

# Annual Report 2019

## Rockhampton Flexible Learning Centre



### Our school at a glance

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**Webpages:** [www.youthplus.edu.au](http://www.youthplus.edu.au) with additional information located on the My School website  
**Contact Person:** Owen Mayor, Head of Campus

### School Profile

Coeducational  
Catholic  
Year 7 – 12  
83 Enrolments  
(as per August census 2019)

Rockhampton Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia and is conducted in accordance with the philosophy, principles and touchstones of the larger organisation. Rockhampton FLC commenced operation as a registered non-state school in 2015 and is part of a national association of over 50 mainstream schools and flexible learning centres.

Rockhampton FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Rockhampton 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 Rockhampton Flexible Learning Centre. 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:

Rockhampton FLC works with young people who are vulnerable and experience a complexity of inter-related needs placing them at risk of disengaging from education. Some of the complex factors include mental health concerns, learning difficulties and behavioural issues, all of which make achieving in mainstream education a challenge.

The school provides the necessary assistance the young people required through:

- Individualised program adjustments considering social and emotional needs.
- Engaging with families to develop further partnerships of support, and
- assisting young people to access external supports specific to their wellbeing and educational needs

Young people at Rockhampton FLC are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Indigenous cultures. The majority of young people were from single parent families or were living with extended family members such as grandparents, aunts and uncles. Many of the enrolled young peoples' families consisted of blended family arrangements with stepparents and step and half siblings.

The majority of young people live in urban Rockhampton and the outer suburb of Gracemere. A small number of young people came from Yeppoon and Mount Morgan.

### **Learning Choices:**

Rockhampton 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 are 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.

The success of young people within Rockhampton FLC completing courses has had a positive influence on other young people increasingly expressing interest in doing the same. In a typical day young people learn Literacy, Numeracy and can engage in activities such as art, music, IT, sailing and fishing.

Rockhampton FLC is incredibly privileged to have the local elders regularly in the school to deliver culturally appropriate programs to our young people.

An essential component of the curriculum at Rockhampton FLC is the participation in school camps. These ranged from an overnight local camps organised by the young people and staff of each learning group to a multi night camp on North Keppel Island. This extended to a weeklong camp at Carnarvon Gorge and for the first time a camp to Stradbroke Island "Minjerribah" in South East Queensland.

### **Social climate:**

The most common feedback from visitors to the school is that there is a 'good feel' about the place. Organisations and individuals that have seen the growth of the school are impressed with the quick development and establishment of the school within the community. There are notable improvements in engagement levels by the young people and significant improvements in attendance. Staff are delivering strong and creative programs to engage the young people and set the learning tone in the school.

### **Parent/Caregiver, student satisfaction with the school**

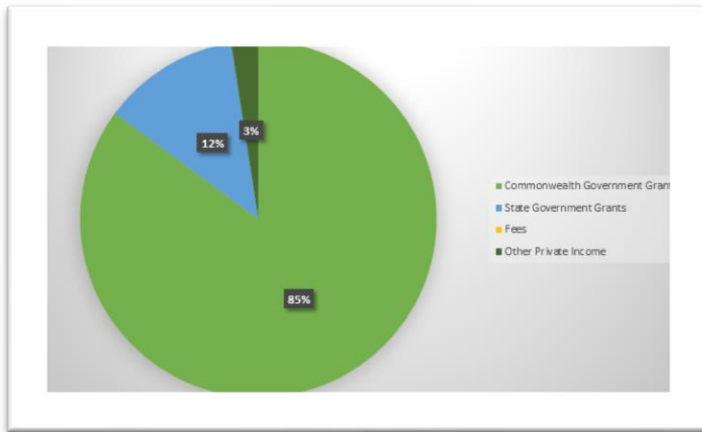
As part of our school commitment to continual improvement all parents/carers were provided with a satisfaction survey on how the school is meeting the educational support needs of enrolled young people. The feedback was overwhelmingly positive with strong support for continuing with the great work happening at Rockhampton FLC.

