



**EASTERN FLEXIBLE
SCHOOLS NETWORK**

St Laurence Flexible Learning Centre

Annual Report 2023



About This Report

St Laurence Flexible Learning Centre (FLC) is registered by NSW Education Standards Authority (NESA) and managed by Edmund Rice Education Australia (EREA). St Laurence FLC is under the co-governance of EREA and the Catholic Diocese of Maitland-Newcastle.

The Annual School Report to the Community for this year provides the St Laurence FLC 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, the Catholic Diocese of Maitland-Newcastle 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 St Laurence FLC community and be available on the school's website by 30 June 2023.

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

St Laurence Flexible Learning Centre
137 Broadmeadow Rd
Broadmeadow, NSW 2290
Office Ph: 02 4075 2077
Web: <https://www.ereafsn.edu.au/stlaurenceflcnewcastle/>

Message from Key School Bodies

Head of Campus Message:

2023 saw St Laurence Flexible Learning Centre complete its fifth year of operation as an Edmund Rice Education Australia school under the Eastern Flexi Schools Network. Our staff team is proud to continue education in the tradition of Edmund Rice by providing education options to the most marginalised youth of our local community.

This year we celebrated our five-year milestone and celebrate the development of a solid foundation on which we can continue to build upon. We have formed our identity and cemented our place in the community as a sound provider of schooling within a highly supportive environment.

We have consolidated our proven methods of relational practice, Operation by Principles, common ground, Collaborative Problem Solving and restorative practice.

We can pride ourselves on maintaining a culture of inclusion and unconditional positive regard which allows our youth to make mistakes with the knowledge we will support them through the other side.

St Laurence FLC recognises that people are our most valuable resource. This year we have invested in expanding the team with two include two new recruitments of an additional youth support worker and a science trained teacher. The previous science teacher has stepped into a new role of Wellbeing Co-ordinator.

As our presence in the community grows, as do our connections with local business and agencies and receiving more referrals from local schools, families and services.

Our electives program which aims to connect young people with learning for the enjoyment of learning in areas of interest as well as provides the opportunity for young people to practice positive social skills, continues to grow with new staff bringing new flavours of activities.

The graduation ceremony this year was a resounding success with our highest number of young people being celebrated for their successes within the Year 10 RoSA (Record of School Achievement) program. The inclusion of the Certificate courses as an additional credential has allowed us to cater to a more diverse group of learners and branch out from the mainstream program. This year has also seen a solid number of Year 9 students complete their studies and choose to return next year to complete their Year 10 studies.

The transition program showed a marked expansion over the year, with many young people participating in a wide range of courses and activities. With the introduction of the Coffee and Careers Chat session, we have been able to invite parents and carers to be more informed and involved in the future pathways of the young people.

Overall, we are particularly proud of this year's achievements and look forward to continued growth and successes in the years to come.

Kelly Anderson - Head of Campus.

School Context

St Laurence FLC is a part of Edmund Rice Education Australia Flexible Schools Network (EREAFSN) and is conducted in accordance with the philosophy and principles. St Laurence FLC commenced operation as a registered Non-Government Special Assistance School in 2019 and functions within a partnership between The Catholic Diocese of Maitland-Newcastle and EREAFSN which now includes twenty-two Flexible Learning Centres around Australia.

The philosophy of the St Laurence FLC draws on the spirit and vision of EREA and is grounded in the Edmund Rice Education Australia Charter document (see <https://www.erea.edu.au/about-us-the-charter/>). 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.

St Laurence FLC works with young people who are vulnerable and experience a complexity of inter-related needs and 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.

St Laurence FLC has a strong focus on an equal balance between learning and wellbeing. 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 support workers, draft learning plans with articulated education pathways. 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.

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

Relationships at our services are based on a respect for personal dignity, recognition and celebration 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 *HONESTY**

These principles are used to guide group relationships through working agreements. They represent broad directions for group practice and establish a common ethical framework that promotes appropriate learning and personal relationships.

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, collaborative and operates through the key principles.

Parent and Carer Support and Involvement

St Laurence FLC has a holistic approach and 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 working alongside parents and carers, and being the link between young people and their carers in times of stress and crisis.

Parents and carers are a vital part of the success of a young person's journey. We encourage a team approach from the initial induction process, participation in personalised learning plan meetings, collaborative problem solving and restorative practice meetings.

Staff 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 wellbeing staff or the Head of Campus to share information or to ask for advice, and most particularly seek and share strategies and supports in times of crisis.

Staff will conduct home visits to encourage young person reconnection after a period of absence or times of stress. St Laurence FLC also provides support to families in times of hardship through donations, prepared meals and vouchers.

