



## **Townsville Flexible Learning Centre with campuses at Burdekin and Bowen**

22-26 Ingham Road, West End Townsville  
4810

This annual report for 2022 is published to provide information about the Townsville 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

The Townsville Flexible Learning Centre (FLC) including campuses at Townsville, Burdekin and Bowen is a part of Edmund Rice Education Australia Flexible Schools (EREA) and is conducted in accordance with EREA philosophy and principles. Townsville FLC commenced operation as a registered Non-State School in 2006 and is part of a national association of over 55 mainstream schools and Flexible Learning Centres.

Townsville FLC is a co-educational Catholic school in the Edmund Rice tradition. In 2022, the school included a large campus in Townsville and two small educational engagement campuses in the Burdekin and Bowen areas. The philosophy of the Townsville 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 Townsville 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.

Townsville 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 Townsville 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.

Townsville 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.

Townsville 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. In conjunction with their teachers, youth workers, wellbeing staff and young people draft learning plans with articulated educational pathway.

## **FLEXIBLE LEARNING CENTRES (FLCs)**

FLCs seek to respond to the needs of young people disenfranchised and disengaged 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**

Townsville FLC identifies several best practice guidelines supportive of meaningful 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 Townsville FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	7	12	27	22	10	9	87
Female	5	8	14	13	9	5	54
Gender Diverse	0	0	0	0	0	0	0
First Nations	9	10	15	14	5	4	57
Total	12	20	41	35	19	14	141

## YOUNG PERSON SUPPORT

Each young person at Townsville FLC has staff who support them in their health and wellbeing.

At the Townsville 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, 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:

- Maintaining the close partnership between school, young person, and parent/carer
- Modelling social skills and interactions with young people in their learning groups and community space
- Supporting the young person and their families in times of emotional crisis and/or particular need.
- 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 local inter-agencies to keep abreast of latest developments either via newsletters or meetings.

In 2022, the Whole of School Support Team grew, to provide specialised services to individual young people and their families so that they could engage and participate more actively in learning. This Support Team worked closely with both the young person's teacher and youth worker. There were four major initiatives:

- the regular availability of either a male or a female psychologist onsite at Townsville, Bowen, and Burdekin campuses.
- the trialling of a 1-1 Literacy Intervention Project at the Townsville Campus with SPELD. The Inclusive Education Teacher coordinated a Sounds Write trainer with two volunteer teachers and a youth worker, so that nine young people received 1-1 literacy tutoring at least three times a week.
- Completing the psychological assessments required for young people's renewal of their educational adjustment verification, as well as supporting some young people and their families to apply for NDIS, and
- Increased the number of collaborative working relationships with a range of private NDIS service providers and other health services who were working with individual young people and their families.

The Indigenous Community Engagement Officer working closely with this Whole of School Support Team, enabled young people and their families to access these services in culturally safe ways.

The following table details the agencies that worked in partnership with the Townsville FLC staff during 2022:

