

FAME Flexible Learning Centre

2018 Annual Report



EDMUND RICE EDUCATION
AUSTRALIA

Youth 



FAME
Flexible Learning Centre
Secondary School (7 - 12)
13 McKinna Road, Christie Downs SA 5164
10 Main South Road, Old Reynella SA 5161

This annual report for 2018 is published to provide information about the FAME 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

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.

Introduction

FAME Flexible Learning Centre (FLC) is a Special Assistance school that aims to provide a schooling experience that caters to the individual needs of all young people at the school. FAME FLC is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. FAME FLC commenced operation as a registered Non-State School in 2015, and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

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

FAME 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 FAME 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.

In order to meet the needs of all young people FAME uses a variety of practices, including trauma sensitive informed practices, to support young people as they journey through the Australian National Curriculum (Years 7 to 12). The school is open full-time and follows the Term time calendar. There is a strong emphasis on numeracy, literacy and the general capabilities throughout all lessons. The morning program is generally classroom-based and the afternoons are activity-based with the option of additional study classes.

Best Practice Guidelines

FAME FLC strives to adhere to best practices in all areas of education and wellbeing support.

Individualised Education Programs (IEPs) and Negotiated Learning Goals.

All young people have IEPs and SMART goals to ensure that the curriculum is differentiated to suit their needs and abilities. Teachers and youth workers work individually with each young person to help them identify and articulate their goals; and together they will determine the methods of achieving those goals. The setting of long and short term goals is a means to ensure every young person will experience holistic success, not only in the educational context but also in terms of their overall well-being.

Multi-disciplinary and Professional Team

FAME values professionalism. The young people that have enrolled at FAME often have experienced varying degrees of service in their previous encounters with education. FAME prioritises high quality and consistent interactions with parents, carers and our young people. FAME has a multidisciplinary team which means young people's health, educational, cultural, social and emotional needs can be approached holistically. The staff aim to empower the young people by teaching them how to link to external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol Services, Accommodation Services, Counselling Services).

Community-focused Environment

Enrolments numbers are capped at 92 young people at any given time which enables us to maintain a strong community culture and atmosphere. The staff : young person ratio is approximately 1 : 15. Staff selection processes seek to identify candidates who are: flexible, able to relate to young people, willing to negotiate, clear about operation by principles, and attuned to the philosophy of human rights and facilitating the voice of young people.

Young Person Support

The young people and the staff make a commitment to the school's principles: Honesty, Respect, Participation and Safe & Legal. We regularly celebrate the young people's different achievements in our weekly community meetings and other gatherings. There is welfare support for young people who are experiencing times of hardship. Every young person has a mentor, this can be either a teacher or a youth worker. The mentor relationship ensures that no young person falls through the gaps; it also aims to empower the young person by ensuring they have a voice that is acknowledged and heard.

Family/Carer Involvement

Families/Carers are viewed as partners in their children's educational experience; and every effort is made to include them in conversations and decisions in relation to the young persons learning. Transition plans and IEPs are developed through discussions with both the young person and their parents or carers. Parent-teacher interviews are held each semester.

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 have a direct role in shaping the curriculum of the school. They are routinely surveyed for topics of interests and teachers plan lessons according to that interest, which is then mapped to the Australian Curriculum.

Best Practice Guidelines (Continued):

Edmund Rice Philosophy

Staff and volunteers are guided by the Edmund Rice philosophy and Humanitarian Principles of Social Justice, Human Rights, Equity and Access. We are accountable on numerous levels for what we do and how we do it – the young people and their parents/carers are invited to engage in this process.

An open and inclusive service is delivered at FAME FLC where cultural awareness and acceptance-of-all is strongly encouraged and embraced. Please see the following link for more information on how, as an EREA school, we promote tolerance toward, and combat discrimination of any of our young people: <https://www.erea.edu.au/about-us/safe-and-inclusive-learning-communities>.

School Profile as at August Census 2018

The table below illustrates the total number of full-time enrolments at FAME FLC for 2018

Gender/Year	7	8	9	10	11	12	Total
Male	0	3	10	6	14	9	42
Female	0	3	8	6	26	21	64
Total	0	6	18	12	40	30	106

Young Person Support

Young people enrolled at FAME frequently voice that FAME staff have gone the second mile in supporting their education, wellbeing and overall health. FAME achieves these positive outcomes due to the application of best practice research, learning over the years and to authentically caring for those in our community.

