

# **St Mary's Flexible Learning Centre**

## **Annual Report**

# **2021**



## About This Report

St Mary's Flexible Learning Centre (SMFLC) is registered by NSW Education Standards Authority (NESA) and managed by the Eastern Flexi Schools Network under the governance of Edmund Rice Education Australia (EREA).

The Annual School Report to the Community for this year provides the SMFLC 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 SMFLC 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:

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63 Forrester Rd  
St Marys, NSW 2760  
Office Ph: 0409 563 877  
Web: <https://www.ereafsn.edu.au/st-marys-flc/>

# **Message from Key School Bodies**

## **Head of Campus Message:**

2021 marked the 7<sup>th</sup> year of operation of SMFLC as an Edmund Rice Education Australia school. Like 2020, this year was a challenging one for our school and wider community facing unique pressures due to the COVID-19 pandemic. While we remained open at all times, there were again periods where staff and students were encouraged to work and learn from home as much as possible. We continued to remain connected online or through phone calls and through drop offs of schoolwork and food packages.

As vaccinations allowed us to reopen to full capacity, we welcomed some new staff to support us. Some of our highlights from 2021 included a Presentation Day with a play organised by our Birrong class, a Dog Therapy day, a Family and Community BBQ Day, stand up paddle boarding, white card courses and our Christmas Lunch.

Our school remains in high demand, and we continue to have a waiting list to manage enrolments. We have made access to our referral forms easier via online means as well as having them available for anyone coming by so that we can continue to remain as accessible as possible for everyone in the community. While our search for a larger venue has been hampered due to the pandemic, we continue to seek an opportunity that would allow us to expand and reduce these waiting times to better meet the needs of the community.

At the conclusion of 2021, we had scheduled staff training days where we headed to our Flexi at Newcastle with other staff based around NSW. A key focus of these days is to increase our skills that are specific to teaching in Flexi schools while also allowing for valuable collaboration time with our colleagues around the state who also work in a Flexible Learning Centre.

Michael Loudoun - Head of Campus.

## School Context

SMFLC is a part of Edmund Rice Education Australia Flexible Schools Networks (EREAFSN) and is conducted in accordance with EREAFSN philosophy and principles. SMFLC commenced operation as a registered Non-Government School in 2015 and is part of a national association (EREA) of over fifty schools which included, in 2021, twenty-two Flexible Learning Centres.

The philosophy of SMFLC draws on the spirit and vision of Edmund Rice Education Australia and is grounded in the Edmund Rice Education Australia Charter document (see [www.era.edu.au](http://www.era.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 SMFLC. 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 2019 Alice Springs (Mparntwe) Education Declaration outlines a vision for education which “encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face”. To this end, SMFLC works in close partnership with young people, families, carers, government and non-government bodies in committing to:

- empowering Aboriginal and Torres Strait Islander students to reach their potential and to ensuring the education community works to ‘close the gap’ for young Aboriginal and Torres Strait Islander peoples.
- ensuring the education community works to provide equality of opportunity and educational outcomes for all students at risk of educational disadvantage.
- helping young Australians navigate the choices they will need to make for their education, training and employment by providing guidance and streamlining transitions.

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)

SMFLC 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 SMFLC, 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.

SMFLC 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 both genders, from a variety of language, 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 Western Sydney Nepean 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.

Each of our classes function as a small community led by a teacher and a youth worker who operate as a partnership to facilitate learning options and support young people's wellbeing and social development.

## **EREAFSN Foundation Statement**

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

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

## ***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 which 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**

SMFLC 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 as well as increasing use of local Darug language including in all class names.

Class 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 Mary's 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. We also have a network transition staff member who makes check in calls with families after a Young Person has left our school to track pathways and determine if they would benefit from any further support.

## **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 by the class staff partnership are and negotiated with young people to form an integral part of daily learning programs. Personal Learning Plans are informed by diagnostic testing in literacy and numeracy also, providing a snapshot 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 revisited and adjusted frequently throughout the year. Teachers use this information to make learning and environmental adjustments for each young person, which they apply from a trauma informed practice.

