

Ipswich Flexible Learning Centre

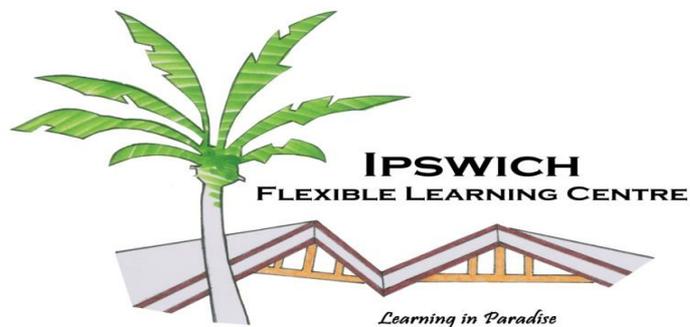
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This Annual Report for 2019 is published to provide information about the Ipswich Flexible Learning Centre for parents / carers, young people and other interested parties. This report contains the detail mandated by the Commonwealth and State Governments and Edmund Rice Education Australia reporting requirements.

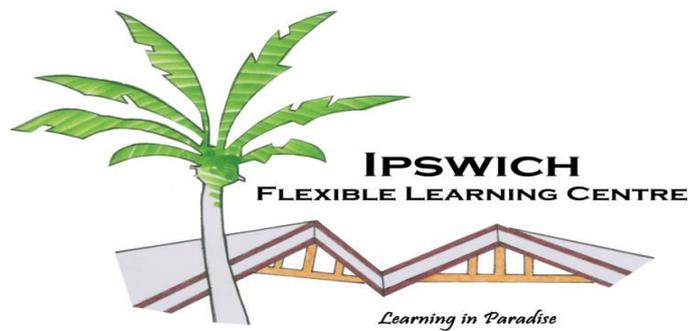
*I see no value in a centre of learning, which churns out
numberless school leavers each year
and is passively part of a society torn apart
by divisions of race and partisan politics...
Our schools exist to challenge popular beliefs
and dominant cultural values,
to ask the difficult question,
to look 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

Ipswich Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia and is conducted in accordance with the philosophy and principles. Ipswich FLC commenced operation as a registered Non-State School in 2012, and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

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

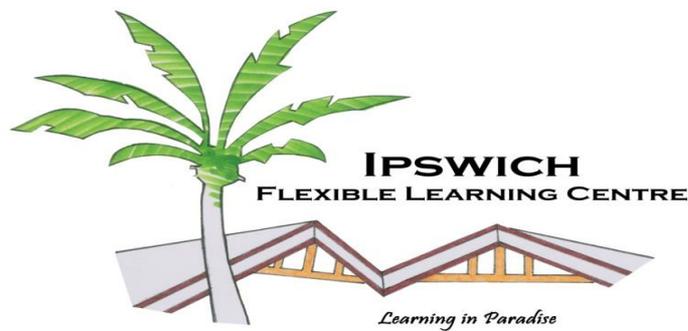
Ipswich FLC works with young people who are vulnerable and experience a complexity of inter-related needs. As discussed above, participation and retention are key elements in the philosophy of Ipswich FLC. The development of moral reasoning through the application of the four principles prepares students 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.

Ipswich 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

Ipswich 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

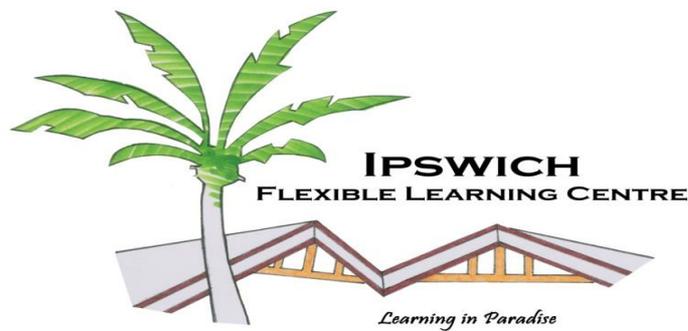
Education programs should be characterised by a high degree of professionalism, and supported by a close relationship with communities in which they are located.

