



2016 Annual Report Template

Inala Flexible Learning Centre **Poinsettia Street Inala Qld 4077**

This annual report for 2016 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.

*I see no value in a centre of learning, which churns out
numberless school leavers each year
and is passively part of a society torn apart
by divisions of race and partisan politics...
Our schools exist to challenge popular beliefs
and dominant cultural values,
to ask the difficult question,
to look at life from the standpoint of the minority,
the victim, the outcast, and the stranger*.*

*Former Congregational Leader of the Christian Brothers, Br Phillip Pinto. New York
2002

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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 of over 50 mainstream schools and Flexible Learning Centres.

Inala FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Inala FLC draws on the spirit and vision of Edmund Rice Education Australia (EREA). Our learning community has a clear commitment to social justice 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, Safe and Legal, Participation* and *Honesty* 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. This collective forum offers the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences as they are modelled and explored. This occurs both within the group, as individuals and as members of the broader community.

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. The development of moral reasoning through the application of the four principles prepares students 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 FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Our schools intentionally support the 2008 Melbourne Declaration on the Education Goals for Young Australians: "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

Young people are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Indigenous culture.

Young people are exposed to learning experiences that develop understanding and appreciation of diverse cultural values that constitute Australian society. Learning is focused around the individual needs of young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers, wellbeing staff and young people draft learning plans with articulated educational 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 FLC 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 need to be 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.

Professional and Community Driven

Education programs should be characterised by a high degree of professionalism, and supported by a close relationship with communities in which they are located.

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 given to the uniqueness of adolescent development.

Family/Carer Involvement

Families/carers are viewed as partners in their children's educational experience. While family circumstances may be related to student alienation, the importance of building positive family/carers relationships is a priority.

Learning Choices

Diagnostic assessment is important to provide guidance in planning individualised programs. Effective programs will engage young people in learning toward defined literacy and numeracy outcomes and other areas of knowledge relevant to real life situations. Young people experiencing risk will be provided with programs that cater for their spiritual, physical, social, psychological and intellectual development. As well, they will be provided with learning choices both in and beyond the school and with programs that are effectively linked to community agencies and vocational pathways.

Multi Professional and Multi Disciplinary Teams

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, counselling services). Staff selection processes identify staff members who are: flexible, able to relate to young people, willing to negotiate, clear about operation by principles, as well as being clear about the responsibilities and the rights of all.

SCHOOL PROFILE AS AT AUGUST CENSUS 2016

The total 2016 enrolment of the Inala FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	0	2	5	12	15	21	54
Female	0	2	2	5	2	13	24
Total	0	4	7	17	17	34	79

YOUNG PERSON SUPPORT

Each young person at Inala has staff who support them in their health and wellbeing. At the Inala site these staff include their classroom teacher for core literacy/numeracy and a youth worker. IN 2016 there was also a Head of Wellbeing to support the needs of young people and staff. The role of the team 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 of staff is broad in scope, in-depth in its 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 such as accommodation, food or clothing
- Maintaining partnerships between school, young person and parent/carer
- Working in partnership with other agencies who are involved with students e.g. Inala YHS, Department of Education Western Region Staff, Local High School, Inala Headspace CYMHS (Child Youth Mental Health Service), Department of Communities, Child Safety & Disabilities, Youth Justice etc
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Helping young people to develop a positive self-concept
- Supporting young people with issues of drug misuse and self harm
- Networking with other agencies such as Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, anger management

The Pastoral Care program also includes the support work of the above mentioned Youth Worker and Head of Wellbeing.

CURRICULUM - LEARNING CHOICES PROGRAM

The Inala FLC provides holistic learning experiences that address the social needs of students, and promotes their emotional, physical, spiritual and academic development. The purpose of the learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

Learning experiences address curriculum areas of literacy, numeracy, study of society and environment, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

Subjects offered at various year levels include:

YEAR LEVEL	CORE	ELECTIVE
Years 7 & 8	<ul style="list-style-type: none"> • Literacy • Numeracy • Physical Education and OABL 	<ul style="list-style-type: none"> • Art • Trampolining • Animal Care • Cooking • Gym and Boxing
Years 9 – 10	<ul style="list-style-type: none"> • Literacy • Numeracy • Physical Education and OABL 	<ul style="list-style-type: none"> • Art • Trampolining • Animal Care • Cooking • Gym and Boxing

YEAR LEVEL	Authority Registered Subjects	Certificate Courses
Years 11 - 12	<ul style="list-style-type: none"> • English Communication • Prevocational Mathematics • Social and Community Studies • Recreation 	<ul style="list-style-type: none"> • Certificate I and II in Functional Literacy

The Inala FLC is currently undertaking a large scale building project which ensures that we have our Senior Class based in a permanent location at Poinsettia Street Inala whilst our 3 additional classes are Mobile Learning Communities (MLC). The MLCs use numerous bases and outdoor spaces in the local communities and provide young people with an active and community orientated approach to their education.

