



**Noosa
Flexible Learning Centre**
Bicentennial Complex,
Bicentennial Drive,
Sunshine Beach 4567

ANNUAL REPORT 2010

This annual report for 2010 is published to provide information about Noosa Flexible Learning Centre for parents/carers, young people and other interested parties. This report contains the detail mandated by the Commonwealth and State Governments and Edmund Rice Education Australia reporting requirements.

INTRODUCTION

Noosa Flexible Learning Centre (NFLC) commenced operation in 2006 and is part of a national association of forty schools which includes, in 2010, six flexible learning centres and attached outreach programs operating across thirteen sites in Queensland.

The distinctive education provided to all students is described in, *The Charter: A Proclamation of an authentic Expression of Edmund Rice Education as Applied to Catholic Schools in the Edmund Rice Tradition*. This can be viewed on line at http://www.cfc.edu.au/Province_Schools/Charter%20Booklet%20010704.pdf

NFLC is a co-educational Catholic school in the Edmund Rice tradition. It is one of, in 2010, six schools in the Edmund Rice Flexible Learning Centre Network. Attached to NFLC is a mobile outreach service, called "It's Up 2 U" Gympie, which operates in Gympie.

The philosophy of the NFLC draws on the spirit and vision of Edmund Rice Education (the Christian Brothers). It has a clear commitment to social justice and stands in solidarity with disadvantaged 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 environment), "Safe and Legal" environment, "Participation" (have a go) and "Honesty" (being fair dinkum) among all participants of the NFLC. This is evident in the ways the organisational culture and practices are shaped through the application of these principles. In essence, the principles establish a "common ground" among staff, students and parents, a collective forum, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group, and individually and

as members of the broader community.

The aim of the NFLC is to respond to the complex needs of disadvantaged young people who have been marginalised from mainstream education. The school achieves its aim by building honest and authentic relationships with students and their families, supporting and celebrating the uniqueness and dignity of each individual young person. The school provides holistic learning experiences that address the social needs of students, and promotes their emotional, cognitive, spiritual and academic development. The purpose of the learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

Future outlook

The 2008 Melbourne Declaration on the Education Goals for Young Australians states that “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”

NFLC works with young people who are vulnerable and experience a complexity of inter-related needs. As discussed above, participation and retention are key elements in the philosophy of NFLC, and the development of moral reasoning through the application of the four principles prepares students for responsible citizenship. The learning experiences also build self-confidence and esteem in students, promote an optimistic view of their potentialities and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

Learning experiences address curriculum areas of literacy, numeracy, study of society and environment, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

NFLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are marginalized from mainstream education. Students are enrolled from both genders, from a variety of language, cultural, ethnic and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage. Students are exposed to learning experiences that develop understanding and appreciation of diverse cultural values that constitute Australian society. Learning is focused around the individual needs of students and progress is carefully documented and monitored. Students, in conjunction with their teachers, youth workers and education support workers, discuss career aspirations and draft learning plans with articulated pathways to further education and/or vocational education and training.

PASTORAL CARE PROGRAM

Each young person at NFLC has a Pastoral Care team. In the *It's Up 2 U* Outreach programs, this team is made up of the teachers, Youth Workers or Educational Support Workers who work each day with the 15 young people who are

enrolled. At the NFLC site this team comprises their home group teacher and at least one other significant worker. This worker, 'Special Person', is chosen by the young person. The role of the team is to establish a close relationship to the young person, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues and overall to support the young person to achieve their stated personal and educational goals. The role of this team is broad in scope, in-depth in its substance and long-term in relationship. It includes:

- In-house mentoring and advocacy
- Supporting the young person and their families in times of emotional crisis or practical need
- Maintaining the close partnership between school, student and parent/carer
- Working in partnership with other agencies who are involved with students e.g. CYMHS, Dept of Communities, Youth Justice etc
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Informally helping young people develop positive self-concept
- Supporting young people with issues of drug misuse and self harm
- Networking with other agencies such as Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, anger management

The Pastoral Care program also includes the support work of the School Chaplain, the Youth/Family Worker, the Youth Support Coordinator and access to the Network Child Protection Officer as required.

