



**FAME**  
Flexible Learning Centre  
SOUTH AUSTRALIA

*A Catholic School in the Edmund Rice Tradition  
A member of the EREA Oscar Romero Flexi Schools Network*

# ANNUAL REPORT

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**2021**  
EDITION

# PRINCIPAL'S MESSAGE

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2021 has been a wonderful year of consolidation and planning for a vibrant future. This year saw the first full year of operation of “The Cottage” campus. This has enabled FAME Flexible Learning Centre (FLC) to accommodate a larger number of our older young people and support more young people on a SACE pathway. The addition of the Certificate III in Business has been a positive innovation to our curriculum plan.

The planning for the creation of the purpose-built FAME campus has been a great process involving our staff and young people. It is hoped that the construction will begin in 2022, for occupation in 2023.

I thank our Head of Campus, Yvonne Schultz, and all our staff for their tireless efforts to support the learning and wellbeing outcomes for all our FAME young people. It takes a whole village to raise a child and our FAME team provide that village for the young people we serve.

## FAME FLC CONTEXT STATEMENT

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### SCHOOL DEMOGRAPHICS

The population of the Onkaparinga region where FAME is situated is 166,766; 1.6% (2,589) of this number are ATSI peoples. The median weekly income for this region is \$1,194.

The family composition of those that attended FAME in 2021 consisted of:

- 49% (60/123) single-parent families;
- 13% (16/123) two-parent families;
- 11% (13/123) blended families; one biological parent and one step-parent
- 17% (21/123) young people living independently.
- 7% (9/123) guardianship
- 3% (4/123) kinship foster

### Overview of the Flexi Model Used

FAME FLC strives toward best practices in all areas of education and wellbeing support. Each young person has a Personal Plan for Learning (PPL) which incorporate SMART goals to ensure their outcomes are measurable and achievable. Staff work individually with each young person to help identify and articulate their goals. The setting of short and long-term goals ensures every young person experiences holistic success, not only in an educational context but also in their overall wellbeing.

Our mentor program plays a strong role at FAME and is designed to ensure no young person falls through the gaps. It ensures there is consistent contact between a staff member, the parents/carers, and the young person. Our hope is that young people always feel they have someone to talk to; someone who will advocate for them and someone they can go to for support. The goal is to give young people a sense of empowerment through their voice being heard and through building skills and understanding to negotiate the challenges they face.

### Community Partnerships

Community partnerships are paramount to FAME's effectiveness in re-engaging young people with learning. FAME currently engage with: SA Catholic Education Office; WYATT Benevolent Institute; Headspace; Southern Youth Round Table; Ruby's Housing; Metro Youth; Uniting Communities; Onkaparinga Council; Inspire, Flinders University; Centacare; RASA;

# CONTEXT STATEMENT CONTINUED

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Mission Australia; Youth Justice; Drug and Alcohol Services; Centrelink; local MP's (Katrine Hilyard, Nat Cook and Amanda Rishworth); Local medical centres; Psychologists CAMHS; SAPOL Liaison Officers; Junction Housing; Centacare; Disability Agencies; Second Chances; Restorative Journeys; At Work; Baptist Care; Clubs SA; Local high schools; DCP; Shine; Anglicare – Job prospects partnership; Small local businesses – particularly those that provide work experience for FAME youth.

## **Multi-disciplinary and Professional Team**

FAME staff prioritise the need to work consistently and compassionately in all interactions with parents, carers and young people. An individual approach is taken to each young person's situation, helping to develop their capacity and self-efficacy to work well within the learning environment. Staff are trained in Trauma-Informed Practices and Restorative Practices. The staff-young person ratio is approximately 1:5. As a multidisciplinary team, staff are equipped to address young people's holistic needs in terms of health, education, culture, and social and emotional support. Staff empower young people by teaching them how to link to external support agencies (e.g. Counselling, Mental Health and General Health services).