<b>Townsville Campus</b>
<i>A range of government child protection, youth justice and education service providers including:</i>
<ul style="list-style-type: none"> <li>• Child Safety Service Centres - Townsville North and Hinchinbrook and Townsville South and Burdekin</li> <li>• Court Liaison Officer, Education Justice Initiative, Education Queensland</li> <li>• Townsville Youth Justice Service Centres – North and South</li> <li>• Centrelink Outreach (attend FLC fortnightly)</li> <li>• North Queensland Student Engagement Services, Education Queensland</li> </ul>
<i>A range of youth and community services including:</i>
<ul style="list-style-type: none"> <li>• Lighthouse, Social and Emotional Wellbeing Services, Youth Support Service (TYSS) and Bail House (TAIHS)</li> <li>• Integrated Family Youth Service - residential</li> <li>• Salvation Army,</li> <li>• Pathways, Churches of Christ,</li> <li>• St James Responsive Placement Service, Anglicare North Qld Ltd,</li> <li>• Relationships Australia</li> <li>• Aspire (Mentoring Program), Community Connections, Uniting Church</li> <li>• NDIS Targeted Outreach Project, Queenslanders with Disability Network</li> <li>• Professional Disability Development Support and Services</li> <li>• Speech and Language Development Association (SALDA)</li> <li>• Wellways, NDIS provider for people with mental health and disabilities</li> </ul>
<i>A range of government, non-government and private health providers including</i>
<ul style="list-style-type: none"> <li>• Child Youth Mental Health Services (CYMHS),</li> <li>• Adolescent Inpatient Unit and Day Service (AIUDS),</li> <li>• Counselling, Me Too program, Headspace</li> <li>• Townsville Aboriginal and Islander Health Service (TAIHS),</li> <li>• Sexual Health, Qld Health</li> <li>• Several local GP's</li> <li>• Alliance Rehabilitation, Townsville (visiting male psychologist to FLC)</li> <li>• Cootharinga – Accommodation, Speech and Occupational Therapy Services</li> <li>• Enable Therapy Services – Occupational Therapist, Extreme Behaviour Support Service</li> <li>• Psylutionsworx – psychologist</li> <li>• Therapy Pro, Townsville</li> <li>• Apricus Occupational Therapists</li> <li>• Tracy Richards Psychological Services (visiting psychologist to FLC)</li> </ul>

<b>Burdekin Campus</b>	<b>Bowen Campus</b>
<i>A range of government child protection, youth justice and education service providers including:</i>	<i>A range of government child protection, youth justice and education service providers including:</i>
<ul style="list-style-type: none"> <li>• Townsville and Burdekin Child Safety Service Centre, Townsville</li> <li>• Townsville Youth Justice Service Centres – South</li> <li>• North Queensland Student Engagement Services, Education Queensland</li> </ul>	<ul style="list-style-type: none"> <li>• Bowen Child Safety Centre</li> <li>• Mackay Child Safety Centre</li> <li>• Mackay Youth Justice Service Centre</li> </ul>
<i>A range of youth and community services including:</i>	<i>A range of youth and community services including:</i>
<ul style="list-style-type: none"> <li>• Ayr Police, including Police Liaison Officers</li> <li>• Burdekin PCYC</li> </ul>	<ul style="list-style-type: none"> <li>• Girudala Community Co-operative Society Ltd</li> <li>• Gudjuda Reference Group Aboriginal</li> </ul>

	Corporation
• Aspire, Uniting Church, Ayr	• Bowen Swimming Pool
• Families Together, Churches of Christ, Ayr	• Ocean Rafting, Airlie Beach
• RM Care (support for people with disability), Ayr	• Wes BAU Personal Training
• Burdekin Hub, TAIHIS – for COVID vaccinations and health matters	• Larrikin’s Hotel
• CORE (Community Response to Eliminating Suicide – in rural communities for rural people)	
• Gudjuda Reference Group Aboriginal Corporation	
• Salvation Army	
<i>A range of government, non-government and private health providers including:</i>	<i>A range of government, non-government and private health providers including:</i>
• Psychologist, Alliance Rehabilitation, Townsville (visiting psychologist to Ayr)	• Comprehensive Therapeutic Solutions
• Child and Youth Mental Health Service, Ayr Hospital	

## WORKFORCE COMPOSITION

### Staff Composition including First Nations Staff

The staff of Townsville 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	19	24	13
Full-time equivalents	17.8	20.2	13

\*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	0
Masters	2
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	
Bachelor degree	19
Diploma	
Certificate	



## Qualifications of all non-teachers

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.* <small>*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.</small>	1
Bachelor degree	2
Diploma	1
Certificate	10

\*Some staff completing their first certificate during 2022.

