

Inala Flexible Learning Centre

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This annual report for 2015 is published to provide information about the Inala 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.



I see no value in a centre of learning, which churns out numberless school leavers each year and is passively part of a society torn apart by divisions of race and partisan politics...

Our schools exist to challenge popular beliefs and dominant cultural values, to ask the difficult question, to look at life from the standpoint of the minority, the victim, the outcast, and the stranger.

Former Congregational Leader of the Christian Brothers, Br Phillip Pinto. New York 2002

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INTRODUCTION

Inala Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. Inala FLC commenced operation as a registered Non-State School in Inala 2013 and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

Inala FLC is a co-educational Catholic school in the Edmund Rice tradition. We are an accredited secondary school which specifically caters for young people between the age of twelve and twenty who have become disenfranchised from mainstream education. The philosophy of the Inala FLC draws on the spirit and vision of Edmund Rice Education Australia (EREA). Our learning community 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, Safe and Legal, Participation and Honesty among all participants of the Inala FLC. 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. This collective forum offers the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences as they are modelled and explored. This occurs both within the group, as individuals and as members of the broader community.

Inala FLC 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 Inala FLC. 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 young people, 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.

Inala FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Our schools intentionally support the 2008 Melbourne Declaration on the Education Goals for Young Australians: "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

Young people are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Indigenous culture.

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 young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers, wellbeing staff and young people draft learning plans with articulated educational pathways.

YOUTH+ FOUNDATION STATEMENT

Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education. Youth+ provides a place and an opportunity to re-engage in a suitable, flexible learning environment.

Youth+ seeks to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

Youth+ is guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

BEST PRACTICE GUIDELINES

Inala FLC identifies a number of best practice guidelines supportive of meaningful socially inclusive educational experiences. While not exhaustive, the following provide a basis for programming and young person support.

Individualised Education Program

Education programs need to be attuned to the individual young person by an assessment of need and delivery within a supportive environment that will re-engage the young person with learning and encourage a sense of community. Personal Learning Plans are developed and negotiated with young people and form an integral part of daily learning programs.

Negotiated and Articulated Goals

Education programs will negotiate goals and the methods of achieving those goals. Such goals will be tailored to the identified needs of the individual.

Professional and Community Driven

Education programs should be characterised by a high degree of professionalism, and supported by a close relationship with communities in which they are located.

Young Person Support

Young People are encouraged to make a commitment to the program and its principles. Young Person achievement is valued and celebrated with appropriate recognition given to the uniqueness of adolescent development.

Family/Carer Involvement

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

Learning Choices

Diagnostic assessment is important to provide guidance in planning individualised programs. Effective programs will engage young people in learning toward defined literacy and numeracy outcomes and other areas of knowledge relevant to real life situations. Young people experiencing risk will be provided with programs that cater for their spiritual, physical, social, psychological and intellectual development. As well, they will be provided with learning choices both in and beyond the school and with programs that are effectively linked to community agencies and vocational pathways.

Multi Professional and Multi-Disciplinary Teams

Team members use a multidisciplinary, multi-professional approach to provide health, educational, cultural, social and emotional support for young people. Multi professionals are encouraged to develop supportive relationships with young people, and assist them with their basic life needs. Multiprofessionals are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol services, accommodation services, counselling services). Staff selection processes identify staff members who are: flexible, able to relate to young people, willing to negotiate, clear about operation by principles, as well as being clear about the responsibilities and the rights of all.

SCHOOL PROFILE AS AT AUGUST CENSUS 2015

The total 2015 enrolment of the Inala FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	1	5	11	13	9	12	51
Female	1	1	1	6	10	6	25
Total	2	6	12	19	19	18	76

YOUNG PERSON SUPPORT

Each young person at Inala FLC has staff who holistic support them. At the Inala FLC site these staff include their classroom teacher for core literacy/numeracy and at least one other significant worker. The role of all staff is relational, purposeful and multi-faceted and 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, young person and parent/carer
- Creating sustainable referral pathways and supporting help-seeking behaviour
- Explicit teaching of and modelling of pro-social skills and emotional literacy
- Fostering self-efficacy and offering compensatory experiences
- Working in partnership with other agencies who are involved with students e.g. CYMHS (Child Youth Mental Health Service), Department of Communities, Child Safety & Disabilities, 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
- Helping young people to develop a positive self-concept
- Supporting young people with issues of drug misuse and self-harm

CURRICULUM - LEARNING CHOICES PROGRAM

The Inala FLC provides holistic learning experiences that address the social needs of students, and promotes their emotional, physical, 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.

