



ANNUAL REPORT

2023

**HEMMANT FLEXIBLE LEARNING CENTRE
56 HEMMANT-TINGALPA RD, HEMMANT 4174**

This annual report for 2023 is published to provide information about the Hemmant Flexible Learning Centre for parents / carers, young people and other interested parties. This report contains the detail mandated by the commonwealth and State Governments and Edmund Rice Education Australia reporting requirements.



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School Overview

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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

Hemmant Flexible Learning Centre 'Hemmant FLC' is a part of Edmund Rice Education Australia Flexible Schools Ltd and is conducted in accordance with their philosophy and principles. Hemmant FLC commenced operation as a registered Non-State School in 2012 and is part of a national association of over 55 mainstream schools and Flexible Schools across Australia.

Hemmant FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of Hemmant 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 Hemmant 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.

Hemmant 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 Hemmant 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.

Hemmant 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.

Hemmant 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; and
 - 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

Hemmant 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.

Some examples include:

- . Visiting First Nation's traditional owners and community members every year for staff retreat on Minjerribah (Stradbroke Island). Engaging in Welcome to Country and cultural experiences.
- . Inviting First Nation's families and community members to engage young people in cultural activities at school.
- . Regular communication with families/carers regarding young people's progress and wellbeing.

Celebration Day held at the end of every year where we celebrate the achievements of our young people.

Parents/carers attend enrolment meetings and Personalised Learning Planning meetings for young people

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 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 responsibilities and the rights of all.



Characteristics as at August Census 2022

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

Hemmant FLC enrolled 15.6 new young people prior to the 2023 State Census and a further 9 young people prior to the 2023 Federal Census equating to roughly 28% of the total census population of 87.6. This shows a moderate level of enrolment continuity, with most young people attending HFLC for several years. Within the cohort

- 17 young people identified as Aboriginal and/or Torres Strait Islander and
- 72 young people were identified as meeting NCCD criteria 12.5% requiring extensive support, 66% as Substantial and 21% as supplementary.

Whilst Hemmant FLC is in the bayside area and most young people live within 15km of the school, the catchment area is geographically large stretching from the Redlands to Brisbane City.

	7	8	9	10	11	12	TOTAL
Male	4	10	8	13.6	9	3.4	48
Female	1	2	9	5	11	7.6	35.6
Gender Diverse	-	-	-	-	1	1	2
First Nations	2	5	4	3	2	2	18
TOTAL	5	12	17	18.6	21	12	85.6

Young Person Support

Each young person at Hemmant FLC has staff who support them in their health and wellbeing. At the Hemmant 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, Seniors and Disability services, Youth Justice, Headspace, Speech & Language Development Australia (SALDA), Specific Learning Difficulties Association (SPELD), Department of Children Services (DOCS), Family and Child Connect (FACC), IFYS, BABI community services, YLO residential Services, Safe Places for Children Residential Services, various VET training organisations, QUT, ACU, HEART Equine Therapy, Services Australia (Medicare & Centrelink) and many more to cater to the needs of each young person in our community.
- 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

Our families and carers are involved in our community from our enrolment processes. They are invited to join a meeting with their child's Pastoral Care Team for discussions around the young person's Personal Learning Plan where YP discuss their individualised safety plan, learning and personal goals. Parents/carers are communicated with via email, phone calls and messages. Permission forms for offsite programs and activities are sent home via our on-line excursion management portal - Consent2go. At the start of each term, letters are sent out which outline key dates and what is ahead for the term. At the end of term, we celebrate young peoples achievements with a community lunch and awards for YP successes and milestones.

A young person who enters our school will have multiple pathways and transition points. The goal is to provide early intervention to help the young person engage in school, develop a love of learning, and re-establish their learner identity so they have the power to choose how they wish to continue to learn.

A clear transition pathway plan will form part of a YPs personal learning plan. Each young person will be provided with a real opportunity to build on their skills and develop as a person and a learner. YP and their families are kept fully informed of their choices and the educational opportunities available to them by regular meetings and formal/informal communications

Workforce Composition

Staff Composition including First Nations Staff

The staff of Hemmant 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	9	13	1
Full Time Equivalent	9	10	1

*Teaching staff includes School Leaders.