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

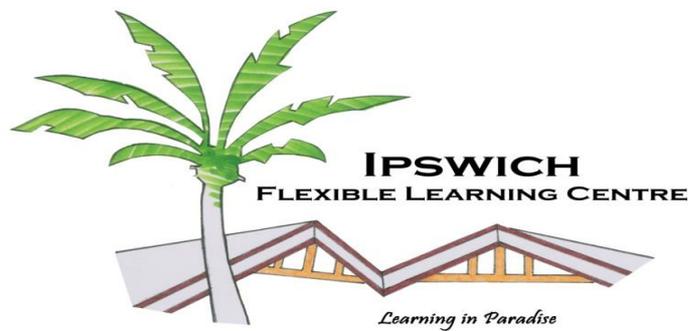
Gender/Year	7	8	9	10	11	12	Total
Male	10	8	16	13	12	16	75
Female	2	7	11	11	10	10	51
Total	12	15	27	24	22	26	126

YOUNG PERSON SUPPORT

Each young person at Ipswich has staff who support them in their health and wellbeing. At the Ipswich 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, Child Safety & Disabilities, Youth Justice, Headspace, ICYS (Ipswich Community Youth Service), St Vincent de Paul, The Mercy Centre, Five Bridges, Ipswich Community Justice Group, Kambu Medical Service, Kummara, Goodna Youth Service, Ipswich PCYC, Leichhardt Community Centre, etc
- 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 Associate Head of Campus - Social Worker, Transition Youth Worker, and the Inclusive Education Coordinator.

SCHOOL INCOME BY FUNDING SOURCE

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

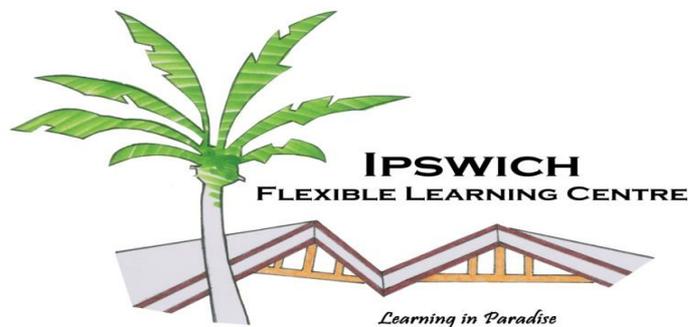
3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



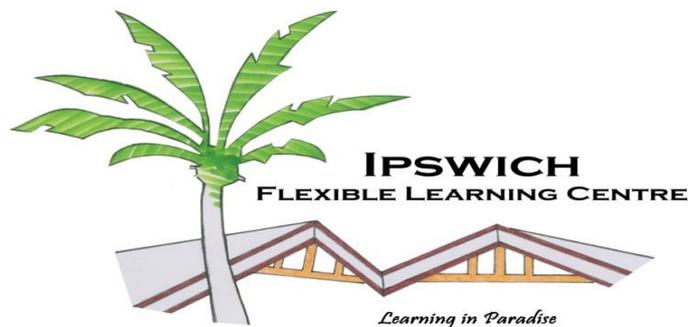
CURRICULUM - LEARNING CHOICES PROGRAM

The Ipswich Flexible Learning Centre 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.

Subjects offered at various year levels include:

YEAR LEVEL	CORE	ELECTIVE
Years 7, 8, 9, 10	Inquiry Based/Thematic. Project-based Learning. Integrated Studies which include SOSE, Science, basic computer skills, and general life skills. Certificate 1 Functional Literacy Certificate 1 Vocational Pathways	Art, Board Games Creation, Building and Construction, Bicycle Maintenance, Cooking, Cooking and Health Nutrition, Craft, Drama, Fishing, Gardening, Hobbies, Jewellery Making, Metalwork, Minecraft, Model – making, Music, Physical Education, Screen-printing, Sewing, Skateboard Making, Sport and Recreation, Swimming, Work readiness (including Résumé writing and obtaining “White Cards”).



