



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

ANNUAL REPORT 2011

This annual report for 2011 is published to provide information about the 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 commenced operation in 2006 and is part of a national association of forty schools which includes, in 2011, 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.erea.edu.au/our-identity/index.cfm?loadref=175>

Noosa Flexible Learning Centre is a co-educational Catholic school in the Edmund Rice tradition. It is one of, in 2011, 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 Noosa Flexible Learning Centre 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 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 environment), "Safe and Legal" environment, "Participation" (have a go) and "Honesty" (being fair dinkum) among all participants of Noosa Flexible Learning Centre. 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, young people 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.

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”

The Noosa Flexible Learning Centre 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 Noosa Flexible Learning Centre 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.

Noosa Flexible Learning Centre offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are marginalized from mainstream education. Young people 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. Young people are exposed to learning experiences that develop understanding and appreciation of diverse cultural values which constitute Australian society. Learning is focused around the individual needs of students and progress is carefully documented and monitored. Young people, 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 Noosa Flexible Learning Centre has a Pastoral Care team. In the *It's Up 2 U*, Outreach program, this team is made up of a teacher and typically a Youth Worker or Educational Support Worker who participate each day with the 15 young people who are enrolled.

At the Noosa Flexible Learning Centre this team comprises the young person's Pastoral Care teacher, Head of Campus and/ or any member of the school community the young person may select. The role of the team is to: establish a close relationship with the young person; monitor their progress; advocate on their behalf; provide advice, direction and support during difficult personal issues and support the young person to achieve their stated personal and educational goals. The role is broad in scope, in-depth in its substance, and long-term in relationship. More specifically, the pastoral care program addresses areas such as:

- In-house mentoring
- 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 Family Worker, the Youth Support Coordinator and access to the Network Child Protection Officer as required.

The total 2011 enrolment of the Noosa Flexible Learning Centre in full time equivalent students is shown below.

Year Level	Students
8	2
9	10
10	20
11	26
12	31
Total	89

CURRICULUM

The aim of Noosa Flexible Learning Centre is to respond to the complex needs of disengaged 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 student. The Noosa Flexible Learning Centre provides holistic learning experiences which 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, Vocational Training, Information Technology, Music and Technology, Health and Physical Education, Indigenous Education, Relational and Spiritual Education and Science.

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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 Communication ● Social and Community Studies ● Recreation ● Religion and Ethics 	<ul style="list-style-type: none"> ● Certificate I Work Education ● Certificate I Business

Noosa Flexible Learning Centre 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. (The families of all Year 9 students chose not to participate in Naplan Testing in 2011)

Domain	Measures	Year 9 2011
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

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2011	2	36	1800%

The data is fairly irrelevant as only two students have been enrolled in Year 8 (with outreach program). Noosa Flexible Learning Centre has historically had a large senior cohort.

ATTENDANCE RATE

The average student attendance rate for 2011 was 87.5 %. 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	15
Total number of students awarded a Queensland Certificate of Education (QCE)	6
Percentage of Overall Position (OP) – eligible students with OP 1 – 15	0%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	42%
Percentage of students awarded Senior Certificates with OP – eligibility or awarded a Vet qualification	0%
Percentage of Queensland tertiary Admissions Centre (QTAC) applicants receiving an offer.	0%
The median score for OP - eligible students	n/a

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

The following programs improved outcomes for students at the Centre. Noosa Flexible Learning Centre offered a variety of special programs throughout 2011 to achieve improved outcomes for young people at the centre:

- Morning Pastoral Care Program: Every morning young people commenced the day with their pastoral care group. The experience was to create a sense of 'home' and belonging; to create an environment where young people felt safe to voice opinions and concerns and discuss community values. Each day young people also selected one of the school's principles (ie respect, participation, safe & legal and honesty) to be a focus point for the day and would discuss why they had selected it
- Daily whole school meetings: immersed young people in community ideals and established practice 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 practice
- Save-a-Mate: Andy Knights (FOCUS) delivered two Save-a-Mate courses throughout 2011. Save-a-Mate is organised by Red Cross and offer free training to young people about First Aid in 'party' situations, empowering young people to care for their friends and peers in situations of over-dosing, accidents etc, encouraging people to 'party safe'