The total 2010 enrolment of the NFLC in full time equivalent students is shown below.

| Year Level | Students |
|-------------------|-----------------|
| 8 | 2 |
| 9 | 10 |
| 10 | 22 |
| 11 | 27 |
| 12 | 24 |
| Total | 85 |

CURRICULUM

The aim of NFLC is to respond to the complex needs of disadvantaged young people who have been marginalised from mainstream education. The Centre achieves its aim by building honest and authentic relationships with students and their families, supporting and celebrating the uniqueness and dignity of each individual student. The NFLC provides holistic learning experiences that address the social needs of students, and promotes their emotional, cognitive, spiritual and academic development. The purpose of the learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

Learning experiences address curriculum areas of Literacy, Numeracy, Study of Society and Environment (SOSE), Vocational Training, Information Technology, Music and Technology, Outdoor Education, Health and Physical Education (HPE), Indigenous Education, Relational and Spiritual education and Science. Senior students have the opportunity to attain a Queensland Certificate of Education (QCE) through the successful completion of studies in Prevocational Maths, English Communication, Social and Community Studies and Recreation

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Subjects offered at various year levels include:

| | CORE | ELECTIVE |
|---------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Year 8 | Literacy Numeracy SOSE HPE Science | Art Music Cooking Boxing Boys/Girls Group Fitness Manual Arts |
| Years 9 – 10 | Literacy Numeracy SOSE HPE Science | Art Music Cooking Boxing Boys/Girls Group Fitness Anger Management Manual Arts |

| | Authority Subjects | Authority Registered Subjects | Certificate Courses |
|----------------------|---------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Years 11 - 12 | | <ul style="list-style-type: none"> • Prevocational Maths • English | <ul style="list-style-type: none"> • Certificate I Work Education |

| | | | |
|--|--|-------------------------------------------------------------------------|-----------------------------|
| | | Communicati on • Social & Community Studies • Recreation | • Certificate I Business |
|--|--|-------------------------------------------------------------------------|-----------------------------|

NFLC also caters for senior students who are not interested in participating in Authority Registered Subjects but would rather focus on preparing themselves for work. The provision of a Work Readiness program ensures these students are continuing to develop their numeracy and literacy skills while also completing Certificate courses and actively engaging in work experience opportunities and/ or seeking school based traineeships, apprenticeships or full-time work.

OUTCOMES

**National Assessment Program Literacy and numeracy (NAPLAN) results.
 Reading Writing, Spelling, Grammar and Punctuation and Numeracy in Year 9.**

No NFLC year 9 students participated in the NAPLAN testing in 2010.

| Domain | Measures | Yr 9 2010 |
|-------------------------|--------------------------------------------------------------------------------------|-----------|
| Reading | Average score for the school | |
| | Average score for Queensland | |
| | For the school the percentage of students at or above the national minimum standard. | % |
| Writing | Average score for the school | |
| | Average score for Queensland | |
| | For the school the percentage of students at or above the national minimum standard. | % |
| Spelling | Average score for the school | |
| | Average score for Queensland | |
| | For the school the percentage of students at or above the national minimum standard. | % |
| Grammar and Punctuation | Average score for the school | |
| | Average score for Queensland | |
| | For the school the percentage of students at or above the national minimum standard. | % |
| Numeracy | Average score for the school | |
| | Average score for Queensland | |
| | For the school the percentage of students at or above the national minimum standard. | % |

APPARENT STUDENT RETENTION RATE

NB: No Year 8 students were enrolled at NFLC in 2006 to calculate retention rates into 2010.

| Senior cohort Year | Year 11 Base | Year 12 at exit | Retention Rate % |
|--------------------|--------------|-----------------|------------------|
| 2010 | 24 | 21 | 87.5 |
| | | | |

ATTENDANCE RATE

The average student attendance rate for 2010 was 90.4 %. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

| Outcomes for Year 12 Students | |
|------------------------------------------------------------------------------------------------------------------------|-------|
| Total number of Senior Certificates awarded | 5 |
| Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification | 100 % |

Of the 21 students who graduated in 2010, 5 received a Queensland Certificate of Education whilst the remaining 16 students received Statements of Attainment and/or at least one VET qualification. 100% of graduating students received some form of accredited learning.

