

Wollongong Flexible Learning Centre

Annual Report

2014

**EDMUND RICE EDUCATION
AUSTRALIA**

Youth

Accredited Flexible Education Services	Research Advocacy Partnership	Youth Transitions	Non School Initiatives
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About This Report

Wollongong Flexible Learning Centre (FLC) is registered by the Board of Studies Teaching and Educational Standards and managed by Youth+ under the governance of Edmund Rice Education Australia .

The Annual School Report to the Community for this year provides the FLC community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding developments of major interest and importance to the school community during the year. Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and EREA.

This Report has been approved by Youth+ to ensure compliance with all BOSTES NSW requirements for Registration. This Report complements and is supplementary to school newsletters and other regular communications.

Following its submission to the Board of Studies NSW, the Report will be presented to the Wollongong FLC community, and be available on the school's website by 30 June 2015.

Further information about the school or this Report may be obtained by contacting the school:

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Ph: 42856810
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Message from Key School Bodies

Head of Campus Message

2014 was a year of continued growth for Wollongong Flexible Learning Centre, as we worked to build on the strong community foundations that we had built in 2013, our first year of operation. The school developed its profile as a safe and welcoming place for young people, which can provide responsive and relevant educational options for young people on the outer fringes of our community. With this growing awareness of our place in the educational landscape of the Illawarra, our enrolments grew.

A highlight of the year was the consolidation and growth of our outdoor adventure based learning program. This program took full advantage of the stunning natural features of our local land and sea-scape as young people engaged in kayaking, hiking, overnight camps and outdoor challenge activities.

Through targeted professional learning, staff developed in their understanding of the needs of the young people in our care, and developed new and creative ways to respond through engaging and challenging learning and wellbeing programs.

We saw two of our young people graduate with the Certificate II in Functional Literacy and transition out of our school community and into the world of work and further training. This was a major milestone in the life of our young school.

School Context

Wollongong Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. Wollongong FLC commenced operation as a registered Non-Government School in 2013 and is part of a national association (EREA) of forty-eight schools which includes, in 2014, eighteen Flexible Learning Centres.

The philosophy of the Wollongong 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). The document has a clear commitment to social justice, inclusive communities, liberating education and gospel spirituality, 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” (for self, others and environment), “Safe and Legal” environment, “Participation” (have a go) and “Honesty” (being fair dinkum) among all participants of the Wollongong 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 calls for improved educational outcomes for Indigenous youth and disadvantaged Australians, and states:

“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*

(Melbourne Declaration on Educational Goals for Young Australians. 2008, p.15)

Wollongong FLC works with young people who are vulnerable and experience a complexity of inter-related needs. Participation and retention are key elements in the philosophy of Wollongong 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.

Wollongong 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 the diverse cultural values that constitute Australian society. 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. 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, 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.

Operation by Principle and Common Ground – (Actions taken by the school to promote respect and responsibility)

The concept of '*common ground*' applies to all who choose to participate in our services. Adults and young people alike commit to participate in a learning environment that is democratic, relational and operates through key principles.

Relationships at our services are based on a respect for personal dignity and recognition of difference. An emphasis is placed on the peaceful resolution of conflict and spirituality is recognised as a universal human experience. Rather than being rule governed, the school uses principles, which are agreed upon (established common ground) as a basis for respectful social engagement amongst the community including young people, parents and staff. The principles are:

RESPECT,
PARTICIPATION
SAFE and LEGAL, and
HONESTY

These principles are used to guide group relationships. They represent broad directions for group practice and establish a common ethical framework which promotes appropriate learning and personal relationships.

The consequence of operating within a common ground set of principles is that all group participants, whether they are staff, young people or parents, are responsible and accountable for their behaviour, while allowing everyone to have a voice. Within this framework emphasis is placed on providing opportunities for the articulation of issues and their resolution. Considerable time, sensitivity and skill are often required to allow for briefing, challenge and registration of on-going expectations. Honest and open communication enables young people, parents/carers and staff to demonstrate their satisfaction (or dissatisfaction) with the school.

