

ANNUAL REPORT FOR THE 2016 SCHOOL YEAR MOUNT ISA FLEXIBLE LEARNING CENTRE

Our school at a glance

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School Profile

Coeducational
Catholic
Year 7 – 12
2016 Enrolments 43

Characteristics of the young person body:

Mount Isa FLC operates an inclusive curriculum within the Mount Isa educational space. Our young people are drawn mainly from two suburbs within Mount Isa. These suburbs are predominantly low socioeconomic areas with high populations of Aboriginal clan groups. Many of the young people are from the communities of Mornington Island, Lake Nash, and Doomadgee.

The young people either state a Christian denomination or claim no religion. The most common type of referral is by a family member of the enrolling young person. Most often, the young people reside with a blood relative or are independent. Very few of the young people enrolled at Mount Isa FLC are being raised by a parent or parents. Approximately 10% are in care of the Department of Communities, Child Safety Services.

All young people are choosing to enroll at Mount Isa FLC because they feel more comfortable within the Mount Isa FLC community. There are a range of complexities within the lives of the young people that have prevented their engagement in other mainstream schooling options.

Within the young person body there are young people with hearing disabilities and several with ADHD and ODD. Almost all of the young people are fluent in Australian English with some creole and pigeon. A high proportion of the young people are involved with the Department of Youth Justice.

Learning Choices:

The Mount Isa FLC provides holistic learning experiences that address the social needs of the young people while promoting their emotional, physical, spiritual 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 transition to further education and/or employment.

Years 7 - 9 covers literacy, numeracy, study of society and environment, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

Years 10 – 12 incorporates English Communication, Prevocational Mathematics, Social and Community Studies and Recreation Studies. Other courses such as Certificate I and II in Functional Literacy and Independent Living Skills are also available.

Extra curricula activities:

Cultural Instruction; NAIDOC Celebrations; School Camps; Community Service work.

Co-Curricular:

The centre provides extensive opportunities for young people to participate in co-curricular activities at their level and within their areas of interest. Participation is encouraged. Some of the Co-curricula activities include:

NAIDOC Celebrations; Reconciliation Week; MABO Day; PCYC; School Athletics; School swimming; Curriculum Sport; Canoeing; Rock Climbing; Bush activities; RSA; Learner Licencing; Youth Council.

Social climate:

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

- Pastoral structures – Interactions between all staff and young people are based on a common ground approach working within the four principles of respect, participation, honesty and being safe and legal. Much support is given to young people to assist them through the many complexities they experience. Often young people will relate closely to a particular staff member who will become their coach and mentor and help them over a continued period of time to cope, access other services and manage their educational, social and emotional needs.
- Counselling services – the school links with organisations such as AToDs, Centacare, and Headspace for general counselling services for young people who need support. We also tap into a range of services to meet other support and learning needs of the young people.
- Integration/transition measures – the school puts in place personal learning plans which identify with each young person the goals they have for their future and the pathways they will take to achieve their goals. These are revisited regularly throughout the year to gauge progress. Transition plans are put in place for the young people as they prepare to exit the school. This will consist of things such as work readiness tasks like preparing resumes and interview preparation; obtaining licences and completing certificate work.

- Regular Care team meetings are held to support any young person that has multiple agencies working with them around their care. This may include Department of Child Safety staff; Residential Care workers; Specialist support services; Department of Youth Justice staff. All stakeholders linked to the young person contribute to the development of individual education plans and the collaborative strategies to support the young person achieve their goals.

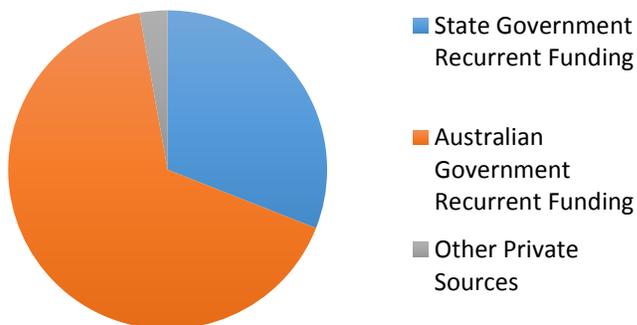
Strategies used for involving parents in their child’s education:

Mount Isa Flexible Learning Centre recognises that parents/carers are the primary educators of their young people. Some young people live and are considered independent. 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:

- Consistent (often daily) communication with parents/carers
- Home visits
- Information evenings
- Newsletters
- Cultural celebrations
- Parents and carer meetings
- Social celebrations
- Acknowledging and celebrating of the voluntary contribution of distinctive skills and enthusiasm of parents and community members

School income broken down by funding source:

State Government Recurrent Funding	31.0%
Australian Government Recurrent Funding	66.2%
Other Private Sources	2.8%
Fees, Charges and Parent Contributions	0.0%



Our Staff Profile

Staff Composition, including Indigenous Staff:

	Teachers	Youth Worker	Support	Indigenous
Headcount	4	6	4	8
FTE	4	6	3	8

Qualification of all Teachers:

Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	0
Bachelor Degree	2
Graduate Diploma	2
Masters	0
Doctorate	0
Total	4

Expenditure on teacher professional development	\$25,000
Average staff attendance (periods of leave up to 5 days)	96%
Proportion of staff retained from previous year	100 %

Performance of our young people

Average young person attendance:

Whole school	83%
Year 7	75%
Year 8	87%
Year 9	83%
Year 10	82%
Year 11	80%
Year 12	93%

Description of how non-attendance is managed by the school:

The teaching and learning teams are charged with the responsibility of following up the young people in their class groups with respect to non-attendance. If a young person did not attend the day's program the teaching and learning team would make contact via phone calls or home visits to the young person and their carer to ascertain the reason for the young person's absence from school. The reason provided would be noted in the young person's file. The young person's attendance would then be checked over several days.

If the young person failed to return for a second week another home visit would take place. This would continue until there has been a clear indication by the young person that they no longer wish to attend, at which point a transition letter is forwarded by the school to the young person and their carer. The young person would be encouraged to re-enroll at a later date when they were in a better space to commit to attending school.

National Assessment Program – Literacy and Numeracy (NAPLAN) results:

Mount Isa FLC students did not have any young people who took part in NAPLAN testing in 2016.

Year 10 – Year 12 young person retention rates:

Approximately 25% of the young people that were enrolled in Mount Isa FLC as a year 10 student remained in the FLC.

Year 12 Outcomes:

Number of young people awarded a Senior Statement	0
Number of young people awarded a Queensland Certificate of Individual Achievement	0
Number of young people awarded a Queensland Certificate of Education at the end of Year 12	0
Number of young people awarded one or more Vocational Education and Training (VET) qualifications	1
Number of young people who are completing or completed a School-based Apprenticeship or	0
Percentage of Year 12 young people who are completing or completed a SAT or were awarded one or	0
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	0