



Townsville
Flexible Learning Centre
22- 26 Ingham Road, West End, Townsville

This Annual Report for 2018 is published to provide information about the Townsville 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

The Townsville Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. Townsville 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.

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

Townsville 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 Townsville 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.

Townsville 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, wellbeing staff and young people draft learning plans with articulated educational 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

Townsville 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 **Townsville** FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	5	12	15	28	11	8.4	79.4
Female	2	5	7	19	9	11	53
Total	7	17	22	47	20	19.4	132.4

YOUNG PERSON SUPPORT

Each young person at Townsville FLC has staff who support them in their health and wellbeing. At the Townsville 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 including: Townsville Youth Justice Service Centres, Child Safety Service Centres, Child Youth Mental Health Services (CYMHS), Adolescent Inpatient Unit and Day Service (AIUDS), Sexual Health, Qld Health, Headspace (counselling, and Me Too program), Family and Child Connect, Mercy Care Family Services, Salvation Army, Yinda Mentoring Program (auspiced by Queensland Youth Services) Community Connections, Intensive Family Support, Act for Kids, Relationships Australia, Centracare Youth Service, Townsville Aboriginal and Islander Health Service (TAIHS) Mission Australia, Pathway's residential and St James' residential
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Helping young people to develop a 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 Youth Workers, a Wellbeing Officer, and an Indigenous Community Engagement Officer.

CURRICULUM - LEARNING CHOICES PROGRAM

The Townsville 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.

Learning Group	Age Range	Characteristics of the Learning Group
Bridge/ Burrakah	11 – 15 years	A 12-month, educational re-engagement program for young people disengaged from education who are currently involved with youth justice or at risk of entering the youth justice system. Often young people have been recently released from detention and have no clear educational options available to them at the time of their release.
Outreach	12 – 15 years	An educational engagement program for young people interested in learning but often have been bullied, experience mental health issues and get overwhelmed by the larger numbers of young people on site. Daily program uses mixture of community and on site spaces.
Junior	11-16 years	The program focuses on group development and literacy and numeracy to prepare young people to enter into our accredited learning programs.
Middy (A/B)	15 – 18 years.	There are two middle school options. The Middy A class focuses on accredited learning in literacy and numeracy beginning a pathway towards the Queensland Certificate of Education. Middy B combines workshop based activities with literacy and numeracy.
Senior	16 – 20 years	The senior program caters to young people typically aged 16 –19 years of age interested in obtaining their Queensland Certificate of Education combining

		school and vocational education and training courses.
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Learning Choices

	Points QCE	Bridge/Burraragh	Outreach	Junior	Mid A	Mid B	Senior
Australian Core Skills Framework (ACSF)		Yes	Yes	Yes	Yes	Yes	Yes
Banking points for QCE							
CORE (at least 12 points)							
<i>Authority Subjects</i>							
<ul style="list-style-type: none"> Pre Vocational Maths (4 semesters) 	4						Yes
<ul style="list-style-type: none"> English Communication (4 semesters) 	4						Yes
<i>VET Certificate II, III or IV qualifications (includes school-based traineeships)</i>							
<i>Youth Plus RTO's courses</i>							
<ul style="list-style-type: none"> 10306NAT Certificate II in Functional Literacy 	4						Yes
<ul style="list-style-type: none"> FSK20113 - Certificate II in Skills for Work and Vocational Pathways 	4						Yes
<i>VET Certificate I qualifications (max of 2)</i>							
<i>Youth Plus RTO's courses</i>							
<ul style="list-style-type: none"> 30999QLD Certificate I in Functional Literacy 	2				Yes		
<ul style="list-style-type: none"> FSK10113 Certificate I in Access to Vocational Pathways (A2VP) 	2				Yes		Yes elective
<ul style="list-style-type: none"> ICT10115 Certificate I in Information Digital, Media Technology (IDMT) 	2						Yes elective
<ul style="list-style-type: none"> Certificate I in Construction 	2				Yes elective	Yes	Yes elective
<i>Recognised certificates and awards</i>							
<ul style="list-style-type: none"> Independent Living Skills – Nutrition and Wellbeing (registered by EREA Flexible Learning Centres Network) 	2				Yes elective		Yes elective
<i>Short course in literacy or short course in numeracy developed by the QCAA</i>							
<ul style="list-style-type: none"> Short Course in Literacy 	1				Yes		
<ul style="list-style-type: none"> Short Course in Numeracy 	1				Yes		

OUTCOMES

Outcomes for Year 12 Students	
Total number of Senior Certificates awarded	7
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	35 %
Percentage of students awarded Senior Certificates or awarded a Vet qualification	75%

APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2017	5	12	240
2018	5	20	400

*Note: Year 7 became the starting year level for secondary schooling in 2015 and does not factor into this calculation as yet.

