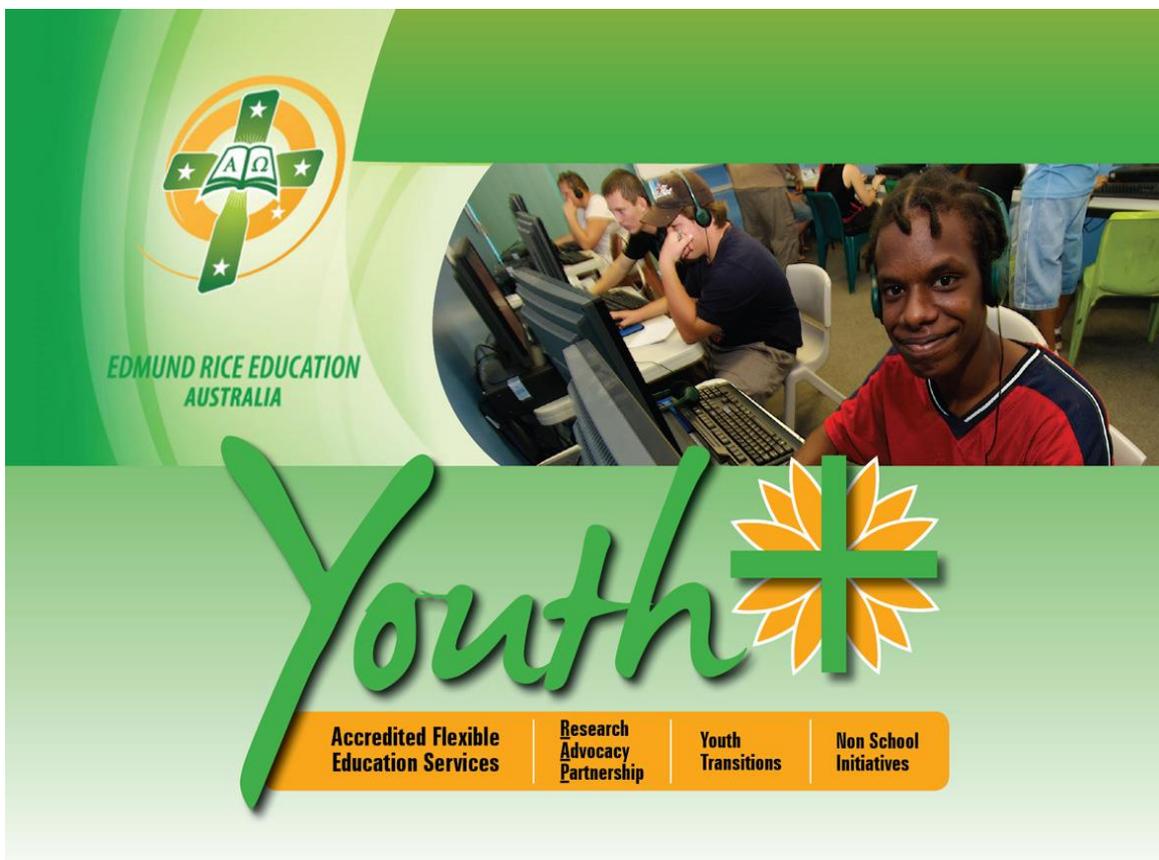


# St Laurence Flexible Learning Centre Annual Report 2019



## **About This Report**

St Laurence Flexible Learning Centre (FLC) is registered by NSW Education Standards Authority (NESA) and managed by Youth+ under the governance of Edmund Rice Education Australia and the Diocese of Maitland/Newcastle.

The Annual School Report to the Community for this year provides the St Laurence FLC community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding school improvement initiatives and developments of major interest and importance to the school community during the year. Accordingly, the Report demonstrates accountability to regulatory bodies, the school community, EREA and the Diocese of Newcastle-Maitland.

This Report has been approved by Youth+ to ensure compliance with all NESA requirements for Registration. This Report complements and is supplementary to school newsletters and other regular communications.

