



**Townsville Flexible Learning Centre –  
with campuses in Burdekin and Bowen**  
22-26 Ingham Road, West End Townsville 4810

This annual report for 2020 is published to provide information about the Townsville Flexible Learning Centre for parents / carers, young people and other interested parties. This report contains the detail mandated by the Commonwealth and State Governments and Edmund Rice Education Australia reporting requirements.

*I see no value in a centre of learning, which churns out  
numberless school leavers each year  
and is passively part of a society torn apart  
by divisions of race and partisan politics...  
Our schools exist to challenge popular beliefs  
and dominant cultural values,  
to ask the difficult question,  
to look at life from the standpoint of the minority,  
the victim, the outcast, and the stranger\*.*

\*Former Congregational Leader of the Christian Brothers, Br Phillip Pinto. New York 2002

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## INTRODUCTION

The Townsville Flexible Learning Centre (FLC) including campuses at Townsville, Burdekin and Bowen is a part of Edmund Rice Education Australia (EREA) and is conducted in accordance with the EREA philosophy and principles. Townsville FLC commenced operation as a registered Non-State School in 2006 and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

The Townsville FLC is a co-educational Catholic school in the Edmund Rice tradition, that operates across North Queensland region supporting disenfranchised young people of all social, cultural and religious backgrounds. In 2020, the school included a large campus in Townsville and two small educational engagement programs in the Burdekin and Bowen areas. The philosophy of the Townsville FLC draws on the spirit and vision of Edmund Rice Education Australia (EREA). Our learning community has a clear commitment to the lived expression of the Charter for Catholic Schools in the Edmund Rice Tradition and its four touchstones of inclusive community, justice and solidarity, gospel spirituality and liberating education.

The philosophy also has a practical focus, based in the application of four core principles of *Respect, Safe and Legal, Participation and Honesty* among all participants of the Townsville 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. This collective forum offers the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences as they are modelled and explored. This occurs both within the group, as individuals and as members of the broader community.

Participation and retention are key elements in the philosophy of Townsville FLC. The development of moral reasoning through the application of the four principles prepares students for responsible citizenship. The learning experiences also build self-confidence and esteem in young people, promote an optimistic view of their potentialities and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

The Townsville FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education.

In 2020 our school continued to support the 2008 Melbourne Declaration on the Education Goals for Young Australians: 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

Additionally, Townsville FLC intentionally supports the Mparntwe Declaration through embedding the goals in our philosophy. As a community we recognise more than 60 000 years of continued continual connection by Aboriginal and Torres Strait Islander peoples as a key part of the nation's history, present and future and pivot our pedagogical practices thought this ancient wisdom and ways of learning. Young people are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Aboriginal and Torres Strait culture.

Townsville FCL has committed to the two declaration goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- Confident and creative individuals
- Successful lifelong learners
- Active and informed members of the community.

Young people have the opportunity to engage in learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society. Learning is focused around the individual needs of young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers, wellbeing staff and young people draft learning plans with articulated educational pathways.

## **EDMUND RICE EDUCATION AUSTRALIA FLEXI SCHOOLS NETWORK FOUNDATION STATEMENT**

EREA FLCs seek to respond to the needs of young people disenfranchised and disengaged from education. EREA FLCs provide a place and an opportunity to re-engage in a suitable, flexible learning environment.

EREA FLCs seek to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

EREA FLCs 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.

## **BEST PRACTICE GUIDELINES**

The Townsville FLC identifies a number of best practice guidelines supportive of meaningful socially inclusive educational experiences. While not exhaustive, the following provide a basis for programming and young person support.

### **Individualised Education Program**

Education programs need to be 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 and negotiated with young people and form an integral part of daily learning programs.

### **Negotiated and Articulated Goals**

Education programs will negotiate goals and the methods of achieving those goals. Such goals will be tailored to the identified needs of the individual.

