



ALBERT PARK
FLEXIBLE LEARNING CENTRE

ANNUAL REPORT 2017 ALBERT PARK FLEXIBLE LEARNING CENTRE

This annual Report for 2017 is published to provide information about Albert Park 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

Name: Albert Park Flexible Learning Centre
Phone: (07) 3071 9010
Email: albert.parkflc@youthplus.edu.au
Webpages: www.youthplus.edu.au
(additional information located on the My School website)
Contact Person: Simon Clowes
Simon.clowes@youthplus.edu.au
0429 987 270

School Profile

Coeducational
Catholic
Year 11 – 12
2017 Enrolments 91.2

Characteristics of the young person body:

Albert Park Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. Albert Park FLC commenced operation as a registered Non-State School in 2006, and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

Albert Park FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the Albert Park 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.

Albert Park FLC works with young people who are vulnerable and experience a complexity of inter-related needs. As discussed above, participation and retention are key elements in the philosophy of Albert Park FLC. The development of moral reasoning through the application of the principles of Respect, Responsibility, Relationship Rights and Honesty, prepares students for engaged 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.



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Learning Choices:

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 and wellbeing staff, young people draft learning plans with articulated education pathways.

Albert Park FLC offers a range of QCAA approved subjects, nationally recognised VET training, off campus certificate and transition program, nature experiences and physical, cultural and arts based activities.

Extra curricula activities:

Basketball, Gym, Boxing, Maintenance, Camps, Excursions, Art projects, Families program, Cooking.

Social climate:

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. 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.

Strategies used for involving parents and carers in their child's education:

- Text and email notification
- Facebook
- Invitation to school events
- Phone contact by Community Group Leaders
- Open door policy for parents.

Parent/Carers Satisfaction feedback

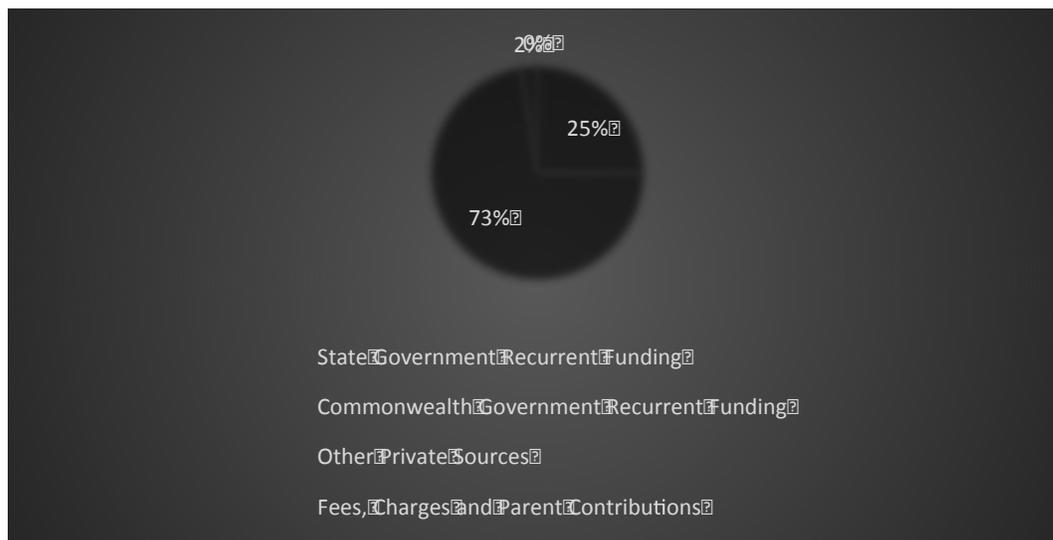
All parents and carers of enrolled students at Albert Park FLC in 2017 were given opportunities to provide feedback. Feedback was sought on an ongoing, regular basis in both formal and informal ways. This included all parents and carers being invited to the school on two separate occasions for opportunities to provide verbal feedback to the school community. All feedback received was extremely positive particularly in relation to how supportive the school was of the students. Suggestions for improvement centered around how the school can find ways to get their young people attending school more often.



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School income broken down by funding source:

State Government Recurrent Funding	25%
Commonwealth Government Recurrent Funding	73%
Other Private Sources	2%
Fees, Charges and Parent Contributions	0%



Our Staff Profile

Staff Composition, including Indigenous Staff:

	Teachers	Youth Worker	Support	Indigenous
Headcount	6	4	3	1
FTE	5.4	3.5	1.9	1

Qualification of all Teachers:

Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	2
Advance Diploma	0
Bachelor Degree	7
Graduate Diploma	1
Masters	1
Doctorate	0
Total	10

Expenditure on teacher professional development	\$4138.31
Average staff attendance (periods of leave up to 5 days)	94.21%
Proportion of staff retained from previous year	92.79%



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Performance of our young people

Average young person attendance:

Whole school	84%
Year 7	n/a
Year 8	n/a
Year 9	n/a
Year 10	n/a
Year 11	83%
Year 12	84%

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

In the first instance parents are informed daily of any absence. Independent young people are informed that their absence is noted as unexplained. Persistent non-attendance triggers a conversation with a Young Person's Community Group Leader to address attendance. Regular and persistent non-attendance triggers a conversation with the Head of Campus regarding an alteration of fulltime status. Continued lack of attendance triggers an at-risk notification and, without change, eventually transition from Albert Park FLC.

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

There were no young people eligible to take NAPLAN test in 2017

Year 10 – year 12 young person retention rates:

N/A

Year 12 Outcomes:

Number of young people awarded a Senior Statement	30
Number of young people awarded a Queensland Certificate of Individual Achievement	n/a
Number of young people awarded a Queensland Certificate of Education at the end of Year 12	4
Number of young people awarded one or more Vocational Education and Training (VET) qualifications	7
Number of young people who are completing or completed a School-based Apprenticeship or	n/a
Percentage of Year 12 young people who are completing or completed a SAT or were awarded one or	n/a
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	n/a

Next Step 2018 Post-School Destinations

Albert Park Flexible Learning Centre



This is a summary of the post-school destinations of students from Albert Park Flexible Learning Centre who completed Year 12 and gained a Senior Statement in 2017. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2018.



43.3% response rate

13 out of 30 Year 12 completers from this school responded to the 2018 survey. *Due to the low response rate, care should be taken interpreting these results.*

Post-school destinations



In 2018, four Year 12 completers from Albert Park Flexible Learning Centre were engaged in education, training or employment in the year after they completed school.



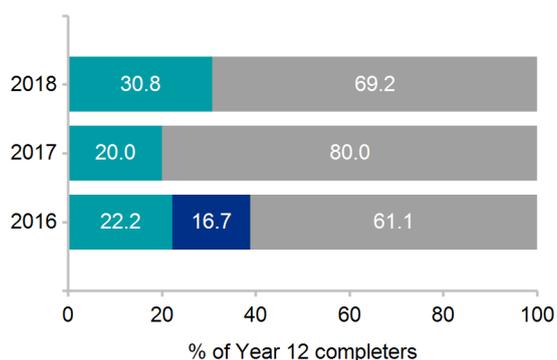
Of the 13 respondents, four continued in some recognised form of education and training. The most common study destination was VET certificate.



No respondents transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ In education or training
■ In employment
■ Not in education, training or employment

Main Destination in 2018

