



**EDMUND RICE EDUCATION
AUSTRALIA**

**FAME Christie's Beach
and Elizabeth Outreach**

ANNUAL REPORT 2019



FAME Christie Downs & Elizabeth Outreach (Northern Flexi) PRINCIPAL'S MESSAGE

2019 has been another successful year for FAME. The growth of enrolments at Christie's Beach and also with the establishment of the Elizabeth Outreach (Northern Flexi) program are clear indicators of the need for our programs to support young people that need a different way of learning from mainstream schools in South Australia. The improved retention and attendance with our older young people has required FAME to establish operations in larger premises in the coming year. The growth of numbers in our Northern Flexi will see the need to find further spaces to meet this demand. It is hoped that during 2020 that the Northern Flexi program will be a separately registered school partnering with CESA's Vision for the North project. I thank our site leaders, Yvonne Shultz and Helen Halse, for their tireless efforts in supporting our staff and young people achieve great outcomes in learning and wellbeing.



FAME ANNUAL IMPROVEMENT PLAN

Our 2019 Annual Improvement Plan had the following key focus areas produce successful outcomes:

- **Creating Accredited Learning Options** – During 2019 FAME instigated a review of the current curriculum offerings with a view for providing better programs to engage our cohort and to provide alternative pathways as well as furthering opportunities for the completion of the SACE. Project Based Learning was investigated as an option for the lower secondary learning groups.
- **Clear Wellbeing Focus** – FAME was a key partner in the validation of the Wellbeing Rubric. This Rubric will now provide a measure of the effectiveness of the program on the Wellbeing of our young people.
- **Community Learning Opportunities** – FAME instigated a much-needed Industry Placement/Work Experience Program in 2019. This program provided a larger number of students to gain necessary work ready skills and also provided opportunities for them to transition into employment.
- **Establishment of the Elizabeth Outreach Program (Northern Flexi)** – This outreach program in Elizabeth began formally in term 2 and achieved an enrolment of 30 students by August. The relationship with the Elizabeth community agencies and local education services will see this Outreach grow in 2020.

FAME STRATEGIC PLAN

The Strategic Plan 2018 – 2020 continues to guide the direction for FAME. The key goal, to achieve a final home location to develop the appropriate facilities for our school both in Christie Downs and in Elizabeth, is much slower than was hoped. It is our aim to have a clear direction in Capital Development plans by the end of 2020.



FAME CONTEXT STATEMENT

SCHOOL DEMOGRAPHICS

The population of the Onkaparinga region where FAME is situated is 168,041; 1.5% (2,602) of this number are ATSI peoples. The median weekly income for this region is \$1,197.

The family composition of those that attend FAME consists of:

- **44%** (38/86) single parent families;
- **23%** (20/86) two-parent families;
- **32%** (28/86) young people living independently.

COMMUNITY PARTNERSHIPS

Community partnerships are paramount to FAME's effectiveness in reengaging young people with learning. FAME currently engage with: Catholic Education Office; WYATT Benevolent Institute; Headspace; Southern Youth Round Table; Ruby's Housing; Metro Youth; Uniting Communities; Onkaparinga Council; Inspire, Flinders University; Centacare; RASA; Mission Australia; Youth Justice; Drug and Alcohol Services; Centrelink; local MP's (Katrine Hilyard, Nat Cook and Amanda Rishworth); Local medical centres; Psychologists CAMHS; SAPOL Liaison officers; Reboot, Australian Red Cross; Junction Housing; Centacare; Disability Agencies; Second Chances; Restorative Journeys; At Work; Baptist Care; Tumbelin; Clubs SA; Local high schools; DCP; Shine; Anglicare – Job prospects partnership; Small local businesses – particularly those that provide work experience for FAME youth.

Overview of the Flexi Model used:

FAME FLC strives toward best practices in all areas of education and wellbeing support. Young people have IEPs and SMART goals and how to achieve them.

