



Inala Flexible Learning Centre

67 Poinsettia St, Inala, QLD 4077

This annual report for 2022 is published to provide information about the Inala Flexible Learning Centre for parents / carers, young people, and other interested parties. This report contains the detail mandated by the Commonwealth and State Governments and Edmund Rice Education Australia reporting requirements.

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*I see no value in a centre of learning, which churns out
numberless school leavers each year
and is passively part of a society torn apart
by divisions of race and partisan politics...
Our schools exist to challenge popular beliefs
and dominant cultural values,
to ask the difficult question,
to look at life from the standpoint of the minority,
the victim, the outcast, and the stranger*.*

*Former Congregational Leader of the Christian Brothers, Br Phillip Pinto. New York 2002

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SCHOOL OVERVIEW INTRODUCTION

Inala Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia and is conducted in accordance with their philosophy and principles. Inala FLC commenced operation as a registered Non-State School in 2013 and is part of a national association of over 55 mainstream schools and Flexible Learning Centres.

Inala FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Inala FLC draws on the spirit and vision of Edmund Rice Education Australia (EREA). Our learning community has a clear commitment to social justice and stands in solidarity with disenfranchised young people of all social, cultural, and religious backgrounds.

The philosophy also has a practical focus, based in the application of four core principles of *Respect, Safe and Legal, Participation* and *Honesty* among all participants of the Inala FLC. This is evident in the ways the organisational culture and practices are shaped through the application of these principles. In essence, the principles establish a *common ground* amongst staff, young people, and parents. This collective forum offers the means to resolve conflict, negotiate learning, recognise rights, responsibilities, and consequences as they are modelled and explored. This occurs both within the group, as individuals and as members of the broader community.

Inala FLC works with young people who are vulnerable and experience a complexity of inter-related needs. As discussed above, participation and retention are key elements in the philosophy of Inala FLC. The development of moral reasoning through the application of the four principles prepares students for responsible citizenship. The learning experiences also build self-confidence and esteem in young people, promote an optimistic view of their potentialities and future, and assist them to develop the knowledge, skills, and attitudes necessary to enjoy a healthy and fulfilling life.

Inala FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education.

Our school supports the Mparntwe Declaration through embedding the goals in our philosophy. As a community we recognise more than 60 000 years of continued continual connection by Aboriginal and Torres Strait Islander peoples as a key part of the nation's history, present and future and pivot our pedagogical practices through this ancient wisdom and ways of learning. Young people are enrolled from a variety of language, cultural and religious backgrounds, with sensitivity to Aboriginal and Torres Strait culture.

Inala FLC has committed to the two declaration goals:

Goal 1: The Australian education system promotes excellence and equity.

Goal 2: All young Australians become:

- Confident and creative individuals
- Successful lifelong learners
- Active and informed members of the community.

Young people are exposed to learning experiences that develop understanding and appreciation of diverse cultural values that constitute Australian society. Learning is focused on the individual needs of young people and progress is carefully documented and monitored. Young people in conjunction with their teachers, youth workers, wellbeing staff create learning plans with articulated educational pathways.

FLEXIBLE LEARNING CENTRES (FLCs)

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

FLCs seeks to build honest and authentic relationships with young people, their families, and communities, supporting and celebrating the uniqueness and dignity of each person. FLCs are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

BEST PRACTICE GUIDELINES

Inala FLC identifies several best practice guidelines to create supportive, meaningful and socially inclusive educational experiences. While not exhaustive, the following provides a basis for programming and young person support.

Individualised Education Program

Education programs need to be attuned to the individual young person by an assessment of need and delivery within a supportive environment that will engage the young person with learning and encourage a sense of community. Personal Learning Plans are developed and negotiated with young people and form an integral part of daily learning programs.

Negotiated and Articulated Goals

Education programs will negotiate goals and the methods of achieving those goals. Such goals will be tailored to the identified needs of the individual.

Professional and Community Driven

Education programs should be characterised by a high degree of professionalism, and supported by a close relationship with communities in which they are located.

