



ANNUAL REPORT

2023

**TOWNSVILLE FLEXIBLE LEARNING CENTRE
22 – 26 INGHAM ROAD, WEST END TOWNSVILLE 4810**

This annual report for 2023 is published to provide information about the Townsville, Burdekin and Bowen Flexible Learning Centres 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 | 14 |
| Curriculum – Learning Choices Program | 16 |
| Pastoral Care and Extra Curricular | 18 |
| 2023 Milestones | 19 |
| Conclusion | 19 |

School Overview

Contact Details

| | |
|----------------|--|
| Phone | 07 4724 9600 |
| Email | townsvilleflc@ereafsn.edu.au |
| Webpage | Townsville FLC – EREA Flexible Schools Networks |
| Contact Person | Penny Collins, Head of Campus |

*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

Townsville Flexible Learning Centre 'Townsville FLC' is a part of Edmund Rice Education Australia Flexible Schools Ltd and is conducted in accordance with their philosophy and principles. Townsville 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.

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

Townsville 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 Townsville 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.

Townsville 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.

Townsville 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

Townsville 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.

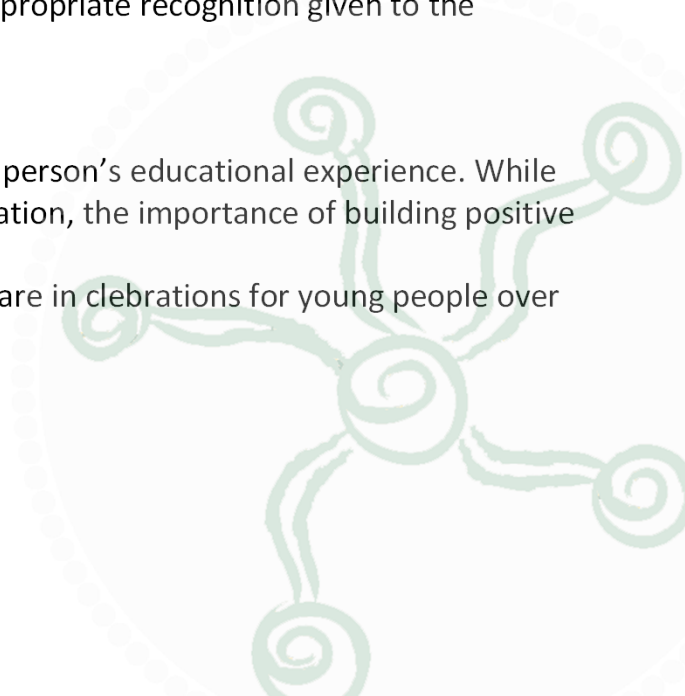
Young Person Support

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.

Each term families are invited to our Big Brunch to share in celebrations for young people over the course of the term



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 Townsville FLC full time equivalent students is shown below.

Townsville FLC enrolled 40 young people prior to the 2023 State Census and a further 34 young people prior to the 2023 Federal Census equating to roughly 57% of the total census population of 128. Of the young people counted in Census

- 40 (31%) identified as Aboriginal and/or Torres Strait Islander and
- 111 (87%) were identified as meeting NCCD criteria
- 33 (26%) required extensive support, 55 (43%) required substantial support and 23 (18%) required supplementary.

Whilst Townsville FLC is in the city area, the catchment area is geographically large and includes all suburbs.

| | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|----------------|----|----|----|----|----|----|-------|
| Male | 9 | 13 | 14 | 22 | 4 | 10 | 72 |
| Female | 6 | 10 | 7 | 15 | 10 | 7 | 55 |
| Gender Diverse | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| First Nations | 2 | 11 | 7 | 12 | 5 | 3 | 40 |
| TOTAL | 15 | 24 | 21 | 37 | 14 | 17 | 128 |

Young Person Support

Each young person at Townsville FLC has staff who support them in their health and wellbeing. At the Townsville 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
- 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, Social Worker, Indigenous Community Engagement Officer. Transitions Officer



Workforce Composition

Staff Composition including First Nations Staff

The staff of Townsville 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 | 17 | 22 | 7 |
| Full Time Equivalent | 15.2 | 14.2 | 6.8 |

*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. | 6 |
| Bachelor Degree | 9 |

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. | 1 |
| Bachelor Degree | 2 |
| Diploma | 6 |
| Certificate | 7 |
| Other | 1 |

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

Satisfaction surveys for young people, parents/careers and staff are undertaken yearly. Surveys are completed anonymously, and the average score presented below.

