

ANNUAL REPORT



FAME
Flexible Learning Centre
SOUTH AUSTRALIA

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 FAME was able to have more young people engaging in the site base learning programs. It also allowed the return of the Family and Community events which were used to host the "Market Days" for our Cert 11 in Business young people to sell their products.

The recruitment of a number of new staff to the middle school campus required a clear focus on our Flexi Practice as well as formal professional development in Trauma Informed Practice. 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 staff mentor program with our young people continues to help create the conditions for young people to be known and feel part of the flexi community.

The Cert 111 in Business provided young people in the senior class another engaging pathway to the completion of the SACE as well as some very practical employability skills. In 2023, the CERT 111 in Active Volunteering will replace this Cert 111 in Business.

The engagement of the FAME community in the development of the plans for our new facility was very positive but unfortunately the start of the building work has been delayed till 2023. I thank Yvonne Schultz, Head of Campus, Marianne Geoghegan, Associate Head of Campus, and as well as Jordan Sweeney and Danae Andrawos for the Leadership of the Wellbeing area.

FAME 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)

FAME FLC CONTEXT STATEMENT

SCHOOL DEMOGRAPHICS

The population of the Onkaparinga region where FAME is situated is 176,628; 1.9% (3,356) of this number are ATSI peoples. Unemployment in 2022 was 6.0%. The median weekly income for those enrolled at FAME who come from the surrounding suburbs is approximately \$1,188. FAME's ICSEA report rating is 935.

FAME had 162 young people come through the Flexi in 2022. The family composition of those that attended was as follows:

- 55% (87/162) Single parent families.
- 16% (25/162) Two-parent families.
- 11% (16/162) Young people living independently.
- 10% (15/162) Blended families; one biological parent and one stepparent.
- 7% (9/162) Guardianship (5 GOCE; 2 Kinship; 2 Foster).
- 1% (1/162) Adopted.

Overview of the Flexi Model

FAME FLC strives toward best practices in all areas of education and wellbeing support. Each young person has a Personal Plan for Learning (PPL) which incorporate SMART goals to ensure their outcomes are measurable and achievable. Staff work individually with each young person to help identify and articulate their goals. The setting of short and long-term goals ensures every young person experience holistic success, not only in an educational context but also in their overall wellbeing.

CONTEXT STATEMENT CONTINUED

Our follow-up of young people, in terms of their well-being and academic progress, is integral to the best outcomes for each young person being realised. Likewise, our strong commitment to communication with parents and carers, where possible, aims to ensure they are integrally involved in the helping to facilitate the young person's growth in becoming the person they aim to be. Our hope is that young people always know they have someone to talk to while they are at the Flexi; and that there will always be someone who will advocate for them and support them. The ultimate goal is to give young people a sense of empowerment through their voice being heard and through building skills and understanding to negotiate the life's many challenges.

Community partnerships

Community partnerships are paramount to FAME's effectiveness in re-engaging young people with learning. FAME currently engage with: RecLink, SA Catholic Education Office; WYATT Benevolent Institute; Headspace; Southern Youth Round Table; Ruby's Housing; Metro Youth; Uniting Communities; Streetlight; Embrace, Genesis Pregnancy Support; Onkaparinga Youth Council; Centacare; Mission Australia; Youth Justice; Drug and Alcohol Services; Centrelink; Local medical centres; Psychologists, CAMHS; SAPOL Liaison officers; Junction Housing; Centacare; Disability Agencies; Second Chances; Restorative Journeys; At Work; Baptist Care; Clubs SA; Local high schools; Nunkuwarrin Yunti; Noarlunga recreation Centre; Blackwood Reconciliation Group; Hackham West Community Centre; Reconciliation Australia/Narragunnawali; Berry Street; Mental Health First Aid Australia; Rock and Water Australia; DCP; Anglicare – Job prospects partnership; Small local businesses – particularly those that provide work experience for FAME youth.

