

ANNUAL REPORT



**EDMUND RICE EDUCATION
AUSTRALIA**



FAME
Flexible Learning Centre
SOUTH AUSTRALIA

*A Catholic School in the Edmund Rice Tradition
A member of the EREA Oscar Romero Flexi Schools Network*

2023
EDITION

PRINCIPAL'S MESSAGE

FAME is our flexible learning school located south of Adelaide. Our senior school campus is located at Morphett Vale with our middle school campus at Christie Downs. FAME belongs to the Edmund Rice Flexible Schools National Network, with a further 22 Flexi schools being part of this Network with a footprint in each State and Territory in Australia. Teaching in Edmund Rice Flexi Schools involves working within a unique, trauma informed, educational model designed to cater to the needs of young people who have experienced barriers to accessing mainstream education. Our schools operate under the principles of respect, participation, and empowerment; aiming to create a supportive and flexible learning environment.

Our vision is to provide a student-centred approach to learning where our learning plans are tailored to each student's needs, interests, and abilities. We have strived to build a strong supportive environment where students' wellbeing is our priority and where we build a community based on trust and positive relationships with our young people and the staff. Our EREA Touchstones (Gospel Spirituality, Inclusive Community, Liberating Education and Justice and Solidarity) calls us to be a place that is inclusive of all, where we offer alternative educational programs for young people, supporting our learners with complex needs through our VET offerings and engagement with our local communities and families.

This year our school continued to provide opportunities within our curriculum for our young people to grow and flourish through learning life skills and with many senior young people successfully completing their SACE certificate and gaining employment and apprenticeships. We are proud of the positive school culture we provide for the many young people in our school; where we develop their life skills, including emotional regulation, resilience and social skills. Our tailored curriculum and care of the individual has continued to see a growth of enrolment and waiting lists for both campuses. We are currently building a new site to combine both our senior and middle school. Given the history of FAME has seen the movement to various locations over time we are looking forward in 2024 moving into a new building that will allow us to facilitate new learnings in a contemporary educational environment that will provide more specialty areas.

Thank you to the dedicated staff of teachers, education support officers, administration support and youth workers who are totally dedicated to the young people they serve each day. The staff adaptability, patience, empathy, creativity and commitment to make a positive difference in the lives of young people who need additional support and understanding is a constant example of them living the Edmund Rice spirit within our community.

“As educators, you are called to nurture the desire for truth, goodness and beauty that lies in the heart of each individual, so that all may learn how to love life and be open to the fullness of life”

Pope Francis

Shaun Clarke
Area Principal (SA)

FAME FLEXIBLE LEARNING CENTRE CONTEXT STATEMENT

FAME is located within the City of Onkaparinga on the southern fringe of Adelaide, South Australia. It is named after the Onkaparinga River, whose name comes from Ngangkiparinga, a Kurna word meaning women's river. It is the largest LGA in South Australia, with a population of over 170,000 (3,369 First Nations persons) people in both urban and rural communities. In 2023, the overall unemployment rate was 4.9% with a median weekly household income of \$1,410.

The young people and staff at FAME are committed to our Flexi Practice Framework – Operation by Principles - Honesty, Respect, Participation and Safe & Legal, and the Common Ground philosophy. The concept of “common ground” applies to all who choose to participate in our services. Adults and young people alike commit to participate in a learning environment that is democratic, relational and operates through key principles. Relationships at our services are based on a respect for personal dignity and recognition of difference. An emphasis is placed on the peaceful resolution of conflict and spirituality is recognised as a universal human experience. Within this understanding of spirituality is the belief that all individuals are *unique and gifted*.

Community partnerships

Community partnerships are paramount to FAME's effectiveness in re-engaging young people with learning and wellbeing. These partnerships are key in developing protective factors in young people that transcend their school enrolment. Our partners are critical in supporting the development of strong, resilient and resourceful young people that are empowered to have a positive impact not only in their own lives but also those of their family and community. FAME currently engage with: SA Catholic Education Office; WYATT Benevolent Institute; Headspace; Southern Youth Round Table; Ruby's Housing; Metro Youth; Uniting Communities; Onkaparinga Council; Inspire, Flinders University; Centacare; RASA; Mission Australia; Youth Justice; Drug and Alcohol Services; Centrelink; local MP's (Katrine Hilyard, Nat Cook and Amanda Rishworth); Local medical centres; Psychologists CAMHS; SAPOL Liaison officers; Junction Housing; Centacare; Disability Agencies; Second Chances; Restorative Journeys; At Work; Baptist Care; Clubs SA; Local high schools; DCP; Shine; Anglicare – Job prospects partnership; Small local businesses – particularly those that provide work experience for FAME youth.

