



Mount Isa Flexible Learning Centre Annual Report 2019

Our school at a glance

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School Profile

Coeducational
Catholic
Year 7 – 12
41 enrolments
(as per August 2019 census)

Mount Isa Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia and is conducted in accordance with the philosophy, principles and touch stones of the larger organisation. Mount Isa FLC commenced operation as a registered Non-State School in 2010 and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

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



Characteristics of the student body:

Mount Isa FLC operates an inclusive curriculum within the Mount Isa educational space. The young people enrolled come from most Mount Isa suburbs. They are predominantly low socioeconomic areas with high populations of Aboriginal clan groups. Many of the young people are from the communities of Mornington Island, Hart Range (NT), Lake Nash, Bouliah and Doomadgee.

The young people either state a Christian or Catholic denomination or claim no religion. The most common type of referral is by a family member of the enrolling young person. Other referrals are mainly from government and non-government agencies. Most often, the young people reside with a blood relative or are in out of home care. A proportion of the young people are involved with the Department of Youth Justice.

A lot of young people are choosing to enroll at Mount Isa FLC because of the sense of safety and flexibility with their educational learning. There are a range of complexities within the lives of the young people enrolled that have prevented their engagement in other mainstream schooling options.

Within the young person body there are young people with hearing disabilities, diabetes, rheumatic heart disease and several with other verified disabilities. Most students enrolled have a range of non-verified disabilities that require adjustments to programming on a daily basis.

Learning Choices:

The Mount Isa FLC provides holistic learning experiences that address the social needs of the young people while promoting their emotional, physical, spiritual and academic development. The purpose of the learning experience is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in transition to further education and/or employment.

Years 7 - 9 program covers literacy, numeracy, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

Years 10 – 12 program incorporates literacy and numeracy skill building as well as work readiness training opportunities. Other courses such as Certificate I and II in Functional Literacy and Independent Living Skills are also available.

All young people experience a variety of learning methods, such as project-based learning, formal learning and hands on activities.

Extra curricula activities:

The school provides extensive opportunities for young people to participate in co-curricular activities at their level and within their areas of interest. Participation is actively encouraged. Some of the co-curricula activities include:

- NAIDOC Celebrations
- Reconciliation Week
- PCYC Visits
- Headspace visits
- School athletics
- School swimming
- Curriculum sport
- Edmund Rice Day
- Canoeing
- Bush activities
- Learner Licencing
- Social Enterprise through mowing business

Social climate:

A key feature of 2019 was the consolidation and refocusing on education as the core business of the FLC. This was achieved with increased expertise of staff employed, increased professional development of the whole staff team, changing of the structure and timetable of the school day; and a significant change in the processes of enrolment and induction of young people into the school community. One of the continued hallmarks of Mount Isa Flexible Learning Centre is the very real climate of compassionate care provided. This is expressed through:

- **Pastoral structures** – Interactions between all staff and young people are based on a common ground approach working within the four principles of *respect, participation, honesty and being safe and legal*. A lot of support is given to young people to assist them through the many complexities they experience.
- **Wellbeing services** – the school links with organisations such as AToDs, Centacare, and Headspace for general and targeted support for young people as needed. There are a range of other services within the Mount Isa Community that are utilised through-out the year depending on the support and learning needs of any individual young person.
- **Individualised Learning Plans** – the school puts in place individual personal learning plans which identify with each young person the goals they have for their future and the pathways they will take to achieve their goals. These are revisited regularly throughout the year to gauge progress.
- **Transitions** - transition plans are put in place for the young people as they prepare to exit the school. This will consist of things such as work readiness tasks like preparing resumes and interview preparation, obtaining licences and completing certificate work.
- **Regular Care team meetings** - these are held to support any young person that has multiple agencies working with them around their care. This may include Department of Child Safety, Youth and Women staff, Residential Care workers, Specialist support services and Department of Youth Justice staff. All stakeholders linked to the young person contribute to the development of individual education plans and the collaborative strategies to support the young person achieve their goals.