Following its submission to NESA, the Report will be presented to the St Laurence FLC community, and be available on the school's website by 30 September 2020.

Further information about the school or this Report may be obtained by contacting the school:

St Laurence Flexible Learning Centre  
137 Broadmeadow Rd  
Broadmeadow, NSW 2290  
Office Ph: 02 4075 2077  
Web: <https://www.ereafsn.edu.au/stlaurenceflcnewcastle/>

# Message from Key School Bodies

## Head of Campus Message:

2019 saw St Laurence Flexible Learning Centre complete its first year of operation as an Edmund Rice Education Australia YouthPlus school. Our staff team is proud to continue education in the tradition of Edmund Rice by providing education options to the most marginalised youth of our local community.

As our presence in the community grows, we are making increased connections with local business and agencies and receiving more referrals from local schools, families and services.

The team started with the HoC, 3 teachers, a youth support worker and administration. Our target population was 25 young people. Due to demand, this grew to a school roll of 38 by the end of the year.

As part of our commitment to improving literacy across the school, we recruited a literacy specialty role in order to provide school wide support as well as more intensive small group and individualised support.

We were fortunate to be able to involve parents, carers, extended family members and community groups in our end of semester and end of year Awards Ceremonies. We celebrated the successful completion of the RoSA certificate with our year 10 students. Statement of attainments and certificates in vocational studies for art & employment skills and a number of year 9 young people who completed their year 9 studies in preparation for year 10 in 2020.

We introduced our electives program which aims to connect young people with learning for the enjoyment of learning in areas of interest. Young people could select from a range of activities such as music, art, cooking, gardening, basketball, craft and surfing. Our first school mural was completed in conjunction with a local First Nations artist and is displayed proudly onsite.

We also celebrated the beginnings of our cycling program which saw a number of young people regularly riding the beaten tracks of the local National Park and Fernleigh Track. They also participated in a bike mechanics workshops. Community support has been fantastic with equipment being donated through partnerships with local police and PCYC.

We were lucky enough to have the services of a wonderful volunteer who supported the young people in class. We also had a TAFE student placement who engaged in the program as part of their studies.

Kelly Anderson - Head of Campus.

## School Context

St Laurence Flexible Learning Centre (SLFLC) is a joint initiative with the Catholic Diocese of Maitland/Newcastle and of Edmund Rice Education Australia Youth+. It is conducted in accordance with the Youth+ philosophy and principles. SLFLC commenced operation as a registered Non-Government School in 2019 and is part of a national association (EREA) of over fifty schools which includes, in 2019, twenty Flexible Learning Centres.

The philosophy of the St Laurence FLC draws on the spirit and vision of Edmund Rice Education Australia and is grounded in the Edmund Rice Education Australia Charter document (see [www.erea.edu.au](http://www.erea.edu.au)). The document has a clear commitment to social justice, inclusive communities, liberating education and gospel spirituality, 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” (for self, others and environment), “Safe and Legal” environment, “Participation” (have a go) and “Honesty” (being fair dinkum) among all participants of the St Laurence 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, a collective forum, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group, and individually and as members of the broader community.

The 2008 Melbourne Declaration on the Education Goals for Young Australians calls for improved educational outcomes for Indigenous youth and disadvantaged Australians, and states:

*“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”*

(Melbourne Declaration on Educational Goals for Young Australians. 2008, p.15)

St Laurence FLC works with young people who are vulnerable and experience a complexity of inter-related needs. Participation, engagement and retention are key elements in the philosophy of St Laurence FLC, and the development of moral reasoning through the application of the four principles prepares young people for responsible citizenship. The learning experiences also build self-confidence and esteem in young people, promote an optimistic view of their potential and future, and assists them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

St Laurence FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Young people are enrolled from both genders, from a variety of language, cultural and religious backgrounds, with particular sensitivity to First Nations culture, and from backgrounds of socio-economic disadvantage. Young people are exposed to learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society and specifically addresses the needs of young people and families from the Newcastle region. Importantly young people are encouraged to participate in decision making processes that affect the school community, their own lives and the society in which they live. Learning is focused around the individual needs of young people and progress is carefully documented and monitored. Young people, in conjunction with their teachers and youth workers, draft learning plans with articulated education pathways.