OUTCOMES

No students from the Inala FLC elected to be involved in the NAPLAN testing during 2016. In 2017 it is expected that Inala FLC will participate in the online trial of the NAPLAN test.

**National Assessment Program Literacy and Numeracy (NAPLAN) results.
Reading Writing, Spelling, Grammar and Punctuation and Numeracy in Year 9.**

Domain	Measures	Year 9 2016
Reading	Average score for the school	
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	N/A%
Writing	Average score for the school	
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	N/A%
Spelling	Average score for the school	
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	N/A%
Grammar and Punctuation	Average score for the school	
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	N/A%
Numeracy	Average score for the school	
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	N/A%

Outcomes for Year 12 Students	
Total number of Senior Certificates awarded	1
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	33% (1 out of 3 students)
Percentage of students awarded Senior Certificates or awarded a Vet qualification	33 %

APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2016 (mandatory)	4	4	850%

*Note: Year 7 became the starting year level for secondary schooling in 2014 and does not factor into this calculation as yet.

*Note this 850% reflects enrolments which grew in absolute numbers across the five years 2002-2006 and particularly in the senior years.

ATTENDANCE RATE

The average student attendance rate for 2016 was 70%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences. Again include appropriate commentary if required.

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

- Headspace were engaged to deliver a number of programmes to the young people that attend the Inala FLC. Programs were delivered in a variety of ways including whole school, gender and one on one. The programs led to a greater understanding of mental health and of the services in the local area.
- Area 40 – ADAWS run numerous programs focusing on drug and alcohol dependency. Senior students attended this program on a semi-regular basis to learn more about the dangers of drug dependency as well as focussing on how to be safe if you are living with addiction.
- Boxing programs have been run across the school which has led to greater self-discipline and also the understanding that the best form of self-defence is not getting into violent situation followed by walking away from violence. This has led to a decrease in the number of incidents both in and outside of the school.
- Dandiiri Library – the library was accessed to enable young people to gain a greater understanding of the history of this area
- Deadly Choices – were engaged to work with young people and staff on the benefits of healthy eating. This led to a change in the school meals which has been well received by all community members.
- Inala FLC youth workers also run multiple programs to reduce truancy and engagement in the school community

YEAR 12 COHORT 2016 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about the post school destinations of our students will be posted to our website by 30 September, 2017. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year – 2016	Number of Students in each category	Percentage of Students in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	0	0
Working full-time	0	0
Working part-time/casual	0	0
Seeking work	0	0
Not studying or in the labour force	3	3

CO CURRICULAR ACTIVITIES

The Centre provides extensive opportunities for young people to participate in co-curricular or non-classroom activities at their level and within their areas of interest. Participation is encouraged. The broad range of opportunities or choices for young people includes activities that are described as cultural, sporting, and intellectual and/or service related.

Co Curricular Activities offered at Inala FLC in 2016

Cultural	Sporting	Intellectual	Service
NADIOC Celebrations	Participation in school sport fixtures	Head Programs	Aged Care Service
Week	Participation in inter FLC touch football	Space	Animal Welfare League
	Deadly Choices Healthy Eating		

STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2016

Inala Flexible Learning Centre 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 priorities were identified in the Centre's 2016 Operational Plan and teachers attended the following professional development;

- Remote First Aid (1)
 - Indigenous Immersion Programs (1)
- All teaching staff (4) attended the following
- Therapeutic Needs Planning
 - Autism Qld training
 - Xavier FLC Network 3 Day Conference

The average amount spent per teacher in 2016 on professional learning was \$1062 which represents 0.3% of the annual budget. Percentage of annual budget 0.3%

STAFF

The staff of Inala Flexible Learning Centre 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	5
Total number of Support staff	8
Total Number of Staff	13

Teaching Staff Qualifications	Number of Qualifications
Bachelor Degree	7
Diploma	2

The average attendance rate for teachers in the 2016 academic year was **95%**. 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 50%. This indicates the percentage of teachers who have continued service at the school from 2015 into 2016.

