



## **Townsville Flexible Learning Centre with campuses in Burdekin and Bowen**

22-26 Ingham Road, West End Townsville  
4810

This annual report for 2021 is published to provide information about the Townsville 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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*I see no value in a centre of learning, which churns out  
numberless school leavers each year  
and is passively part of a society torn apart  
by divisions of race and partisan politics...  
Our schools exist to challenge popular beliefs  
and dominant cultural values,  
to ask the difficult question,  
to look at life from the standpoint of the minority,  
the victim, the outcast, and the stranger\*.*

\*Former Congregational Leader of the Christian Brothers, Br Phillip Pinto. New York 2002

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## SCHOOL OVERVIEW INTRODUCTION

The Townsville Flexible Learning Centre (FLC) including campuses at Townsville, Burdekin and Bowen is a part of Edmund Rice Education Australia (EREA) and is conducted in accordance with EREA philosophy and principles. Townsville FLC commenced operation as a registered Non-State School in 2006 and is part of a national association of over 55 mainstream schools and Flexible Learning Centres.

Townsville FLC is a co-educational Catholic school in the Edmund Rice tradition. In 2021, the school included a large campus in Townsville and two small educational engagement campuses in the Burdekin and Bowen areas. The philosophy of the Townsville 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.

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 Townsville 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* amongst 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.

Townsville FLC works with young people who are vulnerable and experience a complexity of inter-related needs. As discussed above, participation and retention are key elements in the philosophy of Townsville FLC. The development of moral reasoning through the application of the four principles prepares students for responsible citizenship. The learning experiences also 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.

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

Our school supports the Mparntwe Declaration through embedding the goals in our philosophy. As a community we recognise more than 60,000 years of continued continual connection by Aboriginal and Torres Strait Islander peoples as a key part of the nation's history, present and future and pivot our pedagogical practices through this ancient wisdom and ways of learning. Young people are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Aboriginal and Torres Strait culture.

Townsville FLC has committed to the two declaration 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.

Young people are exposed to learning experiences that develop understanding and appreciation of diverse cultural values that constitute Australian society. Learning is focused on the individual needs of young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers, wellbeing staff and young people draft learning plans with articulated educational pathway.

## **FLEXIBLE LEARNING CENTRES (FLCs)**

FLCs seek to respond to the needs of young people disenfranchised from education. FLCs provides a place and an opportunity to re-engage in a suitable, flexible learning environment.

FLCs seeks to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

FLCs are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

## **BEST PRACTICE GUIDELINES**

Townsville FLC identifies a number of best practice guidelines supportive of meaningful socially inclusive educational experiences. While not exhaustive, the following provides a basis for programming and young person support.

### **Individualised Education Program**

Education programs need to be attuned to the individual young person by an assessment of need and delivery within a supportive environment that will re-engage the young person with learning and encourage a sense of community. Personal Learning Plans are developed and negotiated with young people and form an integral part of daily learning programs.

### **Negotiated and Articulated Goals**

Education programs will negotiate goals and the methods of achieving those goals. Such goals will be tailored to the identified needs of the individual.

### **Professional and Community Driven**

Education programs should be characterised by a high degree of professionalism and supported by a close relationship with communities in which they are located.

### **Young Person Support**

Young People are encouraged to make a commitment to the program and its principles. Young Person achievement is valued and celebrated with appropriate recognition given to the uniqueness of adolescent development.

### **Family/Carer Involvement**

Families/carers are viewed as partners in their children's educational experience. While family circumstances may be related to student alienation, the importance of building positive family/carers relationships is a priority.

### **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 experiencing risk will be provided with programs that cater for their spiritual, physical, social, psychological and intellectual development. As well, they will be provided with learning choices both in and beyond the school and with programs that are effectively linked to community agencies and vocational pathways.

## Multi-Professional and Multi-Disciplinary Teams

Team members use a multi-disciplinary, multi-professional approach to provide health, educational, cultural, social and emotional support for young people. Multi-professionals are encouraged to develop supportive relationships with young people and assist them with their basic life needs. Multi-professionals are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol services, accommodation services, counselling services). Staff selection processes identify staff members who are: flexible, able to relate to young people, willing to negotiate, clear about operation by principles, as well as being clear about the responsibilities and the rights of all.

