

Flexible Learning Centre - Inala

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**Inala
Flexible Learning Centre
79 Poinsettia St Inala 4077**

ANNUAL REPORT 2013

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



EDMUND RICE EDUCATION
AUSTRALIA

Youth 

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INTRODUCTION

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

The philosophy of the Inala 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 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 Inala 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.

The 2008 Melbourne Declaration on the Education Goals for Young Australians states that “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”

Inala 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 Inala 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.

Inala 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. 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.

BEST PRACTICE GUIDELINES

Inala Flexible Learning Centre identifies a number of best practice guidelines supportive of meaningful socially inclusive educational experiences. 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.

Negotiated and Articulated Goals

Education programs will negotiate goals and the methods of achieving those goals. Such goals will be tailored to the identified needs of the individual, and support the development of the whole person and the affirmation of their dignity. This is determined and captured with the young person's Personal Learning Plan (PLP).

Young Person Support

Young People are encouraged to make a commitment to the program and its principles. Young Person achievement is valued and celebrated with appropriate recognition by workers and young people.

Family/Carer Involvement

Parent/s, carer/s, stakeholders and the immediate community for the young people are viewed as partners in the young person's educational experience. While some of these partners' circumstances may be related to young people's alienation, the importance of building positive relationships is a priority.

Learning Choices

Inala FLC creates learning choices for all young people using a negotiated curriculum process. Furthermore, it combines the use of a diagnostic tool, ACER Compass Assessment, Personal Learning Plans, the Australian Curriculum and the Australian Core Skills Framework. By utilising these process and frameworks the Inala FLC creates effective programs that engage young people in learning towards defined literacy and numeracy outcomes and other areas of knowledge relevant to real life situations. Young people experiencing risk are invited to engage in programs that cater for their spiritual, physical, social, psychological and intellectual development.

Multi Professional Team

Team members use a multidisciplinary, multi-professional approach to provide health, educational, cultural, social and emotional support for young people. Multi professionals are encouraged to develop supportive relationships with young people, and assist them with their basic life needs. Multi-professionals are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol services, accommodation services, counseling services). 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.

SCHOOL PROFILE AS AT AUGUST CENSUS 2013

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

Gender/Year	8	9	10	11	12	Total
Male	5	11	10	6	4	36
Female	2	4	6	1	5	18
Total	7	15	16	7	9	54

YOUNG PERSON SUPPORT

Each young person at Inala Flexible Learning Centre has a Community Group with a Community Group Leader. The role of the Community Group Leader 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, depth and 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 Inala 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 of twenty first century learners including collaboration, innovation and knowledge creation,
- recognize 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.

Subjects offered at various year levels include:

Year 8	Year 9	Year 10	Year 11 & 12
Core Learning – Literacy and Numeracy			English Communication
Instrumental Music			Pre-Vocational Maths
Music Creation			
Personal training, Outdoor Education, Swimming, Equine Therapy and Basketball			
Home Economic - Cooking			
Community Arts			
Beach Awareness			
Science			
Bike Restoration			
Self Defence			
Manual Arts			
I.C.T. and media			
Boxing			
Pastoral Care and Life Skills			
Mindfulness			
Transitions – Work Preparation			

OUTCOMES

All eligible young people were withdrawn from the NAPLAN testing by their parents or carers.

APPARENT STUDENT RETENTION RATE

Due to 2013 being the first year of operation of the school there is no data from 2012 to calculate the Apparent Student Retention Rate'

ATTENDANCE RATE

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

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

The following programs achieve improved outcomes for young people at the Centre.

Hands on Art Program

Hands on Art is a not for profit organisation dedicated to the creative development of individuals and their communities. Their team of artists and community specialists work on projects designed to stimulate creative growth through art. They aim to work with all sections of society, particularly those that are marginalised, have limited access, are disabled or otherwise culturally and socially marginalised. The program they engaged the young people at the Inala FLC was to create a school logo. This program was run over a ten week period for two hours per week.