Young Person Support

Young People are encouraged to make a commitment to the program and its principles. Young Person achievement is valued and celebrated with appropriate recognition given to the uniqueness of adolescent development.

Family/Carer Involvement

Families/carers are viewed as partners in their young person's educational experience and building positive family/carers relationships is a priority.

Learning Choices

Diagnostic assessment is important to provide guidance in planning individualised programs. Effective programs will engage young people in learning toward defined literacy and numeracy outcomes and other areas of knowledge relevant to real life situations. Young people experiencing risk will be provided with programs that cater for their spiritual, physical, social, psychological, and intellectual development. As well, they will be provided with learning choices both in and beyond the school and with programs that are effectively linked to community agencies and vocational pathways.

Multi-Professional and Multi-Disciplinary Teams

Team members use a multi-disciplinary, multi-professional approach to provide health, educational, cultural, social, and emotional support for young people. Multi-professionals are encouraged to develop supportive relationships with young people and assist them with their basic life needs. Multi-professionals are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol services, accommodation services, counselling services). Staff selection processes identify staff members who are: flexible, able to relate to young people, willing to negotiate, clear about operation by principles, as well as being clear about the responsibilities and the rights of all.

CHARACTERISTICS AS AT AUGUST CENSUS 2022

The total 2022 enrolment of the Inala FLC full time equivalent students is shown below.

The majority of the young people who enroll at the Inala Flexible Learning Centre reside in the local area with only a few living outside a 10km radius.

The Inala area is sometimes described as an urban Aboriginal community. This is reflected in 32% of the cohort identifying as Aboriginal or Torres Strait Islander. We have regular contact with the First Nations Elders in Inala and work in collaboration with local First Nations organisations.

59 young people were identified as meeting NCCD criteria: 63% requiring extensive support, 35% as substantial and 2% as supplementary.

8% of the young people at Inala Flexible Learning Centre have some involvement with Youth Justice.

The young people attending the Inala Flexible Learning Centre come to school with a wide range of experiences and backgrounds. Most of the school population has experienced a lack of success in other education settings often evidenced by low attendance.

Gender/Year	7	8	9	10	11	12	Total
Male	5	11	12	5	9	6	48
Female	4	2	2	7	8	3	26
Gender Diverse	0	0	1	2	0	0	3
First Nations	3	3	2	5	8	4	25
Total	9	13	15	14	17	9	77

YOUNG PERSON SUPPORT

Each young person at Inala has staff who support them in their health and wellbeing. At the Inala site these staff include their classroom teacher for core literacy/numeracy and at least one other significant worker. The role of the team is to establish a close relationship to the young person, to monitor their progress, to advocate on their behalf, to provide advice, direction, and support during difficult personal issues, and overall to support the young person to achieve their stated personal and educational goals. The role of staff is broad in scope, in-depth in its substance, and long-term in relationship. It includes:

- In-house mentoring and advocacy
- Supporting the young person and their families in times of emotional crisis or practical need
- Maintaining the close partnership between school, young person, and parent/carer
- Working in partnership with other agencies who are involved with students e.g. CYMHS (Child Youth Mental Health Service), Department of Communities, Child Safety & Disabilities, Youth Justice, Inala Indigenous Health Service, Inala Wangarra, Inala Neighbourhood Centre (HUB), Inala HeadSpace.
- Supporting and mentoring young people who live independently.
- Helping students to build capacity and resilience in social and emotional aspects of their lives.
- Helping young people to develop a positive self-concept.
- Supporting young people with issues of drug misuse and self-harm
- Networking with other agencies such as Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, anger management.

