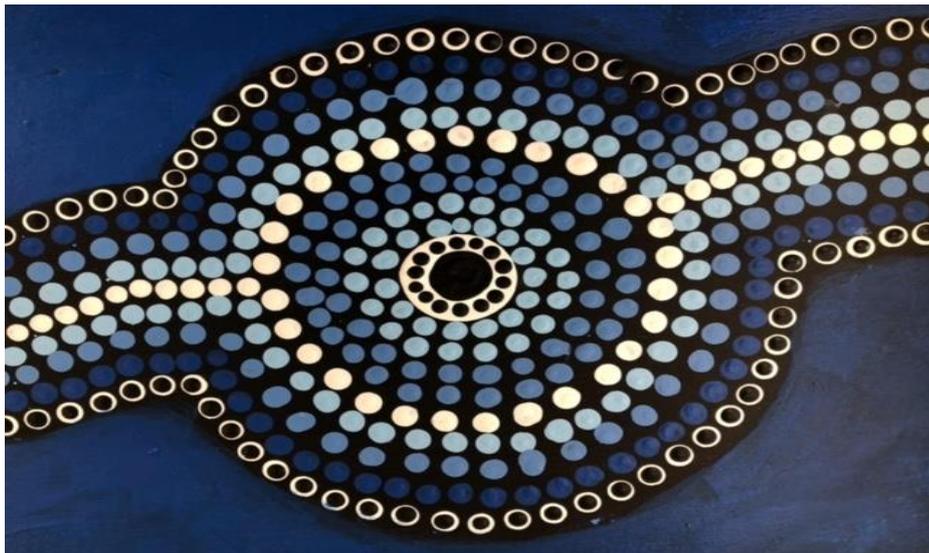


St Laurence Flexible Learning Centre

Annual Report 2021



About This Report

St Laurence Flexible Learning Centre (FLC) is registered by NSW Education Standards Authority (NESA) and managed by Youth+ under the governance of Edmund Rice Education Australia (EREA).

The Annual School Report to the Community for this year provides the St Laurence FLC community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding school improvement initiatives and developments of major interest and importance to the school community during the year. Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and EREA.

This Report has been approved by EREA to ensure compliance with all NESA requirements for Registration. This Report complements and is supplementary to school newsletters and other regular communications.

Following its submission to NESA, the Report will be presented to the St Laurence FLC community, and be available on the school's website by 30 June 2022.

Further information about the school or this Report may be obtained by contacting the school:

St Laurence Flexible Learning Centre
137 Broadmeadow Rd
Broadmeadow, NSW 2290
Office Ph: 02 4075 2077
Web: <https://www.ereafsn.edu.au/stlaurenceflcnewcastle/>

Message from Key School Bodies

Head of Campus Message:

2021 saw St Laurence Flexible Learning Centre complete its third year of operation as an Edmund Rice Education Australia school under the Eastern Flexi Network. Our staff team is proud to continue education in the tradition of Edmund Rice by providing education options to the most marginalised youth of our local community.

As our presence in the community grows, we are making increased connections with local businesses and agencies and receiving more referrals from local schools, families and services.

This year was another that saw a number of challenges faced by our community through Covid, lockdowns and restrictions in accessing the usual format of schooling. I have seen the staff respond to each challenge with creativity, energy and unwavering commitment to ensuring the wellbeing of our young people and keeping them connected to the school. Staff have delivered online lessons to those who can access the internet or manage online learning, participated in individual lessons and support via the phone for those struggling with online participation or with no access to the internet (many families had to share a device), they have also physically delivered learning packs and meals to our families learning as part of the weekly ritual. Again we have seen the impact of disrupted learning on young people which resulted in a few becoming significantly disengaged.

This year we saw our biggest number of young people completing the Year 10 RoSA certificate with twenty one successful graduates. With an additional four young people gaining the credential of a Certificate II in Skills for work and vocational pathways. Both of these qualifications allow our young people to move into further education, employment or employment agencies.

The introduction of the Drivers Education program has enabled seven young people to become safe licensed drivers. A number of these young people did not have the financial means or support at home to achieve this goal.