Parent and Carer Support and Involvement

Wollongong FLC recognises that parents/carers are the primary educators of their young people, while remaining sensitive to the fact that many young people live independently of their families. We recognise our critical role in educating parents and carers, and being the link between young people and their carers in times of stress and crisis.

Community Leaders have regular contact with parents and carers via phone conversations and catch-ups that happen on an almost daily basis. The importance of this informal contact cannot be overestimated. Parents and carers often phone wellbeing staff or Head of Campus to share information or to ask for advice, and most particularly in times of crisis.

Parents and carers are invited into Operation by Principle as participants in Common Ground meetings with staff and young people. Staff seek the input of parents and carers in negotiating a way forward with young people. Staff often conduct home visits to encourage engagement with programs.

The Flexible Learning Centre supports and encourages this role of parents/carers through: community lunches, information evenings, newsletters, cultural and social celebrations, parents/carers meetings and home visits.

Best Practice Guidelines

Wollongong Flexible Learning Centre identifies a number of best practice guidelines supportive of meaningful socially inclusive educational experiences for young people who have experienced trauma, mental illness, disengagement from education, or family and social disruption. While not exhaustive, the following provide a basis for programming and young person support.

Individualised Education Program

Education programs are 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.

Diagnostic Testing

Upon enrolment, all young people complete Compass testing in literacy and numeracy. Compass is a computer based assessment of core literacy and numeracy skills developed by ACER. Compass testing provides vital information for teachers in creating appropriate adjustments to the learning plan for individual young people. It is a key component of the Personal Learning Plan.

Compass is specifically designed for disengaged and educationally marginalised young people and adults. It provides a standardised assessment of literacy and numeracy that can be delivered in a flexible, non-intimidating test environment. Testing does not have to take place in an educational setting. This assists with assessing those disengaged from education as traditional forms of testing can act as a barrier towards reengagement with formal learning.

Compass is aligned to the [Australian Core Skills Framework \(ACSF\)](#), the common national reference point for describing performance in the core skill areas.

Personal Learning Plans

Every young person develops a Personal Learning Plan in collaboration with their carers and key workers at the school. Personal Learning Plans are a means for young people to negotiate and articulate their learning, social, emotional and personal needs and goals. Personal Learning Plans are informed by diagnostic testing in literacy and numeracy. They are dynamic documents that respond to the changing contexts of young people as they progress through stages of life. The Personal Learning Plans are revisited frequently throughout the year.

Personal learning plans provide valuable information for teachers as they develop learning programs that are engaging and relevant to the young person. Importantly, they also guide the development of appropriate adjustments in the learning program.

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.

Rhythm, Routine and Ritual

Structure and predictability helps young people who have experienced trauma to feel safe and enables them to take safe risks. Wollongong FLC has built routine and ritual into daily practice in order to create a calm and predictable learning environment for young people. This also produces positive outcomes in young people's ability to negotiate and communicate, to think critically, to make decisions and to build their social capability.

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.

Each learning session or activity begins with a Working Agreement, in which staff negotiate with young people the ways in which Common Ground will be expressed through the Four Principles within the time period.

Learning Choices

The school's educational approach includes flexible timetabling, smaller learning groups, and relevant curriculum. This enables the delivery of creative responses to the learning needs of the individual young person, incorporating their cultural and spiritual backgrounds.

The school's learning programs comply with NSW Board of Studies Mandatory Course requirements for Stage 4 and 5 of schooling, with a strong emphasis on providing meaningful and engaging learning.

Multi Disciplinary Teams

Team members use a multi disciplinary approach to provide health, educational, cultural, social and emotional support for young people. Educational, community and allied health professional are encouraged to collaborate closely to provide wrap around care for the young person. Information is shared and expertise is respected. Appropriate team members are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol services, accommodation services, counselling services).