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:

- Pastoral structures including a Youth Worker in each class
- Strong relationships with local services including headspace, counselling services etc
- A commitment by all to operate by the principles of respect, being honest, being safe and legal, and participation.
- The formation of right relationships amongst everybody in the school community.
- A belief that conflicts and problems can be resolved by talking and negotiation.
- An understanding by all that bullying and misuse of power by anyone in the school community is not acceptable.
- A strong emphasis not on the mistakes that people make but rather on what they do to fix the consequences of those mistakes and the effort made to change behavior.
- A strong commitment to trauma informed practice and strengths based approaches to young people
- Encouragement of young people to take initiative; to raise issues of concern to them; to challenge other young people and staff if they feel that one of the principles has been broken; to negotiate what they learn and how they want to learn it; to be active participants in all that they experience in their time at The Centre

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

Inala Flexible Learning Centre recognises that parents/carers are the primary educators of their young people. Some young people live independently. 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
- Community and Cultural celebrations
- Parents and carer meetings,
- Social celebrations, and

- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

INFORMATION COMMUNICATION TECHNOLOGIES

In recent times, substantial change has occurred in the provision of computer hardware and software for young people and staff. Professional development continues to enhance the skills of staff in this important facet of learning. Information management has become a critical literacy. Integration of technology within all learning continues to evolve across the variety the school's subject offerings.

The IT infrastructure for Youth+ was expanded. This incorporated a WAN (fibre optic connections) with connections to all sites across Australia with a minimum bandwidth of 20mb. We moved from an external provider offering IT support to the establishment of an internal ICT department consisting of 4 personnel.

In 2016 a number of new devices were purchased to ensure young people in the Mobile Learning Communities had access to high quality technology. Each MLC has also established links with community organisations to utilize the resources of other organizations. In 2017 a significant investment will be made in this areas as the school transitions onto its new campus with the purchase of interactive screens and devices.

SCHOOL REVIEW / SURVEYS

Inala FLC undertook a number of internal reviews of their structures, programs and staffing during 2016 as part of the regular pattern of any school. Inala FLC also undertook a wide-ranging review conducted by an external facilitator that focused on the following;

- Wellbeing of staff and young people
- Curriculum
- Leadership
- Systems and process

2016 MILESTONES

Inala FLC experienced growth in a number of areas during 2016 not the least of which being the commencement of building works at the Poinsettia Street site in Inala. Completion is due sometime during the second half of 2017 and all members of the FLC and the wider Inala community are eagerly awaiting the new site. Some other milestones are listed below;

- The purchase of software packages for numeracy and literacy in addition to investment in a great range of diagnostic testing tool
- 3 Year 12 students transitioning from Inala FLC including a successful completion of the Queensland Certificate of Education
- Completion of a wide ranging review into the Inala FLC
- The completion of 11 VET Certificates through external RTOs

- Investment in, through resourcing and training, Outdoor Adventure Based Learning resources
- Purchase of a new vehicles in order to provide a wider ranging bus network to young people that are unable to access the trans link services
- Continue to build and maintain strong partnerships with outside agencies such as Headspace, Department of Education, Deadly Choices and Inala Youth Services
- Review of current referral and enrolment procedures and implementation of new procedures following review
- Significant increase in staff professional development opportunities including a Xavier Network Conference
- Recruitment and retention of a core group of supply youth workers and teachers

GOALS FOR THE 2017 YEAR

In 2017 emphasis will be given to:

- Transition to the new school building site in late 2017
- Involving young people in the transition process including hosting forums to young people and community members to give input about the new site
- Empowering young people to understand the philosophy of common ground and the reasons why the Inala FLC operates this way
- Growing the number of enrolments over the end of 2017 as the opportunity arises with the completion of the school buildings
- Building solid relationships with community organisation and Education Queensland
- Training of teaching staff in Yumi Deadly Maths training
- Celebration of community events such as a NAIDOC community wide event
- Increase of parent participation in the Inala FLC
- Training in a school wide wellbeing program in preparation for 2018

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