### **Professional and Community Driven**

Education programs should be characterised by a high degree of professionalism and supported by a close relationship with communities in which they are located.

### **Young Person Support**

Young People are encouraged to make a commitment to the program and its principles. Young Person achievement is valued and celebrated with appropriate recognition given to the uniqueness of adolescent development.

**Family/Carer Involvement**

Families/carers are viewed as partners in their children's educational experience. While family circumstances may be related to student alienation, the importance of building positive family/carers relationships is a priority.

**Learning Choices**

Diagnostic assessment is important to provide guidance in planning individualised programs. Effective programs will engage young people in learning toward defined literacy and numeracy outcomes and other areas of knowledge relevant to real life situations. Young people experiencing risk will be provided with programs that cater for their spiritual, physical, social, psychological and intellectual development. As well, they will be provided with learning choices both in and beyond the school and with programs that are effectively linked to community agencies and vocational pathways.

**Multi Professional and Multi Disciplinary Teams**

Team members use a multidisciplinary, multi-professional approach to provide health, educational, cultural, social and emotional support for young people. Multi professionals are encouraged to develop supportive relationships with young people, and assist them with their basic life needs. Multi professionals are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol services, accommodation services, counselling services). Staff selection processes identify staff members who are: flexible, able to relate to young people, willing to negotiate, clear about operation by principles, as well as being clear about the responsibilities and the rights of all.

## SCHOOL PROFILE AS AT AUGUST CENSUS 2020

The total 2020 enrolment of the Townsville FLC (including campuses of Townsville, Burdekin and Bowen) full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	4	15	24	22	10	16	91
Female	8	15	9	15	6	13	66
ATSI	3	16	11	13	7	11	61
<b>Total</b>	<b>12</b>	<b>30</b>	<b>33</b>	<b>37</b>	<b>16</b>	<b>29</b>	<b>157</b>

## YOUNG PERSON SUPPORT

Each young person at the Townsville FLC has staff who support them in their health and wellbeing. At the Townsville FLC these staff include their classroom teacher for core literacy/numeracy and at least one other significant worker. The role of the team is to establish a close relationship to the young person, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues, and overall to support the young person to achieve their stated personal and educational goals. The role of staff is broad in scope, in-depth in its substance, and long-term in relationship. It includes:

- In-house mentoring and advocacy
- Supporting the young person and their families in times of emotional crisis or practical need
- Maintaining the close partnership between school, young person and parent/carer
- Working in partnership with other agencies who are involved with students including:
  - Townsville Youth Justice Service Centres – North and South,
  - A range of child protection service providers including Child Safety Service Centres, Family and Child Connect, Mercy Care Family Services, Community Connections, Intensive Family Support, and Act for Kids,
  - A range of youth and community services including Lighthouse (TAIHS), Bail house (TAIHS), Aspire, Uniting Care Community, Salvation Army, Pathways, Churches of Christ, Qld, St James Responsive Placement Service, Anglicare North Qld Ltd, Relationships Australia, Girudala and Gudjuda. This also includes a number of Aboriginal and Torres Strait Islander local community members.
  - A range of mental health and health providers including Child Youth Mental Health Services (CYMHS), Adolescent Inpatient Unit and Day Service (AIUDS), and Headspace, Townsville Aboriginal and Islander Health Service (TAIHS), Sexual Health, Qld Health, several local GP's
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Helping young people to develop a positive self-concept
- Supporting young people with issues of drug misuse and self-harm
- Networking with local inter-agencies to keep abreast of latest developments either via newsletters and meetings when possible

The Townsville FLC's social and emotional wellbeing approach is supported by the Indigenous Community Engagement Officer, Youth Workers and a consulting private psychologist and psychologist from Alliance Rehabilitation.

