



## Ipswich Flexible Learning Centre

1 Queen Victoria Parade, Ipswich 4305

This annual report for 2021 is published to provide information about the **Ipswich** 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

Ipswich Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia and is conducted in accordance with their philosophy and principles. Ipswich FLC commenced operation as a registered Non-State School in Ipswich 2012 and is part of a national association of over 55 mainstream schools and Flexible Learning Centres.

Ipswich FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Ipswich 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 Ipswich 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.

Ipswich 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 Ipswich 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.

Ipswich 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.

Ipswich 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 enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Indigenous culture.

Young people are exposed to learning experiences that develop understanding and appreciation of diverse cultural values that constitute Australian society. Learning is focused around 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 pathways.

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

FLCs seek to respond to the needs of young people disenfranchised and disengaged 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**

Ipswich 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 help identify 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 Ipswich FLC full time equivalent students is shown below.

The Ipswich Flexible Learning Centre young person cohort is comprised of a dynamic and diverse group of young people. We draw from a wide geographical area, across approximately 20 schools which means that most young people have not made connections prior to commencing with us.

At the time of census we had approximately 25% First Nations young people, most of whom come from outside of the Yaggera, Jagera and Ugarapul nations. We have a large number of young people who are currently in the care of the state or who have or continue to have support from Child and Family Services. Our young people largely fall into the cognitive and social emotional disability categories with most currently or previously accessing mental health support for a wide variety of reasons.

Our families are very supportive of our school and we frequently welcome grandparents, aunts, uncles, parents, older siblings and significant people into our community to share in the successes and to support young people. Our families are typically urban with many relying on family and disability benefits to support their house holds. Recent storms and flooding, as well as a boom in the property market has meant that we have a number of our young people living in intergenerational family groups. We have a large number of families who have experienced separation and divorce, with many of our young people living with step-families and extended family members.

<b>Gender/Year</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Male</b>	5	6	12	16	12.4	3.6	55
<b>Female</b>	5	6	7.6	6	14.4	8	47
<b>Gender Diverse</b>							
<b>First Nations</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>10</b>	<b>1</b>	<b>30</b>
<b>Total</b>	<b>10</b>	<b>12</b>	<b>19.6</b>	<b>22</b>	<b>26.8</b>	<b>11.6</b>	<b>102</b>

### **YOUNG PERSON SUPPORT**

Each young person at Ipswich has staff who support them in their health and wellbeing. At the Ipswich 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 with 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:

- In-house mentoring and advocacy
- Supporting the young person and their families in times of emotional crisis or practical need
- Maintaining the close partnership between school, young person and parent/carer
- Working in partnership with other agencies who are involved with students e.g. CYMHS (Child Youth Mental Health Service), Department of Communities, Child Safety & Disabilities, Youth Justice, Headspace, ICYS (Ipswich Community Youth Service), St Vincent de Paul, The Mercy Centre, Five Bridges, Ipswich Community Justice Group, Kambu Medical Service, Kummara, Goodna Youth Service, Ipswich PCYC, Leichhardt Community Centre, etc
- 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 other agencies such as Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, anger management

The Wellbeing Program is the responsibility of all staff members and is led by the Associate Head of Campus.

In 2022 we will trial implementing a second Associate Head of Campus to further support the strategic planning of the school. In 2021 we conducted a process to recruit an Indigenous Community Engagement Officer who will be commencing in January 2022 to support First Nations Young People, Families and Staff.

## WORKFORCE COMPOSITION

### Staff Composition including First Nations Staff

The staff of Ipswich 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	10	14	5
Full-time equivalents	9.8	13.2	

\*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	
Masters	5
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	
Bachelor degree	6
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.	2
Bachelor degree	6
Diploma	4
Certificate	2
Other (add rows for any other quals)	

## 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 interface with a search bar containing the 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 located to the right of the "State" dropdown.

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



A rectangular button with a thin border and the text "View School Profile" centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a horizontal navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a dark 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

## 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

Percentage of parents/caregivers who agree# that:	2021	2022
• their child is getting a good education at school	3.95	
• this is a good school	4.7	
• their child likes being at this school*	4.26	
• their child feels safe at this school*	4.05	
• their child's learning needs are being met at this school*	4.00	
• their child is making good progress at this school*	4.00	
• teachers at this school expect their child to do his or her best*	4.65	
• teachers at this school provide their child with useful feedback about his or her school work*	4.65	
• teachers at this school motivate their child to learn*	4.45	
• teachers at this school treat students fairly*	4.55	
• they can talk to their child's teachers about their concerns*	4.65	
• this school works with them to support their child's learning*	4.5	
• this school takes parents' opinions seriously*	4.65	
• student behaviour is well managed at this school*	4.5	
• this school looks for ways to improve*	4.65	
• this school is well maintained*	4.32	