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

Qualifications of all Teachers

Highest Level of Qualification	Number of Qualifications
Masters	4
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor of Honours Degree and Graduate Certificate.	2
Bachelor Degree	4

Qualifications of all Non-Teachers

Highest Level of Qualification	Number of Qualifications
Masters	4
Bachelor Degree	3
Diploma	3
Certificate	2

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

Parent Opinion Survey

Percentage of parents/caregivers who agree* that:	2024
My young person is getting a good education at this school	40%
This is a good school	60%
My young person likes being at this school	40%
My young person feels safe at this school	20%
My young person's learning needs are being met at this school	40%
My young person is making good progress at this school	40%
Staff at this school expect my young person to do their best	80%
Teachers provide my young person with feedback about their schoolwork	20%
Staff at this school motivate my young person to come to school and learn	60%
Staff at this school treat young people fairly and with respect	60%
Staff at this school listen to my questions/concerns and follow up	60%
This school works with me to support my young person's learning	60%
This school asks for my input and takes my opinions seriously	60%
This school uses both the four Principles of honesty, safe & legal, respect, and participation, and the young person Code of Conduct to outline expectations of rights and responsibilities within our community	60%
This school looks for ways to improve	80%
This school is well maintained	80%
Phone calls, meetings and school reports help me understand how my young person is progressing	60%
Staff at this school are interested in my young person's well-being	60%
Staff at this school are approachable	80%

*Nationally agreed student data and parent / caregiver items.

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

DW = Data withheld to ensure confidentiality.

The Social Climate of the School cont.

Parent Opinion Survey continued.

Percentage of parents/caregivers who agree* that:	2024
This school welcomes me at school events	20%
This school is environmentally friendly	80%
This school has a strong sense of community	40%
This school celebrates young peoples' achievements	40%
This is a good school and I would recommend it to others	20%
This school expects all parents and carers to follow the Parent/Carer Code of Conduct	60%

*Nationally agreed student data and parent / caregiver items.

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

DW = Data withheld to ensure confidentiality.



The Social Climate of the School cont.

Student Opinion Survey

Percentage of students who agree* that:	2024
I feel like I am getting a good education at this school	77.6%
I like being at this school	65%
I feel safe at this school	57.6%
Staff help motivate me to learn	70%
Staff expect me to do my best	85%
Teachers provide me with useful feedback about my learning	67.6%
Staff at this school treat young people fairly and with respect	55%
I can talk to staff about my concerns	67.6%
My opinions are taken seriously, and my voice is encouraged	52.6%
Our school has expectations around each young person following our Code of Conduct	67.6%
Our school looks for ways to improve	67.6%
Our school is well maintained	67.6%
I am given opportunities to do interesting things	80%
Young people are supported at this school to work with the four Principles and Common Ground	67.6%
This is a good school and I would recommend it to others	70%

*Nationally agreed student data and parent / caregiver items.

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

DW = Data withheld to ensure confidentiality.

The Social Climate of the School cont.