ATTENDANCE RATE

The average student attendance rate for 2018 was 71%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

The following programs achieve improved outcomes for students at the Centre.

Reboot: A teaching learning and well-being framework based on change theory, positive psychology, neuroscience, developmental psychology, and trauma informed practice was introduced in 2017. In 2018 the program was embedded into the daily practice for the Centre.

SWELL: A partnership with SWELL College was established during the year. A SWELL (Sport, Wellbeing, Education, Leadership, Life skills) program was delivered providing another mode of engagement and catering to an additional 15 young people.

Trade Skills Centre: In addition to the traditional projects the Trade Skills Centre was an art hub in 2018. The Trade Skills Centre facilitated many art projects, including 3D printing, which contributed to our NADOIC celebration.

NAIDOC: The whole school was involved in preparation for NAIDOC. After the success of the Lowijta program in 2017 a school NAIDOC shirt was developed. A Welcome mural project was undertaken at the front of the school. Hospitality students manage the kitchen and a coffee van gaining valuable real life experience.

STEM: The Centre started a STEM (Science, Technology, Engineering and Maths) club and was successful in obtaining a small grant to help with professional development for staff.

ABL: As in other years young people strongly engaged with a number of camps and journeys, including the South Passage sailing expedition, the Carnarvon Gorge hike, and a number of overnight and day experiences. These opportunities enable young people to show competence in settings outside of core learning areas.

Doing schools differently: A number of staff and young people attending the Biannual national conference Doing Schools Differently. The conference provides professional development opportunities for staff and empowering learning opportunities for young people. A highlight for the conference was how the Townsville young people participated as in a panel discussion in front of the entire conference.

James Cook University Student Placements: Two students from James Cook University supported young people to create engaging, informative and instructional books about Flexi Farm. The books were used to share our practice with other Centres in Queensland and provide a resource for future young people involved in Flexi Farm.

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)	2	10%
Working full-time	2	10%
Working part-time/casual	5	25%
Seeking work	1	5%
Not studying or in the labour force	1	5%
Returned to school	9	45%

CO CURRICULAR ACTIVITIES

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

Co Curricular Activities offered at Townsville FLC in 2018

Cultural	Sporting / ABL	Intellectual	Service
NAIDOC Preparations	Abseiling	Book writing project	NAIDOC Preparations
	Canoe/Kayaking	STEM club	
	Paluma		
	South Passage		
	Carnarvon Gorge		

STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2018

The Townsville 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:

- Reboot (10 teachers)
- Driver training (4 teachers)
- New Staff Induction (2 teachers)
- QCCA Essential English/Maths (3 teachers)
- Doing Schools Differently (6 teachers)
- Coaching for School Leaders (2 teachers)
- Visual Scribing (1 teacher)
- Aboriginal and Torres Strait Islander network gathering (2 teachers)

The average amount spent per teacher in 2018 on professional learning was \$3658. This represents 1.6% of the annual budget of the Centre.

STAFF

The staff of Townsville Flexible Learning Centre is a highly qualified, experienced and generous group of professionals who consistently contributes more than would otherwise be expected both within the classroom and beyond. The distinctive skills/qualifications and experience of our staff include:

Total number of teachers	12
Total number of Support staff	10
Total Number of Staff	22

Teaching Staff Qualifications	Number
Certificate	
Diploma	
Post Graduate Diploma	
Degree	12
Masters Degree	2
Doctorate	
Other	

The average attendance rate for teachers in the 2018 academic year was 95.6%. 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 78%. 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 Townsville Flexible Learning Centre is the very real climate of compassionate care evident. This is expressed through:

