

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2020



ST FRANCIS FLEXIBLE LEARNING CENTRE, CHIGWELL, TASMANIA



**EDMUND RICE EDUCATION
AUSTRALIA**

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Minimum Standards Attestation

I, Chloe Hand, attest that St Francis Flexible Learning Centre 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

VISION

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

MISSION

We offer life changing education and wellbeing support for young people who have made a choice to engage in an inclusive, diverse and safe learning environment.

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 12-18 years of age.

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, 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 focuses at St Francis FLC in 2020 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.

The implementation of the senior secondary program provides young people with the opportunity to begin post-school pathways, such as VET and the transition of young people beyond school into their next steps 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 – Math Pathways
- 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 2020 student wellbeing initiatives included:

- SFFLC provided opportunities for young people to engage in a range of physical activities such as dance, boxing, judo that not only increased attendance and engagement, but supported physical and mental wellbeing
- SFFLC implemented the Sound Mind music program which enables young people to record their own material and learn instruments (independently or as a small group). This has been well utilised within the community and has supported young people with their own regulation, fostered musical talent and interest and provided opportunities to enhance their social skills.
- SFFLC introduced a Student Representative Council which enabled young people to drive change within the school community.
- SFFLC maintained the Art program, which culminated in an art exhibition of young people's work at a local art gallery. Young people accessed the art space with their class group, for individual sessions and was regarded as a place of creativity and safety when young people were struggling to regulate or were feeling overwhelmed in class.
- St Francis unveiled the Sensory Space which has been widely used to assist with emotional regulation
- Young people once again participated in the school formal – a rite of passage that many of the young people have not been able to experience in a mainstream setting.
- Targeted wellbeing sessions in the classroom to help our young people understand and communicate how they are feeling and develop strategies to support with their emotional regulation.
- The SFFLC yearbook was a celebration of our young people's year, showcasing their writing, art work and achievements throughout the year
- The end of year Celebration Assembly provided a platform for young people to push themselves out of their comfort zone and share their talents – with young people performing song, dance, judo and sharing class presentations.

Achievements

Some key achievements in the area of student wellbeing were:

- Collaborative Problem Solving processes enabled young people to reflect on their behaviours and work through challenges in a safe, respectful and productive way.
- Flexibility and creativity through online learning to maintain connection and support for young people during COVID with online wellbeing sessions and live check ins.
- Young people were supported to obtain their learner licence through an initiative that took place onsite
- St Francis FLC developed new partnerships with key organisations in the community so our young people can easily access external services.

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.

In response to the needs of the community, leadership facilitated a whole school community meeting where young people could share their voice on what was working well, what they felt challenged by and suggestions they felt would enhance the school. Young people engaged in the process and put forward, reflective, respectful and realistic ideas.

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, there is a daily automated text message to notify guardians that their young person is not at school. If no response is received 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 guardian 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 Policy.

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 2020**

Communicable Diseases

Butterfly Foundation – Body Esteem Educator Training

Dyslexia & Significant Difficulties in Reading

TAE

Proteus – Creating a Positive Culture

Autism Spectrum Disorder

Reflective Practice Session

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2020	9
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$3000

TEACHER SATISFACTION

During 2020 SFFLC experienced significant staff shortages but have since recruited and maintained staff who are passionate, dedicated and bring energy and consistency to the team.

2020 was a unique year but staff embraced the challenge and change and worked together to support the young people and each other and develop engaging online lessons and learning packs to maintain engagement and support young people with their learning.

Although there has been no formalised survey of staff, the Network Team facilitated a TOP Day which allows an opportunity for staff to openly celebrate positives, share frustrations and put forward suggestions to promote and contribute to a positive school culture.

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 SFFLC and would recommend it to other teachers or support staff and feel that working at SFFLC has contributed to their professional development.

Future Directions

St. Francis Flexible Learning Centre looks forward in 2021 to implementing the new strategic plan, including the production and promotion of the new school site which will provide more opportunities and resources for young people, including forming positive relationships with the wider community.

SFFLC are in the processing of implementing other initiatives that will provide essential life skills for young people, including swimming lessons and first aid courses.

SFFLC are looking to expand the VET choices on offer within the senior secondary program.

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