## **Youth+ Foundation Statement**

Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education. Youth+ provides a place and an opportunity to re-engage in a suitable, flexible learning environment.

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

Youth+ is 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.

### ***Operation by Principles and Common Ground – (Actions taken by the school to promote respect and responsibility)***

The concept of '*common ground*' applies to all who choose to participate in our services. Adults and young people alike commit to participate in a learning environment that is democratic, relational and operates through key principles.

Relationships at our services are based on a respect for personal dignity and recognition of difference. An emphasis is placed on the peaceful resolution of conflict and spirituality is recognised as a universal human experience. Rather than being rule governed, the school uses principles, which are agreed upon (established common ground) as a basis for respectful social engagement amongst the community including young people, parents and staff. The principles are:

**RESPECT,  
PARTICIPATION,  
SAFE and LEGAL, and  
HONESTY**

These principles are used to guide group relationships. They represent broad directions for group practice and establish a common ethical framework which promotes appropriate learning and personal relationships.

The consequence of operating within a common ground set of principles is that all group participants, whether they are staff, young people or parents, are responsible and accountable for their behaviour, while allowing everyone to have a voice. Within this framework emphasis is placed on providing opportunities for the articulation of issues and their resolution. Considerable time, sensitivity and skill are often required to allow for briefing, challenge and registration of on-going expectations. Honest and open communication enables young people, parents/carers and staff to demonstrate their satisfaction (or dissatisfaction) with the school.

## **Parent and Carer Support and Involvement**

St Laurence FLC recognises that parents/carers are the primary educators of their young people, while remaining sensitive to the fact that many young people live independently of their families. We recognise our critical role in educating parents and carers, and being the link between young people and their carers in times of stress and crisis.

Particular reference is made to recognition of First Nations Culture through integrating Aboriginal and Torres Strait Islander themes in our curriculum and recognising National Days and Celebrations.

Class Staff (teacher and youth worker) have regular contact with parents and carers via phone conversations and catch-ups that happen on an almost daily basis. The importance of this informal contact cannot be overestimated. Parents and carers often phone wellbeing staff or the Head of Campus to share information or to ask for advice, and most particularly seek and share strategies and supports in times of crisis.

Parents and carers are invited into Operation by Principle as participants in Collaborative Problem Solving meetings with staff and young people. Staff seek the input of parents and carers in negotiating a way forward with young people. Staff often conduct home visits to encourage young person engagement through outreach and participation in on-site classes.

St Laurence FLC supports and encourages this role of parents/carers through: presentation ceremonies, newsletters, cultural and social celebrations, parents/carer meetings and home visits. Families are viewed as partners in their children's educational experience. While family circumstances may be related to young people's alienation, the importance of building positive family relationships is a priority.

## **Individualised Education Program and Learning Plans**

Curriculum plans are 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 by the class staff partnership and negotiated with young people to form an integral part of daily learning programs. Personal Learning Plans are informed by diagnostic testing in literacy and numeracy also, providing a snapshot of the young person's current needs and future aspirations.

Through this living document, young people articulate their learning, social, emotional and personal needs and goals. They are dynamic documents that respond to the changing contexts of young people as they progress through stages of life, and importantly the achievement of goals and milestones are celebrated. The Personal Learning Plans are revisited and adjusted frequently throughout the year. Teachers use this information to make learning and environmental adjustments for each young person, which they apply from a trauma informed practice.

## **Diagnostic Testing**

Often a young person enrolling in the program comes with little or no documented educational history due to an extended absence or sporadic attendance at the previous school. Therefore, it can be difficult to ascertain their current educational ability and needs. To ensure that a young person is getting appropriate learning material we undertake a literacy and numeracy assessment of their current ability. This is initially completed using online PAT testing in maths & English the Basic which identifies strengths and areas to develop across the strands of the curriculum.

A secondary assessment tool is used called Key Skills Builder (BKSB).