The Pastoral Care program also includes the support work of the Youth Workers, Young People's Wellbeing Coordinator and Associate Head of Campus. The staff at Inala Flexible Learning Centre spend considerable time increasing skills and effective practice in appropriate care for our Young People. Increasing the support and care of our Young People, increases their capacity to take up the educational opportunities at Inala Flexible Learning Centre

WORKFORCE COMPOSITION

Staff Composition including First Nations Staff

The staff of Inala Flexible Learning Centre is a highly qualified, experienced, and generous group of professionals who consistently contributes more than would otherwise be expected both within the classroom and beyond. The distinctive skills/qualifications and experience of our staff include:

Description	Teaching staff*	Non-teaching staff	First Nations* staff
Headcounts	9	7	1
Full-time equivalents	9	7	1

*Teaching staff includes School Leaders.

** First Nations refers to Aboriginal and Torres Strait Islander people of Australia. To be counted as 'First Nations staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

Qualifications of all teachers

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	1
Bachelor degree	8
Diploma	
Certificate	

Qualifications of all non-teachers

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	
Bachelor degree	2
Diploma	1
Certificate	1
Other (add rows for any other quals)	

SCHOOL INCOME BY FUNDING SOURCE

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details:

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school's name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a text input field on the left with the placeholder text "Search by school name or suburb". To the right of this field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned at the far right of the search bar.

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

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

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

A screenshot of the navigation bar on the My School website. It consists of a horizontal row of buttons. From left to right, the buttons are: "School profile", "NAPLAN", a dropdown arrow, "Attendance", "Finances" (which is highlighted with a white background), "VET in schools", "Senior secondary", and "Schools map".

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

THE SOCIAL CLIMATE OF THE CENTRE

Parent, student, and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

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

Parent opinion survey

Percentage of parents/caregivers who agree# that:	2020	2021	2022
1. Their child is supported at this school to work with the 4 principles and common ground.			4.7
2. their child is getting a good education at this school.			4.3
3. their child likes being at this school*			3.9
4. their child feels safe at this school*			3.7
5. their child's learning needs are being met at this school*			4.1
6. School reports are clear and relevant.			4.1
7. their child is making good progress at this school*			4
8. teachers at this school expect their child to do his or her best*			4.8
9. YP understand how they are assessed at this school.			4.4
10. teachers at this school treat students fairly*			4.8
11. they can talk to their child's teachers about their concerns*			4.7
12. their child's English skills are being developed at this school*			4.2
13. their Mathematics skills are being developed at this school.*			4
14. this school looks for ways to improve*			4.6
15. this school is well resourced *			4
16. I understand how computers and other technologies are used at this school to enhance learning.			4.3
17. Staff at this school are interested in my young persons well-being			4.8
18. Staff at this school are approachable			4.7
19. Staff at this school listen to my questions and follow up.			4.6
20. This school provides me with feedback about my child's progress			4.7
21. I feel valued and respected in this school.			4.3
22. This school keeps me well informed			4.5
23. This school is environmentally friendly			4.2
24. This school asks for my input			4.4
25. This school has a strong sense of community			4.4
26. This school celebrates young people's achievements			4.6
27. This is a good school and I would recommend it to others			4.8

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

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

Student opinion survey

Percentage of students who agree# that:	2020	2021	2022
1. they are getting a good education at school			3.74
2. their well-being needs are being met at this school			3.74
3. they feel included at their school			3.67
4. they feel safe at their school*			3.26
5. their teachers listen to their questions and follow up issues			3.67
6. teachers treat students fairly at their school*			4.19
7. they can talk to their teachers about their concerns*			3.81
8. their English skills are being developed at this school			4.11
9. their Mathematics skills are being developed at this school			4.04
10. they understand who technologies are used at this school to enhance learning			3.78
11. their school celebrates students achievements			4.48
12. young people are supported at this school to work with the 4 principles and common ground			3.41
13. This is a good school and I would recommend it to others			3.81

