



# Mount Isa Flexible Learning Centre

**74 – 81 Abel Smith Parade  
Mount Isa QLD 4825**

## **ANNUAL REPORT 2012**

This annual report for 2012 is published to provide information about the Mount Isa 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**

Mount Isa Flexible Learning Centre commenced operation in 2010 and is part of a national association of nearly fifty schools which includes, in 2012, eight flexible learning centres and attached outreach programs and nine main stream schools 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>

Mount Isa Flexible Learning Centre is a co-educational Catholic school in the Edmund Rice tradition. It is one of, in 2012, eight Flexible Learning Centres operated by Edmund Rice Education Australia Youth+.

The philosophy of the Mount Isa 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 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 Mount Isa 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.

The aim of the Mount Isa Flexible Learning Centre 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 young people and their families, supporting and celebrating the uniqueness and dignity of each individual young person.

### **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”

Mount Isa 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 Mount Isa 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.

Mount Isa 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 that 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 Mount Isa Flexible Learning Centre has a Pastoral Care team. In the *Bridge* programs, this team is made up of a and typically a Teacher and Educational Support Worker who participate each day with the 15 young people who are enrolled.

At the Mount Isa Flexible Learning Centre site this team comprises their classroom teacher for core literacy/numeracy and at least one other significant worker.

This worker 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 Welfare Officer, the Youth Support Development Officer and access to the Network Child Protection Officer as required.

The total 2012 enrolment of the Mount Isa Flexible Learning Centre in full time equivalent students is shown below.

<b>Year Level</b>	<b>Students</b>
<b>8</b>	10
<b>9</b>	7
<b>10</b>	13
<b>11</b>	12
<b>12</b>	28
<b>Total</b>	<b>70</b>

## **CURRICULUM**

The Mount Isa Flexible Learning Centre 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, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

Every Young Person whom is enrolled will complete a Personal Learning Plan, this would reflect their goals and strengths:

Subjects offered at various year levels include:

	<b>CORE</b>	<b>ELECTIVE</b>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Art</li> <li>• English</li> <li>• Math</li> <li>• Health and Physical Education</li> <li>• Languages</li> <li>• Mathematics</li> <li>• Science</li> <li>• Studies of Society and Environment</li> <li>• Technology and Information Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous and Torres Strait Islander studies</li> <li>• Indigenous Languages</li> <li>• Outdoor Education</li> <li>• Music</li> </ul>
<b>Years 9 – 10</b>	<ul style="list-style-type: none"> <li>• Art</li> <li>• English</li> <li>• Maths</li> <li>• Health and Physical Education</li> <li>• Languages</li> <li>• Mathematics</li> <li>• Science</li> <li>• Studies of Society and Environment</li> <li>• Technology and Information Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous and Torres Strait Islander studies</li> <li>• Indigenous Languages</li> <li>• Outdoor Education</li> <li>• Music</li> </ul>

	<b>Authority Subjects</b>	<b>Authority Registered Subjects</b>	<b>Certificate Courses</b>
<b>Years 11 - 12</b>	Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA)	Prevocational Mathematics, English Communication, Social and Community Studies and Creative arts. Licence 4 Life Aboriginal and Torres Strait Islander Studies Indigenous Languages	Horticulture Business, Information Technology, Work Education and Music Fitness

## **APPARENT STUDENT RETENTION RATE Year 8 to Year 12, 2012**

Mount Isa Flexible Learning School is not able to provide this data to date given the school registration was commenced in 2010.

## **ATTENDANCE RATE**

The average student attendance rate for 2012 was 68 %. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.



<b>Outcomes for Year 12 Students</b>	
<b>Total number of Senior Certificates awarded</b>	
<b>Percentage of Overall Position (OP) – eligible students with OP 1 – 15</b>	0 %
<b>Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification</b>	2 %
<b>Percentage of students awarded Senior Certificates with OP – eligibility or awarded a Vet qualification</b>	0 %
<b>Percentage of Queensland tertiary Admissions Centre (QTAC) applicants receiving an offer.</b>	0%
<b>The median score for OP - eligible students</b>	

## **SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS**

### **FLC Nite School Bridging Programme**

Flexible Learning School Mount Isa Twilight Programme offer flexible learning choices characterised by a focus on:

- Individual needs of young people
- Developing a learning community
- Learning that is critically reflective
- Promoting a culture of success

A fundamental component of flexible learning is an emphasis on relationship development. Complementing this process is the provision of a values and relationship education program which draws on the common ground principles and relates to the life experiences of young people.

The Centres' educational approach of flexible timetabling, smaller learning groups, strong staff/young people relationships and relevant curriculum enables the delivery of creative teaching responses to individual young peoples' learning needs, incorporating their cultural and spiritual backgrounds.