## STAFF PROFESSIONAL DEVELOPMENT 2022

Townsville FLC is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our young people and models to our young people the modern reality of lifelong learning. In 2022 the following professional development was completed:

- Mentally Healthy School (Total 7 Staff – 4 teachers)
- Growing and Nurturing Flexi Practice (Total 37 staff – 17 teachers)
- Clinical Psychologists and Autism (Total 6 staff – 4 teachers)
- Trauma aware schooling (Total 26 staff – 13 teachers)
- Flat water canoe guide (Total 8 staff – 3 teachers)
- Transgender and Gender Fluidity (Total 2 staff – 2 teachers)
- EREA Beginning years PD (Total Staff s – 1 Teacher)
- Early teachers' program (Total staff 1 – 1 teacher)
- Flexi Symposium (Total staff 2 – 1 teacher)
- Indigenising the Curriculum (Total staff 1 – 1 teacher)
- Cultural Competency for Supervisors of Aboriginal People (Total staff 1)
- Leadership Challenge (Total staff 1 – 1 teacher)
- Reboot (2 days) (Total staff – including teachers)
- First aid and Annual CPR Update (one day) (Total 35 staff – 13 teachers)
- Perform a Basic Water Rescue (one day) (Total 18 staff – 8 teachers teachers)
- Cert IV Mental Health, delivered by Gallang RTO (four blocks of five days in each school holidays), (Total 12 staff)

## 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 My School search interface. It features a dark red header with a search bar on the left containing the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned on the far right of the header.

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.

## THE SOCIAL CLIMATE OF THE CENTRE

One hallmark of Townsville FLC is the very real climate of compassionate care. This is expressed through:

- A commitment by all to operate by the principles of respect, being honest, being safe and legal, and participation.
- Encouragement of young people to take initiative; to raise issues of concern: to use the principles to challenge other young people and staff.
- The formation of right relationships amongst everybody in the school community.
- A focus on self-advocacy to ensure all have a voice and authorship of their own life, to negotiate what they learn and how they want to learn it; to be active participants in all that they experience in their time at The Centre.
- A commitment to 'common ground' ensuring a positive, interactive, and challenging educational environment.
- A commitment to working intentionally with our young people in evidenced based ways informed by research in the educational, psychological, and neurological spheres of knowledge.
- A sense of belonging and ownership has developed in both young people and staff since the Centre opened in 2006.

The Townsville FLC facilitates several opportunities to gather feedback from our Young People, Parents/Carer and Staff. Additionally, surveys are sent out annually. This quantitative data coupled with anecdotal data collected during the year is used to determine the level of satisfaction about our Young People's Education, Wellbeing, Safety, and school connectedness and belonging.

### Parent, student, and staff satisfaction

Satisfaction surveys young people, parents/careers and staff were undertaken in 2022. The surveys were completed anonymously, and questions were rated 0-5. The 2022 young people survey results were positive with 14 out of the 15 questions scoring above 4. The lowest result was for "I can talk to staff about my concerns" scoring 3.8. The 2022 parents survey results were very positive with scores of more than a 4 for all the 25 questions. The staff survey highlights areas to improve including providing feedback to staff and increasing support to feel more confident about embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.

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

Rating from parents/caregivers out of 5:	2021	2022
1. their child is getting a good education at school	4.36	4.5
2. this is a good school	NA	4.7
3. their child likes being at this school*	4.7	4.6
4. their child feels safe at this school*	4.8	4.9
5. their child's learning needs are being met at this school*	4.4	4.4
6. their child is making good progress at this school*	4.7	4.5
7. teachers at this school expect their child to do his or her best*	4.9	4.6
8. teachers at this school provide their child with useful feedback about his or her school work*	NA	4.5
9. teachers at this school motivate their child to learn*	NA	4.5
10. teachers at this school treat students fairly*	4.9	5
11. they can talk to their child's teachers about their concerns*	4.6	4.7
12. this school works with them to support their child's learning*	NA	4.9
13. this school takes parents' opinions seriously*	NA	4.7
14. student behaviour is well managed at this school*	NA	5
15. this school looks for ways to improve*	4.8	4.5
16. this school is well maintained*	4.4	4.5
17. Phone calls, meetings and school reports help me understand how my young person is progressing	NA	4.2
18. Staff at this school are interested in my young persons well-being	4.8	4.7
19. Staff at this school are approachable	4.8	4.9
20. This school welcomes me at school events	4.9	5
21. This school is environmentally friendly	4.8	4.8
22. This school has a strong sense of community	4.5	5
23. This school celebrates young people's achievements	4.8	4.9
24. This is a good school and I would recommend it to others	4.8	4.8
25. This school expects all parents and carers to follow the Parent/Carer Code of Conduct	NA	5