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

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

Staff opinion survey

Percentage of school staff who agree# that:	2020	2021	2022
1. they enjoy working at their school (S2069)			4.2
2. they feel that their school is a safe place in which to work (S2070)			4.6
3. they receive useful feedback about their work at their school (S2071)			4.2
4. they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)			3.8
5. students are encouraged to do their best at their school (S2072)			3.4
6. students are treated fairly at their school (S2073)			4.4
7. student's are encouraged to work using our Four Principles			4
8. staff are well supported (with their professional goals) at their school (S2075)			3.8
9. their school takes staff opinions seriously (S2076)			3.6
10. their school looks for ways to improve (S2077)			3.4
11. their school is well maintained (S2078)			3
12. their school gives them opportunities to do interesting (and creative) things (S2079)			3.8
13. their school provides training about Child Safeguarding and Child Protection			4.4
14. young people's safety is taken seriously			4.6

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

KEY STUDENT OUTCOMES

ATTENDANCE RATE

The average student attendance rate for 2022 was 64%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

Student Attendance	2020	2021	2022
Overall attendance rate* for students at this school	66%	72%	64%
Attendance rate for First Nations** students at this school	82%	73%	60%

DESCRIPTION OF HOW INALA MANAGES NON-ATTENDANCE

Step	Description	Staff Responsible
1	Rolls are marked electronically by pod staff by 10am	Class staff team
2	Electronic roll is cross checked with late sign-in folder and/or Passtab, and is updated (by 10am)	Administration Officer
3	Text messages sent to parents of absent students via Street Data program	Administration Officer
5	Replies received via Street Data forwarded to class staff group	Administration Officer
6	Parents/carers/young people who do not reply to Street Data are contacted directly	Class staff team
7	Electronic roll updated and returned to Administration Officer	Class staff team
8	TASS system updated with absence reasons	Administration Officer

Inala Flexible Learning Centre follows the Flexi Schools Network – Student Attendance Protocols

Persistent unexplained absences that have not been resolved through home visits will trigger an Enrolment at Risk Letter with a request for a re-engagement meeting with young person and parent/guardians. If the re-engagement meeting is also not attended, then an intention to unenroll letter with an urgent request for a meeting is sent. If no response, or a negative response is received then the young person is unenrolled.

It is likely that during this process additional welfare and/or child safety processes would be employed.

In addition, list key strategies that your school uses to increase attendance.

- Commitment from young people and parents/guardians to attend.
- Clarity of attendance expectations and responsibilities
- Engagement of youth workers and teachers to make contact with parent guardian each absence.
- Ongoing communication with young person about attendance patterns
- Celebration of attendance with enthusiastic greeting of young people
- Provision of transport to and from school by staff driven bus to set pick up and drop off points.
- Provision of Go Card Transport support when required.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school's name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located at the far right of the search bar.

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



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.

YEAR 12 OUTCOMES

Outcomes for Year 12 Students	2022
Total number of Senior Certificates awarded	1
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	11%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	33%
No. of students partial completion VET Certs	55%

YEAR 12 COHORT 2022 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2022 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about the post school destinations of our students will be posted to our website by 30 September 2023. The following interim data reports the destinations of students as accurately as the school can ascertain at this point.

School Year 2022 – Post School Destinations	Number of Young People in each category	Percentage of Young People in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	1	11%
Working full-time/part-time	1	11%
Seeking work	2	22 %
Unknown	5	55%

CURRICULUM - LEARNING CHOICES PROGRAM

The Inala FLC provides holistic learning experiences that address the social needs of students, and promotes their emotional, physical, spiritual, and academic development. The purpose of the learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

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

Subjects offered at various year levels include:

Subjects Offered - Year Level	Core	Elective
Year 7 - 8	Australian Curriculum with an emphasis on Literacy Numeracy History	Art Music Sport Cooking Culture
Year 9 - 10	Australian Curriculum with an emphasis on Literacy Numeracy History	Art Music Sport Cooking Culture

Subjects Offered - Year Level	Authority Registered Subjects	Certificate Courses
Year 11 - 12	<ul style="list-style-type: none"> • Essential English • Essential Mathematics • Short Course Numeracy • Short Course Literacy • Independent Living Skills- Food and Nutrition • Social and Community Studies 	<ul style="list-style-type: none"> • Certificate I and II in Functional Literacy • FSK10119 Access to Vocational Pathways • FSK20119 Skills for Work and Vocational Pathways • Access to TAFE in Schools program

An extensive elective program is offered both onsite and in conjunction with partner agencies including sport, gym, boxing, touch football, workshop, music, Cultural Studies, and activities.