## CHARACTERISTICS AS AT AUGUST CENSUS 2021

The total 2021 enrolment of the Townsville FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	12	20	22	20	16	9	99
Female	2	8	13	14	6	9	52
Gender Diverse	0	0	1	0	0	0	1
First Nations	7	12	15	14	5	9	62
Total	14	28	35	34	22	18	151

## YOUNG PERSON SUPPORT

Each young person at Townsville FLC has staff who support them in their health and wellbeing.

At the Townsville site, these staff include their classroom teacher for core literacy/numeracy and at least one other significant worker. The role of the team is to establish a close relationship to the young person, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues, and overall to support the young person to achieve their stated personal and educational goals. The role of staff is broad in scope, in-depth in its substance, and long-term in relationship. It includes:

- Maintaining the close partnership between school, young person and parent/carer
- Modelling social skills and interactions with young people in their learning groups and community space
- Supporting the young person and their families in times of emotional crisis and/or practical need
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Helping young people to develop a positive self-concept
- Supporting young people with issues of drug misuse and self-harm
- Networking with local inter-agencies to keep abreast of latest developments either via newsletters and meetings when possible

In 2021, the Whole of School Support Team grew, to provide specialised services to individual young people and their families so that they could engage and participate more actively in learning. This Support Team worked closely with the young person's teacher and youth worker. There were four major initiatives:

1. Regular availability of either a male or a female psychologist onsite at Townsville, Bowen and Burdekin campuses.
2. Trialling of a 1-1 Literacy Intervention Project at the Townsville Campus with SPELD. The Inclusive Education Teacher coordinated a Sounds Write trainer with two volunteer teachers and a youth worker, so that nine young people received 1-1 literacy tutoring at least three times a week during Semester Two 2021. SPELD then provided a Sounds Write training course in late November 2021, to support this initiative continuing in 2022.
3. Completing the psychological assessments required for young people's renewal of their educational adjustment verification, as well as supporting some young people and their families to apply for NDIS, and
4. Increased the number of collaborative working relationships with a range of private NDIS service providers and other health services who were working with individual young people and their families.

The Indigenous Community Engagement Officer (ICEO) working closely with this Whole of School Support Team, enabled young people and their families to access these services in culturally safe ways.

The following table details the agencies that worked in partnership with the Townsville FLC staff during 2021:

<b>Townsville Campus</b>
<i>A range of government child protection, youth justice and education service providers including:</i>
<ul style="list-style-type: none"> <li>• Child Safety Service Centres - Townsville North and Hinchinbrook and Townsville South and Burdekin</li> <li>• Court Liaison Officer, Education Justice Initiative, Education Queensland</li> <li>• Townsville Youth Justice Service Centres – North and South</li> <li>• Centrelink Outreach (attend FLC fortnightly)</li> <li>• North Queensland Student Engagement Services, Education Queensland</li> </ul>
<i>A range of youth and community services including:</i>
<ul style="list-style-type: none"> <li>• Lighthouse, Social and Emotional Wellbeing Services, Youth Support Service (TYSS) and Bail House (TAIHS)</li> <li>• Integrated Family Youth Service - residential</li> <li>• Salvation Army,</li> <li>• Pathways, Churches of Christ,</li> <li>• St James Responsive Placement Service, Anglicare North Qld Ltd,</li> <li>• Relationships Australia</li> <li>• Aspire (Mentoring Program), Community Connections, Uniting Church</li> <li>• NDIS Targeted Outreach Project, Queenslanders with Disability Network</li> <li>• Professional Disability Development Support and Services</li> <li>• Speech and Language Development Association (SALDA)</li> <li>• Wellways, NDIS provider for people with mental health and disabilities</li> </ul>
<i>A range of government, non-government and private health providers including</i>
<ul style="list-style-type: none"> <li>• Child Youth Mental Health Services (CYMHS),</li> <li>• Adolescent Inpatient Unit and Day Service (AIUDS),</li> <li>• Counselling, Me Too program, Headspace</li> </ul>

• Townsville Aboriginal and Islander Health Service (TAIHS),
• Sexual Health, Qld Health
• Several local GP's
• Alliance Rehabilitation, Townsville (visiting male psychologist to FLC)
• Cootharinga – Accommodation, Speech and Occupational Therapy Services
• Enable Therapy Services – Occupational Therapist, Extreme Behaviour Support Service
• Psylutionsworx – psychologist
• Therapy Pro, Townsville
• Tracy Richards Psychological Services (visiting psychologist to FLC)

