



ANNUAL REPORT

2023

**INALA FLEXIBLE LEARNING CENTRE
67 POINSETTIA ST, INALA 4077**

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

Inala Flexible Learning Centre 'Inala FLC' is a part of Edmund Rice Education Australia Flexible Schools Ltd and is conducted in accordance with their philosophy and principles. Inala FLC commenced operation as a registered Non-State School in 2013 and is part of a national association of over 55 mainstream schools and Flexible Schools across Australia.

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

Inala 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 Inala 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.

Inala 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.

Inala 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

Inala 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:

- Regular wellbeing checks when a YP is absent from school
- Facebook Page
- 2 written reports shared at a "Yarning Day" event where all parents and their YP can meet with the class staff to discuss their progress.
- 2 meeting per year to review and set out a personal learning plan for YP
- Parents are invited to attend our Sorry Day
- Wellbeing and support meetings.

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 the Inala FLC full time equivalent students is shown below.

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

Inala FLC enrolled 14 new young people prior to the 2023 State Census and a further 13 young people prior to the 2023 Federal Census equating to roughly 32% of the total census population of 83. This shows a moderate level of enrolment continuity, with most young people attending (Name) for several years. Within the cohort

- 46 young people identified as Aboriginal and/or Torres Strait Islander and
- 78 young people were identified as meeting NCCD criteria 33.3% requiring extensive support, 56.4% as Substantial and 10.3% as supplementary.

Whilst Inala FLC is in the Inala area and most young people live within 5km of the school, the catchment area is geographically large stretching from Acacia Ridge to Redbank Plains.

	7	8	9	10	11	12	TOTAL
Male	6	6	11	11	9	6	49
Female	1	7	6	7	6	8	35
Gender Diverse	0	0	0	0	0	0	0
First Nations	4	6	7	10	5	7	39
TOTAL	7	13	17	18	15	13	83

Young Person Support

Each young person at Inala FLC has staff who support them in their health and wellbeing. At the Inala 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, Inala Wangarra, Inala Elders, Aboriginal and Torres Strait Islander Health Service Inala, Inala Youth Services, Inala Community Hub, Yiliyapinya Indigenous Corporation, Community Legal Centre, Inala Head Space, Inala PCYC, and Kyabra Richlands Community Centre,
- 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 Associate Head of Campus (Wellbeing), Youth Workers, Transitions Officer. The staff at Inala Flexible Learning Centre spend considerable time increasing skills and effective practice in appropriate care for our Young People. Increasing the support and care of our Young People, increases their capacity to take up the educational opportunities at Inala Flexible Learning Centre.



Workforce Composition

Staff Composition including First Nations Staff

The staff of Inala 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	9	21	1
Full Time Equivalent	8.2	11.3	1.0

*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	12
Diploma	1
Certificate	8

Qualifications of all Non-Teachers

Highest Level of Qualification	Number of Qualifications
Bachelor Degree	2
Diploma	3
Certificate	16

School Income by Funding Source

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



The Social Climate of the School

Parent Opinion Survey

Mean score given by parents/caregivers that:	2022	2023
1. Their child is supported at this school to work with the 4 principles and common ground.	4.7	4.3
2. their child is getting a good education at this school.	4.3	4.5
3. their child likes being at this school*	3.9	4.6
4. their child feels safe at this school*	3.7	4.0
5. their child's learning needs are being met at this school*	4.1	4.3
6. School reports are clear and relevant.	4.1	4.5
7. their child is making good progress at this school*	4	4.5
8. teachers at this school expect their child to do his or her best*	4.8	4.6
9. YP understand how they are assessed at this school.	4.4	4.1
10. teachers at this school treat students fairly*	4.8	4.3
11. they can talk to their child's teachers about their concerns*	4.7	4.3
12. their child's English skills are being developed at this school*	4.2	4.3
13. their Mathematics skills are being developed at this school.*	4	4.3
14. this school looks for ways to improve*	4.6	4.8
15. this school is well resourced *	4	4.5
16. I understand how computers and other technologies are used at this school to enhance learning.	4.3	4.5
17. Staff at this school are interested in my young persons well-being	4.8	4.6
18. Staff at this school are approachable	4.7	4.6
19. Staff at this school listen to my questions and follow up.	4.6	4.3
20. This school provides me with feedback about my child's progress	4.7	4.3
21. I feel valued and respected in this school.	4.3	4.3
22. This school keeps me well informed	4.5	4.3
23. This school is environmentally friendly	4.2	4.5
24. This school asks for my input	4.4	4.1
25. This school has a strong sense of community	4.4	4.8
26. This school celebrates young people's achievements	4.6	4.8
27. This is a good school and I would recommend it to others	4.8	4.6

*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

Mean rating given by students that:	2022	2023
1. they are getting a good education at school	3.74	4.1
2. their well-being needs are being met at this school	3.74	4.2
3. they feel included at their school	3.67	4.1
4. they feel safe at their school*	3.26	4.6
5. their teachers listen to their questions and follow up issues	3.67	4.1
6. teachers treat students fairly at their school*	4.19	4.3
7. they can talk to their teachers about their concerns*	3.81	4
8. their English skills are being developed at this school	4.11	3.6
9. their Mathematics skills are being developed at this school	4.04	4
10. they understand who technologies are used at this school to enhance learning	3.78	4.5
11. their school celebrates students achievements	4.48	4.1
12. young people are supported at this school to work with the 4 principles and common ground	3.41	4.2
13. This is a good school and I would recommend it to others	3.81	4.7

*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

Mean score given by staff:	2022	2023
1. they enjoy working at their school (S2069)	4.2	4.35
2. they feel that their school is a safe place in which to work (S2070)	4.6	4.0
3. they receive useful feedback about their work at their school (S2071)	4.2	3.8
4. they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	3.8	3.7
5. students are encouraged to do their best at their school (S2072)	3.4	4.3
6. students are treated fairly at their school (S2073)	4.4	4.6
7. student's are encouraged to work using our Four Principles	4	4.3
8. staff are well supported (with their professional goals) at their school (S2075)	3.8	3.8
9. their school takes staff opinions seriously (S2076)	3.6	4.0
10. their school looks for ways to improve (S2077)	3.4	4
11. their school is well maintained (S2078)	3	3.6
12. their school gives them opportunities to do interesting (and creative) things (S2079)	3.8	4.2
13. their school provides training about Child Safeguarding and Child Protection	4.4	4.7
14. young people's safety is taken seriously	4.6	4.8

*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 52.16 %. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences. From the anecdotal evidence provided by young people and their families, this attendance rate is an increase compared to our young people's previous school.

