



# ANNUAL REPORT

## 2023

**ALBERT PARK FLEXIBLE LEARNING CENTRE  
1 HALE ST, BRISBANE 4000**

This annual report for 2023 is published to provide information about the Albert Park 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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# School Overview

## Contact Details

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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

Albert Park Flexible Learning Centre 'Albert Park FLC' is a part of Edmund Rice Education Australia Flexible Schools Ltd and is conducted in accordance with their philosophy and principles. Albert Park 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 Schools across Australia.

Albert Park FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of Albert Park 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 Albert Park FLC. This is evident in the way 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 and responsibilities which are modelled and explored. This occurs both within the group, as individuals and as members of the broader community.

## School Overview cont.

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Albert Park 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 Albert Park 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.

Albert Park 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 particular sensitivity to Aboriginal and Torres Strait Islander culture.

Albert Park FLC has committed to the two declaration goals:

- Goal 1: The Australian education system promotes excellence and equity Goal
- 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 around the individual needs of young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers, and wellbeing staff, young people draft learning plans with articulated educational pathways.



# EREA Flexible Schools Ltd

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

They seek to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

They 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

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Albert Park FLC identifies a number of best practice guidelines supportive of meaningful socially inclusive educational experiences. While not exhaustive, the following provides a basis for programming and young person support.

### **Personalised Learning 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.

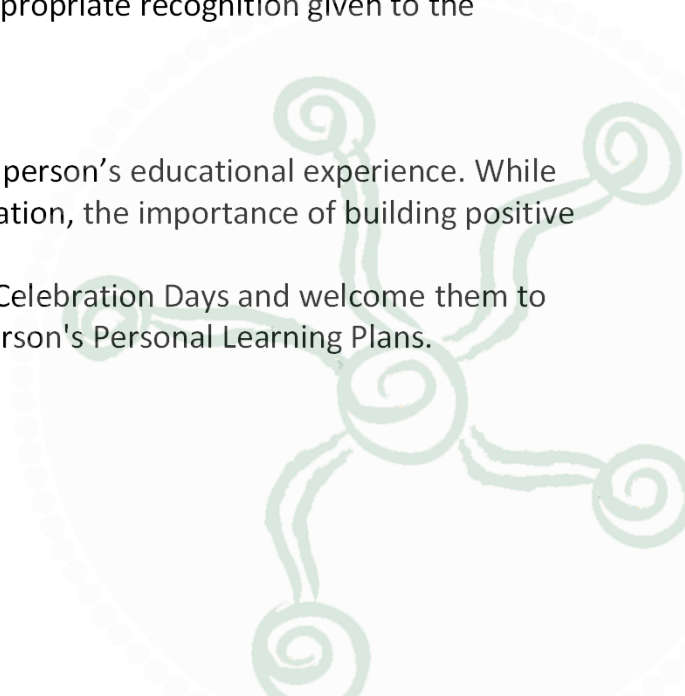
### **Young Person Support**

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. While family circumstances may be related to student alienation, the importance of building positive family/carers relationships is a priority.

We regularly invite our families to attend our termly Celebration Days and welcome them to visit us at their convenience to discuss their Young Person's Personal Learning Plans.



## Best Practice Guidelines cont.

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### **Learning Choices**

Diagnostic assessment is important to provide guidance in planning personal learning 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. Young People are provided with learning choices both in and beyond the school, these programs are effectively linked to community agencies and provide opportunities to build skills 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 rights and responsibilities of all.