These goals to ensure the curriculum is differentiated to suit their needs and abilities. Staff work individually with each young person to help identify and articulate their goals. The setting of short and long-term goals ensures every young person experience holistic success, not only in an educational context but also in their overall wellbeing. Each young person has a mentor; this relationship ensures that no-one falls through the gaps; it aims to empower the young person by ensuring they have a voice that is acknowledged and heard.

MULTI-DISCIPLINARY AND PROFESSIONAL TEAM

FAME staff prioritise the need to work consistently and compassionately in all interactions with parents, carers and young people. An individual approach is taken to each young person's situation, helping to develop their capacity and self-efficacy to work well within the learning environment. Staff are trained in Trauma Informed Practices and Restorative Practices. The staff-young person ratio is approximately 1:5. As a multidisciplinary team, staff are equipped to address young people's holistic needs in terms of health, education, culture, and social and emotional support. Staff empower young people by teaching them how to link to external support agencies (e.g. Counselling, Mental Health and General Health services).

A COMMITMENT TO FLEXI PRACTICE

The young people and staff are encouraged to make a commitment to our Flexi Practice Framework – Operation by Principles - Honesty, Respect, Participation and Safe & Legal, and Common Ground. We regularly celebrate the young people's different achievements in our weekly community meetings and other gatherings.



FAME CONTEXT STATEMENT

FAMILY/CARER INVOLVEMENT

Families/Carers are viewed as partners in their children's educational experience; and every effort is made to include them in conversations and decisions in relation to the young persons' learning. Transition plans and IEPs are developed through discussions with both the young person and their parents or carers. Parent-teacher interviews are held each semester.

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 have a direct role in shaping the curriculum of the school. They are routinely surveyed for topics of interests and teachers plan lessons according to that interest, which is then mapped to the Australian Curriculum.

PRACTICAL VISION

Vision: Liberation and hope through education.

Mission: Nurturing and empowering young people by providing learning opportunities that expand life's possibilities.

Our Values: Respect, Participation, Safe & legal and Honesty.

ELIZABETH OUTREACH NORTHERN FLEXI CONTEXT STATEMENT

Our Elizabeth Outreach (Northern Flexi) is a campus of our EREA FAME FLC in Christie Downs. Our school provides an educational and wellbeing service for young people aged 12–21 years of age and is centrally co-located in leased spaces at the Elizabeth TAFE Campus. Our aim is to re-engage young people who are looking to access a different way of learning in a safe and nurturing environment. Fundamental to our operation is our EREA Flexi Practice Framework – Operation by Principles - Respect, Participation, Honesty and Safe & Legal, and Common Ground. Staff and young people come together on this 'common ground' where everyone has an equal voice in making decisions and establishing working agreements to foster a positive environment where young people can achieve positive educational and wellbeing outcomes.

OUR CAMPUS PROFILE INCLUDES:

- Established in term 2, 2019
- 30 enrolments in 2019
- 5 Full Time staff
- 2 Learning Groups
- Staff ratio of 1 staff : 7 students
- Operating in Partnerships with the City of Playford, Catholic Education South Australia, Headspace; Ruby's Housing; Metro Youth; University of SA; RASA; Mission Australia; Youth Justice; Drug and Alcohol Services; Centrelink; Local medical centres; Psychologists CAMHS; SAPOL Liaison officers; Australian Red Cross; Novita ,Disability Agencies; Second Chances; Baptist Care; Local government and non-government high schools; Department of Child Protection; Shine; Maxima, Prospect Centre Local businesses providing work experience for Northern Flexi students.



