



Rockhampton Flexible Learning Centre Annual Report 2021

Our school at a glance

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School Profile

Coeducational

Catholic

Year 7 – 12

Enrolment Numbers - 79

(as per August census 2021)

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

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.

Characteristics of the student body:

Rockhampton FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disconnected from mainstream education. Rockhampton FLC works with young people who are vulnerable and experience a complexity of inter-related needs. Young people who enrol at Rockhampton FLC come from a variety of cultural and religious backgrounds, with sensitivity to young people from backgrounds of socio-economic disadvantage.

The Rockhampton FLC learning community has an explicit focus on:

- Developing individualised programs and adjustments for academic learning needs and adjusting for a range of social and emotional needs.
- Engaging with families and carers to develop further partnerships of support, and
- Assisting young people to access a range of external supports specific to their wellbeing and educational needs

The school has a significant number of young people on our waiting list hailing from contributing high schools and through parent, carer and young people recommendations within the local community. The cohort of young people seeking enrolment are predominantly between years 7 to 9. There is an even spread of male and female young people attending the school. Most of the young people attending the school live in urban Rockhampton and the outer suburb of Gracemere.



Learning Choices:

At Rockhampton FLC young people are exposed to learning experiences that develop an understanding and appreciation of the diverse cultural values that constitute Australian society. A range of learning experiences are provided that address the social needs of students, as well as focusing on their emotional, physical, spiritual, and academic development. Learning experiences are aimed at building self-confidence and esteem, to promote an optimistic view of their potential and future, and to assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life including their transition into further education or employment. In conjunction with their teachers and wellbeing workers, young people develop personal learning plans with articulated educational adjustments and pathways, thus meeting their individual needs within a diverse and inclusive learning community.

Rockhampton FLC is split between two learning groups – the junior cohort comprising years 7-9 and a senior cohort for years 10-12. Each learning space has two designated teachers, 2-3 youth workers and an attached teacher aide. Within each learning group the high staff numbers are intentional to allow for a range of learning experiences including whole group learning, smaller group work and some individualised support.

The junior cohort learning focus is centred on consolidating learning in literacy and numeracy with an integrated thematic and project-based learning approach. This includes hands-on learning and integrates many of the intentional lifelong skills that the whole school is looking at developing such as collaboration, teamwork, effective communication, having an adaptive mindset, just to name a few.

The senior cohort focus is on vocational education and training opportunities. This involves young people doing Certificate I and Certificate II accredited learning qualifications. The school offers these certificates through its own Registered Training Organisation (RTO). Additionally, there are opportunities for young people to enrol in other external training while still enrolled at Rockhampton FLC. An existing partnership exists with TAFE to offer both automotive and hospitality qualifications for young people. This offering successfully within its third year of running.

Due to the complexity of the learning needs of the young people who enrol at Rockhampton FLC many adjustments are made through modifications in content and the level of work the young people receive, timetables, and group sizes. Providing food across the day is also an essential aspect of the FLC ensuring that everyone has the necessary nutrition and energy to focus on learning.

The school actively engages with other organisations to be able to offer a range of cultural learning options. These have included young people learning the local Darumbal language by traditional owners; Tukka Time which involved engaging young people in a 10-week cooking program that included spending time with local chefs and a nutritional psychologist; on country experiences with local elders and engaging with Aboriginal and Torres Strait Islander artists to create murals for the school.

Rockhampton FLC Young people have formed a group called the Eco-Warriors. This group led the charge to improve the rubbish and recycling systems within the school. This was done in conjunction with the Rockhampton City Council. As a result of the outcomes of the project, the group received recognition from the council for their contribution toward the school's sustainability efforts within the community.

A typical day will comprise of the core learning sessions, and young people having the choice to engage in activities such as art, music, Information Technology, sport, sailing and fishing. The weekly timetable also allows each class to go out on a one-day local excursion. These days are intended to provide time for the young to develop and practice the skills already mentioned and within a more relaxing and fun environment. At the end of the week the young people have an opportunity to participate in community day activities allowing all young people 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, having fun and building a community.

An essential component of the curriculum at Rockhampton FLC is the participation in school camps. However, with covid restrictions, this is something that was put on hold during 2021.

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 young people 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 young people and staff safe is always a priority. The staff operate in a trauma informed manner in their practice and have engaged in professional development in 2021 that centers on engaging young people in a researched approach called Collaborative Problem Solving. This approach was developed by an organisation called Think:Kids. Training and coaching has occurred weekly over the past 12 months with facilitators in the USA. This training has assisted staff to develop skills in supporting young people around a range of thinking skills they may be struggling with through collaboratively problem solving. Parents and carers are often also involved and invited into these conversations. Staff are pro-active in supporting every young person with any concerns or challenges that they are facing around engaging at school. Each young person has a safety plan developed at enrolment and this is reviewed and updated as required.

