

Annual Report 2020

Rockhampton Flexible Learning Centre



Our school at a glance

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with additional information located on the My School website
Contact Person: Owen Mayor, Head of Campus

School Profile

Coeducational
Catholic
Year 7 – 12
Enrolment Numbers - 72.4
(as per August census 2020)

Characteristics of the student body:

The Rockhampton Flexible Learning Centre (FLC) is part of Edmund Rice Education Australia and operates in accordance with the philosophy, principles and touchstones of EREA. The school commenced operation as a registered non-state school in 2015 and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

Rockhampton FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the school draws on the spirit and vision of Edmund Rice. 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.

This 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 Rockhampton Flexible Learning Centre. This is evident in the ways the organisational culture and practices are shaped through the application of these principles. The principles establish a *common ground* approach 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.

Rockhampton FLC works with young people who are vulnerable and experience a complexity of inter-related needs placing them at risk of disengaging from education. Some of the complex factors include mental health concerns, learning difficulties and behavioural issues, all of which make achieving in mainstream education a challenge.

The school provides the necessary assistance the young people require by:

- Developing individualised program adjustments that focus not only on the academic and learning needs but also making adjustments for their social and emotional needs.
- Engaging with families to develop further partnerships of support, and
- Assisting young people to access external supports specific to their wellbeing and educational needs

Young people enrolled at Rockhampton FLC include Aboriginal and Torres Strait Islander People and non-indigenous Australia. The majority of young people come from single parent families or are living with extended family members such as grandparents, aunts and uncles. There are a number of young people living in blended family arrangements. There is high unemployment amongst the families of the young person and a number of families living in less than adequate living conditions due to their socio-economic status. The majority of young people live in urban Rockhampton and the outer suburb of Gracemere.

A changing trend that has become very apparent in the latter six months of the year is the increasing number of families of the young people in Years 7 & 8 seeking enrolment in the school with a significant decrease in young people in their senior years seeking enrolment. When participating in enrolment interviews, parents have indicated that they have heard wonderful things from friends who have enrolled their young person in the school and about how well they are now engaging in school (in reference to the junior school).

Learning Choices:

Rockhampton 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 are 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.

There are four classes established to meet the varying needs of the young people. Each learning space has a teacher and youth worker assigned them with class sizes between 15-18 in each class. Attendance ranges anywhere between 5 – 12 on a typical day. There is a senior class space for young people in years 10-12 and a junior space for young people in years 7-9. There is also a space for young people who are more hands on and another class of young people that struggle to operate in a class space for any extended time period. Their learning needs are adjusted according to their capacity of the young person to engage, and the kinds of learning activities that interest them yet supports achievement and incremental successes. One example of this is the building of an outdoor gym area by the young people who prefer hands on learning. Incorporated was the literacy and numeracy component of their learning through this project-based approach.

In a typical day, young people learn Literacy, Numeracy and can engage in activities such as art, music, IT, music, environmental activities, sport and sailing and fishing. The weekly timetable also allows each class to go out on a one-day local excursion. These support the building of connections between members of the class and staff in contexts outside the classroom and creates opportunities for learning to take place beyond the classroom walls. At the end of the week the young people have an opportunity to participate in community day activities allowing all YP across the school to come together in a range of contexts and situations, engaging in positive learning experiences, being exposed to team building opportunities, eating food together and having fun.

There are an increasing number of young people participating in VETiS funded courses externally and in the Certificates I and II Vocational Skills suite offered by the school. Many of the young people have delayed learning and achieving below their expected learning levels. Consequently, it might take 1-2 years to complete what might normally take 6 months to complete a course of accredited learning in a mainstream school. This year was the first time a young person had completed a Cert II offered by the school which learning had been spread over a period of 18 months to 2years.

Rockhampton FLC is incredibly privileged to have the local elders regularly in the school to deliver culturally appropriate programs to our young people. This year in particular was the introduction for the teaching of the Darumbal language, the local language of this area and on country experiences to help young people gain greater appreciations and insights into Aboriginal and Torres Strait Islander histories and contexts.