## SCHOOL INCOME BY FUNDING SOURCE

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

### **How to access our income details**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



A screenshot of the My School search interface. It features a dark red header bar with a search bar on the left containing the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State", each with a downward arrow. A magnifying glass icon is positioned at the far right of the header bar.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with a dark red border and a light red background, containing the text "View School Profile" in a dark red font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



A screenshot of the My School navigation menu. It consists of a dark red horizontal bar with several menu items in white text: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a white background.

### Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## CURRICULUM - LEARNING CHOICES PROGRAM

The Townsville FLC provides holistic learning experiences that address the social needs of students, and promotes their emotional, physical, spiritual and academic development. The purpose of the learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

Learning experiences address curriculum areas of literacy, numeracy, science and technology, society and environment, industrial skills, outdoor education, sport and recreation, Indigenous education, relational and spiritual education and vocational training. The following table details the ten different learning groups offered in 2020.

### Students and Learning Groups in 2020

Class size	Learning Group	Age Range	Characteristics of the Learning Group
<b>Townsville Campus, located at Ingham Road, West End Townsville</b>			
<b>Junior Groups</b>			
15	Burragah	11 – 15 years	An educational re-engagement program for young people disengaged from education who are currently involved with youth justice or at risk of entering the youth justice system. Often young people have been recently released from detention and who have no clear educational options available to them at the time of their release.
12	Bridge	11-15 years	A 12-month, educational engagement program for young people who wish to re-engage in education and benefit from a high level of support. The program aims to deliver tailored literacy and numeracy activities to young people in a range of community settings and prepare them to transition to another program.
12	Outreach	12 – 15 years	A 12-month, educational engagement program for young people interested in learning but often have been bullied, experience mental health issues and get overwhelmed by the larger numbers of young people on site. Daily program uses mixture of community and on-site spaces.
20	Junior	11-16 years	A program for young people aged 11-16. The program focuses on social skills, group development and uses a thematic approach to literacy and numeracy to prepare young people to enter the middle school program or one of our accredited learning programs.
35	Middy	14 – 16 years	A program for young people aged 14-16. The program focuses on group development and literacy and numeracy to prepare young people to enter into our accredited learning programs.

<b>Senior Groups</b>			
20	Essentials	16 – 20 years	The Essentials program caters to young people typically aged 16 – 19 years of age interested in obtaining their Queensland Certificate of Education. It combines school and vocational education and training courses including Essential English, Essential Maths, Independent Living Skills, and Certificate II in Literacy.
20	Tracks	15 - 20 years	The Tracks program caters to young people typically aged 15 – 20 years and focuses on vocational education and training courses including Certificate II in Literacy and Certificate II Foundations Skills.
15	Goals	15 -18 years	The Goals (Growth, Opportunities, Attitude, Life skills through Sport) program is a highly active program that engages with physical activity and sport on daily basis. Young people are able to complete a Certificate I in Sport and Recreation, Certificate I in Literacy, Certificate I in FSK and an Independent Living Skills course.
15	Projects	15 – 20 years	This is a learning program that provides opportunities for young people interested in preparing for work or other training. In 2021, a Certificate I in General Education for Adults will be offered in partnership with Vocational Training Queensland (VTQ). Young people also have opportunity to complete projects that build transferable skills as well as 'tickets' including Food Handling, Barista training, RSA and white cards.
<b>Burdekin Campus, located at the PCYC, Ayr</b>			
15	Burdekin Education and Engagement Program (BEEP)	11 – 15 years	This program works with young people who have disengaged from mainstream schools for various reasons including bullying, social disadvantage, inability to self-regulate, anxiety and medical issues. Young people are often achieving below their peer group at other schools and it is common that they become caught in the cycle of suspension usually leading to expulsion. This program works to develop skill in self-regulation, self-esteem, group work and basic literacy and numeracy.
<b>Bowen Campus, located at Bowen TAFE</b>			
15	Bowen Education and Engagement Program (BEEP)	11 – 15 years	This program works with young people who have disengaged from mainstream schools for various reasons including bullying, social disadvantage, inability to self-regulate, anxiety and medical issues. Young people are often achieving below their peer group at other schools and it is common that they become caught in the cycle of suspension usually leading to expulsion. This program works to develop skill in self-regulation, self-esteem, group work and basic literacy and numeracy.

