

ANNUAL REPORT



EDMUND RICE FLEXI SCHOOL Elizabeth—SA

A Catholic School in the Edmund Rice Tradition

A member of the EREA Oscar Romero Flexi Schools Network

2022

EDITION

PRINCIPAL'S MESSAGE

2022 saw a reduction in the challenges of COVID which meant that Edmund Rice Flexi School was able to have more young people engaging in the site base learning programs. It also allowed our young people to have access to many off-site engagement and learning programs over the course of the year.

The recruitment of suitable continued to be a challenge during 2022 but it was pleasing to see staffing was very stable during semester 2. Our focus EREA Flexi Practice as well as formal professional development in Trauma Informed Practice is vital for all staff. The first two days of the Berry Street professional development program was well received, and the second part will be delivered in early 2023.

The on-going development of our teaching and engagement program see the voice of our young people shaping the program with our teachers creatively adapting programs to respond to our young people requests. The Reading Recovery program instigated by our ESO team has made a significant impact for a number of young people who are now able to grow in their reading ability and general confidence to better engage in learning.

The challenges of the spread across two sites will be on-going until further land and capital development can be instigated. It is hoped that through our partnership with CESA this could be accelerated during the course of the 2023.

I thank Dani Stratford, Head of Campus, and Dijana Karaahmetovic, Leader of Wellbeing and Practice for their site leadership and particularly their care and support for our young people.

Edmund Rice Flexi School looks forward with hope and continuing our Catholic vision that all our young people "have life and have it to the full." (John 10:10)

EDMUND RICE FLEXI SCHOOL CONTEXT STATEMENT

In 2019 Edmund Rice Flexi School (ERFS) began as an Outreach campus of our EREA FAME Flexible Learning Centre in Christie Downs. ERFS became a fully registered school at the end of 2020.

ERFS provides an educational and wellbeing service for young people aged 12– 21 years of age. In 2022 our school expanded across two sites. To accommodate growing enrolments and needs of the community our Senior Campus (years 10 – 12+) was established on the COMPASS site in Davoren Park. The middle school groups remained on the centrally co-located, leased spaces at the Elizabeth TAFE Campus,

Our aim for both sites is to re-engage young people who for many complex reasons have been disenfranchised from mainstream education. Our young people are looking to access a different way of learning in a safe and nurturing environment. Fundamental to our operation is our EREA Flexi Practice Framework – Operation by Principles - Respect, Participation, Honesty and Safe & Legal, and Common Ground. Staff and young people come together on this 'common ground' where everyone has an equal voice in making decisions and establishing working agreements to foster a positive environment where young people can achieve positive educational and wellbeing outcomes.

OUR CAMPUS PROFILE INCLUDES:

- 119 enrolments at the August Census
- 15 Full Time Staff 5 Part time

Operating in Partnerships with the City of Playford, City of Salisbury, Town of Gawler, Catholic Education South Australia, Connected Self, Headspace; Ruby's Housing; Metro Youth; University of SA; RASA; Mission Australia; Youth Justice; Drug and Alcohol Services; Centrelink; Local medical centres; Psychologists CAMHS; SAPOL Liaison officers; Australian Red Cross; Novita ,Disability Agencies; Second Chances; Baptist Care; Local government and non-government high schools; Department of Child Protection; Shine; Maxima, Prospect Centre and local businesses providing work experience for Edmund Rice Flexi School students.



VISION STATEMENT

As a new site, this year we will be developing our School Vision Statement following our school renewal process. Our vision is inspired by the vision of the purpose of Edmund Rice school as stated by the former Congregational Leader, Br Philip Pinto.

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*

ANNUAL IMPROVEMENT PLAN & OUTCOMES

REFINE DUAL SITE OPERATIONS

Create two distinct teams with morning teams briefings.

Davoren Park Team - Toby, Michelle, Carly, Gary, Youth Worker, Matt.

Remaining Staff at ERFS.

Davoren Park staff to start at Davoren Park with two buses housed at site.

Davoren Park SACE TT to be co-designed with senior students into a full Senior TT (pm senior classes to remain at Davoren Park with focus on SACE completion – hands on and excursion based).

Mainly successful transition for staff - Increased staff positivity and satisfaction in relation to site operations = staff retention and leadership development.

Some ongoing organisational issues re daily operations of buses.

All senior students enrolled and undertaking SACE subjects.