VISION STATEMENT

Our Flexi School provides a place and an opportunity for young people to engage with learning and community. At FAME our Vision is that Liberation and Hope is achieved through education. Our Mission is to Nurture and Empower young people by providing learning opportunities that expand life's possibilities. Both our Vision and Mission are underpinned by the values of Respect, Participation, Honesty and Safe & Legal

FAME FLC STUDENT INFORMATION

Student Profile Data

ENROLMENTS	2022	ATSI	GCE	NCCD	2023	ATSI	GCE	NCCD
Female	83	6	9	65	100	11	4	68
Male	38	7	1	31	60	9	5	44
Total	121	13	10	96	160	20	9	112

STUDENT ATTENDANCE DATA %

YEAR	2022	2023
7	53%	49%
8	31%	68%
9	58%	62%
10	54%	65%
11	49%	64%
12	53%	72%

STUDENT DESTINATION DATA 2023

DESTINATION	%
Mainstream school enrolment	18%
Transfer interstate	2%
Employment	23%
Further Tertiary Education (TAFE, Uni)	4%
Apprenticeship	7%
Traineeship	0%
Seeking employment	12%
Parenting	0%
Justice	1%
Cultural	0%
Unknown	7%

MIDDLE SCHOOL CURRICULUM PLANS

<p>(Years 7-10)</p>	<p>Literacy & Numeracy planned on Australian Curriculum Learning Progressions</p> <p>English Term focus Term 1: Reading & Viewing Term 2: Reading & Viewing/Speaking & Listening Term 3: Speaking & Listening/Writing Term 4: Writing</p> <p>Mathematics Term focus Term 1: Number sense & Algebra Term 2: Number Sense & Algebra Term 3: Measurement & Geometry Term 4: Statistics & probability</p>	<p>Other compulsory subjects run all 4 terms:</p> <ul style="list-style-type: none"> - CPC - Sexual Health - HASS - BecoME - Resilience Project <p>Benchmark & progress testing:</p> <ul style="list-style-type: none"> - BKSB - Essential Assessments 	<p>Elective Subjects offered for all of Middle School:</p> <p>Cooking Rock & Water Metal Work Young Person Leadership Health & Physical Education Music Makers Empire Outdoor Education Performing Arts Creative Writing & Expression FAME Soccer Program Design Technology</p>
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SENIOR SCHOOL CURRICULUM PLANS

<p>(Years 10-11)</p>	<p>SACE Curriculum Offered (Stage 1)</p> <p>Compulsory Subjects</p> <ul style="list-style-type: none"> - Essential English - Essential Mathematics - PLP (EIF from 2024 beyond) - CPC - Sexual Health - Resilience Project <p>Highly recommended subjects</p> <ul style="list-style-type: none"> - Aboriginal Studies - Entrepreneurial Skills (Business Innovation & Integrated learning) 	<p>VET offering onsite to support SACE completion and future workplace pathways & job ready skills (EREA RTO):</p> <ul style="list-style-type: none"> - Certificate II Functional Literacy - Certificate II Music - Micro Credentials package including units from: Construction Skills Set, Hospitality Skills Set, Community Services Skills Set and, Sports & Recreation Skills Set. <p>Other options if necessary:</p> <ul style="list-style-type: none"> - Community Learning interviews - Modified SACE <p>Benchmark & progress testing:</p> <ul style="list-style-type: none"> - BKSB 	<p>Elective Subjects offered for all of Senior School:</p> <p>Cooking Young Person Leadership Health & Physical Education Music Outdoor Education Performing Arts Creative Writing & Expression FAME Soccer Program Design Technology Social Gaming</p>
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SENIOR SCHOOL CURRICULUM PLANS – CONT.

