

St Laurence Flexible Learning Centre

Annual Report 2022



About This Report

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

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 2023.

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
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Message from Key School Bodies

Head of Campus Message:

2022 saw St Laurence Flexible Learning Centre complete its fourth year of operation as an Edmund Rice Education Australia school under the Eastern Flexi Schools 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.

Even in our infancy, we are making a solid platform for our community to grow and build upon. Through proven practices such as Operation by Principles and Collaborative Problem Solving, we are creating a culture of inclusion and unconditional positive regard which allows our youth to make mistakes with the knowledge we will support them through the other side.

As our presence in the community grows even more, as do our connections with local business and agencies and receiving more referrals from local schools, families and services. We were fortunate to have a student placement from the Social Worker in Schools program which had mutual benefits in terms of learning opportunities.

The team has expanded with three new roles: a school cook, learning support teacher and Wellbeing Co-ordinator.

This year continue to see challenges associated with Covid-19 which impacted the daily functioning of the school through staff & young people in isolation. We felt the fatigue of the community and the desperate hope of life returning to normal. The staff and young people continued to show great resilience; however it had a significant impact on the progress and engagement of the students. Unfortunately, some young people found it hard to return to the daily routine of attending school and the rates across the school declined.

Our electives program which aims to connect young people with learning for the enjoyment of learning in areas of interest continues to grow with new staff bringing a new flavour of activities.

We also celebrated the continuation of our cycling program which saw a number of young people regularly riding the beaten tracks of the local National Park and Fernleigh Track. Community support has been fantastic with equipment being donated through partnerships with local police and PCYC.

We returned to a full graduation ceremony this year with a fantastic number of young people being celebrated for their successes across all programs. The inclusion of the Certificate courses as an additional credential meant that a handful of young people who may have withdrawn from school, found something valuable enough to keep them engaged.

The transition program showed a marked expansion over the year, with many young people participating in a wide range of courses and activities. The benefits of this program have been noticeable in the pleasing number of young people who have successfully transitioned into programs beyond SLFLC.

Kelly Anderson - Head of Campus.

School Context

St Laurence Flexible Learning Centre (SLFLC) is a part of Edmund Rice Education Australia and is conducted in accordance with the 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 2022, 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 <https://www.erea.edu.au/about-us-the-charter/>). 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 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.

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

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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 (BKSBS).

BKSBS is specifically designed for disengaged and educationally marginalised young people and adults. BKSBS 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.

Each day 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 sessions or activity often discuss the 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 5 of schooling, with a strong emphasis on providing meaningful and engaging learning through individual adjustments and personal learning plans. SLFLC offers the full Record of School Achievement (RoSA) credential at the end of year 10.

We also have on offer 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. This course 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. 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 worker 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.

Our Transition Pathways Worker supports the young people in preparing for the workplace, developing employability skills and actively applying for work, apprenticeships & traineeships, career planning and transitioning into employment or other services based on their individual goals.

Both roles 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

This year we utilised the Covid Intense Learning Support (CILS) funding aimed at closing the gaps in development exacerbated by disruptions to face to face delivery caused by school closures. This funding allowed us to employ a teacher to run a Learning Support program for young people.

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	11 RoSA Graduates 7 Completed schooling to Year 10 (Non RoSA)
VET Courses	
Certificate II in Skills for Work & Vocational Pathways Certificate II in Functional Literacy Certificate II Hospitality Statement of Attainment in Numeracy for the workplace	

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 2022, we had strong relationships with PCYC Broadmeadow where we maintained a regular weekly booking to participate in exercise programs. Through the electives program, we deliver a range of interest based activities such as photography, a range of sport & recreation activities, art, music, cycling & cooking.

Cultural Activities

2022 saw several activities cancelled in the community due to Covid. Activities were delivered inhouse including Sorry Day, Reconciliation Day & NAIDOC. We also managed to continue the Culture Strong Program with facilitator G from Youth Express, covering several topics in the back end of the year.

Community activities

- Survivors R Us - a group of young people participated in volunteering supporting the charity in a range of activities at the venue.
- White Ribbon Day – young people volunteered at the local event.

Employment Workshops

Throughout the year, young people participated in a range of activities:

In-school drivers Education program, STEM drone workshop, Youth Engagement Strategy program, Novaskill & Verto seminars, ADF seminar, First aid, Careers Links Expo, Purpose Project, St Nicholas Pathway Program, RIEP Programs (including hairdressing, hospitality, automotive, white card & construction courses) and the Girls on Fire Resilience Program.

This year we piloted a Careers, Chat & Coffee session for parents & carers. This included a presentation & Q&A on pathways for young people beyond year 10 for families & stakeholders.

Wellbeing Workshops

Activities covered this year included:

- Gender Inclusivity & Diversity Workshop
- Unleashing Your Inner Self social skills workshop
- RAGE – renegotiating angry & guilty emotions
- Resilience program delivered through the PDH program

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

Young Person Enrolments

2022 Young Person Enrolments	
Girls	40
Boys	25
Unspecified	2
Total	67
First Nation	22

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.

2022 Enrolment by Gender and Attendance

2022 Young People Enrolment by Gender and Attendance Rates by Year Level				
YEAR	MALE	FEMALE	TOTAL	ATTENDANCE RATE
9	10	19	29	52%
10	15	23	38	50%

*The 2022 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

Young people are supported by the Transition Worker to identify their career goals. The transition program exposes young people to a range of opportunities for them to make informed choices about their pathways beyond SLFLC.