Increased student satisfaction with the learning program being offered
Increased afternoon attendance for SACE students.

Complexities for leadership staff to manage dual roles across two sites.

CAPACITY RE FLEXI PRACTICE (STAFF AND STUDENTS)

Staff - Short Session - OBP or tailored session by experienced Flexi staff, twilight session every Friday 2:00pm – 3:00pm.

Leadership was to develop and deliver tailored staff sessions for Friday 2:00pm - 3:00pm but needs of the site and urgent young people requests as well as staff movement inhibited this from occurring

STAFF PSYCHOLOGICAL SAFETY AND WELLBEING

Individual Wellbeing Plan (1 'Doona Day' per term).

Once a term – team building activity.

*Flex end of day – Mon, Tue, Thurs 3.30pm.

Increased staff retention. Decreased number of sick leave and leave without pay.

Staff were unable to develop individual Wellbeing plans, due to not enough time to dedicate to the task.

All staff identified "Doona Day" as a helpful stop-gap to burn out and overwhelm.

Happened sporadically in Staff meetings and end of the day. Consistent celebrations at end of term were successful.

Flex end of day created division and inequity for some staff (to be re assessed for 2023).

EDMUND RICE FLEXI SCHOOL

STUDENT INFORMATION

STUDENT PROFILE DATA

ENROLMENTS	2021	ATSI	GCE	NCCD	2022	ATSI	GCE	NCCD
Female	37	9	1	30	53	16	3	54
Male	45	8	0	33	62	14	2	47
Total	82	17	1	63	115	30	5	101

STUDENT ATTENDANCE DATA %

COLLECTION	2021	2022
7	61.0%	51.6%
8	72.0%	63.3%
9	55.0%	63.5%
10	59.0%	62.4%
11	56.0%	64.0%
12	87.0%	54.5%

STUDENT DESTINATION DATA 2022

DESTINATION	NUMBER
Mainstream school enrolment	55.8% (24)
Transfer interstate	2.3% (1)
Employment	20.9% (9)
Further Tertiary Education (TAFE, Uni)	-
Apprenticeship	2.3% (1)
Traineeship	-
Seeking employment	-
Parenting	-
Justice	2.3% (1)
Cultural	-
Unknown	16.4% (7)



CURRICULUM PLANS AND OUTCOMES

Edmund Rice Flexi School delivers the following curriculum across the school:

- *Australian Curriculum (Years 7 - 10)*
- *VET (Years 10 - 12)*
- *SACE (Year 10 - 12)*

Edmund Rice Flexi School implements the 8 key learning areas of the Australian Curriculum and its 7 General capabilities using the following approaches:

- *Numeracy and Literacy based tasks integrated into Project Based Learning activities*
- *Using 'hands-on' learning to engage students in learning, utilizing local community spaces*
- *Modified timetables to suit the needs of individual students*
- *Modified tasks, assessments and adjustments for individual students*
- *Scaffolding and differentiation for all activities and young people*
- *Individual Learning and Wellbeing Plans created for each young person*
- *Basic Key Skills Builder (BKSB) used to provide individualised literacy and numeracy program for each young person*
- *Child Protection Curriculum delivered through class delivery and individualised student wellbeing sessions*
- *Whole school Trauma Informed Practice using the Berry Street Model and Restorative Justice*

Reports are provided each term for each student to advise and guide them in their learning and wellbeing progress and goals.



STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES

SENIOR SECONDARY SCHOOL 2022

YEAR 12 enrolled in a vocational certificate	YEAR 11 and 12 completed SACE	YEAR 10-12 completed VET certificate modules and or school subjects	YEAR 10-12 completing a full VET Certificate
3	0	32	11

STUDENT LITERACY 2022

YEAR LEVEL	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4	BKSB LEVEL 5
7	2	0	5	0	0	0
8	0	0	4	2	4	0
9	0	1	15	9	5	1
10	0	3	16	11	4	0
11	0	2	5	5	6	2
12	0	0	1	2	4	1
13	0	0	0	0	0	0
TOTAL	2	6	46	29	23	4

STUDENT NUMERACY 2022

YEAR LEVEL	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4	BKSB LEVEL 5
7	0	2	5	0	0	0
8	0	0	7	4	0	0
9	0	2	19	6	2	0
10	0	5	13	12	2	0
11	0	2	5	8	5	0
12	0	0	3	3	2	0
13	0	0	0	0	0	0
TOTAL	0	11	52	33	11	0

WELLBEING PROGRAM & OUTCOMES

At Edmund Rice Flexi School, our model of care and support for young people fosters their learning and wellbeing. We have a deep understanding, that without fostering wellbeing in the care and support we provide daily, The impact on young people learning will be evident. Youth workers and teachers play an integral part in supporting young people's wellbeing and learning, providing care and support across all of our learning and engagement. Our model provides 1:1 support through assessment, planning, coordination, referral and transition support. We work in close collaboration with local services and families and encourage open communication, mentoring and individualised support for all.

