

SOUTHPORT FLEXIBLE LEARNING CENTRE

ANNUAL REPORT 2020

Our school at a glance

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Contact Person: Ali Redden

School Profile

Coeducational
Catholic
Year 7 – 12
Enrolment Numbers 83 (as per August census 2020)

Characteristics of the student body:

Southport FLC works with young people who are at risk of disengaging from education, due to a number of complex factors, some of which include mental health, learning difficulties and behavioural issues, all of which make achieving in mainstream education a challenge.

Of Southport FLC's enrolments in 2020, 61% were male and 38% were female. 9% identified as Aboriginal or Torres Strait. 8% of young people were either involved with the Department of Youth Justice or the Department of Communities, Child Safety Services. 86% of our young people were reported has students with a disability (NCCD) that required us to make significant adjustments to our learning program.

The composition of the families of our young people were varied, with 54% from single-parent families or living with extended family, and 4% part of blended family arrangements, often moving between the homes of both biological parents. 61% of our young people had at least one parent that identified that they were in paid employment.

The young people who attend Southport FLC live across the entire city, from as far north as Ormeau and as far south as Eleanora. We do bus pick-ups from key locations that link with the public transport system, to enable us to support as many of our young people as possible.

Southport FLC also maintained a large waitlist of young people from across the Gold Coast.

Learning Choices:

As we maintained staff and young people numbers, we were able to maintain our learning choices. We offered a combination of VET and QCAA courses, including Certificate I in Access to Vocational Pathways, Certificate I and II in Functional Literacy, Certificate II in Skills for Work and Vocational Pathways, Certificate II in Hospitality, Certificate I in Business and SAS Sport and Recreation. Some of the courses achieved included:

The breakdown of courses achieved was:

- *Certificate I in Functional Literacy*
- *Certificate II in Functional Literacy*
- *Certificate I in Access to Vocational Pathways*
- *Certificate II in Skills for Work and Vocational Pathways*
- *Certificate I in Business*

Learning opportunities for all young people included core learning, and programs in life skills, sports, careers and adventure-based learning. Additional elective subjects were offered once we were on-site, including Music, Gym, Geek Club, Manual Arts, Cooking, Art and Gardening.

Young people were also invited to attend termly camping trips. We completed our Beyond Borders program at the end of 2020, mainly due to COVID, but we were able to achieve numerous short onsite camps, an Indigenous immersion trip to Rockhampton and a final reflection camp to South Stradbroke Island.

A group of young people also had the opportunity to participate in the South Passage sailing trip, both on day sails and the extended 3-day program.

Extra-curricular activities:

Southport FLC continues to run holiday programs for any young people that would like to attend. This involves a number of the young people and engages them in a selection of learning opportunities and outings, to keep them engaged during times they may feel more isolated. This has included cooking classes, cinema trips, beach BBQ days and other activities onsite and offsite.

The Beyond Borders program also required the group to participate in early morning hikes once a week and to participate in additional after school activities, including Bunnings Sausage Sizzles and a Kup Murri celebration for NAIDOC week, as well as other fundraising activities.

Social climate:

2020 marked a year of steady student and staff growth, which enabled us to maintain and develop programs on offer. With this we ensured we had:

- Clearly developed working agreements and discussions involving all young people, around our four principles, on a daily basis
- Consistent lesson structures focusing clearly on student outcomes
- Continuation of the check-in and check-out procedures that focus on checking on how young people and staff are feeling each morning using the Reboot program, then recognising the positives from the day through gratitude practices before we leave
- Staff training around wellbeing using the Reboot program, Be You and Strengths programs
- Continuation of counselling sessions through Ted Noffs and the continuation of a psychologist who visits school to run sessions with individual young people
- The continuation of a consistent and regular timetable for all young people
- Support meetings with staff, parents and young people to enable them to have voice around their learning and behaviour in order to ensure everyone works within the four principles
- Introduction of the Collaborative Problem Solving program for staff to develop skills in working with young people in a supportive and positive way
- A stable staff team contributing to stronger community relationships

Parent/Caregiver, student satisfaction with the school

The parents and carers of enrolled students at Southport FLC in 2020 were given a satisfaction survey to give feedback on how they believed the school was going and requesting input on possible areas for improvement. The people that responded gave extremely positive feedback.

When asked how helpful and friendly the staff were, respondents average score was 9.8 out of 10.

When asked how their young person had grown or benefitted from attending Southport FLC, respondents average score was 9.75 out of 10.

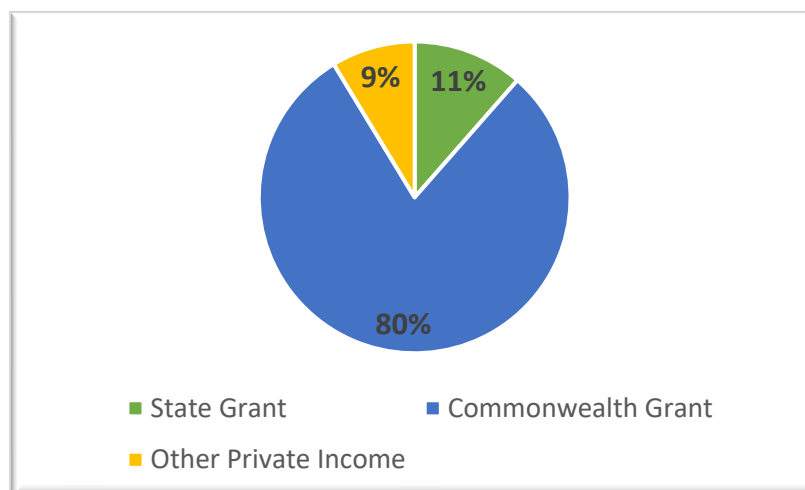
Southport FLC was described as:

- Helpful
- Understanding
- Supportive
- Caring
- Genuine
- Meaningful
- Compassionate
- Good Communication
- Life saving
- Outstanding
- Engaging
- Approachable
- Rockstars!

Strategies used for involving parents in their child's education

- Daily texts sent to parents/carers detailing the plans for the day
- Regular communication by phone, email, text message and meetings (at school, home and in the community)
- Facebook page
- Regular invitations to celebration days, including our semester BBQs
- Information sessions about opportunities we are offering, such as employment service opportunities and curriculum information
- Stakeholder meetings involving parents and agencies involved with the young person and their family

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	6	3	0
FTE	7	6	2.9	0

Qualification of all Teachers

Highest level of attainment	Number of teaching staff
Certificate	1
Diploma	0
Advance Diploma	0
Bachelor Degree	7
Graduate Diploma	1
Masters	1
Doctorate	0
Total	10

Expenditure on teacher professional development	\$2460.95
Average staff attendance (periods of leave up to 5 days)	7.2%
Proportion of staff retained from previous year	92.86%

Performance of our students

Average student attendance

Whole school	96%
Year 7	100%
Year 8	92%
Year 9	97%
Year 10	97%
Year 11	95%
Year 12	97%

*data includes approved explained absences

Description of how non-attendance is managed by the school

The school has a detailed attendance procedure which includes daily attendance checks and contact to all parents/carers whose young people are recorded as unexplained absence. Daily and weekly attendance reports are checked for accuracy by staff and the Head of Campus/Principal

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

78%

Year 12 Outcomes

Number of students awarded a Senior Statement	7
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students awarded a Queensland Certificate of Education	1
Number of students awarded one or more unit of competency in a VET qualification	6
Number of students awarded one or more Vocational Education and Training (VET) qualifications	4
Number of students who are completing or completed a School-based Apprenticeship/Traineeship	1
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