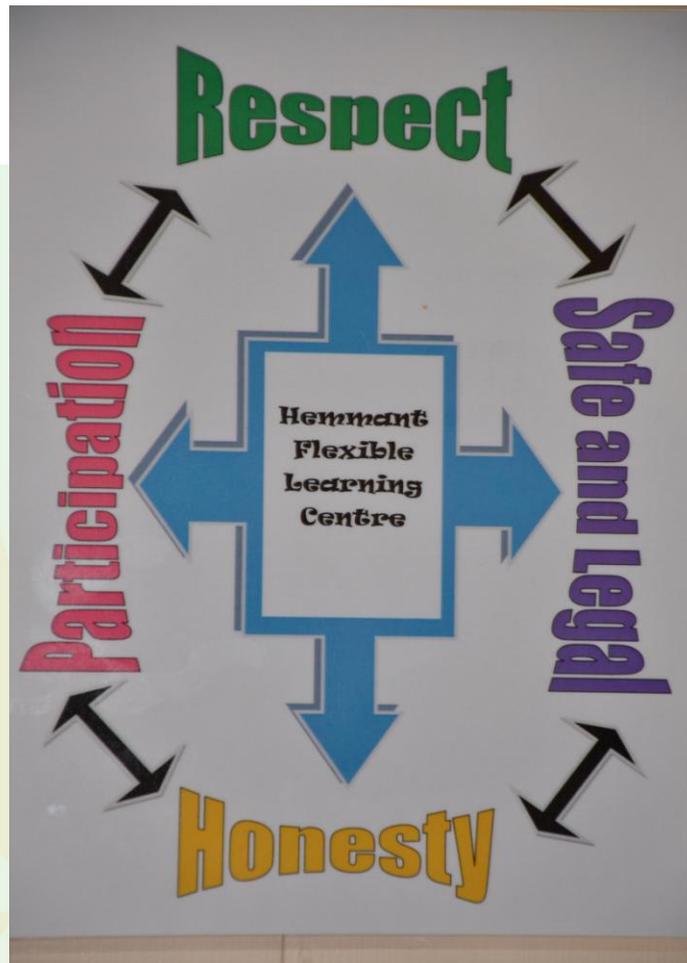


**Hemmant  
Flexible Learning Centre  
56 Hemmant & Tingalpa Rd Hemmant**



## **ANNUAL REPORT 2013**

This annual report for 2013 is published to provide information about the Hemmant 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.

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## INTRODUCTION

The Hemmant Flexible Learning Centre (HFLC) has been established in consultation with the local community to support young people disengaged from mainstream schooling. The Centre offers a program that focuses on engaging young people with complex needs and encourages participation and active learning in a supported and connected way. Together with the local community and allied agencies we aim to provide a learning environment that promotes confidence, ability, opportunity and optimism for all young people attending. Typically young people attending are high school aged, 13-17 yrs. Staff and young people work cooperatively at Hemmant FLC to develop personal learning plans identifying individual educational needs and setting personal goals.

The philosophy of the Hemmant FLC draws on the spirit and vision of Edmund Rice Education Australia and is grounded in the Edmund Rice Education Australia Charter document. (see [www.erea.edu.au](http://www.erea.edu.au)) The document has a clear commitment to social justice and stands in solidarity with disenfranchised young people of all social, cultural and religious backgrounds, inclusive communities, liberating education and gospel spirituality. 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 Hemmant 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 modeled and explored, both within the group, and individually and as members of the broader community.

Hemmant 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 the school, 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.

The Hemmant 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 and youth workers develop individualised learning plans with articulated education pathways and personal goals for wellbeing.

## SCHOOL PROFILE AS AT AUGUST CENSUS 2013

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

Gender/Year	8	9	10	11	12	Total
Male	2	4	10	6	3	25
Female	2	5	10	4	0	21
Total	4	9	20	10	3	46

## COMMUNITY

Each young person at the Hemmant 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

## CURRICULUM

The Hemmant FLC provides holistic learning experiences that address the social needs of young people, and promotes their emotional, cognitive, spiritual, physical and academic development. The purpose of the learning experience 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.

Curriculum areas are identified in the table below. 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.