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

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

### Student opinion survey

Percentage of students who agree# that:	2021	2022
• they are getting a good education at school	4.1	
• they like being at their school*	4	
• they feel safe at their school*	3.9	
• their teachers motivate them to learn*	4.4	
• their teachers expect them to do their best*	4.3	
• their teachers provide them with useful feedback about their school work*	4.2	
• teachers treat students fairly at their school*	4.5	
• they can talk to their teachers about their concerns*	4.2	

Percentage of students who agree# that:	2021	2022
• their school takes students' opinions seriously*	4.3	
• student behaviour is well managed at their school*	4.3	
• their school looks for ways to improve*	4.2	
• their school is well maintained*	4.2	
• their school gives them opportunities to do interesting things*	4.3	

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

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

#### Staff opinion survey

Percentage of school staff who agree# that:	2021	2022
• they enjoy working at their school (S2069)	4.63	
• they feel that their school is a safe place in which to work (S2070)	4.25	
• they receive useful feedback about their work at their school (S2071)	4.25	
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	4	
• students are encouraged to do their best at their school (S2072)	4.13	
• students are treated fairly at their school (S2073)	4.5	
• student behaviour is well managed at their school (S2074)	4.75	
• staff are well supported at their school (S2075)	4.25	
• their school takes staff opinions seriously (S2076)	4.13	
• their school looks for ways to improve (S2077)	4.88	
• their school is well maintained (S2078)	4.29	
• their school gives them opportunities to do interesting things (S2079)	4.5	

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## KEY STUDENT OUTCOMES

### ATTENDANCE RATE

Student Attendance	2019	2020	2021
Overall attendance rate* for students at this school	77.72%	75%	68%
Attendance rate for First Nations** students at this school	N/A	75%	62%

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

#### DAILY STUDENT ABSENCE PROCEDURES

1. Presence is recorded as 'P' as appropriate on the electronic attendance data form - TASS Rollmarking.
2. Absences are to be recorded using the appropriate code (Eg REF if a YP is on reflection after an incident the day prior). Ensure that a comment is also written as to the reason for the absence.  
**Absence Types:**  
Illness  
Other Approved  
Other Not Approved  
Reflection  
Training Program Approved  
Unexplained Absence  
Work Experience  
Youth Justice
3. Admin Officer enters any absences they have been made aware of into TASS.
4. Admin Officer sends the Street Data Message to all YP with unexplained absences around 10.30am.
5. If late, YP, on arrival, must sign in at Admin only and reason for late arrival is noted in TASS (Learning Groups remind YP to sign in or communicate via text / email to Admin Officer).
6. If Admin receives info by phone/ text/ etc then Admin records detail **in Absentee Comments box in TASS.**
7. At 2pm the Admin officer is to email all Staff a report (Daily TASS Report) of all YP whose attendance is still unexplained and to give updates on any confirmed absence and reason (Report Run from TASS)
8. After staff debrief: Staff to make calls for unexplained absences or not approved reasons for absence that require pastoral care and support. Information to be recorded in the Student Notes Section on TASS Kiosk. Select the most appropriate drop down code from the information you have. Email then to be sent to Admin Officer and HOC:
  - To inform Admin/HOC to add detail to the **Absentee Comments Box** and Admin will change attendance / absence codes if appropriate.

**At the end of the week:**

9. On Thursday at 2pm the HOC/Admin is to run a preliminary report email it to all staff of any outstanding unexplained absences for Friday the week prior to Thursday of current week. At Thursday debrief staff are to work on a plan to support these YP and arrange home visits for those necessary.
10. On Friday morning at 11.00am HOC must run a weekly report of **attendance data and TASS notes** these need to be emailed to all staff and the Principal to ensure transparency and all staff knowing each YP story and their needs.
11. Additional Report to be run at close of business on Friday recording TASS attendance data from Monday to Friday of that week and saved into a secure file storage location.

**Procedural Processes to follow an extended or growing absence**

- For illness, request parent to obtain a medical certificate after 5 days. Must have Certificate on file.
- Contact expectations: Know what's going on with VP in your learning group, beyond the automatic Street data texts.
- 2 or more days absent with no contact/message, Learning Teams must call and log in TASS Student Notes.
- Call again or email every second day and log in TASS. If YP/Parent/s are uncontactable within 1 week.
- Staff who conduct the home visit must write reasons for absence in TASS, how you tried to develop a plan on for YP re-entry to Flexi, how you supported them with their learning. Questions need to explore why an explained absence must be beyond the YP/Parent/Carer control - E.g. What is the underlying reasons they stayed up all night?
- If no one home, try "postcard" contact in the letterbox, under the door.
- If no contact after 3 weeks HOC and Learning Group to discuss scenario to determine timing for transition.

