



EDMUND RICE EDUCATION
AUSTRALIA

Youth*

Albert Park Flexible Learning Centre 1 Hale Street Brisbane 4000

ANNUAL REPORT 2013

This annual report for 2013 is published to provide information about the Albert Park 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*.*

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



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INTRODUCTION

Albert Park Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. Albert Park FLC commenced operation as a registered Non-State School in 1989 and is part of a national association (EREA) of forty schools which includes, in 2013, fourteen Flexible Learning Centres.

Albert Park FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Albert Park FLC draws on the spirit and vision of Edmund Rice Education Australia. 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 the core principles of Respect (for self, others and environment), Relationship, Responsibility, Rights, & Safe and Legal, among all participants of the Albert Park 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, 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 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”

Albert Park 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 Albert Park FLC, and the development of moral reasoning through the application of the four principles prepares young people 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.

Albert Park Flexible Learning Centre offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Young people are enrolled from both genders, from a variety of language, cultural 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 young people and progress is carefully documented and monitored. Young people, in conjunction with their teachers, youth workers and wellbeing coordinator, draft learning plans with articulated education 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

Albert Park Flexible Learning Centre 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

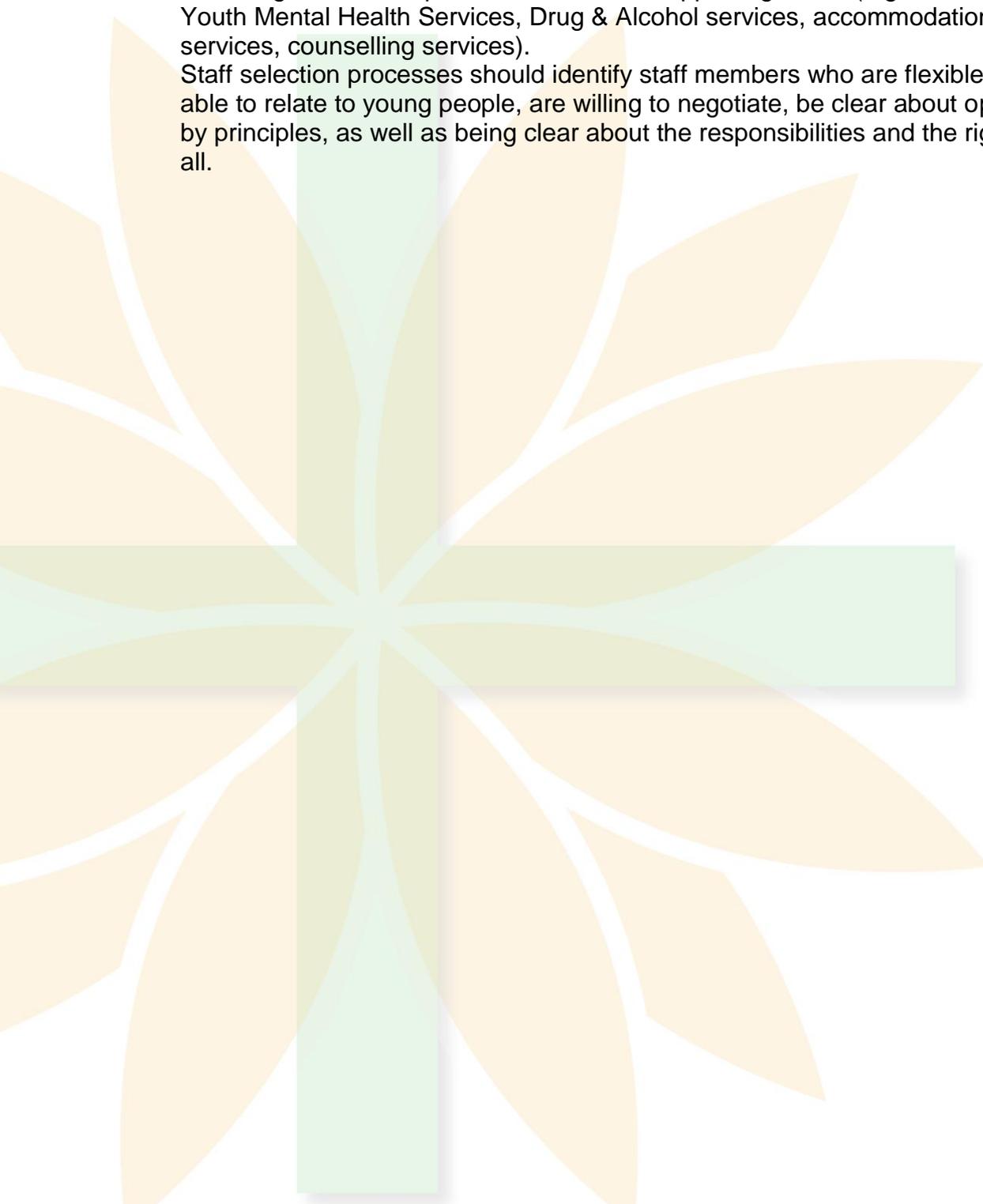
Families are viewed as partners in their children's educational experience. While family circumstances may be related to young people's alienation, the importance of building positive family relationships is a priority.