We continued to grow our electives program which aims to connect young people with learning for the enjoyment of learning in areas of interest. Young people could select from a broader more diverse range of activities such as music, art, photography, cooking, cycling, boxing, craft and surfing.

Through excursions, we have introduced our young people to activities within their own backyard and expose them to the rich history of the area.

Overall, this year has been another faced with challenges. Through adversity, we have grown stronger as a team and community and have been rewarded with a significant number of successes.

Kelly Anderson - Head of Campus.

School Context

St Laurence Flexible Learning Centre (SLFLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. SLFLC commenced operation as a registered Non-Government School in 2019 and is part of a national association (EREA) of over fifty schools which includes, in 2021, twenty one Flexible Learning Centres.

The philosophy of the St Laurence FLC draws on the spirit and vision of Edmund Rice Education Australia and is grounded in the Edmund Rice Education Australia Charter document (see www.erea.edu.au). The document has a clear commitment to social justice, inclusive communities, liberating education and gospel spirituality, 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” (for self, others and environment), “Safe and Legal” environment, “Participation” (have a go) and “Honesty” (being fair dinkum) among all participants of the St Laurence FLC. This is evident in the ways the organisational culture and practices are shaped through the application of these principles. In essence, the principles establish a “common ground” among staff, young people and parents, a collective forum, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group, and individually and as members of the broader community.

The 2008 Melbourne Declaration on the Education Goals for Young Australians calls for improved educational outcomes for Indigenous youth and disadvantaged Australians, and states:

“Australian Governments commit to working with all school sectors to

- *‘close the gap’ for young Indigenous Australians*
- *provide targeted support to disadvantaged students*
- *focus on school improvement in low socioeconomic areas”*

(Melbourne Declaration on Educational Goals for Young Australians. 2008, p.15)

St Laurence FLC works with young people who are vulnerable and experience a complexity of inter-related needs. Participation, engagement and retention are key elements in the philosophy of St Laurence FLC, and the development of moral reasoning through the application of the four principles prepares young people for responsible citizenship. The learning experiences also build self-confidence and esteem in young people, promote an optimistic view of their potential and future, and assists them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

St Laurence FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Young people are enrolled from a variety of languages, cultural and religious backgrounds, with particular sensitivity to First Nations culture, and from backgrounds of socio-economic disadvantage. Young people are exposed to learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society and specifically addresses the needs of young people and families from the Newcastle/Hunter region. Importantly young people are encouraged to participate in decision making processes that affect the school community, their own lives and the society in which they live. Learning is focused around the individual needs of young people and progress is carefully documented and monitored. Young people, in conjunction with their teachers and youth workers, draft learning plans with articulated education pathways.

Operation by Principles and Common Ground – (Actions taken by the school to promote respect and responsibility)

The concept of '*common ground*' applies to all who choose to participate in our services. Adults and young people alike commit to participate in a learning environment that is democratic, relational and operates through key principles.

Relationships at our services are based on a respect for personal dignity and recognition of difference. An emphasis is placed on the peaceful resolution of conflict and spirituality is recognised as a universal human experience. Rather than being rule governed, the school uses principles, which are agreed upon (established common ground) as a basis for respectful social engagement amongst the community including young people, parents and staff. The principles are:

**RESPECT,
PARTICIPATION,
SAFE and LEGAL, and
HONESTY**

These principles are used to guide group relationships. They represent broad directions for group practice and establish a common ethical framework that promotes appropriate learning and personal relationships.

The consequence of operating within a common ground set of principles is that all group participants, whether they are staff, young people or parents, are responsible and accountable for their behaviour, while allowing everyone to have a voice. Within this framework emphasis is placed on providing opportunities for the articulation of issues and their resolution. Considerable time, sensitivity and skill are often required to allow for briefing, challenge and registration of on-going expectations. Honest and open communication enables young people, parents/carers and staff to demonstrate their satisfaction (or dissatisfaction) with the school.

Parent and Carer Support and Involvement

St Laurence FLC recognises that parents/carers are the primary educators of their young people, while remaining sensitive to the fact that many young people live independently of their families. We recognise our critical role in educating parents and carers, and being the link between young people and their carers in times of stress and crisis.

