



ANNUAL REPORT 2017

ROCKHAMPTON FLEXIBLE LEARNING CENTRE

This annual Report for 2017 is published to provide information about Rockhampton 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.

Our school at a glance

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Contact Person: Owen Mayor

School Profile

Rockhampton Flexible Learning Centre (RFLC) is part of Edmund Rice Education Australia and is conducted in accordance with the philosophy, principles and touch stones of the larger organisation. Rockhampton FLC is a co-educational Catholic School in the Edmund Rice Tradition. The RFLC learning Community has a clear commitment to social justice and stands in solidarity with disenfranchised young people of all social, cultural and religious backgrounds.

Coeducational
Catholic
Year 7 – 12
2017 Enrolments 69.6

Characteristics of the young person body:

Rockhampton FLC works with young people who are vulnerable and experience a complexity of inter-related needs. In 2017, Rockhampton FLC enrolments consisted of fifty percent young people who are Aboriginal or Torres Strait Islander. Sixty six percent of the school's enrolments were males. Seven percent of young people enrolled were involved with the Department of Youth Justice or with the Department of Communities, Child Safety Services.

The family configurations of young people connected with the school in 2017 were varied. A majority of young people were from single parent families or were living with extended family members such as grandparents, aunties and uncles. Many of the enrolled young peoples' families consisted of blended family arrangements with stepparents 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 increasingly more young people came from Mount Morgan, a 45 minute 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 school's mini buses at designated bus stops.

Ten percent of young people enrolled at Rockhampton FLC in 2017 had a verified disability. A much higher proportion of young people that were enrolled had non-verified disabilities that required significant adjustments to the learning programs offered to meet the range of learning needs.

The school also maintained a consistent sizeable waiting list of young people from the Rockhampton community.

Learning Choices:

2017 has seen a greater focus on teaching Certificates I & II in Functional Literacy and a Certificate I in Access to Vocational Pathways. These qualifications aligned with the learning needs and goals of the young people enrolled. Electives offered in 2017 were negotiated to match the passions and interests of the young people and aligned with skills of the staff team. The emphasis has been to ensure foundational learning is taking place in the core subject areas of literacy and numeracy.

There was increased engagement with external Registered Training Organisations (RTO) in 2017. Four RTO's were engaged which offered a number of Certificate courses to young people. These included:

- Certificate II qualifications in *Hair and Beauty*,
- Certificate II *Hospitality*,
- Certificate II *Visual Arts* and
- Certificate II in *Digital Media*
- *Resources and Infrastructure Work Preparations*.

One young person graduated in the *Visual Arts and Digital Media Certificate*. Six young people completed the *Resources and Infrastructure Work Preparations* course. The *Resources and Infrastructure Work Preparations* course was the only program undertaken on the schools site, which is believed to have contributed to the successful completion of the course.

External agencies such as CQ Health, Darumbal Youth Services and Bidjerdii (an indigenous health organisation) formed partnerships with the school to deliver various programs offered to the young people over 2017. CQ Health delivered weekly health programs to the senior and junior class. Darumbal Traditional Owners led a cultural program and an art therapy program focused on drug and alcohol issues.

A major emphasis in 2017 has been the development of the schools post school transition support program for the senior young people. The school's Indigenous Community Engagement Officer (ICEO) formed a range of partnerships with various local community organisations to support the young people to develop the skills and knowledge they will require in preparation for school leaving.



Another significant learning opportunity that was continued in 2017 was the weeklong Carnarvon experience that happened with Townsville Flexible Learning Center staff and young people. This is a significant part of the Outdoor Adventure Based Learning aspect of the Rockhampton FLC community.

Extra curricula activities:

The school continues to run school holiday programs for any young people that would like to engage. This consists of learning opportunities and activities which young people will participate in during each of the school holiday periods. On a typical day there can be up to 10 young people in attendance.

