

Pambula Beach Flexible Learning Centre Annual Report 2023



About This Report

Pambula Beach Flexible Learning Centre (PBFLC) is registered by NSW Education Standards Authority (NESA) and managed by the Edmund Rice Education Australia Eastern Flexible Schools Network. The Annual School Report to the Community for this year provides the PBFLC community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information regarding school improvement initiatives and developments of major interest and importance to the school community during the year. Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and EREA.

This Report has been approved by EREA to ensure compliance with all NESA requirements for Registration. This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to NESA, the Report will be presented to the PBFLC Community and be available on the school's website.

Further information about the school or this Report may be obtained by contacting the school:

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Message from the Principal

2023 saw PBFLC complete its fourth year of operation as an Edmund Rice Education Australia school under the Eastern Flexi Network. Our staff team is proud to continue education in the tradition of Edmund Rice by providing education options to the most marginalised young people of our local community. As our presence in the community grows, we are making increased connections and receiving more referrals from local schools, families and services.

PBFLC is a NESA registered secondary school for young people Years 7 to 10. Our school-based team consists of four teachers and three youth workers, supported by regular visits from the Network Principal, Business Manager and Network Administrator. Our target population is young people from across the Bega Valley who for a variety of reasons are unable to access mainstream education, many of whom have missed significant parts of their education.

In 2023 we began to grow our electives program which aims to connect young people with learning for the enjoyment of learning in their areas of interest. Young people were offered a variety of Outdoor Adventure Based Learning (OABL) and creative arts options including; surfing, snorkelling, mountain biking, hiking, bush cooking, gardening, music, arts and crafts. A number of other classes were also offered in different aspects of wellbeing and personal care. We also celebrated the completion our third hike to the top of Australia – Mount Kosciusko. Community support has been fantastic, particularly in our connection with local First Nations Peoples and organisations and the development of our school's Acknowledgement of Country recognising the local Saltwater Peoples of the Yuin Nation, as well as in exploring First Nations' approaches to land and water management.

I would particularly like to recognise the support of Reverend Bronson Symes and the congregation of the Pambula Baptist Church. Their support and encouragement during the year has been invaluable. I would also like to recognise the support of Reverend Michael Palmer and Eden Canoes.

The end of year celebration was a highlight which showcased the outstanding achievements of our young people and reinforced the incredible potential of our schools as we continue to grow.

Adam Richter
Principal – Eastern Flexible Schools Network.

School Context

PBFLC is a part of Edmund Rice Education Australia and is conducted in accordance with the philosophy and principles of a school in the Edmund Rice Tradition. PBFLC commenced operation as a registered Non-Government School in 2020 and is part of a national association (EREA) of over fifty schools which includes, in 2023, twenty-two Flexible Learning Centres.

The philosophy of PBFLC draws on the spirit and vision of Edmund Rice Education Australia and is grounded in the Edmund Rice Education Australia Charter document (see www.erea.edu.au). The document has a clear commitment to social justice, inclusive communities, liberating education and gospel spirituality, 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” (for self, others and for the environment), “Safe and Legal”, “Participation” (have a go) and “Honesty” (being fair dinkum) among all participants of the PBFLC. Our organisational culture and practices are shaped through the application of these principles. In essence, the principles establish a “Common Ground” among staff, young people, parents and carers; a collective forum, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group, individually and as members of the broader community.

The 2019 Alice Springs (Mparntwe) Education Declaration outlines a vision for education which “encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face”. To this end, SMFLC works in close partnership with Young People, families, carers, government and non-government bodies in committing to:

- empowering Aboriginal and Torres Strait Islander students to reach their potential and to ensuring the education community works to ‘close the gap’ for young Aboriginal and Torres Strait Islander peoples.
- ensuring the education community works to provide equality of opportunity and educational outcomes for all students at risk of educational disadvantage.
- helping young Australians navigate the choices they will need to make for their education, training and employment by providing guidance and streamlining transitions.

