



Edmund Rice Education
Australia

Marlene Moore
Flexi Schools Network



DECEPTION BAY

FLEXIBLE LEARNING CENTRE

Ubuntu - "I am what I am because of who we all are"

Deception Bay
Flexible Learning Centre
17 Silver St Deception Bay QLD 4508

2021 Annual Report

This annual report for 2021 is published to provide information about the Deception Bay 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.

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A) CONTEXTUAL INFORMATION

INTRODUCTION

Contact Details

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Additional information located on the My School website

Contact Person: Mark Ellison, Head of Campus

TOTAL 2021 ENROLMENT

Year Level	Total Numbers	Girls	Boys	Gender X	Indigenous	SWD
5	3	0	3	0	1	3
6	6	0	6	0	1	6
7	7	2	5	0	2	7
8	21	12	9	0	8	14
9	17	9	7	1	7	11
10	23	12	9	2	4	21
11	19	6	10	3	3	14
12	31	20	10	1	9	29
TOTAL	127	61	59	7	35	105

*Student numbers are based on the Commonwealth Government Census (August) enrolment data

SCHOOL PROFILE

Deception Bay Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the EREA Flexi Schools philosophy and principles.

Deception Bay FLC is a co-educational Catholic school in the Edmund Rice tradition for young people in Grades 5 - 12. The philosophy of the Deception Bay FLC 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.

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 Deception Bay 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

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

Deception Bay FLC works with young people who are vulnerable and experience a complexity of inter-related needs. The learning experiences offered 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.

Our school intentionally supports the 2019 Alice Springs (Mparntwe) Education Declaration:

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

The Declaration has two distinct but interconnected 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.**

Achieving these education goals is the responsibility of Australian Governments and the education community in partnership with young Australians, their families and carers and the broader community.

CURRICULUM - LEARNING CHOICES PROGRAM

Deception Bay 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, study of society and environment, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education, and science.

PARENT, STAFF AND YOUNG PERSON SATISFACTION SURVEY

Anonymous survey completed by parents/carers:

Please rate how friendly or helpful the staff at DBFLC are

Average = 4.67

How helpful or friendly are the staff at DBFLC?

Amazing changes in confidence and social interactions

She has started to be a lot more positive towards people

Will has grown so much in confidence and has benefited socially - making friends...so wonderful!

My son had come from a school That was not right for him with constant bullying and feeling like he was worth nothing and had dropped out due to this. We knew of DBFLC and had heard how great it was My son had found somewhere that excited and gave him inspiration, now he has friends is safe at school has managed to help with his depression and he now love's school again Thank you from one happy DAD

When my kids started at DBFLC they not only struggled with schoolwork they are struggling with crating connections and friendships. Through the guidance and acceptance of the staff they have truly bloomed as individual, and embraces learning and gained so much confidence in day-to-day interactions

He feels "normal" and not constantly feeling like he needs to measure up to kids who are getting A's in everything

Our son is able to communicate his feelings, has learnt how to budget, eating different foods and is able to attend school. However, the consent aggression and foul language at the school / bus has made him have anxiety and also, he has started swearing 

Taylor has grown less anxious and has learnt some new skills

My YP's confidence is blossoming since being at DBFLC

Their are learning more

It has still been a struggle to get them to school. But this is no fault of the school this is their mental health.

confidence and to be comfortable around people

more manageable and smaller than main stream

less crowded and less stress and anxiety

She's comfortable at school again and happy that she's safe

The staff have helped with trying to overcome social anxiety

Good environment to help with anxiety

ABAGAIL DID NOT LIKE SCHOOL AND WOULD DO WHAT EVER SHE COULD TO GET OUT OF GOING BUT SINCE STARTING AT DBFLC SHE WANTS TO GO EVERY DAY.SHE HAS GROWN AS A PERSON AND RELATES TO OTHERS MUCH BETTER THAN BEFORE.

Confidence and friends

My son has benefited as he is allowed to be himself and not judged on his differences. He has also grown as he enjoys attending school which is huge.

The best

The best and awesome

What are two (2) words you would use to describe DBFLC?

Loving and helpful

Good and encouraging

Unique & amazing

Understanding, supportive

Supportive and patient

Accepting & supportive

Annoying unreliable

Easy-going. Fun

Hands on

Good and the best

Accepting inclusive

excepting, belonging

accepting and welcoming

Safe - understanding

Accepting and understanding

Flexible and understanding

GREAT HELPFULL.