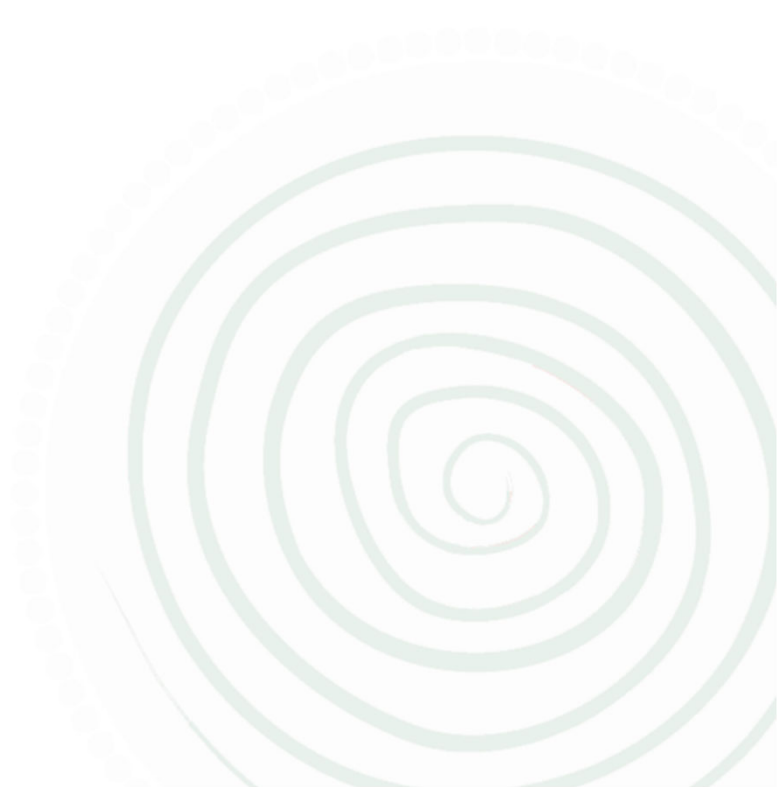


## Characteristics as at August Census 2023

The total 2023 enrolment of the Albert Park FLC full time equivalent students is shown below.

Whilst Albert Park FLC is in the Brisbane City area, postcode 4000 most young people travel from all areas of Brisbane. The catchment area is geographically large stretching from North to South of Brisbane city area and as far out as Ipswich.

	7	8	9	10	11	12	TOTAL
Male	-	1	2	4	5	14	26
Female	-	1	4	7	6	33	51
Gender Diverse	-	0	3	3	1	3	10
First Nations	-	2	2	2	5	8	19
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>13</b>	<b>12</b>	<b>50</b>	<b>87</b>





## Young Person Support

Each young person at Albert Park FLC has staff who support them in their health and wellbeing. At the Albert Park FLC 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 such as CYMHS (Child Youth Mental Health Service), Department of Child Safety, Maxima Employment, Youth Affairs Network Queensland, Brisbane Youth Service, Trus Relationships, Open Doors, Youth Advocacy Centre, PCYC and Youth Justice.
- 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 experienced and qualified Youth Workers.





# Workforce Composition

## Staff Composition including First Nations Staff

The staff of Albert Park FLC 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	10	11	2
Full Time Equivalent	8.4	7.6	2.0

\*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
Masters	1
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor of Honours Degree and Graduate Certificate.	6
Bachelor Degree	11
Diploma	7
Certificate	6

## Qualifications of all Non - Teachers

Highest Level of Qualification	Number of Qualifications
Bachelor Degree	2
Certificate	3

## School Income by Funding Source

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Our school funding breakdown can be accessed via the MySchool website: [Finances | My School](#)



## The Social Climate of the School

We value the feedback and opinion from of our school community, including parents, carers, staff and students.

Below are some examples of feedback we have received from Parents and carers.

*"I wanted to acknowledge you for supporting our young person's journey. They have struggled every day to get up out of bed but with their ongoing health and well-being plan and their creative art talent, they are getting stronger. Thank you so much for arranging the Uni tour and supporting their application to apply for the Guest program in Indigenous Contemporary Art. Seeing them smile and gain that feeling of happiness upon the news that they had been successful has made us all so happy. Thank you from the bottom of my heart for supporting all young people."*

*"Whatever you're doing is working, keep doing it. It is changing this boy's life"*

*"Overall, the experience of last year couldn't have culminated in a better outcome in his positive outlook going forward. Thanks for your part in that – it's made a big difference to him and to us. We are very grateful."*

*"Thank you again for creating such a caring and supportive environment for our children to heal, grow and shine!"*



# Key Student Outcomes

## Attendance Rate

The average student attendance rate for 2023 was 48.77%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

Student Attendance	2023 %	2024 YTD %
Overall attendance rate* for students at this school	48.84%	57.17%
Attendance rate for Year 12	48.25%	
Attendance rate for Year 11	50.88%	
Attendance rate for Year 10	52.38%	
Attendance rate for Year 9	46.59%	
Attendance rate for Year 8	29.54%	

## Description of how Albert Park FLC manages non-attendance

At Albert Park FLC the roll marking process has several steps. These are outlined below.

Step	Description	Staff Responsible
1	Rolls are marked by staff by 10am	Class Staff Team
2	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
4	Replies received via Street Data forwarded to class staff group	Administration Officer
5	Parents/carers/young people who do not reply to Street Data are contacted directly	Class Staff Team
6	Roll updated and returned to Administration Officer	Class Staff Team
7	TASS system updated with absence reasons	Administration Officer

## Key Student Outcomes cont.

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### Description of how Albert Park Flexible Learning Centre manages non-attendance

At Albert Park FLC attendance for a whole or part day is counted. Any day that a young person is absent and there is no response to the Street Data message service, the parent/carer (or young person if they are enrolled as an independent young person) is contacted by the staff team for an explanation. If the young person or family is not reachable, a conversation is had with the young person on the next day of attendance. If young people are absent for extended periods of time, the staff teams contact families, and will often conduct home visits if families are difficult to reach. In some instances, a support meeting may be required with the young person and their parent/carer, to adjust strategies and goals that young people set each semester in their Personal Learning Plan.