Multi-disciplinary and professional team

The staff at FAME consist of teachers, youth workers/tradies, social workers and psychologists. All staff are trained in trauma informed practices to ensure FAME is a safe place for all young people. Our emphasis on restorative practices promotes a positive culture which addresses any breakdowns in communication between young people and their peers, or staff.

The staff-young person ratio is approximately 1:5. As a multidisciplinary team, staff are equipped to address young people's needs, holistically. This is achieved by empowering young people by teaching them how to link to external support agencies (e.g. Counselling, Mental Health and General Health services) to manage their own physical health, well-being, housing and other primary needs.

FAME staff prioritise the need to work consistently and compassionately in all interactions with parents, carers and young people. An individual approach is taken to each young person's situation, helping to develop their capacity and self-efficacy to interact well within the learning environment.

A commitment to Flexi practice

The young people and staff are encouraged to make a commitment to our Flexi Practice Framework – Operation by Principles - Honesty, Respect, Participation and Safe & Legal, by co-creating a safe Common Ground with our young people. We regularly celebrate the young people's different achievements in our weekly community meetings and other gatherings.

Curriculum and 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 have a direct role in shaping the curriculum of the school. They are routinely surveyed for topics of interests and teachers plan lessons according to that interest, which is then mapped to the Australian Curriculum.

The 'curriculum' is everything we do at school, both intentional and unintentional, overt, and covert learning. Curriculum planning involves intentional plans that have specific and targeted outcomes for learning inside and outside the classroom. We plan learning to ensure we are meeting the needs of our young people and providing appropriate challenge, support, differentiation, and resources to promote engagement and success.

FAME reports to the following curriculums across the school:

- Australian Curriculum: Year 7–10
- Vocational Education and Training (VET): Year 10–12
- South Australian Certificate of Education (SACE): Year 11–12

Family/carers involvement

Families/carers are viewed as partners in their children's educational experience; and every effort is made to include them in conversations and decisions in relation to the young persons' learning. Transition plans and PPLs are developed through discussions with both the young person and their parents or carers. Parent-teacher interviews are held each semester.

VISION STATEMENT

Vision: Liberation and hope through education.

Mission: Nurturing and empowering young people by providing learning opportunities that expand life's possibilities.

Our Values: Respect, Participation, Honesty and Safe & Legal.

FAME seeks to build honest and authentic relationships with young people and their families/communities, this starts with supporting and celebrating the uniqueness and dignity of each person.



ANNUAL IMPROVEMENT PLAN AND OUTCOMES

School Improvement Plan for 2022

1. Review of whole school curriculum:

Middle school highlight:

- Physical movement was the goal – improve young people's involvement in physical activities. Engaging RecLink greatly facilitated this objective. We found improved attendance generally (increased to 75%) and for those classes that involved physical activity.

Senior School highlight:

- Investigated options around young person choice (SACE/Certs/External VET) – young people felt validated in their choices and facilitated exploration of future vocational pathways.
- Developments yet to occur:
- Breaking open the EREA Liberating Practices to enhance our teaching and learning within our Flexi.

2. Review of Youth Worker Model

- It was decided that our Youth Worker staff required more clearly defined roles to enable them to have the time to ensure young people were being connected to external services when the need presented.
- Giving the youth worker staff release time from classroom timetable enabled them to have greater impact on wellbeing outcomes for young people because they were more readily able to portion time to home visits; organise appointments for young people with external agencies; and make referrals. They were also able to spend time following up absences and help address the barriers to attendance for specific young people.
- Outcomes for young people included: increased attendance and engagement; better connections with youth worker staff so they felt more supported; and improved wellbeing as indicated on our wellbeing rubric database.
- Another outcome, for teachers, was their workload was reduced as wellbeing follow-up for their classes had been minimised.

3. Strengthening of the Student Voice

- Implement student voice groups with a focus on the RAP, sport activities and wellbeing programs.
- Outcomes included young people engaging in committees and developing leadership skills; and an increase in school activities and learning experiences that were organised and actioned by young people.