<b>Burdekin Campus</b>	<b>Bowen Campus</b>
<i>A range of government child protection, youth justice and education service providers including:</i>	<i>A range of government child protection, youth justice and education service providers including:</i>
• Townsville and Burdekin Child Safety Service Centre, Townsville	• Bowen Child Safety Centre
• Townsville Youth Justice Service Centres – South	• Mackay Child Safety Centre
• North Queensland Student Engagement Services, Education Queensland	• Townsville South Youth Justice Service Centre
	• Mackay Youth Justice Service Centre
<i>A range of youth and community services including:</i>	<i>A range of youth and community services including:</i>
• Ayr Police, including Police Liaison Officers	• Girudala Community Co-operative Society Ltd
• Burdekin PCYC	• Gudjuda Reference Group Aboriginal Corporation
• Aspire, Uniting Church, Ayr	• Bowen Swimming Pool
• Families Together, Churches of Christ, Ayr	• Ocean Rafting, Airlie Beach
• RM Care (support for people with disability), Ayr	• Wes BAU Personal Training
• Burdekin Hub, TAIHIS – for COVID vaccinations and health matters	• Larrikin's Hotel
• CORE (COmmunity Response to Eliminating Suicide – in rural communities for rural people)	•
• Gudjuda Reference Group Aboriginal Corporation	•
• Salvation Army	
<i>A range of government, non-government and private health providers including:</i>	<i>A range of government, non-government and private health providers including:</i>
• Psychologist, Alliance Rehabilitation, Townsville (visiting psychologist to Ayr)	•
• Child and Youth Mental Health Service, Ayr Hospital	•

## WORKFORCE COMPOSITION

### Staff Composition including First Nations Staff

The staff of Townsville Flexible Learning Centre is a highly qualified, experienced and generous group of professionals who consistently contributes more than would otherwise be expected both within the classroom and beyond. The distinctive skills/qualifications and experience of our staff include:

Description	Teaching staff*	Non-teaching staff	First Nations* staff
Headcounts	17	24	13
Full-time equivalents	17	20.2	13

\*Teaching staff includes School Leaders.

\*\* First Nations refers to Aboriginal and Torres Strait Islander people of Australia. To be counted as 'First Nations staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

## Qualifications of all teachers

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	
Bachelor degree	15
Diploma	
Certificate	

## Qualifications of all non-teachers

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	1
Bachelor degree	1
Diploma	1
Certificate	7

\*Some staff completing their first certificate during 2021.

## STAFF PROFESSIONAL DEVELOPMENT 2021

Townsville FLC is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our young people and models to our young people the modern reality of lifelong learning. In 2021 the following professional development was completed:

- Learn to Swim Teacher Course, delivered by Swim Australia, at Strand Swim (Total three staff – including one teacher)
- Indigenous Mental Health Suicide Awareness three-day workshop, delivered by Dr Tracy Westerman (total three staff – including two teachers)
- Reboot (2 days) (Total 35 staff – including 16 teachers)
- Sounds Write (two days), delivered by SPELD (Total 9 staff – including four teachers)

- First aid and Annual CPR Update (one day) (Total 35 staff – including 13 teachers)
- Perform a Basic Water Rescue (one day) (Total 12 staff including seven teachers)
- Food Handlers Certificate Level 1 Course, delivered online by Safety First training (Total 29 staff – including 17 teachers)
- Knife handlers training (Total 33 staff - 17 teachers)
- New staff Induction (online fortnightly sessions, Semester One) (Total 10 staff including 3 teachers)
- Healthy relationships workshop, delivered by SALDA (Total 27 staff – including 14 teachers))
- Cert IV Mental Health, delivered by Gallang RTO (four blocks of five days in each school holidays), (Total 12 staff)
- Collaborative Problem Solving Training. Total 3 staff – including two teachers)
- Leading with Integrity for Excellence – Governance for Catholic Schools (6 modules), delivered online/three two workshops, by QCEC (Total 2 staff – one teacher), Brisbane
- Fanning the Embers – A gathering of story tellers, dreamers and fire carriers, Xavier Flexi Schools Network Staff Conference (two days), Brisbane (Total 31 staff - including 17 teachers)

## 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 bar with the placeholder text "Search by school name or suburb". To the right of the search bar 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.

[View School Profile](#)

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 dark red background.