Learning experiences are holistic and address the social and emotional needs of young people, promote well being, and develop cognitive and academic skills. Learning experiences are also linked to educational outcomes of Education Queensland curriculum frameworks in middle school and senior subjects in addition to nationally accredited vocational education and training courses.

The purpose of an FLC learning community is to empower young people to take personal responsibility for their actions and learning, enhance well being, achieve greater autonomy and self-reliance, to engage in the transition to further education and/or employment and to negotiate the steps to adulthood.

Night school provides traditional classroom instruction with flexible delivery for junior and senior secondary school age students. There are two intake sessions, February and July. Classes are held Monday and Wednesday evenings and attendance is required regular. Thursday night live at PCYC and the attendance is required to each of the activities.

- ✓ Engaging our local young people back into a user friendly education environment. Activities such as, Literacy and Numeracy tasks daily, Outdoor education classes as per planned activity.
- ✓ Specific programs in relation to student welfare, life skills, building confidence and self-esteem. Community Organisations help support in providing a service to our young people.
- ✓ Programs to assist students in tertiary entry or entry to the workforce. Services such as Break Thru Solutions for initial support for Resumes and Work Experience.
- ✓ Programmes to assist Young People to reduce use of alcohol and drugs.

## **YEAR 12 COHORT 2012 POST SCHOOL DESTINATION**

<b>School Year – 2012</b>	<b>Number of Students in each category</b>
<b>VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)</b>	3
<b>Seeking work</b>	2

## 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, and intellectual and or service related.



The Outdoor Education program is an integral ingredient of the all round education offered at FLC Mount Isa.

Aims are:

- **Challenge:** Takes students out of their comfort zones and encourages sensible risk taking;
- **Personal Development:** Promotes resilience, initiative, self esteem, motivation, self-reliance
- **Responsibility:** For themselves, classmates and the environment
- **Leadership:** Helps to develop leadership skills in students in a different type of environment
- **Teamwork:** Relationship building, problem solving, respecting differences, communication, social skills
- **Environmental:** Brings students into contact with nature. Teaching minimum impact practices – local and global.
- **Health:** Promotes healthy lifestyle choices

### Planning and meeting with Students

The students do a have input into the running of each day and the planning of what food will be shared on each event. The students we take out to remote lands have a history of Volatile Substance Misuse. Discussion about sniffing, drugs and alcohol, day to day stressors, withdrawal symptoms that may occur and safe behaviours is structured to inform all young people of the dangers of misuse.

### Outdoor Education Timetable

**Every Wednesday our Outdoor Activities and cultural base learning is timetabled for the school year of 2012 for Semester 2 .**

## Camps and Excursions delivered in Semester 2 2012.

Dates	Activities Camps	Location	Student Numbers
22 <sup>nd</sup> August	Health and Well being Science Explore with minerals Land care Bush walking Literacy & Numeracy	Mary Kathleen Old Mine	11 males 7 females
3 <sup>rd</sup> - 5 <sup>th</sup> Sep	Health and Well being Canoeing Bush Walking Story Telling by Elders Language Program by Elders Literacy & Numeracy Land care	Georgina River via Dajarra	11 males
10 -14 October	Health and Well Being Literacy & Numeracy Mentoring Motivational Speakers	Townsville Leadership Camp	5 males 1 female
24 October	Health and Well being Canoeing Bush Walking Rock climbing Language Program by Elders Literacy & Numeracy	Lake Moondarra Day Trip	14 males 8 females
29 Oct – 31 Oct	Health and Well Being Canoeing Bush Walking Fossicking Story Telling by Elders Language Program by Elders Literacy & Numeracy	Lawn Hill Adel Grove Riversleigh Gregory River	10 males 6 females
7 November	Health and Well being Canoeing Bush Walking Rock climbing Language Program by Elders Literacy & Numeracy	Lake Moondarra Day Trip	15males 7 females

## Leadership

- ✓ Programs to assist young people for entry to the workforce or some type of work experience. Services



such as MIGATE and Break Thru Solutions for initial support for Resumes and Work Experience, Job pursuing. School Based Traineeships and School Based Apprenticeships are accessed.

- ✓ Programs to reduce truancy and increase attendance. Youth Leadership Trip to Melbourne has interested some of our older students to partake over duration of 1 week. Expecting great outcomes from our young people
- ✓ Specific Youth programs to motivate and Mentor our youth participants.