FAME FLC STUDENT INFORMATION

STUDENT PROFILE DATA

ENROLMENTS	2021	ATSI	GCE	NCCD	2022	ATSI	GCE	NCCD
Female	85	11	7	51	83	6	9	65
Male	3833	6	2	26	38	7	1	31
Total	123	17	9	77	121	13	10	96

STUDENT ATTENDANCE DATA %

YEAR	2021	2022
7	46%	53%
8	44%	31%
9	48%	58%
10	53%	54%
11	46%	49%
12	54%	53%
13	46%	

STUDENT DESTINATION DATA 2022

DESTINATION	%
Mainstream school enrolment	5 (4%)
Transfer interstate	1 (0.8%)
Employment	16 (13.2%)
Further Tertiary Education (TAFE, Uni)	2 (1.7%)
Apprenticeship	-
Traineeship	-
Seeking employment	3 (2.5%)
Parenting	2 (1.7%)
Justice	-
Cultural	1 (0.8%)
Unknown	24 (19.8%)



These percentages are based on the number of young people that attended FAME over the course of 2022 (n = 162) not the census figure of 120 young people.

MIDDLE SCHOOL CURRICULUM PLANS AND OUTCOMES

CLASS GROUP	CURRICULUM DELIVERED	CLASS PROFILE	ELECTIVES DELIVERED
Westcourt House (Year levels 7-8)	Australian Curriculum <ul style="list-style-type: none"> • English • Mathematics • Health & Physical Education • Child Protection Curriculum • Design & Technology 	12–13 years of age BKSB Levels 1–2	<p>Afternoon activities are aligned to the Australian Curriculum, with a key link to General Capabilities, Wellbeing, and HPE.</p> <p>To achieve maximum engagement young people are surveyed on topics of interest.</p>
Callan House (Year levels 8–9)	Australian Curriculum <ul style="list-style-type: none"> • English • Mathematics • Health & Physical Education • Child Protection • Design & Technology 	13–15 years of age BKSB Levels 1–3	<p>This empowers our young people by giving them input into their own learning.</p> <p>Activities include such things as: Music, Aquatics, Life skills, Arts & Crafts, Games & Trivia, Gym, Active (basketball, volleyball, soccer, badminton) Outdoor Education, Metalwork, RecLink and Dule of Edinburgh.</p>
Cork House (Year levels 9-10)	Australian Curriculum <ul style="list-style-type: none"> • English • Mathematics • Health & Physical Education • Child Protection Curriculum • HASS • PLP 	15–17 years of age BKSB Levels 1–4	

SENIOR SCHOOL CURRICULUM PLANS AND OUTCOMES

The World of Work

Intertwined through our SACE program is our World of Work ethos. We want learning at FAME to be a rich experience which focuses on the whole person. We want to facilitate how the young people make choices which help them to discover all the possible options open to them in the future. We help them to explore how they can align their general interests and personal characteristics with possible work options. We look for ways to build up diverse experiences for them so that these work options become more attainable. Our Career Pathways Co-ordinator touches base with all young people to help them navigate all the possibilities available to them.

Duke of Edinburgh

In 2022, FAME introduced the Bronze Duke of Edinburgh Award to the school curriculum.

The Award is a personal leadership award, where the young people show competence over a period of time to learning new skills, try new sports and physical activities, find out about volunteering and show that they are active citizens and stepping out of their comfort zone, in their participation at School Camp or an adventurous journey.

In addition to gaining their award, which is recognised by employers' and is a welcome addition to their resume, students are getting ahead with their SACE, with the completion of their Bronze Award they will receive 10 SACE points at SACE Stage 1 (year 11 studies).