### Note:

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

## THE SOCIAL CLIMATE OF THE CENTRE

One hallmark of Townsville FLC is the very real climate of compassionate care. This is expressed through:

- A commitment by all to operate by the principles of respect, being honest, being safe and legal, and participation.
- Encouragement of young people to take initiative; to raise issues of concern to them; to use the principles to challenge other young people and staff
- The formation of right relationships amongst everybody in the school community.
- A focus on self-advocacy to ensure all have a voice and authorship of their lives. To negotiate what they learn and how they want to learn it; to be active participants in all that they experience in their time at The Centre.
- A commitment to ‘common ground’ ensuring a positive, interactive and challenging educational environment.
- A commitment to working intentionally with our young people in evidenced based ways informed by research in the educational, psychological and neurological spheres of knowledge.
- A sense of belonging and ownership has developed in both young people and staff since the Centre opened in 2006.

The Townsville FLC facilitates a number of opportunities to gather feedback from our Young People, Parents/Carer and Staff. Additionally, surveys are sent out annually. This quantitative data coupled with anecdotal data collected during the year is used to determine the level of satisfaction about our Young People’s Education, Wellbeing and Safety and school connectedness and belonging.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Scale: 1-5 (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree/disagree, 4 = Agree, 5 = Strongly Agree)

#### Parent opinion survey

Rating from parents/caregivers out of 5	2021
• My YP likes being at this school	4.7
• My YP feels safe at this school	4.8
• My YP learning needs are being met at this school.	4.4
• My YP is making good progress at this school.	4.7
• Staff at this school expect my YP to do their best.	4.9
• Staff at this school treat young people fairly and with respect.	4.9
• I can talk to staff about my concerns	4.6
• Young people are supported at this school to work with the 4 principles and common ground.	4.8
• I feel valued and respected in this school.	4.5
• Young people are supported at this school to work with the 4 principles and common ground.	4.8
• I feel valued and respected in this school.	4.5

Rating from parents/caregivers out of 5	2021
• Young peoples' wellbeing is supported at this school.	4.8
• This school looks for ways to improve.	4.8
• This school is well resourced.	4.4
• My YP is getting a good education at this school.	4.7
• My Young person's English skills are being developed at this school	4.7
• My young person's Mathematics skills are being developed at this school.	4.9
• YP understand how they are assessed at this school.	4.6
• School reports are clear and relevant.	4.8
• I understand how computers and other technologies are used at this school to enhance learning.	4.5
• Staff at this school are interested in my YP's wellbeing.	4.8
• Staff at this school are approachable.	4.8
• Staff at this school listen to my questions and follow up.	4.4
• This school asks for my input.	4.7
• This school keeps me well informed.	4.9
• This school welcomes me at school events.	4.9
• This school provides me with feedback about my YP's progress.	4.6
• This school is environmentally friendly.	4.8
• This school has a strong sense of community.	4.5
• This school celebrates young peoples' achievements.	4.8
• This is a good school and I would recommend it to others	4.8

#### Student opinion survey

Rating from students out of 5	2021
• I feel included at this school	4.3
• I feel safe at this school	4.2
• My learnings needs are being met at this school	4.1
• My weelbeing needs are being met at this school	4.0
• Staff at this school treat young people fairly and with respect	4.3
• I can talk to staff about my concerns	4.3
• I feel valued and respected in this school	4.1
• Young peoples' wellbeing is supported at this school	4.2
• My English skills are being developed at this school	4.2
• My Mathematics skills are being developed at this school	4.1
• Young people are supported at this school to work with the 4 principles and common ground	4.0
• I understand how computers and other technologies are used at this school to enhance learning	4.3
• Staff at this school isten to my questions and follow up	4.3
• This school celebrates young people's achievements	4.1
• This is a good school and I would recommend it to others	4.2

Staff opinion survey

Rating from school staff out of 5	2021
• they enjoy working at their school (S2069)	4.6
• they feel that their school is a safe place in which to work (S2070)	4.1
• they receive useful feedback about their work at their school (S2071)	3.9
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	4.0
• students are encouraged to do their best at their school (S2072)	4.8
• students are treated fairly at their school (S2073)	4.8
• student behaviour is well managed at their school (S2074)	4.3
• staff are well supported at their school (S2075)	4.0
• their school takes staff opinions seriously (S2076)	4.4
• their school looks for ways to improve (S2077)	4.4
• their school is well maintained (S2078)	4.2
• their school gives them opportunities to do interesting things (S2079)	4.7

## KEY STUDENT OUTCOMES

### ATTENDANCE RATE

The average student attendance rate for 2021 was 67%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

Student Attendance	2019	2020	2021
Overall attendance rate* for students at this school	76	77	67
Attendance rate for First Nations** students at this school			57

### DESCRIPTION OF HOW TOWNSVILLE FLC MANAGES NON-ATTENDANCE

The roll is marked by the Administration Officer between 9am and 11 Am every morning.