YEAR LEVEL	Authority Registered Subjects	Certificate Courses
Years 11 – 12	N/A	<ul style="list-style-type: none"> • Cert I (30999QLD) and II (10306NAT) in Functional Literacy • Cert 1 (FSK10113) Access to Vocational Pathways • Cert 1 (CUA10315) Visual Arts • Cert 11 (FSK20113) in Skills for Work and Vocational Pathways • Certificate II Health Support , Strategix training • Cert 11 (CUA20615) in Music Industry • Certificate III Landscape Construction • CPPCCWH1001 – Prepare to work safely in the Construction Industry • School-based Apprenticeship Apprenticeships QLD

A short course in *Independent Living Skills* is also offered.

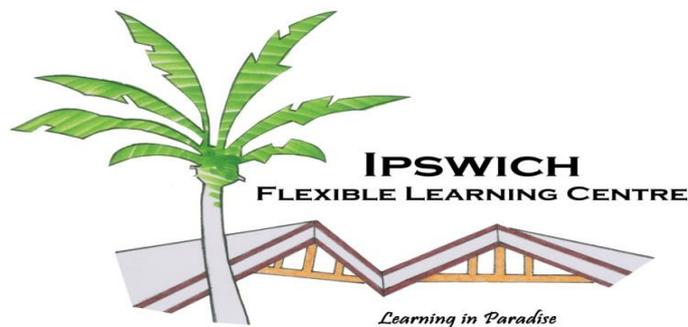
All electives were offered to all young people irrespective of age or ability. Young people were offered various outings and excursions to enhance classroom skills, team building and social and communication skills.

The electives were chosen to enhance;

- Communication and participation skills and to support young people with social and emotional issues and to provide lifelong strategies to utilise in their future career paths.
- The young people’s life experiences by offering opportunities where, due to the individual’s personal situation, they may not be normally available to them.

By offering these types of unique experiences, the young people develop a “fun in learning” attitude and thus changing attitudes to formal education.

The Ipswich Flexi Centre has a keen interest in offering Young People camp/expedition experiences. In 2019, Young People had the opportunity to engage in activities at Caloundra, Somerset Dam camp grounds, Stradbroke Island, and The Great Southern trip to Canberra/Sydney. Camp experiences place young people in different settings which afford them opportunities to experience wider Australia.



An off shoot to the “fun in learning” attitude is then that the young people will want to attend the Centre and thus increase attendance and retention rates.

Senior cohort Year	Year 8 Base (2014)	Year 10 Base (2017)	Year 12 at exit	Retention Rate %
2019		14	26	186
2019	8		26	325

Learning Support was given to young people completing Certificate courses through School, TAFE, RTOs and employment agencies. Young people can gain work experience, traineeships and school based apprenticeships through our partnership with Apprenticeship Qld.

Extra Learning Support was and is continually being provided to Young People with verified disabilities and students with low NCCD levels.

OUTCOMES

National Assessment Program Literacy and Numeracy (NAPLAN) results.

None of the students in Ipswich Flexible Centre participated in NAPLAN.

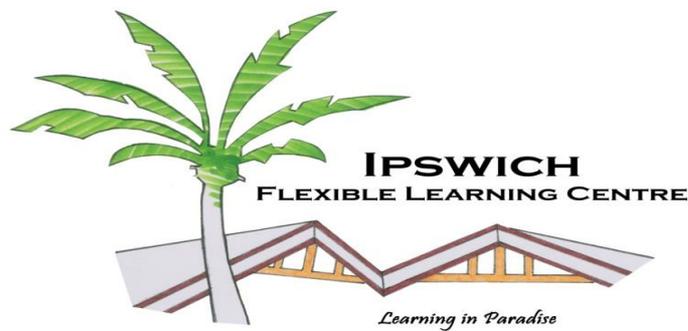
Outcomes for Year 12 Students	
Total number of Senior Certificates awarded	7
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	0
Percentage of students awarded Senior Certificates or awarded a VET qualification	27%

APPARENT STUDENT RETENTION RATE

*Note: Year 7 became the starting year level for secondary schooling in 2014 and does not factor into this calculation as yet. Ipswich FLC typically has a larger senior cohort. The percentages over 100% are a result of the “top heavy” student cohort.

