



ANNUAL REPORT

2023

**DECEPTION BAY FLEXIBLE LEARNING CENTRE
17 SILVER ST, DECEPTION BAY 4508**

This annual report for 2023 is published to provide information about the Deception Bay 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

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*I see no value in a center 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

Deception Bay Flexible Learning Centre 'Deception Bay FLC' is a part of Edmund Rice Education Australia Flexible Schools Ltd and is conducted in accordance with their philosophy and principles. [Deception Bay FLC](#) commenced operation as a registered Non-State School in 2005 and is part of a national association of over 55 mainstream schools and Flexible Schools across Australia.

Deception Bay FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of Deception Bay 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 Deception Bay FLC. This is evident in the ways the organizational 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, recognize 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.

Deception Bay 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 Deception Bay 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.

Deception Bay 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 culture.

Deception Bay 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, wellbeing staff and young people draft learning plans with articulated educational pathways.



EREA Flexible Schools Ltd

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

Deception Bay 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 characterized 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.

Families are engaged throughout the year in a variety of community events that celebrate the contributions of carers as well as the successes of the young people to build a strong community and culture of support. These include end-of-term BBQ's, Award Days and Senior Graduation. Parents also play an integral part in the learning process through regular PLP meetings to set goals with their young people, review progress and check-in throughout the year on the continual skills developed by each young person.

Best Practice Guidelines cont.

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 are provided with programs that cater for their spiritual, physical, social, psychological, intellectual and cultural 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 responsibilities and the rights of all.



Characteristics as at August Census 2022

The total 2023 enrolment of the Deception Bay FLC full time equivalent students is shown below.

The total 2023 enrolment of Deception Bay FLC full time equivalent students is shown in the table below.

Deception Bay FLC enrolled 20 new young people prior to the 2023 State Census and a further 44 young people prior to the 2023 Federal Census equating to roughly 52% of the total census population of 123. This shows a moderate level of enrolment continuity , with most young people attending (Name) for several years. Within the cohort

- 33 young people (or 26.8%) identified as Aboriginal and/or Torres Strait Islander and
- 89 young people (or 72.4%) were identified as meeting NCCD criteria, 4.9% requiring extensive support, 61.8% as Substantial and 5.7% as supplementary.

Whilst Deception Bay FLC is in the Redcliffe area and most young people live within 10km of the school, the catchment area is geographically large stretching from Clontarf to Caboolture..

	7	8	9	10	11	12	TOTAL
Male	6	12	13	12	7	9	59
Female	3	4	9	13	13	16	58
Gender Diverse	1	-	-	2	3	1	7
First Nations	3	7	3	7	9	7	36
TOTAL	10	16	22	27	23	26	124

Young Person Support

Each young person at Deception Bay FLC has staff who support them in their health and wellbeing. At the Deception Bay 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 e.g. CYMHS (Child Youth Mental Health Service), Department of Child Safety, Youth Justice and Co-Responders.
- 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 Worker, Wellbeing Officer and Transitions Officer.



Workforce Composition

Staff Composition including First Nations Staff

The staff of Deception Bay 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	12	29	5
Full Time Equivalent	10.6	17.2	4.0

*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	2
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor of Honours Degree and Graduate Certificate.	5
Bachelor Degree	5

Qualifications of all Non-Teachers

Highest Level of Qualification	Number of Qualifications
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor of Honours Degree and Graduate Certificate.	1
Bachelor Degree	4
Diploma	6
Certificate	4

School Income by Funding Source

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



The Social Climate of the School

Feedback was sought on the successes of our community through a 2023 Parent Opinion Survey

How has your young person has grown or benefited from their time at DBFLC?

My daughter has been a much better student and willing to learn more.

My daughter has come a long way and all the work the staff have put into her is remarkable I can't thank staff enough for all their hard work.

He has just thrived with all the support

She feels safe and comfortable and she gets the one-on-one support that no other school gives to their students

He is less anxious and happier as the stress and workload is manageable compared to a mainstream school

Gained confidence and made friends

She has come a long way with all the help and support she has had from all staff at school

She never wants to miss a day and is always happy to get up and attend every day.

My child was close to finishing their education after Year 10 at a prestigious private Catholic School. They rarely attended and was failing. Attending DBFLC was a real catalyst shaping their attendance with individual goals, tailored learning and recognition with celebrating success. The turn around in my child was nothing short of total game changer.

She has become more confident and outgoing.

His attendance improved dramatically throughout the year, as he gained some confidence and just loved the educators as they were all so patient and understanding with him. He felt valued.

They have improved so much with their confidence since starting there.

He has been able to talk about his feelings and made life saving connections with his teachers.

What two words would you use to describe DBFLC?

Fun and fair	Inclusive and student-centre
Awesome learning centre	Amazing support
Caring and supportive	Supportive and positive
Safe, caring	Supportive and inclusive
Supportive and flexible	Understanding and inclusive to all.
Supporting. Respectful	Supportive and flexible
Excellent school	Amazing, caring
Understanding happy	

On a scale of 1-5, how friendly and helpful are the staff at DBFLC?

Average result = 4.93

On a scale of 1-5, how much has your young person benefited from being at DBFLC?

Average result = 4.87

Key Student Outcomes

Attendance Rate

The average student attendance rate for 2023 was 57.11 %. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences. Attendance is celebrated in a twice-yearly *Participation Party*, where student engagement is celebrated as a community.