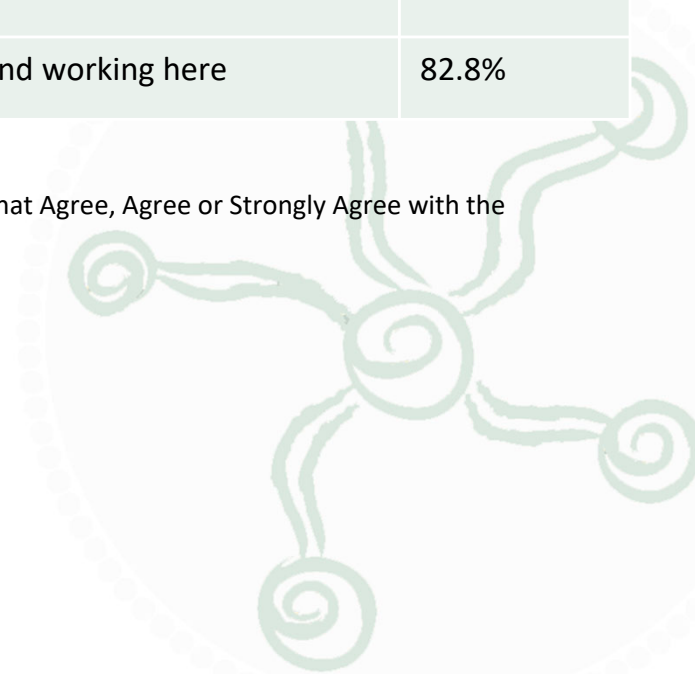
Staff Opinion Survey

Percentage of school staff who agree* that:	2024
They enjoy working at their school	90%
They feel that their school is a safe place in which to work	81.4%
They receive useful feedback about their work at their school	62.8%
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	71.4%
Young people are encouraged to do their best at their school	78.4%
Young people are treated fairly and with respect at their school	90.8%
Young people are encouraged to work with staff to use the four Principles	84.2%
Staff feel supported in achieving their professional goals	77.2%
Staff feel their voice is heard and considered at their school	87.2%
Their school looks for ways to improve	87.2%
Their school is well maintained	62.8%
Their school gives them opportunities to be creative in their work	97.2%
Staff are given training about Child Safeguarding and Child Protection	88.6%
Staff feel confident in responding to Child Safeguarding matters	82.8%
Young people's safety is taken seriously at their school	91.4%
Staff believe this is a good school and would recommend working here	82.8%

*Nationally agreed student data and parent / caregiver items.

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

DW = Data withheld to ensure confidentiality.



Key Student Outcomes

Attendance Rate

The average student attendance rate for 2023 was 51.99%. 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	51.99%	52.39%
Attendance rate for Year 12	41.36%	
Attendance rate for Year 11	49.22%	
Attendance rate for Year 10	55.21%	
Attendance rate for Year 9	54.90%	
Attendance rate for Year 8	57.78%	
Attendance rate for Year 7	56.52%	

Description of how Hemmant FLC manages non-attendance

At Hemmant 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 Hemmant FLC manages non-attendance

At Hemmant 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 Hemmant 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 Lunches, Big Breakfast twice a term, engaging program options, school camps, and activities week at the end of every term. Young people have access to daily off site programs, which encourage young people to attend and develop adventure based learning skills in preparation for camps and life beyond high school. Young people keep connected to the school during breaks through our Holiday Program, which is run by Youth Workers. Disengaged young people also have the opportunity to engage with our outreach program 'Intensive Support Program' (ISP), where a teacher or youth worker will visit young people off site and engage them in school work to meet their diverse needs. Administration staff use TASS to track and monitor attendance data which is used to inform wellbeing and engagement in the community. This data is shared with staff teams each week to identify young people in need of extra support to overcoming barriers to accessing our learning program. This enables staff to follow up comfortably with issues and absences.

NAPLAN

Our students elected to not participate in NAPLAN this year.



Key Student Outcomes cont.

Year 12 Outcomes

Student Attendance	2023
Total number of Senior Certificates awarded	2
Percentage of students awarded a Vocational Education and Training (VET) qualification (Essential Maths, Furnishing Skills, Short Course Literacy, Short Course Numeracy, Cert. II FSK, Cert. II Functional Literacy, Cert. I Financial Literacy)	30.76%

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)	3	25%
Working full-time	1	8.3%
Working part-time/casual	2	16.6%
Seeking work	4	33.3%
Not studying or in the labour force	2	16.4%

Curriculum Learning Choices Program

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

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

Subjects offered at various year levels include:

Subjects Offered – Year Level	Core	Elective
Year 7 – 8	V9 Australian Curriculum	Mountain biking Water sports ABL Program Equine Therapy Maui Thai Boxing Art Instrumental lessons Digital media Board games Flexi Force (landscaping) Cooking Workshop (Industrial Design and Technology)
Year 9 - 10	V9 Australian Curriculum	As above + 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"> English Communication Prevocational Mathematics Social and Community Studies Recreation 	<ul style="list-style-type: none"> Certificate I and II in Functional Literacy Independent Living Skills EREAFS RTO Certificates Outside RTO agencies

Curriculum Learning Choices Program cont.