St Laurence FLC supports and encourages inclusion 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.

Multi-Disciplinary Teams

All staff play a vital part in providing support for each young person. Over and above our teaching team, our team members include:

Head of Campus, youth support team, admin role, transition pathways role and the Wellbeing Co-ordinator.

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 worker works holistically to develop links with external support agencies such as 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 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.

Both roles are a part of the local interagency group that meet regularly.

Characteristics of the Student Body

The young people represent a diverse population of indigenous and non-indigenous young people of secondary school age, up to 18 years. The young people who attend the St Laurence FLC 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 systems.

Young Person Enrolments

2023 Young Person Enrolments	
Girls	40
Boys	27
Unspecified	6
Total	73
First Nation	22

Inclusivity

St Laurence has worked hard to ensure we are an inclusive community. We reflect on our practices and seek feedback from our diverse young people through ongoing conversations. We celebrate diversity, encourage self-expression and place importance on a sense of belonging.

2023 saw the continuation of a cohort that is higher in the number of female enrolments. We also have a higher number of young people not identifying as male or female which reflects the increasing diversity of our community. Young people are identifying St Laurence as a safe place and are comfortable to express their identity. We have reflected on our practices and made changes to ensure we cater to all young peoples needs (including the removal of gender segregated toilets and the introduction of unisex toilets throughout the school).

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. St Laurence FLC has built routine and ritual into daily practice in order 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, to make decisions and to build their social capability.

Routines allow staff to check in with young people as a means for identifying any challenges they may be facing in order to implement supports. These include greetings at the gate, check ins at the start of each lesson, ready to learn reflections, intentional engagement by staff at all breaks, including young people in games, inviting young people into conversations with other young people.

Through consistency, the principles and working agreements, young people are aware of the processes when things don't go right (such as in times of conflict).

Individualised Education Program and Learning Plans

Personal Learning Plans (PLP) are developed in collaboration with the young person, family or carer and staff. Personal Learning Plans are informed by diagnostic testing in literacy and numeracy, discussions around learning traits with young people as well as observations and provide 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 reviewed by young people and their pastoral team during the term and informally revisited at the start of each term and adjusted frequently throughout the year. Teachers and support staff 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 their previous school.

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 PAT testing in Maths & Reading which identifies strengths and areas to develop across the strands of the curriculum. PROBE reading may also be used where a young person has produced an assessment result significantly below the expected level for their age.

We are very conscious that testing can cause anxiety in our young people and is done with care. Results are utilised for planning a young person's learning program, identifying current strengths, monitoring progress and celebrating growth.

A secondary assessment tool is used called Basic Key Skills Builder (BKSB).

BKSB 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.

NAPLAN

All Year 9 students are invited to participate in the NAPLAN testing. Many parents chose to opt out of NAPLAN testing where possible.

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.

Many young people have had extended absences or disrupted patterns of attendance which has created gaps in their learning.

The school's learning programs comply with NESA Mandatory Course requirements for Stage 5 of schooling, with a strong emphasis on providing meaningful and engaging learning through individual adjustments and personal learning plans.

Year 10 Programs

SLFLC offers two learning pathways for Year 10. These include the full Record of School Achievement (RoSA) and a non-RoSA course with Certificate II in Functional Literacy as the credential.

The non RoSA option is in response to a number of our cohort who have chosen to move on to TAFE, vocational study, apprenticeships and traineeships or employment once they graduate from SLFLC.

Curriculum

The St Laurence FLC provides holistic learning experiences that address the social needs of young people, and promotes 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
- recognise and celebrate the skills and knowledge of young people
- enable young people to experience challenges within a safe and supportive learning environment
- provide a sense of achievement that is relevant and authentic to the real world

NESA Mandatory Courses	
Stage 5	English, Mathematics, Science, Health & Physical Education, Geography, History
Stage 5 RoSA	English, Mathematics, Science, Health & Physical Education, Geography, History
2023 outcomes Graduates Stage 5	17 RoSA Graduates 1 completed Year 10 schooling with a Certificate II in Functional Literacy 1 Completed Year 10 schooling (Non RoSA)
VET Courses	
Certificate II in Functional Literacy	

Community Engagement, Wellbeing Programs and Work Ready

Sport and outdoor activities continue to make up a large part of the timetable St Laurence FLC and help us to build a positive community within our school. Through the electives program, we deliver a range of interest-based activities such as photography, a range of sport & recreation activities, art, music, cycling & cooking.

Cultural Activities

Activities in 2023 included Sorry Day, Reconciliation Day, Harmony Day, NAIDOC and a smoking ceremony. The Culture Strong Program with facilitator G from Youth Express had a high engagement rate throughout the year.

