



Mount Isa Flexible Learning Centre Annual Report 2020

Our school at a glance

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School Profile

**Coeducational
Catholic
Year 7 – 12
Enrolment Numbers 33
(as per August census 2020)**

Mount Isa Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia and is conducted in accordance with the philosophy, principles and touch stones of the larger organisation. Mount Isa FLC commenced operation as a registered Non-State School in 2010 and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

Mount Isa FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Mount Isa n FLC draws on the spirit and vision of Edmund Rice Education Australia (EREA). Our learning community 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 of *Respect, Safe and Legal, Participation* and *Honesty* among all participants of the Mount Isa 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.



Characteristics of the student body:

Mount Isa FLC operates an inclusive curriculum within the Mount Isa educational space. Our young people come from most Mount Isa suburbs. They are predominantly low socioeconomic areas with high populations of Aboriginal clan groups. Many of the young people are from the communities of Mornington Island, Hart Range (NT), Lake Nash, Bouliah and Doomadgee.

The young people either state a Christian or Catholic denomination or claim no religion. The most common type of referral is by a family member of the enrolling young person. Other referrals are from government and non-government agencies. Most often, the young people reside with a blood relative (Kinship care) or are in out of home care.

Young people are choosing to enrol at Mount Isa FLC because of the sense of safety and flexibility with their learning experienced within the Mount Isa FLC community. There are a range of complexities within the lives of the young people that have prevented their engagement in other mainstream schooling options.

Within the young person body there are young people with hearing disabilities, diabetes, rheumatic heart disease and several with other verified disabilities. Most students enrolled have a range of non-verified disabilities that require adjustments to programming daily.

Almost all the young people speak in Australian English with some creole and pigeon. A proportion of the young people are involved with the Department of Youth Justice.

Learning Choices:

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

The years 7 - 9 *program* covers literacy, numeracy, information technology, music and the arts, outdoor adventure based education, Indigenous education, relational and spiritual education and science.

The years 10 – 12 *program* incorporates literacy and numeracy skill building as well as work readiness training opportunities. Other courses such as Certificate I and II in Functional Literacy, Cert 1 in Construction, the General Certificate in Education for Adults (Cert 1) and Independent Living Skills are also available.

All young people experience a variety of learning methods, such as project-based learning, formal learning, and hands-on activities.

Extra curricula activities:

Cultural Instruction, NAIDOC Celebrations, School Camps, Community Service work opportunities are all on offer. The centre provides extensive opportunities for young people to participate in co-curricular activities at their level and within their areas of interest. Participation is actively encouraged. Some of the Co-curricula activities include:

- NAIDOC Celebrations
- Reconciliation Week
- PCYC visits
- School Athletics
- School swimming
- Curriculum Sport
- Bush activities
- Learner Licencing
- Headspace visits
- Edmund Rice Day
- Social Enterprise through mowing business
- Canoeing

Social climate:

2020 (CoVid) influenced our delivery of programs dramatically. Attendance was taken over the phone and lessons delivered to the front gate for most of term 2. This break from our usual approach had a detrimental impact on attendance and engagement in term 3. One of the continued hallmarks of Mount Isa Flexible Learning Centre is the very real climate of compassionate care provided. This is expressed through:

- **Pastoral structures** – Interactions between all staff and young people are based on a common ground approach working within the four principles of *respect, participation, honesty and being safe and legal*. A lot of support is given to young people to assist them through the many complexities they experience. Often young people will relate closely to a particular staff member who will become their coach and mentor and help them over a continued period to cope, access other services and manage their educational, social and emotional needs.
- **Counselling services** – the school links with organisations such as AToDs, Centacare, and Headspace for general counselling services for young people who need support. There are a range of other services within the Mount Isa Community that are utilised through-out the year depending on the support and learning needs of any individual young person.
- **Individualised Learning Plans** – the school puts in place individual personal learning plans which identify with each young person the goals they have for their future and the pathways they will take to achieve their goals. These are revisited regularly throughout the year to gauge progress.
- **Transitions** - transition plans are put in place for the young people as they prepare to exit the school. This will consist of things such as work readiness tasks like preparing resumes and interview preparation, obtaining licences, and completing certificate work.

Regular Care team meetings - these are held to support any young person that has multiple agencies working with them around their care. This may include Department of Child Safety, Youth and Women staff, Residential Care workers, Specialist support services and Department of Youth Justice staff. All stakeholders linked to the young person contribute to the development of individual education plans and the collaborative strategies to support the young person achieve their goals.