2Xhale Program

2Xhale is a therapeutic program aiming to cover issues and themes that the school community needs to address, such as power and control, the impact of our actions, building trust and working together. The program was run over an eight week period with 2 x 1 hour sessions every Tuesday.

Career Aspiration Development Program

University of Southern Queensland provide a careers development officer to run a ten week program for two hours per week to improve the young people's understanding of the various careers available to them and the pathways to attain those career aspirations.

Horses Helping Humans

The Horse Whispering for Youth Program Inc is a non for profit organisation which is proudly sponsored by Horses Helping Humans. Young people are engaged in various activities where they are personality matched to their horse/pony at the start of the course. The aim of the program was to engage young people in horsemanship based activities to build confidence, self esteem, regulate emotions and develop a sense of achievement and accomplishment. The program was delivered over a six week period for one full day at a time.

Family Food Drop Program

Six families of young people who attend the Inala FLC participated in our food drop program. A not for profit organisation called SecondBite supplied the Inala FLC with various food items each week. These food items were then distributed to the six families by the staff at the Inala FLC.

Immersion Program

The Inala FLC Immersion program engaged all new young people who enrolled in the school. The aims of the program were to build and develop relationships with the new young people and engage them in activities, processes and interactions that would be reflected at the Inala FLC. The purpose behind this was to ensure a seamless transition for young people who were new to the centre. The program was facilitated over a two week period, three times per week for six to eight young people over the course of the year. Every newly enrolled young person was expected to engage in this program.

Outdoor Education/Adventure Based Learning Program

Outdoor Education/Adventure Based Learning Program engages young people to participate in a series of group activities designed to help them work as part of a team; improve their problem solving skills and fitness levels. The young people also participated in a variety of activities, which included low and high ropes, bush walking, canoeing, rock climbing, abseiling and overnight camps.

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 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. 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.

YEAR 12 COHORT POST SCHOOL DESTINATION

Two young people finished school at the end of 2013 and have both enrolled in the bridging course for entry into university..

STAFF DEVELOPMENT PRIORITIES 2013

Inala 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 details the professional development staff engaged in:

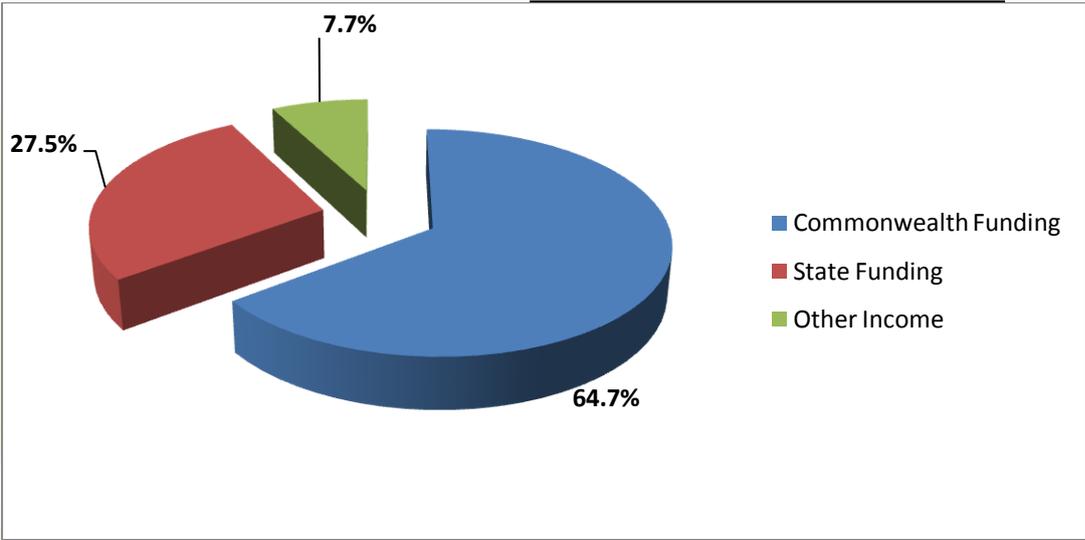
- Staff Retreat
- Child Protection training
- Safety Planning for Young People in Crisis – Headspace
- Canoe Guide Training Part 1 – The Outlook
- Canoe Guide Training part 2 – The Outlook
- Diploma of Flexible Learning
- Climbing - Natural and Artificial Surfaces & Abseiling - Natural and Artificial Surfaces – 6 day workshop
- Flat-water Canoe Guide with Moving Water Endorsement training – 2 day course
- Remote Area First Aid Course with CPR
- Trauma Informed Practice – 2 hour Workshop
- PDF – Outlook Boonah – 5 Day Course
- Sand and Art Therapy for Child and Adolescent Issues
- Culturally Sensitive and Inclusive Practice – 2 day Workshop
- Creative arts Workshop – outlook Boonah
- CPR – updated
- TAE Course
- Cert III Fitness
- ASD Workshop