FAME STUDENT INFORMATION

STUDENT PROFILE DATA

ENROLMENTS	2018	ATSI	GOM	NCCD	2019	ATSI	GOM	NCCD
Female	52	7	1	37	59	5	1	46
Male	34	4	5	33	39	3	7	32
Total	86	11	6	70	98	8	8	78

STUDENT ATTENDANCE DATA %

YEAR	2018	2019
7		
8	70	48
9	74	53
10	57	59
11	55	55
12	39	49
13		

STUDENT DESTINATION DATA 2019

DESTINATION	%
Mainstream school enrolment	2
Transfer interstate	0
Employment	4
Further Tertiary Education (TAFE, Uni)	4 University; 2 TAFE
Apprenticeship	0
Traineeship	1
Seeking employment	3
Parenting	1
Justice	1
Cultural	0
Unknown/non-attendance	7
Open access	1

NORTHERN FLEXI STUDENT INFORMATION

STUDENT PROFILE DATA

ENROLMENTS	2018	ATSI	GOM	NCCD	2019	ATSI	GOM	NCCD
Female					15	4	1	
Male					19	2	2	
Total					34	6	3	

STUDENT ATTENDANCE DATA %

YEAR	2018	2019
7		
8		98%
9		88%
10		98%
11		79%
12		
13		

STUDENT DESTINATION DATA 2019

DESTINATION	%
Mainstream school enrolment	3
Transfer interstate	0
Employment	0
Further Tertiary Education (TAFE, Uni)	0
Apprenticeship	0
Traineeship	0
Seeking employment	1
Parenting	0
Justice	0
Cultural	0
Unknown	0

FAME CURRICULUM PLAN

STUDENT LEARNING : SENIOR SECONDARY SCHOOL 2019

CLASS GROUP	CURRICULUM DELIVERED	CLASS PROFILE
Callan House	Australian Curriculum	Age 12–15 years of age (Year levels 7–9) BKSB Levels 1–3
	English	
	Mathematics	
	Health & Physical Education	
	VET	
	Certificate I in Access to Vocational Pathway	
Cork House	Australian Curriculum	Age 14–16 years of age (Year levels 8–10) BKSB Levels 1–4
	English	
	Mathematics	
	Health & Physical Education	
	PLP	
	VET	
	Certificate I in Access to Vocational Pathways	
	Certificate II Kitchen Operations	
Kilkenny House	Australian Curriculum	Age 15–17 years of age (Year levels 10–11)
	Health & Physical Education	
	Work Studies	
	VET	
	Certificate I in Access to Vocational Pathways	
	Certificate II in Functional Literacy	
	Certificate II Kitchen Operations	
	TAFE options (supported by staff)	
	School-based apprenticeships	
Waterford House	Australian Curriculum	Age 16–20 years of age (Year 12)
	SACE Stage 2	
	Research Project	
	Community Studies	
	Essential English	
	English	
	Food and Hospitality	
	Ancient Studies	
	Media Studies	
	Health	
	Women's Studies	
	VET	
	School-based apprenticeships	