## Learning Choices in 2020

Accredited Learning and Queensland Certificate of Education Pathways	Points QC E	Class
<b>CORE</b>		
<i>Applied Subjects</i>		
• Essential English (4 semesters)	4	Essentials
• Essential Math (4 semesters)	4	Essentials
<i>VET Certificate II, III or IV qualifications (includes school-based traineeships)</i>		
Youth Plus RTO's courses		
• 10306NAT Certificate II in Functional Literacy	4	Essential/Tracks
• FSK20113 Certificate II in Skills for Work and Vocational Pathways	4	Tracks
• SIT20213 Certificate II in Hospitality	4	Elective
<b>PREPARATORY</b>		
<i>VET Certificate I qualifications</i>		
EREA RTO's courses		
• 30999QLD Certificate I in Functional Literacy	2	Goals
• FSK10113 Certificate I in Access to Vocational Pathways (A2VP)	2	Goals
• ICT10115 Certificate I in Information Digital, Media Technology (IDMT)	2	Elective
• SIS10115 Certificate I in Sport and Recreation	2	Goals
<i>Recognised certificates and awards</i>		
• Independent Living Skills – Nutrition and Wellbeing (registered by EREA Flexible Learning Centres Network)	2	Tracks/Goals/ Essential/Projects

## OUTCOMES

Outcomes for Year 12 Students	
Total number of Senior Certificates awarded	3
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	100%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	52%

## APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 7 Base	Year 12 at exit	Retention Rate %
2020	5	21	420
2019	5	17	340
2018	5	20	400

The Senior Cohort is significantly greater than the Year 7 intake group. Hence the percentages in the hundreds.

## **ATTENDANCE RATE**

The average student attendance rate for 2020 was 77%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

## **SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE**

Covid-19 had an impact on the number of programs that could be offered to young people. The following programs achieve improved outcomes for students at the Centre.

**Doing school differently:** Doing school differently was our local response to Covid-19. During the wider school shut down period our young people were provided with face to face learning once or twice per week, online lessons daily, home learning packs and home visits. This program allowed young people and staff to remain connected and ensure all young people were able to continue their education.

**Trade Skills Centre:** During 2020, the centre continued to expand the combination of traditional trade skills, 3D printing, laser burning and art projects using a Home Beautification theme. Students progress through a sequence of small to medium sized projects across a number of years.

**ABL (Adventure Based Learning):** In term 4 young people from the senior school were invited to leadership camp based at the Northern Outlook in Cairns. The focus of the camp was reconnecting with the outlook and prepare young people to be leaders in the 2021 school year.

**Reboot:** Staff at the centre continued to utilise Reboot (a teaching learning and well-being framework based on change theory, positive psychology, neuroscience, developmental psychology, and trauma informed practice) during daily interactions with the students.

**Projects:** The projects program was established in 2020 to provide another option for young people to engage with in the senior phase of schooling. It was established as a response to young people disengaging with the accredited learning requirements of our other programs. It also provides an option for young people who are being supported to transition from school to further training or employment. A number of young people used the program as a steppingstone into a certificate III course offered by an external provider.

**BEEP:** In 2019 an educational engagement program was established in both the Bowen and Burdekin areas, for young people who had disengaged from other educational options. In 2020 the Townsville FLC was responsible for the day-to-day operations and management of both of these programs.

## YEAR 12 COHORT 2020 POST SCHOOL

At the time of publishing this School Annual Report, the results of the 2020 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about the post school destinations of our students will be posted to our website by 30 September 2021. The following interim data reports the destinations of students as accurately as the school can ascertain at this point.