BKSB is specifically designed for disengaged and educationally marginalised young people and adults. BKSB results are aligned with national benchmarks for accredited learning and training, and the results are able to be used to identify young people who may be ready to move into accredited training and transitional pathways.

BKSB is a validated diagnostic tool that is aligned to the Australian Core Skills Framework (ACSF). The ACSF provides a level that is nationally recognised, and aligns with the minimum literacy and numeracy standards in NSW for school leavers. BKSB is utilised weekly within the maths and English programs to further develop the basic skills through an individualised program based on need.

All Year 9 students are invited to participate in the NAPLAN testing. In 2019, we had 2 students complete full or partial NAPLAN testing. Many parents chose to opt out of NAPLAN testing where possible.

## **Rhythm, Routine and Ritual**

Structure and predictability help young people who have experienced trauma to feel safe and enables them to take safe risks and to develop. St Laurence FLC has built routine and ritual into daily practice in order to create a calm and predictable learning environment for young people. This also produces positive outcomes in young people's ability to negotiate and communicate, to think critically, to make decisions and to build their social capability.

Each day the community conducts an extended check-in session at the beginning of the day. This session allows young people to share issues of concern, address problems, air grievances and communicate openly with staff. It also allows days of significance to be marked, celebrated and discussed, for example Easter and Youth Week festivities.

Learning sessions or activity often discuss the Working Agreement, in which staff negotiate with young people the ways in which Common Ground will be expressed through the Four Principles within the time period.

## **Learning Choices**

The school's educational approach includes flexible timetabling, smaller learning groups, and relevant curriculum. This enables the delivery of creative responses to the learning needs of the individual young person, incorporating their cultural and spiritual backgrounds and history of trauma.

The school's learning programs comply with NESA Mandatory Course requirements for Stage 4 and 5 of schooling, with a strong emphasis on providing meaningful and engaging learning through individual adjustments and personal learning plans.

We also have on offer courses through the Youth+ Registered Training Organisation which exists to assist our Flexible Learning Centre's nationwide to provide more future pathways for our young people. Young people are given the opportunity to work towards the Certificate II in Skills for Work and Vocational Pathways. This course is integral in providing access pathways for any of our young people who wish to pursue further education options including TAFE courses. It has an added benefit that many of the required and elective units are directly related to a range of workplace skills. This helps to prepare our students for the workforce and can show employers that our young people have the specific skills that they require. We are actively assisting these students to progress into work or further TAFE studies as they finish their Certificate.

Similarly we offered the Certificate I in Visual Arts.

### Multi-Disciplinary Teams

Team members use a multi-disciplinary approach to provide health, educational, cultural, social and emotional support for young people. Educational, community and allied health professionals are encouraged to collaborate closely to provide wrap around care for the young person. Information is shared and expertise is respected. The youth worker works holistically to develop links with external support agencies such as Child and Youth Mental Health Services, Family and Community Services, Drug & Alcohol support services, housing and accommodation services, Drug Rehabilitation and Juvenile Justice. They are also a part of the local interagency group that meet regularly.

### Curriculum

The St Laurence FLC provides holistic learning experiences that address the social needs of young people, and promotes their emotional, cognitive, spiritual and academic development. Learning programs are developed with the intention to:

- empower young people to take personal responsibility for their learning
- support young people to become independent learners
- address deficits or gaps in literacy and numeracy
- develop in young people the skills and dispositions of twenty first century learners including collaboration, innovation and knowledge creation,
- recognise and celebrate the skills and knowledge of young people,
- enable young people to experience challenge within a safe and supportive learning environment
- provide a sense of achievement that is relevant and authentic to the real world

Learning experiences address NESA Mandatory Courses for years 9 and 10 with a strong focus on Literacy and Numeracy. Courses offered appear below.

NESA Mandatory Courses	
Stage 5	English, Mathematics, Science, Health & Physical Education, Geography, History
Stage 5 RoSA (Record of school achievement)	English, Mathematics, Science, Health & Physical Education, Geography, History
VET Courses	

Certificate II in Skills for work & vocational pathways  
Certificate I in Visual Arts

## Community Engagement and Wellbeing Programs

Sport and outdoor activities continue to make up a large part of the timetable St Laurence FLC, and help us to build a positive community within our school. In 2019, we had strong relationships with PCYC Broadmeadow and Planet Fitness where we maintained a regular weekly booking to participate in exercise programs.

