



# **ANNUAL REPORT**

## **2023**

**NOOSA FLEXIBLE LEARNING CENTRE  
2 GIRRAWEEEN COURT, SUNSHINE BEACH 4567**

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

Noosa Flexible Learning Centre 'Noosa FLC' is a part of Edmund Rice Education Australia Flexible Schools Ltd and is conducted in accordance with their philosophy and principles. Noosa FLC commenced operation as a registered Non-State School in 2006 and is part of a national association of over 55 mainstream schools and Flexible Schools across Australia.

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

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Noosa 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 Noosa 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.

Noosa 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.

Noosa 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

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

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

They are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

## Best Practice Guidelines

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Noosa 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.

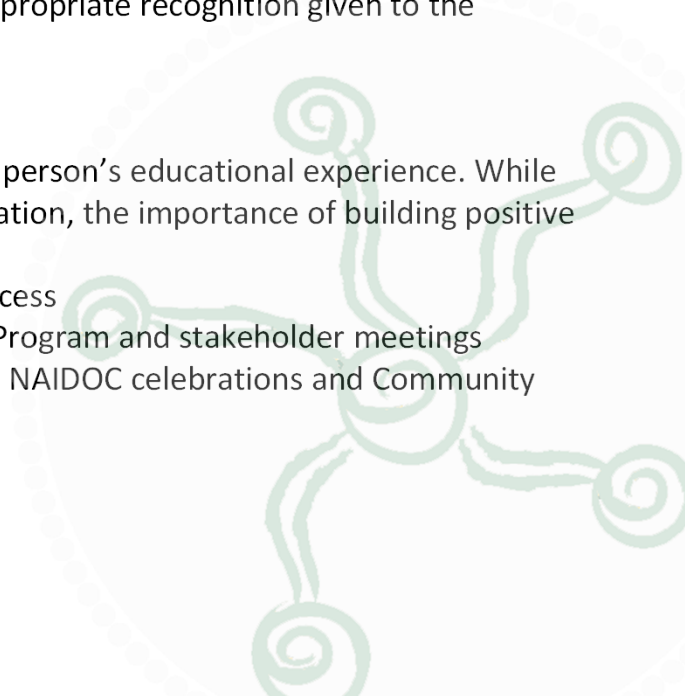
### **Young Person Support**

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.

- . Parents/guardians are integral to the enrolment process
- . They are invited to participate in Personal Learning Program and stakeholder meetings
- . They are invited to events within the school, such as NAIDOC celebrations and Community Days.



## Characteristics as at August Census 2022

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

Noosa FLC enrolled 93 young people prior to the 2023 State Census and a further 4 young people prior to the 2023 Federal Census equating to roughly 4.3% of the total census population of 97. This shows a moderate level of enrolment continuity, with most young people attending (Name) for several years. Within the cohort

- 20 young people identified as Aboriginal and/or Torres Strait Islander and
- 78.6 young people were identified as meeting NCCD criteria
- 8.6 % requiring extensive support, 48.4 % as Substantial and 4.7% as supplementary.

	7	8	9	10	11	12	TOTAL
Male	4	5	7	10	11	7	<b>44</b>
Female	2	5	10	7	11	10	<b>45</b>
Gender Diverse	1	2	1	1	1	2	<b>8</b>
First Nations	3	3	4	4	4	2	<b>20</b>
TOTAL	<b>7</b>	<b>12</b>	<b>18</b>	<b>18</b>	<b>23</b>	<b>19</b>	<b>97</b>

## Best Practice Guidelines cont.

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### **Learning Choices**

Diagnostic assessment is important to provide guidance in planning personal learning programs. Effective programs will engage young people in learning toward defined literacy and numeracy outcomes and other areas of knowledge relevant to real life situations. Young people experiencing risk will be provided with programs that cater for their spiritual, physical, social, psychological and intellectual development. Young People are provided with learning choices both in and beyond the school, these programs are effectively linked to community agencies and provide opportunities to build skills and vocational pathways.