Young Persons Support cont.

FAME classrooms are designed to provide as much learning support as possible to young people. Each classroom is comprised of 2 teachers and a social worker/youth worker to ensure a high level of support for the young people. The FAME team seeks to establish a close relationship to each young person that attends the school. The staff receive regular professional development focused on managing learning difficulties and wellbeing issues that can confront our young people in today's society. Staff endeavor to monitor the young persons' progress in both educational and well-being goals. In addition to this, they will advocate on young people's behalf, provide advice, and provide direction and support during difficult times. We believe the family unit is pivotal in helping young people to succeed so we strive to keep communication with parents and carers constant, informative and transparent. Hence, the role of FAME staff is broad in scope, in-depth in its substance, and long-term in relationship.

Additional roles of staff include:

- Providing high quality, innovative, individualised learning opportunities and outcomes for all young people. In-house mentoring and advocacy
- Encouraging young people with self-inquiry and an understanding of their emotional responses
- 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. Headspace, CAMHS; Youth Justice
- Supporting, empowering and building the capacity of young people who live independently
- Helping students 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; where needed intensive support can be provided for young people by the Senior welfare worker, social workers and youth workers who are on the FAME staff.
- Networking with other agencies to provide specialist assistance e.g. family mediation, counselling, anger management

Young Person Support cont.

What our Young People say..

- ❖ FAME provides me with an education and is a better place to be than home, where nothing happens, apart from being stressed.
- ❖ I like the small numbers of students in the classroom. I can learn on a 1:1 basis.
- ❖ My time at FAME has made me more confident, relaxed and happier in myself.
- ❖ FAME is providing me with an education that will help me to return to mainstream school.
- ❖ FAME is pretty chill. In fact more than chill.
- ❖ FAME provides a school environment that is less pressured.
- ❖ The program is structured where you can work at your own pace.
- ❖ The FAME community is amazing. It is like a big family where everyone supports each other.

What our parents/carers say..

- ❖ I really appreciate you guys and what you've done for Tim. Thanks heaps for all the support, I'm not sure what to do with him.
- ❖ I appreciate everything you guys are doing for Bethany. Things can be stressful at home at times, and it is good to know that Bethany is going to a school where people genuinely care.
- ❖ I'm really happy with the progress of the twins and how much their attendance has improved.
- ❖ Cazy sent me photos of her birthday card, along with the welcome back gift and snacks for the students this morning. I was very emotional when I saw these photos as it is such a kind-hearted thing to do not only for Cazy but all of the other students too. So a massive thank you for what you have put together and your warm heart. Please pass on my thanks to all the educators and all the best for the year.
- ❖ He really enjoys being at FAME and I know he wants to make it work; thank you for the work you do, I understand he can be hard.
- ❖ Mack is loving being at FAME. He has been waking up his brother to get him ready to go to school and bragging about the experience he is having. Mack was unwilling to attend most days at mainstream, it was very difficult to get him there at all.
- ❖ You guys do so much for my kids and our family as a whole. It is so great to feel apart of the community here. You guys really do, a great job.

Curriculum – Learning Choices Program

Young people at FAME experience a balance of structured lessons in the classroom in the mornings and activity based lessons in the afternoon. Lessons cater to the young people's learning needs and choices; subjects are designed to be engaging and hands on. All lessons, whether morning or afternoon, are mapped to the Australian Curriculum. Classes are also utilised to develop strategies to cope with mental health concerns, social skills and child-safe practices.

Our three morning class groups are divided by general age group/year levels. The youngest group (Callan House) caters primarily to Years 8 and 9. The focus is strongly on developing and consolidating their literacy and numeracy knowledge and skills.

The middle group (Kilkenny House) caters primarily to Years 10 and 11. In this class, young people have the option of doing studies that are equivalent to a middle school curriculum. This class has a multi-function in that it supports young people to achieve their Stage I SACE, or for those who would rather seek to transition to work the focus is on courses, certificates and job readiness upskilling.