School Year – 2020	Number of Students in each category	Percentage of Students in each category
VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)	6	29%
Working full-time	1	5%
Working part-time/casual	1	5%
Seeking work	1	5%
Not studying or in the labour force	3	14%
Returned to school	9	43%

## CO CURRICULAR ACTIVITIES 2020

The majority of the 2020 school year was influence by Covid-19 in some way. The Centre's ability to provides extensive opportunities for young people to participate in co- curricular or non-classroom activities at their level and within their areas of interest was impacted. The broad range of opportunities or choices for young people includes activities that are described as cultural, sporting, and intellectual and/ or service related in the following table:

Cultural	Sporting / ABL	Intellectual	Service
<ul style="list-style-type: none"> <li>• AIME – online</li> <li>• NAIDOC Preparations</li> <li>• Designing and planting a native garden for bees and butterflies</li> <li>• Didgeridoo lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Turtle research, Bowen</li> <li>• Fishing</li> </ul>	<ul style="list-style-type: none"> <li>• Auntie Carol's Literacy Project with mobile book suitcases</li> <li>• Guitar and Base lessons</li> <li>• Independent Living Skills</li> </ul>	<ul style="list-style-type: none"> <li>• NAIDOC Preparations</li> <li>• Flexi Farm</li> <li>• Conservation volunteers Australia support</li> </ul>

## STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2020

Townsville 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. Covid 19 greatly impacted on the Centre's ability to engage with professional development priorities. In 2020 the following external professional development was completed:

- Reboot (16 teachers)
- Low ropes training (1 teacher)
- First aid (1 teacher)
- Bronze medallion (1 teacher)
- NCCD masterclass (1 teacher)
- New staff training (1 teacher)
- NCCD training (1 teacher)
- EzNCCD training (1 teacher)
- Social Thinking (2 teachers)
- Mental Health First aid (1 teacher)

## STAFF

The staff of Townsville FLC, including campuses of Townsville, Bowen and Burdekin is a highly qualified, experienced and generous group of professionals who consistently contributes more than would otherwise be expected both within the classroom and beyond. The distinctive skills/qualifications and experience of our staff include:

<b>Total number of teachers</b>	15
<b>Total number of Support staff</b>	18
<b>Total Number of Staff</b>	33

<b>Total Number of ATSI Staff</b>	10
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<b>Teaching Staff Qualifications</b>	<b>Number</b>
Certificate	15
Diploma	0
Post Graduate Diploma	0
Masters Degree	2
Doctorate	0
Other	0

## **THE SOCIAL CLIMATE OF THE CENTRE**

One hallmark of Townsville FLC is the very real climate of compassionate care. This is expressed through:

- A commitment by all to operate by the principles of respect, being honest, being safe and legal, and participation.
- Encouragement of young people to take initiative; to raise issues of concern to them; to use the principles to challenge other young people and staff
- The formation of right relationships amongst everybody in the school community.
- A focus on self-advocacy to ensure all have a voice and authorship of their lives. To negotiate what they learn and how they want to learn it; to be active participants in all that they experience in their time at The Centre.
- A commitment to 'common ground' ensuring a positive, interactive and challenging educational environment.
- A commitment to working intentionally with our young people in evidenced based ways informed by research in the educational, psychological and neurological spheres of knowledge.
- A sense of belonging and ownership has developed in both young people and staff since the Centre opened in 2006.

Townsville Flexible Learning Centre facilitates a number of opportunities to gather feedback from our Young People, Parents/Carer and Staff. Additionally, surveys are sent out annually. This quantitative data coupled with antidotal data collected during the year is used to determine the level of satisfaction about our Young People's Education, Wellbeing and Safety and school connectedness and belonging.

### **Young People's Feedback**

Over 80% of Young People would highly recommend our Centre to friends and relatives. 75% of YP feel that receive a good education in developing their Literacy and Numeracy skills. Over 80% of young people believe their teachers and Youth Workers support them with their schoolwork and listen to their concerns. 90% of young people feel safe, valued and respected. 65% of young people believe their achievements are celebrated well.