Young people are invited to check-in daily (on a 1-5 scale) so staff can gauge how each young person is travelling and then to follow up with extra support if needed. In learning groups working agreements are developed that invite all young people to have input into how they will work together within the four principles. Learning programs are skillfully negotiated by staff with the young people to support engagement in the school day.

Several young people who enrolled this year identify as LGBTIQ+. Inclusiveness is an important element of the school's culture and one that is taken seriously. Creating a diverse and welcoming learning community is something that is a continual focus across the whole school.

Parent/Caregiver, student satisfaction with the school

One of the continued school improvement goals that went into 2021 was to develop 'deadly connections' with parents and carers. Due to this intentional focus there was an increased number of parents and carers attend whole school organised events. Feedback received from these events was extremely positive. A highlight was having a parent purchase a 'Star' for the school.

Parent/carers and young people are provided the ability to provide feedback via an annual survey to determine levels of satisfaction and our ability to meet the wellbeing and learning needs for our young people. However, young people and parent/carers are welcome and encouraged to provide feedback throughout the year.

Survey results from the parent/carers were overwhelmingly positive, however young people highlighted an area of improvement in developing their skills in English and Mathematics.

We were also visited by staff from EREA who had the opportunity to meet with a group of parents/carers to talk about the school. The feedback from the Director reinforced the positive responses from our parent/carers in relation to the work we are doing to support and educate their young people.

Strategies used for involving parents in their child's education

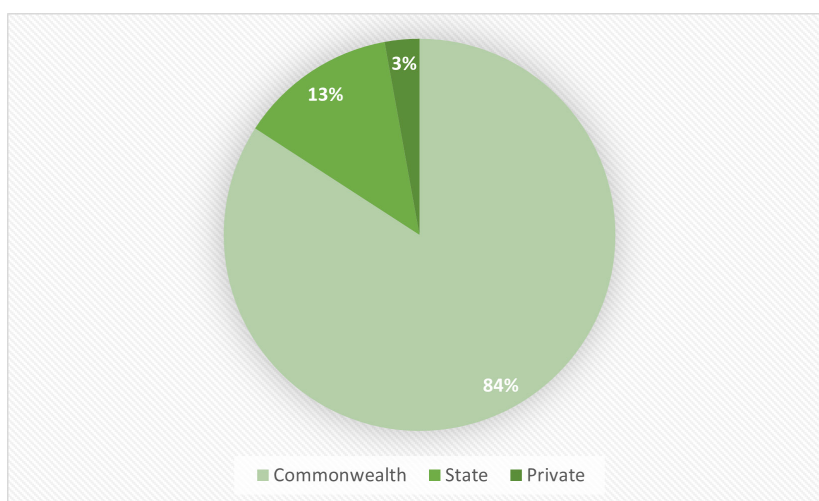
School initiated celebrations and community events continue to be a big part of drawing in families including the addition of a school movie night was introduced this year. Additionally, we have created a database of parents/carers to which information can be emailed out email about up-and-coming activities.

The school also has a strong focus on continued engagement with families around anything that may be impacting their young persons 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	Service Staff	Indigenous
Headcount	5	6	5	7
FTE	5	6	4.5	6.5

Qualification of all Teachers

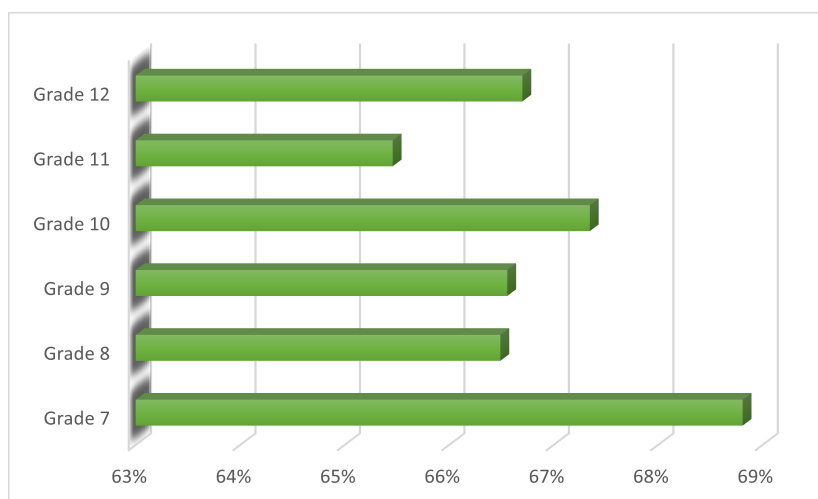
Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	0
Bachelor Degree	4
Graduate Diploma	0
Masters	1
Doctorate	0
Total	5

Expenditure on teacher professional development	\$14,980
Average staff attendance	94%
Proportion of staff retained from previous year	94.1%



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. This end of the day process has seen a significant increase in the number of families calling the school to report the absence of their young person. 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 2021 due to the COVID-19 pandemic.

Year 10 – Year 12 student retention rates – 61%

Year 12 Outcomes

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	4
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