All phone or text message from YP/parents/carers to program staff are provided to the Administration Officer. By 11am, a text message or phone call has been or sent to all YP/Parents/Carers with unexplained absences.

By 12pm, the roll is updated with non-attendance information. If no message has been received explaining a YP in care's absence, a call is made to the house and/or Child Safety Officer (CSO) to confirm reason for the absence. If the CSO is unavailable, the message is relayed to the Child Safety Team Leader.

If a young person is late they sign in at the front office.

Between 12pm and 4pm, staff make calls to follow up on unexplained absences or not approved reasons for absence that require pastoral care and support.

At 8am, the previous days roll is checked and updated. A list of unexplained absences is generated to be provided to staff who continuing to make phone calls/texts to YP/Parents/Carers to gather information for unexplained absent. This may include a home visit or asking the Indigenous Community Engagement Officer to follow up.

At the weekly staff meeting, a preliminary report is available of any outstanding unexplained absences for the previous week. During the meeting, staff discuss options to engage and support YP and arrange home visits for those necessary.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 NAPLAN tests are available via the [My School](#) website.

### **How to access our NAPLAN results**

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.



A screenshot of the My School search interface. It features a dark red header with a search bar on the left containing the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned on the far right of the header.

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



4. Click on 'NAPLAN' to access the school NAPLAN information.



### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## YEAR 12 OUTCOMES

Outcomes for Year 12 Students	2021
Total number of Senior Certificates awarded	3
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	100%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	50%

## YEAR 12 COHORT 2021 POST SCHOOL DESTINATION

School Year 2021 – Post School Destinations	Number of Young People in each category	Percentage of Young People in each category
VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)	2	17%
Working full-time	0	0%
Working part-time/casual	3	25%
Seeking work	2	17%
Returned to school	4	33%
Not studying or in the labour force	1	8%

## CURRICULUM - LEARNING CHOICES PROGRAM

The Townsville 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. During 2021, there were eleven learning groups, nine at the Townsville campus, one at Burdekin campus and one at the Bowen campus. Each young person gets placed in the learning group where their learning needs were going to be best met. The following table outlines the age range and the characteristics of each learning group in 2021.

Townsville Campus, located at Ingham Road, West End Townsville			
Junior Learning Groups			
	Age Range	Description	QCE Points
Juniors	11 – 14 years	The focus of this learning group is building young people's existing skills in the areas of literacy, numeracy and digital technology. Young people also have the opportunity to engage in experiences that further develop their personal and social capabilities.	N/A
Middies	13-16 years	Within this group, young people can further develop their literacy, numeracy and digital technology skills. There is a further focus on planning a pathway to	N/A