An essential component of the curriculum at Rockhampton FLC is the participation in school camps. These range from overnight local camps organised by the young people and staff of each learning group to a multi-night camp on North Keppel Island for interested young people. This also extended to a weeklong camp at Stradbroke Island "Minjerribah" in South East Queensland. Camps are an opportunity for young people and staff to engage together in a very different way, often building stronger relationships with one another and their peers.

Social climate:

The most common feedback from visitors to the school is that there is a really 'good feel' about the place. Organisations and individuals that have seen the growth of the school are impressed with the quick development and establishment of the school within the community. There are notable improvements in engagement levels by the young people and improvements in attendance. Staff are delivering strong and creative programs to engage the young people and set the learning tone in the school. However, we recognise that many of the YP come to school with many social, emotional and mental health challenges that requires all staff to support and adjust how we work with them.

Keeping the YP and staff safe is a priority. The staff are trauma informed in their practice and have the skills to manage situations that can become unsafe. YP and staff conversations happen daily to help YP work through their problems and to brainstorm together strategies to help the YP negotiate similar situations moving forward. Parents and carers are often involved in like conversations. When YP are not travelling well, staff will be quick to follow up with the YP and support them toward a better head space, either through gentle conversation, allowing time and space for the YP to settle themselves, being non-confrontational and trying to listen to what the YP is saying about how they best regulate themselves. Each YP has a safety plan developed with the staff they will work with on enrolment and which is regularly reviewed and updated as required.

YP voice is important so each day they will be invited to check-in so staff can gauge how each YP is travelling and then collectively develop a working agreement that invites YP to have an input into how they will work within the four principles. Learning programs are skillfully negotiated by staff with the YP to support engagement in the school day.

Parent/Caregiver, student satisfaction with the school

One of our school improvement goals is to encourage greater engagement of parents with the school as it has been and is difficult to involve them in school related activities. The difficulty has been the ability to capture feedback. The most successful way we have been able to do this has been through hearing what parents have to say on the day when they attend activities run by the school. This year we have had an increased turn out of parents and carers to whole school events. All feedback from these conversations are extremely positive. In 2021 we are going to be more creative in how we can better capture this feedback. This having been said, we have solicited feedback from parents and YP through surveys which has been positive, especially with our younger cohort of students.

The best indicator I believe for how the young people feel about the school was articulated in their passionate statement about the school and Rocky in the lyrics they wrote for a Hip Hop video that was produced and in which they participated – <https://www.youtube.com/watch?v=6SbrhlsOthk>

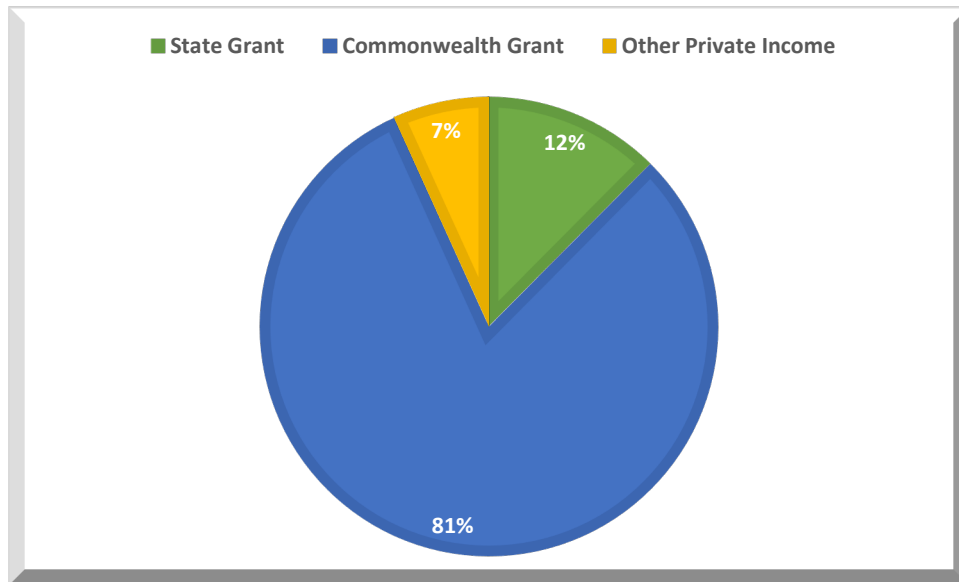
Strategies used for involving parents in their child's education

A committee of staff have formed to develop a plan as part of our school improvement goals to create 'Deadly Contacts' opportunities within the school to encourage parents and carers to attend. Food related activities are a big part of this as well as other more celebrational and community events initiated by the school. Flyers and Facebook invites have been created, phone calls and also personal invites as we meet with parents. Additionally, we have created a database of parents to which we can email information about up and coming activities. Previously this was something we struggled to put in place.