Parent/Caregiver, student satisfaction with the school

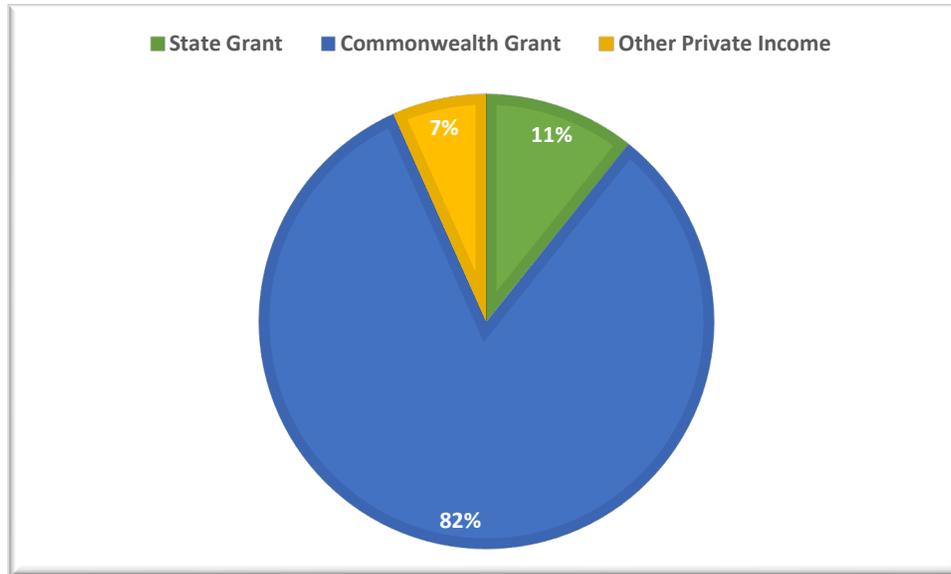
As part of our ongoing commitment to continued improvement all parents and carer's of enrolled students at Mount Isa FLC were provided with an opportunity to comment on their satisfaction with the school and how the school is supporting their young person with their learning. The response from parents and carer's indicated that all were satisfied with the care and educational opportunities provided to their young people attending the school.

Strategies used for involving parents in their child's education

Mount Isa Flexible Learning Centre recognises that parents/carers are the primary educators of our students. While some young people are considered independent, most students have a parent or carer that support them. The work of the school is most successful when it collaborates effectively with parents/carers. In 2020, our ability to bring parents into the school diminished. The Flexible Learning Centre supports and encourages this role of parents/carers through:

- Consistent (often daily) communication with parents/carers
- Regular Home visits
- Information evenings
- Newsletters
- Delivery of care packages
- Parent and carer meetings (often 'over the fence')

School Income broken down by funding source



Our Staff Profile

Staff Composition, including Indigenous Staff (network will complete)

	Teachers	Youth Worker	Support	Indigenous
Headcount	6	5	7	4
FTE	4.4	4.2	3.3	4

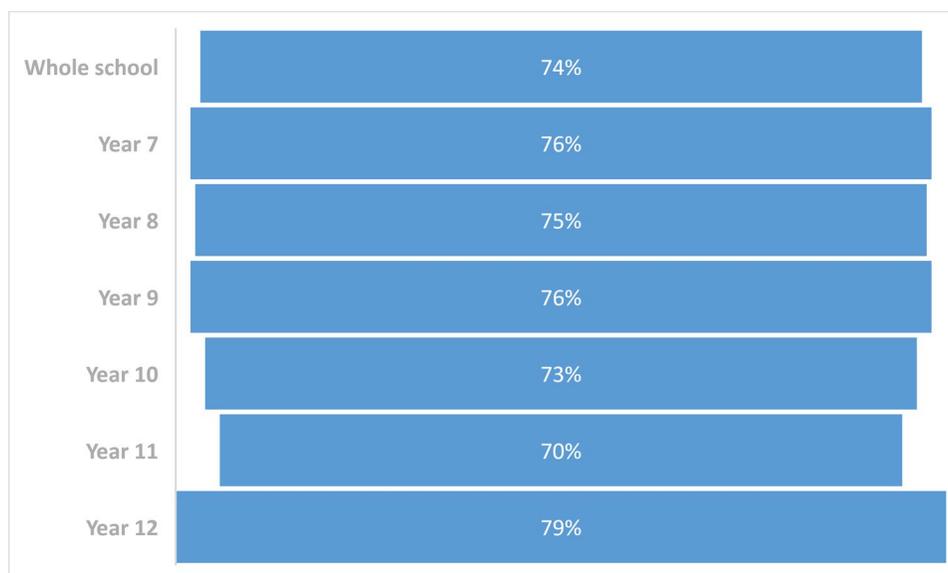
Qualification of all Teachers

Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	
Bachelor Degree	4
Graduate Diploma	
Masters	2
Doctorate	
Total	6

Expenditure on teacher professional development	\$1,468.09
Average staff attendance (periods of leave up to 5 days)	8%
Proportion of staff retained from previous year	50%

Performance of our students

Average Student attendance



Description of how non-attendance is managed by the school

The Teaching and Learning teams are charged with the responsibility of following up the young people in their class groups with respect to non-attendance. If a young person did not attend the day's program the teaching and learning team make contact via phone calls and home visits to the young person and their carer to ascertain the reason for the young person's absence from school. The reason provided would be noted in the young person's file. The young person's attendance would then be monitored over several days.

If a young person did not return for a full week (5 days) another home visit would take place and a Transition letter is delivered. If they don't attend for another 5 days, they are un-enrolled. The young person would be informed that the door is always open should they wish to re-enroll at some point in the future.

National Assessment Program – Literacy and Numeracy (NAPLAN) results

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic.

Year 10 – Year 12 student retention rates

40%

Year 12 Outcomes

Complete the table below only for those young people in grade 12 with a plan to transition from the school at the end of the current year.

Number of students awarded a Senior Statement	0
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students awarded a Queensland Certificate of Education	0
Number of students awarded one or more unit of competency in a VET qualification	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	0
Number of students who are completing or completed a School-based Apprenticeship/Traineeship	0
Percentage of Year 12 students who are completing or have completed a SAT	0
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	0