The 2008 Melbourne Declaration on the Education Goals for Young Australians calls for improved educational outcomes for Indigenous youth and disadvantaged Australians, and states:

“Australian Governments commit to working with all school sectors to

- *‘close the gap’ for young Indigenous Australians*
- *provide targeted support to disadvantaged students*
- *focus on school improvement in low socioeconomic areas”*

(Melbourne Declaration on Educational Goals for Young Australians. 2008, p.15)

PBFLC works with young people who are vulnerable and experience a complexity of interrelated needs. Participation, engagement and retention are key elements in the philosophy of PBFLC, and the development of moral reasoning through the application of the four principles prepare young people for responsible citizenship. The learning experiences also build self-confidence and esteem in young people, promote an optimistic view of their potential and future, and assists them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

PBFLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Young people are enrolled from a variety of languages, cultural and religious backgrounds, with particular sensitivity to First Nations culture, and from backgrounds of socio-economic disadvantage. Young people are exposed to learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society and specifically addresses the needs of young people and

families from the Bega Valley region. Importantly young people are encouraged to participate in decision making processes that affect the school community, their own lives and the society in which they live. Learning is focused around the individual needs of young people and progress is carefully documented and monitored. Young people, in conjunction with their teachers and youth workers, draft learning plans with articulated education pathways.

Operation by Principles and Common Ground – (Actions taken by the school to promote respect and responsibility)

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. Rather than being rule governed, the school uses principles, which are agreed upon (established common ground) as a basis for respectful social engagement amongst the community including young people, parents and staff. The principles are:

**RESPECT,
PARTICIPATION,
SAFE and LEGAL, and
HONESTY**

These principles are used to guide group relationships. They represent broad directions for group practice and establish a common ethical framework which promotes appropriate learning and personal relationships. The consequence of operating within a 'Common Ground' set of principles is that all group participants, whether they are staff, young people or parents/carers, are responsible and accountable for their behaviour, while allowing everyone to have a voice. Within this framework emphasis is placed on providing opportunities for the articulation of issues and their resolution. Considerable time, sensitivity and skill are often required to allow for briefing, challenge and registration of on-going expectations. Honest and open communication enables young people, parents/carers and staff to demonstrate their satisfaction (or dissatisfaction) with the school.

Parent and Carer Support and Involvement

PBFLC recognises that parents/carers are the primary educators of their young people, while remaining sensitive to the fact that many young people live independently of their families. We recognise our critical role in educating parents and carers, and being the link between young people and their carers in times of stress and crisis. Particular reference is made to recognition of First Nations Culture through integrating Aboriginal and Torres Strait Islander themes in our curriculum and recognising National Days and Celebrations. 2023 also saw the continued application of our Reconciliation Action Plan (RAP) Strategies. Staff (teacher and youth worker) have regular contact with parents and carers via phone conversations and catch-ups that happen on an almost daily basis. The importance of this informal contact cannot be overestimated. Parents and carers often phone both teaching and wellbeing staff to share information or to ask for advice, and most particularly seek and share strategies and supports in times of crisis.

Parents and carers are invited into Operation by Principles as participants in Collaborative Problem Solving (CPS) meetings with staff and young people. Staff seek the input of parents and carers in negotiating a way forward with young people. Staff often conduct home visits to encourage young person engagement through outreach and participation in on-site classes.

PBFLC supports and encourages this role of parents/carers through: presentation ceremonies, newsletters, cultural and social celebrations, parents/carer meetings and home visits.

Families are viewed as partners in their children's educational experience. While family circumstances may be related to young people's alienation, the importance of building positive family relationships is a priority.