The senior group (Waterford House) focuses on Stage II SACE. Those who have the goal to attend university, general utilise the University Foundation courses to open up this possibility for them.

We are committed to ensuring each young person has identified their own short and long term goals. This is empowering for them but it also means they become responsible for their choices. Our hope and goal is every young person will reach a point where they understand the value their education and view it as a pathway to their liberation.

Curriculum – Learning Choices Program (Continued)

YEAR LEVEL	CORE	ELECTIVES (Available to all cohorts of young people)	Certificate Courses
<p>Callan House</p> <p>Years 8 – 9</p>	<p>Literacy</p> <p>Numeracy</p> <p><i>Both mapped to the Australian Curriculum</i></p>	<ul style="list-style-type: none"> • Art • Barista • Cooking • Fundraising • Games and Trivia • Life Skills • FAME Brain • Gym • Outdoor Education • Music – production, band and singing • Busking • Science • Active Class • Rhymes and Lyrics • Soccer/ AFL • Photography • Aquatics 	<p>Certificate I in Access to Vocational Pathways (Numeracy)</p> <p>Certificate II in Functional Literacy (Literacy)</p> <p>Certificate II in Music Industry</p>



Curriculum – Learning Choices Program (Continued)

YEAR LEVEL	CORE	ELECTIVES (Available to all cohorts of young people)	Certificate Courses
<p>Kilkenny House</p> <p>Years 10 – 11</p>	<p><i>Curriculum</i> PLP</p> <p>Essential English</p> <p>Essential Mathematics</p> <p><i>Certificates</i> Certificate II in Functional Literacy (Literacy)</p> <p>Certificate I in Access to Vocational Pathways (Numeracy).</p> <p><i>These two certificates are mapped to the Australian</i></p>	<ul style="list-style-type: none"> • Art • Barista • Cooking • Fundraising • Games and Trivia • Life Skills • FAME Brain • Gym • Outdoor Education • Music – production, band and singing • Busking • Science • Active Class • Rhymes and Lyrics • Soccer/ AFL • Photography • Aquatics 	<p>Certificate I in Access to Vocational Pathways (Numeracy)</p> <p>Certificate II in Functional Literacy (Literacy)</p> <p>Certificate II in Music Industry</p> <p>Certificate II in Kitchen Operations</p>



Curriculum – Learning Choices Program (Continued)

YEAR LEVEL	CORE	ELECTIVE	Certificate Courses
Waterford House Year 11 – 12	Essential English Essential Mathematics PLP Community Studies Research Project English	<ul style="list-style-type: none"> • Art • Barista • Cooking • Fundraising • Games and Trivia • Life Skills • FAME Brain • Gym • Outdoor Education • Music – production, band and singing • Busking • Science • Active Class • Rhymes and Lyrics • Soccer/ AFL • Photography • Aquatics 	Certificate I in Access to Vocational Pathways (Numeracy) Certificate II in Functional Literacy (Literacy) Certificate II in Music Industry Certificate II in Kitchen Operations



Outcomes

FAME produces a significant number of diverse and important outcomes each year.

2018: VET Courses attended	YP Enrolled	Partial/Completed
Cert I: Access to Vocational Pathways (Numeracy)	50	34/16
Cert II: Functional Literacy	51	38/13
Cert II: Kitchen Operations	3	2/1
Cert II: Metal Roofing and Cladding	6	5/1
Cert II: Music Industry	9	5/4
Cert II: Salon Assistant	3	1/2
Cert II: Community Services	2	2/0
Cert III: Retail	1	0/1
First Aid	19	0/19

Stage I Subject Enrolments & Results		
No. of students enrolled in 2018: 51		
Grade	No. Resulted	% FLC
A	3	7.14
B	29	69.05
C	8	19.05
D	1	2.38
E	1	2.38

