

ANNUAL REPORT

2023

**IPSWICH FLEXIBLE LEARNING CENTRE
1 QUEEN VICTORIA PARADE, IPSWICH 4305**

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

Ipswich Flexible Learning Centre 'Ipswich FLC' is a part of Edmund Rice Education Australia Flexible Schools Ltd and is conducted in accordance with their philosophy and principles. Ipswich FLC commenced operation as a registered Non-State School in year 2012 and is part of a national association of over 22 Flexible Schools across Australia.

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

Ipswich 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 Ipswich 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.

Ipswich 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.

Ipswich 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

Ipswich 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. This relationship includes the participation of families and carers in the learning journey and growth of their young person. It starts with the enrolment interview, a space in which we are able to demonstrate how we communicate using our principles and listening to young person voice. The welcome BBQ in term 1 is the first scheduled community event that invites the families to share a meal together and to visit the experience how a learning area works. It is followed closely by our first Curriculum Learning Day. There is a Community event scheduled in for each term. The year is finished with graduation for the young people transition to the work force, and celebration for all our young people in our community.

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 2023

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

The Ipswich FLC young person cohort is comprised of a diverse and capable young people from a wide geographic area. The young people are drawn from approximately 20 schools near by. They are seeking an alternative schooling option that are smaller in size and are doing schools differently.

Ipswich currently has 4 bus runs, travelling to Lowood in the west and to Redbank in the east. The buses also travel to Yamanto and do a North Ipswich run. Through out the week our bus do approximately 752km which is equivalent to 30 hours per week.

Our families are very supportive of our school, and it is not unusual for grandparents, aunts and uncles, sibling and significant other people in their lives to join our community events and celebrate the success of our young people.

Ipswich FLC enrolled 36 new young people prior to the 2023 State Census and a further 27 young people prior to the 2023 Federal Census equating to roughly 59% of the total census population of 106. This shows a low level of enrolment continuity, with a small group of young people attending Ipswich FLC for several years. Within the cohort

- 36 young people identified as Aboriginal and/or Torres Strait Islander and
- 66 young people were identified as meeting NCCD criteria 28% requiring extensive support, 56% as Substantial and 15% as supplementary.

	7	8	9	10	11	12	TOTAL
Male	8	11	12	12	9	8	60
Female	4	4	7	17	7	6	45
Gender Diverse	-	-	1	-	-	-	1
First Nations	3	5	6	13	4	5	36
TOTAL	12	15	20	29	16	14	106

Young Person Support

Each young person at Ipswich FLC has staff who support them in their health and wellbeing. At the Ipswich 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, ICYS (Ipswich Community Youth Service), PCYC Ipswich, Booyah Kambu (Aboriginal and Torres Strait Islander Cooperation for Health), DVAC
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- MOU with psychologist to provide educational assessments
- 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, Social Worker, Family Worker, Indigenous Community Engagement Officer and Transitions Officer.



Workforce Composition

Staff Composition including First Nations Staff

The staff of Ipswich FLC are 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	29	3
Full Time Equivalent	8.8	16.2	2.5

*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
Bachelor Degree	9
Diploma	4
Certificate	3

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.	3
Bachelor Degree	5
Diploma	3
Certificate	16