We were also successful in gaining funding through Sporting Schools Grants which has allowed us to run an exciting sport and recreation program including coaching in: Surfing, table tennis, basketball.

### Employment Workshops

Our school continued to host and attend a variety of workshops over the year. These workshops have been designed for our young people to gain knowledge in areas of potential employment. Some of these workshops included a visit by the Australian Defence Airforce, Employment Plus and Work Skills. In addition the young people attended a workshop at the local University Wollatuka Centre to inform the students of potential study options with a particular focus on Aboriginal support.

### Wellbeing Workshops

These workshops are aimed at providing growth and personal development in the health area. This year we had a visit from Family Planning.

Our youth worker also makes wellbeing calls in the holidays to each student to offer additional support where required and ensure our young people stay connected .

### Cultural Activities

In 2019, we attended Yamaloong Cultural Centre, participated in a smoking ceremony onsite with young people, families and community members. Our students also completed a school mural in partnership with Aunty Debbie. This is proudly displayed in the hall.

### Craft and Art Projects

We have had many young people choose to engage in different art and craft electives offered throughout the year. A number of murals were completed throughout the school as well as basic woodwork and craft activities.

## Young Person Enrolments

2019 Young Person Enrolments	
Girls	32
Boys	21
Unspecified	1

Total	<b>54</b>
First Nation	19

## Characteristics of the Student Body

The young people represent a diverse population of indigenous (35%) and non-indigenous males and females of secondary school age, up to 18 years. The young people who attend the St Laurence Flexible Learning Centre have typically experienced significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses. Some young people present with diagnosed disabilities but many show signs of learning difficulties, and undiagnosed conduct disorders or unstable mental health. The support for our young people is embedded within an educational framework but also typically involve medical, multidisciplinary, legal and/or social support personnel and systems.

## 2019 Enrolment by Gender and Attendance

<b>2019 Young People Enrolment by Gender and Attendance</b>				
<b>Rates by Year Level</b>				
<b>YEAR</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>	<b>ATTENDANCE RATES</b>
<b>9</b>	14	18	32	58%
<b>10</b>	7	15	22	51%
<b>TOTAL</b>	21	33	54	54%

## School Management of Non-Attendance

Attendance requirements are established to maximise the young person's learning opportunities and performance. All enrolled young people are required to attend school unless reasonable and valid grounds exist for them to be absent. Parents/carers have a responsibility to assist the young person to attend school regularly and a further responsibility to contact the school explaining why absence has occurred when the young person is domiciled with them. The particular circumstances of each young person are considered in the context of this policy. St Laurence Flexible Learning Centre is open to support any arrangements that suit family and student needs to help to improve and encourage higher attendance rates. These include but are not limited to providing plans with reduced days and/or times to be at school, phone calls home to students and parents, off-site and home visits to students and parents and provision of work through booklets and online learning.

## Post School Destinations

Most young people from 2019 have returned to the school in 2020. Of those that left we have students who have successfully gained apprenticeships and others returning to secondary school to continue their learning, including two who are completing their Higher School Certificate.

Destination	Number of Young People
Full Time Employment	0
Other Secondary School	11
Work	1
Apprenticeship/Traineeship	2
Unknown	9
HSLO	7

## Professional Learning

St Laurence FLC 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. In 2019 staff participated in the following:

- Individual Reflective Supervision
- Teacher accreditation maintenance
- Professional boundaries workshop
- Youth+ Network New Staff Induction: New Staff
- Senior Leaders Induction (HOC)
- Child protection training
- Curriculum Planning
- First Aid and Resuscitation – Annually
- Strategic planning days
- Certificate IV in Training & Assessor upgrade

## Teaching Staff Details

Teacher qualifications fall into 1 of 3 categories for all teachers responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI – NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

## Workforce Composition

Teachers	4
Youth Workers	1
Support Staff	1
Workers Identifying as Indigenous	0
<b>Total number of staff</b>	<b>6</b>

## Feedback

Informal feedback from parents throughout the year indicated satisfaction towards the school and processes particularly in the flexible way that school could respond to individual student circumstances with transport support as well as wellbeing support. Parents also appreciated the familial support in encouraging parents to be a part of collaborative problem solving but being flexible when they were unavailable and also the additional familial support in providing food packages as required.