ATTENDANCE RATE

The average student attendance rate for 2019 was 77.2%. 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

A *Whole-School Literacy Programme* that identifies literacy as a learning priority was implemented. It involves; the strategic employment of learning support workers for one on one reading support, daily journal writing, developing a suite of literacy resources and staff professional development.

The Ipswich Flexible Learning Centre has formed a strong relationship with *Apprenticeships Queensland Ipswich* and several young people have obtained work experience, School Based Traineeships or School Based Apprenticeships. This relationship has helped to develop very positive personal development as well as employment skills for the young people involved.

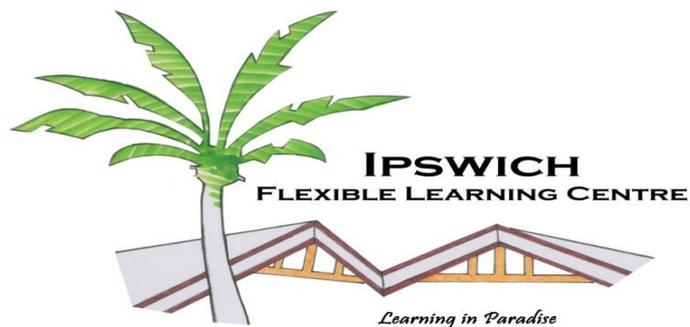
The Centre offers regular *outdoor education opportunities* – Rock climbing, Abseiling, bush walking, canoeing, mountain biking, archery and camping experiences. Various camps were held throughout the year ranging from overnight to week long stays. The young people take an active role in the planning and evaluation of these activities.

As discussed previously, a wide variety of electives were offered over the year – electives that allowed young people to explore, acknowledge, and excite their own individuality. These electives allowed the refinement of fine motor skills to sporting ability and agility. Basic skills and refinement were honed in areas of cooking and gardening. Young people were given the skills and knowledge to create and cook good, basic nutritional meals. Their creative skills were to be extended when creating community meals and functions.

Creative outlets and basic skills were offered through art, drama, music, construction, and the crafts. There were many opportunities to try, explore, and refine as new avenues of learning were opened. As new skills were learnt and refined, self-confidence and self-worth grew and the satisfaction of a job completed was felt. Team building, peer support, scaffolding, and life skills were integral in the delivery of these electives.

Reporting is framed within the Australian Core Skills Framework where reporting is based on the five core areas of; Learning, Reading, Writing, Oral Communication and Numeracy. Each young person was reported on their own individual achievements and bench marks and not on a class average or placing in class. Any areas of concern were seen as goals for the next term's focus via a Personal Learning Plan. These Learning Plans were reviewed each quarter and reports were prepared half-yearly in consultation with parents/carers. Anytime throughout the year parents/carers were more than welcome and encouraged to discuss any concerns regarding their young person's educational plan and wellbeing.

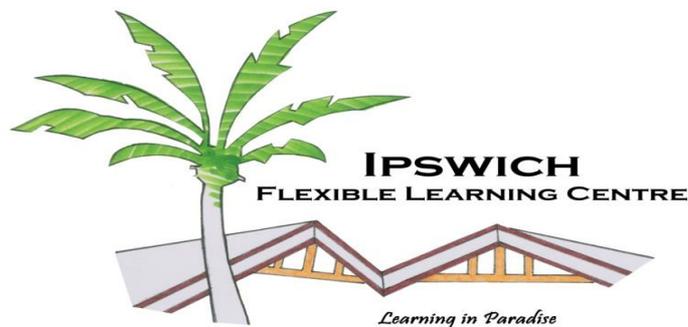
Other special support programmes offered included grief programmes for victims of crime and/or accidents and job readiness programmes including mock interviews.



