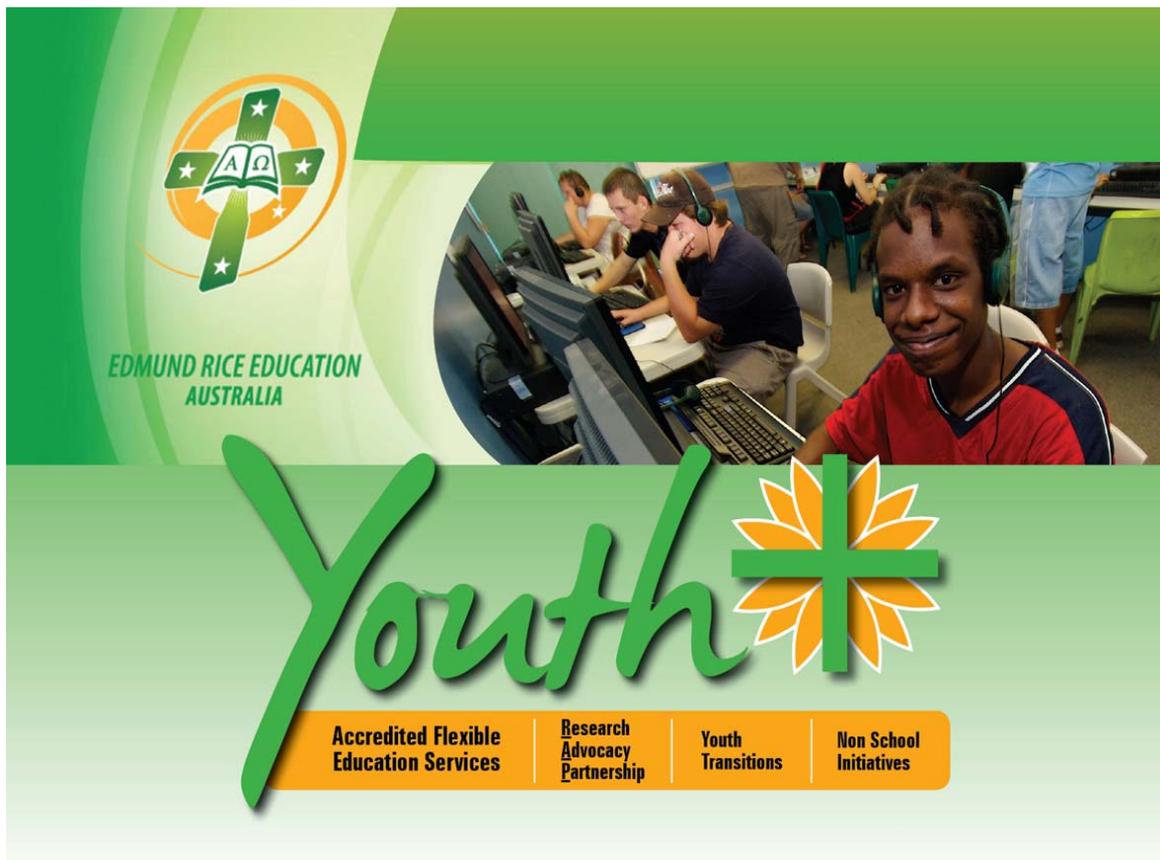


St Mary's Flexible Learning Centre Annual Report 2015



About This Report

St Mary's Flexible Learning Centre (SMFLC) 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 SMFLC 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 St Mary's FLC community, and be available on the school's website by 30 June 2016.

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

St Mary's Flexible Learning Centre
63 Forrester Rd
St Mary's. NSW 2760
Ph: 0409 563 877
Web: www.youthplus.edu.au

Message from Key School Bodies

Head of Campus Message

2015 was the foundation year for St Marys Flexible Learning Centre, hence the focus was to build up relationships with young people, parents and organisations within the community. The school developed its profile as a safe and welcoming place, 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 Western Sydney, our enrolments grew.

A highlight of the year was the successful completion of the staff team, with each class community group having a youth worker / teacher partnership. This enabled the transition to structured learning to commence whilst taking into consideration the wellbeing of each young person.

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.

School Context

St Marys Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. St Marys FLC commenced operation as a registered Non-Government School in 2015 and is part of a national association (EREA) of over fifty schools which includes, in 2015, eighteen Flexible Learning Centres.

The philosophy of the St Marys 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 St Marys 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)

St Marys 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 St Marys 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.

St Marys 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

St Marys 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: presentation ceremonies, newsletters, cultural and social celebrations, parents/carer meetings and home visits.

Best Practice Guidelines

St Marys 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. St Marys 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 Easter.

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 St Marys 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 St Marys 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, Personal Development Health and Physical Education, Geography, History, Creative Arts,
Stage 5	English, Mathematics, Science, Personal Development Health and Physical Education, Geography, History,

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.

Boys and Girls wellbeing group

Each gender got to gather on a weekly basis to discuss their own personal development and wellbeing in a safe and comfortable space.

Engagement with other campuses

St Marys Flexible Learning Centre enjoyed the opportunity to engage with other campuses on various occasions. One such event took place on Sydney Harbour where we met with the Wollongong FLC to undertake a sailing experience on a Tall Ship.

One St Marys young person participated in a student leadership camp at Alice Springs and enjoyed time to network with a diverse group of staff and students from a range of Flexible Learning Centres across Australia.