SENIOR SCHOOL CURRICULUM PLANS AND OUTCOMES

CLASS GROUP	CURRICULUM DELIVERED	ELECTIVES DELIVERED
Ambrose and Treacy Houses (Year 11s)	<p>Compulsory:</p> <ul style="list-style-type: none"> · Essential English · Essential Maths · PLP <p>Certificate II (choice):</p> <ul style="list-style-type: none"> · Volunteering · Kitchen Operations · Music · Skills for All · Other TAFE Course <p>Electives</p> <ul style="list-style-type: none"> · Workplace Skills · Operation Flinders · Duke of Edinburgh · Health · First Aid 	<p>Compulsory Subjects These subjects are required to be completed by all those collecting SACE I credits. Every young person at FAME is required to pass all of these subjects as part of their SACE pathway.</p> <p>Certificates As part of your SACE pathway, you may have previously started a certificate in 2022 that you will need to complete by the end of Term 1. From Term 2 onwards the only certificate, at SACE I level, that will be offered in senior school at FAME will be the Certificate II in Functional Literacy to support students in gaining relevant literacy skills for life and support SACE completion.</p> <p>Duke of Edinburgh Young people can complete it by completing 4 key components in: Voluntary Service, Physical Recreation, Adventurous Journey, and Skills. It is an important part of the curriculum because it has 10 SACE credits (Bronze) or 20 SACE credits (Silver). The Duke of Ed is an excellent program designed to help young people grow in leadership qualities and it can also lead to better job outcomes in the future.</p> <p>Intensive Subjects Intensives are a great opportunity for the young people to gain 10 credits in one week! We hold these intensives once a term. They give us opportunity to explore “intensively” an interesting theme which personally enriches our young people. It is a time when the whole senior school will be taking part in a variety of activities and learning opportunities to help build knowledge and understanding around different topics, such as Wellbeing week.</p> <p>SACE II The SACE II program consists mainly of the Certificate III in Business; Business Ventures and the Research Report.</p>
Waterford House (Year 12)	<p>Compulsory</p> <ul style="list-style-type: none"> · Research Project · Cert III in Business · Business Ventures <p>Elective</p> <ul style="list-style-type: none"> · Workplace Practices 	

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 certificate modules and or school subjects
19 out of 27 Year 12 = 70.3%	17 of 27 Year 12 = 62.9%	34 of out 121 = 28%

STUDENT LITERACY 2022

YEAR LEVEL	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	0	0	0	1	0
8	0	1	3	3	3
9	1	2	6	4	6
10	1	0	8	8	9
11	0	0	1	11	11
12	0	0	1	1	4
13	0	0	0	0	0
TOTAL	2	3	19	28	33

STUDENT NUMERACY 2022

YEAR LEVEL	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	0	0	0	0	0
8	0	2	0	1	1
9	0	1	8	4	2
10	0	1	14	13	2
11	0	0	9	11	4
12	0	1	3	0	2
13	0	0	0	0	0
TOTAL	0	5	34	28	11

WELLBEING PROGRAM & OUTCOMES

FAME is a holistic service based on the principles of social inclusion and capacity building. The belief in the importance of education is balanced with an equally important belief in stabilising the mental health of young people: socially, emotionally and psychologically. Staff endeavour to monitor the young persons' progress in both educational and wellbeing goals. In addition to this, they will advocate on young people's behalf, provide advice, and provide direction and support during difficult times.

We believe the family unit is pivotal in helping young people to succeed, so we strive to keep communication with parents and carers constant, informative and transparent. Parent/carers are involved in working agreement meetings; restorative justice meetings, parent-teacher interviews; Personal Plans for Learning (PPL); attendance meetings and follow up calls; market days; graduation and other celebration days (i.e. end of year Carnival).

The role of FAME staff is broad in scope and depth. The FAME staff are trained in trauma informed practices and restorative justice methods. Staff also receive ongoing training in drug and alcohol counselling, the effects of abuse and neglect; the experience of grief and loss; the impact of trauma, amongst other important issues for our young people. FAME understands the importance of empowering young people by facilitating their engagement with outside supports, other agencies and programs within the community.