## STAFF DEVELOPMENT PRIORITIES 2012

Mount Isa 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 2012 Operational Plan:

The total amount spent in 2012 on professional learning for all staff was \$30,921

## THE SOCIAL CLIMATE OF THE CENTRE

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

- Pastoral care
- Employment search support (Break thru)
- Indigenous knowledge's
- Community Engagement
- Social and Emotion wellbeing Program
- Remote Primary Health Program

## Mount Isa Flexible Learning Centre Partnerships 2012

Organisation	Support
ATODS	Workshop with YP on Drugs and Alcohol
Volunteers	Support YP through History subject.
Catholic Diocese of Townsville	Bishop Michael Putney visiting our school 1 per semesters
Centrelink	To assist with Abstudy benefits and youth Allowance
Mount Isa CYMHS	Workshop with YP and staff
Remote Aboriginal and Community Health	Supported students in medicine to visit FLC
Indigenous Community Council	Support for Leadership and Night School
Department of Communities <ul style="list-style-type: none"> <li>• YOUTH JUSTICE</li> <li>• CHILD SAFETY</li> </ul>	To support YP in care and support programs
EREA FLC/Youth Plus	Assist in the operation of the school
Injilinjji Age Care	Workshop in health and well being

Mount Isa TAFE	To deliver Certificate 1 – 111 in LLN Program
Mount Isa Catholic Church	Support Spirituality and RE classes
Queensland Police	Mentors and Boxing clinic
Adels Grove – Lawn Hills	Leadership Camp
Queensland Studies Authority	Support the staff in curriculum Development
Sexual Health Clinic	Supporting Young People in health and well being
STRIDE	Providing mentors for our YP and support and guidance throughout the Stride Programs every second Friday
Kalkadoon Community Pty Ltd	Cultural Knowledge
Young People Ahead	Support YP with accommodation
<b>ORGANISATION</b>	<b>SUPPORT</b>
Australian Defence Force	Visitation to the school
Indigenous Hip Hop	Support YP in Hip Hop dance.
Dance North	Support and Mentor YP in dance
Uniting Care Community	Supporting YP with accommodation and mentoring.
Education Queensland	Support in programs
Beyond Billabong Longreach	Support YP in 6 weeks Program.
Learn Me	Support Professional Development for Staff
JCU	Research and review of programs.
Townsville FLC	Support YP on the Townsville trip.

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

Mount Isa Flexible Learning Centre recognizes 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 and Flyers
- Cultural celebrations and Community Luncheon/ Morning Teas
- Parents and carer meetings,
- Social celebrations, and Community BBQ's



- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

## **STAFF**

The staff of Mount Isa 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:

<b>Total number of teachers</b>	4
<b>Total number of Support staff</b>	8
<b>Total Number of Staff</b>	16

<b>Teaching Staff Qualifications</b>	<b>Number</b>
<b>Degrees</b>	4
<b>Post Graduate Diploma</b>	4
<b>Masters Degree</b>	NIL
<b>Doctorate</b>	NIL
<b>Other</b>	

The average attendance rate for teachers in the 2012 academic year was 94 %. 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 50%. This indicates the percentage of teachers who have continued service at the school from 2011 into 2012. Two out of four teachers on site re located back to the coast at the end of the 2011 year.

## **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.

## **PROGRESS TOWARDS GOALS FOR THE 2012 YEAR**

The Edmund Rice Education Flexible Learning Network Board and Leadership recognize the value of strategic planning for the long term, sustainable development of programs, capital and human resources, the minimization of exposure to risks and to

assist fidelity of operation to mission. Operational goals are set each year in consultation with staff. The following outlines achievements in reaching goals in 2012 articulated in the 2011 Annual Report.

- Reducing Alcohol, drug and volatile substance misuse
- Providing choices in recreation and entertainment
- Social and emotional wellbeing, self-esteem and mental health
- Strengthening parent and extended family support
- Embedding Indigenous perspectives within the curriculum
- Growing the Youth Mentoring programs

## **2 012 MILESTONES**

Mount Isa Flexi School is still in the establishment phase the milestone was to focus on the learning of the Young People and implement the 'Mums and Bubs' program and to continue with the Nite school programme.

## **GOALS FOR THE 2013 YEAR**

The goals for 2013 are to strengthen the curriculum activities and partnerships for the young people to have various VET programs and career and employment opportunities. In 2013 emphasis will be given to:

- Alcohol, drug and volatile substance misuse
- Recreation and entertainment
- Social and emotional wellbeing, self-esteem and mental health
- Strengthening parent and extended family support
- Embedding Indigenous perspectives
- Youth mentoring programs
- Outdoor Education Program

## **CONCLUSION**

This report has been compiled to summarise the outcomes, success and future action that were derived from community consultation and young people's input throughout 2012 to sustain the school in the Mount Isa community. The report will be disseminated to School Parent and Community Forum for the school and with some of the topics that will be address:

- Alcohol, drug and volatile substance misuse
- Education, training and employment
- Recreation and entertainment
- Social and emotional Well being, self-esteem and mental health
- Strengthening parent and extended family support

- Safe and legal supports
- Alternative education
- Embedding Indigenous perspectives
- Literacy and numeracy

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