Individualised Education Program and Learning Plans

Curriculum plans are attuned to the individual young person by an assessment of need and delivery within a supportive environment that will re-engage the young person with learning and encourage a sense of community. Personal Learning Plans are developed by the class staff partnership and are negotiated with young people with the involvement of parents and carers to form an integral part of daily learning programs. Personal Learning Plans are informed by diagnostic testing in literacy and numeracy also, providing a snapshot of the young person's current needs and future aspirations. Through this living document, young people articulate their learning, social, emotional and personal needs and goals. They are dynamic documents that respond to the changing contexts of young people as they progress through stages of life, and importantly the achievement of goals and milestones are celebrated. The Personal Learning Plans are revisited and adjusted frequently throughout the year. Teachers use this information to make learning and environmental adjustments for each young person, which they apply from a trauma-informed practice.

Diagnostic Testing

Often a young person enrolling in the program comes with little or no documented educational history due to an extended absence or sporadic attendance at the previous school. It can be difficult to ascertain their current educational ability and needs. To ensure that a young person is getting appropriate learning material we undertake a literacy and numeracy assessment of their current ability. This is initially completed using online BKSBS testing in Maths and Reading which identifies strengths and areas to develop across the strands of the curriculum. The assessment tool called Basic Key Skills Builder (BKSBS) is used frequently at PBFLC.

BKSBS is specifically designed for disengaged and educationally marginalised young people and adults. BKSBS results are aligned with national benchmarks for accredited learning and training, and the results are used to identify young people who may be ready to move into accredited training and transitional pathways.

BKSBS is a validated diagnostic tool that is aligned to the Australian Core Skills Framework (ACSF). The ACSF provides a level that is nationally recognised, and aligns with the minimum literacy and numeracy standards in NSW for school leavers. BKSBS is utilised within the maths and english programs to further develop the basic skills through an individualised program based on need. All Year 7 and 9 students are invited to participate in the NAPLAN testing annually, although as a Special Assistance School, there is insufficient NAPLAN data available to provide meaningful analysis.

Rhythm, Routine and Ritual

Structure and predictability help young people who have experienced trauma to feel safe and enables them to take safe risks and to develop. PBFLC has built routine and ritual into daily practice to create a calm and predictable learning environment for young people. This also produces positive outcomes in young people's ability to negotiate and communicate, to think critically, reflect positively and to make positive decisions to build their social capability.

The community conducts an extended check-in session at the beginning of each day. This session allows young people to share issues of concern, address problems, air grievances and communicate openly with staff. It also allows days of significance to be marked, celebrated, and discussed. Learning sessions or activity sessions often involve a working agreement, in which staff negotiate with young people the ways in which Common Ground will be expressed through the Four Principles.

Learning Choices

The school's educational approach includes flexible timetabling, smaller learning groups, and relevant curriculum. This enables the delivery of creative responses to the learning needs of the individual young person, incorporating their cultural and spiritual backgrounds and history of trauma. The school's learning programs comply with NESA Mandatory Course requirements for Stages 4 and 5 of schooling, with a strong emphasis on providing meaningful and engaging learning through individual adjustments and personal learning plans. PBFLC does not offer the Record of School Achievement (RoSA) but is expanding student access to a variety of Certificate I and Certificate II courses through our EREA nationally Registered Training Organisation (RTO). These vocational courses allow flexibility in learning and the opportunity to gain more credentials and skills making the young people more employable. These courses are integral to providing access pathways for any of our young people who wish to pursue further education options including TAFE courses. It will have an added benefit in that many of the required and elective units are directly related to a range of workplace skills. This will help to prepare our students for the workforce and can show employers that our young people have the specific skills that they require. We will actively be assisting these students to progress into work or further TAFE studies as they finish their Certificate. 2023 saw one young person graduate with a Certificate II in Skills for Work and Vocational Pathways.

Multi-Disciplinary Teams

Team members use a multi-disciplinary approach to provide health, educational, cultural, social and emotional support for young people. Educational, community and allied health professionals are encouraged to collaborate closely to provide wrap around care for the young person. Information is shared and expertise is respected. The youth workers work holistically to develop links with external support agencies such as First Nations Community Organisations (Katungal), Child and Youth Mental Health Services, Family and Community Services, Drug & Alcohol support services, housing and accommodation services, drug rehabilitation and juvenile justice. Our transition pathways worker supports PBFLC staff to assist the young people in preparing for the workplace, developing employability skills and actively applying for work, apprenticeships, traineeships, career planning and transitioning into employment or other services based on their individual goals.