## **A Commitment to Flexi Practice**

The young people and staff are encouraged to make a commitment to our Flexi Practice Framework – Operation by Principles - Honesty, Respect, Participation and Safe & Legal, and the Common Ground philosophy. We regularly celebrate the young people's different achievements in our weekly community meetings and other gatherings.

## **Family/Carer Involvement**

Families/carers are viewed as partners in their children's educational experience; and every effort is made to include them in conversations and decisions in relation to the young persons' learning. Transition plans and PPLs are developed through discussions with both the young person and their parents or carers. Parent-teacher interviews are held each semester.

We had plans in 2020 to extend the involvement of parents/carers in our community. Unfortunately, COVID thwarted many of the programs we had been thinking about. Hopefully, in 2022 we will be able to reintroduce some practical steps towards focus groups that engage parents/carers in sharing their knowledge and expertise in working with our cohort of young people.

## **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 have a direct role in shaping the curriculum of the school. They are routinely surveyed for topics of interests and teachers plan lessons according to that interest, which is then mapped to the Australian Curriculum.

# VISION STATEMENT

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**Vision:** Liberation and hope through education.

**Mission:** Nurturing and empowering young people by providing learning opportunities that expand life's possibilities.

**Our Values:** Respect, Participation, Honesty and Safe & Legal.



# FAME FLC STUDENT INFORMATION

## STUDENT PROFILE DATA

ENROLMENTS	2020	ATSI	GCE	NCCD	2021	ATSI	GCE	NCCD
Female	68	6	4	60	85	11	7	51
Male	33	1	1	32	38	6	2	26
Total	101	7	5	92	123	17	9	77

## STUDENT ATTENDANCE DATA %

YEAR	2020	2021
7	74%	46%
8	52%	44%
9	42%	48%
10	46%	53%
11	56%	46%
12	47%	54%

## STUDENT DESTINATION DATA 2021

DESTINATION	%
Mainstream school enrolment	37.5%
Transfer interstate	2.5%
Employment	25%
Further Tertiary Education (TAFE, Uni)	5%
Apprenticeship	0%
Traineeship	2.5%
Seeking employment	12.5%
Parenting	0%
Justice	0%
Cultural	0%
Unknown	15%



# MIDDLE SCHOOL CURRICULUM PLANS AND OUTCOMES

CLASS GROUP	CURRICULUM DELIVERED	CLASS PROFILE	ELECTIVES DELIVERED
<p>Westcourt House (Year levels 7-8)</p>	<p>Australian Curriculum</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Health &amp; Physical Education</li> </ul> <p>VET</p> <ul style="list-style-type: none"> <li>Certificate I in Access to Vocational Pathway</li> </ul>	<p>12-13 years of age</p> <p>BKSB Levels 1-2</p>	<p>Afternoon activities are aligned to the Australian Curriculum, with a key link to General Capabilities, Wellbeing, and HPE.</p> <p>To achieve maximum engagement young people are surveyed on topics of interest.</p>
<p>Callan House (Year levels 8-9)</p>	<p>Australian Curriculum</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Health &amp; Physical Education</li> </ul> <p>VET</p> <ul style="list-style-type: none"> <li>Certificate I in Access to Vocational Pathway</li> </ul>	<p>13-15 years of age</p> <p>BKSB Levels 1-3</p>	<p>This empowers our young people by giving them input into their own learning.</p> <p>Activities include such things as: Music, Aquatics, Life skills, Arts &amp; Crafts, Games &amp; Trivia, Gym, Active (basketball, volleyball, soccer, badminton), Circus, Barista, Outdoor Education, RecLink and Bushwalking.</p>
<p>Cork House (Year levels 9-10)</p>	<p>Australian Curriculum</p> <ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> <li>Work Studies</li> </ul> <p>VET</p> <ul style="list-style-type: none"> <li>Certificate I in Access to Vocational Pathway</li> <li>Cert II in Functional Literacy</li> </ul>	<p>15-17 years of age</p> <p>BKSB Levels 1-4</p>	

# SENIOR SCHOOL CURRICULUM PLANS AND OUTCOMES

## Senior School Curriculum Plan Year 11 and Year 12 (SACE I & II)

FAME is committed to providing our young people with an interesting and relevant SACE pathway. Our goal is to facilitate their growing understanding of who they are and what they want to become post-FAME.