		accredited learning and continuing the development of personal and social capabilities, with an emphasis on tools for learning independently.	
Bridge	11 – 15 years	The program of the Bridge Learning group is highly individualized with a focus on engaging young people who require extensive adjustments to their educational program. There is a particular concentration on regular attendance patterns, building a positive learner identity and supporting young people to learn effectively in a group setting. Young people's learning is focused on core skills of literacy, numeracy, digital technology, and personal and social capabilities.	N/A
Outreach	11 – 15 years	A 12-month, educational engagement program for young people interested in learning, who are highly anxious and need quieter spaces to self-regulate their behaviour. The daily program maintains a routine that uses a mixture of community and onsite spaces, encouraging regular attendance patterns and core skills of literacy, numeracy, digital technology, and personal and social capabilities.	N/A
Burragah	11 – 15 years	This is an educational re-engagement program for young people disengaged from education who are currently involved with youth justice or at risk of entering the youth justice system. Often young people have been recently released from detention and who have no other educational pathway options available to them at the time of their release. Activities are mainly offered in the community rather than on site. There is particular focus around building a positive learner identity and supporting young people to learn effectively in a group setting. This program is run in partnership with the Townsville North and South Youth Justice Service Centres.	N/A
<b>Senior Learning Groups</b>			
	<i>Age range</i>	<i>Description</i>	<i>QCE points</i>
Goals	15 – 20 years	Goals is a learning group for young people interested in a sport and wellbeing focus. This program currently provides opportunity for young people to complete Certificate I in Sport and Recreation and Certificate I in Access to Vocational Pathways. Young people can also complete their First Aid and their Australian Sport General Coaching Principles. This learning group can be a pathway from Middies (Juniors) into other Senior Classes.	4+ points
Tracks	15 – 20 years	Tracks is a learning program through which young people can access to Vocational Education Training (VET) programs. Tracks currently provides opportunity for young people to complete a Certificate II in Foundation Skills for Work and Vocational Pathways, Certificate I in Visual Art and Independent Living Skills (ILS). There is opportunity for negotiated learning in other VET training courses to assist young people to complete their Queensland Certificate of Education (QCE). This learning group can be a pathway from Middies into a Senior Class.	8+ points
Essentials	15 – 20 years	Essentials is a learning group through which young people can access QCAA Applied subjects. Essentials currently provides opportunity for young people to complete Essential English, Essential Maths and Social and Community Studies. Often young people move from Goals or Tracks into this learning group to complete their QCE.	12 points
Projects	15 – 20 years	This is a learning program that provides opportunities for young people interested in preparing for work or other training. In 2021, a Certificate I in General Education for Adults was offered in partnership with Vocational Training Queensland (VTQ). Young people also have opportunity to complete projects that build transferable skills as well as 'tickets' including Food Handling, Barista training, RSA and white cards.	2 points
<b>Burdekin Campus, located at the PCYC, Ayr</b>			
	<i>Age range</i>	<i>Description</i>	<i>QCE points</i>
Burdekin Education and Engagement Program (BEEP)	11 – 15 years	The focus of this learning group is building young people's existing skills in the areas of literacy, numeracy and digital technology. Young people also have the opportunity to engage in experiences that further develop their personal and social capabilities.	N/A

Bowen Campus, located at Bowen TAFE			
	Age range	Description	QCE points
Bowen Education and Engagement Program (BEEP)	11 – 15 years	The focus of this learning group is building young people's existing skills in the areas of literacy, numeracy and digital technology. Young people also have the opportunity to engage in experiences that further develop their personal and social capabilities.	N/A

In the Junior School, integrated unit plans with a particular topic are developed in response to each learning group's needs. Each Unit Plan incorporates

- English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies and Health and Physical Education (ACARA Learning Areas),
- Literacy, Numeracy, ICT Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, and Intercultural Understanding (ACARA General Capabilities), and
- Aboriginal and Torres Strait Islander Histories and Culture, Asia and Australia's Engagement with Asia and Sustainability (ACARA Cross Curriculum Priorities)

These unit plans may also incorporate workshop industrial skills, outdoor education, sport and recreation, cooking, relational and spiritual education and other real-life experiences/projects in community spaces and natural environments. Every opportunity is taken to view these activities through an Aboriginal and Torres Strait Islander perspectives.

There were some additional curriculum opportunities offered through several external partnerships to different learning groups in the Junior School. These are outlined below:

Junior School		
Australian Curriculum F-10	All Junior classes – Burregah, Juniors, Bridge, Outreach, Middies, Burdekin, Bowen	
Core Skills, ACSF <sup>1</sup>	All Junior classes – Burregah, Juniors, Bridge, Outreach, Middies, Burdekin, Bowen	
<i>Vocational Training Qld (VTQ)</i>		<b>QCE Points</b>
Pre-vocational (non-accredited) Courses (Maths and English – ACSF Pre Level 1, 1, 2, 3)	Burregah, Outreach, Bridge, Burdekin, Bowen	
22471VIC Course in Initial General Education for Adults (ACSF Pre Level 1 – Level 1)	Burregah	
22476VIC Certificate I in General Education for Adults (Introductory) (ACSF Level 2)	Burregah	2
<i>Transition 2 Success (Youth Justice) /TAFE Qld Townsville</i>		
Cert II Skills for Work and Vocational Pathways	Burregah	4
Farm Hand	Burregah	

<sup>1</sup> ACSF - Australian Core Skills Framework describe five core skills: Learning, Reading, Writing, Oral Communication and Numeracy. The ACSF is used as the reporting and assessment framework, with Pre-Level 1a, Pre-Level 1b, and Levels 1 – 5.

In 2021, the Townsville FLC offered a range of curriculum pathways for Senior students that lead into vocational education and training, work, and tertiary studies post their secondary schooling. These learning choices include vocational educational training, school-based apprenticeships and traineeships, and completing their Queensland Certificate of Education.