FAME CURRICULUM PLAN AND OUTCOMES

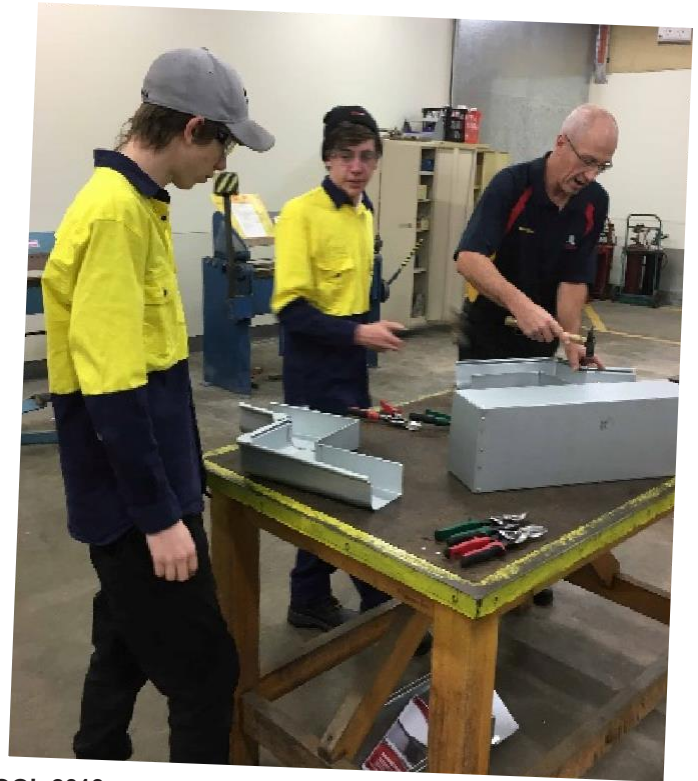
OVERVIEW

FAME delivers the following curriculums across the school:

- **Australian Curriculum:** Year 7–10
- **Vocational Education and Training (VET):** Year 10–12
- **South Australian Certificate of Education (SACE):** Year 11–12

FAME FLC works to a morning and afternoon program structure. The morning program currently operates across 4 class groups. The curriculum focus in each class group is determined by the ages of the young people. There is flexibility to place young people in class groups that are outside standard age ranges should this be deemed appropriate for the individual.

The school program is designed to guide young people towards their goal whether it is SACE completion, vocational education training, or pathways to employment. Bi-annual transition plans are completed with every young person to ensure they are working towards their goals within an appropriate time frame.



STUDENT LEARNING OUTCOMES SENIOR SECONDARY SCHOOL 2019

% YEAR 12 ENROLLED IN A VOCATIONAL CERTIFICATE	% YEAR 11 AND 12 COMPLETED SACE, WACE, NTCET OR EQUIVALENT	% YEAR 10 –12 COMPLETED CERTIFICATE MODULES AND OR SCHOOL SUBJECTS
67	56	92

STUDENT LITERACY 2019

YEAR LEVEL	BKSB PRE LEVEL 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	1				
8	1		2	5	
9	1	1	5	5	2
10	1	3	9	4	3
11	1			2	1
12					
13					
Total	5	4	16	16	6

STUDENT NUMERACY 2019

YEAR LEVEL	BKSB PRE LEVEL 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	1				
8		5	1	1	
9		2	7	2	
10		3	16	2	
11	1		2		1
12					
13					
TOTAL	2	10	26	5	1

NORTHERN FLEXI CURRICULUM PLAN AND OUTCOMES

TEACHING AND LEARNING

All students at the Northern Flexi are able to access accredited vocational education, employability skills and the Duke of Edinburgh leadership Awards; all contributing to a young person's South Australian Certificate of Education (SACE).

Northern Flexi implements the 8 key learning areas of the Australian Curriculum and its 7 General Capabilities using the following approach:

- Project based learning with integrated literacy and numeracy;
- 'Hands on' learning approach that utilises community spaces and connections;
- Modified timetables and engagement plans;
- Modified assessments and adjustments to meet every young person's learning needs;
- Scaffolding and differentiation for all activities and young people;

- Basic Key Skills Builder (BKSB) to provide an individualised literacy and numeracy program for every young person;
- Child Protection Curriculum delivered through individualised student wellbeing sessions;
- Whole school Trauma Informed Practice using the Berry Street Education Model and Restorative Justice.



STUDENT LEARNING OUTCOMES SENIOR SECONDARY SCHOOL 2019

% YEAR 12 ENROLLED IN A VOCATIONAL CERTIFICATE	% YEAR 11 AND 12 COMPLETED SACE, WACE, NTCET OR EQUIVALENT	% YEAR 10–12 COMPLETED CERTIFICATE MODULES AND OR SCHOOL SUBJECTS
Nil year 12 enrolment	0	60%

STUDENT LITERACY 2019

YEAR LEVEL	BKSB PRE LEVEL 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7					
8		4	4	2	2
9	1	3	1	3	4
10		2		1	1
11		1	1	2	
12					
13					
TOTAL	1	10	6	8	7