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:	2021	2022	2023
Their child is getting a good education at school	3.95%	4.36%	4.26%
This is a good school	4.70%	4.71%	4.41%
Their child likes being at this school*	4.26%	4.43%	4.22%
Their child feels safe at this school*	4.05%	4.29%	4.13%
Their child's learning needs are being met at this school*	4.00%	4.07%	4.30%
Their child is making good progress at this school*	4.00%	4.14%	4.26%
Teachers at this school expect their child to do his or her best*	4.65%	4.50%	4.70%
Teachers at this school provide their child with useful feedback about his or her school work*	4.65%	4.29%	4.26%
Teachers at this school motivate their child to learn	4.45%	4.64%	4.48%
Teachers at this school treat students fairly*	4.55%	4.50%	4.74%
They can talk to their child's teacher about their concerns*	4.65%	4.29%	4.43%
Their school works with them to support their child's learning*	4.50%	4.00%	4.43%
This school takes parents' opinions seriously*	4.65%	4.07%	4.43%
Student behaviour is well managed at this school*	4.5%	4.36%	4.57%
This school looks for ways to improve*	4.65%	4.64%	4.43%
This school is well maintained*	4.32%	4.57%	4.57%
Phone calls meeting and school reports help me understand how my young person is progressing	N/A	4.21%	4.43%
Staff at this school are interested in my young persons wellbeing	N/A	4.65%	4.78%
Staff at the school are approachable	N/A	4.60%	4.78%
This school welcomes me at school events	N/A	4.50%	4.70%
This school is environmentally friendly	N/A	4.50%	4.52%
This school has a strong sense of community	N/A	4.42%	4.48%
This school celebrates young people's achievements	N/A	4.71%	4.65%
This is a good school and I would recommend it to others	N/A	4.71%	4.41%
This school expects all parents and carers to follow the Parent/Carer Code of Conduct	N/A	4.78%	4.78%

*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:	2021	2022	2023
They are getting a good education at school	4.10%	3.00%	4.16%
They like being at their school*	4.00%	3.74%	4.35%
They feel safe at their school*	3.90%	3.21%	4.19%
Their teachers motivate them to*	4.40%	3.68%	4.30%
Their teachers expect them to do their best*	4.30%	3.95%	4.70%
Their teachers provide them with useful feedback about their school work*	4.20%	3.95%	4.24%
Teachers treat students fairly at their school*	4.50%	3.68%	4.43%
They can talk to their teachers about their concerns*	4.20%	3.79%	4.14%
Their school takes students' opinions seriously*	4.30%	3.37%	4.22%
Student behaviour is well managed at their school*	4.30%	3.83%	4.27%
Their school looks for ways to improve*	4.20%	3.36%	4.27%
Their school is well maintained*	4.20%	3.53%	4.24%
Their school gives them opportunities to do interesting things*	4.30%	4.47%	4.54%
Young people are supported at this school to work with the 4 principles and common ground	N/A	3.84%	4.46%
This is a good school and I would recommend it to others.	N/A	3.80%	4.73%

*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.