Particular reference is made to recognition of First Nations Culture through integrating Aboriginal and Torres Strait Islander themes in our curriculum and recognising National Days and Celebrations.

Staff (teacher and youth worker) have regular contact with parents and carers via phone conversations and catch-ups that happen on an almost daily basis. The importance of this informal contact cannot be overestimated. Parents and carers often phone wellbeing staff or the Head of Campus to share information or to ask for advice, and most particularly seek and share strategies and supports in times of crisis.

Parents and carers are invited into Operation by Principle as participants in Collaborative Problem Solving meetings with staff and young people. Staff seek the input of parents and carers in negotiating a way forward with young people. Staff often conduct home visits to encourage young person engagement through outreach and participation in on-site classes.

St Laurence FLC supports and encourages this role of parents/carers through: presentation ceremonies, newsletters, cultural and social celebrations, parents/carer meetings and home visits. Families are viewed as partners in their children's educational experience. While family circumstances may be related to young people's alienation, the importance of building positive family relationships is a priority.

Individualised Education Program and Learning Plans

Curriculum plans are 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 in collaboration with the young person, family or carer and staff. Personal Learning Plans are informed by diagnostic testing in literacy and numeracy as well as observations and provide a snap shot of the young person's current needs and future aspirations.

Through this living document, young people articulate their learning, social, emotional and personal needs and goals. They are dynamic documents that respond to the changing contexts of young people as they progress through stages of life, and importantly the achievement of goals and milestones are celebrated. The Personal Learning Plans are formally revisited at the start of each term and adjusted frequently throughout the year. Teachers and support staff use this information to make learning and environmental adjustments for each young person, which they apply from a trauma informed practice.

Diagnostic Testing

Often a young person enrolling in the program comes with little or no documented educational history due to an extended absence or sporadic attendance at the previous school. Therefore it can be difficult to ascertain their current educational ability and needs. To ensure that a young person is getting appropriate learning material we undertake a literacy and numeracy assessment of their current ability. This is initially completed using online PAT testing in maths & Reading which identifies strengths and areas to develop across the strands of the curriculum. PROBE reading may also be used.

A secondary assessment tool is used called Key Skills Builder (BKSB).

BKSB is specifically designed for disengaged and educationally marginalised young people and adults. BKSB results are aligned with national benchmarks for accredited learning and training, and the results are able to be used to identify young people who may be ready to move into accredited training and transitional pathways.

BKSB is a validated diagnostic tool that is aligned to the Australian Core Skills Framework (ACSF). The ACSF provides a level that is nationally recognised, and aligns with the minimum literacy and numeracy standards in NSW for school leavers. BKSB is utilised weekly within the maths and English programs to further develop the basic skills through an individualised program based on need.

All Year 9 students are invited to participate in the NAPLAN testing. Many parents chose to opt out of NAPLAN testing where possible.

Rhythm, Routine and Ritual

Structure and predictability helps young people who have experienced trauma to feel safe and enables them to take safe risks and to develop. St Laurence FLC has built routine and ritual into daily practice in order to create a calm and predictable learning environment for young people. This also produces positive outcomes in young people's ability to negotiate and communicate, to think critically, to make decisions and to build their social capability.

In addition to daily morning check ins, twice a week the community conducts an extended check-in session at the beginning of the day. This session allows young people to share issues of concern, address problems, air grievances and communicate openly with staff. It also allows days of significance to be marked, celebrated and discussed, for example Easter and Youth Week festivities.

Learning Choices

The school's educational approach includes flexible timetabling, smaller learning groups, and relevant curriculum. This enables the delivery of creative responses to the learning needs of the individual young person, incorporating their cultural and spiritual backgrounds and history of trauma.

The school's learning programs comply with NESA Mandatory Course requirements for stage 5 of schooling, with a strong emphasis on providing meaningful and engaging learning through individual adjustments and personal learning plans. St Laurence FLC offers year 10 students the choice of the full Record of School Achievement (RoSA) credential or a non RoSA course. Course selections are made in collaboration with young people and their families. They are guided by the transition goals of the individual.