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 should identify staff members who are flexible, are able to relate to young people, are willing to negotiate, be clear about operation by principles, as well as being clear about the responsibilities and the rights of all.



SCHOOL PROFILE AS AT AUGUST CENSUS 2013

The total 2013 enrolment of the Albert Park FLC in full time equivalent young people is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male				1	32.6	16.2	49.8
Female				0	23.6	18.4	42
Total				1	56.2	34.6	91.8

YOUNG PERSON SUPPORT

Each young person at Albert Park Flexible Learning Centre has a Community group with a Community Group Leader. The role of the Community Group Leader 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 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, young person and parent/carer
- Working in partnership with other agencies who are involved with young people e.g. Department of Child Safety, Youth Justice, Indigenous Health services, Community Agencies etc
- Supporting and mentoring young people who live independently
- Helping young people 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

In addition Albert Park FLC has Art and Music therapists, a chaplain and counsellors on staff.

CURRICULUM

The Albert Park FLC provides holistic learning experiences that address the social needs of young people, 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. Importantly young people are encouraged to participate in decision making processes that affect the school community, their own lives and the society in which they live.

Subjects offered at various year levels include:

YR LEVEL	Authority Subjects	Subject Area Specifications	Certificate Courses
Years 11 - 12		English Communication Prevocational Maths Independent Living Skills	Cert 2 Music Cert 1 Visual Art

OUTCOMES

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

Albert Park FLC does not have young people enrolled in Year 9, therefore the NAPLAN results are not applicable.

APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2013	Nil	17	N/A

A percentage greater than 100% indicates greater numbers of students enrolled in the upper or senior years than in year eight.

ATTENDANCE RATE

The average student attendance rate for 2013 was 73 %. 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	17
Percentage of Overall Position (OP) – eligible students with OP 1 – 15	N/A
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	17.6%
Percentage of students awarded Senior Certificates with OP – eligibility or awarded a Vet qualification	47%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%
The median score for OP - eligible students	N/A

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

The following programs achieve improved outcomes for students at the Centre.

Families Program

Albert Park FLC operates a families program. This program consists of a dedicated room for young parents to care for and play with their children. There are sleeping and change room facilities in the families room. A dedicated staff member provides child minding each morning to allow young parents to focus on their studies. A Young Parents Program worker is contracted one day per week to provide activities for young parents and their children. This program improves academic and social outcomes for young parents. Further the presence of the young children enhances the community and provides opportunities for whole community conversations regarding Rights and Responsibilities.

PCYC Program

Albert Park Flexible Learning Centre has a strong partnership with Lang Park PCYC. This program offers membership to the PCYC for all students. Further Albert Park FLC has a basketball team that trains at PCYC and plays in the PCYC Corporate Cup. The partnership also provides student with the opportunity of personal training sessions. Group sessions in yoga, weights, aerobics and fitness are also offered. This program directly improves health and physical outcomes for students at Albert Park FLC. These benefits also have positive outcomes for the self esteem of participants with knock on positive outcomes for the community as a whole.

Ministry of Food Program

Albert Park FLC runs a food program, headed by the Kitchen Coordinator and supported by the School Welfare Officer, staff and volunteers. The program provides lunch for all young people and is eaten communally. This program also gives young people skills in buying, storing, preparing and serving food. The program links with Food 4 Life, a nutrition based project conducted in conjunction with the Lang Park PCYC. Both programs are linked to the Independent Living Skills subject. This program is also a cornerstone of the celebration of achievements and special events. This program provides positive community outcomes through the sharing of food and celebratory moments.

Home Visit Program

The Albert Park FLC runs a home visitation program through the Chaplain and in partnership with the Youth Support Coordinator. This program allows Albert Park FLC to maintain contact with young people who through health, family or other circumstances are unable to attend for extended periods. This contact allows academic progress to continue, the well being of the young person to be asserted and a pathway to a return to Albert Park FLC to be developed.