(Year 12)	SACE Curriculum Offered (Stage 2) Compulsory Subjects <ul style="list-style-type: none"> - Research Project - CPC - Sexual Health - Resilience Project 	VET Offering to complete required Stage 2 SACE credits (Volunteering Queensland RTO): <ul style="list-style-type: none"> - Certificate III Active Volunteering Other options if necessary: <ul style="list-style-type: none"> - Stage 2 Community Studies - Community Learning interviews - Modified SACE Benchmark & progress testing: <ul style="list-style-type: none"> - BKSBS 	Elective Subjects offered for all of Senior School: Cooking Young Person Leadership Health & Physical Education Music Outdoor Education Performing Arts Creative Writing & Expression FAME Soccer Program Design Technology Social Gaming
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STUDENT LEARNING OUTCOMES

Senior Secondary School 2023

% YEAR 12 enrolled in a vocational certificate	% YEAR 11 and 12 Completed SACE, WACE, NTCET or equivalent	% YEAR 10-12 completed certificate modules and or school subjects
95%	46%	94%

Student Literacy 2023

YEAR LEVEL	BKSBS PRE LEVEL-1	BKSBS LEVEL 1	BKSBS LEVEL 2	BKSBS LEVEL 3	BKSBS LEVEL 4
7	0	2	0	1	0
8	1	2	4	7	3
9	1	2	2	6	8
10	0	4	12	6	10
11	0	0	3	10	12
12	0	0	1	7	8
13	0	0	0	0	0
TOTAL	2	10	21	36	40

Student Numeracy 2023

YEAR LEVEL	BKSB PRE LEVEL- 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4	BKSB LEVEL 5
7	0	0	3	0	0	0
8	0	2	12	3	0	0
9	0	1	6	8	3	1
10	1	4	19	8	0	0
11	0	1	6	13	5	0
12	0	0	4	5	6	1
13	0	0	0	0	0	0
TOTAL	1	8	50	37	14	2

WELLBEING PROGRAM & OUTCOMES

School Wellbeing Program FAME is a holistic service based on the principles of social inclusion and capacity building. The belief in the importance of education is balanced with an equally important belief in stabilising the mental health of young people: socially, emotionally and psychologically. Staff endeavour to monitor the young persons' progress in both educational and wellbeing goals. In addition to this, they will advocate on young people's behalf, provide advice, and provide direction and support during difficult times.

The FAME staff are trained in trauma informed practices and restorative justice methods. Staff also receive ongoing training in drug and alcohol counselling; ASIST Suicide Intervention; the experience of grief and loss; the impact of trauma, amongst other important issues for our young people. FAME understands the importance of empowering young people by facilitating their engagement with outside support, other agencies and programs within the community.

We believe the family unit is pivotal in helping young people to succeed, so we strive to keep communication with parents and carers constant, informative and transparent. Parent/carers are involved in working agreement meetings; restorative justice meetings, parent-teacher interviews; Personal Plans for Learning (PPL); attendance meetings and follow up calls; market days; graduation and other celebration days (i.e. end of year Carnival).

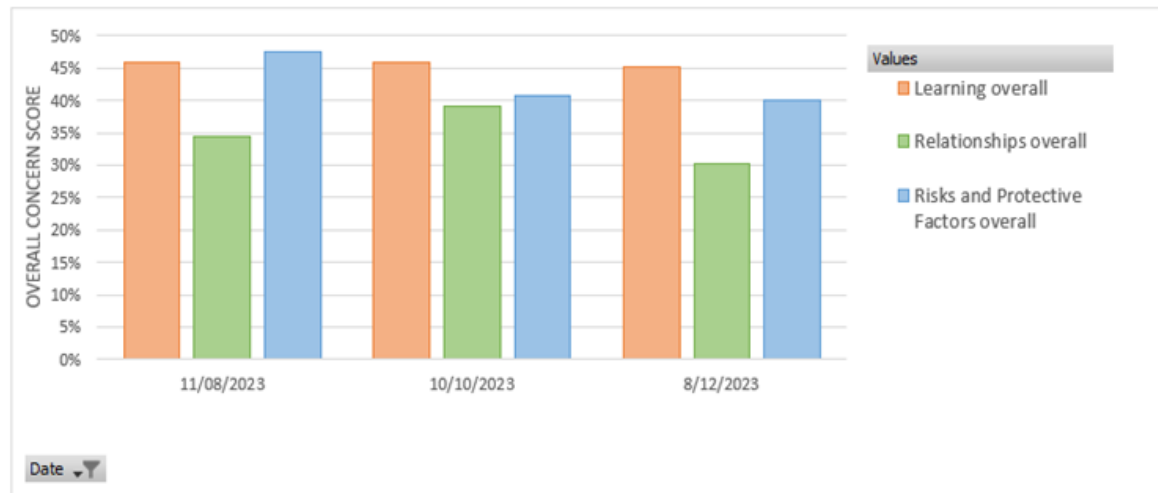
We engage with our young people in a professional relationship, where the young person's voice and needs are at the forefront of our work. We believe in a holistic approach to supporting young people. Our work pivots on the ideas of The Reform and The Advocacy (non-radical) models of youth work. Whereby young people have been socially disadvantaged by their environments and up-bringing. We provide intervention to enhance social stability and believe in helping those that are unfairly disadvantaged. We work closely with our young people to ensure that they are aware of supports and entitlements to ensure young people's rights are upheld. Our over-arching aim as youth workers is to provide holistic wellbeing support with an emphasis on self-advocacy, personal autonomy, ability to access supports and for the young people to be able to flourish and thrive.

WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
The Resilience Project	TRP is a well-researched and recognised program that uses evidence-based mental health strategies to build resilience and happiness. Through the curriculum young people learn about the benefits of Gratitude, Mindfulness, Empathy and Emotional Literacy.	Supports young people to develop new habits that promote positive wellbeing
School Camps	Camps allow the staff to connect with the YP in a way that they do not always experience at school. Additionally, the camps are designed to push young people to step outside of their comfort zones. This supports them to see what they are capable of in a safe and supported setting. Each camp we take time to reflect on the best aspects of the camp, which always results in comments about being able to connect with people in new ways.	Deeper relationships built between staff and young people. Fosters a sense of belonging and achievement in the young people.
Young Person Leadership	Young person leadership is a program developed to enhance leadership skills, communication skills and relationships. The young leaders are supported to run wellbeing events throughout the year (Harmony Day, Sports Day, Reconciliation Week and Halloween Party). This instils a sense of pride and achievement in our young leader's whist also building a positive school culture through the events that are organised.	Building confidence and communication skills and contributing to wider community.
Engagement Plans	Engagement plans are completed with young people on a Semesterly basis with their class youth worker. This allows youth workers to identify any barriers to learning, what supports the young people has in place or may need. They are also used as a tool to deepen the professional relationship between YP and Youth worker to ensure that they feel connected to the school.	Engagement fosters positive relationships and ensure adequate supports are provided to young people.
Sexual Health & Child Protection Curriculum (CPC)	A whole site curriculum developed to address the needs of the young people at FAME. CPC has a focus on keeping the young people safe and empowering them to be able to identify when they may be at risk and how they can navigate this in a safe way. Sexual Healthy has a keen focus on healthy relationships, boundaries, consent and keeping themselves safe.	Safety, Wellbeing.

RAP	FAME has a reconciliation action group that includes young people, community members and staff. The aim of this is to provide a holistic approach to reconciliation at FAME and ensure that all people feel they belong in our community.	Tolerance, Acceptance and Understanding.
High Ratios	Each class group is structured in a way to ensure that the young people are able to access high quality differentiation and support at all times. With two teachers in the classroom and youth worker support. This enables explicit teaching from the front at the same time as individualised academic support to ensure that no young person falls through the cracks. Additionally, the youth worker is then able to address and support any wellbeing concerns that occur and reduce the overall anxiety and stress that young people bring with them each day.	Positive learning outcomes, time to build positive relationships with young people, rigor in differentiation.
Holiday Programs	We run a school holiday program each break. This enables young people to continue to have support from the youth work staff. The programs are designed to have activities that help engage the young people in the local community and develop strategies for positive wellbeing.	Safety, Wellbeing.
The Resilient Youth Survey	As part of TRP we also have our young people complete the resilient youth survey. This informs the school of the needs of the young people enrolled and highlights and growth areas.	Allows the school to make strategic decisions around the wellbeing needs of the young people onsite.

Wellbeing Outcomes

Our wellbeing summary data, using our validated Wellbeing Rubric tool, demonstrates a significant improvement in overall wellbeing of our cohort of young people from Semester One to Semester Two. Please note the lower the numerical score means that there is less concern across the 3 domains of wellbeing. The wellbeing scores above have been presented as a 'whole school summary'. The scores take into consideration the weighted importance (ie. high, medium, low, or none) of each aspect of wellbeing and have been standardised and converted to a percentage score that allows for easier interpretation and comparison between Dimensions. To assist in identifying students at risk, the Dimension scores have been calibrated to show - low to moderate concern for scores below 50%, - major concern for scores between 50% and 85%, and - critical concern for scores of 85% and above. The data confirms that there are very strong relationships within the FAME Cohort with some strong improvement in overall risk and protective factors for our young people. Further validating the important work our staff do to support the wellbeing of our young people.