We engage with our young people in a professional relationship, where the young person's voice and needs are at the forefront of our work. Our work pivots on the ideas of The Reform and The Advocacy (non-radical) models of youth work that address the needs of young people who have been socially disadvantaged by their environments and up-bringing. We provide intervention to enhance social stability and believe in helping those that are unfairly disadvantaged. We work closely with our young people to ensure that they are aware of supports and entitlements to ensure young people's rights are upheld. Our over-arching aim of our youth workers is to provide holistic wellbeing support with an emphasis on personal autonomy, ability to access supports and for the young people to be able to flourish and thrive.

The tables on the next page show the summary data for the whole FAME cohort from Semester 1 to Semester 2. The Wellbeing is measured using our validated Wellbeing Rubric. The data shows the improvement in overall Learning and Relationship areas of the rubric while the risk and protective remained of concern. Any over 50% range is of concern and over 75% of serious concern.



SEMESTER 1, 2022

Young Person Wellbeing Profile SUMMARY



19/04/2023

Select 'all' or a specific student

Name: (All) Remember to REFRESH name (Right button click on student name)



Row Labels	Learning overall	Relationships overall	Risks and Protective Factors overall
14/06/2022	47%	44%	50%
Grand Total	47%	44%	50%

Select date range

SEMESTER 2, 2022

Young Person Wellbeing Profile SUMMARY



19/04/2023

Select 'all' or a specific student

Name: (All) Remember to REFRESH name (Right button click on student name)



Row Labels	Learning overall	Relationships overall	Risks and Protective Factors overall
15/11/2022	42%	41%	50%
Grand Total	42%	41%	50%

Select date range

WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
RAP Program	<p>To honour our First Nation young people and their culture FAME has made a commitment to be a part of Reconciliation in Education through learning, sharing and taking pride in First Nations, cultures and contributions. Our partnership with Reconciliation Australia in developing a Narragunnawali RAP, provides us with valuable learning and insights. Aboriginal and non-Aboriginal young people across various year levels have become integral in assisting us with various reconciliation actions including, creating awareness and celebrations around important dates such as Reconciliation and NAIDOC week, writing our first FAME RAP Vision Statement and co-writing our school Acknowledgement of Country, which is now used to open staff meetings, morning circles and school events. To date, one of our most rewarding accomplishments has been having our young people work collaboratively with a Kurna resident artist to create a large piece of artwork which tells the story of our school community and features of the Kurna landscape in which our school is fortunate enough to reside.</p>	Wellbeing and Cultural Awareness
Youth Leadership Program	<p>To develop our young people's self-efficacy and self-esteem FAME implemented a Student Leadership Program. There are three youth committees including Sports, Reconciliation and Community Culture working collaboratively with well-being staff to promote an engaging and welcoming atmosphere across our Middle School. Their efforts have involved our first FAME team bonding sports day, mindful beach mandalas, Halloween celebrations, and a resident artist to assist in creating Aboriginal artwork for our school vision. This program has provided opportunities for young leaders to make valuable changes through student voice, engagement with external organisations, and involvement in behind the scenes planning and organisation.</p>	Self-efficacy and self-esteem

WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
Reconciliation Week	Dedicated a week to Reconciliation Week where all students were required to participate and engage in learning activities based on reconciliation and Aboriginal culture.	High level of engagement. Young people expressed how it helped them to feel proud of their culture.
Reboot Lessons	Reboot is a highly practical and proven neuroscience-based, trauma-transformative framework. Reboot's core work helps young people to forge resilience, make positive choices and build their capacity to engage and success in learning.	Supporting young people to understand the way their brains work and improve ability to regulate at school.
Afternoon class activities	Diverse activities that focus on building General Capabilities.	Engagement, wellbeing.
High staff to young people ratio	In each of our classrooms there are two teachers and a youth worker. Our classroom sizes range from 18 to 24 young people with an optimum of 1:7 ratio of staff to young people. The team-teaching style we employ ensures consistency of staff should there be staff absences during illness. This means young people can feel safe with the adults they know in their classroom. The FAME team seeks to establish a close relationship to each young person that attends the school. The staff receive regular professional development focused on trauma informed practice aimed at supporting diverse learners and the wellbeing issues faced by many young people in our community.	Learning and behavioural.

WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
Personalised Plans for Learning	PPLs are designed to help young people develop insight into their behaviours and emotions; skills in self-control and conduct; and methods for building positive relationships with others. PPLs also facilitate the development of learning and wellbeing goals that enable a young person to perceive themselves positively; develop a constructive vision for their life; and develop the understanding that they can be contributing citizen of their local community and society. Staff, young people, and families work together to ensure that appropriate adjustments respond to learning and wellbeing needs allowing young people to reach their potential.	Specific adjustment to advance learning.
Cultural Awareness Programs	Cultural Awareness Programs are a strong priority for FAME. We encourage our Aboriginal young people to develop positive connections with the community and to help strengthen their own links with their culture and ancestry. The staff and young people of FAME are committed to embracing cultural differences and encouraging the expression of Indigenous customs and traditions. Knowledge and understanding are developed through classroom projects, cultural excursions, and cultural events at the school.	Tolerance, acceptance, understanding
Holiday Programs	Holidays programs are delivered through the school holiday period. Two or three times a week there will be outings planned according to ideas put forward by the young people themselves (i.e., skating, movies, games & trivia, scooters, beach trips, etc.). Youth workers are present on Campus every weekday and are accessible to any young person who finds they need additional support during the holidays.	Engagement, wellbeing
Parental Involvement	FAME values the involvement of parents/carers in their child's life. To ensure they know their input is valued we build-in regular means of contact with them. This is illustrated through consistent phone calls from the young person's mentor, school reports and parent/carer-teacher interviews, cultural celebrations, termly whole school showcase events, transition planning meetings, annual carnival and newsletter.	Building community, support for learning and attendance

WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
Additional Wellbeing Supports	We are continually monitoring the wellbeing of the young people through engagement plans. We also conduct transition plans to ensure they are reaching the goals they want for themselves academically and vocationally. We provide a pick-up service for those young people who need that additional support to motivate them to attend school each day. Breakfast, lunch and snacks are also provided each day to ensure the nutritional needs of the young people are being met. This is also a good time for staff to build relationships and encourage wholesome activities during the lunch breaks.	Wellbeing, nutrition, motivation
Home Visits	Home visits to young people are conducted by FAME staff for two key reasons, when a young person is at risk of disengaging from the program and when the young person is confined to home due to carer responsibilities, extreme mental health issues (i.e. anxiety), juvenile justice detention, etc. home visits are conducted when there has been no response to other processes of communications (phone calls, texts, emails, and letters to home). These visits can also be a practical way in engaging parents and supporting transport barriers that many of young people's families have. FAME FLC has a documented home visit policy to ensure best practices in this area are utilised.	Engagement, motivation
Young Person Acknowledgements	We believe it is important to acknowledge all positive decisions, attitudes and progress of our young people as they occur. We have several ways of recognising their efforts: student of the week, good work tickets and recognition awards. We find the young people are very receptive to these acknowledgements; being encouraged in this way builds personal morale and morale of the school community. Our biannual engagement plans and transition plans are also a means of encouraging and supporting the young people in their learning journey.	Self-efficacy, self-esteem, motivation

ATTENDANCE RETENTION STRATEGY

FAME has a very thorough attendance strategy to ensure we obtain the highest possible “buy-in” from young people in terms of their regular attendance and participation at the school. Some of the strategies employed include: bus pick-ups in the morning; good work tickets with prizes on a weekly and end of term basis; young person of the week awards; classroom excursions; breakfast, daily cooked lunches and surveys to hear the young people’s voice on certain issues, regular brain breaks and timetable breaks, are a few of our strategies to improve attendance and retention.

Follow up due to lack of attendance is a key focus of our attendance strategy. If a young person is not present at school on any given day a text is received by parents/carers or the independent young person. An explained absence does not require any immediate follow-up from mentors; however, if the absence becomes extended over 2 or 3 days then a follow up will occur. This is to ensure that there are no other factors that are preventing the young person from attending that could be managed by the school.