- Walk-a-thon: As part of the Senior English Communication SAS assessment, students in Years 11 and 12 were responsible for organising a fund raising event to support the Year 12 graduation ceremony. Students and staff worked closely together to create the idea and then participate in all aspects of the event. It was a wonderful success where young people demonstrated their commitment, reliability, enthusiasm and team work to not only the school but broader local community
- Health and Fitness: with a new educational support officer, commencing with Noosa Flexible Learning Centre in mid 2011, came new skills, ideas and enthusiasm. Young people were lining up to participate in a health and fitness program which involved sessions at the gym and learning around good nutrition. Many young people were highly motivated by the program, indicated by decisions to quit smoking, making healthier choices around food and nutrition and improved attendance
- Futsal: Indoor soccer was a highlight of 2011. A regular group of young people would play once a week at the leisure centre. Tremendous team spirit was built and good sportsmanship created. Again, as with the fitness program, young people were highly dedicated to the activity and positive outcomes, such as improved health and fitness and team work values, were evident
- Eggs and Bacon: Friday mornings in 2011 were highlighted by an egg and bacon breakfast. The whole school community would greatly anticipate the breakfast which was organised by staff and students. During the whole school meeting, who was shopping, cooking or cleaning would be decided. The meal was always a collaborative effort and brought the school community together while shopping, cooking, eating and cleaning. The shared breakfast brought people together but also created an inclusive and warm environment...and increased attendance
- Rites of Passage Ceremony: nine young men had the opportunity to participate in a ceremony conducted by Gamiloroi descendent Peter Mulcahy. The group experienced traditional practise (eg 'brushing down' with Eucalyptus, preparing ochre for body decorating, story-telling, understanding traditional art work, use of clap sticks...etc). A tangible energy was created within the group which was felt by all and remained even after the ceremony was completed. It was an incredibly empowering experience for the participants and the whole school community
- Boys group: active involvement in experiences to gain greater self and community awareness; gaining tools for non-violent conflict resolution; acknowledgement of life achievements and; listening to each others 'story'

YEAR 12 COHORT 2011 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2011 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, 2011. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year – 2011	Number of Students in each category	Percentage of Students in each category
University (degree)		
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	7	19.4%
Working full-time	3	8.4%
Working part-time/casual	4	11.2%
Seeking work	10	27.8%
Not studying or in the labour force	1	2.7%
Further study	11	30.5%

CO CURRICULAR ACTIVITIES

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

Cultural	Sporting	Intellectual	Service
Harmony Day	Futsal	Save-a-Mate	Save-a-Mate
Rites of Passage Ceremony	Basketball	Meditation	Walk-a-Thon
Art	Fitness	Walk-a-Thon	Egg and Bacon Fridays
Music	Table Tennis	Inter Flexi Chaplaincy day (identity)	Peer tutoring
Graduation	Swimming (beach/pool)	Dee Greer, Music Program	RACQ – Course for school leavers
Surfing	Surfing	Meegt/Acclaim/Steps	Sexual Health
Movie World	Canoeing	Sexual Health	Attended Gympie Fundraiser
Dream World	Abseiling	Australian Youth Affairs Coalition's National Youth Conference	Performing at graduation
Wet 'n Wild	Fishing		

STAFF DEVELOPMENT PRIORITIES 2011

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 young people and models to our young people the modern reality of lifelong learning. The following priorities were identified in the Centre's 2011 Operational Plan:

- Mental Health: all staff participated in CHYMS Mental Health First Aid Training
- Whole Staff Days: all staff participated in a variety of programs, courses and seminars from areas such as Maths and English, to Brain function and development, to Non-violent methods of communication and self-awareness courses
- TOP days: all staff participated in specific processes around strategic development of Noosa Flexible Learning Centre, curriculum development and best practice
- Self-harm workshop: two teachers, HOC and two support staff
- Child Protection: all staff
- Moderation: Social and Community Studies (one teacher)
- Deputy principal's conference (HOC)

The average amount spent per teacher in 2011 on professional learning was \$976.50.

The total spent at the Noosa Flexible Learning Centre in 2011 was \$7,812.