Team Barry Induction Program

Each young person on enrolment engages in a two week induction program. This program clarifies goals, sets plans, completes Personal Learning Plan to guide involvement with Albert Park FLC, completes literacy and numeracy testing, gains an understanding of the principles under which Albert Park FLC operates, and introduces the support partners who operate at Albert Park FLC. The positive outcomes of this program include the smooth transition into the school community, a clear academic plan and access to the various support programs available.

Check-in / Check-out Program

Each day the community conducts an extended check-in session at the beginning of the day. This session allows young people to share issues of concern, address problems, air grievances and communicate openly with staff. It also allows days of significance to be marked, celebrated and discussed, for example International Women's Day. A shorter check out session is held at the day's conclusion. The check out session is an opportunity to reflect on the day's events and celebrate individual and community achievements. This program produces positive outcomes in young people's ability to negotiate and communicate, to think critically, to make decisions and to build their social capability.

YEAR 12 COHORT 2013 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2013 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, 2013. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year – 2013	Number of Students in each category	Percentage of Students in each category
University (degree)	2	11.75%
Working full-time	3	17.65%
Working part-time/casual	3	17.65%
Seeking work	6	35.30%
Not studying or in the labour force	3	17.65%

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
Celebration Days	Basketball	Check-in/Check-out	Ministry of food
Art Camps	Fitness	Inspiration to Aspiration	Families Program
	Yoga	Study Camp	Charity days participation
Art from the Margins exhibition	Weights		Red Cross Night Cafe
Mabo Day Celebration	PCYC		High Tea
NAIDOC Week Activities	Table Tennis		
International Acknowledgement days	Outdoor Adventure Based learning program		

STAFF DEVELOPMENT PRIORITIES 2013

Albert Park FLC is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our young people and models to our young people the modern reality of lifelong learning. The following priorities were identified in the Centre's 2013 Operational Plan:

- Professional Group Supervision – whole staff
- Individual reflective supervision – available to all staff
- Fortnightly practice conversation – all teaching staff
- Youth+ whole of staff days – all staff
- Yearly retreat – all staff
- Leadership formation – two staff
- PDF Driving the Outlook –two staff
- Narrative Practice – Two staff
- Mental Health First Aid – all staff
- Senior First Aid – all staff

The average amount spent per teacher in 2013 on professional learning was \$400.

THE SOCIAL CLIMATE OF THE CENTRE

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

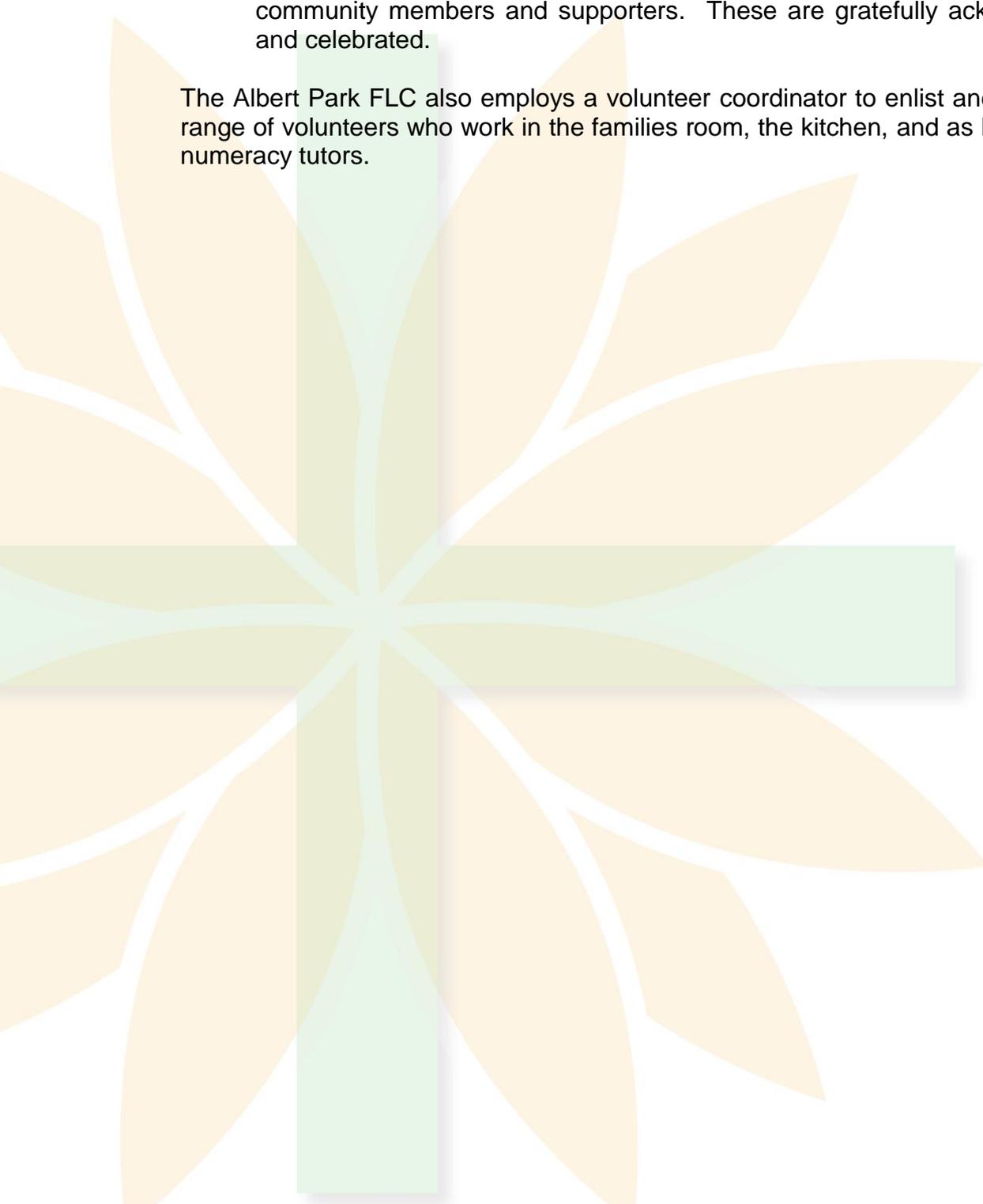
- “Common Ground” approach
- Strengths based practice
- Community Groups
- Head of Campus open door
- Student Welfare Officer
- 2 on-site counsellors
- Welcoming of young parents and their children
- Red Cross partnership
- Brisbane Youth Service partnership
- Adolescent Drug and Alcohol Withdrawal Service partnership
- Home Visits
- Individual and group art therapy sessions
- Afterhours access and referral
- Transition planning from Albert Park FLC
- Induction to Albert Park FLC
- Ministry of Food
- Mediated conversations
- Non-Violent conflict resolution