To increase attendance at Albert Park FLC we use several strategies that include whole school activities and staff responsibilities. Whole school activities that are used to celebrate the community include, Community Lunch every day, Celebrations Days once a term, whole school excursions every week as part of our Magic School Bus program, regular sessions in the timetable to visit the PCYC Gym and take part in Boxing, as well as celebrations such as NAIDOC, Mabo Day and IDAHOBIT Day. Our junior cohort of young people in years 7-10 go on a weekly excursion as part of the "Hustle and Flow" program to build their literacy and numeracy skills. Young people keep connected to the school during breaks through our Holiday Program, which is run by our Youth Workers. Staff develop relationships with all students across the school. Stronger connections are developed with young people and their families within the four Community groups. This enables staff to follow up comfortably with issues and absences and support young people to develop their personal learning journey so that when they graduate from the school they are skilled, confident and caring citizens.

### NAPLAN

Our students elected to not participate in NAPLAN this year.



## Key Student Outcomes cont.

### Year 12 Outcomes

Student Attendance	2023
Number of students awarded a Senior Education Profile	35
Number of students awarded a Queensland Certificate of Education (QCE)	3
Number of students awarded a Senior Statement only	32
Number of students awarded one or more Vocational Education and Training (VET) qualification	17
Number of students awarded a VET qualification	19
Number of students who are completing or completed a School-Based Apprenticeship/Traineeship	8

### Year 12 Cohort 2023 Post School Destination

At time of publishing this School Annual Report, the results of the 2023 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, 2024. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year 2023 – Post School Destinations	Number of Young People in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	4
Working full-time	3
Working part-time/casual	6
Seeking work	-
Not studying or in the labour force	1

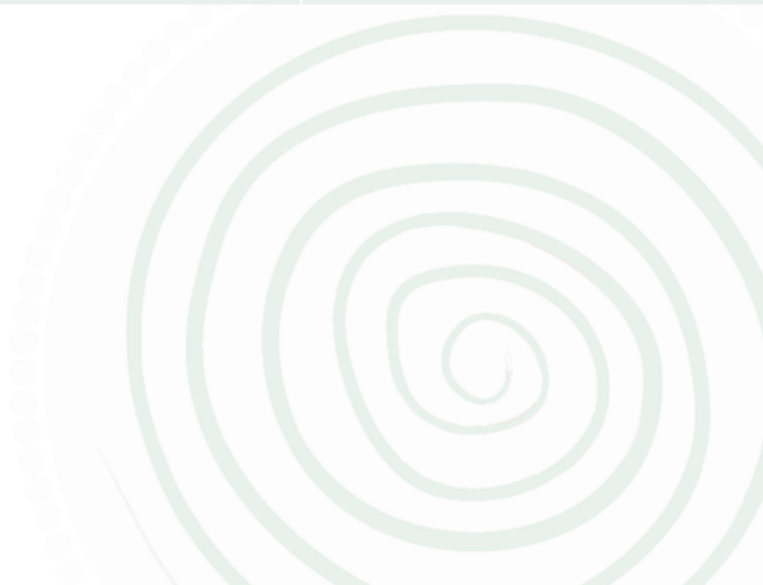
# Curriculum Learning Choices Program

Albert Park 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. At Albert Park FLC, young people learn Mathematics, Art, English, Music, Fashion, Cooking, Boxing, Drama, Basketball, emotional self-regulation skills, and a variety of other 21st century life skills preparing them to be global citizens. At Albert Park FLC, we focus on walking alongside a young person to help them develop the “Human Capabilities” required to be an active member of society. Using a Trauma Informed Practice model, young people are assisted to overcome the very genuine and significant challenges that confront them while remaining kind, caring, and generous people who can operate in a “Common Ground” space. Albert Park FLC uses Collaborative Problem Solving to support young people to grow their skills. Throughout a young person’s enrolment, the community supports them to become resilient, strong, loving, and forgiving. Our young people become skilled at understanding and being understood. They speak their truth and hear the truth of others. This is the work of Albert Park.