Informal staff feedback indicated staff appreciation at the level of flexibility and involvement that the school is able to provide due to our small size.

Indirect feedback in relation to high retention rates in both students and staff indicate majority levels of strong satisfaction from all parties.

## School Policies

The following gives a summary of some of the school policies in use. Copies of all policies are available from the school office. Policies required to be available publicly are available via the school website below:

<https://www.ereafsn.edu.au/stlaurenceflcnewcastle/>

### Enrolment Policy Summary

St Laurence Flexible Learning Centre offers a non-fee paying, inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Young People are enrolled from both genders, from a variety of language, cultural, ethnic and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage.

The young people enrolled have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses as young people who are at risk or have disengaged: young people in out of home care, Aboriginal young people, young offenders, young people affected by homelessness, newly arrived and refugee young people, young parents and carers, young people with disabilities and young people with mental health concerns.

This policy complies with all applicable State and Commonwealth laws. Enrolment interviews are conducted to assess a young person's needs in the light of the above criteria and to assess the Flexible Learning Centre's ability and resources to meet those needs.

For informal care arrangements, where a student is not living with a parent/guardian but is living in an informal care arrangement, the school may accept an enrolment form signed by the informal carer if the carer provides a signed Informal Relative Carer's Statutory Declaration to the school. The informal carer may be a relative, significant friend or a person within the child's extended social network.

### **Managing Student Attendance**

St Laurence FLC has a commitment to supporting regular school attendance by all enrolled young people to support them to participate fully at a St Laurence FLC through regular attendance, while ensuring that the school's duty of care to young people and other legislative obligations are met.

Our school holds a number of responsibilities in relation to student attendance. These include:

- that the Principal must ensure that a register is kept recording the daily attendance or absence of each school-aged young person in line with the Ministerial Directive.
- that a young person is excused from attendance if he or she is prevented from attending because of a reasonable cause approved by the Principal, and the parent has given notification.
- that the Principal may require a student to not attend a school on any day on which the student has an infection or is suffering from an infectious disease.

Regular participation in meaningful education is critical for young people's academic, vocational, social and emotional development. Given the specialist nature of the Flexible Learning Centre we recognise that many young people face significant challenges to regular school attendance. Factors such as mental illness, substance addiction, ongoing family conflict and previous negative experiences at school can make it very difficult for young people to attend school every day. FLCs undertake a range of processes and supportive mechanisms to ensure that young people work towards consistent attendance and that all absences are justified.

If the young person is expected to attend school on a given day and does not arrive by the commencement of the school day, or does not access transport support as arranged, the admin staff member or student support person will contact the young person and their parent/carer as soon as is practical in order to seek an explanation for the absence.

If the staffing partnership is not able to reach a young person or their parent/carers in relation to an absence, they will speak with the Head of Campus to determine what further action should be taken. Reasonable efforts will be made to ensure that the young person is safe. This may include contacting alternate carers or services (where consent has been previously given to do so). Follow up may also include contacting the Department of Family and Community Services or the Police where the Campus Principal deems that the young person may be at risk of harm.

Ongoing absences are followed up via a letter to the parent/carer. A reconnect meeting can be offered in order to discuss barriers and supports offered. Absences of 20 days with no response are referred to the Home School Liaison Office and Department of Family and Community Services if deemed at risk or neglect by the parent/carer.

All communication with young people and carers regarding school absences is documented electronically and filed securely, as specified in relevant legislation.

## **Student Welfare Policy**

St Laurence FLC seeks to provide quality education for all young people, taking account of their age, background, ability and interests, to assist them to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.