In addition there is a range of Vocational courses which allow flexibility in learning, the opportunity to gain more credentials and skills making the young people more employable. Young people are given the opportunity to work towards the Certificate II in Skills for Work and Vocational Pathways.

Also available were skill set courses in First Aid, Barista and hospitality.

This year we were given the opportunity for our young people to participate in short courses at TaFE through the YES program which included Gaming, Tiling and Youth Work studies.

Multi-Disciplinary Teams

Team members use a multi disciplinary approach to provide health, educational, cultural, social and emotional support for young people. Educational, community and allied health professionals are encouraged to collaborate closely to provide wrap around care for the young person. Information is shared and expertise is respected. The youth support team works holistically to develop links with external support agencies such as Child and Youth Mental Health Services, Family and Community Services, Drug & Alcohol support services, housing and accommodation services, Drug Rehabilitation and Juvenile Justice.

The youth support team are a part of the local interagency group that meet regularly.

Curriculum

The St Laurence FLC provides holistic learning experiences that address the social needs of young people, and promotes their emotional, cognitive, spiritual and academic development. Learning programs are developed with the intention to:

- empower young people to take personal responsibility for their learning
- support young people to become independent learners
- address deficits or gaps in literacy and numeracy
- develop in young people the skills and dispositions of twenty-first century learners including collaboration, innovation and knowledge creation,
- recognise and celebrate the skills and knowledge of young people,
- enable young people to experience challenges within a safe and supportive learning environment
- provide a sense of achievement that is relevant and authentic to the real world

Learning experiences address NESAs Mandatory Courses for years 9 and 10 with a strong focus on Literacy and Numeracy. Courses offered appear below.

| NESA Mandatory Courses | |
|---|--|
| Stage 5 | English, Mathematics, Science, Health & Physical Education, Geography, History |
| Stage 5 RoSA (Record of school achievement) | English, Mathematics, Science, Health & Physical Education, Geography, History |
| RoSA Graduates Stage 5 | 21 Graduates |
| VET Courses | |
| Certificate II in Skills for Work & Vocational Pathways – 4 graduates Statement of Attainment in Hospitality – 4 participants First Aid - 7 | |

Community Engagement and Wellbeing Programs

Sport and outdoor activities continue to make up a large part of the timetable St Laurence FLC, and help us to build a positive community within our school. In 2021, we had strong relationships with PCYC Broadmeadow and Planet Fitness where we maintained a regular weekly booking to participate in exercise programs.

We were also successful in gaining funding through Sporting Schools Grants which has allowed us to run an exciting sport and recreation program including coaching in: Swimming, surfing, boxing, tennis.

This year the Transition support role ran a Careers, Chat and Coffee meeting where parents and carers could come and meet up with external agencies to hear about employment and study opportunities for their young people.

Unfortunately many scheduled activities were cancelled due to Covid restrictions again during the year.

Young people did manage to participate in virtual open days through TaFE & a virtual expo. Guest speakers included the Australian Defence Force & a TaFE careers officer managed to visit outside of lockdown.

Wellbeing Workshops

Externally run workshops such as Family Planning were cancelled due to lockdown restrictions. Staff delivered alternative wellbeing workshops including Love Bites inhouse using the PDHPE curriculum as a guide.

Samaritans ran a Resilience program for a couple of weeks prior to lockdown.

Our youth support team make wellbeing calls in the holidays to each student to offer additional support where required and ensure our young people stay connected.

Cultural Activities

In 2021, we were unable to participate in many activities due to Covid-19. Activities were run inhouse including Sorry Day, Reconciliation Day & NAIDOC activities. This year saw the inclusion of the Culture Strong program which was open to all young people.

Craft and Art Projects

We have had many young people choose to engage in different art and craft electives offered throughout the year. A collaborative mural was completed in the school foyer as well craft activities.