Young Person Support

Each young person at Wollongong Flexible Learning Centre belongs to a Community Group which is facilitated in partnership by a teacher and youth worker called Community Group Leaders. The role of the Community Group Leader is to establish a close relationship to the young person, collaborate with them to develop a Personal Learning Plan, monitor their progress, advocate on their behalf, provide advice, support and direct referrals in times of acute distress, and to support the young person to achieve their stated personal and educational goals. The role of Community Leader is complex and broad, and the tasks of Community Leader include:

- monitoring and supporting young person's achievement and progress towards achieving the goals articulated in their Personal Learning Plan

- creating and implementing appropriate adjustments to learning programs as described in the Personal Learning Plan
- maintaining the close partnership between school, young person and parent/carer
- supporting the young person and their families in times of emotional crisis or practical need
- working in partnership with other agencies who are involved with young people e.g. Department of Family and Community Services, Juvenile Justice, Headspace, Area Health services, Indigenous Health services, employment agencies, and community agencies
- supporting and mentoring young people who live independently
- supporting young people with issues of drug misuse, mental health and self-harm

Curriculum

The Wollongong FLC provides holistic learning experiences that address the social needs of young people, and promotes their emotional, cognitive, spiritual and academic development. Learning programs are developed with the intention to:

- empower young people to take personal responsibility for their learning
- support young people to become independent learners
- address deficits or gaps in literacy and numeracy
- develop in young people the skills and dispositions of twenty first century learners including collaboration, innovation and knowledge creation,
- recognise and celebrate the skills and knowledge of young people,
- enable young people to experience challenge within a safe and supportive learning environment
- provide a sense of achievement that is relevant and authentic to the real world.

Learning experiences address NSW Board of Studies Mandatory Courses for Year Seven to Ten, with a strong focus on Literacy and Numeracy. Courses offered appear below.

NSW BOS Mandatory Courses	
Stage 4	English, Mathematics, Science, Health and Physical Education, Geography, History, Music, Visual Arts,
Stage 5	English, Mathematics, Science, Health and Physical Education, Geography, History,
VET Courses	
Certificate II in Functional Literacy	

Extra-Curricular, Engagement and Wellbeing Programs

The following programs achieve improved outcomes for students at the Centre. All programs have a strong focus on holistic development of young people, with the intention of building their personal and social capacity and developing mind, body and soul.

PCYC Program

Wollongong Flexible Learning Centre has a strong partnership with North Wollongong and Bulli PCYC. This program offers membership to the PCYC for all students. The programs available are:

- boys active
- girls active
- boxing

Project Warrior

The school accesses a local gym to engage in strength and fitness training. This program is enhanced to include leadership and personal challenge activities.

Access Community Group Community Garden

Small groups of young people attend a local community organisation to work with volunteers in the community garden. This also enables young people to connect with youth services at the centre.

Induction Program

The period of transition into a new school is a challenging time for young people. Upon enrolment, young people attend a two day course to orient them to life at the FLC, and to begin to develop their understanding of *Operation by Principles* and *Common Ground*. The program is run by the wellbeing team, and includes hands on activities and initiative games designed to build teamwork skills and increase social capacity. The program gives young people the opportunity to be introduced to the outside agencies who support our work, such as PCYC.

An integral part of the Induction Program is the completion of Compass Testing and an Individual Plan or PLP in collaboration with the young person's parents/carers.

Personal Challenge Program

Young people set personal goals for themselves as part of the PLP process, and then choose from a range of personal challenge activities that will allow them to demonstrate new skills in a supported environment.

Outdoor Education Program

Young people are encouraged to utilise the local environment including bush settings, river adventures and ocean activities as part of an enriching outdoor education program. Activities are designed to build resilience, trust and team work among participants.

Circus Monoxide

Wollongong FLC has developed a strong partnership with a local arts group called Circus Monoxide. Young people engage in a circus skills program designed to build confidence and resilience, teamwork and fun.