Subjects offered at various year levels include:

Subjects Offered – Year Level	Core	Elective
Year 7 – 8	V9 Australian Curriculum	
Year 9 - 10	V9 Australian Curriculum	+ Certificate courses for the Year 10 Students

Subjects Offered – Year Level	Authority Registered Subjects	Certificate Courses
Year 11 – 12	<ul style="list-style-type: none"> <li>• Essential English</li> <li>• Essential Maths</li> <li>• Applied Fashion</li> <li>• Dance in Practice</li> <li>• Drama in Practice</li> <li>• Literacy Short Course</li> <li>• Numeracy Short Course</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate II in Art</li> <li>• Certificate II in Music</li> </ul>





## Curriculum Learning Choices Program cont.

Pastoral Care programs and strategies that respond to Bullying

- Reboot
- CPS
- Love Bites Healthy Relationships Program

Albert Park FLC 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 Albert Park FLC in 2023

Cultural	Sporting	Intellectual	Service
<ul style="list-style-type: none"><li>• Attendance at Sorry Day March and NAIDOC</li><li>• IDAHOBIT Day</li></ul>	<ul style="list-style-type: none"><li>• Boxing</li><li>• PCYC Gym</li><li>• PCYC Basketball</li></ul>	<ul style="list-style-type: none"><li>• Project based Learning Music Program</li><li>• Music Projects</li><li>• Dance and Drama Theatre Excursions</li></ul>	<ul style="list-style-type: none"><li>• Kitchen Prep and Cooking Program</li></ul>



## 2023 Milestones

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2023 saw several building renovations take place which included a new roof and fencing. This work and work going into 2024 was put in place to ensure the school is a safe and welcoming place for our young people, visitors, and staff. 2023 saw Albert Park Young People embrace the opportunity to put their fashion skills to the test in a beautifully refurbished light and airy Fashion space. Many young people learnt to sew, making products like bags, dolls, costumes, and articles of clothing. Some young people used the Fashion space to repair torn or damaged items to extend their lives as useful garments and keep them from landfill.

One of our continuous school improvement goals, was to strengthen our partnerships with external support services to further foster young people's engagement with education. In 2023 an Outreach Worker from Clarence Street at the Mater Hospital began weekly visits to share information about the services offered. Clarence Street it is a free confidential service supporting young people to make positive changes to their alcohol and other drug use. The service has a day program that offers onsite vocational training, therapeutic group work, recreational activities, and support to prepare for work. In 2023 several young people took advantage of Clarence Street's free hospitality training which includes the ability to gain an RSA, RSG, barista qualification and a Certificate II in Hospitality.

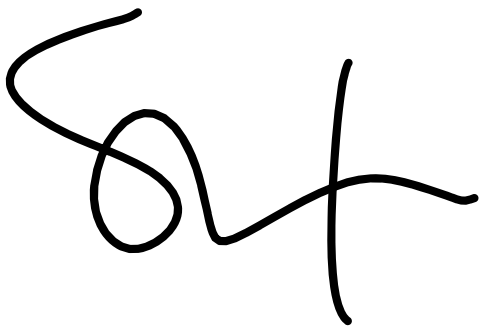
To support our Young People with their wellbeing and learning Albert Park also partnered with Empower Assistance Dogs who provided puppy cuddles for our community on a weekly basis. Albert Park also partnered with SPELD Queensland who provided individualised "Sounds Write" sessions for young people seeking extra support with their literacy needs, including reading and writing development. The students who engaged in this wonderful opportunity enjoyed their sessions and made excellent progress.

By the end of 2023 we had also celebrated many young people enrolling in TAFE in Schools courses ranging from Certificate II's in Fashion, Retail Cosmetics and Community Services ready for success in 2024.

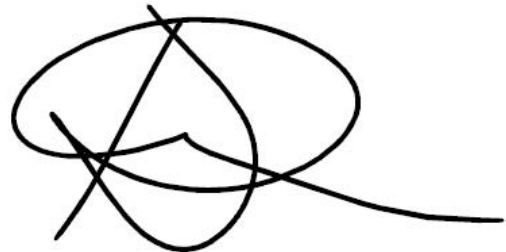


## Conclusion

In conclusion a large part of the work done in 2023 was and continues to be around supporting Young People to build their skills. The Project Based Learning (PBL) program was created in 2022 and by 2023 an explosion of new projects evolved. The PBL program enabled Young People to develop their Human Capability skills through the Human Capabilities Standards Framework. This framework recognises and provides young people with lifelong access to a verified, portable portfolio of skills, formal and informal, that can enhance learner identity, progress further learning, work opportunities and meaningful community connections. The framework is derived from extensive research undertaken across the globe into the future of work and the skills required to succeed. In 2023, the main skills that the PBL space supported young people to develop were Communication, Collaboration, Digital Smarts, Empathy, Creativity, Problem Solving, Cultural Awareness and Customer Focus.



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Albert Park Flexible Learning Centre



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