



Inala Flexible Learning Centre 79 Poinsettia Street, Inala QLD 4077

This Annual Report for 2018 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. As discussed above, 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 2018

The total 2018 enrolment of the Inala FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	0	5	9	6	10	7	37
Female	1	5	6	10	7	4	33
Total	1	10	15	16	17	11	70

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 at least one other significant worker. 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
- Maintaining the close partnership between school, young person and parent/carer
- Working in partnership with other agencies who are involved with students e.g. CYMHS (Child Youth Mental Health Service), Department of Communities, Inala Child Safety, Western Districts Youth Justice, QPC, Inala PCYC, Inala Elders, Headspace, Inala Youth Services, Ngutana-Liu, Adolescent Drug and Alcohol Withdrawal Service (ADAWS)
- 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

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	Literacy Numeracy	Physical Education / Music / Art / Drama / Equine Program / Boxing / Inter-School Sport / Outdoor Education / Cultural Program
Years 9 – 10	Literacy Numeracy	Physical Education / Music / Art / Drama / Equine Program / Boxing / Inter-School Sport / Certificate I Vocational Pathways / Certificate I Construction / Outdoor Education/ Cultural Program

YEAR LEVEL	Authority Registered Subjects	Certificate Courses
Years 11 - 12	<ul style="list-style-type: none"> • English Communication • Prevocational Mathematics • Social and Community Studies • Senior Recreation 	<ul style="list-style-type: none"> • Independent Living Skills • Short Course in Literacy and or Numeracy • Certificate I Construction • Certificate I Visual Art

Inala FLC offers an engaging inquiry based curriculum that strives to offer a personalized educational program. Inala FLC was able to increase the breadth of curriculum offerings in 2018 because the school moved into a purpose built site. This created more learning spaces which led to external RTO offering the Certificate I in Construction as well as space to offer a Certificate I in both Vocational Pathways and Visual Art. The newly built school also provides the opportunity to teach Art, Drama and Music in purpose built facilities. The expansion of the school population also led to the employment of an additional staff member that possess extensive Outdoor Education qualifications

OUTCOMES

National Assessment Program Literacy and Numeracy (NAPLAN) results. Reading Writing, Spelling, Grammar and Punctuation and Numeracy in Year 7 & 9.

All students in Year 7 and Year 9 were offered, and encouraged, the opportunity to participate in the NAPLAN testing. Due to limited schooling and or negative experiences with testing, many young people refuse to participate in the test or are absent on the days of testing. The table below displays the data from the small cohort of young people that were willing to participate in the test. In all areas, the school performs substantially below the average score for Australia whilst it is similar when compared to schools with similar students. No young people from the Year 7 cohort participated in the testing.

Domain	Measures	Yr 9 2018
Reading	Average score for the school	156
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	%
Writing	Average score for the school	95
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	%
Spelling	Average score for the school	366
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	%
Grammar and Punctuation	Average score for the school	179
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	%
Numeracy	Average score for the school	311
	Average score for Queensland	
	For the school the percentage of students at or above the national minimum standard.	%

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	1 Student completed the QCE and 2 students gained at least one VET qualification
Percentage of students awarded Senior Certificates or awarded a Vet qualification	18%
Percentage of students awarded a Vet qualification in Year 10 or 11	30%

APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2018	10	11	110%

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

ATTENDANCE RATE

The average student attendance rate for 2018 was 68.32 %. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences. The relatively small student cohort, of 70 Young People, and the number of young people who transition, both into and out of the school, throughout the year impact this percentage.

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

Throughout 2018 Inala FLC ran a variety of programs in order to improve outcomes for Young People. Below is a snapshot of the most significant of these programs.