A SACE certificate is achieved by young people attaining 200 credits based on the completion of certain school subjects or certificates. At FAME, we have aimed to minimise the stress of gaining credits by distributing them equally across Year 11 and Year 12. The requirements are as follows:

**Year 11 (100 credits)** – Essential Maths & English; choice of a Certificate II option and electives.

**Year 12 (100 credits)** – Certificate III in Business; Research Project and Workplace practices.

SACE I – 100 credits	Credits	SACE II – 100 credits	Credits
<b>Compulsory Topics</b>		<b>Compulsory Topics</b>	
• Personal Learning Plan	10	• Research Report	10
• Essential English	20	• Workplace practices	20
• Essential Maths	10	• Cert III in Business <i>inc Business Ventures</i>	70
<b>Certificate II – choose one</b>		<b>Other Vet options</b>	
• Volunteering	50	• School-based apprenticeship	
• Kitchen Operations	50		
• Music	35		
• Skills for Work	40		
• TAFE course	25 -50		
<b>Electives</b>			
• Workplace skills (Cert I)	15		
• Operation Flinders	20		
• Duke of Edinburgh	20		
• Health – Mental Health	10		
• Health - PE	10		
• First Aid	5		
• Barista	5		

*By the time the young people are ready to leave FAME they will have exceptional resumes that will make them very employable or able to move onto further education.*

## The World of Work

Intertwined through our SACE program is our World of Work ethos. We want learning at FAME to be a rich experience which focuses on the whole person. We want to facilitate how the young people make choices which help them to discover all the possible options open to them in the future. We help them to explore how they can align their general interests and personal characteristics with possible work options. We look for ways to build up diverse experiences for them so that these work options become more attainable. Our Career Pathways Co-ordinator touches base with all young people to help them navigate all the possibilities available to them.

# STUDENT LEARNING OUTCOMES

## STUDENT LEARNING OUTCOMES

### SENIOR SECONDARY SCHOOL 2021

<b>% YEAR 12 enrolled in a vocational certificate</b>	<b>% YEAR 11 and 12 completed SACE</b>	<b>% YEAR 10-12 completed certificate modules and or school subjects</b>
<b>58%</b>	<b>50%</b>	<b>80%</b>

### STUDENT LITERACY 2021

<b>YEAR LEVEL</b>	<b>BKSB PRE LEVEL -1</b>	<b>BKSB LEVEL 1</b>	<b>BKSB LEVEL 2</b>	<b>BKSB LEVEL 3</b>	<b>BKSB LEVEL 4</b>
<b>7</b>	0	1	0	0	0
<b>8</b>	1	0	4	5	6
<b>9</b>	0	1	6	9	2
<b>10</b>	0	0	4	9	9
<b>11</b>	0	1	2	7	11
<b>12</b>	0	0	3	5	7
<b>13</b>	0	0	0	0	0
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>19</b>	<b>35</b>	<b>35</b>

### STUDENT NUMERACY 2021

<b>YEAR LEVEL</b>	<b>BKSB PRE LEVEL -1</b>	<b>BKSB LEVEL 1</b>	<b>BKSB LEVEL 2</b>	<b>BKSB LEVEL 3</b>	<b>BKSB LEVEL 4</b>
<b>7</b>	0	1	0	0	0
<b>8</b>	0	5	6	3	2
<b>9</b>	0	1	8	10	2
<b>10</b>	0	0	6	12	4
<b>11</b>	0	0	11	8	5
<b>12</b>	0	3	7	3	2
<b>13</b>	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>38</b>	<b>36</b>	<b>15</b>

# WELLBEING PROGRAM & OUTCOMES

## School Wellbeing Program

FAME is a holistic service based on the principles of social inclusion and capacity building. The belief in the importance of education is balanced with an equally important belief in stabilising the mental health of young people: socially, emotionally and psychologically. Staff endeavour to monitor the young persons' progress in both educational and wellbeing goals. In addition to this, they will advocate on young people's behalf, provide advice, and provide direction and support during difficult times.