In all our communication with the parents/carers and young person we maintain a positive, supportive and caring manner encouraging connection and re-engagement.



FAME FLC 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 for teachers and the Youth Work standards for Youth Workers as well as identified development goals in Wellbeing, Educational practice and the FAME Strategic plan.

Key professional development activities in 2022 have included training in Berry Street Trauma Informed practices, Restorative Justice, Flexi Practice, Personalised Plans for Learning (NCCD) and establishing individualised adjustments for all our young people.

QUALIFICATION	TEACHING	NON-TEACHING
DOCTORATE	1	-
MASTERS DEGREE	5	1
DEGREE	8.9	1
POST GRADUATE	-	-
ASSOCIATE DIPLOMA	-	-
GRADUATE DIPLOMA	-	-
DIPLOMA	-	4
GRADUATE CERTIFICATE	-	-
CERTIFICATE IV	-	5.6
CERTIFICATE III	-	-
CERTIFICATE II	-	-
FTE	14.9	11.6
ATSI	0	0



FAME FLC SURVEY



During 2022 FAME 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.

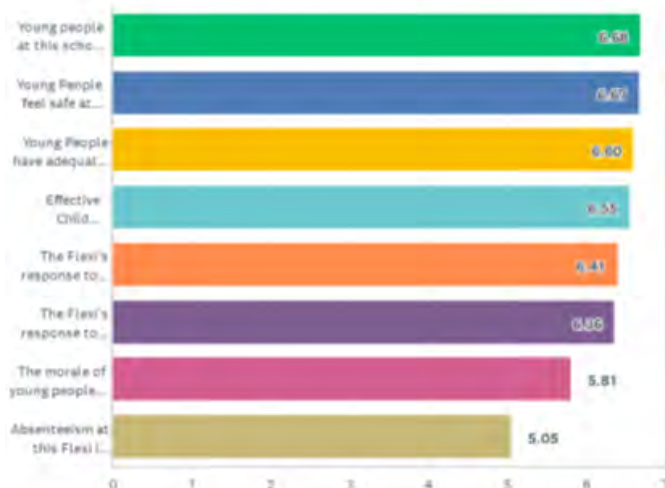
This survey affirmed the work of FAME particularly about our support for social justice and alignment to our catholic values and mission. FAME was affirmed for its commitment to inclusion and our EREA flexi practice through co-creating a common ground with young people based on our 4 Principles.

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 FAME 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



FAME FLC SURVEY



EREA School Renewal

The second major opportunity was FAME's 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.

FAME was affirmed in this process as learning communities where:

- A "Love of Learning" is promoted and communicated daily.
- Young people experience self-paced learning, including relevant movement between different levels of engagement. This extends to opportunities for young people to discern their transition back to mainstream schooling. Young people have creative opportunities to express their gifts and talents e.g. Market Day provides the Certificate III Business class with the chance to sell their recycled, upcycled, reused products amidst a whole school community celebration involving music, games and food.
- The quality of service is recognised by a broad range of agencies who refer young people and families to FAME

The following recommendations were made for FAME to consider in development of a new strategic plan:

- Explore the financial and educational feasibility of the team-teaching model and program possibilities generated by the new facilities.
- Prepare staff and young people for the transition to a single site with focus on the potential impact on Young People's motivation, socialisation and leadership, while identifying the new opportunities this change will present.
- Strategically enhance relationships with local First Nations groups and develop strategies to recruit and retaining First Nations staff.