### **Parent/Carer Feedback**

80% Parents/Carers feel very welcome in our schools and enjoys the community celebrations. 85% Parents/Carers believe staff treat Young People with respect and their wellbeing and happiness is a priority for the TFLC. 70% feel Young People get a solid education in Literacy and Numeracy. 90% of Parents/Carers feel they can approach the school about matters and the school is good at communicating information and listening to their concerns. 85% found the School Reports relevant and easy to understand.

### **Staff Feedback**

During 2020, staff continually demonstrated a commitment to working with the student cohort at the TFLC. Many of these employees are long term. There is a culture of continuous immediate feedback as individual staff have daily access to senior staff to discuss any issues or concerns. Feedback collected during the annual professional conversations, six-month probation meetings and exit interviews highlighted this dedication and positive regard for the work of the school. The TFLC would normally have had a Review and Planning day each term, facilitated by a member of the Network Team. During 2020, with COVID and travel restrictions, these did not occur. Instead annual professional conversations and internal staff meetings were held to review and plan school practices and education programs. One of the common tensions that emerged during 2020 which staff did raise through the different feedback processes, were cultural misunderstanding between Aboriginal and Torres Strait Islander staff and non-Indigenous staff. The TFLC has a genuine commitment to continually resolve these matters and grow the Third Cultural Space into the future. Other feedback included the need for casual staff, the intensity of working with these young people and their behaviours and liaison with their families and balancing personal commitments with work.

## **STRATEGIES USED FOR INVOLVING PARENTS/CARERS IN THE EDUCATION OF THEIR YOUNG PERSON.**

The Townsville Flexible Learning Centre recognises that parents/carers are the primary educators of their young people. Some young people live independently. The work of the school is most successful when it collaborates effectively with parents / carers. The Flexible Learning Centre supports and encourages this role of parents / carers through:

- Home visits
- Information evenings,
- Newsletters and social media,
- Cultural celebrations (particularly NAIDOC),
- Parents and carer meetings, and surveys
- Community events including Big Brekkys, Family lunches and Senior Celebrations,

## **INFORMATION COMMUNICATION TECHNOLOGIES**

In recent times, substantial change has occurred in the provision of computer hardware and software for young people and staff. Professional development continues to enhance the skills of staff in this important facet of learning. Information management has become a critical literacy. Integration of technology within all learning continues to evolve across the variety the school's subject offerings.

The Townsville FLC has used social media to inform and engage family members and the wider community in the life of Flexi and the achievements of staff and young people. This has been a significant source of positive feedback for us and enabled parents and carers to publicly praise and acknowledge to efforts of their young people.

## PROGRESS TOWARDS GOALS FOR THE 2020 YEAR

The Xavier Flexi Schools Network Board and Leadership recognise the value of strategic planning for the long term, sustainable development of programs, capital and human resources, the minimisation of exposure to risks and to assist fidelity of operation to mission. Operational goals are set each year in consultation with staff. The following outlines achievements in reaching goals in 2020 articulated in the 2019 Annual Report.

2020 goals	Progress
<ul style="list-style-type: none"> <li>Being responsible for the day to day operations of the Educational Engagement Programs in Bowen and Burdekin.</li> </ul>	<ul style="list-style-type: none"> <li>In 2020 the Townsville FLC managed the day to day operations of the Burdekin and Bowen education programs.</li> </ul>
<ul style="list-style-type: none"> <li>Implementing a middle tier leadership structure that focuses on Junior/Middle and Senior schools.</li> </ul>	<ul style="list-style-type: none"> <li>Middle leadership positions were trialled. The positions maintained a 0.5 teaching load. After reviewing the structure, the positions will move to no teaching load in 2021.</li> </ul>
<ul style="list-style-type: none"> <li>Developing and trialling a pathway to encourage more Aboriginal and Torres Strait Islander students to complete their senior studies.</li> </ul>	<ul style="list-style-type: none"> <li>Successful creation of projects class. The projects class was able to support young people to remain in education and engage with further training.</li> </ul>
<ul style="list-style-type: none"> <li>Increasing the school's capacity to respond to the requirements of NCCD.</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive Education Teacher employed to manage school NCCD process and practices. This position resulted in more young people being identified and supported.</li> <li>The school purchased a specific database for NCCD</li> </ul>