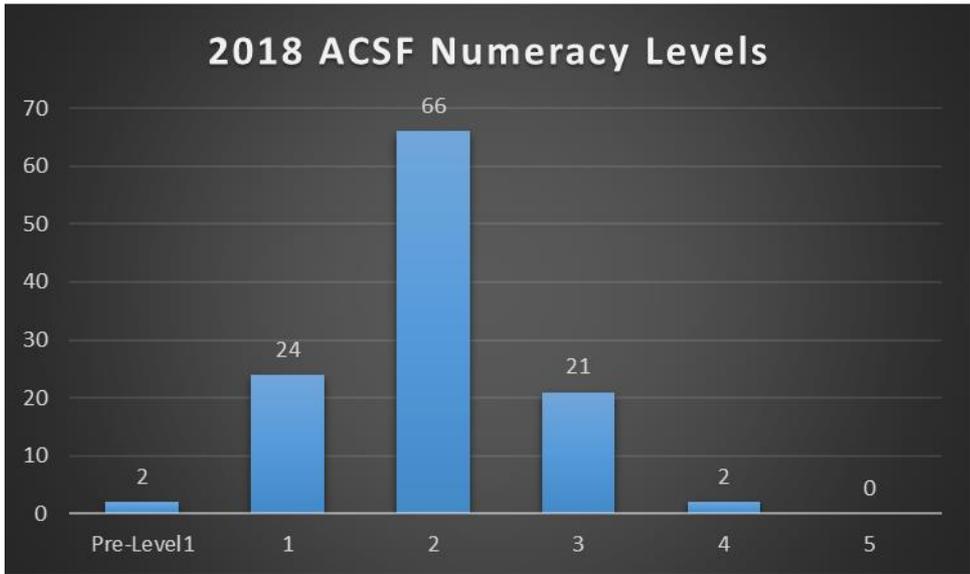
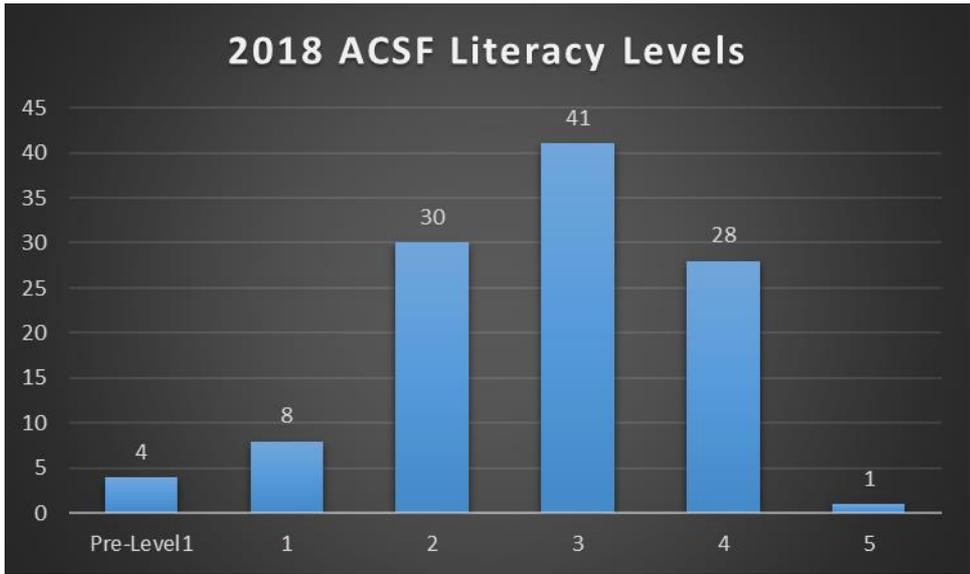
Stage II Subjects Enrolments & Results		
No. of students enrolled in 2018: 10		
Grade	No. Resulted	% FLC
A	0	0
B	4	20
C	16	80
D	0	0
E	0	0

Wellbeing

The wellbeing outcomes for young people at FAME for 2018 are numerous. There are many cases where young people have been supported to overcome social complexities through the hard work and dedication of the wellbeing team and staff in setting up referrals, supporting young people to attend wellbeing appointments. These outcomes are documented in various means including case notes, mentor engagement plan, transition plans and well-being interviews.

ACSF SEMESTER 1 STUDENT RESULTS

Australian Core Skills Framework (ACSF)



The ACSF provides a rich, detailed picture of real-life performance in adult learning, and English LLN.