STUDENT NUMERACY 2019

YEAR LEVEL	BKSB PRE LEVEL 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7					
8		4	6	2	
9	2	3	6	1	
10	1	1	2		
11		3	1		
12					
13					
TOTAL	3	11	15	3	

FAME WELLBEING PROGRAM

FAME is a holistic service based on the principles of social inclusion and capacity building. The belief in the importance of education is balanced with an equally important belief in stabilising the mental health of young people: socially, emotionally and psychologically. Staff endeavour to monitor the young persons' progress in both educational and well-being goals. In addition to this, they will advocate on young people's behalf, provide advice, and provide direction and support during difficult times. We believe the family unit is pivotal in helping young people to succeed so we strive to keep communication with parents and carers constant, informative and transparent.

Hence, the role of FAME staff is broad in scope and depth. The FAME staff are trained in trauma informed practices and restorative justice methods. Staff also receive ongoing training in drug and alcohol counselling, the effects of abuse and neglect; the experience of grief and loss; the impact of trauma, amongst other important issues for our young people. FAME understands the importance of empowering young people by facilitating their engagement with outside supports, other agencies and programs within the community.

PROGRAM NAME	DESCRIPTION	OUTCOMES
Mentor Program	Formal and informal support is available at all times. Each young person has a specific FAME mentor responsible for supporting the young person with their personal, emotional, social, and health needs. Mentors will support their mentees with their social, educational and vocational goals in conjunction with other members of staff. The duty of care of a young person is illustrated by the follow-up conducted by their mentor should they be disengaging from the program. A young person will be referred to the Head of Well-being when it has been identified that they require more intensive support.	Attendance, engagement, well-being
Afternoon class activities	Afternoon activities are aligned to the Australian Curriculum, with a key link to General Capabilities, Wellbeing, and HPE. To achieve maximum engagement young people are surveyed on topics of interest. On the data obtained afternoon subjects are established and mapped to the Australian Curriculum. This empowers our young people by giving them input into their own learning. The importance of variety and flexibility in the afternoon classes are a response to providing young people with ways of releasing trauma and negative emotions through a creative outlet of their choice. Activities include such things as: Music Rhymes & Beats, Aquatics, Life skills, Arts & Crafts, Games & Trivia, Gym, Active (basketball, volleyball, soccer, badminton), Barista, Outdoor Education and Bushwalking.	Engagement, well-being
High staff to student ratio	In each of our classrooms there are two teachers and a youth worker. Our classroom sizes range from 18 to 24 young people so the ratio for staff and young people is good (approx 1:7). The team teaching style we employ ensures consistency of staff should there be staff absences during illness. This means young people can feel safe with the adults they know in their classroom. The FAME team seeks to establish a close relationship to each young person that attends the school. The staff receive regular professional development focused on managing learning difficulties and wellbeing issues that can confront our young people in today's society.	Learning and behavioural
Individual Education Plans	IEPs are designed to help young people develop insight into their behaviours and emotions; skills in self-control and conduct; and methods for building positive relationships with others. IEP's also facilitate the development of goals that enable a young person to perceive themselves positively; develop a constructive vision for their life; and develop the understanding that they can be contributing citizen of their local community and society.	Specific adjustment to advance learning
Cultural Awareness Programs	Cultural awareness programs are a strong priority for FAME. We encourage our aboriginal young people to develop positive connections with the community & to help strengthen their own links with their culture and ancestry. The staff and young people of FAME are committed to embracing cultural differences and encouraging the expression of indigenous customs and traditions. Knowledge and understanding are developed through classroom projects, cultural excursions and cultural competency events at the school.	Tolerance, acceptance, understanding
Holiday Programs	Holiday programs are run through the school holiday period. Two or three times a week there will be outings planned according to ideas put forward by the young people themselves (i.e. skating, movies, games & trivia, scooters, beach trips, etc.). Youth workers are present on the Campus every week-day and are accessible to any young person who finds they need additional support during the holidays.	Engagement, well-being