Second chance giver

Accepting and understanding of yp

Good awesome

Good best

How could we improve?

I think it's great

No improvement needed

In my opinion it can't.

Comparison to other schools this is the best I've ever seen so nothing just keep up the good work

I am not sure how to improve it as you guys do the very best, but I do seem to be hearing about a lot more aggression between young people than in the past and it does make me feel a tad uneasy

Be consistent with communication

Be more transparent, make the school bus reliable and safe. It's never on time and there is always drama. When Taylor first started the staff listened to students. But as time has gone on, they seem to brush off students concerns. A couple of staff are amazing. But from hearing from my child and others the staff are not as friendly and willing to help. Just seems to be getting like a regular school

NA

More work and more activities

art therapy

bus run and better attendance methods

Offer opportunities for parent involvement

Definitely Kitchen cleanliness

Keep the kitchens cleaner and no more hair in food.

A CODE OF DRESS, SOME OF THE YOUNG PEOPLE LOOK LIKE TRAMPS.A FEW MORE RULES OF CONDUCT I KNOW ITS A FELXIBUT THER ARE SHOULD BE A LIMIT.

Need to get a school bus to get the kid's that can't make it everyday

More fun activities

More fun things

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.



The screenshot shows a search interface with a text input field labeled "Search by school name or suburb". To the right are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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



A rectangular button with a thin border and the text "View School Profile" centered inside.

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a white background, indicating it is the selected option.

Note:

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

B) STAFF INFORMATION

STAFF COMPOSITION

(including Aboriginal & Torres Strait Islander Staff)

The staff of Deception Bay Flexible Learning Centre is a highly qualified, experienced, and generous group of professionals who consistently contribute more than would otherwise be expected both within the classroom and beyond.

	Teachers	Specialist Support - Youth Worker	Business Support/Administration	Aboriginal & Torres Strait Islander Staff
Headcount	12	16	10	4
FTE	11	12.2	4.6	3.6

QUALIFICATIONS OF ALL TEACHERS

The distinctive skills/qualifications and experience of our staff include:

Teaching Staff Qualifications	Number
Certificate	16
Diploma	9
Bachelor's degree	14
Master's Degree	4
Doctorate	
Other	

C) KEY STUDENT OUTCOMES

ATTENDANCE RATES

The average student attendance rate for 2021 was 54.1%.

HOW NON-ATTENDANCE IS MANAGED AT OUR SCHOOL

Many young people at DBFLC struggle with various personal, social, and family challenges including mental health, trauma, and financial instability which results in many young people struggling to attend school on a regular basis. The parents / carers of all un-explained absentees are sent an automated text message at 10am each day asking for an explanation for their young person's absence. Those who do not respond are called by pastoral care staff later in the day and all explanations noted in the school's TASS Notes. Young people who are regularly absent are supported to engage in school through home visits, collaborative problem-solving meetings, and goal setting practices.

NAPLAN

(National Assessment Program Literacy and numeracy (NAPLAN) results.

In 2021 all young people in Year 5, 7, and 9 chose to withdraw from NAPLAN tests.

YEAR 12 OUTCOMES

Outcomes for Year 12 Students - 5 YP in Year 12 in 2021	
Number of students awarded a Senior Education Profile (SEP)	30
Number of students awarded a Queensland Certificate of Education (QCE)	0
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	3
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded a Senior Statement only	27
Number of students awarded one or more Vocational Education and Training (VET) qualifications	8
Number of students who are completing/completed a School-based apprenticeship or Traineeship (SAT)	2
Number of students awarded a VET qualification:	
Certificate I	2
Certificate II	0
Certificate III	7
Certificate IV	0
Diploma	0
Advanced Diploma	0
Number of students attaining Minimum Literacy	18
Number of students attaining Minimum Numeracy	18

YEAR 12 COHORT 2021 POST SCHOOL DESTINATION

School Year – 2021	Number of Students in each category	Percentage of Students in each category
Studying (Diploma, Cert IV+ III, I-II, apprenticeship, traineeship)	4	13%
3 rd Year Senior	4	13%
Working full-time	7	23%
Working part-time/casual	8	27%
Seeking work	1	3%
Not studying or in the labour force	2	7%
Full time stay at home parent	2	7%
Was unable to get in contact with family or YP	2	7%



Mark Ellison
Head of Campus
Deception Bay Flexible Learning Centre



Matthew Hawkins
Principal
Marlene Moore Flexi Schools Network