Social climate:

2017 was a year of consolidation. This consisted of:

- Training for all staff around whole brain approaches to teaching and learning. This has increased learning opportunities in each class group about the brain, self-awareness and self-regulation, understanding stress and how to maximize opportunities for success.
- Routine daily morning check in meetings established for young people to share how they are traveling and discuss any school wide issues. The young people have taken a major role in leading morning meetings.
- Working agreements are the norm in daily practice both for class and off site activities.
- Increasingly young people voice influences how and what happens within the school community.
- Establishment of consistency and regular routines in the classroom programs
- The school's responsive to the needs and dynamics of the young people, which included: changing group combinations including staffing teams.
- 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
- Engagement with a number of local support organisations to meet some of the broader support needs of our young people
- A stable staff team contributing to stronger whole of RFLC community relationships

Strategies used for involving parents in their child's education

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

Parent/Carers Satisfaction Survey

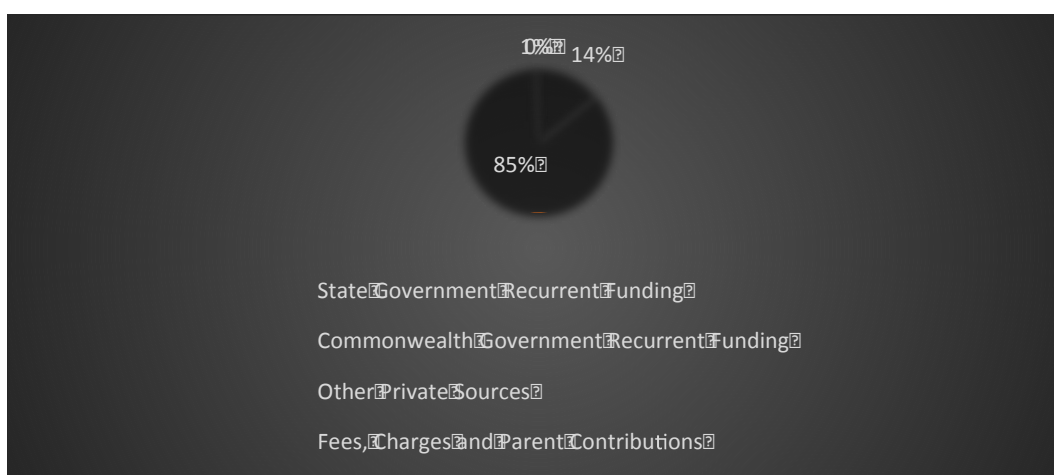
All parents and carers of enrolled students at Rockhampton FLC in 2017 were given a satisfaction survey to give feedback on how they believed the school was going and requesting input on possible areas for improvement. Of all parents and carer's surveyed, those that responded gave extremely positive feedback.



The school was referred to by one person as a “*breath of fresh air*” with staff referred to as “*very helpful*” and the school being seen as a great benefit for the young people. Ideas for suggested improvement were to continue the staff learning about the challenges faced by young people that enroll, in particular around “*mental health concerns*”.

School income broken down by funding source

State Government Recurrent Funding	14%
Commonwealth Government Recurrent Funding	85%
Other Private Sources	1%
Fees, Charges and Parent Contributions	0%



Our Staff Profile

Staff Composition, including Indigenous Staff

	Teachers	Youth Worker	Support	Indigenous
Headcount	5	4	3	4
FTE	5	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	1
Doctorate	0
Total	4



Expenditure on teacher professional development	\$5,193.91
Average staff attendance (periods of leave up to 5 days)	96.54%
Proportion of staff retained from previous year	100%

Performance of our young people

Average young person attendance:

Whole school	73.5%
Year 7	74%
Year 8	71%
Year 9	69%
Year 10	79%
Year 11	74%
Year 12	74%

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

- Regular contact with young people and their families to discuss attendance concerns and how any issues can be addressed.
- Regular home visits particularly when phone contact has been unsuccessful
- Regular monitoring of attendance data to identify young people that are disengaging
- Young People support conversations to generate action plans for learning teams. Also one on one weekly meetings with Head of Campus regarding young people in each learning group not attending.

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

No Young people participated in NAPLAN in 2017

Year 10 – year 12 young person retention rates:

63%

Year 12 Outcomes:

Number of young people completing year 12 in 2017	0
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	0
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