



**MOUNT ISA**  
**Flexible Learning Centre**  
74-80 Abel Smith Parade

**ANNUAL REPORT 2013**

This Annual Report for 2013 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. In 2013, Mt Isa is part of a national association of nearly fifty schools which includes fourteen 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/about – us/charter](http://www.erea.edu.au/about-us/charter).

Mount Isa Flexible Learning Centre is a co-educational Catholic school in the Edmund Rice tradition. It is one of, in 2013, four Flexible Learning Centres operated by the Xavier Flexi Schools Network under the Governance of 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 Australian's 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.

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.

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 Teacher. In the attached Flexible Learning Arrangement/s, this team is made up of a typical Youth Worker or Educational Support Worker who participates 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 School Chaplain, the Family Worker, the Youth Support Coordinator and access to the Network Child Protection Officer as required.

The total 2013 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>	<b>13</b>
<b>9</b>	<b>13</b>
<b>10</b>	<b>18</b>
<b>11</b>	<b>12</b>
<b>12</b>	<b>35</b>
<b>Total</b>	<b>91</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.

Subjects offered at various year levels include:

	<b>CORE</b>	<b>ELECTIVE</b>
<b>Year 8</b>	1. LITERACY 2. NUMERACY 3. ABORIGINAL AND TORRES STRAIT ISLANDER CULTURAL STUDIES 4. SCIENCE 5. PHYSICAL EDUCATION 6. INFORMATION TECHNOLOGY	7. OUTDOOR EDUCATION 8. MUSIC 9. ART AND CRAFTS
<b>Years 9 – 10</b>	1. LITERACY 2. NUMERACY 3. ABORIGINAL AND TORRES STRAIT ISLANDER CULTURAL STUDIES 4. SCIENCE 5. PHYSICAL EDUCATION 6. INFORMATION TECHNOLOGY	7. OUTDOOR EDUCATION 8. MUSIC 9. ART AND CRAFTS

	<b>Authority Subjects</b>	<b>Authority Registered Subjects</b>	<b>Certificate Courses</b>
<b>Years 11 - 12</b>	1. LITERACY 2. NUMERACY 3. ABORIGINAL AND TORRES STRAIT ISLANDER CULTURAL STUDIES 4. SCIENCE 5. PHYSICAL EDUCATION 6. INFORMATION TECHNOLOGY	Licence 4 Life	Certificate I in Construction (TAFE)  Certificate II in Business (TAFE)

## OUTCOMES

The Mums and Bubs programs have been supported by agencies, TAFE Queensland, ATOD and CYHMS.

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

Domain	Measures	Yr 9 2012
Reading	Average score for the school	
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	0%
Writing	Average score for the school	
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	0%
Spelling	Average score for the school	
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	0%
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.	0%
Numeracy	Average score for the school	
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	0%

The Mount Isa Flexible Learning Centre has been in operation since 2010 therefore we aren't able to provide a calculation on the apparent retention rate from year 8 to year 12 in 2013.

## ATTENDANCE RATE

The average student attendance rate for 2013 was 43 %. 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 students who completed Year 12</b>	9
<b>Total number of Senior Certificates awarded</b>	0
<b>Percentage of Overall Position (OP) – eligible students with OP 1 – 15</b>	NA
<b>Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification</b>	NA
<b>Percentage of students awarded Senior Certificates with OP – eligibility or awarded a Vet qualification</b>	NA
<b>Percentage of Queensland tertiary Admissions Centre (QTAC) applicants receiving an offer.</b>	NA
<b>The median score for OP - eligible students</b>	NA

## SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

### FLC Night School Programme

Mount Isa Flexible Learning Centre Night Programme has offered flexible learning choices characterised by a focus on the following:

- Individual needs of young people
- Developing a learning community
- Learning that is critically reflective
- Promoting a culture of success
- Provision of a program at a time which meets the needs of the young people.

A fundamental component of flexible learning is an emphasis on relationship development. Complementing this process has the provision of a values and formed relationships through education programs which draw on the common ground principles and relates to the life experiences of our young people.

The Centre's educational approach of flexible timetabling, smaller learning groups, strong staff/young people relationships and relevant curriculum has enabled the delivery of creative teaching responses to individual young people's learning needs, incorporating and understanding 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 the Flexible Learning Centre learning community is to empower young people to take personal responsibility for their actions and learning, enhance well-being, and 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 has provided 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 regular attendance is required and supported. Thursday night at PCYC and attendance is required to each of the activities.

### Night School Registration Information

- Young People currently attending day school must register through day school.
- MUST NOT be enrolled in a daytime secondary school locally.
- Pick up and sign in must be done by 4.00pm Monday to Wednesday.