Our Wellbeing strategy is designed by young people, for young people focusing on four key areas of importance identified:

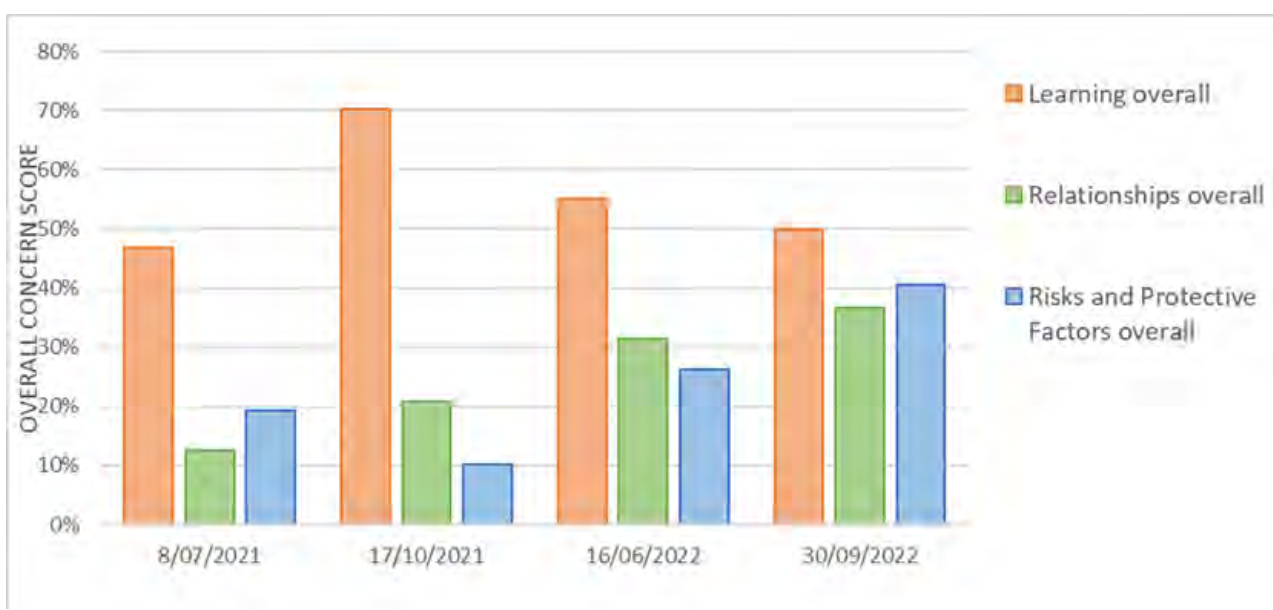
- *Positive Habits*
- *Healthy Relationships*
- *Connection to Community*
- *Positive Health Outcomes*

These four areas are embedded in our learning and wellbeing, engagement activities and our school holiday programs.

Our wellbeing strategy enables us to be flexible in our delivery and support, with a range of services coming on site to support students as well as off-site support which include visits to services and warm referrals for young people. At ERFS we understand that key to young person's wellbeing is connection with their immediate family and peer network as well as access to a range of free support services that encourages their emotional, social and physical development and wellbeing.

Throughout 2022, we have worked alongside our young people to bring our wellbeing strategy to life, to ensure that our young people have the required tools and information to empower their wellbeing across all areas that are important to them, connecting with a variety of guest speakers, services, supports through fun and informative activities.

The below tables show the summary data for the whole cohort from Semester 1 2021 to Semester 2 2022. Wellbeing is measured using our validated Wellbeing Rubric. The data shows the improvement in overall learning area of the rubric while the relationships and risk and protective areas continue to be of concern. Any in the over 50% range is of concern and over 75% is of serious concern.