- A commitment by all to operate by the principles of respect, being honest, being safe and legal, and participation.
- Encouragement of young people to take initiative; to raise issues of concern to them; to use the principles to challenge other young people and staff
- The formation of right relationships amongst everybody in the school community.
- A focus on self-advocacy to ensure all have a voice and authorship of their lives. To negotiate what they learn and how they want to learn it; to be active participants in all that they experience in their time at The Centre .
- A commitment to 'common ground' ensuring a positive, interactive and challenging educational environment.
- A commitment to working intentionally with our young people in evidenced based ways informed by research in the educational, psychological and neurological spheres of knowledge.
- A sense of belonging and ownership has developed in both young people and staff since the Centre opened in 2006.

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

The Townsville 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 and social media
- Cultural celebrations (particularly NAIDOC)
- Parents and carer meetings,
- Senior celebration, and Big Brekkys

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 7 personnel.

The Townsville FLC has used social media to inform and engage family members and the wider community in the life of Flexi and the achievements of staff and young

people. This has been a significant source of positive feedback for us and enabled parents and carers to publicly praise and acknowledge to efforts of their young people.

PROGRESS TOWARDS GOALS FOR THE 2018 YEAR

The Xavier 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 mission. Operational goals are set each year in consultation with staff. The following outlines achievements in reaching goals in 2018 articulated in the 2017 Annual Report.

- A Health and Well-Being position created
- Reboot embed into daily practices
- Essential English and Math programs under development
- National Consistent Collection of Data processes refined
- Further Professional development in Coaching for school Leaders completed

2018 MILESTONES

2018 was a year of consolidation and achievement. The attendance rate from 2017 was slightly improved upon highlighting the connection young people and their families and careers have with the Centre and staff. In addition to the existing class groups a new partnership was formed with SWELL College further increasing the Centre's ability to engage with young people. The SWELL (Sport, Wellbeing, Education, Leadership and Lifeskills) program provided an additional mode of engagement and allowed for more young people to attend and therefore experience what the Centre has to offer.

There was a strong focus on embedding the local Aboriginal and Torres Strait Islander culture at the Centre using our NAIDOC celebration as a focal point. At the front of the school a Welcome mural was completed with the words Ahgon Nubal Naybal meaning Hello and welcome in Wulgurukaba. Continuing the momentum established from the Lowitja program last year a NADOIC shirt was develop and was available for young people, staff and the community. The theme for NAIDOC was 'because of her we can' and



Auntie Carol Mooka was invited to be our guest speaker. She inspired our young people with her story of growing up in the Straits and her love for literacy and education. Auntie Carol has been working with the Centre in a number of roles since beginning in 2010. This year was also the first time the young people and staff from the Centre visited Palm Island. We were fortunate enough to participate in the Island's Deadly Dance and Didge festival. It was an exciting event for all with some young people participating in the dance festival in traditional dress.

The partnership with Townsville Youth Justice to operate the Burragh program continues to be a highlight for the Centre. The program focuses on providing an appropriate and engaging educational experience for those who have limited access to education. This year the Burragh program was instrumental in NAIDOC preparation and ran a stall on the day. This highlighted the work of the staff and young people and reflected the growth in confidence the young people developed during the year.

Seven young people were able to complete their Queensland Certificate of Education with the Centre this year. This was a testament to young people's resilience and dedication during their time at the Centre. For the first time the Senior Celebration was held off-site. Young people and families embraced the night and the venue allowed for staff to spend more time with young people without the added responsibility of managing the meals.

GOALS FOR THE 2019 YEAR

In 2019 emphasis will be given to:

- Refining the role of the Health and Wellbeing officer
- Reviewing the SWELL program partnership
- Supporting the establishment of programs in the Burdekin and Bowen
- Delivering the QCAA Essential English and Math courses
- Trialling a new class structure that provides more options in the senior phase of learning

CONCLUSION

The Townsville Flexible Learning Centre continues to provide a safe, caring, and engaging educational environment for young people who for a variety of complex and sometimes challenging reasons sit outside the mainstream education environment.

Todd Alloway
Head of Campus
Townsville Flexible Learning Centre

Tim Young
Principal
Xavier Flexi Schools Network