Senior School		QCE Points
QCAA	Goals, Tracks, Essentials, Projects	
Integrated Learning Areas <sup>2</sup>	Goals, Tracks, Essentials, Projects	
Core Skills, ACSF <sup>3</sup>	Goals, Tracks, Essentials, Projects	
<b>QCAA Authority Subjects</b>		
Essential English	Essentials	4
Essential Maths	Essentials	4
Social and Community Studies	Essentials	4
Short Course Literacy and Numeracy	Goals, Tracks, Essentials, Projects	2
<b>EREA RTO's courses</b>		
<i>VET Certificate II, III or IV qualifications (includes school-based traineeships)</i>		
10674NAT Cert II Functional Literacy	Tracks, Essentials	4
FSK20113 - Cert II Skills in Work and Vocational Pathways	Tracks, Essentials	4
<i>VET Certificate I qualifications</i>		
10626NAT Cert I in Functional Literacy	Goals, Tracks, Essentials, Projects	2
FSK10113 Cert I in Access to Vocational Pathways	Goals	2
SIS10115 Cert I in Sport and Recreation	Goals	2
CUA10315 Cert I in Visual Arts	Tracks	2
<i>Recognised certificates and awards</i>		
Independent Living Skills <sup>4</sup>	Goals, Projects, Tracks	2
<b>Partnerships with other RTO's/ Programs</b>		
<i>On Common Country in partnership with Civil Safety Townsville (RTO)</i>		
White Card (Construction)	Goals, Tracks, Projects, Essentials	
<i>Vocational Training Qld (VTQ)</i>		
Pre-vocational (non-accredited) Courses (Maths and English – ACSF Pre Level 1, 1, 2, 3)	Projects	
22471VIC Course in Initial General Education for Adults (ACSF Pre Level 1 – Level 1)	Projects	
22476VIC Certificate I in General Education for Adults (Introductory) (ACSF Level 2)	Projects	2
<b>ABC Training</b>		
HLTAID001 Provide CPR	Goals	
HLTAID002 - Provide Basic Emergency Life Support	Goals	

<sup>2</sup> ACARA Learning Areas include English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies and Health and Physical Education

<sup>3</sup> ACSF - Australian Core Skills Framework describe five core skills: Learning, Reading, Writing, Oral Communication and Numeracy. The ACSF is used as the reporting and assessment framework, with Pre-Level 1a, Pre-Level 1b, and Levels 1 – 5.

<sup>4</sup> Independent Living Skills focuses on Nutrition and Wellbeing. It is a registered by EREA Flexible Learning Centres Network)

<sup>4</sup> SCIPS means School Community and Industry Partnership Service.

Senior School		QCE Points
HLTAID003 Provide First Aid	Goals	
<i>Club Training Australia (RTO)</i>		
SITXFSA001 Use hygienic practices for food safety	Tracks, Projects	
SITSS00055 Provide Responsible Service of Alcohol	Tracks, Projects	
<i>Flexi ACE, SCIPS<sup>5</sup></i>		
An online non-accredited transition to work program	Goals, Tracks, Essentials, Projects	

## SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

The following programs achieve improved outcomes for students at the Centre.

**Trade Skills Centre:** During 2021, the centre continued to expand the combination of traditional trade skills, 3D printing, laser burning and art projects using a Home Beautification theme. Students progress through a sequence of small to medium sized projects across a number of years.

**Horse Wisdom:** A term program run by Ranchlands Equestrian Centre based on the Equine Psychotherapy Institute of Australia (EPI) model. The program helps young people to understand and become more aware of themselves, how their body is reacting to their thoughts, and identify ways of thinking that may not serve them well anymore.

**Reboot:** Staff at the centre continued to utilise Reboot (a teaching learning and well-being framework based on change theory, positive psychology, neuroscience, developmental psychology, and trauma informed practice) during daily interactions with the students.

**Flexi A2C:** The Flexi A2C provides additional support targeted young people to access the curriculum. In 2021 this support includes access to the Inclusive Education Teacher, Psychologist, and Literacy Coaches. The program also includes specific professional development for staff to better respond to the need of the young people.

## CO CURRICULAR ACTIVITIES

The Centre provides extensive opportunities for young people to participate in co-curricular or non-classroom activities at their level and within their areas of interest. Participation is encouraged. The broad range of opportunities or choices for young people includes activities that are described as cultural, sporting, and intellectual and/or service related. (See Table below).