Student opinion survey

Rating from students out of 5:	2021	2022
1. they are getting a good education at school	4.1	4.3
2. they like being at their school*	NA	4.5
3. they feel safe at their school*	4.2	4.3
4. their teachers motivate them to learn*	NA	4.2
5. their teachers expect them to do their best*	NA	4.6
6. their teachers provide them with useful feedback about their school work*	NA	4.3
7. teachers treat students fairly at their school*	4.3	4.5
8. they can talk to their teachers about their concerns*	4.3	3.8
9. their school takes students' opinions seriously*	NA	4.1
10. student behaviour is well managed at their school*	NA	4.4
11. their school looks for ways to improve*	NA	4.4
12. their school is well maintained*	NA	4.1
13. their school gives them opportunities to do interesting things*	NA	4.6
14. young people are supported at this school to work with the 4 principles and common ground	4	4.3
15. This is a good school and I would recommend it to others	4.2	4.6

Staff opinion survey

Percentage of school staff who agree# that:	2021	2022
1. they enjoy working at their school (S2069)	4.6	4.6
2. they feel that their school is a safe place in which to work (S2070)	4.1	4.4
3. they receive useful feedback about their work at their school (S2071)	3.9	3.3
4. they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	4	3.7
5. students are encouraged to do their best at their school (S2072)	4.8	4.7
6. students are treated fairly at their school (S2073)	4.8	4.6
7. student behaviour is well managed at their school (S2074)	4.3	4.6
8. staff are well supported (with their professional goals) at their school (S2075)	4	3.7
9. their school takes staff opinions seriously (S2076)	4.4	3.9
10. their school looks for ways to improve (S2077)	4.4	4.3
11. their school is well maintained (S2078)	4.2	3.6
12. their school gives them opportunities to do interesting (and creative) things (S2079)	4.7	4.3
13. their school provides training about Child Safeguarding and Child Protection	NA	4.6
14. they feel confident in responding to child safeguarding matters	NA	4.2
15. young people's safety is taken seriously	NA	4.6
16. their school is a good school and they would recommend working here	NA	4.5

## KEY STUDENT OUTCOMES

### ATTENDANCE RATE

The average student attendance rate for 2022 was 60%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

Student Attendance	2021	2022
Overall attendance rate* for students at this school	67	60
Attendance rate for First Nations** students at this school	57	58

### DESCRIPTION OF HOW TOWNSVILLE FLC MANAGES NON-ATTENDANCE

The roll is marked by the Administration Officer between 9am and 11 Am every morning. All phone or text message from YP/parents/carers to program staff are provided to the Administration Officer. By 11am, a text message or phone call has been or sent to all YP/Parents/Carers with unexplained absences. By 12pm, the roll is updated with non-attendance information. If no message has been received explaining a YP in care's absence, a call is made to the house and/or Child Safety Officer (CSO) to confirm reason for the absence. If the CSO is unavailable, the message is relayed to the Child Safety Team Leader. If a young person is late, they sign in at the front office. Between 12pm and 4pm, staff make calls to follow up on unexplained absences or not approved reasons for absence that require pastoral care and support. At 8am the following day the previous days roll is checked and updated. A list of unexplained absences is generated to be provided to staff who continue to make phone calls/texts to YP/Parents/Carers to gather information for an unexplained absence. This may include a home visit or asking the Indigenous Community Engagement Officer to follow up. At the weekly staff meeting, a preliminary report email is available of any outstanding unexplained absences for the previous week. During the meeting, staff discuss options to engage/support YP and arrange home visits for those necessary.