We believe the family unit is pivotal in helping young people to succeed, so we strive to keep communication with parents and carers constant, informative and transparent. Parent/carers are involved in working agreement meetings; restorative justice meetings, parent-teacher interviews; Personal Plans for Learning (PPL); attendance meetings and follow up calls; market days; graduation and other celebration days (i.e. end of year Carnival).

The role of FAME staff is broad in scope and depth. The FAME staff are trained in trauma informed practices and restorative justice methods. Staff also receive ongoing training in drug and alcohol counselling, the effects of abuse and neglect; the experience of grief and loss; the impact of trauma, amongst other important issues for our young people. FAME understands the importance of empowering young people by facilitating their engagement with outside support, other agencies and programs within the community.

We engage with our young people in a professional relationship, where the young person's voice and needs are at the forefront of our work. We believe in a holistic approach to supporting young people. Our work pivots on the ideas of The Reform and The Advocacy (non-radical) models of youth work. Whereby young people have been socially disadvantaged by their environments and up-bringing. We provide intervention to enhance social stability and believe in helping those that are unfairly disadvantaged. We work closely with our young people to ensure that they are aware of supports and entitlements to ensure young people's rights are upheld. Our over-arching aim as youth workers is to provide holistic wellbeing support with an emphasis on self-advocacy, personal autonomy, ability to access supports and for the young people to be able to flourish and thrive.

## WHOLE COHORT YOUNG PERSON WELLBEING PROFILE SUMMARY



# WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
<b>Mentor Program</b>	FAME has a mentor program which ensures that all young people have a key contact person for any concerns, wellbeing needs or schooling needs. This person is the key worker to engage with the family and the young person. This ensures that no young person falls through the gaps.	Provides young people with connection and support. Attendance, engagement, well-being.
<b>Reconciliation Week</b>	Dedicated a week to Reconciliation Week where all students were required to participate and engage in learning activities based on reconciliation and Aboriginal culture.	High level of engagement. Young people expressed how it helped them to feel proud of their culture.
<b>Reboot Lessons</b>	Reboot is a highly practical and proven neuroscience-based, trauma-transformative framework. Reboot's core work helps young people to forge resilience, make positive choices and build their capacity to engage and success in learning.	Supporting young people to understand the way their brains work and improve ability to regulate at school.
<b>School Camps</b>	An important part of connecting with our young people and building resilience comes from our school camps. Both sites do a minimum of one camp per year. This year Middle School participated in a camp at Narnu Farm and Senior School did a camping trip at Deep Creek Conservation Park.	Positive interactions with young people in a different environment. Young people feedback that they enjoy seeing the staff in a different light and getting outside of their own comfort zones.
<b>Afternoon class activities</b>	Diverse activities that focus on building General Capabilities.	Engagement, wellbeing

# WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
<b>High staff to young people ratio</b>	<p>In each of our classrooms there are two teachers and a youth worker. Our classroom sizes range from 18 to 24 young people with an optimum of 1:7 ratio of staff to young people. The team-teaching style we employ ensures consistency of staff should there be staff absences during illness. This means young people can feel safe with the adults they know in their classroom. The FAME team seeks to establish a close relationship to each young person that attends the school. The staff receive regular professional development focused on trauma informed practice aimed at supporting diverse learners and the wellbeing issues faced by many young people in our community.</p>	Learning and behavioural
<b>Personalised Plans for Learning</b>	<p>PPLs are designed to help young people develop insight into their behaviours and emotions; skills in self-control and conduct; and methods for building positive relationships with others. PPLs also facilitate the development of learning and wellbeing goals that enable a young person to perceive themselves positively; develop a constructive vision for their life; and develop the understanding that they can be a contributing citizen of their local community and society. Staff, young people and families work together to ensure that appropriate adjustments respond to learning and wellbeing needs allowing young people to reach their potential.</p>	Specific adjustment to advance learning.

# WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
<b>Cultural Awareness Programs</b>	Cultural Awareness Programs are a strong priority for FAME. We encourage our Aboriginal young people to develop positive connections with the community and to help strengthen their own links with their culture and ancestry. The staff and young people of FAME are committed to embracing cultural differences and encouraging the expression of Indigenous customs and traditions. Knowledge and understanding are developed through classroom projects, cultural excursions, and cultural competency events at the school.	Tolerance, acceptance, understanding
<b>Holiday Programs</b>	Holidays programs are delivered through the school holiday period. Two or three times a week there will be outings planned according to ideas put forward by the young people themselves (i.e. skating, movies, games & trivia, scooters, beach trips, etc.). Youth workers are present on Campus every weekday and are accessible to any young person who finds they need additional support during the holidays.	Engagement, wellbeing
<b>Parental involvement</b>	FAME values the involvement of parents/carers in their child's life. To ensure they know their input is valued we build-in regular means of contact with them. This is illustrated through consistent phone calls from the young person's mentor, school reports and parent/carer-teacher interviews, cultural celebrations, termly whole school showcase events, transition planning meetings, annual carnival and newsletters.	Building community, support for learning and attendance

# WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
<b>Additional Wellbeing supports</b>	<p>We are continually monitoring the wellbeing of the young people through engagement plans. We also conduct transition plans to ensure they are reaching the goals they want for themselves academically and vocationally. We provide a pick-up service for those young people who need that additional support to motivate them to attend school each day. Breakfast, lunch and snacks are also provided each day to ensure the nutritional needs of the young people are being met. This is also a good time for staff to build relationships and encourage wholesome activities during the lunch breaks.</p>	Wellbeing, nutrition, motivation
<b>Home Visits</b>	<p>Home visits to young people are conducted by FAME staff for two key reasons, when a young person is at risk of disengaging from the program and when the young person is confined to home due to carer responsibilities, extreme mental health issues (i.e. anxiety), juvenile justice detention, etc. home visits are conducted when there has been no response to other processes of communications (phone calls, texts, emails, and letters to home). These visits can also be a practical way in in engaging parents and supporting transport barriers that many of young people's families have. FAME FLC has a documented home visit policy to ensure best practices in this area are utilised.</p>	Engagement, motivation
<b>Young Person Acknowledgements</b>	<p>We believe it is important to acknowledge all positive decisions, attitudes and progress of our young people as they occur. We have several ways of recognising their efforts: student of the week, good work tickets and recognition awards. We find the young people are very receptive to these acknowledgements; being encouraged in this way builds personal morale and morale of the school community. Our biannual engagement plans and transition plans are also a means of encouraging and supporting the young people in their learning journey.</p>	Self-efficacy, self-esteem, motivation

# ATTENDANCE RETENTION STRATEGY

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FAME has a very thorough attendance strategy to ensure we obtain the highest possible “buy-in” from young people in terms of their regular attendance and participation at the school. Some of the strategies employed include: bus pick-ups in the morning; good work tickets with prizes on a weekly and end of term basis; young person of the week awards; classroom excursions; breakfast, daily cooked lunches and surveys to hear the young people’s voice on certain issues, regular brain breaks and timetable breaks, are a few our strategies to improve attendance and retention.