- Deadly Choices were engaged to discuss the benefits of a healthy lifestyle with the school community
- Legal Aid ran regular programs to ensure young people were aware of their rights and responsibilities in relation to the law
- True Relationships conducted sessions regarding young people about healthy relationships and sexual health
- Outdoor Adventure Education Programs including canoeing, camping, sailing and bushwalking
- Equine Therapy Program – conducted with Griffith University to assess the impact of Equine Therapy on attendance and engagement
- Boxing – school wide engagement in boxing has led to improvements in self-esteem and self-discipline and a decrease in school violence
- Adolescent Drug and Alcohol Withdrawal Service (ADAWS) - Inala FLC engages with ADAWS in order to deliver Drug and Alcohol awareness programs to give young people information about the potential harm of these substances
- Community Engagement Lunches – each Friday the school held a Community Lunch that was attended by various services and agencies from the Inala Community that has led to a greater engagement with these services by the students of the Inala FLC. These services include, but are not limited to, ADAWS, CYMHS, Police, PCYC, Legal Aid, Inala Elders, Glenala and Forest Lake State High Schools



YEAR 12 COHORT 2018 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2018 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, 2019. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year – 2018	Number of Students in each category	Percentage of Students in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	2	18%
Working full-time	0	0
Working part-time/casual	1	9%
Seeking work	4	36%
Not studying or in the labour force	4	36%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	2	18%

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 2018

Cultural	Sporting	Intellectual	Service
Cultural Connection Program	After School Touch Football Competition	Public Speaking	Community Service Program in Inala
Ngutana–Liu gatherings	Blue Edge PCYC Program	Head Space Programs	Volunteering at local nursing home
NAIDOC Week Celebrations	Intra School Touch	Child Youth Mental Health Programs	Animal Welfare League volunteering
Drama Group	Deadly Choices		
Mens' and Women's Business	Inter School Touch and Basketball		



STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2018

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 2018 Operational Plan:

- Girls with Autism Spectrum Disorder (ASD) awareness – (3 staff) this training was undertaken to gain knowledge and strategies for working with girls with ASD.
- Staff Wellbeing – strategies for staff (all staff)
- Fire Safety and First Aid training was also conducted in 2018
- Completion of the Berry Street Education Mode training – in order to develop a whole school approach to Wellbeing (All staff)
- Yumi Deadly Maths – the second year of a program to provide different ways to teach Maths to all students, most notably in this training, Indigenous students (4 Teaching Staff)
- Training and Assessment Qualification Upgrade (3 staff)
- EREA Formation Programs – to gain greater understanding of the mission of our organisation and school and for staff to engage with their own reasons for choosing this work (1 staff)
- Multiple sessions of school in servicing was also conducted in the areas of Queensland Curriculum Assessment Authority (QCAA) changes to the Senior Curriculum as well as National Consistent Collection of Data (NCCD)

The average amount spent per teacher in 2018 on professional learning was \$1,558. This represents 0.8% of the annual budget of the Centre.

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	7
Total number of Support staff	7
Total Number of Staff	14

Teaching Staff Qualifications	Number
Certificate	7
Diploma	2
Post Graduate Diploma	1
Masters Degree	1
Doctorate	
Bachelor Degree	6

The average attendance rate for teachers in the 2018 academic year was 95.3%. 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 effect of an absent staff member, for an extended period due to extended leave last year has been eliminated from this calculation as he / she was replaced by a contract teacher.

The teaching staff retention rate expressed as a percentage is 80%. This indicates the percentage of teachers who have continued service at the school from 2017 into 2018.

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:

- 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.
- Pastoral structures including Youth Workers in each class, daily phone calls to absent students, home visits after a period of non-attendance and links to youth services in the area.
- Strong belief in all staff displaying Unconditional Positive Regard for all young people at all time
- The pastoral system also allocated a key worker for each student in order to track attendance and engagement, share progress with staff and acknowledge important events such as birthdays etc
- Relevant Parent Forums such as parent teacher conversations at enrolment as well as meetings at the end of each semester and in setting Personal Learning Plans.
- Training of all staff in the Berry Street Education Model to develop a coordinated approach to student wellbeing at the Inala FLC
- 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 behaviour.

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 damaged; 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 and a school Facebook page
- Cultural celebrations
- Community Lunch held each week
- Parents and carer meetings held each term and also at times when young people are experiencing difficulty at school,
- Social celebrations, and
- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated. The parents of the Inala FLC are very active in the educational journey of their child, especially those in the younger year levels, and we thank them for everything they contribute to our school.