Young people are supported by the Transition Worker with enrolments and first day orientations for TaFE, apprenticeships and job agency sign ups.

All young people have a transition plan in year 10.

Covid interrupted the continuity of some young people participating in their schooling. This has seen an increased number of young people disengage from school and a higher number of referrals to the Home School Liaison Office (HSLO).

Destination	Number of Young People
Employment	6
Other Secondary School	5
Work/Job Seeking/Agency	5
Apprenticeship/Traineeship	2
Unknown	1
Unknown (over 17 years of age)	3
HSLO	23
TAFE	3
Formal Training/Qualification other RTO	2
Returning to SLFLC 2023	21

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. In 2022 staff participated in the following:

- Individual Reflective Supervision
- Curriculum Planning Sessions
- First Aid and Resuscitation – Annually
- Strategic planning days
- EREA Child Safeguarding Complispace
- EREA Deputy Principal & Head of Campus meetings
- Explicit Instructions Workshop
- Mental Health First Aid
- Doing School Differently Conference
- Coach 2 Cope (Wellbeing)
- DP/HOC Conference Adelaide (HOC)

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	6
Provisional	0
Conditional	0

Workforce Composition

Teachers (including HOC)	5
Learning Support (CILS)	1
Youth Workers	2
Careers Transition Worker	1
Support Staff - Admin	1
Support Staff – Cook	1
Workers Identifying as Indigenous	1
Total number of staff	12

SLFLC has access to a psychologist once a fortnight provided by the Catholic Schools Office Maitland-Newcastle.

This year we hosted a 20-week student placement from the Social Workers in School Program.

Feedback YP survey

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.

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/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 has a commitment to supporting regular school attendance by all enrolled young people to support them to participate fully at a St Laurence FLC through regular attendance, while ensuring that the school's duty of care to young people and other 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, or does not access transport support as arranged, the admin staff member or student support person will contact the young person and their parent/carer as soon as is practical in order to 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 speak with the Head of Campus to determine what further action should be taken. 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 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.

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:

- 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)

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 2022 Priority Areas for Improvement

- *Further expand core learning programs* – The introduction of the Certificate II courses allowed young people who were not participating in the RoSA program a year 10 equivalent credential. This gives them greater opportunities once they transition out of SLFLC. TaFE, employment agencies and apprenticeships/traineeships require a recognized credential.
- *Development of an intervention literacy program* – two staff attended a two-day training workshop on how to deliver the Macqlit reading program. The program was implemented this year. Through the CILS funded program, young people had greater access to intensive literacy support. There was also a greater focus from staff across KLA's on the explicit teaching of vocab and literacy-focused activities.
- *Staff training in Mental Health awareness and response* – all staff participated in the Youth Mental Health First Aid two day training with strategies being introduced into daily practice. Two staff also participated in the Be You online mental health for Youth training. The wellbeing co-ordinator attended the Coach 2 Cope training which addresses strategies & supports for young people experiencing acute mental health challenges.
- *Increased opportunities for young people to engage in wellbeing programs* – two new programs were introduced this year with the RAGE program and Unleashing you inner self delivered by the school psychologist. RAGE was delivered to all young people and Unleashing was a select group who needed intense social skill development due to anxiety. The resilience program delivered through the PDH program also saw an expansion in content and topics covered to include healthy relationships.
- *Staff training and development* – Many PD opportunities were again impacted by covid this year. SLFLC staff attended a range of varied development opportunities via online delivery.
- *Increased focus on young person wellbeing* - The introduction of the Wellbeing Co-ordinator saw a new focus on developing a plan to expand support for young people. A current teacher was recruited not this role. However, due to recruitment challenges replacing the teacher, they could not start their wellbeing role at full capacity. This will become a focus for 2023. The recruitment of a school cook has enabled us to offer a nutritious menu enhancing their wellbeing and educates young people on cheap healthy meal planning. This role has supported young people who have eating challenges with encouraging them to try new foods and supply special diet meals.

Priority Areas for Improvement for 2023

- Trauma training for staff
- Increase youth support through recruitment of additional roles
- Investigate online learning platform to support curriculum delivery & differentiation
- Greater involvement with cultural opportunities within the community
- Investigate deeper support for young people with school anxiety challenges

St Laurence FLC
Statement of Profit or Loss and Other Comprehensive Income
For the year ended 31 December 2022

	Notes	2022 \$	2021 \$
REVENUE AND INCOME	2	1,750,129	1,734,040
EXPENSES			
Administration		233,505	316,777
Boarding		-	-
Depreciation, Amortisation and Impairment	3	79,582	84,140
Employee benefits	3	1,234,974	1,304,735
Faculties and co-curricular		80,649	35,185
Finance costs	3	684	871
Insurance		11,839	18,582
Operating lease rentals	3	-	(796)
Maintenance and utility		44,182	39,772
Other expenses from ordinary activities	3	-	-
Trading activities - expenditure	3	-	-
Other significant expenses	3	-	-
Total Expenses		1,685,415	1,799,266
Profit/(Loss) for the year		64,714	(65,226)
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		64,714	(65,226)

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

Eastern Network

Edmund Rice Education Australia



OUR TOUCHSTONES