### Strategies used for involving parents in their child's education

The school has a strong focus on engaging with families for any reason which involves conversations around their young person's behaviours or situations that may be impacting on their learning, social/emotional wellbeing and engagement with others. This can involve the following actions:

- Phone calls to parents/carers
- Invitations to parents/carers to participate in discussions to develop working agreements and safety plans to support their young person at school
- Stakeholder meetings with support services
- Regular home visits

### School Income broken down by funding source



### Our Staff Profile

#### Staff Composition, including Indigenous Staff (network will complete)

	Teachers	Youth Worker	Support	Indigenous*
<b>Headcount</b>	5	5	3	6
<b>FTE</b>	5	5	3	5

\*Indigenous staff numbers are also included in other totals

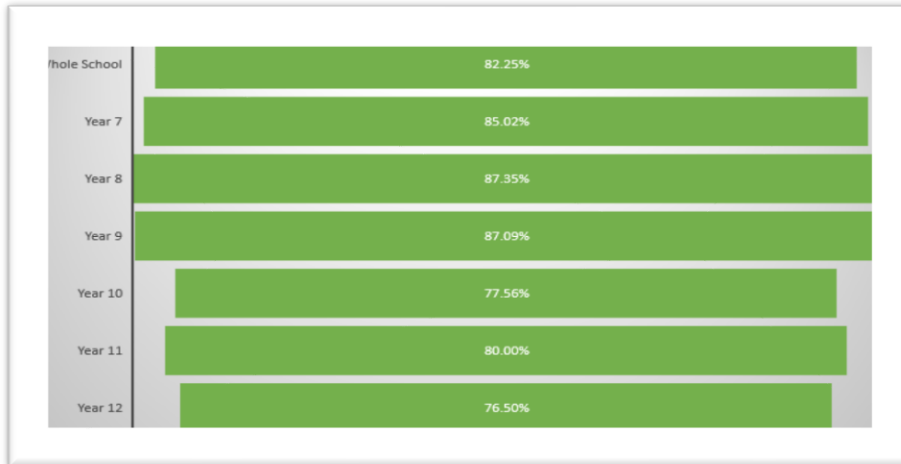
#### Qualification of all Teachers

Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	0
Bachelor Degree	3
Graduate Diploma	1
Masters	1
Doctorate	0
<b>Total</b>	<b>5</b>

<b>Expenditure on staff professional development</b>	\$8206.40
<b>Average staff attendance (periods of leave up to 5 days)</b>	11.46%
<b>Proportion of staff retained from previous year</b>	100%

## Performance of our students

### Average student attendance



### 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 attendance is unknown (unexplained attendance) and phone calls made as applicable. The school further continually tracks unexplained attendance which includes a provision of sending transition and un-enrolment letters to parents/cares if their young person has had long term consecutive unexplained attendance (no school engagement).

### National Assessment Program – Literacy and Numeracy (NAPLAN) results

There were no young people at Rockhampton FLC that undertook NAPLAN in 2019

### Year 10 – Year 12 student retention rates - 163%

#### Year 12 Outcomes

Number of students awarded a Senior Statement	0
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students awarded a Queensland Certificate of Education	0
Number of students awarded one or more unit of competency in a VET qualification	9
Number of students awarded one or more Vocational Education and Training (VET) qualifications	6
Number of students who are completing or completed a School-based Apprenticeship/Traineeship	3
Percentage of Year 12 students who are completing or have completed a SAT	0
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	0
Number of YP currently engaged in a VET qualification	2
Number of YP in School Based Traineeships	3
Number of YP working	6
Number of YP gone on to further studies	1
Number of YP to complete their learners license	11
Number of YP to gain their 'P' plate	1
Number of YP to achieve a White Card in Construction	6
Number of YP to complete a Barista course	4