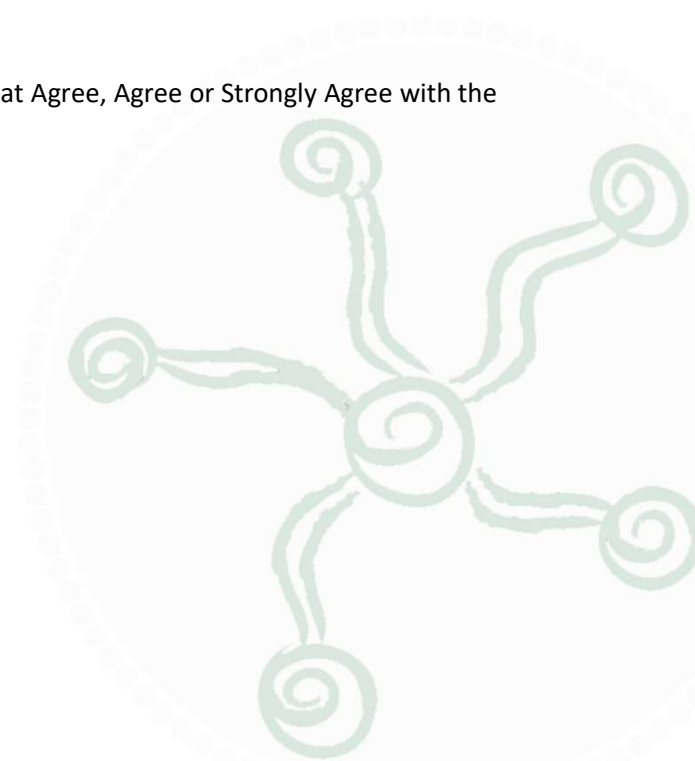
Staff Opinion Survey

Percentage of school staff who agree* that:	2021	2022	2023
They enjoy working at their school (S2069)	4.63%	4.20%	4.83%
They feel that their school is a safe place in which to work (S2070)	4.25%	4.20%	4.74%
They receive useful feedback about their work at their school (S2071)	4.25%	3.73%	4.35%
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	4.00%	3.33%	3.78%
Students are encouraged to do their best at their school (S2072)	4.3%	4.00%	4.70%
Students are treated fairly at their school (S2073)	4.5%	4.07%	4.65%
Student behaviour is well managed at their school (S2074)	4.75%	4.00%	4.78%
Staff are well supported at their school (S2075)	4.25%	3.80%	4.57%
Their school takes staff opinions seriously (S2076)	4.13%	3.87%	4.70%
Their school looks for ways to improve (S2077)	4.88%	4.00%	4.83%
Their school is well maintained (S2078)	4.29%	3.60%	4.65%
Their school gives them opportunities to do interesting things (S2079)	4.50%	4.27%	4.78%

*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 60.94%. 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	60%	58.34%
Attendance rate for First Nations** students at this school	63%	
Year 12 attendance rate	57.50%	
Year 11 attendance rate	64.94%	
Year 10 attendance rate	57.68%	
Year 9 attendance rate	58.53%	
Year 8 attendance rate	63.31%	
Year 7 attendance rate	67.26%	
Year 6 attendance rate	100%	

Description of how Ipswich Flexible Learning Centre manages non-attendance

At Ipswich 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 Ipswich Flexible Learning Centre manages non-attendance

At Ipswich 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 Ipswich 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 Friday with shout out to achievements through out the week, Big Breakfast twice a term, whole school camps, community activities on Friday as well as celebrations such as NAIDOC day. Class groups have weekly outing days, which encourage young people to attend and develop skills in preparation for camps. Young people keep connected to the school during breaks through our Holiday Programme, 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

Conversations around participating in NAPLAN this year started earlier and were more frequent. In 2023, we were pleased that 11 young people out of a possible 22 across the two-year levels considered doing the testing. Two students left the school during the testing period and 9 withdraw as it got closer to the testing days. Having one young person complete the testing is seen as an achievement .

2023	Cohort	Participated	Absent	Completed
Year 7	9	3	1	0
Year 9	13	8	2	1

Key Student Outcomes cont.

Year 12 Outcomes

Student Attendance	2023
Total number of Senior Certificates awarded	0%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	0%
Percentage of students awarded Senior Certificates or awarded a VET qualification	64%

Year 12 Cohort 2023 Post School Destination

At 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 2024. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

At Ipswich Flexible Learning Centre 14 young people graduated at the end of 2023. Out of the 14 young people 9 received a total of 10 certificates, one young person was successful in achieving two certificates before exiting. Of the certificates offered there were 2 Certificate I, 4 Certificates II and 1 Certificate II.

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)	2	14%
Working full-time	2	14%
Working part-time/casual	1	7%
Seeking work	6	42%
Not studying or in the labour force	6	42%

Curriculum Learning Choices Program

Ipswich 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	Various
Year 9 - 10	V9 Australian Curriculum	Various + 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"> • Social and Community Studies • Media Arts in Practice 	<ul style="list-style-type: none"> • Short course Literacy & Numeracy • Micro credentials • EREAFS RTO Certificates • Outside RTO agencies

In the delivery of all learning areas particular care and consideration is made to draw the links to their current understand and to the importance of knowing the information for their future work options. We take particular care in measuring their progress. General capabilities from the Australian Curriculum are the starting point in which to grow their transferable skills. As a school we are looking for particular ways to build their social and communication skills. All electives are offered to young people irrespective of age or ability. Electives vary throughout the year, with the many of them centring around various outings and excursions.

In 2023 our staff and young people were able to engage in several meaningful adventure-based learning and camps experiences throughout the year. This included cultural and art camps, learning group camps to the Deer Reserve, Kilcoy, and Strongs Farm, Fernvale, and a number of overnight and day trips to The Outlook at Boonah. In 2023 we were able to offer a Carnarvon Gorge Outback Odyssey / cultural experience.