## 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](#) 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.



The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown menu.

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

[View School Profile](#)

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



The screenshot shows a navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" option is highlighted with a dark background and a white checkmark, indicating it is the selected option.

### 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](#)) 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	100%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	50%

## YEAR 12 COHORT 2021 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)	0	0%
Working full-time	3	19%
Working part-time/casual	0	0%
Seeking work	2	13%
Returned to school	7	44%
Not studying or in the labour force	3	19%
University	1	6%



## CURRICULUM - LEARNING CHOICES PROGRAM

The Townsville 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. During 2021, there were eleven learning groups, nine at the Townsville campus, one at Burdekin campus and one at the Bowen campus. Each young person gets placed in the learning group where their learning needs are best met. The following table outlines the age range and the characteristics of each learning group in 2021.

Townsville Campus, located at Ingham Road, West End Townsville			
Junior Learning Groups			
	Age Range	Description	QCE Points
Juniors	11 – 14 years	The focus of this learning group is building young people's existing skills in the areas of literacy, numeracy, and digital technology. Young people also can engage in experiences that further develop their personal and social capabilities and the	N/A
Middies	13-16 years	Within this group, young people can further develop their literacy, numeracy, and digital technology skills. There is a further focus on planning a pathway to accredited learning and continuing the development of personal and social capabilities, with an emphasis on tools for learning independently.	N/A
Bridge	11 – 15 years	The program of the Bridge Learning group is highly individualized with a focus on engaging young people who require extensive adjustments to their educational program. There is a particular concentration on regular attendance patterns, building a positive learner identity and supporting young people to learn effectively in a group setting. Young people's learning is focused on core skills of literacy, numeracy, digital technology, and personal and social capabilities.	N/A
Outreach	11 – 15 years	A 12-month, educational engagement program for young people interested in learning, who are highly anxious and need quieter spaces to self-regulate their behaviour. The daily program maintains a routine that uses a mixture of community and onsite spaces, encouraging regular attendance patterns and core skills of literacy, numeracy, digital technology, and personal and social capabilities.	N/A
Burragah	11 – 15 years	This is an educational re-engagement program for young people disengaged from education who are currently involved with youth justice or at risk of entering the youth justice system. Often young people have been recently released from detention and who have no other educational pathway options available to them at the time of their release. Activities are mainly offered in the community rather than on site. There is particular focus around building a positive learner identity and supporting young people to learn effectively in a group setting. This program is run in partnership with the Townsville North and South Youth Justice Service Centres.	N/A

<b>Senior Learning Groups</b>			
	<i>Age range</i>	<i>Description</i>	<i>QCE points</i>
Goals	15 – 20 years	Goals is a learning group for young people interested in a sport and wellbeing focus. This program currently provides opportunity for young people to complete Certificate I in Sport and Recreation and Certificate I in Access to Vocational Pathways. Young people can also complete their First Aid and their Australian Sport General Coaching Principles. This learning group can be a pathway from Middies (Juniors) into other Senior Classes.	4+ points
Tracks	15 – 20 years	Tracks is a learning program through which young people can access to Vocational Education Training (VET) programs. Tracks currently provides opportunity for young people to complete a Certificate II in Foundation Skills for Work and Vocational Pathways, Certificate I in Visual Art and Independent Living Skills (ILS). There is opportunity for negotiated learning in other VET training courses to assist young people to complete their Queensland Certificate of Education (QCE). This learning group can be a pathway from Middies into a Senior Class.	8+ points
Essentials	15 – 20 years	Essentials is a learning group through which young people can access QCAA Applied subjects. Essentials currently provides opportunity for young people to complete Essential English, Essential Maths and Social and Community Studies. Often young people move from Goals or Tracks into this learning group to complete their QCE.	12 points
Projects	15 – 20 years	This is a learning program that provides opportunities for young people interested in preparing for work or other training. In 2021, a Certificate I in General Education for Adults was offered in partnership with Vocational Training Queensland (VTQ). Young people also have opportunity to complete projects that build transferable skills as well as 'tickets' including Food Handling, Barista training, RSA, and white cards.	2 points
<b>Burdekin Campus, located at the PCYC, Ayr</b>			
	<i>Age range</i>	<i>Description</i>	<i>QCE points</i>
Burdekin Education and Engagement Program (BEEP)	11 – 15 years	The focus of this learning group is building young people's existing skills in the areas of literacy, numeracy, and digital technology. Young people also can engage in experiences that further develop their personal and social capabilities.	N/A
<b>Bowen Campus, located at Bowen TAFE</b>			
	<i>Age range</i>	<i>Description</i>	<i>QCE points</i>
Bowen Education and Engagement Program (BEEP)	11 – 15 years	The focus of this learning group is building young people's existing skills in the areas of literacy, numeracy, and digital technology. Young people also can engage in experiences that further develop their personal and social capabilities.	N/A