### School Timetable

Times	Monday	Tuesday	Wednesday
3.30pm	Pick – up	Pick – up	Pick – up
4.00pm	Literacy & Numeracy	Literacy & Numeracy	Literacy & Numeracy
5.00pm	Dinner – cooking healthy meals	Dinner – cooking healthy meals	Dinner – cooking healthy meals
5.30pm	Information Technology	Information Technology	Information Technology
6.00pm	Guest Speakers <ul style="list-style-type: none"> <li>• Health Presentations</li> <li>• ATODS</li> </ul>	Guest Speakers	Guest Speakers <ul style="list-style-type: none"> <li>• Elders</li> <li>• Community Reps.</li> </ul>
7.00pm	Outdoor activities – small excursions	Outdoor activities – sporting activities	Outdoor activities – Life Skills
7.30pm	Drop off	Drop off	Drop off

- ✓ 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 needing further study 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 through ATODS Service.
- ✓ Achievement Awards and Certificates of Association for our young people in attendance and completion of various certificates.

**The student enrolments for the Night School with average of 80 - 85% attendance.**

<b>Year Level</b>	<b>Gender</b>	<b>Total</b>
<b>12</b>	<b>Male</b>	<b>2</b>
<b>11</b>	<b>Female</b>	<b>2</b>
<b>10</b>	<b>Male</b>	<b>4</b>
<b>10</b>	<b>Female</b>	<b>2</b>

## Outdoor Education Program

The Outdoor Education Program is an integral ingredient of the all-round education offered at Mount Isa Flexible Learning Centre.

Aims are:

- **Challenge:** Takes students out of their comfort zone and encourages sensible risk taking
- **Personal Development:** Promotes resilience, initiative, self-esteem, motivation, and 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 and social skills
- **Environmental:** Brings students into contact with nature. Teach minimum impact practices – local and global.
- **Health:** Promotes healthy lifestyle choices.

### Planning and meeting with Students

The students do have input into the running of each day and the planning of what food will be shared on each event. The students are taken out to remote lands to demonstrate volatile substance misuse (VSM); we talk about sniffing, drugs and alcohol; what sort of issues they may face on a day to day basis; not having access and the withdrawal symptoms that may occur. Also discussion around safe behaviours.

## Outdoor Education Timetable

Every Wednesday our Outdoor Activities and Cultural Base Learning was timetabled for Semester 2, 2013.

Camps and Excursions have been delivered and identified for the following dates for Semester 2, 2013.

Dates	Activities Camps	Location	Student Numbers
21 - 25 Oct	Health and Well being Canoeing Bush Walking Story Telling by Elders Language Program by Elders Literacy & Numeracy Land Care	Georgina River	10 males
11 Sep – 9 Oct	Health and Well being Canoeing Bush Walking Rock climbing Language Program by Elders Literacy & Numeracy	Lake Moondarra Day Trip	14 males 8 females
29 – 31 Oct	Health and Well Being Canoeing Bush Walking Fossicking Story Telling by Elders Language Program by Elders Literacy & Numeracy	Riversleigh Gregory River	10 males 6 females
6 – 20 Nov	Health and Well being Canoeing Bush Walking Rock climbing Language Program by Elders Literacy & Numeracy	Lake Moondarra Day Trip	15males 7 females
11 – 16 Dec	Health and Well Being Literacy & Numeracy Mentoring Motivational Speakers	Cairns Leadership Camp	8 males 6 female

## 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 provide initial support for Resumes and Work Experience, Job Search and School Based Traineeships and Apprenticeships.
- ✓ Programs to reduce truancy and increase attendance. Youth Leadership Trip to Melbourne has interested some of our older students to take part in any further opportunities.

## YEAR 12 COHORT 2013 POST SCHOOL DESTINATION

At the time of publishing this 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 after 30 September, 2014. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

<b>School Year – 2012</b>	<b>Number of Students in each category</b>
<b>VET total - Certificate II</b>	1
<b>Working full-time</b>	1
<b>Working part-time/casual</b>	1
<b>Seeking work</b>	7
<b>Not studying or in the labour force</b>	0

## 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.

<b>Cultural</b>	<b>Sporting</b>	<b>Intellectual</b>	<b>Service</b>
Aboriginal & Torres Strait Islander Studies	Touch football with QLD Police	FOGs Career Expos	ATOD Workshop with YP on Drugs and Alcohol
Elders sharing their history-dreamtime and art work	Indigenous sporting games	Mount Isa Library	Catholic Diocese of Townsville Bishop Michael Putney and Fr Mick visiting the school
Indigenous Community Council Support for Leadership and Night School	Cowboy Game Days	YPA Open Day	Centrelink to assist with Abstudy benefits and Youth Allowance
Kalkadoon Community Pty Ltd – Cultural knowledge		Mount Isa TAFE visitation	Mount Isa CYMHS Workshop with YP and staff
		Adele Grove – Lawn Hills Leadership Camps	Remote Aboriginal and Community Health Supported YP in medicine to visit FLC
		Australian Defence Force visitation to the army barracks	Department of Communities - YOUTH JUSTICE CHILD SAFETY
		Flexi School Townsville visits to school	Injilnji Child Care Workshop in health and well being
		JCU visit to university with JP	Sexual Health Clinic
			Indigenous Hip Hop – supporting YP in Dance
			Dance North – Mentor YP in dance