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

NFLC offered a variety of special programs throughout 2010 to achieve improved outcomes for young people at the centre:

- Morning Activity Program: each pastoral care group was responsible to organise an activity or challenge for the school community to participate in. This provided an opportunity for young people and staff to commence the day together with fun and laughter and was an outlet to relieve possible stress and tension.
- Daily whole school meetings: immersed young people in community ideals and established practise for the day; allowed discussion of current affairs; recognised student achievements; recognised community achievements; problem solved relevant issues; enhanced development of active communication skills and democratic practise.
- STRENGTH (boys group): provided time and space for: discussion of healthy relationships; learning about personal hygiene; learning about conflict resolution; active involvement in experiences to gain greater self awareness and community

awareness; acknowledgement of life achievements and; listening to each others 'story'.

- SHINE (girls group): provided the same opportunities as STRENGTH with the inclusion of sessions on beauty and makeup. SHINE and STRENGTH were run by volunteer facilitators and attendance, of students, was voluntary. Both cohorts responded well to the programs and attendance was high.
- Anger Management was a course requested by some young people at the centre who were aware it was delivered in 2009. NFLC received funding from the Youth Support program to pay for the program. Again, as in 2009, the course was a tremendous success, demonstrated by the valuable self awareness the students gained around their ability to deal with challenging situations and people. Participants discovered some of the issues that triggered their anger and gained some tools to manage it.
- Mentoring young people in the Special Education Unit at a local primary school, gave NFLC students the occasion to share their time with others. The young people were excellent leaders and mentors, playing outdoor games, cooking and talking with the students of the primary school. NFLC students were required to demonstrate tremendous patience, at times, as some moments could be quite challenging.
- Experiencing Aboriginal cooking was a wonderful opportunity for young people at NFLC. Dale Chapman, Aboriginal Chef, spent half a day sharing her knowledge of food and drink created from a variety of native plants and animals. She prepared, with the enthusiastic assistance of some young people, a number of incredibly delicious savoury and sweet treats for all to sample and discover. The participation of young people was beautiful to observe as they served one and other and demonstrated tremendous respect for Dale
- Camps were a wonderful success in 2010. With small groups experiencing opportunities in our local (and not so local..Carnarvan) environments. Young people had the chance to step outside their comfort zones and abseil, canoe, swim, cook and walk for miles while building trust in themselves and their peers.

YEAR 12 COHORT 2010 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about the post school destinations of our students will be posted to our website by 30 September, 2010. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

| School Year – 2010 | Number of Students in each category | Percentage of Students in each category |
|---------------------------------|-------------------------------------|-----------------------------------------|
| University (degree) | 0 | 0% |
| VET total (Cert IV+ III, I-II, | 5 | 24% |

| | | |
|--------------------------------------------|---|-------|
| apprenticeship, traineeship) | | |
| Working full-time | 8 | 38.1% |
| Working part-time/casual | 2 | 9.5% |
| Seeking work/study | 5 | 24% |
| Not studying or in the labour force | 1 | 4.8% |

CO CURRICULAR ACTIVITIES

The Centre provides extensive opportunities for students to participate in co curricular activities at their level and within their areas of interest. Participation is encouraged. The broad range of opportunities or choices for students includes activities that are described as cultural, sporting, intellectual and or service related.

| Cultural | Sporting | Intellectual | Service |
|------------------------|-----------------------|---------------------|------------------------------------------------------------------------------|
| Harmony Day | Beach/Pool Activities | Shine-girls group | Fundraising for family of a student who lost home to house fire |
| Art | Volley Ball | Strength-boys group | Mentoring students from Tewanin primary SEU |
| Music | Pool | Anger Management | Vegetable garden |
| Camps | Basketball | Meditation | Assisting preparation of Boomerangs for United Synergies Booin Gari festival |
| Graduation | Canoeing | Independent Studies | Breast cancer awareness fundraiser |
| Aboriginal cooking day | Touch Football | | Gardening and planting of trees on site |
| | Boxing | | |

STAFF DEVELOPMENT PRIORITIES 2010

Noosa Flexible Learning Centre is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our students and models to our young people the modern reality of life long learning. The following priorities were identified in the Centre's 2010 Operational Plan:

- New staff induction – great care is given to ensure new staff are familiar and comfortable with working within the Flexible Learning Centre Network. This includes: operation by principles; understanding child protection issues; duty of care; reflective practice and; all relevant areas concerning work with young people on the margins (4 staff)
- Calmer Classrooms - provided an opportunity for staff to learn about current classroom practise and management (2 staff)
- Evolve “Trauma and the Teenage Brain”- provided detailed information of the affects of trauma on the developing brain and strategies to effectively work with young people who may have experienced such trauma (8 staff)
- The Brain that Change Itself (Sonic Learning) – empowered staff to understand current research on the brain and it’s ability to ‘rewire’(neuroplasticity) (1 staff)
- Reflective Practice – enabled staff to reflect on: their work with young people; what inspired their practice; strategies for self care..etc (5 staff)
- Internal and External Moderation Meetings – ensured curriculum standards were unified between sites and within the region for senior students studying VET or SAS subjects (7 staff)
- Program Development and Facilitation (PDF) – developed skills and knowledge for staff involved with outdoor education programs (2 staff)
- Cyber Safety Training – as social networking sites develop through the internet it was vital to ensure staff were updated on current issues faced by young people engaged in cyber culture, from bullying to protection from unknown cyber stalkers (2 staff)
- Mainstreaming Non-Violence – provided an opportunity to understand the story of Jesus and understand the relevance of His experience and teachings in modern community settings (1 staff)
- TOP days and Strategic planning – occurred throughout the year to ensure NFLC remained dynamic and responsive to the needs of students, staff and community (13 staff)

The average amount spent per teacher in 2010 on professional learning was \$1000. This represents approximately 2 % of the annual site budget.

THE SOCIAL CLIMATE OF THE CENTRE

One hallmark of Noosa Flexible Learning Centre is the very real climate of compassionate care evident. This is expressed through:

- Daily Pastoral Care gathering
- Daily whole school meetings: providing young people with a voice and opportunity to engage in democratic practice
- Commitment by all to operate by principles (respect, participation, safe & legal and honesty)
- Person of the Month program: recognition of specific young people who have demonstrated outstanding knowledge and practice of the principles

- Special Person program: ensuring all young people have a supportive staff member to approach and collaborate with about concerns, issues and general support
- Thorough enrolment interviews: outlining operation by principles and the rights and responsibilities of being a member of a community based on equality without evident structures of hierarchy
- Regular communication with parents/carers to effectively support needs of young people
- Anger Management: optional course available to all young people who recognise a need to manage emotions, feelings and behaviours
- Genuine dedication to resolve any and all conflicts occurring within the NFLC community
- Genuine response to any and all needs identified by any member of the school community
- Regular opportunities for facilitated reflective practice
- Celebration of birthdays and momentous occasions
- Access to counselling services
- On-going support for and communication with young people who are no longer enrolled at NFLC
- Thorough completion of and regular review of personal learning plans to assist young people in recognising: strengths, weaknesses, desired goals and how to achieve them
- Formal and informal debriefing opportunities for staff
- Weekly staff meetings
- Student welfare meetings
- Provision of breakfast for young people
- Transport assistance for young people living outside areas of regular bus services
- Providing sexual health workshops
- Informal involvement of local police officer in NFLC community
- Weekly visits from Centrelink worker to assist young people and their families on site
- Availability of drug and alcohol counsellor from FOCUS
- Fund raising events to support students in crisis or to raise awareness of community issues
- Participation of all young people in a survey on bullying

STRATEGIES USED FOR INVOLVING PARENTS / CARERS IN THE EDUCATION OF THEIR YOUNG PERSON.

Noosa Flexible Learning Centre recognises that parents are the primary educators of their children. The work of the College is most successful when it collaborates

effectively with parents. The College supports and encourages this role of parents through:

- Information evenings,
- Parent/Teacher interviews,
- Newsletters and (insert others if applicable),
- The production and distribution of subject selection handbooks,
- Membership of the College Board,
- Parents and carer meetings,
- Social celebrations, and
- The voluntary contribution of distinctive skills and enthusiasm of parents. These are gratefully acknowledged and celebrated.

STAFF

The staff of (Insert name) Flexible Learning Centre is a highly qualified, experienced and generous group of professionals who consistently contributes more than would otherwise be expected both within the classroom and beyond. The distinctive skills / qualifications and experience of our staff include:

| | |
|--------------------------------------|----|
| Total number of teachers | 8 |
| Total number of Support staff | 5 |
| Total Number of Staff | 13 |

| Teaching Staff Qualifications | Number |
|--------------------------------------|---------------|
| Diploma | 1 |
| Bachelor Degree | 7 |
| Post Graduate Diploma | 3 |
| Masters Degree | |
| Doctorate | |
| Other | |

The average attendance rate for teachers in the 2010 academic year was 97.6 %. This figure reflects a low rate of sick leave among the staff. This figure does not include staff absent from classes attending professional development activities or who would have been replaced whilst on other forms of leave such as long service or maternity leave.