PROGRAM NAME	DESCRIPTION	OUTCOMES
The FAME Brain	In 2017 FAME piloted the FAME Brain program which was designed to teach the young people about their brain and the impact of stress and trauma on its functioning. The program eventuated through working on the Trauma Sensitive Schools Project with Catholic Education South Australia. It also focused on helping the young people to develop strategies around self-care, de-escalation and meditation. Developing these skills in the young people aids in the minimisation of the effects of such things as academic underachievement, mental health issues, psychosocial problems, violent and antisocial behaviour and alcohol and other drug use or/and abuse. The young people at FAME have responded exceptionally well to the social skills program, as seen by their active involvement in discussions. The strengthening of communication and listening skills has been observed as a positive by-product of these discussions. There was also an increase in young people being able to identify their emotions and pre-empt their emotional response before they “take hold” of them.	Self-regulation, self-efficacy, self-esteem
Parental involvement	FAME values the involvement of parents/carers in their child’s life. To ensure they know their input is valued we build-in regular means of contact with them. This is illustrated through consistent phone calls from the young person’s mentor, school reports and parent/carer-teacher interviews, cultural celebrations, termly whole school showcase events, transition planning meetings, annual carnival and newsletters.	Building community, support for learning and attendance
Additional Well-being supports	We are continually monitoring the well-being of the young people through engagement plans. We also conduct transition plans to ensure they are reaching the goals they want for themselves academically and vocationally. We provide a pick-up service for those young people who need that additional support to motivate them to attend school each day. Breakfast, lunch and snacks are also provided each day to ensure the nutritional needs of the young people are being met. This is also a good time for staff to build relationships and encourage wholesome activities during the lunch breaks.	Well-being, nutrition, motivation
Home Visits	Home visits to young people are conducted by FAME staff for two key reasons, when a young person is at risk of disengaging from the program and when the young person is confined to home due to carer responsibilities, extreme mental health issues (i.e. anxiety), juvenile justice detention, etc. Home visits are conducted when there has been no response to other processes of communications (phone calls, texts, emails, and letters to home). These visits can be very useful in re-engaging parents who have shown little interest in being involved in communication with the school. Home visits also help to break through transport barriers that many of young people’s families have. FAME FLC has a documented home visit policy to ensure best practices in this area are utilised.	Engagement, motivation
Young Person Acknowledgements	We believe it is important to acknowledge all positive decisions, attitudes and progress of our young people as they occur. We have a number of ways of recognising their efforts: student of the week, good work tickets and recognition awards. We find the young people are very receptive to these acknowledgements; being encouraged in this way seems to build personal morale and morale of the school community. Are biannual engagement plans and transition plans are also a means of encouraging and supporting the young people in their learning journey.	Self-efficacy, self-esteem, motivation

NORTHERN FLEXI WELLBEING PROGRAM

At the Northern Flexi youth work is at the core of successfully re-engaging young people in education and supporting them towards positive futures. The youth worker role is that of supporting the coordination of services through assessment, planning, facilitation and advocacy to meet an individual's young person's social and emotional wellbeing, learning and transition needs.