Young Person Enrolments

| 2021 Young Person Enrolments | |
|------------------------------|-----------|
| Girls | 33 |
| Boys | 27 |
| Unspecified | |
| Total | 60 |
| First Nation | 13 |

Characteristics of the Student Body

The young people represent a diverse population of indigenous and non-indigenous males and females of secondary school age, up to 18 years. The young people who attend the St Laurence Flexible Learning Centre have typically experienced significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses. Some young people present with diagnosed disabilities but many show signs of learning difficulties, and undiagnosed conduct disorders or unstable mental health. The support for our young people is embedded within an educational framework but also typically involve medical, multidisciplinary, legal and/or social support personnel and systems.

2021 Enrolment by Gender and Attendance

| 2021 Young People Enrolment by Gender and Attendance Rates by Year Level | | | | |
|---|------|--------|-------|-----------------|
| YEAR | MALE | FEMALE | TOTAL | ATTENDANCE RATE |
| 9 | 9 | 14 | 23 | |
| 10 | 18 | 19 | 37 | |
| TOTAL | 27 | 33 | 60 | 52% |

*The 2021 attendance rate has been significantly impacted by Covid-19.

School Management of Non-Attendance

Attendance requirements are established to maximise the young person's learning opportunities and performance. All enrolled young people are required to attend school unless reasonable and valid grounds exist for them to be absent. Parents/carers have a responsibility to assist the young person to attend school regularly and a further responsibility to contact the school explaining why absence has occurred when the young person is domiciled with them. The particular circumstances of each young person are considered in the context of this policy. St Laurence Flexible Learning Centre is open to support any arrangements that suit family and student needs to help to improve and encourage higher attendance rates. These include but are not limited to providing plans with reduced days and/or times to be at school, phone calls home to students and parents, off-site and home visits to students and parents and provision of work through booklets and online learning.

Post School Destinations

A number of young people from 2021 will be returning to continue their learning at SLFLC in 2022. This year we have seen a more positive outcome in terms of destinations of the young people who have moved on from our school. This is a result of the high level of support offered by our Transition Pathways role which works closely with the young people and their families in creating a transition plan.

| Destination | Number of Young People |
|----------------------------|------------------------|
| Full Time Employment | 5 |
| Other Secondary School | 11 |
| Work/Job Seeking/Agency | 9 |
| Apprenticeship/Traineeship | 1 |
| Unknown | |
| HSLO | 17 |
| TAFE | 5 |
| Returning to SLFLC 2022 | 13 |

Professional Learning

St Laurence 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. Unfortunately, Covid once again significantly impacted our professional development plans. In 2021 staff participated in the following:

- Individual Reflective Supervision
- Intensive course in raising literacy
- Curriculum Planning Sessions
- First Aid and Resuscitation
- Strategic planning days
- EREA Child Safeguarding Complispace
- EREA Deputy Principal & Head of Campus meetings
- Explicit Instructions Workshop
- HOC network meetings

Teaching Staff Details

Teacher qualifications fall into 1 of 3 categories for all teachers responsible for delivering the curriculum:

| | |
|--|------|
| Teaching qualifications from a higher education institution within Australia or as recognised by AEI – NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

| Accreditation Status | Number of Teachers |
|----------------------|--------------------|
| Proficient | 5 |
| Provisional | |
| Conditional | |

Workforce Composition

| | |
|-----------------------------------|----------|
| Teachers | 5 |
| Youth Workers | 3 |
| Support Staff | 1 |
| Workers Identifying as Indigenous | 0 |
| Total number of staff | 9 |

Feedback

Informal feedback from parents throughout the year indicated satisfaction towards the school and processes particularly in the flexible way that school could respond to individual student circumstances with transport support as well as wellbeing support. Parents also appreciated the familial support in encouraging parents to be a part of collaborative problem solving but being flexible when they were unavailable and also the additional familial support in providing food packages as required.

Informal staff feedback indicated staff appreciation at the level of flexibility and involvement that the school is able to provide due to our small size.

This year a formal survey was administered to all families seeking feedback on transition and pathway services.

School Policies

The following gives a summary of some of the school policies in use. Copies of all policies are available from the school office. Policies required to be available publicly are available via the school website below:

<https://www.ereafsn.edu.au/stlaurenceflcnewcastle/>

Enrolment Policy Summary

St Laurence Flexible Learning Centre offers a non-fee paying, inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Young People are enrolled from all genders, from a variety of language, cultural, ethnic and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage.