## **Diagnostic Testing**

Usually a young person enrolling in the program comes with little or no documented educational history and 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 the Basic Key Skills Builder (BKS) online assessment tool. BKS is specifically designed for disengaged and educationally marginalised young people and adults. BKS 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.

BKS 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. The BKS tool assesses mathematics (numeracy) across the following strands:

- Number, Measurement, Space, Chance and Data.

In reading (literacy), the strands are:

- Text location and interpretation, Contextual understanding and Text and language knowledge.

All Year 7 and 9 students are invited to participate in the NAPLAN testing. In 2021, there were no NAPLAN tests held across the country due to the COVID-19 pandemic.

## **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. SMFLC 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.

Each day the community conducts an extended check-in session at the beginning of the day, based on the First Nations cultural practice of yarning circles. Yarning circles “encourage responsible, respectful and honest interactions between participants, building trusting relationships, foster accountability and provide a safe place to be heard and to respond, [and] promote interactions and community connections” (2017, <https://www.yarning.com.au/what-is-yarning>). 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.

Each learning session or activity begins with a Working Agreement, in which staff negotiate with young people the ways in which Common Ground will be expressed through the Four Principles within the time period.

## **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 4 and 5 of schooling, with a strong emphasis on providing meaningful and engaging learning through individual adjustments and personal learning plans.

In 2021, our school continued to work with the EREA Registered Training Organisation which exists to assist our Flexible Learning Centre’s nationwide to provide more future pathways for our young people. The Certificate II in Skills for Work and Vocational Pathways is our primary course and is integral in providing access pathways for any of our young people who wish to pursue further education options including TAFE courses. It has an added benefit that many of the required and elective units are directly related to a range of workplace skills. This helps to prepare our students for the workforce and can show employers that our young people have the specific skills that they require. In 2021, we had 4 Young People complete the Certificate II in Skills for Work and Vocational Pathways and another 17 YP obtain a certificate of attainment for partial completion. We are actively assisting these students to progress into work or further TAFE studies as they finish their Certificate.

## **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 workers on staff, led by the Head of Wellbeing work 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.

## **Young Person Support**

Each young person at SMFLC belongs to a class which is facilitated in partnership by a teacher and youth worker called key workers. The role of the staff partnerships is to establish a close relationship to the young person, collaborate with them to develop a Personal Learning Plan, monitor their progress, advocate on their behalf, provide advice, support and direct referrals in times of acute distress, and to support the young person to achieve their stated personal and educational goals. Staff receive regular training in de-escalation and teaching from a trauma informed education model. As part of our multi-faceted approach to supporting the health and wellbeing of our young people, we run a kitchen which provides 3 meals a day. In addition, the school purchased of a coffee machine for young people to learn coffee making barista skills to add to their resumes and to support them accessing external industry recognised barista qualifications.

We also introduced a new position in the Network to support young people transitioning into further study or the workforce, a Pathways Project Officer, as well as a position within the school team, a Transitional Support Worker/Youth Worker, to work with individual YP to support them in their final year at Flexi and help prepare them to make choices for their future.

## **Curriculum**

SMFLC 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 challenge within a safe and supportive learning environment
- provide a sense of achievement that is relevant and authentic to the real world

Learning experiences address NESA Mandatory Courses for years 7 to 10 with a strong focus on Literacy and Numeracy. Courses offered appear below.

<b>NESA Mandatory Courses</b>	
Stage 4	English, Mathematics, Science, Personal Development Health and Physical Education, Geography, History
Stage 5	English, Mathematics, Science, Personal Development Health and Physical Education, Geography, History

## **Community Engagement and Wellbeing Programs**

### **Community and Team Building**

Sport and outdoor activities continue to make up a large part of the timetable SMFLC, and help us to build a positive community within our school. While 2020 meant we had to pause many of our community connections due to the COVID-19 pandemic, we were able to continue to work with some groups at different times. This included sport and recreation bookings with PCYC Shalvey, Don Bosco Youth Centre and St Mary's Indoor Sports Centre. A parent and local hairdresser continued to volunteer time at our school to provide haircuts and knowledge of the industry to interested young people. SMFLC participated in the Sporting Schools NSW program which focuses which enabled us to purchase additional sporting equipment including basketball, golf and softball gear.