Community engagement

Our transition worker attended the local Interagency network meeting through the year. This opportunity allows us to stay connected with relevant agencies within the community.

Work Ready

Throughout the year, young people participated in a range of activities:

In-school drivers Education program, STEM drone workshop, Youth Engagement Strategy program, Novaskill & Verto seminars, ADF seminar, Careers Links Expo, Purpose Project, St Nicholas Pathway Program, RIEP Programs (including hairdressing, hospitality, automotive, white card & construction courses).

This year we piloted a Careers, Chat & Coffee session for parents & carers. This included a presentation and Q&A on pathways for young people beyond Year 10 for families and stakeholders.

We also have on offer Vocational courses which allow flexibility in learning, the opportunity to gain more credentials and skills making the young people more employable such as:

- First aid
- Hospitality Immersion program
- Barista training

Wellbeing

Activities covered this year included:

Cyber Safety, Safe relationships, PCYC Police Youth Liaison rights workshop, Family planning, Girls program by Samaritans, drug education

This year we took the school on a whale-watching excursion and a trip to Taronga Zoo.

Unfortunately for a variety of reasons, some young people do not get to participate festivities such as birthdays, Easter and Christmas. Therefore, we celebrate these along with a Graduation Day.

For some young people, school holidays mean they lose the continuity of support. During this time, our youth workers make wellbeing calls each student to offer additional support to ensure our young people stay connected and safety can be monitored.

2023 Enrolment by Gender and Attendance

2023 Young People Enrolment by Gender and Attendance Rates by Year Level				
YEAR	MALE	FEMALE	TOTAL	ATTENDANCE RATE
9	18	25	43	68%
10	9	21	30	57%

*The 2023 attendance is still reflecting the impact of Covid-19.

Managing Student Attendance

Given the specialist nature of the Flexible Learning Centre, we recognise that many young people face significant challenges to regular school attendance. St Laurence FLC has a commitment to supporting regular school attendance by all enrolled young people to support them to participate fully at St Laurence FLC through regular attendance, while ensuring that the school's duty of care to young people and other legislative obligations are met.

St Laurence FLC is open to support a variety of arrangements that meet the needs of a student in order 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 for a set period of time, 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.

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.

If the young person is expected to attend school on a given day and does not arrive by the commencement of the school day, the admin staff member or student support person will contact the young person and their parent/carer as soon as is practical in order to seek an explanation for the absence.

If the staffing partnership is not able to reach a young person or their parent/carers in relation to an absence, 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 the Department of Family and Community Services or the Police for a welfare check where it is deemed 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 and barriers and supports offered. Absences of 20 days with no response are referred to the Home School Liaison Office and Department of Family and Community Services 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.

Post School Destinations

Young people work with the Transition Worker to identify their career goals at the start of the year. Transition plans are created and regularly revisited. The transition program exposes young people to a range of opportunities to assist in making informed choices about their pathways beyond St Laurence FLC and increasing their work readiness.

Young people are supported by the Transition Worker with enrolments and first day orientations for TAFE, apprenticeships and job agency sign ups.

All young people have a transition plan in Year 10.

Destination	Number of Young People
Employment	4
Other Secondary School	4
Work/Job Seeking/Agency	1
Apprenticeship/Traineeship	1
Unknown	
Unknown (over 17 years of age)	
HSLO	1
TAFE	6
Formal Training/Qualification other RTO	
Returning to SLFLC 2024	24

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

Accreditation Status	Number of Teachers
Proficient	6
Provisional	0
Conditional	0

Workforce Composition

Teachers (including HOC)	6
Youth Support Workers	3
Careers Transition Worker	1
Support Staff - Admin	1
Support Staff – Cook	1
Total number of staff	12
Workers Identifying as Indigenous	2

Professional Learning

St Laurence FLC is committed to the ongoing professional development and formation of 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 Reflective Supervision
- Curriculum Planning Sessions
- First Aid and Resuscitation – Annually
- Strategic planning days
- EREA Child Safeguarding CompliSpace
- EREA Deputy Principal & Head of Campus meetings
- Explicit Instructions Workshop
- Berry Street Training
- OBP & CPS training
- Strategic Planning workshop
- Culture & identity workshop
- Coaching with confidence
- Creating a positive culture
- The 8 ways
- RoSA moderation

Feedback

Voice Matters Survey young people feedback:

The youth survey included a range of questions including aspects such as belonging, learning, decision making and safety.