Follow up due to lack of attendance is a key focus of our attendance strategy. If a young person is not present at school on any given day a text is received by parents/carers or the independent young person. An explained absence does not require any immediate follow-up from mentors; however, if the absence becomes extended over 2 or 3 days then a follow up will occur. This is to ensure that there are no other factors that are preventing the young person from attending that could be managed by the school.

In all our communication with the parents/carers and young person we maintain a positive, supportive and caring manner encouraging connection and re-engagement.

## FAME FLC WORKFORCE

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QUALIFICATION	TEACHING	NON-TEACHING
DOCTORATE	1	0
MASTERS DEGREE	4	0
DEGREE	10	2
POST GRADUATE	0	0
ASSOCIATE DIPLOMA	0	0
GRADUATE DIPLOMA	0	3
DIPLOMA	0	0
GRADUATE CERTIFICATE	0	0
CERTIFICATE IV	0	5
CERTIFICATE III	0	0
CERTIFICATE II	0	0
<b>FTE</b>	<b>15</b>	<b>9.4</b>
<b>ATSI</b>	<b>0</b>	<b>1</b>

# FAME FLC SURVEY

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## **Bullying Survey results (students):**

- Results of this survey showed that there was minimal bullying happening at school and any bullying that occurred had been or was being dealt with.
- Young people felt very safe at FAME.
- Cyberbullying outside of school was a concern. Young people felt like they received a lot of support/advice from staff on how to address this bullying including reporting to the police.

## **Quotes from FAME's Young People and Parents/Carers**

### **Young people have said:**

- *My best memory...The whole 2 and 1/2 years are my best memory of being at FAME. It had a huge impact on my life.*
- *I have achieved so much with FAME and I feel like I am on course to achieve my educational goals.*
- *I also feel good when I see my friends in class and the teaching staff are cool.*
- *I receive loads of encouragement with my pathway from the teaching staff at FAME which makes me feel good.*
- *I get plenty of support with my studies too and the teaching staff are not like teachers in a usual school.*
- *If it wasn't for FAME, I would be dead or close to from drugs.*
- *The teachers are cool and I feel like I can be myself here.*
- *Thank you for listening to me.*
- *My work has improved since being with FAME because the staff are very helpful and understanding and the school has a very happy and inviting environment.*
- *I am super happy with how I am going in the school and really appreciate all the support you guys are giving me.*
- *I feel safe when I'm at school & the staff at Fame are very supportive & understanding.*
- *Yeah, I knew from what we talked about that I wasn't going to cope, and I just followed the plan we had created. Do you want to speak to my Mum and tell her how good I have done (with a cheeky little smile).*
- *I like it at FAME and feel very comfy in CORK.*
- *FAME saved me; I am very thankful that I was able to come here last year. It was a tough year for me, but I learnt a lot and feel like I was able to grow.*
- *I went to Fasta Pasta last week with my dad and I looked into the kitchen and then it occurred to me that that was a chinois over there' (she'd remembered a difficult French cookery term).*
- *The best part of 2021 and my best memory over the whole time being at FAME...well, both questions go into one. Setting foot into FAME for the first time...here it changed my life forever.*
- *Since moving to FAME I have made many new friends and this year has definitely been the best school year of my entire life. I have the best teacher I could ever ask for and I have a table group of amazing friends! The support that FAME give me and other students is incredible and I'm forever grateful for all of the staff that work there. This year I have loved going to school and even told mum that I wanted to spend my birthday at school which is something I've never done.*

# FAME FLC SURVEY

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## Quotes from parents/carers