### **Multi-Professional and Multi-Disciplinary Teams**

Team members use a multi-disciplinary, multi-professional approach to provide health, educational, cultural, social and emotional support for young people. Multi-professionals are encouraged to develop supportive relationships with young people and assist them with their basic life needs. Multi-professionals are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol services, accommodation services, counselling services). Staff selection processes identify staff members who are: flexible, able to relate to young people, willing to negotiate, clear about operation by principles, as well as being clear about the responsibilities and the rights of all.





## Young Person Support

Each young person at Noosa FLC has staff who support them in their health and wellbeing. At the Noosa 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 etc Youth Justice, Department of Education (Student Engagement Team).
- 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 Workers, Teachers, Wellbeing (YP) Officer (Middle Leader), and Transitions Officer.





# Workforce Composition

## Staff Composition including First Nations Staff

The staff of Noosa 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	25	3
Full Time Equivalent	8.3	15.8	2.1

\*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	1
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor of Honours Degree and Graduate Certificate.	6
Bachelor Degree	4

## Qualifications of all Non-Teachers

Highest Level of Qualification	Number of Qualifications
Masters	2
Bachelor Degree	2
Diploma	2
Certificate	6

## School Income by Funding Source

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Our schools 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:	2023
Their child is getting a good education at school	100
This is a good school	100
Their child likes being at this school*	95
Their child feels safe at this school*	95
Their child's learning needs are being met at this school*	95
Their child is making good progress at this school*	90
Teachers at this school expect their child to do his or her best*	100
Teachers at this school provide their child with useful feedback about his or her school work*	100
Teachers at this school motivate their child to learn	100
Teachers at this school treat students fairly*	100
They can talk to their child's teacher about their concerns*	100
Their school works with them to support their child's learning*	100
This school takes parents' opinions seriously*	100
Student behaviour is well managed at this school*	100
This school looks for ways to improve*	100
This school is well maintained*	100

\*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:	2023
They are getting a good education at school	100
They like being at their school*	100
They feel safe at their school*	84
Their teachers motivate them to*	92
Their teachers expect them to do their best*	100
Their teachers provide them with useful feedback about their school work*	84
Teachers treat students fairly at their school*	100
They can talk to their teachers about their concerns*	92
Their school takes students' opinions seriously*	84
Student behaviour is well managed at their school*	92
Their school looks for ways to improve*	100
Their school is well maintained*	92
Their school gives them opportunities to do interesting things*	100

\*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:	2023
They enjoy working at their school (S2069)	100
They feel that their school is a safe place in which to work (S2070)	70
They receive useful feedback about their work at their school (S2071)	85
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85
Students are encouraged to do their best at their school (S2072)	100
Students are treated fairly at their school (S2073)	100
Student behaviour is well managed at their school (S2074)	70
Staff are well supported at their school (S2075)	85
Their school takes staff opinions seriously (S2076)	100
Their school looks for ways to improve (S2077)	85
Their school is well maintained (S2078)	100
Their school gives them opportunities to do interesting things (S2079)	100

\*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 57.57%. 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	57.57%	58.51%
Attendance rate for Year 12	61.08%	
Attendance rate for Year 11	59.17%	
Attendance rate for Year 10	54.76%	
Attendance rate for Year 9	53.49%	
Attendance rate for Year 8	63.79%	
Attendance rate for Year 7	47.69%	

## Description of how Noosa FLC manages non-attendance

At Noosa 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.

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### Description of how Noosa Flexible Learning Centre manages non-attendance

At Noosa 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 Noosa FLC we use several strategies that include whole school activities and staff responsibilities. Whole school activities that are used to celebrate the community include, Big Breakfast each Friday morning, school camps, music performances, as well as celebrations such as NAIDOC and Remembrance Day and community days (eg Purple Day, Halloween). Class groups have weekly outing days, which encourage young people to attend and develop skills in preparation for camps and strengthen relationships. 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 to not participate in NAPLAN this year.