### **Youth Workshops**

Our school continued to host and attend a variety of workshops over the year. These workshops have been designed for our young people to gain knowledge and skills in areas of personal growth and development that aren't part of the usual school curriculum. We have been fortunate to have many community organisations offer their expertise and to give their time to our students. Workshops offered throughout 2020 included Productivity Bootcamp, which provides our young people with employment skills and mentoring. We also worked with Wesley Mission who led some of our young men in a Drumbeats program. These Wesley Mission workers are also available for counselling sessions with any of our Young People.

### **Cultural Group**

In 2019, we have continued to use Aboriginal language to name our class groupings. We have engaged with the Deadly Dreaming indigenous workers from Ted Noffs to begin to implement a range of culturally focussed activities for young people. Staff have also held meetings with the local catholic diocese Indigenous liaison worker and have commenced a program of staff development to improve cultural awareness including a walk on Darug land in the Blue Mountains.

### **Holiday Activities**

As we have done every year, our young people were engaged in a range of holiday activities where we have opened up the school for food, games and conversations as well as organise outings to pools, laser tag, movies and lunches.

## **Young Person Enrolments**

2021 Young Person Enrolments	
Male	46
Female	39
Other	2
Total	87
Indigenous	40
LBOTE	1

## **Characteristics of the Student Body**

The young people represent a diverse population of indigenous (46%) and non-indigenous males and females of secondary school age, up to 18 years. The young people who attend SMFLC 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**

These attendance figures are higher than typical for our setting due to the COVID-19 pandemic and dual learning options from school or home.

2020 Young People Enrolment by Gender and Attendance Rates by Year Level					
YEAR	MALE	FEMALE	Other Gender	TOTAL	ATTENDANCE RATES
7	1	1	0	2	84%
8	3	2	0	5	82%
9	9	8	1	18	82%
10	34	27	1	62	79%
<b>TOTAL</b>	<b>47</b>	<b>38</b>	<b>2</b>	<b>87</b>	<b>82%</b>

## 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. SMFLC 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

Many young people from 2021 have returned to the school in 2022. Of those that left we have students enrolled into Certificate III courses in TAFE and others returning to mainstream secondary school as well as several moving into part time or full time work.

Destination	Number of Young People
Employment	14
Other Secondary School	4
TAFE Courses	3
Unknown	18

## Professional Learning

SMFLC 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 staff participated in the following:

- Individual Reflective Supervision
- EREAFSN Network New Staff Induction: New Staff
- AIS Child Protection Training
- Technology of Participation Days (each term)
- Curriculum Planning
- EREA Deputy Principals Conference: Head of Campus
- Berry Street Education Model: New Staff
- First Aid and Resuscitation – Annually
- Fire Safety Training
- Cultural Awareness Training
- Foundation Skills Training

## Teaching Staff Details

Accreditation Status	Number of Teachers
Proficient	5
Provisional	0
Conditional	0

## Workforce Composition

Teachers	5
Youth Workers	6
Support Staff	2
Workers Identifying as Indigenous	2
<b>Total number of staff</b>	<b>13</b>

## 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. Student feedback indicated appreciation of our school holiday program allowing people the opportunity to stay connected during holidays. 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. Indirect feedback in relation to high retention rates in both students and staff indicate majority levels of strong satisfaction from all parties.

## 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/st-marys-flc/>

### Enrolment Policy Summary

*Full text available at*

<https://www.ereafsn.edu.au/wp-content/uploads/2020/07/Student-Welfare-Enrolment-and-Attendance-Compliance-Policy.pdf>

SMFLC 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 both 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.