Parent Opinion Survey

| Scale: 1-5 (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree/disagree, 4 = Agree, 5 = Strongly Agree) | 2021 | 2022 | 2023 |
|---|------|------|------|
| Their child is getting a good education at school | 4.7 | 4.5 | 4 |
| This is a good school | NA | 4.7 | 4.2 |
| Their child likes being at this school* | 4.7 | 4.6 | 3.9 |
| Their child feels safe at this school* | 4.8 | 4.9 | 4.1 |
| Their child's learning needs are being met at this school* | 4.4 | 4.4 | 3.7 |
| Their child is making good progress at this school* | 4.7 | 4.5 | 3.4 |
| Staff at this school expect their child to do his or her best* | 4.9 | 4.6 | 4.2 |
| Staff at this school provide their child with useful feedback about his or her school work* | NA | 4.5 | 3.9 |
| Staff at this school motivate their child to learn | NA | 4.5 | 3.6 |
| Staff at this school treat students fairly* | 4.9 | 5 | 4.1 |
| They can talk to their child's staff about their concerns* | 4.6 | 4.7 | 3.8 |
| Their school works with them to support their child's learning* | NA | 4.9 | 3.8 |
| This school takes parents' opinions seriously* | NA | 4.7 | 3.6 |
| Student behaviour is well managed at this school* | NA | 5 | 4.2 |
| This school looks for ways to improve* | 4.8 | 4.5 | 3.9 |
| This school is well maintained* | 4.4 | 4.5 | 4.3 |

*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.

Satisfaction surveys for young people, parents/careers and staff are undertaken yearly. Surveys are completed anonymously, and the average score presented below.

Student Opinion Survey

| Scale: 1-5 (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree/disagree, 4 = Agree, 5 = Strongly Agree) | 2021 | 2022 | 2023 |
|---|------|------|------|
| They are getting a good education at school | 4.1 | 4.3 | 4.2 |
| They like being at their school* | NA | 4.5 | 4.5 |
| They feel safe at their school* | 4.2 | 4.3 | 4.1 |
| Their staff motivate them to* | NA | 4.2 | 4.5 |
| Their staff expect them to do their best* | NA | 4.6 | 4.5 |
| Their staff provide them with useful feedback about their school work* | NA | 4.3 | 4.2 |
| Staff treat students fairly at their school* | 4.3 | 4.5 | 4.3 |
| They can talk to their Staff about their concerns* | 4.3 | 3.8 | 3.9 |
| Their school takes students' opinions seriously* | NA | 4.1 | 3.9 |
| Student behaviour is well managed at their school* | NA | 4.4 | 4.3 |
| Their school looks for ways to improve* | NA | 4.4 | 4.3 |
| Their school is well maintained* | NA | 4.1 | 4.1 |
| Their school gives them opportunities to do interesting things* | NA | 4.6 | 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.

Satisfaction surveys for young people, parents/careers and staff are undertaken yearly. Surveys are completed anonymously, and the average score presented below.

Staff Opinion Survey

| Scale: 1-5 (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree/disagree, 4 = Agree, 5 = Strongly Agree) | 2021 | 2022 | 2023 |
|--|------|------|------|
| They enjoy working at their school (S2069) | 4.6 | 4.6 | 4.5 |
| They feel that their school is a safe place in which to work (S2070) | 4.1 | 4.4 | 4.1 |
| They receive useful feedback about their work at their school (S2071) | 3.9 | 3.3 | 4 |
| They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 4 | 3.7 | 3.9 |
| Students are encouraged to do their best at their school (S2072) | 4.8 | 4.7 | 4.8 |
| Students are treated fairly at their school (S2073) | 4.8 | 4.6 | 4.8 |
| Student behaviour is well managed at their school (S2074) | 4.3 | 3.7 | 4.9 |
| Staff are well supported at their school (S2075) | 4 | 3.9 | 4.1 |
| Their school takes staff opinions seriously (S2076) | 4.4 | 4.3 | 4.1 |
| Their school looks for ways to improve (S2077) | 4.4 | 4.3 | 4.6 |
| Their school is well maintained (S2078) | 4.2 | 3.6 | 3.6 |
| Their school gives them opportunities to do interesting things (S2079) | 4.7 | 4.3 | 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.



