

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2019



**ST FRANCIS FLEXIBLE LEARNING CENTRE,  
CHIGWELL, TASMANIA**



**EDMUND RICE EDUCATION  
AUSTRALIA**

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## Contact Details

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<b>E NUMBER</b>	442

## Minimum Standards Attestation

I, Chloe Hand, attest that <school> is compliant with:

- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

July 2020

## Our College Vision

Empowering young people to flourish through holistic education within a grounded, innovative and relationship-based learning community

## College Overview

St Francis Flexible Learning Centre (FLC) is a co-educational Catholic Specialist Secondary School within the Tasmanian Catholic Education Office (TCEO). St Francis FLC operates within the policy and compliance framework of TCEO, the Department of Education and Training (DET) and Edmund Rice Education Australia (EREA), a national association that owns and governs EREA schools, that includes Flexible Learning Centres. St Francis FLC commenced operation as a registered school in 2016 and has grown to meet the needs of young people from around Hobart aged 12-25 years.

The philosophy of St Francis FLC draws on the spirit and vision of EREA and the principles of operation. It 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 among all community members. These principles are Respect, Safe and Legal, Participation and Honesty. In essence, the principles establish common ground among staff members, young people, parents, guardians and carers. These shared principles provide a means to resolve conflict, negotiate learning, recognise rights, model and explore responsibilities and consequences, both within the group and individually and as members of the broader community.

St Francis FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disconnected from mainstream education. Young people who enrol at the St Francis FLC come from a variety of language, cultural and religious backgrounds, with particular sensitivity to young people from backgrounds of socio-economic disadvantage.

At St Francis FLC, young people are exposed to learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society. Learning experiences also build self-confidence and esteem in students, promote an optimistic view of their potential and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life. In conjunction with their teachers and wellbeing workers, young people draft personal learning plans with articulated educational adjustments and pathways, thus meeting their individual needs within a diverse and inclusive learning community. St Francis FLC offer the Australian School Curriculum and outreach school programs.

The St Francis FLC curriculum aims to be appropriate to the needs of young people. Social emotional learning is a major component of this. Our approach to addressing the wellbeing needs of young people is both multi-faceted and multi-dimensional, and involves an integration of learning and wellbeing, through the development and implementation of internal and external partnerships focussed on improving a young person's learning and wellbeing.

## Learning & Teaching

### Goals & Intended Outcomes

The primary Learning and Teaching focus at St Francis FLC in 2019 were

- improved literacy and numeracy outcomes for all young people; and
- consistent trauma informed pedagogical practices to ensure that the learning environment is safe, predictable, and optimal for learning.

Our programs are routinely reviewed to ensure the best learning opportunities for each student in our care. In the year levels seven to ten, an integrated learning approach is applied and utilises the capabilities and five key domains from the Australian Curriculum: English, Mathematics, Technologies; The Arts; and Health and Physical Education.

Post-school pathways and transition of young people remained an integral and shared focus.

### Achievements

The key achievements in relation to these goals include:

- Implementation of diagnostic assessments
  - Literacy – Progress Achievement Tests (PAT) Reading
  - Numeracy – Maths Pathway
- Clear referral processes for further targeted assessment and intervention based on data
- Embedding the Berry Street Education Model (BSEM) across all programs
- Professional learning to improve setting achievement goals for young people

### STUDENT LEARNING OUTCOMES

The measurement of student learning progress is a key focus of ensuring our learning programs are targeted for each individual student.

We aim to measure various aspects of each young person's learning experience while considering the learning differences of each young person. These differences are routinely considered and supported in key predictors of learning goals and outcomes.

The use of diagnostic assessments such as PAT Reading and Maths Pathways is increasingly being utilised to inform teaching and learning practices.

## Student Wellbeing

### Goals & Intended Outcomes

Student wellbeing remains at the forefront of the St Francis FLC school identity. Enacting a trauma informed practice approach in our work and support of young people, St Francis FLC continues to educate young people and equip them with the skills and knowledge for them to prosper into adulthood.

In 2019 student wellbeing initiatives included:

- SFFLC had support from their interstate schools who provided an outdoor education/wellbeing program. This improved attendance, engagement, physical and mental wellbeing.
- Staff piloted new strategies to engage young people in groups, this included bush walking and bike riding. The impact was measured by using the wellbeing rubric.
- Ongoing development of our Outreach Education Model with a focus on removing barriers so our young people can return to onsite. This included an afterhours program which supported young people to build confidence and transition back into fulltime learning.
- St Francis FLC completed the School Plus Smart Giving Grant for a school Sensory Space. The Sensory Space is for our young people to assist with emotional regulation. This will be officially opened in 2020
- Each Youth Worker developed a wellbeing working group in the classroom to help our young people understand emotions and regulation.
- St Francis FLC have started a relationship with the BeYou coordinators who assist schools with everything wellbeing. This includes staff welfare and selfcare strategies.
- SFFLC had their first yearbook released. This yearbook displayed all the amazing work the young people participated in over the year.