External Services/Presentations	Certificates / Qualifications	Offered Services with Assistance
<ul style="list-style-type: none"> • MEGT Career Hub • Services Australia (Medicare & Centrelink) • Industry tour of Cruise Craft Boats • Suited to Success • Formally Ever After • Trade Skills for Teens (Bunnings Initiative) 	<ul style="list-style-type: none"> • CPCWHS1001 -White Card • SITHFAB021 –Responsible Service of Alcohol • HLTAID011 - Provide First Aid & CPR 	<ul style="list-style-type: none"> • Prep L's • Driving lessons • Resume and cover letters • Tafe in Schools • Obtaining Original birth Certificates • Creating SEEK accounts

Pastoral Care programs and strategies that respond to Bullying

- Reboot
- CPS
- Peer Tutoring programs

Hemmant 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 Hemmant FLC in 2023

Cultural	Sporting	Intellectual	Service
<ul style="list-style-type: none"> • Opening of Yarning Circle • NAIDOC Week celebrations 	<ul style="list-style-type: none"> • Watersports (surfing, stand up paddle boarding, swimming, beach) • Touch Football • Basketball • Aquasplash Whole school ABL Activity 	<ul style="list-style-type: none"> • NAPLAN • Reptile/animal care information visit • Career Expo 	<ul style="list-style-type: none"> • Headspace • Orange Sky • BABI Youth and Family Service • Queensland Health • Centrelink • Homeless Connect

Some examples:

- Outdoor Adventure Based Education Programs
- Parents Programs
- Cooking / Nutrition courses
- Mums and bubs programs supporting attendance
- Specialist programs showing improved outcomes for students with disabilities
- Scope of extra-curricular programs
- Specific programs in relation to student welfare, life skills, building confidence and self esteem
- Programs to assist students in tertiary entry or entry to the workforce.

2023 Milestones

Hemmant Flexible Learning Centre responds to the complex needs of disenfranchised young people who have been marginalised from mainstream education. Hemmant FLC is a Special Assistance School which provides holistic learning experiences that address the social needs of students and promotes their emotional, cognitive, 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. All educational programs are philosophically aligned with the Alice Springs (Mparntwe) Education Declaration on educational goals for young Australians.

Throughout 2023 we have welcomed different organisations to HFLC including Think You Know Cyber Safety, Centrelink, Trade skills for Teens -Bunnings, BABI- Youth and Family Service, and MEGT. Young people engaged in a range of different one-off events including the Students on Track- Gold Coast 500, Dick Johnson Racing (DJR) Mechanical Workshop, NAIDOC Day at Gundala Kindergarten, Homeless Connect and camps to K'gari, Mount Tamborine and the Sunshine Coast. HFLC held the official opening of their Yarning Circle and the Leadership Crew, consisting of eight young people, spent a week in Perisher on the first annual Hemmant Snow Trip camp. The community engaged in various whole school events such as community lunches, ABL activities to Aqua Splash and Raby Bay as well as Movie World.

Hemmant Flexible Learning Centre is a warm, welcoming, non-judgmental, and inclusive community. It aims to be the 'family' that many of our young people have never had. Unconditional acceptance and love should be the dominant themes within a flexible school. We have a belief in the inherent goodness and potential of every young person and it is our challenge to provide each one with a sense of a hope-filled future. Traditional "power over" responses to sometimes obnoxious, offensive, disrespectful, and possibly violent behaviours will simply perpetuate the responses and behaviours that the young people have exhibited in the past and often reinforce and engrain in them the false perception that they are a failure, "dumb" or worthless. Staff in Flexi Schools aim to let go of this power over response and "black and white" solutions. We embrace the 'power with' position that flows from working with young people using Operation by Principle on Common Ground.

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Hemmant Flexible Learning Centre

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