Young Person Enrolments

2014 Young Person Enrolments	
Girls	25
Boys	28
Total	53
Indigenous	18
LBOTE	NIL

Characteristics of the Student Body

The young people represent a diverse population of indigenous and non-indigenous males and females of secondary school age. The young people who attend the Wollongong Flexible Learning Centre have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses. Some young people present with diagnosed disabilities but many show signs of learning difficulties. The support for our young people is embedded within an educational framework but also typically involve medical, multidisciplinary, legal and/or social support personnel and systems.

Outcomes of Standardised Testing - NAPLAN

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 7										
		ALL 546		ALL 512		ALL 545		ALL 543		ALL 546
Year 9									497	
		ALL 580		ALL 550		ALL 582		ALL 574		ALL 588

ALL – Australian Schools' Average

 Year Level not tested

 Student population below reporting threshold

Student Attendance

Year 7	-
Year 8	76.3%
Year 9	67.2%
Year 10	66.5%
Whole School	70%

School Management of Non-Attendance

Attendance requirements are established to maximise the young person's learning opportunities and performance. All enrolled young people are required to attend school unless reasonable and valid grounds exist for them to be absent. Parents/carers have a responsibility to assist the young person to attend school regularly and a further responsibility to contact the school explaining why absence has occurred when the young person is domiciled with them. The particular circumstances of each young person are considered in the context of this policy.

Procedures

The roll is marked electronically (Youth+ database) at the start and end of the school day. A printout of the daily absences, which includes reason for absence, is sent by the office to the Pastoral Teacher and the Head of Campus. If a young person is domiciled with a parent and is absent:

- for one day, the parent is to call the office on the morning of the absence;
- for two or more days, it is the parent's responsibility to notify the school of the reasons and to supply a note upon the young person's return;
- if parents know in advance, they are expected to inform the School Secretary;
- the office will phone parents if parents have not contacted the school

When a young person arrives LATE for school, the young person, where possible:

- hands the note from parents or guardians to the office where appropriate;
- fills in a late arrival slip at the office;
- gives the slip to the subject teacher of the appropriate lesson.

For EARLY DEPARTURE from school, the young person:

- hands the note from parent to the School Secretary during Morning Meeting who will provide the young person with an early leaver's slip
- shows the slip to the teacher at the start of the lesson during which the young person will be leaving;
- hands the slip to the office and signs the early departure book before leaving.

Monitoring Absences

Community Group Leaders monitor absences. At the end of each day, the Community Group Leader contacts parents to check in on young people who have been absent from school, and to arrange a meeting where necessary for ongoing absences. Where appropriate, a Case Management Plan is instigated by the Head of Campus and monitored. The plan covers setting goals around wellbeing issues, academic progress, attendance requirements and ongoing support. A record of attendance is maintained on the young person's file.

Post School Destinations

Destination	Number of Young People
Apprentice Signwriter	1
Full Time Employment	1

Parent, Young Person and Staff satisfaction

At the end of each day, during Community Check-Out meetings, all members of the community put forward their 'highlights and gratitude' for the day. This routine was echoed in our end of year Celebration of Learning and Awards Ceremony, where highlights from young people, staff and parents/carers formed the conclusion of the ceremony. A summary of the highlights provides the most appropriate description of satisfaction among all community members of Wollongong FLC.

- *My favourite learning highlight was the excursions*
- *I completed a Barista Basics course*
- *My most grateful learning experience of the year was Maths. The best part of coming to Flexi is playing basketball in the breaks. I gained a professional qualification this year also: Senior First Aid*
- *I loved being able to go on a 4 day trip to QLD, but my favourite highlight of the year was playing bubble soccer and going to Project Warrior.*
- *Our school would just die without such great and outgoing people*
- *I believe we are a trustworthy community*
- *I like that we are people who can do and put up with lots.*
- *I love the friendship between workers and students.*
- *My overall highlight is how accepting everyone here is.*
- *I am very impressed by the support given to my step grand-daughter... without the FLC many teenagers will be left to flounder in the community.*
- *I'm grateful for the laughs we have every day.*

Professional Learning Undertaken by Teachers

Wollongong 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.