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)
- 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
- Genuine dedication to resolve any and all conflicts occurring within the Noosa Flexible Learning Centre 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 Noosa Flexible Learning Centre
- 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 food 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 Noosa Flexible Learning Centre community
- Weekly visits from Centrelink worker to assist young people and their families on site
- Availability of drug and alcohol counsellor from FOCUS
- Fundraising events to support students in crisis or to raise awareness of community issues

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

Noosa Flexible Learning Centre recognises that parents/carers are the primary educators of their young people. Some young people live independently. The work of the school is most successful when it collaborates effectively with parents / carers. The Flexible Learning Centre supports and encourages this role of parents / carers through:

- Information evenings
- Newsletters
- Family day BBQ
- Parents and carer meetings
- Social celebrations
- Invitations to attend all school events
- Support with graduation ceremony
- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

STAFF

The staff of Noosa 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 (including one non-teaching HOC)
Total number of Support staff	5
Total Number of Staff	13

Teaching Staff Qualifications	Number 8
Certificate	6
Diploma	1
Post Graduate Diploma	0
Masters Degree	0
Doctorate	0
Bachelor	7

The average attendance rate for teachers in the 2011 academic year was 95.2 %. 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 2010 into 2011.

INFORMATION COMMUNICATION TECHNOLOGIES

In recent times, substantial change has occurred in the provision of computer hardware and software for young people 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 learning continues to evolve across the variety the school's subject offerings.

FUNDING SOURCES

School income broken down by funding course is available on the "My School Website". Visit <http://www.myschool.edu.au>

SCHOOL REVIEW / SURVEYS

The Flexible Learning Centre Network reviewed its leadership structure across 2010 and 2011. New upgraded positions were created for the Heads of Campus and the

position of Associate Head of campus was created at sites. The Associate Head of Campus position will be reviewed during 2012. The Associate Head of Campus position has significantly increased the efficiency of the operational management of the school.

In 2011 the Noosa Flexible Learning Centre participated in the five year Cyclical Review conducted by the Non State Schools Accreditation Board receiving registration for a further five years.

GOALS FOR THE 2012 YEAR

In 2012 emphasis will be given to:

- Increasing curriculum opportunities for Senior students to obtain QCE (increasing subject options)
- Offering more co curricular activities and improving reporting strategies
- Working towards development of new school site

2011 MILESTONES

- In June, the Head of Campus and two young people were invited to participate in a panel at the Australian Youth Affairs Coalition's National Youth Conference in Sydney. Over 320 delegates from across all States and Territories converged on Sydney for the 1st conference held in over four years. One of the key issues highlighted at the event was alternative education models for engaging young people who are marginalised from mainstream education. The two young people who attended the conference were outstanding spokespeople of the Flexible Learning Centre Network. Their ability to, not only speak so eloquently before such a large audience, but to represent our school in such a positive and effective way was impressive. The students were calm, confident and radiated maturity and wisdom. The audience hung off every word the young people said and they were mobbed during the break by people who wanted to continue asking questions.
- Noosa Flexible Learning Centre graduation ceremonies have become a highlight of every year and seem to get better and better. The graduation of 2011 was no exception. With 21 students completing Year 12. A major milestone was to witness the personal transformations many of the graduates experienced. The young people demonstrated understanding of how inaccurate it can be to make judgements about people or situations on face value because so many people wear masks to shield themselves from things that have caused pain, stress and suffering. Our young people had opportunities to be treated as equal members of community, to learn they had a voice, to practise methods of conflict resolution that involve understanding, patience and tolerance. The young people showed what truly amazing and powerful beings they are, who demonstrated they have the ability, skills and resilience to achieve anything they put their minds to.

In conclusion 2011, for the Noosa Flexible Learning Centre community, was another year filled with tremendous highlights and significant positive outcomes - from positive academic achievements, to the establishment of a truly noticeable community spirit. The principles of respect, participation, safe & legal and honesty, continue to provide the stable and affirming guidelines which build a community based on equality and dignity for all its members.

Nadine Crawford
Head of Campus
Noosa Flexible Learning Centre

A handwritten signature in black ink, appearing to read 'T. Young', with a small flourish at the end.

Tim Young
Principal
Flexible Learning Centre Network