The school also has a strong focus on engaging with families for any reason which involves conversations around their young person's behaviours or situations that may be impacting on their learning, social/emotional wellbeing and engagement with others. This can involve the following actions:

- Phone calls to parents/carers
- Invitations to parents/carers to participate in discussions to develop working agreements and safety plans to support their young person at school
- Stakeholder meetings with support services
- Regular home visits

School Income broken down by funding source



Our Staff Profile

Staff Composition, including Indigenous Staff (network will complete)

	Teachers	Youth Worker	Support	Indigenous
Headcount	7	8	6	6
FTE	5.6	6.5	3.5	5.3

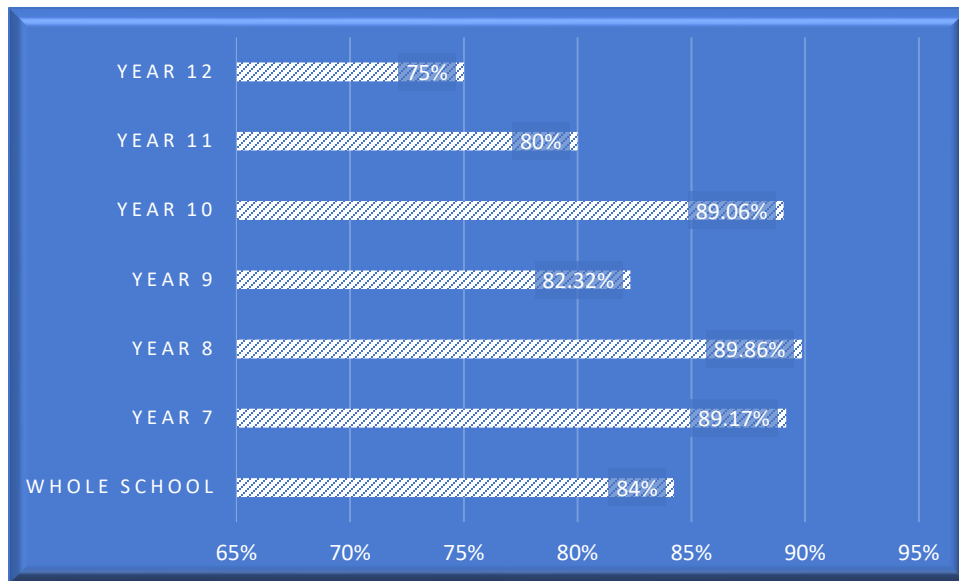
Qualification of all Teachers

Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	0
Bachelor Degree	5
Graduate Diploma	0
Masters	2
Doctorate	0
Total	7

Expenditure on teacher professional development	\$8,695.32
Average staff attendance (periods of leave up to 5 days)	11.20%
Proportion of staff retained from previous year	92.56%

Performance of our students

Average Student attendance



Description of how non-attendance is managed by the school

The school follows daily attendance procedures that guides the practice of staff in reporting, tracking and communication with parents/carers/independent young people around daily attendance. The key aspects of the procedure include the entering of attendance into the TASS class roll, the use of a messaging system to parents/carers/independent young people when attendance is unknown (unexplained attendance) and phone calls made as applicable. The school further continually tracks unexplained attendance which includes a provision of sending transition and un-enrolment letters to parents/cares if their young person has had long term consecutive unexplained attendance (no school engagement). Following up on daily unexplained attendance is managed by staff each day at the end of the school day through phone calls, SMS and email. Home Visits may also occur for consecutive days of unexplained attendance.

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

125%

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	17
Number of students awarded one or more Vocational Education and Training (VET) qualifications	9
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	1
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	0