National Flexi Survey:

- Some of the findings from a Flexi Survey conducted in 2022 highlighted what FAME is presently doing well and some recommendations for improvement; these include:
- Learning for young people about well-being (FAME Brain, CPC, Headspace workshops and Mission Australia small group sessions)
- Connecting with community (We have started doing some groundwork on this with projected dates for various community organisations visiting our YP at FAME and having cohorts visit these organisations, guest speakers, such as SAPOL, NDIS/Mission Australia, RecLink, City Onkaparinga youth holiday programs Young people as part of the decision-making process: Whilst this occurs with teachers doing surveys on which subjects, they would like to engage in, we are now starting to include our YP Leaders in staff meetings to give 'student voice' and have them as part of our decision-making process. We also have YP RAP Representatives who have helped to create our RAP School Vision and artwork around this.
- Learning about culture: This has been incorporated into our RAP vision, Intensives with Aboriginal Culture/History being the foci of learning outcomes. Aboriginal FAME Old Scholars scheduled to present talks to our YP. Aboriginal Culture Incursions.

FAME FLC SURVEY



Parent comments:

Tyler's nan and mum at the end of last year at graduation said something along the lines of: We are so thankful for everything you've done for Tyler. His confidence has grown so much since camp and we haven't seen him this happy for years.

We appreciate the support from everyone there, you have given us. You guys have been amazing!

Sally (Eden Ramsden's mum)

'Eden had a great time thankyou for making her feel safe enough to stay the whole time'

My child is enjoying school for the first time in a long time.

My wife and I are so grateful for all the hard work the staff at FAME have done for our daughter. From phone calls, meetings, and home visits we have been supported so much to get Paz to school and taking part in her learning program. We couldn't be happier.

Young people comments:

"The teachers are my best memory. I've never met teachers as nice as the ones at FAME. They have changed my mind on teaching. They have made me a better person to this day."

Gem said, when she completed year 12:

"I never thought, I would even complete year 10 before I started here."

"It's like a little family. It's a second home to me. Everyone gets along with everyone."

All the teachers care about us.

I was so happy to have gone on camp I had the best time. Everybody gets along and spends time together. I loved actually camping and all the activities we did. I am so very grateful for the experience.

I feel like I learn more at FAME because I like the class I am in and the mood is always good. I have 2 awesome teachers that make it more fun to come to school.

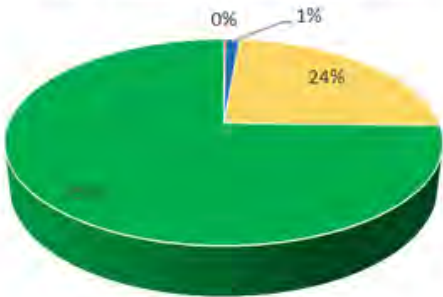
FAME has a really good culture, learning environment and nice staff that help me do my work and motivate me in ways I have not felt at previous schools'.

FAME is like a second home. It really does feel like a family. My teachers are so kind and go out of their way to listen closely. Even when they are having a tough time they put us first all the time.

FINANCIAL STATEMENT

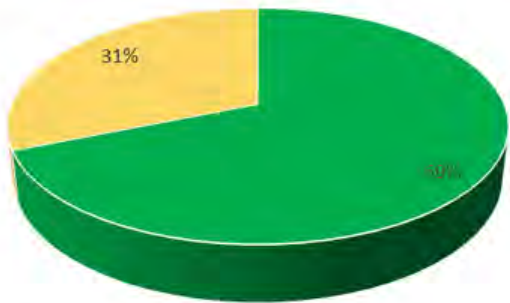
REPORTING FRAMEWORK	AMOUNT \$
Recurrent income	
School fees	-
Other fee income	7,889
Private income	50,653
State government recurrent grants	1,003,704
Australian government recurrent grants	3,128,048
Total recurrent income	4,190,294
Recurrent Expenditure	
Salaries; allowances and related expenses	2,599,600
Non salary expenses	1,178,948
Total recurrent expenditure	3,778,548
Capital income and expenditure	
Government capital grants	-
Capital fees and levies	-
Other capital income	-
Total capital income	-
Total capital expenditure	3,870,951
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	-
Total closing balance	2,713,064

FAME Recurrent Income 2022



Other fee income Private income
State government recurrent grants Australian government recurrent grants

FAME Recurrent Expenditure 2022



Salaries; allowances and related expenses Non salary expenses



G. J. Keating

Gerard Keating - Network Principal