WELLBEING PROGRAM & OUTCOMES

WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
Man Cave	Man Cave provided young men with support, information around nutrition, physical health, fitness and education. This program supported young people to build positive mindset, set goal and learn teamwork.	Students learned importance of healthy food choices and exercise, peer mentorship and community connection.
Community Connection	Students participated in a number of community explorations, to find out about services and agencies in their local community. These included local community centres, library, Foodbank, St Vincent de Paul, Hope Street youth centre and Playford Women's Shed. Students visited agencies and services in Playford and Salisbury Council Areas and participated in community events such as 'Daffodil Day' and 'Wear it Purple Day'.	Students developed knowledge and resilience through connection to the local community.
Sexual Health and Relationships	<p>Students participated in learning over the course of Term 1, designed to increase their understanding of sexual health, reproductive system, consent, healthy and positive relationships and personal safety.</p> <p>SHINE SA provided on-site support to students, increasing their knowledge of SHINE SA services regarding LGBTIQ+ health, contraception, sexual health and counselling.</p>	<p>Students developed knowledge of sexual health, consent and establishing and maintaining positive relationships.</p> <p>26 young people attended the SHINE SA workshop across both sites.</p>

WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
Personal safety and peer safety	Students participated in workshops delivered by Sammy D Foundation and NACYS to explore the impact of drugs, alcohol, and unsafe behaviour and develop strategies to keep themselves safe and their peers.	Students developed an understanding and impact of drugs and alcohol on their body and mind, including impact on safety.
School Counsellor	Edmund Rice Flexi School partnered with Connected Self and Allied Developmental Care, to provide a mental health practitioner on site one day a week, providing immediate access to mental health support for young people, including referral and connection to other services and supports.	Students have access to mental health support and referral pathways. Furthermore, 8 ERFS young people were supported to obtain a Mental Health Care Plan and receive specific mental health supports external to school counselling support.
Foodbank and Hampers	Support to young people and families with food hampers and access to subsidised grocery items isolation, as well as Christmas hampers.	21 Christmas Hampers were provided to young people in need and their families. Additional 10 young people received support from school for food items and hygiene products and, Coles/Woolworths vouchers. Further 15 young people were supported to access food vouchers for immediate financial relief.
School Breakfast Program	With the support of Foodbank, ERFS continued to provide a range of breakfast options to young people across both sites.	Access to nutritional breakfast, enhancing student focus and engagement.

WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
St Vincent De Paul	Partnership and support with the local Vinnie's store, providing immediate referral and vouchers to access affordable groceries, clothing and other items for young people and families.	<p>Access to food and clothing vouchers for our young people and families. Often supporting young people with clothing needs for work experience and interviews and emergency support.</p> <p>10 young people and their families were referred to Vinnie's support.</p>
Mental Health and Emotional Wellbeing	Headspace provided on-site workshops across both ERFs sites, supporting young people to understand what mental health is, looking after their mental health and developing safety plans for their emotional care and wellbeing.	<p>Young people provided with information to access support and services, develop safety and care plans for their emotional wellbeing.</p> <p>There was 78 participants over the course of two Headspace workshops.</p>
Drugs and Alcohol	Young people were supported through external and on-site support, including group workshops to access information to understand the impact of drugs and alcohol on their physical and mental health wellbeing. Our local service support NACYS attended both of our sites to create connection and referral pathways for young people.	<p>In group workshops, young people were provided with information on impact of drugs and alcohol and how to access support service.</p> <p>6 young people were referred to NACYS for specialised drug and alcohol support, including mental health.</p>

WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
School Immunisation and Dental Program	<p>School immunisation is an integral part of supporting young people's physical health. ERFs has developed strong relationship with the Playford Immunisation Clinic who visit our school twice a year to support students physical health and wellbeing through regular vaccination program.</p> <p>Australian Dental Foundation has attended our school site, connecting with young people and their families to provide free dental check ups and treatment.</p>	<p>Young people receive up to date vaccination requirements.</p> <p>Young people and their families understand the importance of oral health and have access to free and appropriate dental care.</p> <p>8 young people received adequate dental care and advice.</p>
Peer Relationships and Support	<p>Enlighten Education attended our middle school and deliver a workshop Butterfly Effect on supporting young women to develop strategies for conflict resolution and peer support. Young women were supported to understand the impact of negative behaviours including bullying on self-esteem and mental health.</p>	<p>Over 10 young women participated in the workshop, exploring what bullying, impact of bullying on mental health and safety. Young women developed strategies for conflict resolution.</p>
Legal Services Commission	<p>Legal Services Commission attended Davoren Park and Elizabeth site to provide information and support to young people around understanding their rights and responsibilities on: sexting, vaping, use and distribution of drugs and alcohol, social media, including distribution of images and child pornography.</p>	<p>Young people gained an understanding of South Australian laws on topics that affect them, including their rights and responsibilities.</p> <p>49 young people engaged in the workshops across both school sites.</p>