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. The following 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)	1	3.8%
Working full-time	3	11.5%
Working part-time/casual	3	11.5%
Seeking work	6	
Not studying or in the labour force	1	3.8%
Returning to study	13	50%
Mothering	1	3.8%

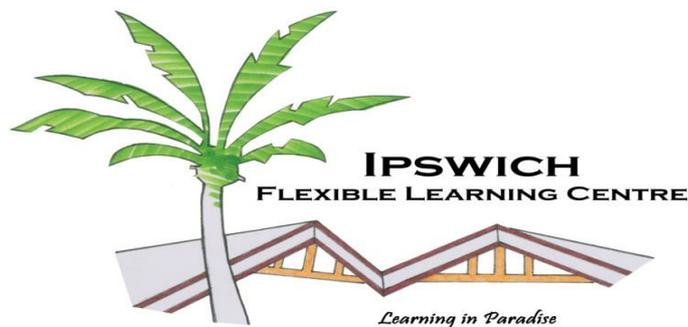


CO -CURRICULAR ACTIVITIES

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 Ipswich FLC in 2019

Cultural	Intellectual	Sporting	Service	Outdoor Adventure Based Learning
Aboriginal & Torres Strait Islander events & activities	Science Centre	Football (various codes)	Sexual Health and wellbeing	Adventure based camps: Bush walking, Canoeing
Multicultural events and activities	Heritage Centre - Amberley	PCYC activities	Various Agency Visits	Mountain biking
Aboriginal Film nights	Miles Historical Museum	Orienteering	Anti-bullying workshops	Low ropes
Ngutana - Lui	Ipswich Library	Athletics	Mercy Centre	Archery
NAIDOC Activities	Museums	Swimming	Career Workshops	Abseiling
	GOMA	Basketball	Street Links	Beach walks
	Theatre	Fitness	Community BBQs	Rock-climbing
	Mt Coo-tha Planetarium	Cycling	Cyber Safety	Fishing
		Tennis	"Lovebits"	



STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2019

Ipswich 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.

Staff have participated in the following programmes and workshops:

Curriculum planning ACSF

EREA Formation:

- Lets Talk,
- Women in Leadership,
- A Call to Transformation

Youthplus New Staff Days – Induction

Xavier Network Staff Gathering.

Aboriginal and Torres Strait Islander Staff Gathering

Mental Health and Wellbeing of Young People

School visits – Peer Mentoring (Including travel to Townsville)

Cert IV TAE

Cert II Skills for Work and Vocational Pathways

Literacy Programme Development

Xavier Leadership Retreat

The average amount spent per teacher in 2019 on professional learning was **\$1923**. The Total PD expenditure represents **1.52%** of the annual budget of the Centre.

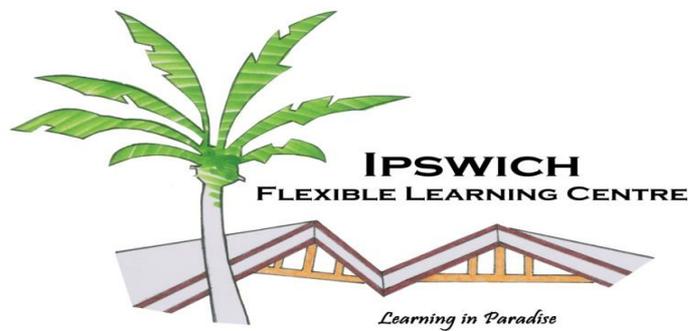
STAFF

The staff of Ipswich 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:

Number of teachers	10
Number of Support staff	13
Total Number of Staff	23

Total number of Indigenous Staff	2.4
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Teaching Staff Qualifications	Number
Certificate	1
Diploma	3
Post Graduate Diploma	11
Masters Degree	2
Doctorate	0
Other -TAE	3



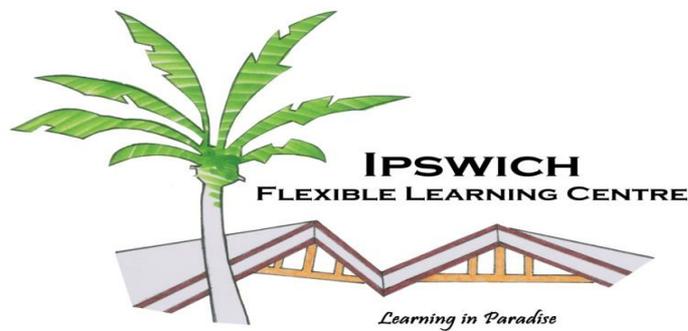
The average attendance rate for teachers in the 2019 academic year was 84%. This figure does not include staff absent from classes attending professional development activities or who would have been replaced whilst on other forms of leave such as long service or maternity leave.