The framework has broad application and can be used to:

- assess and benchmark an individual's core skills performance
- describe core skills relevant to the workplace and employment
- map curricula
- tailor approaches to teaching and learning
- inform decisions regarding funding and referrals.

It is also the key quality measure for the Australian Government's Skills for Education and Employment Programme.

The levels range from Pre- level 1 – 5. Where 5 is the highest score considered above any beyond year 12 competency.

Young Person Attendance Rates

2018 Figures

Year Level	Term 1	Term 2	Term 3	Term 4
8	77.55%	82.61%	73.85%	65.09%
9	56.03%	68.17%	56.31%	41.90%
10	74.39%	75.29%	69.29%	67.90%
11	58.70%	55.86%	52.99%	45.52%
12	54.62%	42.41%	47.38%	44.50%
Average	64.26%	64.87%	59.96%	52.98%

2017 Figures

Year Level	Term 1	Term 2	Term 3	Term 4
8	76.74%	77.66%	56.25%	67.65%
9	70.56%	67.69%	78.20%	78.33%
10	58.61%	56.93%	55.26%	57.97%
11	59.39%	51.12%	52.41%	57.97%
12	43.89%	40.81%	30.33%	40.13%
Average	61.84%	58.84%	54.49%	60.41%

The total average attendance across the entire year in 2018 was 60.52% which is an improvement on last year.

These figures do not take into consideration the explained absences that occurred throughout the year and only represent the statistics for young people that attended each day. The extended explained absences will be higher in a FLC because when they get sick the sickness tends to be more significant due to their general health.

Special Programs that Produce Improved Engagement and Attendance for Young People

FAME offers a unique approach towards secondary education to support our cohort of young people.

Morning program

Morning classes at FAME have been developed to create calm and cohesive learning spaces. FAME teachers and youth workers utilise trauma informed practices and Restorative Justice practices to complement the Youth+ model.

Transport support:

FAME strives to eliminate barriers that may prevent young people from getting to school. The school has several 12 seater vans that collect young people from their homes each morning. This service is particularly for those who struggle with motivation, time management skills or have extreme anxiety about utilising public transport. The majority of young people make their own way to school but those beyond a 2km radius are provided with metro cards if they cannot afford public transport. The vans are also utilised to access a range of offsite programs and travel between the Reynella and the Christie Downs campuses.

Breakfast and lunch:

Breakfast, lunches and healthy snacks are available to the young people each day. These meals are prepared by a qualified chef/trainer/teacher. Young people can work with FAME's chef/trainer to undertake units from the Certificate II or III in Kitchen Operations and Certificate II in Hospitality courses. Cooking and cleaning skills are further promoted through the life skills program which also includes basic budgeting and meal preparation skills.

Extra-curriculum programs:

FAME has a variety of programs/ subjects that are mapped to the curriculum. The subjects are designed to be engaging, manage well-being, build self-esteem and allow for social skills to be developed. The programs offered are consistently changed to keep engagement high. Below are programs FAME has offered over the 2018 school year:

- Art
- Barista
- Cooking
- Fundraising
- Games and Trivia
- Life Skills
- FAME Brain
- Gym
- Outdoor Education
- Mindfulness and Yoga
- Mindcraft

- Busking
- Science
- Active Class
- Rhymes and Lyrics
- Soccer / AFL
- Aquatics
- Music – production, band and singing (including Certificate II in Music Industry)
- Building of bat boxes for the local wineries
- Metal work
- Healthy mind, healthy body

Special Programs continued)

Vocational program:

FAME offers a number of VET options to support the continual training and development of the young people. This is worked to align with the career path of the young person.

FAME uses a mixture of external Registered Training Organisations (RTOs) and internal RTOs to deliver/ support a range of certificates. These have included:

Internal courses offered at FAME in 2018 included:

- *Certificate I in Access to Vocational Education*
- *Certificate II in Functional Literacy*
- *Certificate II & III in Kitchen Operations/ Hospitality (inc barista units)*
- *Certificate II in Music Industry*

External courses offered via FAME in 2018 included:

- *First aid courses*
- *Certificate II in Salon Assistant*
- *Certificate II in Metal Roofing and Wall Cladding*
- *Certificate II in Community Service*
- *Certificate III in Retail*

Literacy intervention programs:

FAME utilises a variety of programs to assess the young people and tailor individual literacy plan to their ability and needs. The BKSB program which provides accurate assessments of their ability and creates a program based on their results.