ATTENDANCE RETENTION STRATEGY

Edmund Rice Flexi School utilises a range of strategies to support engagement and attendance with our young people and families:

- *Daily transport to and from school.*
- *Daily Wellbeing check in circles to build a sense of connection and community*
- *Daily morning activities to support students to prepare for engagement in learning.*
- *Building a sense of community through shared daily meals of breakfast and lunch.*
- *Family food parcels and referrals to local emergency relief services.*
- *Operation by Principles and Common Ground Practice Framework where young people and staff all operate within a common ground framework eliminating traditional power paradigms and giving young people a voice.*
- *Daily awards: "Spirit Awards" and recognition of effort and achievement*
- *Working closely with other agencies to provide a holistic, whole of community response to meet the young person's social and emotional needs.*
- *Individualised learning programs tailored to student needs.*
- *Young person interest-driven School Timetable for PM learning block*
- *Hands on- Project based learning strategies applied in class for engagement focused learning.*
- *Community Connection in learning to support positive engagement pathways.*
- *Home-based learning with regular teacher and youth worker connection and support.*
- *School holiday programs to continue connection and support networks with peers and agencies.*



ATTENDANCE RETENTION STRATEGY

- *Home wellbeing visits to support setting wellbeing and engagement goals.*
- *Regular meetings with families and young people to support their engagement, learning and wellbeing.*
- *Daily contact with family and student to follow up of non-attendance.*
- *Involvement of key local Community members in whole school events and celebrations.*
- *Home-based Services "OUTREACH Program" - these services are aimed at engaging extremely complex young people that are not able to physically attend the school site for a variety of reasons.*
- *Referral to health services, home based wellbeing and engagement activities and remote learning packs are key elements to the successful engagement of young people in 2022.*
- *Engagement of on-site school counsellor who attends our school sites weekly to provide mental health, emotional and social wellbeing supports.*



EDMUND RICE FLEXI SCHOOL WORKFORCE

All staff participate in annual goal setting and review processes as part of our Performance Enhancement Process (PEP). In 2022 our teaching staff used the Network's proforma that linked their goal setting to the AITSL standards and identified development goals in Wellbeing, Educational Development and School Strategic development. Our non-teaching staff use the Youth worker standards or a relevant framework for their PEP process each year.

EDMUND RICE FLEXI SCHOOL WORKFORCE 2022

POSITION	FTE	QUALIFICATION		ATSI
Principal	0.3	Masters Bachelor Diploma Graduate Diploma x 3		
Deputy Principal	0.5	MBA Bachelor x 2 Graduate Diploma Diploma x 2 Certificate IV		
Head of Campus	1.0	Bachelor		
Associate Head of Campus	1.0	Bachelor		
Teachers	6.3	Bachelors		
Administration	2.6	Bachelors and Certificates		
Youth Workers	6.9	Diplomas and Certificates		1.0



EDMUND RICE FLEXI SCHOOL

SURVEY

At Edmund Rice Flexi School we value student voice and have intentionally engaged the students in developing the schools learning and wellbeing activities. Each term, students are consulted on interests, which are then timetabled, and the curriculum mapped to the area of interest. Subject choices for 2021-22 have included: SACE PLP, Numeracy, Literacy, VET, Beats & Bars, Hammer-time, Outdoor Education, AFL, Ice Factor, Flexi cafe, Tennis, Job Club, Horrible Histories, Bike Mechanics, Money Heroes, Rockband, Space and Ocean, One Pot Wonders, Graffiti Art and Try a Trade. 2022 saw us explore entrepreneur classes with industry specialists with the focus of developing skills ready for work in a chosen field, as well as young people participating in Certificate 3 in Volunteering as a means of completing SACE accreditation.

