

ANNUAL REPORT

2023

**ROCKHAMPTON FLEXIBLE LEARNING CENTRE
210 UPPER DAWSON ROAD, ROCKHAMPTON 4700**

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



TABLE OF CONTENTS

School Overview Introduction	3
EREA Flexible Schools Ltd	5
Best Practice Guidelines	5
Characteristics as at August Census 2023	7
Young Person Support	8
Workforce Composition	9
School Income by Funding Source	10
The social climate of the school	11
Key Student outcomes	12
Curriculum – Learning Choices Program	15
Pastoral Care and Extra Curricular	16
2023 Milestones	17
Conclusion	17

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

Rockhampton Flexible Learning Centre 'Rockhampton FLC' is a part of Edmund Rice Education Australia Flexible Schools Ltd and is conducted in accordance with their philosophy and principles. Rockhampton FLC commenced operation as a registered Non-State School in year, 2015 and is part of a national association of over 55 mainstream schools and Flexible Schools across Australia.

Rockhampton FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of Rockhampton 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 Rockhampton FLC. This is evident in the ways the organisational 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.

Rockhampton 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 Rockhampton 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.

Rockhampton 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.

Rockhampton 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 on 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

Rockhampton 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. The school maintains strong ties with parents and carers to support the education pathway of the young people by involving the parents in collaborative problem-solving conversations with their young people, home visits, daily phone calls to discuss how their YP is doing.

Rockhampton FLC also engages families/carers through school events such as invitations to:

- . Annual school events such as the school's birthday, and sports events
- . Aboriginal and Torres Strait Island commemorative days observed in the school
- . NAIDOC activities, Sorry Day, Reconciliation week, Mabo Day
- . End of Year Awards day.

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 Rockhampton FLC full time equivalent students is shown in the table below.

Rockhampton FLC enrolled 15 new young people prior to the 2023 State Census and a further 28 young people prior to the 2023 Federal Census equating to roughly 51% of the total census population of 84. Within the cohort

- 29 young people identified as Aboriginal and/or Torres Strait Islander and
- 74 young people were identified as meeting NCCD criteria 17% requiring extensive support, 65% as Substantial and 17% as supplementary.

Whilst Rockhampton FLC is in Central Queensland area and most young people live 20 km of the school, the catchment area is geographically large stretching from Yeppoon to Mount Morgan/Bajool.

1	7	8	9	10	11	12	TOTAL
Male	5	8	12	8	8	7	48
Female	1	7	5	13	5	4	35
Gender Diverse	-	-	-	-	1	-	1
First Nations	1	3	4	6	4	6	24
TOTAL	6	15	17	21	14	11	84

Young Person Support

Each young person at Rockhampton FLC has staff who support them in their health and wellbeing. At the Rockhampton 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, Disability services, Youth Justice, Darumbal Enterprises, headspace, CQID, PCYC, Darumbal Community Youth Service, Centrelink, Girls Time Out, TAFE, Job Service Agencies, Capras, Be You, CQ Youth Connect, Lives Lived Well, Oasis and others
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Helping young people to develop a positive self-concept
- Supporting young people with issues of drug misuse and self-harm
- Networking with other agencies such as Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, anger management

The Pastoral Care program also includes the support work of the Youth Worker, leader of practice, teachers and teacher aides. All members of staff are invested and engaged each young person's care and well-being. We also reach out to a variety of services to seek assistance and support.



Workforce Composition

Staff Composition including First Nations Staff

The staff of Rockhampton 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	7	15	5
Full Time Equivalents	5.7	11.9	4.6

*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.	3
Bachelor Degree	3

Qualifications of all Non - Teachers

Highest Level of Qualification	Number of Qualifications
Diploma	2
Certificate	4

School Income by Funding Source

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



The Social Climate of the School

Anonymous Satisfaction Surveys are undertaken annually. The results for 2023 are outlined below

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*	100%
Their child feels safe at this school*	94%
Their child's learning needs are being met at this school*	94%
Their child is making good progress at this school*	100%
Staff at this school expect their child to do his or her best*	100%
Staff at this school provide their child with useful feedback about his or her school work*	100%
Staff at this school motivate their child to learn	-
Staff at this school treat students fairly*	100%
They can talk to their child's staff 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*	-
This school looks for ways to improve*	100%
This school is well maintained*	-