Student Attendance	2023 %	2024 YTD %
Overall attendance rate* for students at this school	52.16%	57.67%
Attendance rate for Year 12	43.84%	
Attendance rate for Year 11	48.17%	
Attendance rate for Year 10	56.56%	
Attendance rate for Year 9	54.65%	
Attendance rate for Year 8	50.86%	
Attendance rate for Year 7	60.37%	

Description of how Inala FLC manages non-attendance

At Inala 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 Inala Flexible Learning Centre manages non-attendance

At Inala 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 Inala 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 and important occasions where we can include young people, their families and the Inala community such as Inala Sorry Day commemoration as well as celebrations such as NAIDOC and Reconciliation Week. Twice a year we hold a “Yarning Day” where parents and young people meet with class teachers and youth workers to discuss the young persons progress and set goals. Class groups have outing days throughout each term, which encourage young people to attend and develop skills in preparation for increased learning and participation. Each day begins with breakfast and feed the brain activities to prepare Young People for learning activities. Young people keep connected to the school during breaks through our Holiday Program and wellbeing enquiries from staff, 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

The parents, guardians and our eligible 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	nil
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	nil
Percentage of students awarded Senior Certificates or awarded a VET qualification	91%

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, 2023. 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)	2	18 %
Working full-time	3	27 %
Working part-time/casual	5	45 %
Seeking work	0	0 %
Not studying or in the labour force	1	9 %

Curriculum Learning Choices Program

Inala 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.

The curriculum offerings at Inala were further enhanced by the Sounds Write program run throughout year levels by the Inclusive Education Teacher.

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">• Essential English• Essential Mathematics• Short course in Literacy• Short Course in Numeracy• Social and Community Studie	<ul style="list-style-type: none">• Certificate I and II in Functional Literacy• Cert I in Access to Vocational Pathways• Cert II in Skills for Work and Vocational Pathways• Vocational Training Queensland• Tafe QLD courses

Curriculum Learning Choices Program cont.

Pastoral Care programs and strategies that respond to Bullying

- Reboot
- CPS – Cooperative Problem Solving
- Wellbeing and Healthy relationships program
- Rage – anger management program

Inala 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 Inala FLC in 2023

Cultural	Sporting	Intellectual	Service
<ul style="list-style-type: none"> • Bangarra Dance Theatre • NAIDOC Week • Men Plus Business • Women Plus Business • Sorry Day • Links with the Inala Elders 	<ul style="list-style-type: none"> • Inter Flexi Basketball • Gold Coast 500 Motor race – school program • Blue Peter Sailing • OABL -Canoeing -Bush Walking -Nature Immersion • Gym – School • Brisbane Indoor City Sports, activities 	<ul style="list-style-type: none"> • Cooking / Nutrition courses • Careers Expos • Tafe Tasters 	<ul style="list-style-type: none"> • Cooking for others • Recycling • Community Give Back



2023 Milestones

This year has been marked by significant milestones and key events that have contributed to our school's development and the enhancement of our students' learning experiences.

NSSAB Review: We successfully completed a full review by the Non-State School Accreditation Board (NSSAB), providing us with valuable feedback and recognising our commitment to high educational standards.

New School Facilities: We utilised our new school facilities, including the student kitchen, to introduce and run cooking classes. These classes taught practical life skills while encouraging creativity and teamwork among students.

Wellbeing Program: We wrote and implemented a new wellbeing program aimed at supporting the mental and emotional health of our students. This program includes various activities and resources designed to promote a positive school environment.

Mini-Courses: We introduced a series of mini-courses each term that students could choose from, enabling them to experience learning areas that interested them or where they needed development. These courses included the arts, music, drama, dance, visual art, HPE and sport, cooking, wellbeing, senior studies, and digital technologies.

Staff Professional Development: All staff participated in training on Cooperative Problem Solving (CPS), a method that focuses on collaboration and empathy. Additionally, we implemented reboot strategies to help students increase their self-regulation. These initiatives have equipped our staff with effective strategies to support students in resolving conflicts, building strong relationships, and managing their emotions and behaviours.

Leadership Structure for 2023: We introduced a new leadership structure to better support our school's operations and student needs. This includes the Head of Campus (HOC), Associate Head of Campus (AHOC), and two middle leaders focused on curriculum and wellbeing.

New School Bus Service: We added a new school bus pickup service to enable students on the outskirts of our catchment area to access our school more easily. This service has improved attendance and allowed more students to benefit from our educational programs.

Enrolment Growth: Our student population grew by approximately 10%, reflecting our school's positive reputation and the effectiveness of our educational programs.

Year 12 Graduation Ceremony: Our Year 12 students planned and undertook their graduation ceremony, incorporating elements of a school formal celebration. This event showcased their leadership and organisational skills.

Overall, these milestones and key events have strengthened our school community, enhanced our educational offerings, and supported the wellbeing and development of our students. We look forward to building on these successes in the coming year.