Student Attendance	2023 %	2024 YTD %
Overall attendance rate* for students at this school	57.11%	51.96%
Attendance rate for Year 12	54.76%	
Attendance rate for Year 11	53.75%	
Attendance rate for Year 10	56.65%	
Attendance rate for Year 9	57.77%	
Attendance rate for Year 8	62.51%	
Attendance rate for Year 7	62.78%	

Description of how (Insert School Name) manages non-attendance

At Deception Bay FLC the roll marking process has several steps. These are outlined below.

Step	Description	Staff Responsible
1	Rolls are marked electronically by 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
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	Electronic roll updated and returned to Administration Officer	Class Staff Team
7	TASS system updated with absence reasons	Administration Officer

Key Student Outcomes cont.

Description of how (Insert School Name) manages non-attendance

At Deception Bay 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 Deception Bay 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 gathering at the end of each term, Big Breakfast for young people every Monday morning, senior student camp, as well as celebrations such as NAIDOC Week, Reconciliation Week, Sorry Day Walk, Waidini Day, International Day Against Homophobia, Biphobia & Transphobia (IDAHOBIT) and ANZAC Day. Class groups have a weekly outing day on Wednesday, which encourage young people to attend and develop skills in Outdoor Adventure Based Learning, mindfulness and culture. Young people keep connected to the school during breaks through our Holiday Program, which is run by Youth Workers. Staff develop relationships with all students across the school. Stronger connections are developed with young people and their families within learning groups. This enables staff to follow up comfortably with issues and absences.

NAPLAN

Our students elected not to participate in NAPLAN this year.



Key Student Outcomes cont.

Year 12 Outcomes

Student Attendance	2023
Total number of Senior Certificates awarded	1
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	52%
Percentage of students awarded Senior Certificates or awarded a VET qualification	57%
Number of students who are completing/completed a school-based apprenticeship or training (SAT)	2

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	% of Young People in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	12	42%
Working full-time	5	24%
Working part-time/casual	10	48%
Seeking work	3	14%

Curriculum Learning Choices Program

Deception Bay 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 – 9	V9 Australian Curriculum (English, Mathematics) Manual Art Visual Art HPE	Social Studies
Year 10	V9 Australian Curriculum (English, Mathematics) Short Course – Literacy Short Course - Numeracy	Career Education Short Course Visual Art – Certificate I Hospitality - Certificate I Workplace Skills – Cert I Automotive Servicing – Cert II Cooking Textiles Music Outdoor Education & Recreation Information, Communication & Technology

Subjects Offered – Year Level	Authority Registered Subjects	Certificate Courses
Year 11 – 12	<ul style="list-style-type: none"> • Essential English • Essential Mathematics • Short Course – Literacy • Short Course - Numeracy • Science in Practice • Recreational Studies • Social and Community Studies 	<ul style="list-style-type: none"> • Workplace Skills – Cert I & II • Visual Art – Cert I & II • Applied Digital Technologies – Cert I & II • Hospitality – Cert I & II • EREAFS RTO Certificates • Outside RTO agencies

Curriculum Learning Choices Program cont.

Pastoral Care programs and strategies that respond to Bullying include:

- Reboot
- Collaborative Problem Solving (CPS)
- Online Complaints Form
- Child Safeguarding Policies

Deception Bay 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 and celebrated through ongoing conversations, negotiations and appropriate adjustments to remove all barriers for young people. 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 Deception Bay FLC in 2023

Cultural	Sporting	Intellectual	Service
Cultural Connections	Adventure Club	Project Space	ERA for Change
Intermediate Band	Field Games	Problem Solvers	Formal Committee
Social Skills	Wild Warriors	Science & Recreation	Social & Community Studies
Beach Meditation	Gym	Psychology	



2023 Milestones

Throughout 2023, DBFLC had its highest attendance rate ever right across the school. More classwork was completed by young people, and each young person engaged not only in classroom learning, but in a large range of out-of-the-class events and activities. Such activities included sport, music, art, hospitality, coffee-making, Ice Bath Challenges, and First Nations events.

Our young people exercised their leadership skills through participation in various activities including: K'Gari Immersion, camps, TAFE, School-based traineeships, community volunteering, festivals, athletics carnivals, day sailing, marches, bike fixing, candle making, gardening, part-time jobs. A highlight for many of the students were the Senior Formal, Christmas Party and the popular Halloween and Wild West 'Participation Parties'.

Young People showed amazing maturity to work together to create a whole school Working Agreement during Term 3, and responded by raising the bar around the principle of respect and how this was shown to each other on site each day. A number of elders engaged with our community, and respect was shown with First Nations peoples and cultures through NAIDOC Week activities, the Sorry Day walk, Respect Day, renewal of our Reconciliation Action Plan, and the development of our Cultural Connections program and First Nations room.

Our long-standing Bridge program went through a thorough review and evolved to allow a new group of young people to transition from that program to the main site. Further to this, offsite programs were revitalised through the integration of Bridge staff to our on-site programs.

Our Middle and Senior School met every Tuesday morning to partake in the Wellbeing Program. This program enables young people to engage in topical issues from respectful relationships to healthy lifestyles and productive habits. With the guidance of external counsellors and youth worker supports, our Young People expanded their problem solving skills. They adapted skills to solve issues through honest and respectful conversations and Collaborative Problem Solving meetings, as well as demonstrate improved positive interactions and encouraging words to help each other achieve their potential.

All round, 2023 saw success from each and every young person in their own individual ways.

Chris Zammit
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Deception Bay Flexible Learning Centre

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QLD/NT Region