Psycho-Social Program:

The welfare of the young people at FAME is paramount. Our psychosocial service seeks to help each young person gain a hopeful vision for their future. It seeks to help them:

- Develop insight into their own behaviours and emotions
- Develop skills in self-control and conduct
- Adopt strategies in how to perceive themselves positively
- Construct goals and a vision for their life
- Engage in positive social relationships with others
- Perceive themselves as a contributing citizen to their community and society.

We ensure that formal and informal counselling is available at all times for our young people. Each young person has a MENTOR responsible for supporting the young person with their educational, personal, emotional, social, and health needs. This mentor becomes a safe point of call for both the young people and their families. A young person will be referred to the Senior Welfare Worker when it has been identified that they require more intensive support or when the young person is disengaging from the program.

Special Programs that Produce Improved Outcomes for Young People

Wellbeing Programs:

FAME has a holistic approach to wellbeing that is integrated to all classes. Over the course of 2017 there were also several specific wellbeing programs available to the cohort of young people such as FAME Brain, Life Skills and Meditation.

FAME Brain

In 2017 FAME piloted the FAME Brain program which was designed to teach the young people about their brain and the impact of stress and trauma on its functioning. The program eventuated through working on the Trauma Sensitive Schools Project with Catholic Education South Australia. It also focused on helping the young people to develop strategies around self-care, de-escalation and meditation. Developing these skills in the young people aids in the minimisation of the effects of such things as academic underachievement, mental health issues, psychosocial problems, violent and antisocial behaviour and alcohol and other drug use or/and abuse. The young people at FAME have responded exceptionally well to the social skills program, as seen by their active involvement in discussions. The strengthening of communication skills and listening skills has been observed as a positive by-product of these discussions. There was also an increase in young people being able to identify their emotions and pre-empt their emotional response before they “take hold” of them.

Topics covered in the social skills program include:

- Managing anxiety and problem solving techniques;
- Mechanisms of the brain;
- Fear, Fight and Flight responses;
- Resolving conflict in peer relationships and harassment;
- Depression and anxiety;
- Alcohol and drugs;
- Self-esteem and self-worth;
- Relaxation techniques;
- General therapeutic techniques (CBT, Pet therapy); and,
- Anger management.

Year 12 Cohort 2018 Post School Destination

At the time of publishing this School Annual Report, the information about the post school destinations was ascertained by the mentors of the young people and information we gathered at the time they left school. Young people moved onto their post school destination at varying times throughout the year.



Transitions To: - 2018	
Youth Justice	0
Relocation	3
Education	
Mainstream School	2
TAFE	3
University	1
Employment	7
Seeking Employment	5
Student Whereabouts Unknown	2
Beyond School Age	0
Parenting	3
Wellbeing Services	3



Co Curricular Activities

FAME 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 included activities that are described as cultural, sporting, and intellectual and/or service related. Co Curricular Activities offered at FAME FLC in 2018

Culture	Sporting	Intellectual	Service
Narnu Farm Camp Rapid Bay Outdoor Education Camp	Basketball - Noarlunga Leisure Centre	ARO training - Certificate II in Horticulture Marcellin Technical College - Certificate II in Electro technology	Inspire Mentor Program (Flinders University)
Onkaparinga Council -Youth Week, music performances, night markets and open days.	Soccer - Seaford Soccer Club	TAFE SA - assorted certificates	
Assorted music events	Aquatics - Port Noarlunga	Clubs SA- Certificate II Cooking Operation	
	Gym programs	Cultural Awareness Week	
		Career Expos	



Staff Professional Development Priorities 2018

FAME embarked on a strategic approach towards the ongoing professional development of the staff. This enables the staff to provide the best possible service for the young people. FAME committed to the following professional development:

- Berry Street Training Days
- Youth+ New Staff Days
- TAE training and LLN updates
- Senior First Aid (update)
- Responding to Abuse and Neglect (RAN) training (update)
- Australian Curriculum training
- VET networking days
- SACE clarifying workshops
- ToP days (Reflective Practice and Planning days for Staff)
- Fire Warden training
- Review of Protective Practices when working with Children & EREA Child Safe Code of Conduct
- Teaching strategies: Differentiation, Meta-cognition and self-regulation, Questivities, Blooms

Staff engaged in a regular Professional Enhancement Process (PEP) throughout the course of the year. Teaching Staff have also engaged with the Australian Institute for Teaching and Schools Leadership (AITSL) Standards, as part of this review process and Teacher Registration. This process allows staff to reflect on their day to day practice, establish SMART goals and discuss future PD opportunities.