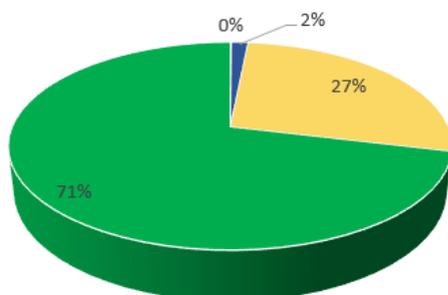
- *I was so proud of her and she had tears in her eyes while Izzy had a proud look on her face.*
- *I'm really proud of her too. She's really doing well. I couldn't be more happy or thankful to you and everyone at FAME. Honestly as a mother of a child with challenges you've all been an absolute God send.*
- *I am really appreciative for all the work we have doesn't for her girls - and that we didn't give up on them.*
- *FAME is so good it is and she loves this place FAME is the best thing we ever did.*
- *She loves FAME especially Monty and the Duke of Ed.*
- *My daughter has never received the support that FAME provides.*
- *I am so grateful for the referral to Second Chances... I've seen a big change in her.*
- *It has been an amazing transformation since the beginning. He was almost in tears, refusing to get out of the car for the first 2 weeks; now he jumps out of the car and forgets to say goodbye. He may not 'love' school still but he feels happy and safe there so I am amazed and impressed.*
- *She is always happy when she comes home from FAME.*
- *I am thankful that she has found someone she is comfortable opening up to.*
- *She is very comfortable in Cork. She really likes her teachers and feels safe to open up to them.*
- *Thanks to all the staff at FAME for the patience and persistence shown towards my daughter.*
- *It is the happiest I have seen him in years. I am very appreciative of what FAME has done for him so far, thank you to everyone who has helped to support and work with him so far.*
- *Today was the very first day my daughter was sad about not being able to go to school. She has never liked going to school and was disappointed that she is unable to attend and can't wait to get back. You have no idea the difference you are making to her life.*
- *Watching her perform, my eyes welled with tears and I looked over to see her father with tears in his eyes too. We're so very proud of her. She's come so far in a few short months since changing schools.*
- *During COVID lockdown she was working on the wellbeing things in her pack which got sent to her. She said it was awesome and really engaged with it. The emotion and stress stuff was really relevant for her and she put it in place straight away as she had an argument with her sister not long after and utilised the things she learnt.*



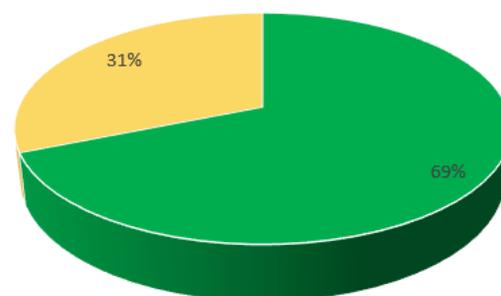
# FINANCIAL STATEMENT

REPORTING FRAMEWORK	AMOUNT \$
<b>Recurrent income</b>	
School fees	-
Other fee income	3,951
Private income	55,911
State government recurrent grants	1,067,308
Australian government recurrent grants	2,790,882
<b>Total recurrent income</b>	<b>3,918,052</b>
<b>Recurrent Expenditure</b>	
Salaries; allowances and related expenses	2,446,309
Non salary expenses	1,110,332
<b>Total recurrent expenditure</b>	<b>3,556,641</b>
<b>Capital income and expenditure</b>	
Government capital grants	-
Capital fees and levies	-
Other capital income	-
<b>Total capital income</b>	<b>-</b>
<b>Total capital expenditure</b>	<b>377,161</b>
<b>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</b>	
Total opening balance	-
Total closing balance	-

FAME Recurrent Income 2021



FAME Recurrent Expenditure 2021



■ Other fee income      ■ Private income  
■ State government recurrent grants      ■ Australian government recurrent grants

■ Salaries; allowances and related expenses      ■ Non salary expenses



*Gerard Keating*

Gerard Keating - Network Principal



EDMUND RICE EDUCATION  
AUSTRALIA



**FAME**  
Flexible Learning Centre  
SOUTH AUSTRALIA

*A Catholic School in the Edmund Rice Tradition  
A member of the EREA Oscar Romero Flexi Schools Network*