

St Mary's Flexible Learning Centre Annual Report 2020



About This Report

St Mary's Flexible Learning Centre (FLC) is registered by NSW Education Standards Authority (NESA) and managed by the Eastern Flexible Schools Network under the governance of Edmund Rice Education Australia (EREA).

The Annual School Report to the Community for this year provides the St Mary's 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 and EREA.

This Report has been approved by EREA 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 Mary's FLC community, and be available on the school's website by 30 June 2021.

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

St Mary's Flexible Learning Centre
63 Forrester Rd
St Marys, NSW 2760
Office Ph: 0409 563 877
Web: <https://www.ereafsn.edu.au/st-marys-flc/>

Message from Key School Bodies

Head of Campus Message:

2020 saw St Mary's Flexible Learning Centre complete its 6th year of operation as an Edmund Rice Education Australia school. In 2020, we transitioned from being under the EREA banner of 'YouthPlus' and become part of the Eastern Flexible Schools Network which comprises of 3 other FLC's across NSW. Our ideology remains the same and we continue to be committed to offering flexible education to those most marginalised youth in our community.

We continue to maintain connections with local public schools, support services and families which mean we have consistently had more enrolment requests that we can accommodate. While we need to use a waiting list to process these, we are incredibly proud that, in time, we are always able to place any student who wishes to attend here. We continue to search for a larger venue that would allow us to expand and reduce these waiting times to meet the needs of the community.

2020 was a most challenging year for many in our community and it saw all schools including ours, operate quite differently than we have ever been required before. The COVID-19 pandemic meant that for several months, we encouraged all students and most staff to remain at home. We were able to maintain staffing levels so that our school was always open for students who needed to attend. Lessons were offered online and teachers were innovative in offering ways to connect including watching an online film together as a class. Like many others last year, mental health was a strong concern and whether our young people were engaged in learning or not, it was a priority for our youth workers to maintain contact and check ins with every young person during that lockdown time while we were also able to drop off food and necessity packages to families to help out.

As we moved through the stages, we were able to open our school back to full time education on site and also continue with full school outings which are such an integral part of our school culture. Some of our highlights from the latter half of 2020 included a inter class Paintball match, our NAIDOC Art Competition, guest rappers Fortay and That Kid Kearve, 10 young people completed a White Card course and we held a Senior Dinner for our Mirri class that was enjoyed by all. It was unfortunate that we were still unable to host parents, carers and the community for our end of year Presentation Day but staff and students were able to celebrate together over a full Christmas Lunch.

At the conclusion of 2020, we held some staff training days where we were joined at St Mary's FLC by our colleagues from our other NSW Flexi Schools. This allows for valuable collaboration time to discuss the specific needs and operation of a Flexible Learning Centre. St Mary's FLC also had all staff complete Applied Suicide Intervention Skills Training to better aid our abilities to act as an appropriate responder to our Young People who having difficulties.

Michael Loudoun - Acting Head of Campus.

School Context

St Mary's Flexible Learning Centre (SMFLC) is a part of Edmund Rice Education Australia Flexible Schools' Networks (EREAFSN) and is conducted in accordance with EREAFSN philosophy and principles. SMFLC commenced operation as a registered Non-Government School in 2015 and is part of a national association (EREA) of over fifty schools which included, in 2020, twenty-two Flexible Learning Centres.

The philosophy of St Mary's 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). 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 Mary's 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 Mary's 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 Mary's 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 Mary's 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 Western Sydney Nepean 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.

Each of our classes function as a small community led by a teacher and a youth worker who operate as a partnership to facilitate learning options and support young people's wellbeing and social development.

EREAFSN Foundation Statement

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

EREAFSN seeks to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person. We are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

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 Mary's 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 Mary's 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 snap shot 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

Usually a young person enrolling in the program comes with little or no documented educational history and 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 the Basic Key Skills Builder (BKSB) online assessment tool. 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. The BKSB tool assesses mathematics (numeracy) across the following strands:

- Number, Measurement, Space, Chance and Data.

In reading (literacy), the strands are:

- Text location and interpretation, Contextual understanding and Text and language knowledge.

All Year 7 and 9 students are invited to participate in the NAPLAN testing. In 2020, there were no NAPLAN tests held across the country due to the COVID-19 pandemic.

Rhythm, Routine and Ritual

Structure and predictability helps young people who have experienced trauma to feel safe and enables them to take safe risks and to develop. St Mary's 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.

Each learning session or activity begins with a 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.

In 2020, our school continued to work with the EREA Registered Training Organisation which exists to assist our Flexible Learning Centre's nationwide to provide more future pathways for our young people. We expanded our offering to young people to include not only the Certificate II in Skills for Work and Vocational Pathways but also Certificate I in Sport and Recreation as well as Certificate I in Information, Digital Media and Technology. The Certificate II is our primary course and 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. In 2020, we had 16 Young People complete the Certificate II in Skills for Work and Vocational Pathways. We are actively assisting these students to progress into work or further TAFE studies as they finish their Certificate.