Cooking Program

Young People were offered the chance to assist in the preparation and cooking of community meals. This became a program that was matched to the Australian Core Skills Framework.

Young Person Enrolments

2015 Young Person Enrolments	
Girls	17
Boys	37
Total	55
Indigenous	11
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 St Marys 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.

Student Attendance

Year 7	53.5%
Year 8	65.7%
Year 9	46.6%
Year 10	52.2%
Whole School	54.5%

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.

Monitoring daily attendance

Each young person is supported by a staffing partnership (comprised of a teacher and support staff member). The staffing partnership has delegated responsibility to monitor the daily attendance of young people enrolled in their class. The staffing partnership completes a hard copy attendance roll during the school day, which is transferred to an electronic data base at the end of each day. Both hard copy and electronic attendance rolls are filed securely for the period as specified in relevant legislation.

A register is also kept in the school's administration area for any young person who arrives or leaves the school during the course of the school day. The young person is required to sign themselves in or out of the school using the register. Where a late arrival or early departure has not been arranged in advance with a parent or guardian, and the young person is under 18 years of age, the school will contact the young person's parent or guardian to advise them that the young person has arrived on, or chosen to leave, the supervised school site.

Monitoring absences

Parents or legal guardians are responsible for ensuring that they notify the school to explain the absence of their young person on any particular school day. Notification may be provided to the school face-to-face, or via email, phone call or text message.

If the young person is expected to attend school on a given day and does not arrive by the commencement of the school day, or does not access transport support as arranged, the young person's classroom staff members will contact the young person and their carer as soon as is practical in order to seek an explanation for the absence.

If the staffing partnership is not able to reach a young person on their carers in relation to an absence, they will speak with the Head of Campus to determine what further action should be taken. Reasonable efforts will be made to ensure that the young person is safe. This may include contacting alternate carers or services (where consent has been previously given to do so). Follow up may also include contacting the Department of Health and Human Services or the Police where the Head of Campus deems that the young person may be at risk of harm.

The absence will be recorded as ‘unexplained’ until otherwise justified, at which time attendance record will be updated to show that the absence was explained.

All communication with young people and carers regarding school absences is documented electronically and filed securely, as specified in relevant legislation.

Post School Destinations

Destination	Number of Young People
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 St Marys FLC.

- *I really like how the workers and young people work together*
- *Our flexi is a place that Young People feel safe*
- *I believe we offer structure and routine that provides a consistent, dependable environment*
- *My favourite highlight of the year was the girls group*
- *I am very impressed by how patient and caring the staff are*
- *The staff have as much fun as the kids!*
- *The best part of coming to Flexi is playing basketball in the breaks.*

Professional Learning Undertaken by Teachers

St Marys 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 – One staff member
- 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	3
Support Staff	2
Workers identifying as indigenous	0
Total number of staff	9

School Policies

The following gives a summary of some of the school policies in use. There have been no changes to these policies in 2015. Policies are accessible from the school and are made available by request 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/st-mary-s-flc/stmarys-flexible-learning-centre-home.html>

The website for the school will display all relevant policies.

Enrolment Policy

St Marys 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, 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 St Marys 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 behaviours are goals of the St Marys 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

St Marys 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

St Marys 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 2015

The foundation year of 2015 was a year of significance for St Marys Flexible Learning Centre.

Learning

- SMFLC has been granted a five year registration period
- Three learning groups were created within the Flexi
- The online White Card was completed by 6 young people
- All staff members successfully completed their Senior First Aid training.
- We submitted programs of mandatory BOSTES courses for both Stage 4 and Stage 5.
- Active learning became a strong focus of life at St Marys Flexi. We made connections with Don Bosco Youth Recreational Centre.
- Enquiries to undertake the Certificate II began

Welfare/personal learning

- We formed our separate young women's and young men's groups, with a strong focus on social skills and positive communication.
- Many of the staff and students made wonderful and creative contributions to our physical environment through artwork features on our main community wall.
- Music and gym equipment was purchased to create an environment where Young People felt safe to express themselves

Community

- The successful recruitment of a Head of Campus, three teaching staff, three youth workers, a cook and an administrator.
- An effective transition between the outgoing and incoming Heads of Campus
- 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
- Full staff team bonded fall into the pattern of what a flexi is.
- Became a presence in the community.
- Engagement activities to structured learning

Priority Areas for Improvement

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

- The deepening of 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 in General Education for Adults
- Further development of engaging curriculum and wellbeing practices
- Improvements in the site to ensure we are offering a trauma informed school environment for our Young People
- Preparation to ensure compliance with BOSTES requirements

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
<i>School fees</i>	
<i>Other fee income</i>	
<i>Private income</i>	10,240
<i>State government recurrent grants</i>	122,146
<i>Australian government recurrent grants</i>	643,889
Total recurrent income	776,275
Recurrent Expenditure	Tuition
<i>Salaries; allowances and related expenses</i>	545,207
<i>Non salary expenses</i>	333,369
Total recurrent expenditure	878,576
Capital income and expenditure	Tuition
<i>Government capital grants</i>	
<i>Capital fees and levies</i>	
<i>Other capital income</i>	
Total capital income	
Total capital expenditure	152,404
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	
Total closing balance	

Conclusion

The St Marys FLC continues to offer an education option for those who through marginalisation cannot access a standardised education. St Marys 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.

Jennie Sargisson

Head of Campus

St Marys Flexible Learning Centre

Chloe Hand

Network Principal

Youth+, Edmund Rice Education Australia