In the Junior School, integrated unit plans with a particular topic are developed in response to each learning group's needs. Each Unit Plan incorporates.

- English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies and Health and Physical Education (ACARA Learning Areas),
- Literacy, Numeracy, ICT Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, and Intercultural Understanding (ACARA General Capabilities), and
- Aboriginal and Torres Strait Islander Histories and Culture, Asia and Australia's Engagement with Asia and Sustainability (ACARA Cross Curriculum Priorities)

These unit plans may also incorporate workshop industrial skills, outdoor education, sport and recreation, cooking, relational and spiritual education and other real-life experiences/projects in community spaces and natural environments. Every opportunity is taken to view these activities through an Aboriginal and Torres Strait Islander perspectives.

There were some additional curriculum opportunities offered through several external partnerships to different learning groups in the Junior School. These are outlined below:

Junior School		
Australian Curriculum F-10	All Junior classes – Burregah, Juniors, Bridge, Outreach, Middies, Burdekin, Bowen	
Core Skills, ACSF <sup>1</sup>	All Junior classes – Burregah, Juniors, Bridge, Outreach, Middies, Burdekin, Bowen	
<i>Vocational Training Qld (VTQ)</i>		<b>QCE Points</b>
Pre-vocational (non-accredited) Courses (Maths and English – ACSF Pre Level 1, 1, 2, 3)	Burregah, Outreach, Bridge, Burdekin, Bowen	
22471VIC Course in Initial General Education for Adults (ACSF Pre Level 1 – Level 1)	Burregah	
22476VIC Certificate I in General Education for Adults (Introductory) (ACSF Level 2)	Burregah	2
<i>Transition 2 Success (Youth Justice) /TAFE Qld Townsville</i>		
Cert II Skills for Work and Vocational Pathways	Burregah	4

<sup>1</sup> ACSF - Australian Core Skills Framework describe five core skills: Learning, Reading, Writing, Oral Communication and Numeracy. The ACSF is used as the reporting and assessment framework, with Pre-Level 1a, Pre-Level 1b, and Levels 1 – 5.

In 2022, the Townsville FLC offered a range of curriculum pathways for Senior students that lead into vocational education and training, work, and tertiary studies post their secondary schooling. These learning choices include vocational educational training, school-based apprenticeships, and traineeships, and completing their Queensland Certificate of Education.