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 workers on staff, led by the Head of Wellbeing work 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.

Young Person Support

Each young person at St Mary's FLC belongs to a class which is facilitated in partnership by a teacher and youth worker called key workers. The role of the staff partnerships is to establish a close relationship to the young person, collaborate with them to develop a Personal Learning Plan, monitor their progress, advocate on their behalf, provide advice, support and direct referrals in times of acute distress, and to support the young person to achieve their stated personal and educational goals.

Curriculum

The St Mary's 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 7 to 10 with a strong focus on Literacy and Numeracy. Courses offered appear below.

| NESA Mandatory Courses | |
|-------------------------------|---|
| Stage 4 | English, Mathematics, Science, Personal Development Health and Physical Education, Geography, History |
| Stage 5 | English, Mathematics, Science, Personal Development Health and Physical Education, Geography, History |

Community Engagement and Wellbeing Programs

Community and Team Building

Sport and outdoor activities continue to make up a large part of the timetable St Mary's FLC, and help us to build a positive community within our school. While 2020 meant we had to pause many of our community connections due to the COVID-19 pandemic, we were able to continue to work with some groups at different times. This included sport and recreation bookings with PCYC Shalvey, Don Bosco Youth Centre and St Mary's Indoor Sports Centre. A parent and local hairdresser continued to volunteer time at our school to provide haircuts and knowledge of the industry to interested young people. St Mary's FLC participated in the Sporting Schools NSW program which focuses which enabled us to purchase additional sporting equipment including basketball, golf and softball gear.

Youth 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 and skills in areas of personal growth and development that aren't part of the usual school curriculum. We have been fortunate to have many community organisations offer their expertise and to give their time to our students. Workshops offered throughout 2020 included Productivity Bootcamp, which provides our young people with employment skills and mentoring. We also worked with Wesley Mission who led some of our young men in a Drumbats program. These Wesley Mission workers are also available for counselling sessions with any of our Young People.

Cultural Group

In 2019, we have continued to use Aboriginal language to name our class groupings. We have engaged with the Deadly Dreaming indigenous workers from Ted Noffs to begin to implement a range of culturally focussed activities for young people. Staff have also held meetings with the local catholic diocese Indigenous liaison worker and have commenced a program of staff development to improve cultural awareness including a walk on Darug land in the Blue Mountains.

Holiday Activities

As we have done every year, our young people were engaged in a range of holiday activities where we have opened up the school for food, games and conversations as well as organise outings to pools, laser tag, movies and lunches.

Young Person Enrolments

| 2020 Young Person Enrolments | |
|------------------------------|----|
| Girls | 46 |
| Boys | 38 |
| Total | 84 |
| Indigenous | 32 |
| LBOTE | 1 |

Characteristics of the Student Body

The young people represent a diverse population of indigenous (38%) and non-indigenous males and females of secondary school age, up to 18 years. The young people who attend the St Mary's 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.

2020 Enrolment by Gender and Attendance

| 2020 Young People Enrolment by Gender and Attendance | | | | |
|--|------|--------|-------|------------------|
| Rates by Year Level | | | | |
| YEAR | MALE | FEMALE | TOTAL | ATTENDANCE RATES |
| 7 | 2 | 2 | 4 | 63% |
| 8 | 3 | 7 | 10 | 59% |
| 9 | 11 | 7 | 18 | 56% |
| 10 | 22 | 30 | 52 | 59% |
| TOTAL | 38 | 46 | 84 | 59% |

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 Mary's 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 2020 have returned to the school in 2021. Of those that left we have students enrolled into Certificate III courses in TAFE and others returning to secondary school, including one to complete her Higher School Certificate as well as several moving into part time or full time work.

| Destination | Number of Young People |
|------------------------|------------------------|
| Full Time Employment | 5 |
| Other Secondary School | 3 |
| TAFE Courses | 1 |
| Unknown | 10 |

Professional Learning

St Mary's 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 2020 staff participated in the following:

- Individual Reflective Supervision
- EREAFSN Network New Staff Induction: New Staff
- AIS Child Protection Training
- Technology of Participation Days (each term)
- Curriculum Planning
- EREA Deputy Principals Conference: Head of Campus
- Berry Street Education Model: New Staff
- First Aid and Resuscitation – Annually
- Fire Safety Training
- Cultural Awareness Training
- Applied Suicide Intervention Skills Training

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% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Workforce Composition

| | |
|-----------------------------------|-----------|
| Teachers | 5 |
| Youth Workers | 5 |
| Support Staff | 2 |
| Workers Identifying as Indigenous | 1 |
| Total number of staff | 12 |

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. Student feedback indicated appreciation of our school holiday program allowing people the opportunity to stay connected during holidays. 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/st-marys-flc/>

Enrolment Policy Summary

Full text available at

<https://www.ereafsn.edu.au/wp-content/uploads/2020/07/Student-Welfare-Enrolment-and-Attendance-Compliance-Policy.pdf>

St Mary's 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.