The teaching staff retention rate expressed as a percentage is 77.7%. This indicates the percentage of teachers who have continued service at the school from 2018 into 2019. There is core group that brought a continuum of goals and values from the previous years.

THE SOCIAL CLIMATE OF THE CENTRE

One hallmark of Ipswich 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.
- The formation of right relationships amongst everybody in the school community.
- A belief that conflicts and problems can be resolved by talking and negotiation.
- Community Care Groups
- Availability and willingness of staff to talk with young people
- Consultations with the Social Worker/Welfare Officer – which may require referral to counsellors and outside agencies
- Programs for the;
 - Integration of young people to the centre.
 - Transition of young people to work experience, traineeships, job interviews
- Participation in Community Activities to raise social awareness
- 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. “How many chances does a young person get? As many as they need.”
- 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 broken; 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
- Weekly community BBQ’s and/or shared meals involving young people and outside agencies where young people could communicate with agency representatives in a casual atmosphere.



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

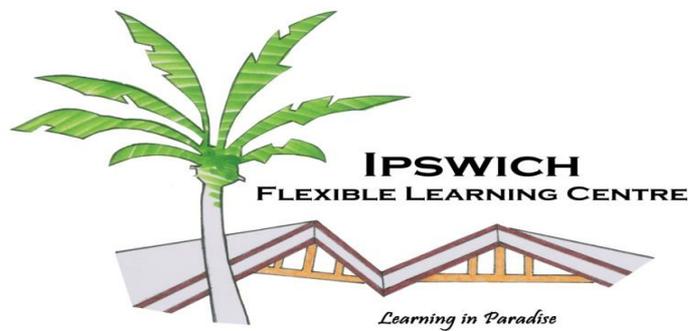
Ipswich Flexible Learning Centre recognises that parents/carers are the primary educators of their young people. Some young people live independently. The work of the school is most successful when it collaborates effectively with parents / carers. The Flexible Learning Centre supports and encourages this role of parents / carers through:

- Information evenings,
- Newsletters
- Information letters – hard copy and/or emails
- Open communication with parents and carers
- Parents and carer meetings
- Cultural celebrations
- Social celebrations
- Fundraising community involvement (e.g. Biggest Morning Tea, Pyjamas Day)
- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

2019 MILESTONES

One key milestone for 2019 has been the implementation of a whole-school Literacy Programme that identifies literacy as a learning priority. An external review conducted in July 2019 concluded that “the Ipswich Literacy Program is progressing well. Young people were, almost without exception, highly supportive of the program and the support they receive from their learning support worker and classroom workers. They enthusiastically shared examples of their work; they were extremely positive about their progress; and stressed how much more confident they were to tackle reading and writing tasks.

Staff were also very supportive of the program, for the new strategies and resources it has brought to their teaching and learning practice, and the support they have received to deliver the program. While at times it is inconvenient for young people to leave the classroom for individual tutoring, most staff can see the benefits in the young person’s confidence and achievements. The program has made the biggest impact in the Foundation and Middle years. The young people in Foundation and Middle years’ classes have new routines, new strategies and higher expectations around literacy.”



Another 2019 key milestone was applying for and successfully being admitted to the QCEC and University of Qld's Research Partner Schools Project (LRC/E4L) to evaluate if the current Ipswich FLC's wellbeing practice is relevant, targeted and meeting the desired outcomes of the wellbeing framework, particularly relating to the effectiveness and value of the wellbeing check-in process.

"Students who have higher levels of wellbeing have better cognitive outcomes at school" (Social Policy Research Centre, 2010).

The report of this joint research project demonstrates the effect of the wellbeing practices of Ipswich FLC to not only increase young people's engagement within the learning but also demonstrates we are enabling our young people to develop key skills of resilience. These skills include self-reflection, self-regulation, self-determination and show empathy towards others.

Martin Kelly
Acting Head of Campus (Semester 1 2020)
Ipswich Flexible Learning Centre

Tim Young
Principal
Xavier Flexi Schools Network