Senior School		QCE Points
QCAA	Goals, Tracks, Essentials, Projects	
Integrated Learning Areas <sup>2</sup>	Goals, Tracks, Essentials, Projects	
Core Skills, ACSF <sup>3</sup>	Goals, Tracks, Essentials, Projects	
<i>QCAA Authority Subjects</i>		
Essential English	Essentials	4
Essential Maths	Essentials	4
Social and Community Studies	Essentials	4
Short Course Literacy and Numeracy	Goals, Tracks, Essentials, Projects	2
<b>EREA RTO's courses</b>		
<i>VET Certificate II, III or IV qualifications (includes school-based traineeships)</i>		
10674NAT Cert II Functional Literacy	Tracks, Essentials	4
FSK20113 - Cert II Skills in Work and Vocational Pathways	Tracks, Essentials	4
<i>VET Certificate I qualifications</i>		
10626NAT Cert I in Functional Literacy	Goals, Tracks, Essentials, Projects	2
FSK10113 Cert I in Access to Vocational Pathways	Goals	2
SIS10115 Cert I in Sport and Recreation	Goals	2
CUA10315 Cert I in Visual Arts	Tracks	2
<i>Recognised certificates and awards</i>		
Independent Living Skills <sup>4</sup>	Goals, Projects, Tracks	2
<b>Partnerships with other RTO's/ Programs</b>		
<i>On Common Country in partnership with Civil Safety Townsville (RTO)</i>		
White Card (Construction)	Goals, Tracks, Projects, Essentials	
<i>Vocational Training Qld (VTQ)</i>		
Pre-vocational (non-accredited) Courses (Maths and English – ACSF Pre Level 1, 1, 2, 3)	Projects	
22471VIC Course in Initial General Education for Adults (ACSF Pre Level 1 – Level 1)	Projects	
22476VIC Certificate I in General Education for Adults (Introductory) (ACSF Level 2)	Projects	2
<i>ABC Training</i>		
HLTAID001 Provide CPR	Goals	
HLTAID002 - Provide Basic Emergency Life Support	Goals	
HLTAID003 Provide First Aid	Goals	

<sup>2</sup> ACARA Learning Areas include English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies and Health and Physical Education

<sup>3</sup> ACSF - Australian Core Skills Framework describe five core skills: Learning, Reading, Writing, Oral Communication and Numeracy. The ACSF is used as the reporting and assessment framework, with Pre-Level 1a, Pre-Level 1b, and Levels 1 – 5.

<sup>4</sup> Independent Living Skills focuses on Nutrition and Wellbeing. It is a registered by EREA Flexible Learning Centres Network)

Senior School		QCE Points
<i>Club Training Australia (RTO)</i>		
SITXFSA001 Use hygienic practices for food safety	Tracks, Projects	
SITSS00055 Provide Responsible Service of Alcohol	Tracks, Projects	
<i>Flexi ACE, SCIPS<sup>5</sup></i>		
An online non-accredited transition to work program	Goals, Tracks, Essentials, Projects	

## SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

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

**Trade Skills Centre:** During 2022, the centre continued to expand the combination of traditional trade skills, 3D printing, laser burning and art projects. Students' progress through a sequence of small to medium sized projects across several years.

**Horse Wisdom:** A term program run by Ranchlands Equestrian Centre based on the Equine Psychotherapy Institute of Australia (EPI) model. The program helps young people to understand and become more aware of themselves, how their body is reacting to their thoughts, and identify ways of thinking that may not serve them well anymore.

**Reboot:** Staff at the centre continued to utilise Reboot (a teaching learning and well-being framework based on change theory, positive psychology, neuroscience, developmental psychology, and trauma informed practice) during daily interactions with the students.

**Flexi A2C:** The Flexi A2C provides additional support targeted young people to access the curriculum. In 2021 this support includes access to the Inclusive Education Teacher, Psychologist, and Literacy Coaches. The program also includes specific professional development for staff to better respond to the need of the young people.

**Proud Warrior:** The Proud Warrior program is a collaboration between the Australian Defense Force personnel, Queensland Youth Services (QYS) and the Department of Children, Youth Justice and Multicultural Affairs. The program runs after school on a fortnightly basis focuses on military-style activities that promote physical and mental health and wellbeing, develop teamwork, social skills positive relationships. A number of young people were supported by FLC staff to attend regularly and at the end of the program received a flight in a Hercules aircraft as an acknowledgment of their annual attendance and participation.