## STAFF DEVELOPMENT PRIORITIES 2013

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 life long learning. The following priorities were identified in the Centre's 2013 Operational Plan:

<b>Professional development</b>	<b>Staff members</b>	<b>days</b>
Cultural Awareness on skin groups – Christine Fejo King	15	1
Cultural Awareness – Sean Major	15	1
Curriculum - QSA	2	½
Maths – ACU	4 Teachers	2 hours
Child Youth Mental Health	15	2
Australian Core skills framework	15	1
Dovetail motivational interviewing techniques	15	½
ATODs VSM in Mount Isa synthetic drugs and side effects	15	½
Collaborative Leadership and Social Styles	15	1
Workshops for delivery and assessment of 30999QLD Certificate 1 in functional Literacy 10306NAT Certificate II in functional Literacy Professional standards 2 -7 addressed in this course.	4 Teachers	1
Cert IV in Training and Assessment with LLN	7	3
Developing Enrolment Processes TOP day	15	1
Drumbeat Program facilitated by ATOD	10	½
Youth+ Whole Staff Conference: Communities of Practice	12	3

The average amount spent per Teacher in 2013 on professional learning was \$9,830 including necessary travel and accommodation.

## **THE SOCIAL CLIMATE OF THE CENTRE**

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

- Pastoral Care
- Employment CTC
- Indigenous knowledge
- Local Community Engagement
- Social and Emotion Wellbeing Program
- Remote Primary Health Program.

## **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
- Cultural celebrations throughout the school year
- Parents and carer meetings, Elders Meetings
- Social celebrations with School Partners
- 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 are qualified and a generous group of professionals who consistently contributes both within the classroom and out of school hours. The distinctive skills / qualifications and experience of our staff include:

### Staff List for Mount Isa FLC & Partners on Site

FLC Staff	Role	Responsible
Thelma Parker	Head of Campus	School and Staff
Alice Bin Tahal	Associate Head of Campus	Administration
Owen Mayor	Senior Teacher	Senior and curriculum
Jean Clapham	Middle Teacher	Year 9/10
Alissa George	Junior Teacher	Year 8/9
Brenda Christiansen	Administration Officer	Administration
Brenda Kuzmanovic	Kitchen Coordinator	Kitchen
Trevor Bason	Teacher Grounds Person	Teacher & Grounds Maintenance
Tegan Chong	Mums & Bubs	Program Support
Jalisa Ah-One	Trainee School Officer	Support Information Technology
Irene Cummins	Trainee Administration	Support Administration
Dominic Derrick	Trainee School Officer	Education Support
Shari Lewis	Student Welfare Officer	Support Youth
Cameron Harris	Youth Development Officer	Support Youth
Salina Ah-One	Youth Development Officer	Support Youth
Christine Crooks	Teacher Bridge	Teacher

<b>Total Number of Teachers</b>	5
<b>Total Number of Support staff</b>	11
<b>Total Number of Staff</b>	16

<b>Teaching Staff Qualifications</b>	6
<b>Certificate</b>	Nil
<b>Diploma</b>	Nil
<b>Post Graduate Diploma</b>	2
<b>Masters Degree</b>	1
<b>Doctorate</b>	Nil
<b>Other</b>	Nil

The average attendance rate for Teachers in the 2013 academic year was 96%. 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 effect of an absent staff member for an extended period due to sorry business last year has been eliminated from this calculation as he / she was replaced by a contract Teacher.

The teaching staff retention rate expressed as a percentage is 20% this indicates the percentage of Teachers who have continued service at the school from 2012 into 2013. This reflects a year of turnover of teaching staff in a remote town.

## **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 of the school's subject offerings.

In addition, Mount Isa Flexible Learning School had purchased 3 smart boards in the capital project.

## **PROGRESS TOWARDS GOALS FOR THE 2013 YEAR**

The Xavier Flexi Schools 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 2013 articulated in the 2012 Annual Report.

- Alcohol, drug and volatile substance misuse
- Recreation and entertainment
- Strengthening parent and extended family support
- Embedding Indigenous perspectives
- Cultural Studies Workshop - local knowledge with staff and young people
- Youth Mentoring Programs - alcohol, drug and volatile substance misuse
- Education, training and employment
- Social and emotional well being, self-esteem and mental health
- Safe and legal support
- Alternative education
- Embedding Indigenous perspectives
- Literacy and numeracy

## **2013 MILESTONES**

Throughout 2013 the school grew partnerships with government and non-government sectors. This supported the young people to have contact with the relevant support agencies. A major renovation of all school buildings was completed mid-year providing exceptional facilities.

## **GOALS FOR THE 2014 YEAR**

The goals for 2014 are to strengthen the curriculum activities and partnerships for young people to have various VET programs and career and employment opportunities.

In 2014 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.

## **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 2013 to sustain the school in the Mount Isa community. The Report will be disseminated to School Parents and Community Forums with some of the topics that will be addressed are:

- 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 support
- Alternative education
- Embedding Indigenous perspectives
- Literacy and numeracy.

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