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 seven personnel. The completion of the building at Poinsettia Street enabled the Inala FLC to create a dedicated computer room comprising of 12 desktop computers adding to the laptops and IPADs already being utilised across all classes. The move to the school site also saw the installation of 4 interactive data projectors that have dramatically increased classroom engagement and the use of audio visual tools in the classroom.

SCHOOL REVIEW

In 2018 the Inala Flexible Learning Centre took part in a EREA Renewal process along with other schools in the Xavier Network. The Commendations in the report were broad and strong. Inala FLC looks forward to implementing the recommendations from the report throughout 2019 and 2020. At the end of 2018, following completion of the rigorous accreditation process, the Non State Schools Accreditation Board (NSSAB) granted accreditation to Inala FLC for a further 5 years. Local government school representatives as well as the Inala Leadership team were involved in this process. At the end of 2018 Inala FLC staff reviewed the structure of the school. The staff concluded that the “Middle School” structure be rearranged to allow for greater progression and expectation as young people move throughout the school. In 2019 the school will offer a Year 7/8 class, Year 9 and Year 10 class in light of this review.

PROGRESS TOWARDS GOALS FOR THE 2018 YEAR

The Xavier Flexi Schools Network Board and Leadership recognise the value of strategic planning for the long term, sustainable development of programs, capital and human resources, the minimisation of exposure to risks and to assist fidelity of operation to mission. Operational goals are set each year in consultation with staff. The following outlines achievements in reaching goals in 2018 articulated in the 2017 Annual Report.

- Xavier Flexi School Network, of which Inala is a part, participated in the EREA School Renewal process and received strong commendations in all areas
- Inala Flexible Learning Centre was accredited for a further 5 years by NSSAB
- Inala FLC completed the first full year on new the school site at Poinsettia Street. Work is underway developing one school culture and set of processes after 3 years as a Mobile Learning Community of 4 different classes
- The first stages of developing an Inala FLC pedagogy were developed and a new school handbook drafted
- All staff broadened their skills in the Berry Street Education model training although a whole school approach to wellbeing is still under development
- Cultural understanding is being developed within the community with the establishment of a “Culture Connection” program, the hosting of NAIDOC Week events and participation in professional development and formation opportunities.
- The new site at Poinsettia street saw the development of an IT lab consisting of 12 desktop computers and 4 interactive whiteboards installed throughout the school

2018 MILESTONES

2018 marked the first full year that the Inala FLC was able to utilise the new school site at Poinsettia Street Inala. Undoubtedly, one of the highlights of the school year was the official opening of the new buildings. The young people of the school hosted the event grabbing the opportunity to share this event and their inspiring stories with the Queensland Education Minister, Grace Grace, as well as the Executive Director of the Queensland Catholic Education Commission, Dr Lee-Anne Perry. The school reached

an enrolment of 70 young people during the year and has room for growth with five General Learning Areas in addition to three Specialist Learning Areas. The completion of this site enables the young people of the school greater access to a range of educational opportunities and enables the school to offer an Edmund Rice Education to more young people in the Inala area. After three years as a mobile school, staff and young people eagerly used the four interactive whiteboards installed throughout the school and the new computer lab that consists of twelve desktop computers. The school partnered with new Registered Training Organisations throughout the year to offer the young people greater options in accredited learning which saw a significant number of students in years ten and eleven gain qualifications. The strengthening of relationships with local high schools and both government and non-government organisations is pleasing. These relationships have been developed through regular Community Lunch events that serve as an open day. Something the school is very proud of is the fact that seventy-five percent of young people attending the school live in the Inala suburb.

Inala FLC Opening





GOALS FOR THE 2019 YEAR

- Increase enrolments to 85 young people
- Appointment of specialist staff in areas of Special Education, Music and Manual Arts
- Greater participation in community events in the local and broader community such as Sorry Day and NAIDOC Week
- A focus on environmental sustainability through the establishment of programs within the school
- Development of greater school signage and greater visibility in the local community
- Development of a school wide wellbeing framework

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