*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 61.25%. 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	61.25%	61%
Attendance rate for Year 12	62.60%	
Attendance rate for Year 11	56.89%	
Attendance rate for Year 10	60.31%	
Attendance rate for Year 9	68.46%	
Attendance rate for Year 8	60.44%	
Attendance rate for Year 7	52.87%	

Description of how Rockhampton FLC manages non-attendance

At Rockhampton 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 Rockhampton FLC manages non-attendance

At Rockhampton 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 Rockhampton FLC we use several strategies that include whole school activities and staff responsibilities. Whole school activities that are used to celebrate the community include special breakfasts and lunches, whole school paid recreation activities eg Lazer strike, a movie night, celebrating key school events, bringing sporting celebrities into the school, NAIDOC and other Aboriginal and Torres Strait commemoration events. 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

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	N/A
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	0%
Number of students who completed one or more units of competency in a VET qualification	4
Number of YP enrolled in VET qualification	15

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 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)	0	0%
Working full-time	4	26%
Working part-time/casual	3	20%
Seeking work	3	20%
Not studying or in the labour force	unknown	%
Studying	1	6%
Unknown	4	26%

Curriculum Learning Choices Program

Rockhampton 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	
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">• Certificate I and II in Functional Literacy• Independent Living Skills• EREAFS RTO Certificates• Outside RTO agencies



Curriculum Learning Choices Program cont.

Pastoral Care programs and strategies that respond to Bullying

- Reboot
- CPS
- Peer Tutoring programs – Peer Skills

Rockhampton 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/outdoor and intellectual/welfare and/ or service related. (See Table below). Some of the options outlined encompass multiple activities, events and programs to meet these areas of need. This is particularly for welfare programs where young people are engaged with several service orgs in the community.

Co-curricular Activities offered at Rockhampton FLC in 2023

Cultural	Sporting / Outdoor	Intellectual / Welfare	Service
<ul style="list-style-type: none"> • Darumbal Language Program • Tukka Time Cooking Program • Men's & Women's groups 	<ul style="list-style-type: none"> • Oz Tag Competition • Fishing Program • Capricorn Sports Program • Sailing Program 	<ul style="list-style-type: none"> • Project Based Learning options – STEM • School related project • Eco Warriors sustainability program • CQ Youth Connect • Love Bites 	<ul style="list-style-type: none"> • PCYC programs • Community Service Opportunities • SHINE



2023 Milestones

The following are highlights of the year listed in no particular order:

- Didgeridoo making classes, performance and presentations
- Smoking ceremony and school welcome BBQ
- Clean up Australia day and Walk for Autism by the school
- Swimming carnival
- Youth opportunity day
- Girls' rugby canteen event and fundraiser
- Mater hospital donation to the school towards curriculum
- Base and leadership camps
- Cultural awareness training at Mount Nurim for staff
- Kup Muri for Mabo celebrations and involving the school community, parents, orgs and Elders in attendance
- Reconciliation week activities
- NAIDOC fundraising for our own Miss NAIDOC; NAIDOC Elders morning tea
- YP MasterChef program
- Oz tag tournament
- Deadly Choices program in the school
- Senior retreat
- Bunnings Trade skills program
- Capras and Broncos Footy clinic
- Chris Inglis wellbeing clinic
- Pet Zoo visit
- Flexi birthday and tree planting ceremony
- Darumbal Language Program

Conclusion

Much work is done by staff to support the social and emotional wellbeing of the young people and only when these things can be addressed are we able to start to supporting more traditional learning. Alternative learning opportunities are just as an important part of learning (as listed above) that provide breadth and depth opportunities for the YP to engage in. We do continue to encourage YP to engage in accredited learning opportunities to begin steering potential pathways for their futures. Outcomes will not always be in the form of certificates or qualifications but often exhibited in their increased attendance at school, developing life skills that they may have or do struggle with, an increase in confidence to overcome their personal obstacles in life, and changes in behaviours to better negotiate these obstacles.

Owen Mayor
Head of Campus
Rockhampton Flexible Learning Centre

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