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

Albert Park FLC recognizes that parents/carers are the primary educators of their young people. Many 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:

- Community Group Leader Contact/Availability
- Information days,
- Newsletters
- Cultural celebrations
- Parents and carer meetings,
- High Teas (Student Welfare Officer)
- Social celebrations, and
- The voluntary contribution of distinctive skills and enthusiasm of parents, community members and supporters. These are gratefully acknowledged and celebrated.

The Albert Park FLC also employs a volunteer coordinator to enlist and support a range of volunteers who work in the families room, the kitchen, and as literacy and numeracy tutors.



STAFF

The staff of Albert Park FLC 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	7
Total number of Support staff	10
Total Number of Staff	17

Teaching Staff Qualifications	Number
Certificate	4
Diploma	4
Post Graduate Diploma	4
Masters Degree	3
Doctorate	0
Degree	7

The average attendance rate for teachers in the 2013 academic year was 91%. 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 82%. This indicates the percentage of teachers who have continued service at the school from 2012 into 2013.

2013 MILESTONES

- Continued success with USQ Tertiary Preparation in Schools Program
- Caxton Street Festival
- Pushworth Events work experience
- Home visiting program initiated
- Art, Study, Leadership camp
- Art exhibitions at Brisbane City Council and Art from the Margins
- Completion of film
- Completion of Cabaret Le Strange film
- Submission of Creative Arts (Multi Strand)
- PCYC program
- Pirate and Fairies Day
- Anti-Bullying peer skills day
- GOA Billboards competition
- Rotary RYPEN program and partnership
- Adopt a Cop
- Sound Garden
- Red Frog skateboarding partnership

GOALS FOR THE 2014 YEAR

In 2014 emphasis will be given to:

- Streamlining and enhancement of reporting processes
- Building of the transition program for young people leaving Albert Park FLC
- Refinement of the Team Barry Induction program
- Building of the Families program through the partnerships with YPP and BYS
- Build community connections, particularly locally
- Commence on-site beautification activities
- Strengthen therapeutic and intervention roles
- Clarify and strengthen an appropriate work experience program
- Strengthen and build the physical activity and OABL programs

CONCLUSION

The Albert Park FLC continues to offer an education option for those who through marginalization cannot access a standardized education. Albert Park FLC maintains an inclusive community and works to provide care, hope and socialization skills as well as an academic learning program. We aim to build upon the successes of the past to realize our vision of the future.

Signature
Head of Campus
Albert Park Flexible Learning Centre

Signature
Principal
Edmund Rice Education Flexible Learning Centre Network