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

Value Added or Improved outcomes for students:

- Adventure Based Education Programmes
- Cooking / Nutrition courses
- Changes in results for individual students over a year
- Specialist programs showing improved outcomes for students with disabilities.
- Extra-curricular programs
- Specific programs in relation to student welfare, life skills, building confidence and self-esteem (Sounds Write)
- Programs to assist students in tertiary entry or entry to the workforce.

These programs are designed to improve outcomes for young people by improving their skills in conflict resolution, self-discipline and motivation, reflection both individually and within groups and personal efficacy. Young people's ability to create connections between their learning and the wider environment is increased and relevance of being an active participant in the world is explored. The skills required for the group and the individual, to be self-regulating and responsive to a variety of contexts. These skills will then be applied in various other learning contexts at school.

The following programs achieve improved outcomes for students at the Centre.

CO CURRICULAR ACTIVITIES

The Centre provides extensive opportunities for young people to participate in co-curricular or non-classroom activities at their level and within their areas of interest. Participation is encouraged. The broad range of opportunities or choices for young people includes activities that are described as cultural, sporting, and intellectual and/or service related. (See Table below).

Co-Curricular Activities offered at Inala FLC in 2022

Cultural	Sporting	Intellectual	Service
Sorry Day	Gym	TAFE tasters	Community Give Back
Links with Inala Elders	Boxing	Technology	Visual Art
Cooking and Hospitality	Swimming	Sport and Physical Education	Learning about Culture
Workshop	Music		

2022 MILESTONES

2022 was another year of significant change for Inala FLC. Changes including several new staff, new school leadership, new learning spaces and an increased number of enrolled young people. At the start of the year, a new leadership team was formed with a new Head of Campus and an additional Associate Head of Campus position.

Like in previous years, the years beginning was impacted by Covid-19. The whole school community were supportive in reducing the impact of changes and measures to prevent the spread of Covid-19 by complying with the recommendations of the Qld Health Department.

Since the beginning of 2022, nine new staff joined the school. This brought renewed energy and commitment to providing learning opportunities to our young people. The school increased the number of young people enrolled by around 10% on the previous Federal Census.


The building project that started in 2021 was completed in the first half of the year. This gave the school a renovated multi-purpose / basketball space, a new hospitality and cooking learning space, a new classroom (general learning area), a new kitchen providing meals for young people, new toilets, and a new staff room. This has significantly increased the usable space at the school.

Our staff strongly focused on engaging our young people in learning activities. Part of the strategy was to provide student choice and agency as to which activities they would participate in. Some of the choices were Visual Art, Cooking and Hospitality, Sport and Physical Education, Learning about Culture, Technology, Music, and Workshop.

Significant events during the year included,

- Our Sorry Day event,
- Sailing with young people,
- Developing learning opportunities in Music,
- Developing learning opportunities in workshop,
- Hosting Deadly Choices Program,
- Men's (plus) business day,
- Women's (Plus) business day,
- Hosting the Inala Elders,
- NAIDOC Week
- Supporting young people to undertake TAFE at school courses,
- Supporting young people to get their learners license,
- The hiring of a qualified chef,
- Staff professional development in Reboot well-being training,
- Hosting a network-wide professional learning day,
- Various Outdoor Adventure Based Learning.

One of the concluding events for the year was the 2022 Graduation Ceremony with elements of a Senior Formal. This was a great demonstration of the Inala Flexible Learning Centre's positive impact on young people and the impact of the young people on the school and our community.



Jonathan Klein
Head of Campus
Inala Flexible Learning Centre



Michelle Kinnane
Principal
Xavier Flexi Schools Network