The average amount in 2013 spent on professional development per staff member was \$1800.00.

FINANCES

Funding Details - Inala FLC

	%	\$
Commonwealth Funding	64.7%	564,981
State Funding	27.5%	240,423
Other Income	7.7%	67,432
Total	100.0%	872,836



THE SOCIAL CLIMATE OF THE CENTRE

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

- Strengths based practice
- Community Groups
- Head of Campus open door
- Welcoming of young parents and their children
- Adolescent Drug and Alcohol Withdrawal Service partnership
- Home Visits
- Youth Support Coordinator
- Individual and group art therapy sessions
- Afterhours access and referral
- Transition planning from Inala FLC
- Induction to Inala FLC
- Mediated conversations
- Non-Violent conflict resolution

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

Inala FLC recognizes that parents/carers are the primary educators of their young people. 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 celebrations
- Parents and carer meetings,
- Social celebrations, and
- The voluntary contribution and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

STAFF

The staff of Inala 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	4
Total number of Support staff	4
Total Number of Staff	8
Highest Staff Qualifications	
Certificate	0
Diploma	2
Post Graduate Diploma	0
Degree	5
Masters Degree	0
Doctorate	0

The average attendance rate for teachers in the 2013 academic year was 90%. 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 88%. This indicates the percentage of teachers who have continued service at the school for the whole of the 2013 school year.

2013 MILESTONES

- Establishment of a successful Outdoor Education Program
- Offering of SAS subjects
- Outreach family connection program implemented
- Christmas community celebration dinner on Thursday 19th December
- White Ribbon Awareness program
- Six week equine therapy program implemented
- Implementation of Brisbane City Council Grant for Healthy and Physical Activities
- School physical renewal program – Internal and external of school painted by Inala Indigenous Elders
- Placement of prac students through University of QLD
- Continuation of community lunch as provide by Inala Church Elders
- Owners of Ignition Fitness studio supporting school and young people in development of Healthy Lifestyle learning choices.
- Equine therapy program establish with NGO Horses Helping Humans.
- Improvement of relationship with Inala PCYC .
- Support from IYS (Inala Youth Service) to engage young people's participation in Inala FLC.
- Epic employment services engaged to support young people into work placement.
- Initial discussions with HeadSpace for outreach service to be established at Inala FLC.

GOALS FOR THE 2014 YEAR

In 2014 emphasis will be given to:

- The development of curriculum that incorporates, young person interests, National Curriculum, authentic reporting and assessment guidelines and Personal Learning Plans.
- Building of the transition program for young people leaving Inala FLC
- Refinement of the Immersion Program
- Engaging external services and agencies to support young people on-site.
- Building of the Families program through the contract of a Young Parents Program worker
- Developing and implementing an education program for young people who are enrolled at the FLC but not accessing the school.
- Build community connections, particularly locally
- Strengthening therapeutic and intervention roles
- Engage young people in appropriate work experience programs
- Introduction of VET subjects in the school.

CONCLUSION

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

Nigal De Maria
Head of Campus
Inala Flexible Learning Centre

Signature
Principal
Youth +