Subjects offered at various year levels include:

YEAR LEVEL	CORE	ELECTIVES
Year 7 - 10	<ul style="list-style-type: none"> Literacy Numeracy 	<ul style="list-style-type: none"> Basketball Touch Football Personal Training Trampolining Boxing Science Outdoor Education Cultural Awareness Art Circus Skills Equine Therapy

YEAR LEVEL	Authority Registered Subjects	Certificate Courses	Electives
Years 11 - 12	<ul style="list-style-type: none"> English Communication Prevocational Mathematics 	<ul style="list-style-type: none"> Certificate I and II in Functional Literacy Certificate II in Hospitality Certificate II in Health 	<ul style="list-style-type: none"> Outdoor Education Health and Physical Education (Basketball, Touch Football, Personal Training) Wellbeing (Yoga, Young Men and Young Women's Group, Meditation) Cultural Immersion Equine Therapy

OUTCOMES

Australian College of Educational Research (ACER) Compass Assessment is a computer based assessment of core literacy and numeracy skills specifically designed for disengaged and educationally marginalised young people and adults. The assessment uses realistic vibrant question prompts to actively engage test takers with disrupted exposure to formal education, testing and assessment. Compass is distinct from mainstream literacy and numeracy tests. Compass is aligned to the Australian Core Skills Framework (ACSF), the common national reference point for describing performance in the core skill areas.

Year	Domain	ACER Compass Assessment	Average Score (%)
2014	Reading	Year 8-12	53.53
2014	Numeracy	Year 8-12	55.01
2015	Reading	Year 8-12	54.23
2015	Numeracy	Year 8-12	52.87

Outcomes for Year 12 Students 2015	
No. SAS's completed	1
No. SAS's partially completed	1
No. of students enrolled in VET Courses	25
No. of students successfully completed Cert	2
No. of students partial completion VET Certs	3
Total number of Senior Certificates awarded	1
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	17 %
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%

APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2014	5	8	160
2015	5	18	360

ATTENDANCE RATE

The average student attendance rate excluding explained absences for 2015 was 86%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

Young people at the Inala FLC were engaged in some or all of the following programs

- Outdoor Adventure Based Education
- Touch football competition with other FLC's and local clubs
- Positive relationships program – hosted by Family Planning QLD
- Personal Health Program – hosted by Indigenous Health
- Equine therapy

These programs afforded opportunities for values clarification, increasing self-efficacy, gaining a sense of mastery, fostering empathy, developing appropriate social skills, and learning adaptive emotional-regulation strategies.

YEAR 12 COHORT 2015 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2015 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, 2016. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year – 2015	Number of Students in each category	Percentage of Students in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	2	11
Working full-time	2	11
Working part-time/casual	0	0
Seeking work		0
Not studying or in the labour force	0	0

STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2015

Inala 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 2015 Operational Plan:

- First Aid
- Adventure Based Learning and Outdoor Education
- Trauma informed practice
- Collaborative group facilitation
- Literacy and Numeracy
- Curriculum Development

The average amount spent per staff member in 2015 on professional learning was \$1905.00.

STAFF

The staff of Inala 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	5
Total number of Support staff	7.8
Total Number of Staff	12.8

Teaching Staff Qualifications	Number
Certificate	6
Diploma	5
Post Graduate Diploma	1
Bachelor	6
Masters Degree	1
Doctorate	
Other	

The average attendance rate for teachers in the 2015 academic year was 94.65%. 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 86%. This indicates the percentage of teachers who have continued service at the school from 2014 into 2015.

THE SOCIAL CLIMATE OF THE CENTRE

One hallmark of Inala Flexible Learning Centre is the very real climate of compassionate care it provides. This is achieved through:

- Provision of breakfast, morning tea and lunch for young people
- A focus on the social, emotional and psychological needs of the young people.
- Regular contact with young people and their families who are truant.
- Provision of food parcels for families.
- One on one counselling and support for young people and their carer-givers and/or referral to other Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, anger management.
- Maintaining the close partnership between school, student and parent/carer
- Working in partnership with other agencies who are involved with students e.g. CYMHS, Department of Communities, Youth Justice etc.

It has been identified through reviewing the care and support programs for staff that a staff wellbeing program will be implemented in 2016. This will be developed and implemented by the Head of Wellbeing. It will include individual reflective practice opportunities, one on one and/or group supervision, staff self-care plans, and the regular monitoring of compassion satisfaction and compassion fatigue. Staff will be supported to have a current self-care plan, and to incorporate self-care strategies into their practice.

Additionally, wellbeing programs will be developed and implemented to meet the needs of each class. These programs will be developed in consultation with the class teacher and youth worker and in the style that most resonates with each class, including art therapy, interactive modalities and psychodrama. Further informing these wellbeing programs, a wellbeing rubric will be completed for each student to identify areas of concern for individuals and class groups. These programs include the following topics: protective behaviours (including personal boundaries, identifying sustainable support networks, body awareness, and internet safety), social skills (including reciprocity, empathy development, emotional and somatic literacy, active listening, and perspective-taking), and personal development, (including values clarification, congruence, and consequences). These programs will be developed in consultation with the class teacher and youth worker and in the style that most resonates with each class, including art therapy, interactive modalities and psychodrama.