Year 8	Year 9	Year 10	Year 11 & 12
Literacy			English Communication
Numeracy			Pre-Vocational Maths
Integrated Studies (Science, SOSE)			Cert I Work Ed
Sport & Recreation			
Wellness program			
Community Access			
Outdoor Ed			
Visual and Performing Arts			

## LEARNING CHOICES

Learning Choices are described in a way that enables young people to make decisions about where they see themselves as learners. Typically learning choices in 2013 were described as;

### *Project X*

Project X- is a series of projects on a different topic or theme each term that are short and achievable and will require you to work in a team. Project X will have an element of essential school like skills in each project.

- Do you like short term goals?
- Are you good at being creative?
- Are you good with your hands?
- Do you want to be apart of a small team?
- Can you work well with others?
- Do you want to see an outcome?

### *The A Team*

The A team will be a group of committed young people who are keen to get some school work done and achieve an academic outcome at the end of the year, whether it be working a few days a week, working towards a certificate or get points towards your senior certificate.

- Want to get an apprenticeship?
- Are you keen to finish year 12?
- Want to get yourself a job?
- Keen to get stuck into some school work?
- Want to knuckle down and get stuff done?
- Are you good at writing?
- Do you like to work by yourself?
- Want to get back into mainstream school?

## ***Move it***

The move it crew will be finding ways to understand, learn and practice the principals in the everyday. This group will be for those who are keen to engage and get involved and with learning the flexi way.

- Need help understanding the principals?
- Have trouble sitting still for a chunk of time?
- Need to get use to working with others?
- Prefer to be out and active?
- Subjects offered at various year levels include

## **OUTCOMES**

### ***Student Results: NAPLAN***

All eligible students were withdrawn from NAPLAN testing by their parents or carers.

A number of Young people successfully completed the Cert I in Work education. Two young people took up Traineeships with local businesses.

Six young people achieved their 'White Card' for Building and Construction.

### ***Post school transition data***

No young people have graduated from year 12 in our school yet.

## **APPARENT STUDENT RETENTION RATE**

As this is the first year of operation for the school the apparent student retention rate cannot be calculated.

## **ATTENDANCE RATE**

The average student attendance rate for 2013 was 85 %. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

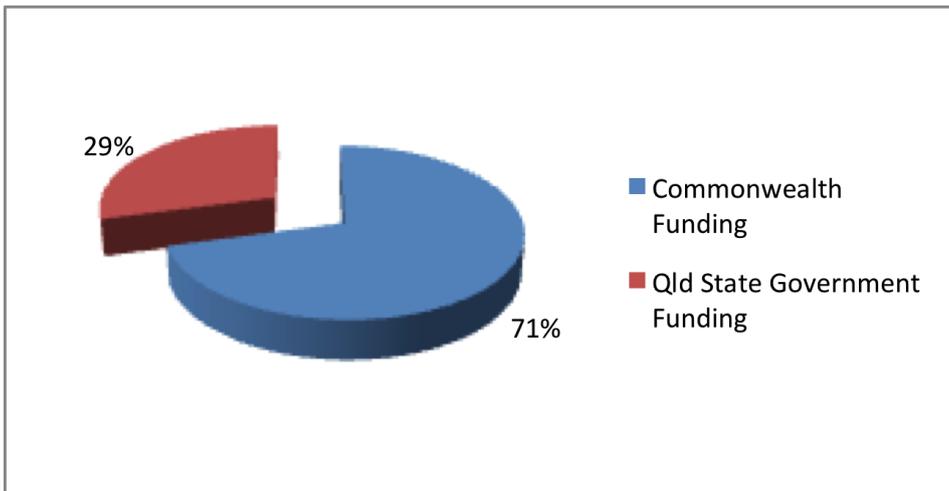
## **BUILDINGS and FACILITIES**

Currently the school is undergoing a major refurbishment. This significant capital works will provide an excellent facility with all teaching and learning spaces free of asbestos, repainted, re carpeted etc. The school will now have 5 classroom spaces and a number of specialised studio areas including an Art room, Darkroom, Music studio, Gym, undercover Manual Arts space, covered meeting area, toilet block and Canteen . The refurbishment is expected to be completed in Term 1 2014.