Curriculum

The PBFLC provides holistic learning experiences that address the educational and social needs of young people through the promotion their emotional, cognitive, spiritual and academic development. Learning programs are developed with the intention to:

- empower young people to take personal responsibility for their learning
- support young people to become independent learners
- address deficits or gaps in literacy and numeracy
- develop in young people the skills and dispositions of twenty first century learners including collaboration, innovation and knowledge creation,
- recognise and celebrate the skills and knowledge of young people,
- enable young people to experience challenge within a safe and supportive learning environment
- provide a sense of achievement that is relevant and authentic to the real world

Learning experiences address NESA Mandatory Courses for years 7, 8, 9 and 10 with a strong focus on Literacy and Numeracy. Courses offered appear below.

NESA Mandatory Courses	
Stage 4	English, Mathematics, Science, Personal Development Health and Physical Education, Geography, History
Stage 5	English, Mathematics, Science, Personal Development Health and Physical Education, Geography, History

Community Engagement and Wellbeing Programs

Sport and outdoor education activities make up an important part of the timetable at PBFLC, and help us to build a positive community within our school. In 2023, we had strong relationships with the local Bega Shire recreational centre where we maintained a regular weekly booking to participate in sporting programs.

Wellbeing sessions regarding drug and alcohol awareness, nutrition and mental health were conducted by wellbeing staff. Staff delivered a variety of alternative workshops inhouse using the PDHPE curriculum as a guide. Our youth workers also made outreach visits, wellbeing calls and conducted activities during the school holidays to offer additional support where required and to ensure our young people stayed connected.

In terms of Cultural Activities, we participated in state and regional First Nations activities including Sorry Day, Reconciliation Day & NAIDOC week. Craft and Art Projects We have had many young people choose to engage regularly in different art and craft electives offered throughout the year.

Young Person Enrolments

2023 Enrolment by Gender and Attendance

2023 Young People Enrolment by Gender and Attendance Rates by Year Level					
YEAR	MALE	FEMALE	Other Gender	TOTAL	ATTENDANCE RATES
7	3	0	0	3	61%
8	3	1	0	4	56%
9	5	7	0	12	66%
10	5	4	0	9	55%
TOTAL				28	60%

Characteristics of the Student Body

The young people represent a diverse population of First Nations and non-First Nations males and females of secondary school age, up to 18 years. 20% of our students in 2023 were First Nations young people. The young people who attend the Pambula Beach Flexible Learning Centre have typically experienced significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses. Some young people present with diagnosed disabilities but many show signs of learning difficulties, and undiagnosed conduct disorders or

unstable mental health. The support for our young people is embedded within an educational framework but also typically involve medical, multidisciplinary, legal and/or social support personnel and system.

School Management of Non-Attendance

Attendance requirements are established to maximise the young person’s learning opportunities and performance. All enrolled young people are required to attend school unless reasonable and valid grounds exist for them to be absent. Parents/carers have a responsibility to assist the young person to attend school regularly and a further responsibility to contact the school explaining why absence has occurred when the young person is domiciled with them. The circumstances of each young person are considered in the context of this policy. PBFLC is open to support any arrangements that suit family and student needs to help to improve and encourage higher attendance rates. These include but are not limited to providing plans with reduced days and/or times to be at school, phone calls home to students and parents, off-site and home visits to students and parents and provision of work through booklets and online learning.

Post School Destinations

Most young people from 2022 have returned to the school in 2023. Some of those that exited obtained full-time employment. Others went on to TAFE pathways and some young people’s journeys are unknown.

Professional Learning

PBFLC is committed to the ongoing professional development and formation of all staff.