Row Labels	Learning overall	Relationships overall	Risks and Protective Factors overall
11/08/2023	46%	34%	47%
10/10/2023	46%	39%	41%
8/12/2023	45%	30%	40%
Grand Total	46%	34%	43%

Select date range

ATTENDANCE RETENTION STRATEGY

FAME prioritises an extensive attendance strategy aimed at fostering maximum engagement from young people ensuring their consistent presence and participation in all aspects of school life. Our strategies encompass various initiatives, including morning bus pick-ups, incentivised good work tickets with weekly and term-end prizes, accolades such as the "Young Person of the Week" awards, classroom excursions, and provision of breakfast and cooked lunches daily. Additionally, we actively seek input from our students through surveys and our 'Young Person Leadership Group'. Regular brain breaks and timetable adjustments further contribute to our efforts to enhance attendance and retention rates. Follow-up procedures for absenteeism form a crucial aspect of our attendance strategy, whereby notifications are sent to parents or independent young people upon an instance of absence. While explained absences may not necessitate immediate intervention, extended absences spanning 2 to 3 days prompt follow-up actions to identify and address any underlying issues. Our communication with parents, carers, and students remains consistently positive, supportive, and nurturing, encouraging connection and re-engagement to ensure a supportive learning environment for all.

FAME FLC WORKFORCE

Position	FTE	Qualification	ATSI
Principal	0.4	Masters Bachelor Diploma Graduate Diploma x 3	
Deputy Principal	0.4	Masters Bachelor x 2 Graduate Diploma Diploma x 2 Certificate IV	
Head of Campus	1.0	Doctorate Diploma	
Associate Head of Campus	1.0	Bachelor	
Teachers	13	Masters x 4 Bachelor x 15 Graduate Diploma Diploma x 2 Cert IV x 3	
Administration	5.4	Bachelor x 2 Diploma x 3 Certificate IV x 4 Certificate III	
Youth Workers	5.5	Masters Bachelor x 2 Diploma x 3 Certificate IV x 5	

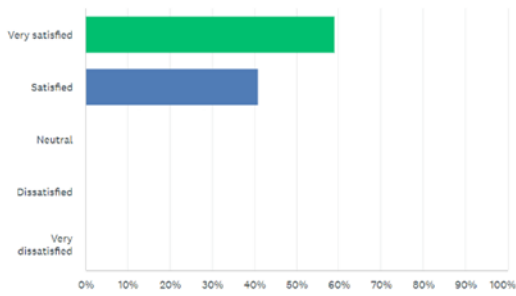
FAME FLC SURVEY

Staff Satisfaction Survey

A staff satisfaction survey was conducted that affirmed the work at FAME, particularly that staff enjoy where they work and feel well supported by the school’s leadership team. It also shows that staff are thriving when opportunities to collaborate with their colleagues are presented to them. This is a positive sign ahead of FAME’s move to its new school site where both campuses’ will be brought together. One area of potential improvement that has been highlighted is ensuring that young people’s voice is sought and actioned regarding their own learning processes.

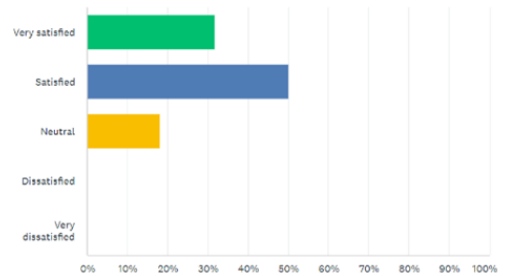
How satisfied are you with the overall work environment at FAME?

Answered: 22 Skipped: 0



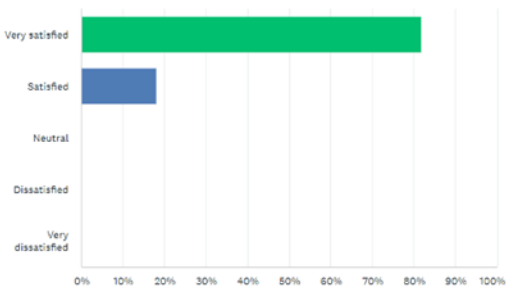
How satisfied are you with the level of involvement and engagement of students in their own learning process?