## 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.



The image 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 located 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 'NAPLAN' to access the school NAPLAN information.



The image shows a horizontal navigation menu with several items: "School profile", "NAPLAN" (which is highlighted with a dropdown arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

### 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	0
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	70%
<a href="#">Other Outcomes as appropriate</a>	

## YEAR 12 COHORT 2021 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2021 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about the post school destinations of our students will be posted to our website by 30 September, 2021. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

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)	3	37.5%
Working full-time	2	25%
Working part-time/casual	1	12.5%
Seeking work	1	12.5%
Not studying or in the labour force (**stay at home mum)	1	12.5%

## CURRICULUM - LEARNING CHOICES PROGRAM

The Ipswich Flexible Learning Centre 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.

Learning experiences address curriculum areas of literacy, numeracy, study of society and environment, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

Subjects offered at various year levels include:

Subjects Offered - Year Level	Core	Elective
Year 7 – 9	National Curriculum reported through ACSF	Various
Year 9 – 10*	National Curriculum reported through ACSF *Cert 1 Sport and Rec *Cert 1 Vocational Pathways	Various

Subjects Offered - Year Level	Certificate Courses
Year 11 – 12	<ul style="list-style-type: none"> <li>• Certificate I and II in Functional Literacy</li> <li>• Independent Living Skills</li> <li>• Cert II Logistics</li> <li>• Cert II Health Support Services</li> <li>• Cert I Construction</li> </ul>

A short course in *Independent Living Skills* is also offered.

All electives were offered to all young people irrespective of age or ability. Young people were offered various outings and excursions to enhance classroom skills, team building and social and communication skills.

The electives were chosen to enhance;

- Communication and participation skills and to support young people with social and emotional issues and to provide lifelong strategies to utilise in their future career paths.
- The young people's life experiences by offering opportunities where, due to the individual's personal situation, they may not be normally available to them.

By offering these types of unique experiences, the young people develop a "fun in learning" attitude and thus changing attitudes to formal education.

The Ipswich Flexi Centre has a keen interest in offering Young People camp/expedition experiences. In 2021, despite limitations due to COVID-19, we were able to offer a variety of ABL experiences including 4 camps to Stradbroke Island and 3 overnight canoeing expeditions on the Brisbane River. We had contingent of staff and young people embark on the Carnarvon Gorge Outback Odyssey / cultural experience which was hugely successful.

Learning Support was given to young people completing Certificate courses through School, TAFE, RTOs and employment agencies. Young people can gain work experience, traineeships and school-based apprenticeships through our partnership with Apprenticeship Qld.

Additional learning support is provided to young people through the IFLC Reading Program which targets young people whose reading age is significantly lower than their biological age.

Young People achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

## 2021 MILESTONES

2021 was another year of consolidation for Ipswich Flexible Learning Centre. With a significant number of staff changes and a reconfiguring of learning spaces to meet the needs of a changing community, the emphasis was on young person engagement, safety and connection to community, through meaningful learning experiences.

Key milestones were:

- Carnarvon Gorge Outback Odyssey
- Stradbroke Island Whole School Camp
- Strategix Certificate II completion rate
- Cert 1 Construction
- Music program implementation
- NAIDOC Day Celebrations
- Implementation of Reboot Wellbeing Framework
- Work Experience for all young people in Year 10 – 12
- Introduction of a Transitions Office Role and subsequent programs
- Whole School Formal
- Wellbeing Room and resourcing
- Outreach program during peak COVID times
- Increased connection to community and agencies
- Hiring of trained chef
- Initial planning for Site Master Planning
- Triple F Training for Youth Workers
- Supervision of Youth Workers
- School wide teaching and learning framework planning

The ever-evolving nature of COVID restrictions was well handled by our school community. Staff and young people worked to adapt to wearing face masks, social distancing and cope with extended absences from school. During October and November we worked with the Public Health Network to set up a vaccination centre in our school and managed to vaccinate a large number of young people, families and staff members. With the introduction of mandatory vaccination, all workers were vaccinated.

Our community was particularly responsive in adapting to learning from home and the provision of wellbeing packs, including meals and food items during home lock downs. However, attendance rates did drop from 75% to 68% across the year which was a reflection of the direct and indirect impacts of Covid in our community.

Our staff camp in 2021 to Minjerribah was a highlight of the year and a wonderful way to finish, hope-filled for the year that lay ahead.

Dave Capra  
Head of Campus  
Ipswich Flexible Learning Centre

Michelle Kinnane  
Acting Principal  
Xavier Flexi Schools Network