Young people are better prepared for learning when they are healthy, safe and happy, therefore, young people welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from welfare. Helping young people to learn effectively and to develop positive attitudes and behaviours are goals of the St Laurence FLC community. This requires that each young person is educated in an environment which provides for their individual development.

St Laurence FLC Welfare Policy including anti-bullying policies, procedure and responsibilities that define bullying, outlines the responsibilities of staff members and sets out clear procedures that the school will take to act on any instance of bullying.

## **Discipline Policy**

St Laurence Flexible Learning Centre aims to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every person has a right to enjoy their time at school. Respect for others is expected.

When inappropriate behaviour occurs, the following dimensions will be considered in the light of operation by principle:

- student behaviour education and pastoral care
- pastoral care for the whole school community
- student connectedness and engagement
- Restorative Practice approaches
- operation by principle as the framework for negotiation (Collaborative Problem Solving)

## **Complaints and Grievances Policy**

St Laurence FLC respects the right of all members of the community to have access to a process, which will give full and fair consideration to any grievance that may arise. All grievances and actions taken will be recorded in a School Complaints Register. The process endeavours to hear in a timely and equitable manner any grievance raised to ensure that the principles of natural justice are followed.

A grievance is any written complaint made against a member of the School community or School in respect to any action, policy, process or situation relevant to the running of the School by:

- a member of the School community
- any member of the public
- any legal identity

## **Comment on 2019 Priority Areas**

- All new staff undertook training in Common Ground and Collaborative Problem Solving process with regular updates throughout the year
- Use of BKSB commenced to address the gaps in student numeracy
- Upgrade to new Certificate IV in Training and Assessment for VET delivery

- Inclusion of VET courses
- Focus in raising literacy levels across the school
- Introduction of a literacy specific role (recruitment of this role)

### **Priority Areas for Improvement for 2020**

- Growth in enrolment numbers to 40
- Integration of CompliSpace Policies, Frameworks and Staff Training particularly in the areas of Child Safety, WHS and Risk Management
- Increased engagement with Aboriginal culture including local history awareness and language
- Increased engagement with Aboriginal organisations in order to further support the young people
- Increased range of VET learning options in the areas of sport and recreation and hospitality
- Introduction of standardised testing to help identify gaps in literacy & numeracy
- Increased support regarding transitioning and career plans

**Newcastle FLC**  
**Statement of Profit or Loss and Other Comprehensive Income**  
**For the year ended 31 December 2019**

	Notes	2019 \$	2018 \$
<b>REVENUE</b>	<b>2</b>	<b>1,191,467</b>	-
<b>EXPENSES</b>			
Administration		76,380	-
Boarding		-	-
Depreciation, Amortisation and Impairment	3	35,285	-
Employee benefits	3	716,941	-
Faculties and co-curricular		14,630	-
Finance costs	3	-	-
Insurance		2,526	-
Operating lease rentals	3	-	-
Maintenance and utility		29,360	-
Other expenses from ordinary activities	3	-	-
Trading activities - expenditure	3	-	-
Other significant expenses	3	137,743	-
<b>Total Expenses</b>		<b>1,012,865</b>	-
<b>Profit/(Loss) for the year</b>		<b>178,602</b>	-
<b>OTHER COMPREHENSIVE INCOME</b>			
Gains or losses arising on remeasuring available-for sale financial assets		-	-
<b>Total other comprehensive income/(loss) for the year</b>		-	-
<b>Total comprehensive income for the year</b>		<b>178,602</b>	-

## **Conclusion**

The St Laurence FLC continues to offer an education option for those who through marginalisation cannot access a standardised education. St Laurence FLC maintains authenticity as an inclusive community and works to provide care, hope and socialisation skills as well as an academic learning program under the governance of NESAs, Catholic Schools NSW and Edmund Rice Education Australia.

### **Kelly Anderson**

Head of Campus

St Laurence Flexible Learning Centre

### **Ivan Mahoney**

Network Co-Principal

South East Network

Youth+, Edmund Rice Education Australia