Answered: 22 Skipped: 0



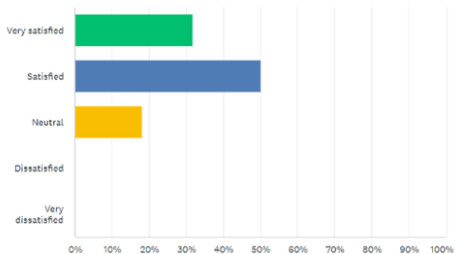
How satisfied are you with the support provided by the school’s leadership?

Answered: 22 Skipped: 0



How satisfied are you with the level of involvement and engagement of students in their own learning process?

Answered: 22 Skipped: 0



Community Voice

How do Young People feel about FAME?

- YP 1 - "I am grateful that I can just be myself around you all and don't have to pretend to be anyone else".
- YP - 2 - "You guys make it feel safe here. It is like we are with our family".
- YP 3- "My depression was kicking my butt this morning and I thought there was no way I would be able to do the walk. But I did it and kicked my depressions butt instead".
- YP - 4 - "I am going to cry when I leave. You all mean so much to me".
- YP - 5 - "You guys are just like our parents - but nicer - maybe aunty and uncles. Like if there is an issue you come and talk us through it and help".

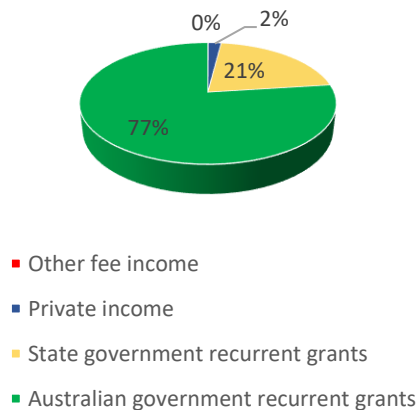
How do Parents feel about FAME?

- Amazing achievement by YP - 6 feeling very proud of him.
Takes a village to raise a kid, so thank you and to the team at Fame for guiding and helping him through this year. We appreciate everything that you guys have done for YP- 6.
- Thank you so much for your help, PATIENCE and support for YP- 7 over the past few years. I appreciate it and I know YP -7 does too.
You guys made the difference in YPs -7 schooling and are the reason he was able to complete year 12.
To say I'm thankful is an understatement!
Please share my thanks with everyone, you all made such an impact on YP - 7. We are so appreciative.
Thank you thank you thank you to you all xxx
- Just had a chat with YP – 8's dad who came in to pay for Formal.
He wanted us to know that after such a long time of seeing no enthusiasm from YP - 8 for such a long time, he is so happy that he has found his place and is enthusiastic about school. He was so happy yesterday with his 'new gear' from Threads together and is really looking forward to formal.

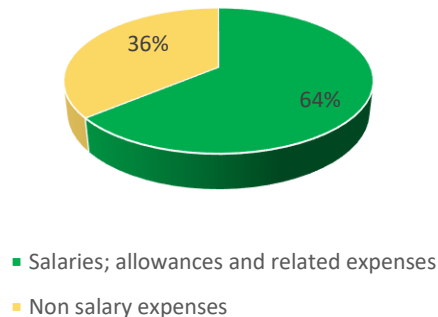
FAME FLC FINANCIAL STATEMENT

REPORTING FRAMEWORK	AMOUNT \$
Recurrent income	
School fees	-
Other fee income	3,473
Private income	105,439
State government recurrent grants	1,144,331
Australian government recurrent grants	4,198,264
Total recurrent income	5,451,507
Recurrent Expenditure	
Salaries; allowances and related expenses	2,824,533
Non salary expenses	1,589,489
Total recurrent expenditure	4,414,022
Capital income and expenditure	
Government capital grants	-
Capital fees and levies	-
Other capital income	5,692
Total capital income	5,692
Total capital expenditure	5,067,180
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	2,713,064
Total closing balance	4,830,245

FAME Recurrent Income 2023



FAME Recurrent Expenditure 2023



Paula Bacchiella
EREA SA/WA Regional Director & Principal

P. J. Bacchiella