## Co Curricular Activities offered at Townsville FLC in 2021

Cultural	Sporting	Intellectual	Service
<ul style="list-style-type: none"> <li>• NAIDOC Preparations</li> <li>• Designing and planting a native garden for bees and butterflies</li> <li>• Mabo day community march</li> </ul>	<ul style="list-style-type: none"> <li>• Street Soccer</li> <li>• Mixed martial arts</li> <li>• Learn to swim</li> <li>• Hiking</li> <li>• Horse Wisdom</li> <li>• Deadly Choices</li> <li>• Ninja Park</li> <li>• Boxing</li> <li>• Gym</li> </ul>	<ul style="list-style-type: none"> <li>• Soundswrite one on one literacy program</li> <li>• Ocean Rafting</li> </ul>	<ul style="list-style-type: none"> <li>• Landcare</li> <li>• Conservation Volunteers Australia</li> </ul>

## 2021 MILESTONES

2021 was a year of challenges and uncertainty. In response to the increasing demand of three campuses the existing part time middle leadership positions were moved to full time. The school was able to rapidly respond to changes due to Covid-19 and remain open throughout the 2021 school year. We were able to incorporate the learnings from 2020 to continue to 'Do School Differently' when required allowing the young people and staff to remain connected and ensure all young people were able to continue their education. The way in which staff, young people and the school community responded during this time was a highlight of the year.

This year's NAIDOC celebration was the largest in the schools history. Over 300 people attended the celebration and were greeted by over 30 stall holders from the community, dance workshops, a smoking ceremony, a performance and small group sessions from Bush Tucker Bunjie, a book launch from Boori Monty Prior, a reading of 'The heart of the reef – a call to healing' by the Great Barrier Reef Traditional Custodian's Malachi Johnson, an impromptu performance from Sean Choolburra, and a Kup Murri.

Following NAIDOC the school acknowledged a past network staff member by establishing the Martin Kelly – Crossing the Cultural Bridge award. The award is in memorial for Martin Kelly and his commitment to work in the third space between Aboriginal and Torres Strait Islander ways and western ways. The school community was joined by Paul Kelly (Martin's brother) and Dan Kelly (Martin's son) at a morning meeting to present the award for the first time.

The Centre continued to receive support from external agencies. In 2021 this included the completion of the YEET agreement, and the establishment of Flexi A2C, The Burragah Program and the Indigenous Community Engagement Officer role. The Flexi A2C program focused on increasing young peoples access to the curriculum. It includes support from the Inclusive Education Teacher, the school Psychologist, Literacy Coaches, and professional development for program staff. The partnership with Townsville Youth Justice Service Centres to operate the Burragah program continues to be a highlight for the Centre. The program focuses on providing an appropriate and engaging educational experience for those who have limited access to education. In 2021 the model for Burragah included a core and high support group. The Centre also continued to receive support from the National Indigenous Australian's Agency to provide funding for an Indigenous Community Engagement Officer (ICEO).

In the second half 2021 the school was able to offer an intensive literacy program. The program was facilitated through a partnership with SPELD and two volunteer teachers. Young people who participated in the program received 1-1 literacy tutoring at least 3 times per week. Volunteers and staff were provided with professional development in 'Sounds Write'. The program received positive feedback from young people, parents and staff and will continue into 2022.

During the year the Townsville Campus was approved to begin construction of the new administration block, new art block and refurbishment of the existing administration and 2 classrooms. The project will allow the school to have all staff in the one staffroom, provide much needed additional classroom space and give young people greater access to artistic expression. The Burdekin Campus refurbishment began and staff and young people were excited to see the progress and will start the 2022 school year in the new facility.

2021 was a year impacted by Covid, new structures and building projects. Despite these and other challenges the school was able to increase the number of young people receiving support to access the curriculum, increase the percentage of young people accessing support for NCCD from 62.5% to 84% and have young people achieve academic success. Three young people were able to complete their Queensland Certificate of Education, and 21 young people complete a 35 certificate courses in one or more of the following: Functional Literacy, Access to Vocational Pathways, Skills for Work and Vocational Pathways, Information, Digital Media and Technology, Sport and Recreation with the Centre this year. This was a testament to young people's resilience and dedication during their time at the Centre.

## **CONCLUSION**

The Townsville Flexible Learning Centre continues to provide a safe, caring, and engaging educational environment for young people who for a variety of complex and sometimes challenging reasons sit outside the mainstream education environment.

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