## Achievements

Some key achievements in the area of student wellbeing were:

- The continued roll out of training in the Berry Street Education Model for all new staff.
- Year 10 students participated in a Trip to Melbourne to gain new life experiences.
- SFFLC had their second successful school formal. This allowed the young people new experiences and an opportunity to dress up and have a formal dinner.
- Staff were focused on delivering wellbeing session each week for our young people;
- St Francis FLC developed new partnerships with key organisations in the community so our young people can easily access external services.
- Year 10 groups participated in work experience. This was successful and will be implemented again in 2020 term 4.
- The continued work on the PCG program which is focused on activity based learning with a small number of young people, on the regulation of emotions and one on one learning.

## STUDENT SATISFACTION

St Francis' FLC is focused on building relationships with young people so that they feel welcome when coming to school. Staff ensure they meet with young people to create Personal Learning Plans and Safety Plans, so they understand the wants and needs of young people. Staff also actively reviewing Personal Learning Plans and Safety Plans it gives young people a say in their education and wellbeing which coincides with student satisfaction.

Although no formal survey of student satisfaction has taken place at St Francis' FLC students and staff often have open discussions about learning, wellbeing and interests. This open communication allows staff to meet the needs of our young people ensuring that they are getting satisfaction from learning and engagement at school.



## STUDENT ATTENDANCE

St Francis FLC provides a number of adjustments to support all young people to attend on a regular basis, these include:

- transport support to travel to and from school
- provision of meals and clothing as necessary
- development of Personal Learning Plans for every young person to ensure that the learning program is personally meaningful and engaging
- Review of attendance data to ensure young people get an outreach session if there is a drop in attendance drops.

Parents or legal guardians are responsible for ensuring that they notify the school to explain the absence of their young person on any particular school day. Notification may be provided to the school face-to-face, or via email, phone call or text message.

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 young person's classroom staff members will contact the young person and their 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 on their carers in relation to an absence, they will speak with school leaders to determine what further action should be taken. Reasonable efforts are 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 Health and Human Services or the Police where the Principal deems that the young person may be at risk of harm.

## Child Safe Standards

### Goals and Intended Outcomes

Child Safeguarding continues to be at the forefront of St Francis FLC operations and ensuring adherence to the EREA Child Safeguarding Standards Framework and the TCEC Child Safe Standards. St Francis has zero tolerance for child abuse and is committed to the protection of all children from all forms of abuse.

Supported by our online policy portal, Policy Plus, St Francis has continued to review and refine the work systems, practices, policies and procedures designed to maintain a child safe environment and to consolidate an organisational culture of child safety within our community.

Child safety training for staff has been revised to include testing on more 'real life' scenarios as part of the training program to support staff understanding, and adherence to, not only the Child Safety Program, but also the Student Duty of Care Program.

### Achievements

Major achievements in relation to child safeguarding at St Francis FLC include:

- Child safety induction for new staff, as well as ongoing child safety training for all staff, including mandatory Child Safety training;
- Consolidation of working relationships with SFSK ARL and DoE to further improve support provided to all young people, including those in Out of Home Care, and;
- Data from child safety reports used to influence wellbeing programs being delivered in classrooms.

## Leadership & Management

### Goals & Intended Outcomes

In the last phase of the 2016 – 2019 Strategic Plan, in 2019 the school leadership team focused efforts on working within and across teams to further our work in four priority areas;

1. Holistic Education
2. Development
3. Community Identity
4. Sustainability and Stewardship

As we approach the 2020-2023 Strategic Plan the leadership team will be working to action our priorities;

1. Staff and young people participate in a safe and inclusive learning environment that is trauma informed, democratic, relational, and operates through the Four Principles of; Respect, Participation, Honesty, and Safe & Legal to establish Common Ground.
2. Young people's learning journey will be supported, enriched and captured through consistent meaningful and purposeful teaching and learning strategies.
3. Young people benefit from individual holistic wellbeing support to enable their engagement in learning and assist their opportunities for a successful future.
4. Effective organisational, administrative and evaluation systems and processes support staff to do their jobs, young people to learn and flourish, and meet all requirements of the systems in which we work.
5. Our work is guided by our Foundation Statement, the Charter for Catholic schools in the Edmund Rice Tradition and is faithful to a vision of education inspired by the Gospel. Our inclusive identity is enhanced by the fact that we are a national organisation that is leading in the field of flexible education

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2019**

Berry Street Education Model

Proteus Leadership Training

Reading to Learn

Aboriginal Cultural Competence

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019****37****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$****TEACHER SATISFACTION**

Although there has been no formalised survey of staff satisfaction staffing levels and retention, particularly among teachers remains very stable with all day programme teachers remaining in post at the end of the 2019 year.

Staff would describe the leadership team as available to staff when needed, noting that the leadership team contributes to a positive school culture and enjoys the trust of the staff.

Staff have indicated their satisfaction with the overall support provided by EREA to their school and are attracted to the values of an EREA school.

Staff say they enjoy working at SJFLC and would recommend it to other teachers or support staff and feel that working at SJFLC has contributed to their professional development.

## Future Directions

St. Francis Flexible Learning Centre looks forward in 2020 to beginning a new strategic plan. This plan will see us focus on key areas of the school. This includes the development of an online professional learning package that is specifically developed with our practice framework in mind. We will also be focusing on our teaching and learning program and as always, looking to how we can always ensure that we are offering the most appropriate program, with the best resources, to meet the needs of each individual in our community.

We have secured a new location and are in the process of building a new facility that better meets our needs and allows us to expand our offerings and provide the best resources for our young people.

## School Performance Data Summary

*Note: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)*