



Inala Flexible Learning Centre 79 Poinsettia Street, Inala QLD 4077

This annual report for 2019 is published to provide information about the Inala 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

Inala Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia (EREA) and is conducted in accordance with the EREA philosophy and principles. Inala FLC commenced operation as a registered Non-State School in 2013 and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

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

Inala 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 Inala 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.

Inala 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.

STATEMENT

Flexible Learning Centres (FLCs) seek to respond to the needs of young people disenfranchised and disengaged from education. FLCs provides a place and an opportunity to re-engage in a suitable, flexible learning environment.

Our practice seeks to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

FLCs are 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

Inala 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 2019

The total 2019 enrolment of the Inala FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	2	7	10	9	10	6	44
Female	2	3	5	5	11	2	28
Total	4	10	15	14	21	8	72

YOUNG PERSON SUPPORT

Each young person at Inala FLC has staff who support them in their health and wellbeing. At the Inala 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 with 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 e.g. CYMHS (Child Youth Mental Health Service), Department of Communities, Inala Child Safety, Western Districts Youth Justice, QPS, Inala PCYC, Inala Elders, Headspace Inala, Inala Youth Services, Ngutana-Liu, Adolescent Drug and Alcohol Withdrawal Service (ADAWS)
- 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 to provide specialist assistance e.g. family mediation, counselling, anger management where required

CURRICULUM - LEARNING CHOICES PROGRAM

The Inala FLC provides holistic learning experiences that not only improve the literacy and numeracy capacity of young people but also address the social needs of students. Our Learning Choices program seeks to promote emotional, physical, spiritual and academic development. The purpose of these learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance. Ultimately, the goal of the Inala FLC Learning Choices program is for young people to engage in the transition to further education and/or employment to be able to live their lives to the full.

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 offered at various year levels include:

YEAR LEVEL	CORE	ELECTIVE
Years 7 & 8	Literacy Numeracy	Physical Education / Music / Art / Drama / Boxing / Inter-School Sport / Outdoor Education / Cultural Program
Years 9 – 10	Literacy Numeracy	Physical Education / Music / Art / Drama / Boxing / Inter-School Sport / Outdoor Education/ Cultural Program

YEAR LEVEL	Authority Registered Subjects	Certificate Courses
Years 11 - 12	<ul style="list-style-type: none"> • English Communication • Prevocational Mathematics • Social and Community Studies • Senior Recreation 	<ul style="list-style-type: none"> • Independent Living Skills • Short Course in Literacy and or Numeracy • Certificate I & II Visual Art

OUTCOMES

All students in Year 7 and Year 9 were offered, and encouraged, the opportunity to participate in the NAPLAN testing. Due to limited schooling and or negative experiences with testing, many young people refuse to participate in the test or are absent on the days of testing. The table below displays the data from the small cohort of young people that were willing to participate in the test. In all areas, the school performs substantially below the average score for Australia whilst it is similar when compared to schools with similar students. The small cohort of Year 7 students did not participate in the testing or were absent on the days of testing. Participation rate for NAPLAN was 67% of the relevant school population.

**National Assessment Program Literacy and Numeracy (NAPLAN) results.
Reading Writing, Spelling, Grammar and Punctuation and Numeracy in Year 9.**

Domain	Measures	Yr 9 2019
Reading	Average score for the school	0
	Average score for Queensland	574.3
	For the school the percentage of students at or above the national minimum standard.	0%
Writing	Average score for the school	167
	Average score for Queensland	533.6
	For the school the percentage of students at or above the national minimum standard.	0%
Spelling	Average score for the school	459
	Average score for Queensland	577.8
	For the school the percentage of students at or above the national minimum standard.	0%
Grammar and Punctuation	Average score for the school	331
	Average score for Queensland	570.5
	For the school the percentage of students at or above the national minimum standard.	0%
Numeracy	Average score for the school	392
	Average score for Queensland	584.5
	For the school the percentage of students at or above the national minimum standard.	0%

Outcomes for Year 12 Students	
Total number of Senior Certificates awarded QCE Certificate	1
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	12.5%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	25%

In addition to the above completed figures, in a small cohort of eight, three young people finished over half of the QCE, one young person studied whilst caring for a new born baby and two have returned to Inala FLC this year.

APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2019	6	8	133%

ATTENDANCE RATE

The average student attendance rate for 2019 was 66.47%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences. The relatively small student cohort, of 72 Young People at August Census, and the number of young people who transition, both into and out of the school, throughout the year impact this percentage.