## Key Student Outcomes cont.

### Year 12 Outcomes

Student Attendance	2023
Total number of Senior Certificates awarded	12.5
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	12.5
Percentage of students awarded Senior Certificates or awarded a VET qualification	57.17
1 or more Micro Credential completed	83.33
Provisional Drivers Licence	33
Learners Licence	54.17

### 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, 2022. The following interim data reports the destinations of students as accurately as the school ito 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)	1	4.17%
Working full-time	10	41.67%
Working part-time/casual	2	8.33%
Seeking work	5	20.83%
Not studying or in the labour force	6	25%

# Curriculum Learning Choices Program

Noosa 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	Australian Curriculum (English, Maths, Science HASS, Art, Ind Tech)	Music Tuition Project Based Learning
Year 9 - 10	V9 Australian Curriculum (English, Maths, Science, HASS, Art, Ind Tech) QCAA (Short Course Lit/Num/Career ed Aboriginal Languages)	Music Tuition Project Based Learning VET Courses for 10+

Subjects Offered – Year Level	Authority Registered Subjects	Certificate Courses
Year 11 – 12	<ul style="list-style-type: none"> <li>English Communication</li> <li>Prevocational Mathematics</li> <li>Social and Community Studies</li> <li>Recreation</li> </ul>	<ul style="list-style-type: none"> <li>Cert II Music, Cert II Health</li> <li>Cert II Animal Studies</li> <li>Cert II Outdoor Recreations</li> </ul>

## Curriculum Learning Choices Program cont.

Pastoral Care programs and strategies that respond to Bullying

- Reboot
- CPS
- Peer Tutoring programs
- Class Act

Noosa 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 Noosa FLC in 2023

Cultural	Sporting	Intellectual	Service
<ul style="list-style-type: none"><li>• First Nations Cultural and Language Group</li><li>• Female Empowerment Program</li><li>• Male Empowerment Program</li></ul>	<ul style="list-style-type: none"><li>• Mountain Biking</li><li>• Surfing</li><li>• Skate and Scoot Programs</li></ul>	<ul style="list-style-type: none"><li>• Drama Group</li><li>• Wallflowers Group</li><li>• Job Club</li><li>• Music Ensemble</li></ul>	<ul style="list-style-type: none"><li>• Cooking</li></ul>



## 2023 Milestones

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In 2023 Noosa FLC planned and delivered a short course in Aboriginal languages. The preparation of the course was a collaborative process with local first nations elders and leaders. This was followed by a camp that was focussed on 'First Nations Ways' on Kgari in which YP bonded and were immersed in Gubbi Gubbi culture through the teachings of elders who held workshops.

First nation community days inviting local community , parent's/carers celebrating culture this helps build cultural safety at Noosa.

Over the years Noosa FLC has delivered many certificate type courses with a mix of results. In 2023 YP at Noosa FLC completed multiple VET and QCAA certificates. YP completed a Cert II in Floristry and Cert II in Tourism.

In addition this year we had a range of Micro- Credtional courses for young people who accessed skills such as, Barista, Beauty, White card, understanding Rental Tenancy Agreememts. The connection with external agencies to further young people's transition post schooling is evolving.

We continued to offer young people their Driver's Licence through a generous grant which allowed us to have professional driving lessons and their tests. We are so proud of the amazing results which allows young people freedom and access to employment or further studies.

We purchased a Pontoon Boat to arrive in 2024, to assist and promote learning in a new context. We are always seeking new ways of creating hands on, engaging learning to provide our young people with the very best educational and wellbeing outcomes.

**Tim Wicks**  
**Head of Campus**  
**Noosa Flexible Learning Centre**

**Michelle Kinnane**  
**Area Principal**  
**EREA Flexible Schools**  
**QLD/NT Region**