- Individual reflective supervision – available to all staff
- termly practice conversation – all teaching staff
- Youth+ Network New Staff Induction– all staff
- Child Protection Training – All staff
- Youth+ Network Whole of Staff Conference– all staff
- Technology of Participation – All Staff
- Literacy and Numeracy Professional Learning – all staff
- Writing Individual Plans – all
- Certificate IV Trainer and Assessor – Two staff
- Curriculum Planning Days – All staff
- Head of Campus training days – One staff (HOC)

Details of the Teaching Staff

Teacher qualifications fall into 1 of 3 categories for all teachers responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Workforce Composition

Teachers	4
Youth Workers	2
Support Staff	2
Workers identifying as indigenous	0
Total number of staff	8

School Policies

The following gives a summary of some of the school policies in use. There have been no changes to these policies in 2014. Policies are accessible from the school and are made available to every parent and young person at an enrolment interview or via the school website:

<http://www.youthplus.edu.au/schools-services-details/youth-schools-network/flc-wollongong/wollongong-flexible-learning-centre.html>.

Enrolment Policy

Wollongong Flexible Learning Centre offers a non fee paying, 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, ethnic and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage.

The young people enrolled have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses as young people who are at risk or have disengaged: young people in out of home care, Koorie young people, young offenders, young people affected by homelessness, newly arrived and refugee young people, young parents and carers, young people with disabilities and young people with mental health concerns.

This policy complies with all applicable State and Commonwealth laws. Enrolment interviews are conducted to assess a young person's needs in the light of the above criteria and to assess the Flexible Learning Centre's ability and resources to meet those needs.

For informal care arrangements, where a student is not living with a parent/guardian but is living in an informal care arrangement, the school may accept an enrolment form signed by the informal carer if the carer provides a signed Informal Relative Carer's Statutory Declaration to the school. The informal carer may be a relative, significant friend or a person within the child's extended social network.

Register of enrolments

A data base register of enrolments is maintained that contains the following information for each young person:

- their name, date of birth, age and address
- the name and contact details of any parent or guardian of the young person
- emergency telephone numbers, including that of a nominated doctor
- the date the young person ceased to be enrolled and any applicable data from previous school and year
- the date of enrolment
- details of medical or other conditions for which the child may need special evidence of residency.

Student Welfare Policy

The Wollongong FLC seeks to provide quality education for all young people, taking account of their age, background, ability and interests, to assist them to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.

Young people are better prepared for learning when they are healthy, safe and happy, therefore, young people welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from welfare. Helping young people to learn effectively and to develop positive attitudes and behaviors are goals of the Wollongong FLC community. This requires that each young person is educated in an environment which provides for their individual development.

Anti-bullying Policy

Respect for others is essential to enabling the establishment of and support for positive relationships. Any form of bullying is contrary to the rights of the individual, weakens morale and interferes with the effectiveness of the work and learning environment and may be detrimental to the health and wellbeing of an individual. This community will address bullying by implementing educational activities to inform the community about bullying and its related effects and implement protocols that sensitively and immediately manage incidents of reported bullying or harassment and provide support for the victim and perpetrator.

Discipline Policy

Wollongong Flexible Learning Centre aims to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every person has a right to enjoy their time at school. Respect for others is expected.

When inappropriate behaviour occurs the following dimensions will be considered in the light of operation by principle

- student behaviour education and pastoral care
- pastoral care for the whole school community
- student connectedness and engagement
- a Restorative Practice approach
- operation by principle as the framework for negotiation

Complaints and Grievances Policy

Wollongong FLC respects the right of all members of the community to have access to a process, which will give full and fair consideration to any grievance that may arise. All grievances and actions taken will be recorded in a School Complaints Register. The process endeavours to hear in a timely and equitable manner any grievance raised to ensure that the principles of natural justice are followed.

