

Southport Flexible Learning Centre Annual Report 2021

Our school at a glance

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Contact Person: Ali Redden, Head of Campus

School Profile

Coeducational

Catholic

Year 7 – 12

Enrolment Numbers - 84

(as per August census 2021)

Southport Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia (EREA) and is conducted in accordance with the EREA's philosophy and principles. Southport FLC commenced operation as a registered Non-State School in 2006 and is part of a national association of over 50 mainstream schools and flexible learning centres. Southport FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of Southport FLC draws on the spirit and vision of Edmund Rice Education Australia (EREA). 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.

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.

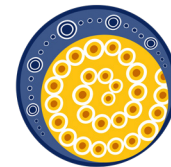
Of Southport FLC's enrolments in 2021,

- 63% were male and 37% were female
- 10% 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
- 78% of our young people were reported as 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 Gold Coast city, from as far north as Ormeau and as far south as Eleanora. The school does bus pick-ups from key locations that link with the public transport system 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:

The school offered a combination of VET and QCAA courses, including

- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Functional Literacy
- Certificate II in Hospitality
- Certificate I in Business
- Certificate II in Music Industry

In addition, QCAA subjects offered were Arts in Practice and Social and Community Studies.

Participation is one of the 'Principles' of the Southport Flexible Learning Centre. Through participation in the learning activities provided at Southport Flexible Learning Centre, our young people have the opportunity to explore and develop academic skills, social and collaborative skills, sport and recreational skills, ready for work skills, relationship skills and life skills. Learning opportunities for all young people included core learning, life skill programs, sports, careers, and adventure-based learning. One elective named "Fierce Factor" centered around building young people's resilience in safe exposure experiences that they were unfamiliar with culminating in indoor sky diving.

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

Young people were also invited to attend several overnight experiences including some on the school grounds. Due to COVID, the school had to cancel some camps that had been initially planned.

Extra curricula activities:

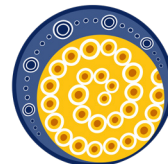
Additional elective subjects were offered both on-site and offsite, including music, gym, geek club, bush adventures, beach adventures, basketball, board games, cooking, art and gardening.

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.

Social climate:

2021 consolidated the growth that happened in 2020, which enabled the school to maintain and develop programs on offer, this included:

- 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, Acknowledging the Traditional Owners and using Yugambah words for greetings then recognising the positives from the day through gratitude practices before we leave.
- Staff training around wellbeing using the Reboot model and developing understanding and implementation.
- Continuation of counselling sessions through Ted Noffs and the continuation of a psychologist who visited the 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.
- Fortnightly professional development on Collaborative Problem Solving 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.



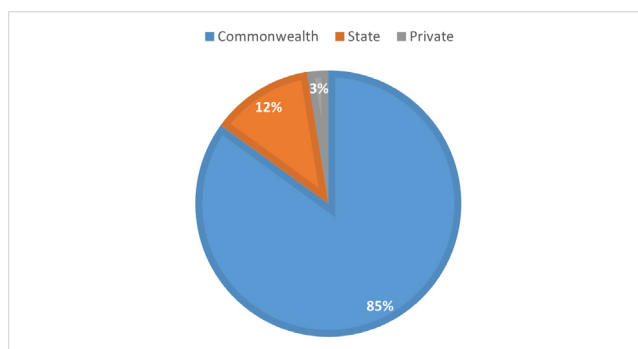
Parent/Caregiver, student satisfaction with the school

All parents/carers and young people were surveyed around their satisfaction across a range of areas such as learning, safety, wellbeing, feeling included, being listened to across the school. This survey forms part of the school focus on ongoing improvement. Both young people and parent/carers were given the ability to provide feedback via an annual survey with results being overwhelmingly positive. However, young people identified areas for improvement around ability to talk to staff and in feeling valued and respected. In addition, young people and parents/carers are welcome and encouraged throughout the year to provide feedback.

Strategies used for involving parents in their young person's education

- Regular communication by phone, email, text message and meetings (at school, home and in the community).
- Schools Facebook page.
- When Covid-19 regulations allowed, invitations to celebration days.
- Information sent to parents 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.
- Support meetings to discuss what measures can be put in place to support young people at school.

School Income broken down by funding source



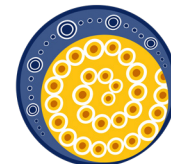
Our Staff Profile

Staff Composition, including Indigenous Staff

	Teachers	Youth Worker	Support	Indigenous
Headcount	6	7	6	1
FTE	6	7	3.5	1

Qualification of all Teachers

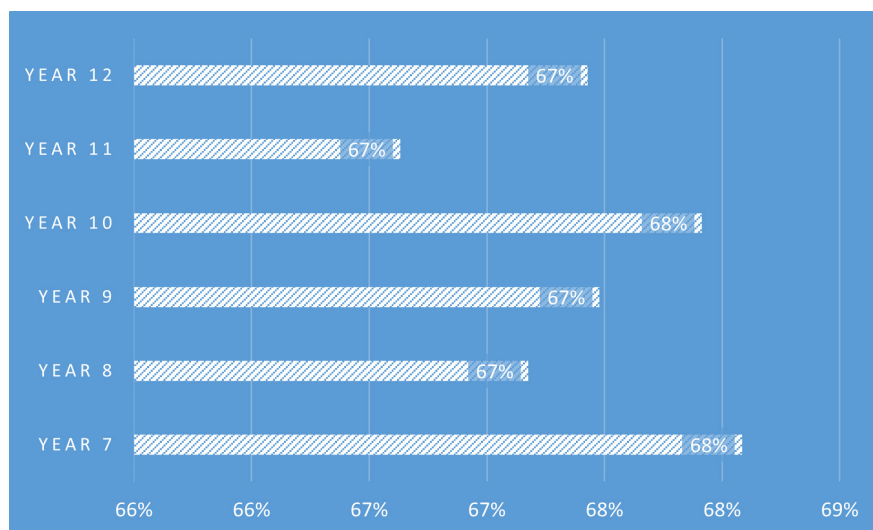
Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	0
Bachelor Degree	6
Graduate Diploma	0
Masters	0
Doctorate	0
Total	6



Expenditure on teacher professional development	\$13,658
Average staff attendance	95%
Proportion of staff retained from previous year	88.9%

Performance of our students

Average Attendance



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

Parents of all eligible students made the decision on an individual basis to withdraw their child from NAPLAN testing in 2021. The school completed the setup procedure for the program and undertook the online practice tests preparing for the online roll out of NAPLAN in 2022.

Year 10 – Year 12 student retention rates - 71%

Year 12 Outcomes

Number of students awarded a Senior Statement	8
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 units of VET qualifications	6
Number of students awarded one or more Vocational Education and Training (VET) qualifications	11
Number of students who are completing or completed a School-based Apprenticeship/Traineeship	4
Percentage of Year 12 students who are completing or have completed a SAT	18%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	0%