Learning Support was given to young people through out the school, supporting the transition young people with help to complete certificate courses as well as offering a SoundWrite Program around reading to our younger cohort. These young people are identified through our diagnostic

Curriculum Learning Choices Program cont.

Pastoral Care programs and strategies that respond to Bullying

- Reboot
- CPS – level one training
- Equine Therapy
- Meteors Program

Ipswich 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).

Opportunities are made available through our community activities on a Friday. This allows young person to opt into an activity of interest to them which encourages like minded interest groups to flourish.

Ipswich is encouraging more meaningful engagement in the cultural events with NAIDOC day being opened to other Flexi's across the area. Those schools are seeing it as a 'go to' event and are calendarizing it. In conjunction with the NAIDOC day, a boy's group are camping out the night before to prepare the food and the grounds.

Equine therapy has become a popular program at Ipswich. Small groups have the opportunity to learn self-regulation and calming strategies from the horses.

The Meteors program was aimed at fostering a development of their social skills (individually and collectively) whilst introducing offsite sessions in four key learning areas: Fitness for Life, Nutrition, Adventure Based Learning and Experiencing Work. Each week, young people were encouraged to try new things, improve on pre-existing skills while working together to develop coping strategies designed to create patterns of living that are more dynamic, engaged, and robust. The young people in the Meteors Program surprised and delighted both themselves and each other over the course of this program, laying strong foundations to build upon as they navigate challenging situations.

Co-curricular Activities offered at Ipswich FLC in 2023

Cultural	Sporting	Intellectual	Service
Reconciliation Week	Carnarvon Camp	Sounds Write	Equine Therapy
NAIDOC	Sailing – Blue Peter	Music	Year 12 Retreat
Men's / Women's program	ABL –High Ropes	Interactive problem-solving game	Cooking program
	Strong's Farm	Meteors Program	Careers event on site

2023 Milestones

In the Junior Hub it was identified by the staff that many of the parents/carers were feeling socially isolation and disconnection from community. An initiative was started by the team to invite families, (majority of mothers) to come in each Friday before community lunch to gather and discuss issues relevant to them. These conversations took place over morning tea and a cupper. These regular meetings were well attending by a small number of patents. As a result, a grant to Brothers League Club was awarded to purchase a coffee machine. This was a great example of creating a safe space for our parents along with our young people.

It was in 2023 that we initiated our first Careers Event on site for our young people. Up to 5 community organisations were invited to attend. The young people in the transition group invited their parents to come along and to start conversations about what the future may look like. Though it was very small the feedback around this event was positive.

2023 NAIDOC day was hugely successful with many of the neighbouring FLC's joining us on the day. Due to the additional numbers many more activities were offered allowing young people across the sites to work together.

The most significant Milestone in 2023 was completing of the NSSAB 5-year cyclic review. It was a timely and a significant effort was put into mapping and improving our processes and systems around articulating and celebrating our learning outcomes for the young people at Ipswich Flexi. Though there were many programs up and running the review allowed us to articulate and publish a number of documents. The most significant documents were

- Education Framework – which included our reporting guidelines
- Young Person Wellbeing Framework

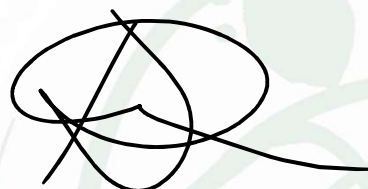
This process also gave the school clarity around implementation and reassurance that we are meeting standards for Australian Curriculum version 9. New unit plans were co-created with staff. A by-product was unit plans, with assessment tasks included, moderated across learning groups. This review also gave us short cuts page on Policy Connect that gives staff access to the most up to date and relevant documents.

Conclusion

2023 was a year in which good teaching and learning as well as wellbeing practices were acknowledged, articulated, published and celebrated. The coming together of staff across the site to map what is happening, reflect on its value and to commit to improving was not only satisfying but also invigorating.



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