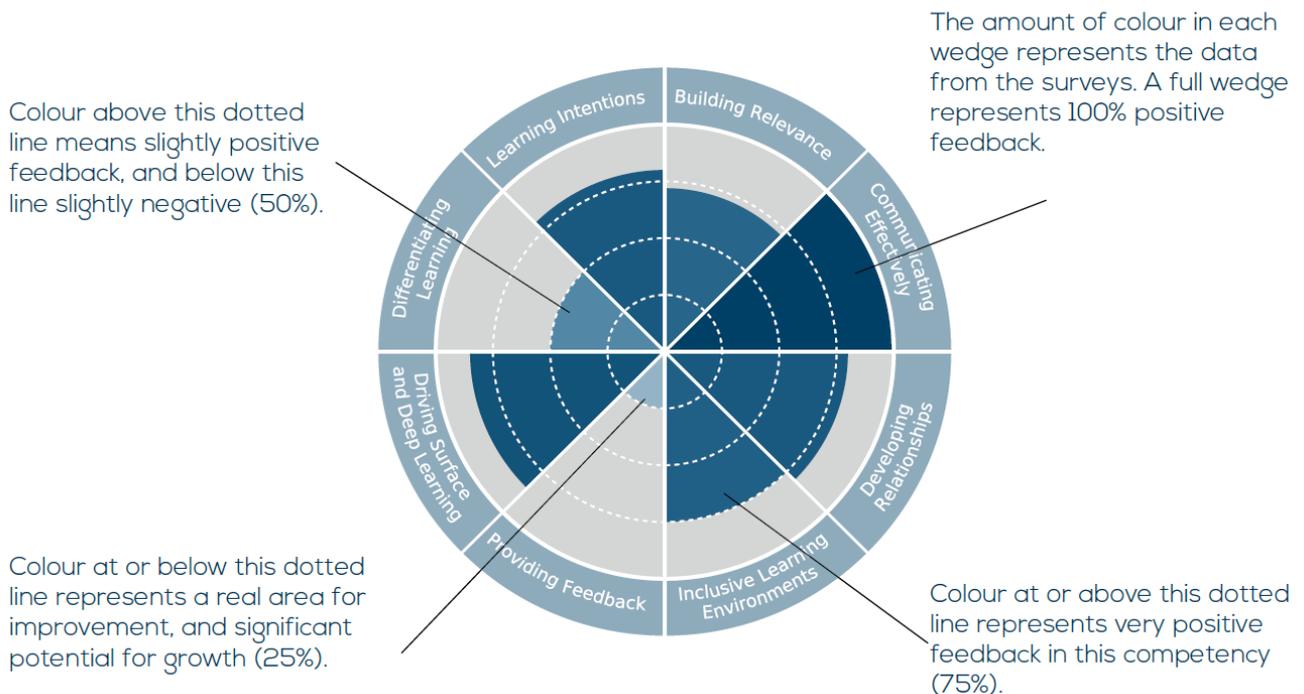
### Survey Level Detail

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



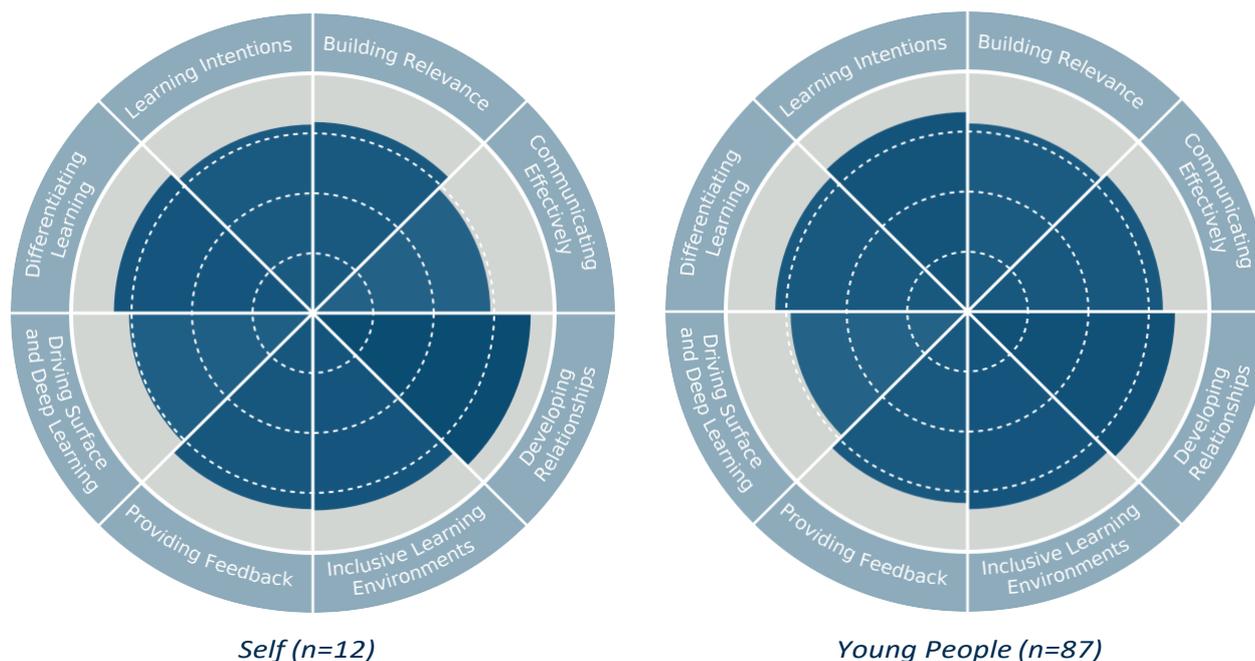
## Overview

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/youthworkers 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 Noosa 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 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 Learning Intentions.
- The Survey Level Detail section provides you with the alignment for each survey question in each competency.

# 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



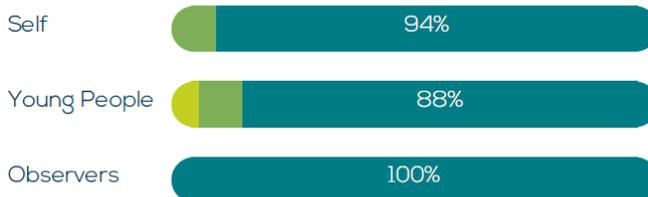
### Standard 3

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