This continues to enrich the educational opportunities provided for our young people and models to our young people the modern reality of lifelong learning. In 2023 staff participated in the following:

- Individual and Group Reflective Supervision
- Berry Street Education Model
- Curriculum Planning Sessions
- First Aid and Resuscitation – Annually
- Strategic Planning Days/TOP Days
- EREA Student Duty of Care training
- Child Safety NSW training
- EREA Code of Conduct training
- EREA Child Safeguarding EREA/Complispace training
- EREA Principal & Head of Campus meetings
- Explicit Instructions Workshop

Teaching Staff Details

Teacher qualifications fall into 1 of 3 categories for all teachers responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI – NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Workforce Composition

Teachers	6
Youth Workers	3
Support Staff	2
Workers identifying as indigenous	0
Total Number of Staff	11

Feedback

Informal feedback from parents throughout the year indicated satisfaction towards the school and processes particularly in the flexible way that school could respond to individual student circumstances with transport support as well as wellbeing support. Parents also appreciated the familial support in encouraging parents to be a part of Individual Learning Plans process and in collaborative problem-solving process but also being flexible when they were unavailable and also the additional support in providing food packages as required. Informal staff feedback indicated staff appreciation at the level of flexibility and involvement that the school is able to provide due to our small size.

School Policies

The following gives a summary of some of the school policies in use. Copies of all policies are available from the school office. Policies required to be available publicly are available via the school website below:

<https://www.ereafsn.edu.au/pambulabeachflc/>

Enrolment Policy Summary

Pambula Beach Flexible Learning Centre offers a non-fee paying, inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Young People are enrolled from all genders, from a variety of language, cultural, ethnic and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage.

The young people enrolled have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses as young people who are at risk or have disengaged: young people in out of home care, Aboriginal young people, young offenders, young people affected by homelessness, newly arrived and refugee young people, young parents and carers, young people with disabilities and young people with mental health concerns.

This policy complies with all applicable State and Commonwealth laws. Enrolment interviews are conducted to assess a young person's needs in the light of the above criteria and to assess the Flexible Learning Centre's ability and resources to meet those needs.

Managing Student Attendance

PBFLC has a commitment to supporting regular school attendance by all enrolled young people to support them to participate fully at a PBFLC through regular attendance, while ensuring that the school's duty of care to young people and other legislative obligations are met.

Our school holds a number of responsibilities in relation to student attendance. These include:

- that the Principal must ensure that a register is kept recording the daily attendance or absence of each school-aged young person in line with the Ministerial Directive.

- that a young person is excused from attendance if he or she is prevented from attending because of a reasonable cause approved by the Principal, and the parent has given notification.
- that the Principal may require a student to not attend a school on any day on which the student has an infection or is suffering from an infectious disease.

Regular participation in meaningful education is critical for young people's academic, vocational, social and emotional development. Given the specialist nature of the Flexible Learning Centre we recognise that many young people face significant challenges to regular school attendance. Factors such as mental illness, substance addiction, ongoing family conflict and previous negative experiences at school can make it very difficult for young people to attend school every day. FLCs undertake a range of processes and supportive mechanisms to ensure that young people work towards consistent attendance and that all absences are justified.

If the young person is expected to attend school on a given day and does not arrive by the commencement of the school day, or does not access transport support as arranged, the staff member will contact the young person and their parent/carer as soon as is practical in order to seek an explanation for the absence. These conversations are often pre-emptive and occur before the beginning of the school day.

If the staff member is not able to reach a young person or their parent/carers in relation to an absence, they will speak with the Head Teacher to determine what further action should be taken. Reasonable efforts will be made to ensure that the young person is safe. This may include contacting alternate carers or services (where consent has been previously given to do so). Follow up may also include contacting any relevant Community Services or the Police where the Head Teacher/Principal deems that the young person may be at risk of harm.