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

Inala 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 and weekly updates
- Cultural celebrations
- Parents and carer meetings,
- Social celebrations
- Senior graduation and whole school end of year night of celebration
- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

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.

The IT infrastructure for Youth+ was expanded. This incorporated a WAN (fibre optic connections) with connections to all sites across Australia with a minimum bandwidth of 20mb. We moved from an external provider offering IT support to the establishment of an internal ICT department consisting of 4 personnel.

All young people at the Inala FLC are supported in their learning through having access to thirty I-pads and twenty laptops. All staff are allocated a laptop and necessary devices such as digital cameras and projectors to support their teaching.

SCHOOL SURVEYS

All parents and caregivers were invited to complete a survey regarding the Inala FLC. Of the completed surveys returned, 100% of parents and carers agreed with the following:

- My child is getting a good education at the Inala FLC
- Inala FLC is a good school
- My child likes being at the Inala FLC
- My child feels safe at the Inala FLC
- My child's non-learning needs are being met at the Inala FLC
- My child is making good progress at the Inala FLC
- The teachers, youth workers and staff at the Inala FLC expect my child to do his or her best
- The teachers, youth workers and staff at the Inala FLC provide my child with useful feedback about his or her school work
- Teachers, youth workers and staff at the Inala FLC motivate my child to learn
- Teachers, youth workers and staff at the Inala FLC have high and reasonable expectations for my child
- Teachers, youth workers and staff at the Inala FLC treat students fairly
- The staff at the Inala FLC care about my child
- I can talk to my child's teachers, youth workers and staff about my concerns
- The Inala FLC works with me to support my child's learning
- The Inala FLC takes my opinions seriously
- Student behavior is well managed at the Inala FLC
- The Inala FLC looks for ways to improve
- The Inala FLC has good resources that are well maintained
- I am happy with the Inala FLC

2015 MILESTONES

- Formalised senior phase of learning offering 20 QCE points.
- Competed in and won south east QLD EREA School's touch football competition.
- Improved and maintained attendance rate of 86% (this does not include explained absences).
- Implemented a whole school planning, assessing and reporting framework.
- Growth and nurturing of school community.
- Continued offering of diverse and responsive curriculum.
- Creating new partnerships with key stakeholders.

GOALS FOR THE 2016 YEAR

PURCHASE NEW AND RELEVANT RESOURCES

- 14 seat mini bus
- Protective behaviour teaching kit
- Numeracy and Literacy vocational resources
- BKSBS software package
- Outdoor adventure based learning equipment

YOUNG PERSON WELL BEING

- Implementing the Smart Choices Healthy Food and Drink Supply Strategy for Queensland
- Student wellbeing process which supports learning outcomes
- Continue to build and maintain strong partnerships with outside agencies; outside resources

SUPPORT IMPROVED PARTICIPATION AND LEARNING FOR YOUNG PEOPLE THROUGH:

- Vibrant community engagement
- Daily attendance
- Operation through Principles
- Embed Indigenous Education Perspectives into curriculum
- Review, re-write and implement enrolment process

STAFFING

- Support staff to attend regular and relevant professional development
- Engage all staff in Cultural Sensitivity training
- Develop and implement staff well-being and care program
- Staff retention of 98% for transition from 2016 to 2017
- Recruit and retain six supply staff
- Design and implement graduate teacher support program
- Design and implement new staff orientation process

OUTDOOR ADVENTURE BASED LEARNING

- Invite young people to participate in Carnarvon and South Passage trips in 2016
- Young people to have more outdoor adventure based learning opportunities

ACCREDITED LEARNING

- Increase and support number of young people attaining Queensland Certificate of Education
- Support young people meeting PLP goals
- Transitioning into further pathways
- Back-map 2015 young person portfolios
- Improve options and transition links for young people
- Begin to develop clear structure and transition program within school (Junior, middle, Senior).

CONCLUSION

The Inala Flexible learning centre is striving to achieve best-practice by creating sustainable teaching practices, contemporary ICT knowledge, and a Common Ground operating philosophy. In 2015 we are consolidating current best-practices, and reviewing those in need of change. We view staff wellbeing as the key to retaining our skilled workforce, and have made their self-care an important consideration. We continue to attract and retain students through our engaging and flexible learning programs, and our relational way of working. We believe that consistency, stability, reliability and predictability are the foundations of learning and forming productive and healthy relationships with our students, and we work hard to provide these conditions. In summary, we look to the future, acknowledging that the windscreen is huge and the rear vision mirror is small; a metaphor for how a future-focus is crucial.



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