### Student Welfare Policy

*Full text available at*

<https://www.ereafsn.edu.au/wp-content/uploads/2020/07/SMFLC-Safe-and-Supportive-Environment-%E2%80%93-Student-Welfare-Policy-Section-4.1.6.2.pdf>

SMFLC 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 SMFLC community. This requires that each young person is educated in an environment which provides for their individual development. SMFLC 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.

### **Discipline and Suspension/Expulsion Policies**

*Full texts available at <https://www.ereafsn.edu.au/wp-content/uploads/2019/03/SMFLC-Suspension-Expulsion-Exclusion-Procedures.pdf>*

SMFLC 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

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

While SMFLC would always seek to find solutions before moving to suspension or expulsion, there are provisions for these to occur in line with the full policy available at the above link.

### **Complaints and Grievances Policy**      *Full text available at <https://www.ereafsn.edu.au/wp-content/uploads/2021/03/ComplaintsHandlingGuide-SMFLC.pdf>*

SMFLC 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 complaint is an expression of dissatisfaction made to SMFLC 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**

- Our search to expand to a new premises was hampered by the COVID-19 pandemic
- Development of the School Network Name and Logo was underway when paused due to expected changes to the EREA governance of Flexi Schools
- Staff completed Aboriginal and Torres Strait Islander cultural awareness training including local history walk and have commenced Reconciliation Action Plan process
- Strategic Planning for the school and network is completed with progress being made towards achieving set goals
- We significantly increased the pathway opportunities available to Young People including more white card opportunities, work experience and TAFE visits
- We increased our Indigenous staff numbers and engaged with multiple external agencies to provide First Nations connections
- While there were limited opportunities for students to engage across Flexi's, we did have staff connecting online for some training

## **Priority Areas for Improvement for 2022**

- Continued search for more suitable premises to meet the needs of more young people in our community who have been excluded from mainstream schooling using newly appointed Network Business Manager as key contact
- Regeneration of our main community area in school to ensure that it is a welcoming space for all with appropriate furniture to encourage group and individual collaborations and learning
- Increase of work experience opportunities
- Increased connection with local TAFE
- Increased leadership growth opportunities for Young People
- All staff refresh core skills related to common ground practice and operation by principles

**St Mary's FLC**  
**Statement of Profit or Loss and Other Comprehensive Income**  
**For the year ended 31 December 2021**

	Notes	2021 \$	2020 \$
<b>REVENUE AND INCOME</b>	<b>2</b>	<b>3,578,167</b>	<b>2,841,666</b>
<b>EXPENSES</b>			
Administration		265,349	261,603
Boarding		-	-
Depreciation, Amortisation and Impairment	3	69,192	47,123
Employee benefits	3	1,751,750	1,498,602
Faculties and co-curricular		76,227	61,666
Finance costs	3	1,572	-
Insurance		38,375	20,002
Operating lease rentals	3	-	-
Maintenance and utility		70,397	54,583
Other expenses from ordinary activities	3	-	-
Trading activities - expenditure	3	-	-
Other significant expenses	3	-	-
<b>Total Expenses</b>		<b>2,272,862</b>	<b>1,943,579</b>
<b>Profit/(Loss) for the year</b>		<b>1,305,305</b>	<b>898,087</b>
<b>OTHER COMPREHENSIVE INCOME</b>			
Net gain or loss on financial assets measured at fair value through other comprehensive income		-	-
<b>Total other comprehensive income/(loss) for the year</b>		<b>-</b>	<b>-</b>
<b>Total comprehensive income for the year</b>		<b>1,305,305</b>	<b>898,087</b>

## **Conclusion**

SMFLC continues to offer an education option for those who through marginalisation cannot access a standardised education. SMFLC 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 NESA, Catholic Schools NSW and Edmund Rice Education Australia.



**Michael Loudoun**

Head of Campus  
St Mary's Flexible Learning Centre



**Adam Richter**

Acting Principal  
Eastern Region  
Edmund Rice Education Australia Flexible Schools' Networks