



Hemmant
Flexible Learning Centre
56 Hemmant-Tingalpa Rd, Hemmant, 4174

2022 Annual Report

This annual report for 2022 is published to provide information about the Hemmant 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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A) CONTEXTUAL INFORMATION

INTRODUCTION

Contact Details

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Contact Person: Cameron Leeder, Head of Campus

TOTAL 2022 ENROLMENT

Year Level	Total Numbers (FTE)	Girls	Boys	Other	Indigenous	SWD *
7	9	2	7	0	6	7
8	11	6	4	1	1	5
9	16.6	4	13	0	5	8.6
10	20.6	10	9	2	2	14
11	13.2	7	7	1	2	6
12	18.2	10	8	1	4	15
TOTAL	88.6	39	48	5	20	55.6

*Student numbers are based on the Commonwealth Government Census (August) enrolment data

SCHOOL PROFILE

Hemmant Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Flexible Schools (EREAFS) and is conducted in accordance with the EREAFS philosophy and principles. Hemmant FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Hemmant FLC draws on the spirit and vision of Edmund Rice. 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 Hemmant FLC. This is evident in the ways the organisational culture and practices are shaped through the application of these principles. In essence, the principles establish a *common ground* among staff, young people, and parents. 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.

CHARACTERISTICS OF THE STUDENT BODY

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

Hemmant FLC works with young people who are vulnerable and experience a complexity of inter-related needs. The learning experiences offered 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.

Our school intentionally supports the 2019 Alice Springs (Mparntwe) Education Declaration:

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

The Declaration has two distinct but interconnected 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.**

Achieving these education goals is the responsibility of Australian Governments and the education community in partnership with young Australians, their families and carers and the broader community.

PARENT, STAFF AND YOUNG PERSON SATISFACTION SURVEY

Parents and caregivers were surveyed to determine levels of satisfaction with staff and with our ability to meet the well-being and learning needs of our young people. Results from the surveys were overwhelmingly positive. In a survey with a rating system of 1-5, parents' results indicated an overall satisfaction average of 4.25 out of 5. Words used to describe HFLC included: accommodating, motivating, supportive and inclusive. All parents and caregivers who were surveyed stated that their young person has shown personal growth and/or benefited positively since enrolling in our school.

Young people were surveyed on their experiences at HFLC, and many described the centre as welcoming and safe with 87% of young people describing the staff as very supportive.

Staff: In 2021 staff responded to a satisfaction survey with an average rating of 4 out of 5 for how supported they felt and an average rating of 4.6 out of 5 for how staff felt about their professional growth. Words staff used to describe what working at our school was like welcoming, fun, inclusive, diverse, rewarding, and supportive.

SCHOOL INCOME BY FUNDING SOURCE

All school funding is allocated by State & Commonwealth Governments (see details below).

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.

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



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



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

B) STAFF INFORMATION

STAFF COMPOSITION

(Including Aboriginal & Torres Strait Islander Staff)

The staff of Hemmant Flexible Learning Centre is a highly qualified, experienced, and generous group of professionals who consistently contribute more than would otherwise be expected both within the classroom and beyond.

	Teachers	Specialist Support - Youth Worker	Business Support/Administration	Aboriginal & Torres Strait Islander Staff
Headcount	7	13	11	2
FTE	7	9.3	5.2	1.2

QUALIFICATIONS OF ALL TEACHERS

The distinctive skills/qualifications and experience of our staff include:

Teaching Staff Qualifications	Number
Certificate	4
Diploma	2
Post Graduate Certificate	2
Post Graduate Diploma	2
Bachelor's Degree	13
Master's Degree	7
Doctorate	0
Other	

KEY STUDENT OUTCOMES

ATTENDANCE RATES

The average student attendance rate for 2022 was 52%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

Year	Average Attendance
7	65%
8	55%
9	48%
10	55%
11	45%
12	46%
Whole School	52%

HOW NON-ATTENDANCE IS MANAGED AT OUR SCHOOL

Non-attendance was managed through regular communication between school and parent/ caregiver and goal setting that considered individual student circumstances. Daily absentee messages sent from admin to parent/ caregivers to provide opportunities for parents to communicate reasons for short term absences.

NAPLAN

(National Assessment Program Literacy and numeracy (NAPLAN) results. Reading Writing, Spelling, Grammar and Punctuation and Numeracy in Year 9).

In 2022, all Year 7 & Year 9 young people were offered the opportunity to sit the NAPLAN tests; with 4 young people participating in one (1) or more of the tests. The remaining young people were either absent or were withdrawn from the NAPLAN tests by their parents or carers.

YEAR 12 OUTCOMES

Outcomes for Year 12 Students	
Number of students awarded a Senior Education Profile (SEP)	7
Number of students awarded a Queensland Certificate of Education (QCE)	0
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded a Senior Statement only	7
Number of students awarded one or more Vocational Education and Training (VET) qualifications	2
Number of students who are completing/completed a School-based apprenticeship or Traineeship (SAT)	0
Number of Students awarded a VET qualification:	
Certificate I	0
Certificate II	5
Certificate III	0
Certificate IV	0
Diploma	0
Advanced Diploma	0
Number of students attaining Minimum Literacy	0
Number of students attaining Minimum Numeracy	0

YEAR 12 COHORT 2022 POST SCHOOL DESTINATION

Studying (University, Diploma, Cert 4, Cert 3, Cert 2, Cert 1)	2
Still Enrolled Year 13	5
Working Full Time	2
Working Part Time/Casual	2
Seeking Work	0
Not studying or working	3
Stay at home Parent/Carer	0
No Response	6

N.B Some young people identified two post-school destinations, specifically those who are studying and working.

CONCLUSION

The Hemmant FLC continues to offer an education option for those who have experienced failure and exclusions from conventional education. Hemmant FLC maintains an inclusive community and works to provide care, hope and social connectedness skills as well as an appropriate academic learning program. We aim to build upon the successes of the past to realise our vision of the future.



Cameron Leeder
Head of Campus
Hemmant Flexible Learning Centre



Alissa Falla
Acting Principal