TESTIMONIALS

Parents, Carers and Community:

Thank you all for an epic year for Lucy! It was exactly what she needed and you all helped her get there. So very much appreciated by all of us! You guys do work miracles ✨ **Raff**

Students at the school always relay how they enjoy attending the school, which I seldom hear when visiting other schools. I believe it is due to the caring and supportive environment provided by Edmund Rice Flexi School, that the students are willing to receive support from outside services, such as NACYS, which increases positive outcomes for the young people with their education and also in their family and personal lives. **Lloyd C, Case Manager, NACYS**

I just felt the need to say I absolutely love your school... the kids are lucky to be surrounded by such great teachers and they are truly spoilt. **Ebony**

I am amazed and thankful for what the school has done for her in such a short time. **Amanda**

Both parents were relieved and pleased that they came home in a positive mindset after attending the program. Both boys were settled when they arrived home and focussed on their wellbeing, both parents stating that they are different children today. **Mums of Thomas and Sam**

It is absolutely fantastic that he has been able to attend the school and feel 'normal', a lot of his identity and self worth is related to how people act and treat him and the school has been transformative and supportive in so many ways. **Tom – Ruby's Reunification Centre**

We were able to come to a really good outcome for the boys. I really do appreciate everything you guys are doing for them, I know it can be very difficult at times when they become very stubborn and not willing to meet anyone half way. **Mum Fiona**

My kiddo is finally finding enjoying school. Just finding his feet. We are so grateful. **Mum Dee**

The way you care for your students' wellbeing is amazing – it feels such a privilege to share in their learning in this space. This school is awesome! **Stiles, Art Educator and Student Mentor**

Student Voice:

I just want to say after a bit over a year thank you for pushing me to come to Flexi it helped create confidence that I would have never developed with my isolated lifestyle and that confidence I have since put to good use developing new skills and finding new interests at where I ended up NASC where I am currently studying to achieve an ATAR... Thank you so much for the part you played in getting me back on track and I have never regretted the time I spent at Flexi and if I was able to the only thing I would have changed was how I spent my time there. **Mason**

EDMUND RICE FLEXI SCHOOL SURVEY

During 2022 ERFS engaged in 3 significant survey opportunities.

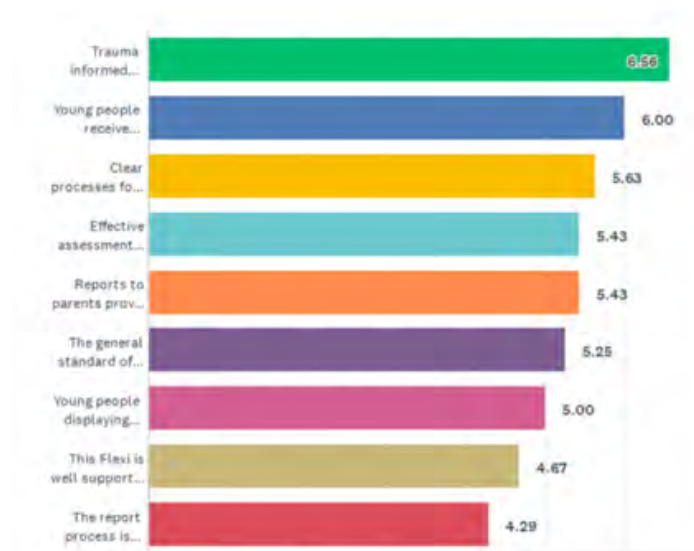
Staff Satisfaction Survey

This survey was adapted from the EREA national staff survey developed in 2019 but now adapted for our Flexi Context.

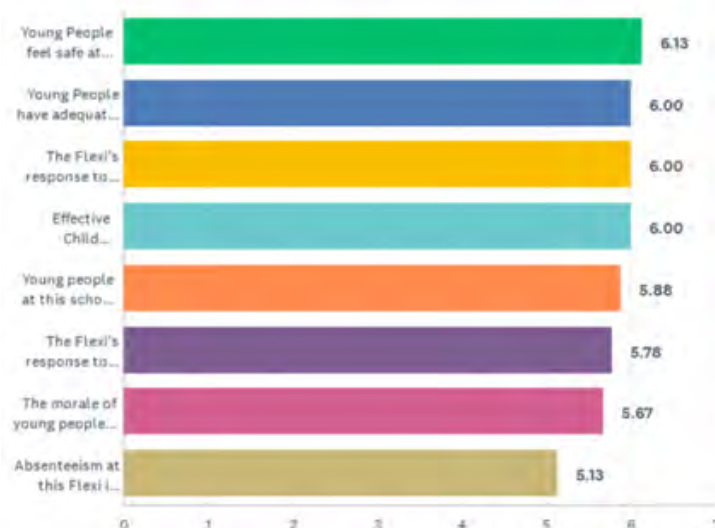
This survey affirmed the work of ERFS particularly about our support for social justice and alignment to our catholic values and mission. ERFS was affirmed for its commitment to inclusion and our EREA flexi practice through co-creating a common ground with young people based on our 4 Principles.