# FINANCES

## Funding Details - Hemmant FLC Queensland

	%	\$
Commonwealth Funding	71%	459,061
Qld State Government Funding	29%	189,276
<b>Total</b>	<b>100%</b>	<b>648,337</b>



## SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

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

### ***Big Day Out***

The big day out is a weekly event aimed at providing opportunities for all members of the school community to join in an activity that is inherently active, outdoor, and fun. The social aspects of the BDO include developing the capacity of all young people to negotiate and share, to support and challenge each other and to enjoy the camaraderie of working together in an unfamiliar context. The learning aspects of the BDO include developing an awareness and appreciation of the environment, gaining an understanding of place and location and consideration of the importance place is to a range of cultures. Some Big Day Out activities include surfing, canoeing, bike riding, fishing, bush walking etc

### ***Family Sports Day***

The school encourages the support and connection to families and carers by inviting them to our sports days. This year the Touch Footy carnival brought the school community together in a day of active fun and celebration of participation

### ***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 the Hemmant FLC, completes literacy and numeracy testing, gains an understanding of the principles under which Hemmant FLC operates, and introduces the support partners who operate at HFLC. 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 Bullying – No Way!. 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.

### ***Celebration Lunch***

Each Friday the school celebrates the achievements of the week with a sit down lunch, shared around a common table. Awards are presented, stories are told and the community gathers to close the week with this ritual.

### ***Holiday Programs***

The school holidays can be a time when young people are isolated and feel vulnerable. By providing a holiday program of activities both on and off campus young people are supported to make healthy choices, stay safe and well and also access support if the need arises during the holiday break.

## **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.

Cultural	Sporting	Intellectual
Celebration Days	Basketball	Check-in/Check-out
Camps	Fitness / PT	Job Club
Outdoor/Adventure based learning	Weights /Gym	Construction projects
Art Gallery Visits	Touch Football	Student TOP's days
Cultural celebrations	Trampoline	Community Action days
	Rock climbing & Abseiling	

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

Hemmant 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:

- Information evenings,
- Newsletters
- Cultural and Sporting celebrations
- Parents and carer meetings,
- Social celebrations, and
- Regular phone contact with parents/carers around young peoples needs

## STAFF

The staff of the Hemmant 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	3
Total number of Support staff	5
Total Number of Staff	8
Highest Staff Qualifications	
Certificate	3
Diploma	2
Post Graduate Diploma	0
Degree	2
Masters Degree	0
Doctorate	1

The average attendance rate for teachers in the 2013 academic year was 92%. 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 80%. This indicates the percentage of teachers who have continued service at the school for the whole of the 2013 school year

## TEACHER STANDARDS AND QUALIFICATIONS

The non-teaching staff play a significant role in the centre, teaming-up with teachers to provide learning opportunities for young people, supporting their emotional and social growth and making connections with community agencies. Youth workers also provide activities during school holiday periods to ensure young people remain connected to the centre.

Staff selection processes 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. Currently staff mix includes teachers, youth workers, admin officer and chef. Teams are built around staff attributes and abilities to provide best learning options for young people in the school.

## STAFF DEVELOPMENT PRIORITIES

Hemmant 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 PD opportunities were provided in 2013

- Child Protection training – whole staff
- Individual reflective supervision – available to all staff
- TOP's Days- group reflection on Practice– all staff
- Youth + Mid-year Conference – all staff
- PDF Driving the Outlook –two staff
- Mental Health First Aid – all staff
- Senior First Aid – all staff
- Outdoor Ed quals – 1 staff
- LR vehicle License – 1 staff

## MILESTONES FOR 2013

- New staff brought a range of ideas and abilities into the school and enriched the opportunities for YP.
- YP achieved success with Trade tasters and attained White Card and First Aid qualifications
- A touch footy comp was organised for this term with D-Bay and Ipswich Flexi's. Hemmant the reigning champions for 2013.
- New art space, parents space, chill-out room, classrooms.
- Have created new partnerships with;
  - Centrelink
  - QLD Rail
  - Police – cybersafety
  - Family planning
- Expanded the 'Wellness' program to include Alcohol and drug Ed with AOD services, sexuality workshops with Family Planning

## GOALS FOR THE 2014 YEAR

In 2014 emphasis will be given to:

- The development of an enquiry based curriculum
- Establishing an Electives learning program
- Completion of the refurbishment program
- Establishment of a team culture with new staff expected in 2014
- Building community connections, particularly locally
- Engage with more Certificate level courses to widen learning options for YP
- Develop work experience program in partnership with Smith Family

## CONCLUSION

The Hemmant FLC has consolidated its practices and protocols this year to provide a safe and inclusive learning community. We strive to offer an education option for those who are at risk of social exclusion or struggling to access education. Hemmant FLC works in partnership with our local community to provide care, hope and skills for young people in our learning program. We aim to build a community of learning grounded in the four principles of operation that reflects the vision and mission of Edmund Rice Education Australia.

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