

Annual Report 2018

Southport Flexible Learning Centre

Our school at a glance

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Contact Person: Ali Redden

School profile

Coeducational
Catholic
Year 7 – 12
Enrolment Numbers 59 (as per August census 2018)

Characteristics of the student body:

Southport FLC works with young people who are at risk of disengaging from education, due to a number of complex factors, some of which include mental health, learning difficulties and behavioural issues, all of which make achieving in mainstream education a challenge. Of Southport FLC's enrolments in 2018, 65% were male and 35% were female. 4% identified as Aboriginal or Torres Strait. 7% of young people were either involved with the Department of Youth Justice or the Department of Communities, Child Safety Services. 19% of our young people had a verified disability. A large proportion of young people enrolled also had non-verified disabilities that required significant adjustments to the learning program.

The composition of the families of young people were varied, with 53% from single-parent families or living with extended family, and 14% part of blended family arrangements, often moving between the homes of both biological parents.

The young people who attend Southport FLC live across the entire Gold Coast Region, from as far north as Ormea and as far south as Eleanora. Mini bus pick-ups occur from key locations that link with the public transport system, this enables Southport FLC to support as many young people from across the region as possible.

Southport FLC maintained a large waitlist of young people from across the Gold Coast area.

Learning Choices:

2018 marked the official opening of the Southport FLC school site, this allowed for an increase of the learning choices offered. On offer was a combination of VET and QCAA courses, including Certificate II in Functional Literacy, Licence 4 Life, SAS Pre-Vocational Mathematics and SAS English Communication. Two young people completed their Certificate II in Functional Literacy and one young person completed their SAS Pre-Vocational Mathematics qualification.

There was increased engagement with external RTO's, with young people engaged in the following:

- Certificate III in Early Childhood Education and Care- 5 young people (ongoing)
- Certificate II in Hospitality- 7 young people (completed)
- Certificate I in Construction- 6 young people (completed)

Learning opportunities for all young people included core learning, and programs in life skills, sports, careers and adventure-based learning. Additional elective subjects were offered once school commenced at the new site, including Music, Gym, Geek Club, Manual Arts, Art and Gardening. Young people were invited to attend camping trips at least once a term.

A group of young people had the opportunity to participate in the South Passage sailing trip, both on day sails and the extended 3-day program.

Extra-curricular activities:

Southport FLC continues to run holiday programs for any young people that would like to attend. This involves a number of the young people and engages them in a selection of learning opportunities and outings, to keep them engaged during times they may feel more isolated.

Social climate:

2018 marked the transition from a mobile education program to a school. This made the development of the school culture a major priority, and included the following:

- Clearly developed working agreements and discussions involving all young people, around the 4 principles, on a daily basis
- Development of a new check-in procedure in the new space that incorporated an acknowledgement of country, check-in with how young people are travelling and the commitment to participating for the day
- Continuation of the check-out procedure that focuses on gratitude and recognising the positives from the day
- Staff training around whole brain approaches to teaching and learning using the Reboot program
- Continued commitment to wellbeing through Reboot and Strengths programs
- Continuation of counselling sessions through Ted Noffs and the introduction of a visiting on-site psychologist to run sessions with individual young people
- The continuation of a consistent and regular timetable for all young people
- Support meetings with staff, parents and young people to enable them to have voice around their learning and behaviour in order to ensure everyone works within the four principles
- A stable staff team contributing to stronger community relationships
- The introduction of new staff members to support the team, including an administration officer and a Kitchen Co-ordinator.
- The development of a Wellbeing Co-ordinator role, to promote wellbeing throughout the school

Parent/Caregiver, student satisfaction with the school

The parents and carers of enrolled students at Southport FLC in 2018 were given a satisfaction survey to give feedback on how they believed the school was going and requesting input on possible areas for improvement. The people that responded gave extremely positive feedback.

When asked how helpful and friendly the staff were, respondents scored averaged 9.875 out of 10.

When asked how their young person had grown or benefitted from attending Southport FLC, respondents averaged 9.25 out of 10.

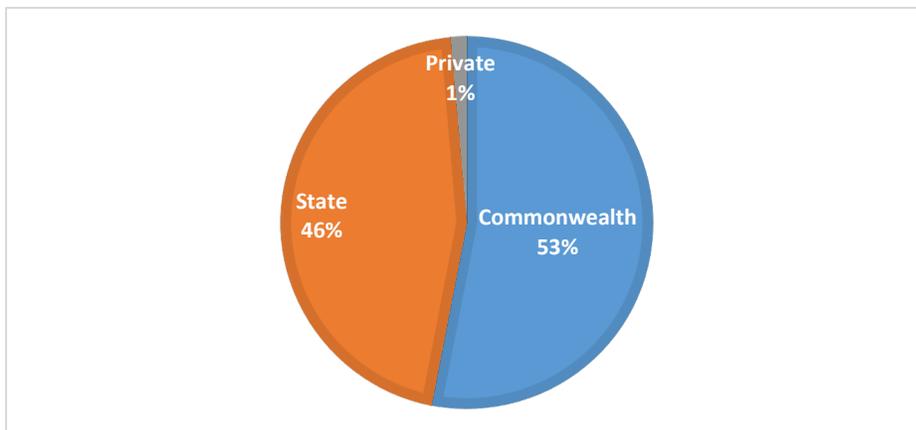
Southport FLC was described as “*awesome, diverse, helpful, open, outstanding, beneficial, amazing and fantastic*. Southport FLC was described as *a very caring environment, with teachers who are diligent, want to be here and who are doing a great job*”.

Strategies used for involving parents in their child’s education

- Daily texts sent to parents/carers detailing the plans for the day
- Regular communication by phone, email, text message and meetings (at school, home and in the community)
- Newsletters
- Regular invitations to celebration days, including our semester BBQs and our official opening
- Information sessions about opportunities we are offering, such as employment service opportunities and curriculum information
- Stakeholder meetings involving parents and agencies involved with the young person and their family

School Income broken down by funding source

Funding Source	Percentage
Commonwealth	53.05%
State	45.59%
Private	1.36%



Our Staff Profile

Staff Composition, including Indigenous Staff (network will complete)

	Teachers	Youth Worker	Support	Indigenous
Headcount	5	3	2	0
FTE	5	3	2	0

Qualification of all Teachers

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

Expenditure on teacher professional development	\$18,702
Average staff attendance (periods of leave up to 5 days)	100%
Proportion of staff retained from previous year	80%

Performance of our students

Average Student attendance

Whole school	95.63%
Year 7	93.77%
Year 8	98.82%
Year 9	96.67%
Year 10	96.57%
Year 11	94.00%
Year 12	94.00%

Description of how non-attendance is managed by the school

There is a daily practice of staff making 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.

Year 10 – Year 12 student retention rates

25%

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	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	0
Number of students who are completing or completed a School-based Apprenticeship/Traineeship	0
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