One particular strength identified was how well our staff support our young people and ensure they are safe. The commitment to safeguarding and how hard our staff work to ensure young people are kept safe at ERFS as well as our understanding of trauma informed practice to support the learning and wellbeing of young people was also affirmed. See the table below for Teaching and Learning and Wellbeing Responses from our 2022 Staff Satisfaction Survey.

TEACHING & LEARNING



YOUNG PEOPLE'S WELLBEING



EDMUND RICE FLEXI SCHOOL SURVEY

The second major opportunity was ERFSS participation in the comprehensive EREA School Renewal Process. Staff and young people were surveyed and also participated in interviews with an external panel. Members of the wider flexi community were also engaged in this process.

ERFS affirmed in this process as learning communities where:

- Weekly Monday workshops provide a structure to share practice and support staff to ground their Flexi understanding in the Touchstones.
- Staff are encouraged to “think outside the square” and assume leadership in bringing a collaborative approach to new ideas.
- Families are supported in a way that builds trust and respect.

The following recommendations were made for ERFSS to consider in development of a new strategic plan.

- Develop staff retention strategies including supporting staff growth in expertise and experience in Operation by Principles on Common Ground.
- Establish informative and meaningful communication practices which support staff in changing roles and across two sites.
- Enhance current relationships with Mental Health agencies and other external service providers to address the needs of the young people.

The final major survey opportunity was the engagement of our young people in a EREA Flexi Schools National Youth Survey. Over 400 young people from our EREA Flexi schools across the country including a significant cohort of our ERFSS young people participated. This report will have many implications for the young people and the learning, wellbeing and cultural programs that ERFSS develop into the future.

In this national survey our young people said:



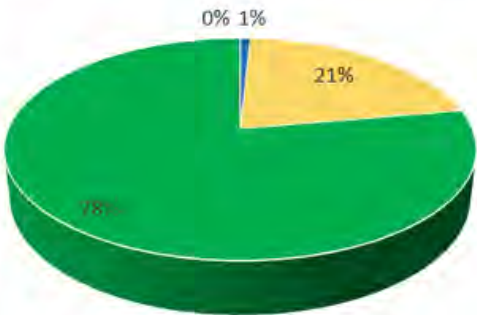
The young people described their flexi school as



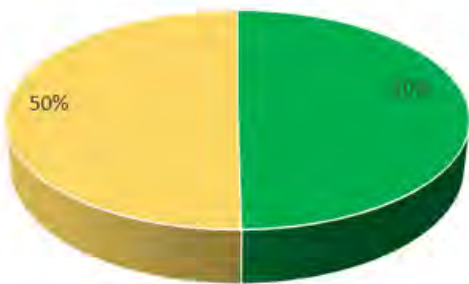
FINANCIAL STATEMENT

REPORTING FRAMEWORK	AMOUNT \$
Recurrent income	
School fees	-
Other fee income	-
Private income	44,485
State government recurrent grants	1,163,394
Australian government recurrent grants	4,230,151
Total recurrent income	5,438,030
Recurrent Expenditure	
Salaries; allowances and related expenses	1,780,935
Non salary expenses	1,796,684
Total recurrent expenditure	3,577,619
Capital income and expenditure	
Government capital grants	-
Capital fees and levies	-
Other capital income	-
Total capital income	-
Total capital expenditure	234,780
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	97,565
Total closing balance	-

Edmund Rice Flexi School Recurrent Income 2022



Edmund Rice Flexi School Recurrent Expenditure 2022



Other fee income

Private income

State government recurrent grants

Australian government recurrent grants

Salaries; allowances and related expenses

Non salary expenses



G. J. Keating

Gerard Keating - Network Principal



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