Key Student Outcomes

Attendance Rate

The average student attendance rate for 2023 was 56%. 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 | 56.34% | 56.11% |
| Attendance rate for Year 12 | 57.44% | |
| Attendance rate for Year 11 | 57.90% | |
| Attendance rate for Year 10 | 52.93% | |
| Attendance rate for Year 9 | 50.16% | |
| Attendance rate for Year 8 | 56.87% | |
| Attendance rate for Year 7 | 71.55% | |

Description of how Townsville FLC manages non-attendance

At Townsville 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 Townsville FLC manages non-attendance

At Townsville 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 Townsville 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 Brunch once per term, whole school celebrations such as NAIDOC and Reconciliation Weeks. 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 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 (QCE) | 6% |
| Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification | 100% |
| Percentage of students awarded Senior Certificates or awarded a VET qualification | 40% |

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 |
|---|---|------------------------------------|
| University | 1 | 6% |
| VET total (Cert IV+ III, I-II, apprenticeship, traineeship) | 1 | 6% |
| Working full-time | 1 | 6% |
| Working part-time/casual | 3 | 17.5% |
| Seeking work | 3 | 17.5% |
| Not studying or in the labour force | 1 | 6% |
| Returning to school | 7 | 41% |

Curriculum Learning Choices Program

Townsville 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 | V8.4 Australian Curriculum | |
| Year 9 - 10 | V8.4 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 Maths • Social and Community Studies | <ul style="list-style-type: none"> • Certificate I and II in Functional Literacy • Cert I in Access to Vocational Pathways • Certificate II in Visual Art • Certificate I in Sport and Recreation • 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

Townsville 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 Townsville FLC in 2023

| Cultural | Sporting | Intellectual | Service |
|---|--|--|--|
| <ul style="list-style-type: none"> • NAIDOC Preparations • Mabo day community march • Culture mini course • Deadly thinking • Proud Warriors | <ul style="list-style-type: none"> • Street Soccer • Mixed martial arts. • Hiking • Horse Wisdom • Blue Edge • Ninja Park • Boxing • Gym | <ul style="list-style-type: none"> • Soundwrite one on one literacy program | <ul style="list-style-type: none"> • Landcare • Foodbank |



2023 Milestones

In 2023 the school completed a building project that included the demolition of the toilet block and old staff, construction of a new administration block, new student toilet block, art room, the refurbishment of 4 classrooms and a reorientation of school that centres on the undercover courtyard. The official opening was a highlight with the Wulgurkaba Walkabouts performing a Welcome to Country and Smoking ceremony before Bishop Tim Harris blessed the building.

The Centre continued to receive support from external agencies. In 2023 this included Flexi A2C, The Burregah Program and the Indigenous Community Engagement Officer role. The Flexi A2C program focuses on increasing young people's access to the curriculum and includes support from the Inclusive Education Coordinator, the consulting psychologists, Literacy Coaches, and professional development. The partnership with Townsville Youth Justice Service Centres continues to be strong. In 2023 the Burregah program underwent a review and a new model was trialed that allowed intensive one on one support for young people.

The intensive literacy program continues to be a highlight for school. The program forms part of the Inclusive Education support and is facilitated by the Inclusive Education Coordinator and trained Literacy Coaches including two volunteer teachers. Watching young people grow in confidence and skill and then applying their learning in new situations has been a highlight of 2023.

Conclusion

The Townsville Flexible Learning Centre continues to provide a safe, caring, and engaging educational environment for young people, who for a variety of complex and sometimes challenging reasons sit outside the mainstream education environment.

Penny Collins
Head of Campus
Townsville Flexible Learning Centre

Todd Alloway
Area Principal
EREA Flexible Schools
QLD/NT Region