## 2020 MILESTONES

The 2020 school year was a year that was characterised by change. The school expanded to include the direct leadership of three campuses with over 150 young people attending regularly, responded to the Covid-19 outbreak, felt the impact of a tragic and fatal car crash, and experienced the loss and pain of the passing of a current and long-standing member of the Xavier Network Support Team. New staffing positions were established to increase the school's capacity to provide support between Townsville, Burdekin and Bowen Campuses, a new position was created to respond to the growing supports needs of young people and the requirements of the NCCD, an additional psychologist services were contracted in Townsville and Burdekin, and a new class group was established in Townsville to support young people in the senior phase of learning.

Reboot, a teaching learning and well-being framework based on change theory, positive psychology, neuroscience, developmental psychology, and trauma informed practice was introduced in 2017 and embedded in 2018. In 2020 the program was revisited, and all staff received training. Coincidentally, the training occurred on the eve of the Queensland Government's initial response to Covid-19. The professional development provided staff with a framework to approach the rapidly changing landscape.

The school's rapid and thorough response to the Covid-19, 'Doing School Differently' meant our young people were provided with face to face learning once or twice per week, online lessons daily, home learning packs and home visits. This program allowed young people and staff to remain connected and ensure all young people were able to continue their education. The way in which staff, young people and the school community responded during this time was a highlight of the year.

The Centre continued to receive support from external agencies. The partnership with Townsville Youth Justice Service Centres to operate the Burregah program continues to be a highlight for the Centre. The program focuses on providing an appropriate and engaging educational experience for those who have limited access to education. The Centre also continued to receive support from the National Indigenous Australian's Agency to provide funding for an Indigenous Community Engagement Officer (ICEO). The ICEO's 2020 focus was "outside the gate", providing support to young Aboriginal and Torres Strait Islander young people and their families, to enrol, engage and become learners at the Centre.

In term three, as a response to the decreased amount of professional development due to Covid-19 and an appreciation of staff fatigue, a professional development training program, 'Growing and Nurturing Flexi Practices', was run. The program was developed and facilitated by staff from the Townsville FLC, a former manager of the 'The Outlook' and colleagues from the Wollemi Flexi Schools Network. Staff from Townsville, Bowen, and Mount Isa attended. The program ran for three days and culminated with participants facilitating a group work session for their peers.

Three young people were able to complete their Queensland Certificate of Education, and 38 young people complete a certificate course in one or some of the following: Functional Literacy, Access to Vocational Pathways, Skills for Work and Vocational Pathways, Information, Digital Media and Technology, Sport and Recreation with the Centre this year. This was a testament to young people's resilience and dedication during their time at the Centre. A Covid safe Senior Celebration was held with young people and families embracing the night as a chance to recognise the efforts and challenges that were overcome.

## **GOALS FOR THE 2021 YEAR**

In 2021, emphasis will be given to:

- Growing the educational responses in Bowen and Burdekin
- Responding to growing number of young people identified via the National Consistent Collection of Data
- Infrastructure projects at Townsville and Burdekin
- Refining the school leadership model across three campuses
- Developing staff capacity, by providing an increase in mentoring, feedback, training and professional development.

## **CONCLUSION**

The Townsville Flexible Learning Centre continues to provide a safe, caring, and engaging educational environment for young people who for a variety of complex and sometimes challenging reasons sit outside the mainstream education environment.

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