Parent/Caregiver, student satisfaction with the school

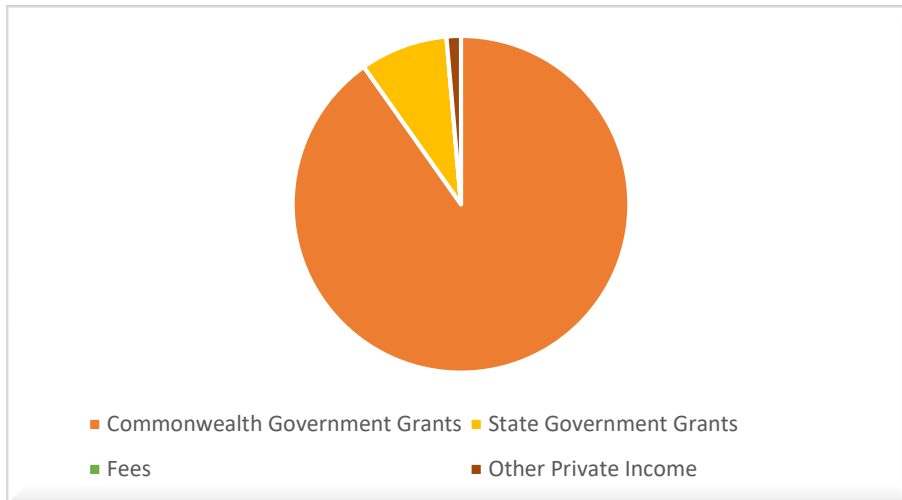
As part of our ongoing commitment to continued improvement all parents and carer's of enrolled students at Mount Isa FLC were provided with an opportunity to comment on their satisfaction with the school and how the school is supporting their young person with their learning. The response from parents and carer's was very positive indicating that all were satisfied with the care and educational opportunities provided to their young people attending the school.

Strategies used for involving parents in their child's education

Mount Isa Flexible Learning Centre recognises that parents/carers are the primary educators of our students. While some young people are considered independent, most students have a parent or carer that support them. The work of the school is most successful when it collaborates effectively with parents/carers. The school supports and encourages this role of parents/carers through:

- Consistent (often daily) communication with parents/carers
- Regular Home visits
- Information evenings
- Newsletters
- Cultural celebrations
- Parent and carer meetings
- Social celebrations
- Acknowledging and celebrating of the voluntary contribution of distinctive skills and enthusiasm of parents and community members

School Income broken down by funding source



Our Staff Profile

Staff Composition, including Indigenous Staff (network will complete)

	Teachers	Youth Worker	Support	Indigenous*
Headcount	4	1	3	3
FTE	4	1	2.7	2.7

*Indigenous figures are also included in the general staff breakdown

Qualification of all Teachers

Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	0
Bachelor Degree	2
Graduate Diploma	0
Masters	2
Doctorate	0
Total	4

Expenditure on teacher professional development	\$14,015.20
Average staff attendance (periods of leave up to 5 days)	6.58%
Proportion of staff retained from previous year	70%

Performance of our students

Average Student attendance

Whole school	83.15%
Year 7	89.53%
Year 8	89.29%
Year 9	86.08%
Year 10	82.04%
Year 11	64%
Year 12	88%

Description of how non-attendance is managed by the school

The school follows a Daily Attendance Procedure that guides the practice of staff in reporting, tracking and communication with parents/carers/independent young people around daily attendance. The key aspects of the procedure include the entering of attendance into the TASS class roll, the use of a messaging system to parents/carers/independent young people when a young person's attendance is unknown (unexplained attendance) and phone calls as applicable.

The school further continually tracks unexplained attendance which includes a provision of sending transition and un-enrolment letters to parents/cares/independent young people if their young person has had long term consecutive unexplained attendance (no school engagement). In addition, the school uses a data analytics tool called Power BI to easily visualize daily attendance/absences.

National Assessment Program – Literacy and Numeracy (NAPLAN) results

There were no young people that undertook NAPLAN testing in 2019.

Year 10 – Year 12 student retention rates - 33%

Year 12 Outcomes

There are no year 12 outcomes to report for 2019