PROGRAM NAME	DESCRIPTION	OUTCOMES
Wellbeing Workshops	Delivered in partnership with community and statutory agencies, a series of intentional wellbeing workshops and service visits to meet the needs of the students attending the Northern Flexi Centre. These included: Save a Mate, SAPOL, Shine SA, Cyber safety, Carly Ryan Foundation, Sammy D Foundation, NACYS Drug and Alcohol awareness, Canteen.	Students gained an awareness and understanding of services available to them.
Community Connections	A weekly program that focussed on volunteering and connections with the community. This included cooking a BBQ at St Vinnies Men's Shelter and participating in the National Bandana Day fundraiser.	Cooked weekly BBQ's for the Men's Homeless shelter and raised Funds for Canteen.
Men's Shed	Students were provided with an opportunity to participate in the Community Men's Shed Program, as part of a boys wellbeing program. Students developed respectful relationships with older male community members and discussing mens health, whilst working on community woodwork and metal work projects.	Students completed woodwork and metal work projects.
Baptist Care SA (BASA) Drum Beat Program	Northern Flexi partnered with BCSA who delivered The Drum Beat Program in term 4 2019. Young people learnt to play the drums and skills of self regulation and de-escalation.	Young people had a better understanding of their bodies and obtained regulation and de-escalation skills.
Baptist Care SA (BASA) Mental Health Services	Northern Flexi partnered with BCSA Family Mental Health Support Services. They provided 0.8FTE mental health professional to work as an outreach service in term 3 and 4 2019. The mental health professional provided additional support to young people on site around their mental health.	Young people were able to access 'just in time' support for mental health concerns.
Foodbank	Provision of food parcels and hygiene packs for students and families.	Access to hygiene and foodpacks for Northern Flexi families.
Foodbank School Breakfast Program	Working in partnership with Foodbank to supply a range of breakfast products to the school for it's breakfast program.	Students have access to a healthy breakfast each morning before school starts.

FAME ATTENDANCE AND RETENTION STRATEGY

FAME has a very thorough attendance strategy to ensure we obtain the highest possible “buy-in” from young people in terms of their regular attendance and participation at the school. Some of the strategies employed include: bus pick-ups in the morning; good work tickets with prizes on a weekly and end of term basis; young person of the week awards; classroom excursions; breakfast, daily cooked lunches and surveys to hear the young people’s voice on certain issues, regular brain breaks and timetable breaks, are a few of our strategies to improve attendance and retention.

Follow up due to lack of attendance is a key focus of our attendance strategy. If a young person is not present at school on any given day a text goes to parents/carers or independent young person. An explained absence does not require any immediate follow-up from mentors; however, if the absence becomes extended over 2 or 3 days then follow up will occur. This is to ensure that there are no other factors that are preventing the young person from attending that could be managed by the school.

In all our communication with the parents/carers and young person we maintain a positive, supportive and caring manner encouraging connection and re-engagement.



NORTHERN FLEXI ATTENDANCE AND RETENTION STRATEGY

Northern Flexi utilises a range of strategies to support engagement and attendance with our young people and families.

- Daily transport to and from school which includes double round trips;
- Daily Wellbeing check in circles to build a sense of connection and community;
- Building a sense of community through shared daily meals of breakfast and lunch;
- Family food parcels;
- Operation by Principles and Common Ground Practice Framework - where young people and staff all operate within a common ground framework eliminating traditional power paradigms and giving young people a voice;
- Daily awards and recognition of effort and achievement;
- Working closely with other agencies to provide a holistic, whole of community response to meet the young person's social and emotional needs;
- Home wellbeing visits to support setting wellbeing and engagement goals;
- Daily contact with family and student to follow up of non-attendance;
- Involvement of key local Community members in whole school events and celebrations;
- Outreach Services – these services are aimed at engaging extremely complex young people that are not able to physically attend the school site for a variety of reasons. Referral to health services, home based wellbeing/engagement activities and remote learning packs are key elements to the successful engagement of young people in 2019.

FAME WORKFORCE

WORKFORCE COMPOSITION 2019

QUALIFICATIONS	TEACHING	NON-TEACHING
Doctorate	1	
Masters Degree	6	1
Degree	19	3
Post Graduate	2	
Graduate Diploma	7	1
Advanced Diploma	1	
Diploma	5	3
Graduate Certificate	1	2
Trade Certificate		1
Certificate IV	14	9
Certificate III		1
Certificate II	2	
FTE	11.3	8.2
ATSI	0	0

Northern Flexi WORKFORCE

WORKFORCE COMPOSITION 2019

QUALIFICATIONS	TEACHING	NON-TEACHING
Doctorate		
Masters Degree		
Degree	2	
Post Graduate		
Graduate Diploma	1	
Advanced Diploma		
Diploma	1	1
Graduate Certificate		
Trade Certificate		
Certificate IV	1	4
Certificate III		2
Certificate II		
FTE	2	3
ATSI	0	0

All staff participate in annual goal setting and review processes as part of our Performance Enhancement Process (PEP). In 2019 our teaching staff used the Educator Impact program that linked their goal setting to the AITSL standards and identified development resources associated to their individual goals. Staff also have access to a variety of whole school professional development and also attend external programs and conferences to support their learning and development.