The young people enrolled have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses as young people who are at risk or have disengaged: young people in out of home care, Aboriginal young people, young offenders, young people affected by homelessness, newly arrived and refugee young people, young parents and carers, young people with disabilities and young people with mental health concerns.

This policy complies with all applicable State and Commonwealth laws. Enrolment interviews are conducted to assess a young person's needs in the light of the above criteria and to assess the Flexible Learning Centre's ability and resources to meet those needs.

For informal care arrangements, where a student is not living with a parent/guardian but is living in an informal care arrangement, the school may accept an enrolment form signed by the informal carer if the carer provides a signed Informal Relative Carer's Statutory Declaration to the school. The informal carer may be a relative, significant friend or a person within the child's extended social network.

Managing Student Attendance

St Laurence FLC values the importance of regular attendance and is committed to supporting regular attendance while ensuring that the school's duty of care to young people and legislative obligations are met.

Our school holds a number of responsibilities in relation to student attendance. These include:

- that the Principal must ensure that a register is kept recording the daily attendance or absence of each school-aged young person in line with the Ministerial Directive.
- that a young person is excused from attendance if he or she is prevented from attending because of a reasonable cause approved by the Principal, and the parent has given notification.
- that the Principal may require a student to not attend a school on any day on which the student has an infection or is suffering from an infectious disease.

Regular participation in meaningful education is critical for young people's academic, vocational, social and emotional development. Given the specialist nature of the Flexible Learning Centre we recognise that many young people face significant challenges to regular school attendance. Factors such as mental illness, substance addiction, ongoing family conflict, and previous negative experiences at school can make it very difficult for young people to attend school every day. FLCs undertake a range of processes and supportive mechanisms to ensure that young people work towards consistent attendance and that all absences are justified.

If the young person is expected to attend school on a given day and does not arrive by the commencement of the school day, the admin staff member or student support person will contact the young person and their parent/carer by the end of the first learning session in order to inform the career of the absence and seek an explanation for the absence.

If the staffing partnership is not able to reach a young person or their parent/carers in relation to an absence, they will send a text message and follow up again later in the day and again the next day. Reasonable efforts will be made to ensure that the young person is safe. This may include contacting alternate carers or services (where consent has been previously given to do so). Follow up may also include contacting the Department of Family and Community Services or the Police where the Campus Principal deems that the young person may be at risk of harm.

Ongoing absences are followed up via a letter to the parent/carer. A reconnect meeting can be offered in order to discuss and barriers and supports offered. Absences of 20 days with no response are referred to the Home School Liaison Office and Department of Family and Community Services if deemed at risk or neglect by the parent/carer.

All communication with young people and carers regarding school absences is documented electronically and filed securely, as specified in relevant legislation.

Student Welfare Policy

St Laurence FLC seeks to provide quality education for all young people, taking account of their age, background, ability and interests, to assist them to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.

Young people are better prepared for learning when they are healthy, safe and happy, therefore, young people welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from welfare. Helping young people to learn effectively and to develop positive attitudes and behaviours are goals of the St Laurence FLC community. This requires that each young person is educated in an environment which provides for their individual development.

St Laurence FLC Welfare Policy including anti-bullying policies, procedure and responsibilities that define bullying, outlines the responsibilities of staff members and sets out clear procedures that the school will take to act on any instance of bullying.

St Laurence FLC works on operation by principles and uses the establishment of a working agreement with the young people as the foundation to keep everyone safe and respected within the school community.

Discipline Policy

St Laurence Flexible Learning Centre aims to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every person has a right to enjoy their time at school. Respect for others is expected.

When inappropriate behaviour occurs, the following dimensions will be considered in the light of operation by principle and the working agreement established by the community:

- student behaviour education and pastoral care
- pastoral care for the whole school community
- student connectedness and engagement
- Collaborative Problem Solving practices
- Restorative Practice
- operation by principle as the framework for negotiation

Complaints and Grievances Policy

St Laurence FLC respects the right of all members of the community to have access to a process, which will give full and fair consideration to any grievance that may arise. All grievances and actions taken will be recorded in a School Complaints Register. The process endeavours to hear in a timely and equitable manner any grievance raised to ensure that the principles of natural justice are followed.