Ongoing absences are followed up via a letter to the parent/carer. A reconnect meeting can be offered in order to discuss barriers to attendance and supports offered. These meetings often involve the development of a re-engagement plan to support both the young person and their family. Absences of 20 days with no response are referred to the Home School Liaison Office and Department of Communities and Justice if deemed at risk or neglect by the parent/carer.

All communication with young people and carers regarding school absences is documented electronically and filed securely, as specified in relevant legislation.

[Student Welfare Policy](#)

PBFLC seeks to provide quality education for all young people, taking account of their age, background, ability and interests, to assist them to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.

Young people are better prepared for learning when they are healthy, safe and happy, therefore, young people welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from welfare. Helping young people to learn effectively and to develop positive attitudes and behaviours are goals of the PBFLC community. This requires that each young person is educated in an environment which provides for their individual development. PBFLC Welfare Policy including anti-bullying policies, [Child Protection Policy](#) procedure and responsibilities that define bullying, outlines the responsibilities of staff members and sets out clear procedures that the school will take to act on any instance of bullying.

[Discipline Policy](#)

Pambula Beach Flexible Learning Centre aims to establish a community in which everybody feels

valued and safe, and where individual differences are appreciated, understood and accepted. Every person has a right to enjoy their time at school. Respect for others is expected.

When inappropriate behaviour occurs, the following dimensions will be considered in the light of operation by principle:

- student behaviour education and pastoral care
- pastoral care for the whole school community
- student connectedness and engagement
- Restorative Practice approaches
- operation by principle as the framework for negotiation (Collaborative Problem Solving)

Complaints and Grievances Policy

PBFLC respects the right of all members of the community to have access to a process, which will give full and fair consideration to any grievance that may arise. All grievances and actions taken will be recorded in a School Complaints Register. The process endeavours to hear in a timely and equitable manner any grievance raised to ensure that the principles of natural justice are followed.

A grievance is any written complaint made against a member of the School community or School in respect to any action, policy, process or situation relevant to the running of the School by:

- a member of the School community
- any member of the public
- any legal identity

Priority Areas for Improvement for 2024

- Growth in enrolment numbers to 38
- Enhancement of staffing/staff training to better meet the needs of our Young People
- Further focus on literacy skills
- Focus on employability skills
- Development of Certificates options through the EREA Registered Training Organisation
- Increased opportunities in work readiness & career pathway planning including parents & caregivers
- Increased opportunities to engage with local First Nations organisations in cultural programs
- Further development of Outdoor Adventure Based Learning and Art as a key engagement Tools

Pambula Beach FLC
Statement of Profit or Loss and Other Comprehensive Income
For the year ended 31 December 2023

	Notes	2023 \$	2022 \$
REVENUE AND INCOME	2	2,038,112	1,303,952
EXPENSES			
Administration		280,190	115,961
Boarding		-	-
Depreciation, Amortisation and Impairment	3	76,076	54,102
Employee benefits	3	859,732	708,909
Faculties and co-curricular		66,857	33,235
Finance costs	3	3,271	12,286
Insurance		12,928	7,096
Operating lease rentals	3	-	-
Maintenance and utility		51,874	20,045
Other expenses from ordinary activities	3	-	-
Trading activities - expenditure	3	-	-
Other significant expenses	3	-	-
Total Expenses		1,350,928	951,634
Profit/(Loss) for the year		687,184	352,318
OTHER COMPREHENSIVE INCOME			
Net gain or loss on financial assets measured at fair value through other comprehensive income		-	-
Total other comprehensive income/(loss) for the year		-	-
Total comprehensive income for the year		687,184	352,318

Conclusion

PBFLC continues to offer an education option for those who through marginalisation cannot access a standardised education. PBFLC maintains authenticity as an inclusive community and works to provide care, hope and socialisation skills as well as an academic learning program under the governance of NESA, Catholic Schools NSW and Edmund Rice Education Australia.



John Card
Head of Campus
Pambula Beach Flexible Learning Centre



Adam Richter
Area Principal NSW
Edmund Rice Education Australia