OUR SURVEY

FAME Christie Downs and Northern Flexi places a high emphasis on involving parents or carers of the young people connected to the school. We seek to provide regular updates around the positive progress their child is making. We seek to foster strong relationships between our school and our families and carers because we know the benefits this has for both our young people's outcomes and ultimately for family relationships. By providing positive feedback, families become more willing to engage with the school when conflict or behavioural concerns arise.

“

PARENTS:

Thankyou so much for your understanding and your efforts to have work for Kathy to do. You guys are awesome.

Northern Flexi has changed my daughter's life.

Oh my goodness you have no idea how much that means to me. It's really very heartwarming. When she is comfortable with people she shines. She's definitely in the right place and I can't thank you all enough for being so kind to her. Thank you so much.

You all do a really great job supporting not just my daughter, but lots of other young people in the community.

She has had no anxiety about going to FAME and has come home happy everyday and looks forward to going every morning, which for her is absolutely huge. She has not been like this in any other High School.

FAME has had made such an impact on him. I have never seen him happy to go to school. The stress and anxiety has left him now. We are so grateful. It has changed his life and it has changed our life too.

Thank you so much for the help you have given me, I would be stuffed if it wasn't for you, I absolutely love you guys! I can't thank you enough for the reassurance you provide and you are super supportive.

”



“

YOUNG PEOPLE:

I can't believe I got up this morning and didn't want to come or do anything and now I am doing all this great stuff.

FAME is very important to me. I get lots of good support, good food and I feel so safe and happy when I am at school.

I love it here at Northern flexi, there's no bullying and everyone fits in.

FAME helps me with my wellbeing and schooling. When I come in I feel better about things because I'm not stuck at home feeling depressed not doing anything. I like the one-on-one help.

I wish I could spend my weekends with you guys, I enjoy school so much! You make it enjoyable and make us want to be there!

I'm glad I'm not finishing up this year because I'd be a total wreck saying my goodbyes to all of you amazing people!!!

I'm so glad that I came yesterday and stepped out of my comfort zone.

Teachers can see when we struggle and they quietly offer help, they don't make us feel stupid.

When we are frustrated, nearly pulling our hair out, teachers and youth workers know how to calm us down and then help us with the problem, whether it be school work or other issues.

I feel like I fit in. It actually feels like once in my life I can get the work done, especially Maths.

Love the one-on-one support.

Teachers are much more chill and we do fun things.

”

FAME FINANCIAL STATEMENT

REPORTING FRAMEWORK	AMOUNT
Recurrent income	
School fees	\$-
Other fee income	\$1,252
Private income	\$52,669
State government recurrent grants	\$949,237
Australian government recurrent grants	\$3,375,476
Total recurrent income	\$4,378,634
Recurrent Expenditure	
Salaries; allowances and related expenses	\$2,481,425
Non salary expenses	\$789,101
Total recurrent expenditure	\$3,270,526
Capital income and expenditure	
Government capital grants	\$-
Capital fees and levies	\$-
Other capital income	\$-
Total capital income	\$-
Total capital expenditure	\$321,143
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	\$69,090.00
Total closing balance	\$234,152.00

FAME FLC acknowledges the funding support received from the Federal Government and South Australian State Government to support the learning and wellbeing outcomes for the young people in the regions in which we work.



**EDMUND RICE EDUCATION
AUSTRALIA**



G. J. Keating

Gerard Keating - Network Principal