A grievance is any written complaint made against a member of the School community or School in respect to any action, policy, process or situation relevant to the running of the School by:

- a member of the School community
- any member of the public
- any legal identity

Comment on 2021 Priority Areas

- The school cohort grew in enrolment numbers to 45. At times numbers fluctuated throughout the year as a result of a second year impacted by Covid and lockdowns. The school program, structure and staffing are now set for an ongoing roll of 45 young people.
- The introduction of VET courses such as Skills for work and the external TaFE courses, provided the learners with a more diverse selection of learning opportunities. Young people have also had opportunities to participate in White Card, Barista, and First Aid courses
- Staff professional development and strategic planning days have helped embed literacy strategies across the school in all subject areas. The diagnostic testing has helped with class groupings and unit planning. Also introduced this year was a morning literacy support group which has seen young people significantly improve their confidence and literacy skills using the Toe by Toe program. There is a dedicated learning support worker who works closely with young people in need of intensive literacy support
- The addition of the Transition role has seen a strong focus on developing employability skills in young people. Each young person has access to the Transition support worker for career planning, attending work-related meetings, resume development and work experience. Also included this year is the introduction of the Certificate II in Skills for work
- Staff have spent time consolidating the current program and expanded the course to include more practical units of work such as robotics, drone workshop and other topics of interest to increase student engagement
- Greater access to information regarding career opportunities for parent & carers through regular contact with the Transition role. Many events were impacted by lockdown throughout the year, however there was a number of opportunities for young people to participate in workshops and events that increased knowledge and awareness of potential career pathways
- Introduction of the Culture Strong program delivered weekly at school and open to all young people
- More proficient use of the TEAMS online learning platform especially during lockdowns. Staff have become more confident in using features to enhance their teaching

Priority Areas for Improvement for 2022

- Further expand core learning programs
- Development of an intervention literacy program
- Staff training in Mental Health awareness and response
- Increased opportunities for young people to engage in wellbeing programs
- Staff training and development
- Increased focus on young person wellbeing

St Laurence FLC
Statement of Profit or Loss and Other Comprehensive Income
For the year ended 31 December 2021

| | Notes | 2021 \$ | 2020 \$ |
|--|----------|------------------|------------------|
| REVENUE AND INCOME | 2 | 1,734,040 | 1,477,473 |
| EXPENSES | | | |
| Administration | | 316,777 | 287,613 |
| Boarding | | - | - |
| Depreciation, Amortisation and Impairment | 3 | 84,140 | 42,425 |
| Employee benefits | 3 | 1,304,735 | 1,090,326 |
| Faculties and co-curricular | | 35,185 | - |
| Finance costs | 3 | 75 | - |
| Insurance | | 18,582 | 3,264 |
| Operating lease rentals | 3 | - | - |
| Maintenance and utility | | 39,772 | 35,487 |
| Other expenses from ordinary activities | 3 | - | - |
| Trading activities - expenditure | 3 | - | - |
| Other significant expenses | 3 | - | - |
| Total Expenses | | 1,799,266 | 1,459,115 |
| Profit/(Loss) for the year | | (65,226) | 18,358 |
| OTHER COMPREHENSIVE INCOME | | | |
| Net gain or loss on financial assets measured at fair value through other comprehensive income | | - | - |
| Total other comprehensive income/(loss) for the year | | - | - |
| Total comprehensive income for the year | | (65,226) | 18,358 |

Conclusion

St Laurence FLC continues to offer an education option for those who through marginalisation cannot access a standardised education. St Laurence FLC maintains authenticity as an inclusive community and works to provide care, hope and socialisation skills as well as an academic learning program under the governance of NESAs, Catholic Schools NSW and Edmund Rice Education Australia.

Kelly Anderson

Head of Campus

St Laurence Flexible Learning Centre

Adam Richter

Network Co-Principal

South East Network

Youth+, Edmund Rice Education Australia



OUR TOUCHSTONES