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

Throughout 2019 Inala FLC ran a number of programs in order to improve outcomes for Young People. Staff of the school delivered some of these and others were delivered by professionals from other services. Below is a snapshot of the most significant of these programs.

- Blue Edge program, run by PCYC, involved Young People in regular morning gym sessions, motivational speakers and nutrition sessions leading to improved attendance and engagement at school
- Outdoor Adventure Education Programs including canoeing, camping, sailing and bushwalking
- Legal Aid and the Youth Advocacy Centre conducted information to ensure young people are aware of their rights and responsibilities in relation to the law. These sessions had particular focus on social media as well as rights in relation to Police
- True Relationships conducted sessions with Young People regarding healthy relationships and sexual health
- Boxing and Gym at Inala PCYC. The PCYC continues to be a great friend of the school. Engagement in the gym sessions and school boxing sessions school wide engagement in boxing has led to improvements in self-esteem and self-discipline. Members of the school community have also become members of the gym and attend the gym outside school hours
- Adolescent Drug and Alcohol Withdrawal Service (ADAWS) - Inala FLC engages with ADAWS in order to deliver Drug and Alcohol awareness programs to give young people information about the potential harm of these substances
- Bus Runs were changed during the year to assist Young People living in Acacia Ridge and the eastern part of Inala to have a free bus service to school
- Community Engagement Lunches – each Friday the school held a Community Lunch that is attended by various services and agencies from the Inala Community that has led to a greater engagement with these services by the students of the Inala FLC. These services include, but are not limited to, ADAWS, CYMHS, Police, PCYC, Legal Aid, Inala Elders, Glenala and Forest Lake State High Schools

YEAR 12 COHORT 2019 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2019 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 – 2019	Number of Students in each category	Percentage of Students in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	2	25%
Working full-time	0	0
Working part-time/casual	1	12.5%
Seeking work	1	12.5%
Not studying or in the labour force	1	12.5%
Returned to Inala FLC	2	25%
Full time parenting	1	12.5%

CO CURRICULAR ACTIVITIES

The Centre 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 Inala FLC in 2019

Cultural	Sporting	Intellectual	Service
Cultural Connection Program	After School Touch Football Competition	Public Speaking	Community Service Programs in Inala
Ngutana–Liu gatherings	Blue Edge PCYC Program	Head Space Programs	Volunteering at local nursing home
NAIDOC Week Celebrations	Intra School Touch	Child Youth Mental Health Programs	A Touch of Compassion community dinner
Men’s and Women’s Business	Inter School Touch and Basketball		

STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2019

Inala 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 2019 Operational Plan:

- Completion of the REBOOT training – to enable staff to deepen their practice of working with Young People in a trauma informed way. This program focussed on the way in which our bodies and our brains work. This was a follow on from the 2018 Berry Street Training
- Yumi Deadly Maths – 4 teaching staff participated in the final session of a program that explores different ways to teach Maths to all students, most notably in this training, Indigenous students (4 Teaching Staff)
- Training and Assessment Qualification Upgrade (1 staff member)
- EREA Formation Programs – to gain greater understanding of the mission of our organisation and school and for staff to engage with their own reasons for choosing this work. Two staff members participated in leadership programs and another in a program for staff with greater than 5 years experience (3 staff)
- Multiple sessions of school in-servicing was also conducted in the areas of Queensland Curriculum Assessment Authority (QCAA) regarding changes to the Senior Curriculum
- 3 staff participate in a number of Professional Development and Moderation sessions to ensure all staff understand and effectively implement the National Consistent Collection of Data (NCCD)
- Staff Wellbeing – strategies for staff (all staff)

STAFF

The staff of Inala 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	7.4
Total number of Support staff	7
Total number of Staff	14.4

Total number of Indigenous Staff	5.2
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Teaching Staff Qualifications	Number
Certificate	7
Diploma	2
Post Graduate Diploma	1
Masters Degree	2
Doctorate	
Bachelor Degree	6

THE SOCIAL CLIMATE OF THE CENTRE

One hallmark of Inala Flexible Learning Centre is the very real climate of compassionate care evident. All staff understand the great need to have Unconditional Positive Regard for Young People and for each other. This is expressed through:

- A commitment by all, staff and Young People, to operate by principles of respect, honesty, safe and legal, and participation.
- The formation of right relationships amongst everybody in the school community ensuring that power is shared between all.
- A belief that conflicts and problems can be resolved by talking and negotiation and that violence is not the answer.
- Pastoral structures including Youth Workers in each class, daily phone calls to absent students, home visits after a period of non-attendance and links to youth services in the area.
- A pastoral care system allocated a key worker for each student in order to track attendance and engagement, share progress with staff and acknowledge important events such as birthdays etc
- Relevant Parent Forums such as parent teacher conversations at enrolment as well as meetings at the end of each semester and in setting Personal Learning Plans.
- An understanding by all that bullying and misuse of power by anyone in the school community is not acceptable.
- A strong emphasis not on the mistakes that people make but rather on what they do to fix the consequences of those mistakes and the effort made to change behaviour.
- Encouragement of young people to take initiative; to raise issues of concern to them; to challenge other young people and staff if they feel that one of the principles has been damaged; 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

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

Inala Flexible Learning Centre recognises that parents/carers are the primary educators of the young people that attend our school. Some young people live independently, some with immediate family and other with friends. 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:

- Newsletters and a school Facebook page
- Regular school letters that are also posted on Facebook
- Cultural celebrations
- Daily phone calls home when students are absent and sharing of positive information
- Community Lunch held each week

- Parents and carer meetings held each term and also at times when young people are experiencing difficulty at school,
- Social celebrations
- Home visits to young people that are experiencing difficulty attending school and or working with our principles of operation
- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated. The parents of the Inala FLC are very active in the educational journey of their child, especially those in the younger year levels, and we thank them for everything they contribute to our 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 EREA 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 seven personnel. The completion of the building at Poinsettia Street enabled the Inala FLC to create a dedicated computer room comprising of 12 desktop computers adding to the laptops and IPADs already being utilised across all classes. The move to the school site also saw the installation of 4 interactive data projectors that have dramatically increased classroom engagement and the use of audio visual tools in the classroom.

SCHOOL REVIEWS

In 2019 Inala FLC implemented recommendations from the EREA Renewal Process that occurred in 2018 whilst Inala FLC also implemented recommendations from the NSSAB review that also occurred in 2018. During the 2019 school year, Inala FLC implemented a vertical pastoral care system in order to form greater connection across the school. This system was implemented following a review of negative interactions between Young People from different year levels and has greatly enhanced relationships across the school. The school also reviewed the Senior subjects offered in light of the introduction of Essential Maths and English. In 2020, the school will continue to offer these subjects as well as Senior Recreation and Society and Community Studies.

PROGRESS TOWARDS GOALS FOR THE 2019 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 minimization 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 2019 articulated in the 2018 Annual Report.

- Enrolments increased slightly during the 2019 year leading to a total student enrolment of 72 in the August census
- We achieved greater participation in community events in the local and broader community such as Sorry Day and NAIDOC Week. Inala FLC hosted a community Sorry Day March through Inala and also partnered with a local charity, A Touch of Compassion, to cook meals for the wider community each month. This program was run at our school and served the entire Inala and Carole Park communities
- A greater focus on environmental sustainability was achieved through relationships with local recycling plants, the establishment of our own fruit and vegetable gardens
- Development of greater school signage and greater visibility in the local community with the development of more school signage and more information available to the wider community in the form of social media accounts, brochures and a presence at community events
- Development of a school wide wellbeing framework is still being undertaken however all staff have experienced significant training in this area

2019 MILESTONES

2019 marked the second full year that the Inala FLC was able to utilise the new school site at Poinsettia Street Inala. The school reached an enrolment of 72 young people during the year enabling the school to offer an Edmund Rice Education to more young people in the Inala area. During the year, the school completed two significant pieces of public art work that reflect the story and values of the community. The art work is visible throughout the school as it is on the ends of two buildings. One piece depicts the different cultures represented in the Inala community whilst the other is an aerial view that depicts the Inala community. The school also created a Yarning Circle that is a focal point of our school. The four totems behind the Yarning Circle display our school principles and significant animals to the local Jaggera and Yaggera people.

The school introduced Essential English and Essential Maths subjects to our Senior school and Young People have engaged well with these new subjects. Something the school is very proud of is the fact that, as was the case last year, seventy-five percent of young people attending the school live in the Inala suburb.

GOALS FOR THE 2020 YEAR

In 2020 emphasis will be given to:

- Development of a school Reconciliation Action Plan through Reconciliation Australia
- Review of subject offerings in Year 10-12 as well as planning documents and reporting and assessment structures
- Expanding the Outdoor Education program of the school
- Development of relationships with local schools including Ambrose Treacy College, our closest EREA school, the Ipswich Flexible Learning Centre and the Centre Education Program
- Development of an Inala FLC Practice Handbook to guide our work with the Young People of our school

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