

ANNUAL REPORT 2016

ROCKHAMPTON FLEXIBLE LEARNING CENTRE

Our school at a glance

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Contact Person: Owen Mayor

School Profile

Coeducational
Catholic
Year 7 – 12
2016 Enrolments 54

Characteristics of the young person body:

Rockhampton FLC enrolments consisted of seventy percent young people that were Aboriginal or Torres Strait Islander. The highest number that made up the enrolments were males between the ages of 15-18yrs of age. Of all the young people enrolled five were connected with Youth Justice and the Department of Communities, Child safety Services.

The majority of young people enrolled were part of single parent families and/or where young people lived with extended family members such as grandparents, aunts and uncles. Many of the young peoples' families consisted of blended family arrangements with step parents and step and half siblings. A common scenario for enrolled young people living in blended family arrangements was moving between homes of both biological parents.

The majority of young people live in urban Rockhampton and the outer suburb of Gracemere. A small number of young people come from the small seaside community of Yeppoon, a 30min drive from Rockhampton and Mount Morgan, a 45 min drive from Rockhampton. Our School mini bus services pick up and drop off young people in Rockhampton and Gracemere each day. The young people from Yeppoon and Mount Morgan catch city buses to Rockhampton and are picked up by the schools mini buses at designated bus stops.

One young person had a verified disability however, a significantly higher number of young people suffer from mental health conditions and other trauma that significantly impacted on their social- emotional wellbeing and engagement in learning.

The school has maintained a consistent sizeable waiting list of young people waiting for potential enrolment.

Learning Choices:

Many of our young people have been disengaged from education for lengthy periods of time. Engaging them in some formal learning was the goal in the development of the school's curriculum. Accredited programs in English Communication, Prevocational Mathematics and Certificates I & II in Functional Literacy were on offer. Elective activities were also offered that reflected the passions and interests of the young people. The emphasis was to ensure foundational learning was taking place in the core subject areas of literacy and numeracy and some accredited learning for young people in the senior phase of learning.

An external RTO (EPIC) assisted three young people to complete a Cert II in Business Administration of which two completed. These young people were the first from the school to successfully complete an accredited course of learning. Other external agencies such as CQ Health, Reconnect Youth Services and Bidjerdii (an indigenous health organization) formed partnerships with the school to deliver various programs offered to the young people. CQ Health delivered weekly health programs to the senior class. Reconnect offered alternative skill programs for young people engaged with Youth Justice in which the school supported an adjusted timetable so they could attend. Bidjerdii engaged the young people in the creation of an Indigenous garden in the school.

Another area of focus was the development of the Outdoor Adventure Base Learning Program with one night camp options and a week-long Carnarvon experience in conjunction with the Townsville Flexible Learning Center.

Extra curricula activities:

An after school football team was established and coached by one staff member. This led to young people being successfully placed in a local competition.

Social climate:

Transition from being predominately a mobile program to being at a school site was the focus in 2016. This change presented challenges for the young people enrolled which exhibited itself in a very unsettled school for at least 6 months. As young people became involved in developing the culture of the school, the young people settled and the school found its heartbeat. The following are some of the things the school did to create and maintain a safe environment in which young people could learn:

- Routine daily morning meetings established for young people to check in and raise and discuss any school wide issues
- The incorporation of the working agreements at a class level to allow the young people to negotiate the day's activities and how they would commit to engage in the day's activities
- Allowing young people to develop a voice around how they see things should or could happen in the school
- Establishment of consistency and routines in the classroom programs
- The school's responsive to the needs and dynamics of the young people, which required changing group combinations and staffing arrangements
- Regular conversations with young people around their engagement with the four principles

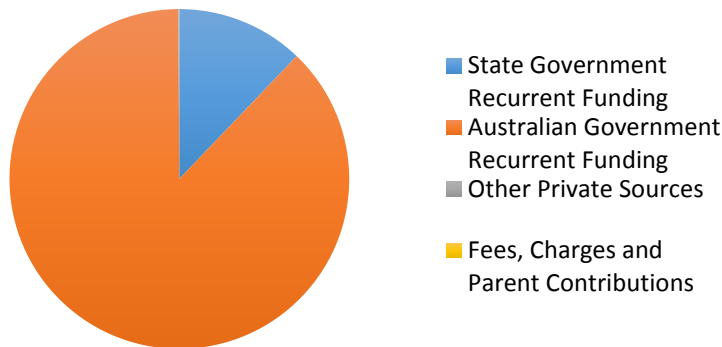
- Holding mediated conversations between young people experiencing conflict with the inclusion of their families to assist in all young people feeling safe within the RFLC community
- Adjusted timetables for young people so they could more comfortably and safely engage or reengage in school.
- Engagement with a number of local support organisations to meet some of the broader support needs of our young people

Strategies used for involving parents in their child's education

- Regular communication by phone, home visit, email and texts
- Parent evenings
- Newsletters
- Working with support organisations linked with the parents of our young people
- Invitation to school events including celebration days

School income broken down by funding source

State Government Recurrent Funding	12.1%
Australian Government Recurrent Funding	87.8%
Other Private Sources	0.1%
Fees, Charges and Parent Contributions	0.0%



Our Staff Profile

Staff Composition, including Indigenous Staff

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

Qualification of all Teachers

Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	0
Bachelor Degree	3
Graduate Diploma	1
Masters	0
Doctorate	0
Total	4

Expenditure on teacher professional development	\$15K
Average staff attendance (periods of leave up to 5 days)	96%
Proportion of staff retained from previous year	43%

Performance of our young people

Average young person attendance:

Whole school	78%
Year 7	76%
Year 8	-
Year 9	86%
Year 10	83%
Year 11	75%
Year 12	71%

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

- Daily contact with young people and their families by staff to discuss attendance and working through issues they may have.
- Frequent follow up home visits when not attending.
- Regular monitoring of attendance data identified young people that were disengaging and plans of action were discussed as a whole staff to determine what support would be provided to reengage these young people.
- Conversations around our school's programs were frequently discussed to determine what we could do as a school and in classes to encourage young people to want to attend school, and make any necessary changes.

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

No Young people participated in NAPLAN in 2016

Year 10 – year 12 young person retention rates:

63%

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	2
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