The teaching staff retention rate expressed as a percentage is 100%. This indicates the percentage of teachers who have continued service at the school from 2009 into 2010.

INFORMATION COMMUNICATION TECHNOLOGIES

In recent times, substantial change has occurred in the provision of computer hardware and software for students and staff. Professional development continues to enhance the skills of staff in this important facet of learning. Information management has become a critical literacy. Integration of technology within all subjects continues to evolve across the variety the school's subject offerings.

The introduction of Apple Macs and additional PCs, thanks to DER funding, was greatly required and appreciated within the school community. With improved IT support structures, the school will enjoy the use of additional laptops in 2011.

GOALS FOR THE 2011 YEAR

In 2011 emphasis will be given to:

- Increasing young people enrolments at It's Up2U Gympie
- Improving support for transitioning young people
- Extending co curricular activities
- Employing an effective youth worker
- Further enhancement of literacy and numeracy programs
- Gaining maximum learning potential from Apple Macs
- Improving staff communications and team work
- Strengthening community relationships and networking

2010 MILESTONES

Each year at NFLC there are always a multitude of milestones to reflect on. For 2010, three major milestones have been identified: renovations of the school site; establishment of strong community connections and; the Year 12 Graduation Ceremony.

Thanks to the Australian Government's Economic Stimulus Plan, the NFLC site experienced major renovations. The new spaces created within our, seriously small, school were significant not only on a physical level but on a 'spiritual' level. In 2009 there were no spaces available, on site, for community activity. The building was very run down and as a result there was a lack of pride in the environment. The young people did not have a space they could enjoy in their breaks and generally the community was required to function as best it could. After the renovations the spirit of NFLC lifted dramatically. There was space for a table tennis table and basket ball hoop. A new kitchen, with modern appliances, enabled the preparation of meals to share and cooking classes to occur. The new deck and outside seating (with shade) provided space for people to enjoy their time outside and the community spirit was alive. The school became an enjoyable and more stress free place to be and all members of the NFLC community appreciated the change.

2010 also saw greater community involvement with NFLC. Centrelink, through involvement with United Synergies, recognised a need to work with young people away from their office and provided a worker, as part of a pilot program, to be on site once a week. This was a wonderful success with students lining up to see the worker in an environment they felt comfortable in. Families were also welcome to utilise the service. FOCUS (personal health and therapy) also jumped on board providing a youth drug and alcohol counsellor, Andy, at our disposal. Andy frequently visited the school so young people, who were willing to receive counselling, had already established some connection with him. A local police officer, Rob, was also keen to visit the school whenever he was able. He would either talk with young people about their questions, issues and concerns or simply play some basketball with them. Rob's involvement with the NFLC community helped alleviate some of the negativity many of our young people felt towards local law enforcement officers.

The Year 12 Graduation ceremony at the conclusion of 2010 was a major milestone for NFLC. The optimism, enthusiasm and participation of Year 12 students in the organisation of their graduation was phenomenal. It was the first year students were involved in writing and delivering speeches, commencing with two Aboriginal graduates doing the Welcome to Country. A graduate from 2009 wrote and performed a 'rap' for the ceremony (and he specifically wrote it without any swearing, a significant achievement!!!!). Amongst the attendees was our local MP, Glenn Elmes, who provided gifts for each graduate, gave a speech and helped hand out certificates. The atmosphere was truly magical, the participation of students was outstanding, parent/carer attendance was high and as such, the night was an amazing and unforgettable success. Not only did the NFLC community appreciate the event but so did the workers at 'The J' (the community venue for graduation). They stated how moving the ceremony was and that it was the highlight of their year, they also offered to host the event in 2011 and "really look after us".

In conclusion 2010, for the NFLC community, was a year filled with tremendous highlights and significant positive outcomes - from growth and massive improvements to the physical environment, to positive academic achievements, to the establishment of a truly noticeable community spirit. The principles of respect, participation, safe & legal and honesty, provided the stable and affirming guidelines that built a community based on equality and dignity for all its members.

Signature
Head of Campus
Noosa Flexible Learning Centre

A handwritten signature in black ink, appearing to be 'J. Young', written in a cursive style.

Signature

Principal
Flexible Learning Centre Network