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<sup>5</sup> SCIPS means School Community and Industry Partnership Service.

## 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 Townsville FLC in 2022

Cultural	Sporting	Intellectual	Service
<ul style="list-style-type: none"> <li>• NAIDOC Preparations</li> <li>• Designing and planting a native garden for bees and butterflies</li> <li>• Mabo day community march</li> </ul>	<ul style="list-style-type: none"> <li>• Street Soccer</li> <li>• Mixed martial arts.</li> <li>• Learn to swim.</li> <li>• Hiking</li> <li>• Horse Wisdom</li> <li>• Deadly Choices</li> <li>• Ninja Park</li> <li>• Boxing</li> <li>• Gym</li> </ul>	<ul style="list-style-type: none"> <li>• Soundwrite one on one literacy program</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Landcare</li> <li>• Conservation Volunteers Australia</li> </ul>

## 2022 MILESTONES

The majority of 2022 was focused on improving infrastructure. The Burdekin Campus which began construction in 2021 was completed and officially opened by Bishop Timothy Harris. The facilities now include a staff room, student and visitor lounge, a teaching and learning kitchen, two general learning areas and toilets, showers, and laundry. The opening was supported well by the local community and the Edmund Rice Education Australia community. The highlight of the day was how the young people participated in the opening performing readings and delivering symbols. After an extensive process the Bowen Campus purchased a property and will relocate in 2023. It is expected the property will be refurbished during the year and be officially opened in 2024. The staff of the Townsville Campus were able to relocate into the purpose-built administration building in Term 4. Additional building works will begin at the conclusion of the school year allowing young people to return to school and enjoy the new facilities at the start of the 2023 school year.

The Centre continued to receive support from external agencies. In 2022 this included Flexi A2C, The Burragah Program and the Indigenous Community Engagement Officer role. The Flexi A2C program focused on increasing young people's access to the curriculum. It includes support from the Inclusive Education Teacher, the school Psychologists, Literacy Coaches, and professional development for program staff. The partnership with Townsville Youth Justice Service Centres to operate the Burragah program continues to be a highlight for the Centre. The program focuses on providing an appropriate and engaging educational experience for those who have limited access to education. In 2022 the model for Burragah included a core and high support group. The Centre also continued to receive support from the National Indigenous Australian Agency to provide funding for an Indigenous Community Engagement Officer (ICEO).

The school was able to offer an intensive literacy program for the duration of the school year. The program was facilitated through a partnership with SPELD and two volunteer teachers. Young people who participated in the program received 1-1 literacy tutoring at least 3 times per week. Volunteers and staff were provided with professional development in 'Sounds Write'. The program received positive feedback from young people, parents, and staff. The highlight of the program has been to watch young people grow in confidence and skill applying their learning in new situations.

Amongst the construction and associated disruptions, the school was able to increase the number of young people receiving support to access the curriculum. The percentage of young people accessing support for NCCD rose from 84% to 86% assisting young people to achieve academic success. One young person was able to complete their Queensland Certificate of Education, and 25 young people accessed certificate courses in one or more of the following: Functional Literacy, Access to Vocational Pathways, Skills for Work and Vocational Pathways, Information, Digital Media and Technology, Sport, and Recreation with the Centre this year. This was a testament to young people's resilience and dedication during their time at the Centre.


2022 saw the first all staff gathering for an end of year reflection. Staff from Townsville and the Burdekin travelled to Bowen for a two-day workshop. On the first day of the workshop teaching teams presented to the group highlighting their learnings from the year. The second day focused on what staff had collectively learnt and what was a priority for 2023. The priorities were further developed to form majority of the 2023 school improvement plan.

## **CONCLUSION**

The Townsville Flexible Learning Centre continues to provide a safe, caring, and engaging educational environment for young people, who for a variety of complex and sometimes challenging reasons sit outside the mainstream education environment.



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