Student Welfare Policy

Full text available at <https://www.ereafsn.edu.au/wp-content/uploads/2020/07/SMFLC-Safe-and-Supportive-Environment-%E2%80%93-Student-Welfare-Policy-Section-4.1.6.2.pdf>

St Mary's 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 Mary's FLC community. This requires that each young person is educated in an environment which provides for their individual development. St Mary's 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 and Suspension/Expulsion Policies

Full texts available at <https://www.ereafsn.edu.au/wp-content/uploads/2019/03/SMFLC-Suspension-Expulsion-Exclusion-Procedures.pdf>

St Mary's 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)

While St Mary's Flexible Learning Centre would always seek to find solutions before moving to suspension or expulsion, there are provisions for these to occur in line with the full policy available at the above link.

Complaints and Grievances Policy Full text available at <https://www.ereafsn.edu.au/wp-content/uploads/2021/03/ComplaintsHandlingGuide-SMFLC.pdf>

St Mary's 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 2020 Priority Areas

- We continue to maintain our search for new premises to help sustain the community need
- All policies are now available on one centralised platform at CompliSpace with relevant policies available publicly through the school website and many policies have applicable staff training attached to them through the CompliSpace website
- Staff completed Aboriginal and Torres Strait Islander cultural awareness training including local history walk and have commenced Reconciliation Action Plan process
- Maths Pathway was used in conjunction with BKSBS and Education Perfect to assist in numeracy diagnostics and Mathematics curriculum delivery as best suited the need due to each class and COVID lockdown
- Expanded VET delivery to include Certificate I in Sport and Recreation and Certificate I in Information, Digital Media and Technology
- All new staff members including new teachers were trained in our Foundation Skills as well as Berry Street Education Model and Applied Suicide Intervention Strategy training.

Priority Areas for Improvement for 2021

- Continued search for more suitable premises to meet the needs of more young people in our community who have been excluded from mainstream schooling using newly appointed Network Business Manager as key contact
- Development of School and Network name, logos and identity following move from Youth+ to Edmund Rice Education Australia Flexible Schools' Networks branding
- Development of School and Network multiyear strategic plans
- Development of Transition and Pathway processes following appointment of new staff member into the position
- Explore range of ways to increase student engagement in cultural awareness and celebration of first nation identities
- Increased engagement for staff and students across Flexible Learning Centre's in the network

St Mary's FLC
Statement of Profit or Loss and Other Comprehensive Income
For the year ended 31 December 2020

| | Notes | 2020 \$ | 2019 \$ |
|--|----------|------------------|------------------|
| REVENUE AND INCOME | 2 | 2,841,666 | 2,563,606 |
| EXPENSES | | | |
| Administration | | 261,606 | 249,282 |
| Boarding | | - | - |
| Depreciation, Amortisation and Impairment | 3 | 47,123 | 42,130 |
| Employee benefits | 3 | 1,498,602 | 1,294,992 |
| Faculties and co-curricular | | 61,666 | 76,140 |
| Finance costs | 3 | - | 45 |
| Insurance | | 20,002 | 17,132 |
| Operating lease rentals | 3 | - | - |
| Maintenance and utility | | 54,585 | 61,961 |
| Other expenses from ordinary activities | 3 | - | - |
| Trading activities - expenditure | 3 | - | - |
| Other significant expenses | 3 | - | - |
| Total Expenses | | 1,943,584 | 1,741,682 |
| Profit/(Loss) for the year | | 898,082 | 821,924 |
| OTHER COMPREHENSIVE INCOME | | | |
| Gain or loss on financial assets measured at fair value through other comprehensive income | | - | - |
| Total other comprehensive income/(loss) for the year | | - | - |
| Total comprehensive income for the year | | 898,082 | 821,924 |

The above Statement of Profit or Loss and Other Comprehensive Income should be read in conjunction with the accompanying notes.

Financial Statement | 3

Conclusion

The St Mary's FLC continues to offer an education option for those who through marginalisation cannot access a standardised education. St Mary's 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.

Michael Loudoun

Acting Head of Campus
St Mary's Flexible Learning Centre

A handwritten signature in blue ink, appearing to read 'ML', with a horizontal line extending to the right.

Ivan Mahoney

Principal
Eastern Flexible Schools Network
Edmund Rice Education Australia Flexible Schools Networks