The results showed a high percentage of positive responses in the areas of feeling listened to, support for the future, opportunities to learn about culture, a welcoming environment and an enjoyment coming to school. Young people responses also reflected a sense of being supported and, understanding how they learn.

St Laurence FLC has an open-door policy and encourages feedback from parents, carers and other stakeholders.

Informal feedback from parents and carers 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 collaborative problem solving but being flexible when they were unavailable and also the additional familial 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.

Indirect feedback in relation to high retention rates in both students and staff indicate majority levels of strong satisfaction from all parties.

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/stlaurenceflcnewcastle/>

[Enrolment Policy Summary](#)

St Laurence 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 gender identities, 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.

For informal care arrangements, where a student is not living with a parent/guardian but is living in an informal care arrangement, the school may accept an enrolment form signed by the informal carer if the carer provides a signed Informal Relative Carer's Statutory Declaration to the school. The informal carer may be a relative, significant friend or a person within the child's extended social network.

Student Welfare Policy

St Laurence FLC 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 St Laurence FLC community. This requires that each young person is educated in an environment which provides for their individual development.

St Laurence FLC 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

St Laurence 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

St Laurence FLC 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

Comment on 2023 Priority Areas for Improvement

- Trauma training for staff
 - *The commitment was made for all Staff to attend Berry Street Training in Term 2. This involved 4 days of training with follow up time dedicated to discussion and implementation of practices into our practices.*
 - *Wellbeing Co-ordinator attended mental health training which was then shared with the staff through inhouse workshops.*

- Increase youth support through recruitment of additional roles
 - *Recruitment of an additional Youth Support Worker completed with the role commencing in Term 2.*
 - *Restructure of the allocation of the Youth Support Team to include a dedicated Youth Support Worker assigned to each of the class groups. This has allowed for a deeper level of support as the young people have a consistent staff member in their daily routines who can provide a greater pastoral approach.*
 - *Recruitment began for an additional youth support worker to start in 2024.*

- Investigate online learning platform to support curriculum delivery & differentiation
 - *Introduction of online learning program Education Perfect with workshops for teachers to learn how to utilise the program in order to include a wider ability to differentiate learning programs.*

- Greater involvement with cultural opportunities within the community
 - *Employment of First Nations Youth Worker who has been sharing knowledge and making connections with community groups. Continuation of Culture Strong program with external facilitators. Community connections have grown in the careers space as a result of the transition worker networking with First Nations agencies in order to better support the outcomes for Aboriginal young people. This year a Year 10 student participated in the Yaaka employment program.*

- Investigate deeper support for young people with school anxiety challenges
 - *Dedicated Wellbeing Co-ordinator role to support YP and YSW with a focus on implementing strategies related to anxiety. This role has a reduced contact load in order to allow time to work closer with young people in the moment when anxiety is at its highest. Anxiety plans have been developed with dedicated follow up and intentional connection with external agencies in order to better support young people in school.*
 - *Wellbeing Co-ordinator introduced wellbeing and calming plans within the school after attending mental health training. Ready to learn, routines and brain breaks were also introduced to classes schoolwide.*

Priority Areas for Improvement for 2024

- Focus on additional supports for young people in regards to learning
- Focus on additional supports for young people in regards to wellbeing
- Opportunities for staff professional development with a focus on neurodivergence and differentiation
- Continued growth in embedding culture across the school with a focus on:
 - i. support for First Nation staff,
 - ii. opportunities for young people and staff to learn about local culture,
 - iii. opportunities to participate in events,
 - iv. a commitment to include truth telling into our practice.

St Laurence PLC
Statement of Profit or Loss and Other Comprehensive Income
For the year ended 31 December 2023

	Notes	2023 \$	2022 \$
REVENUE AND INCOME	2	2,076,803	1,750,129
EXPENSES			
Administration		163,773	233,505
Boarding		-	-
Depreciation, Amortisation and Impairment	3	116,893	79,682
Employee benefits	3	1,446,444	1,234,974
Facilities and co-curricular		38,386	80,649
Finance costs	3	-	684
Insurance		12,739	11,839
Operating lease rentals	3	-	-
Maintenance and utility		89,207	44,182
Other expenses from ordinary activities	3	-	-
Trading activities - expenditure	3	-	-
Other significant expenses	3	-	-
Total Expenses		1,867,442	1,695,415
Profit(Loss) for the year		211,361	64,714
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		211,361	64,714

Conclusion

St Laurence FLC continues to offer an education option for those who through marginalisation cannot access a standardised education. St Laurence FLC 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.



Kelly Anderson
Head of Campus
St Laurence Flexible Learning Centre



Adam Richter
Area Principal NSW
Edmund Rice Education Australia



OUR TOUCHSTONES