A grievance is any written complaint made against a member of the School community or School in respect to any action, policy, process or situation relevant to the running of the School by:

- a member of the School community
- any member of the public
- any legal identity

Milestones of 2014

Learning

2014 was a year of significant expansion in learning choices for young people.

- Eight young people achieved a Certificate in Barista Basics
- Five Koori young men participated in a Certificate I in construction course at TAFE. As part of the course requirements, they also achieved their White Card, and made a footstool.
- Six young people and one staff member completed Senior First Aid training.
- Two young people graduated with a Certificate II in Foundations of Literacy
- We continued to depth our integrated programs of mandatory BOSTES courses for both Stage 4 and Stage 5.
- Active learning continued to be a strong focus of life at Wollongong Flexi. We continued our connection with our local gym, Project Warrior, where the trainers continue to challenge young people to be strong team members and inspiring leaders for each other.
- We began a partnership with Circus Monoxide, a local community arts organisation, in which our young people developed social skills, confidence and found their voice through circus. Young people enjoyed expressing their incredible creativity in this way, and through our connection with Circus Monoxide, a group of young people were able to participate in a workshop with performers from Cirque de Soliel.

Welfare/personal learning

- A group of young women engaged with Seasons for Growth – a grief and loss program that helps people accept change in their lives. The program was facilitated by Catholicare in Wollongong. As part of the program, young people completed a journal documenting their reflections and affirming their strengths.
- We formed our young men's group, with a strong focus on social skills and positive communication. Many of the participants in this group made wonderful and creative contributions to our physical environment through graffiti art.

Community

- Undoubtedly the highlight of the year for a group of young people was the road trip they took to Queensland to meet young people from Hemmant Flexible Learning Centre. This was a great opportunity for those young people to explore their boundaries and challenge themselves to move out of their comfort zone. They played a great game of touch with the Hemmant team, and returned home proud of their strong representation of our community in Queensland.
- Staff selection processes identify staff members who are flexible, are able to relate to young people, are willing to negotiate, and are clear about operation by principles
- Wollongong FLC engaged in a process of Renewal through EREA, which explored the ways in which our school community expresses its commitment to the Touchstones and Charter of EREA.

Priority Areas for Improvement

Our priority areas for improvement for 2015 have been identified as:

- Deepening our understanding of Common Ground and worker skills in implementing Common Ground Conversations
- Further development of Literacy and Numeracy programs that address gaps in learning for our cohort of young people
- Development of the Transition to Work program, incorporating Certificate II Functional Literacy
- Preparation and planning for a move to a new site.

Finances

Wollongong FLC
Statement of Profit or Loss and Other Comprehensive Income
For the year ended 31 December 2014

	Note	2014 \$	2013 \$
REVENUE	2	1,180,300	584,200
EXPENSES			
Administration expenses		163,095	82,777
Boarding expenses		-	-
Depreciation, Amortisation and Impairment expenses	3	40,600	13,190
Employee benefit expenses	3	748,519	476,014
Faculties and co-curricular expenses		28,547	9,990
Finance costs	3	-	-
Insurance and WorkCover		7,047	2,579
Operating Lease Rentals	3	-	-
Maintenance and Utility expenses		49,242	33,393
Other expenses from ordinary activities		-	-
Trading activities - expenditure	3	-	-
Other Significant Expenses	3	-	-
Total Expenses		1,037,050	617,943
Profit/(Loss) for the year		143,250	(33,743)
OTHER COMPREHENSIVE INCOME			
Gains or losses on revaluation of land and buildings		-	-
Other Comprehensive Income for the year		-	-
Total Comprehensive Income for the year		143,250	(33,743)

Conclusion

The Wollongong FLC continues to offer an education option for those who through marginalisation cannot access a standardised education. Wollongong FLC maintains an inclusive community and works to provide care, hope and socialisation skills as well as an academic learning program. We aim to build upon the successes of the past to realise our vision of the future.

Signature

Head of Campus
Wollongong Flexible Learning Centre

Signature

Principal
Wollongong Flexible Learning Centre Network