Staff and Staff Qualifications

The staff of FAME FLC are 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 statistics below are based on staff that worked at FAME in 2017 and are currently still employee at the school. The distinctive skills/qualifications and experience of our staff include:

Staff	Number
Total number of Teachers	5 (4.6 FTE)
Total number of Support Staff	7 (5.76 FTE)
Leadership	3 (2.0 FTE)
Total number of Staff	15 (12.56 FTE)

Staff Qualifications	Teacher Number	Support Number	Leadership Number
Certificate	8	6	3
Diploma	0	1	1
BA / BA Honours	6	5	2
Post Graduate Diploma	2	1	1
Masters Degree	3	0	1
Doctorate	0	0	1
Other	0	0	0

The average attendance rate for teachers in the 2018 academic year was 95.7%. The attendance rate of teachers is of a high level for the profession. This figure does not take into account days away from school for professional development or other forms of leave that may have been accessed over the calendar year.

The Social Climate of the Centre

FAME FLC has an equal focus on the wellbeing and education of each young person creating a supportive and positive culture for the school. This is expressed through a number of avenues.

FAME utilises a staff-student mentor program to provide a contact point for young people and families with the school. All staff have 8-10 young people that they mentor. Mentors follow up on the young people under their care on a daily basis, including for any absenteeism. Parents/Carers are contacted regularly to ensure they are an integral part of ensuring their child gets the best educational support possible. This fosters a positive relationship between the school and families.

The mentor system is also utilised when conflicts and behavioural concerns arise. Mentors are present at common ground and restorative discussions to advocate for young people and support them to navigate these conversations.

Mentors support young people with their welfare issues. In the case of highly complex issues, the Senior Welfare worker will take over responsibility and following up to support the young person obtain necessary services (i.e. homelessness; drug and alcohol rehabilitation). FAME is well connected with the local health and welfare services. Partnerships include:

- Headspace
- Ruby's Housing
- Uniting Communities
- Connected Self
- Onkaparinga Council
- Inspire, Flinders University
- Centacare
- RASA
- Mission Australia
- Re-Engage
- Life without Barriers
- Youth Justice
- Job Network Agency
- Drug and Alcohol Services
- Centrelink
- Local medical centres
- Psychologists (private practices)
- CAMHS
- SAPOL Liaison officers
- Reboot, Australian Red Cross
- Campbell Page
- MIFSA
- Novita
- Junction Housing
- Centacare
- Disability Agencies



The Social Climate of the Centre (Continued):

FAME has a strong anti-bullying stance and in the event bullying, or conflict, arises young people are required to attend common ground and restorative conversations. These conversations are followed by mediation between the person who has been harmed and the person who has caused the harm. The desired outcome is to create a positive environment where young people can coexist.

FAME provides breakfast and lunch each day. Leftovers are packaged up and sent home with young people who are in need, including those that identify as homeless.

Induction practices for new enrolments:

Prior to starting school, every young person undergoes a two-hour induction to help them successfully transition back into school. The process also helps to identify barriers to engagement and learning. This also allows for the young person to make a connection to at least one of the staff members prior to starting.

On arrival, the young person is given an in-depth account of how FAME operates, this includes a discussion around the Working by Principles and our Common Ground philosophy. During the induction, assessments are made including:

- BKSb literacy and numeracy testing;
- Well-being interviews/assessments; and,
- Coaching Young People for Success (goal setting program).

One month later, their Individualised Education Plan (IEP) and student profiles are created (once we have had more interactions with them and observations of them). The profiling consists of questions around the young person's academic engagement, welfare and family history.

As a school, we use the profiling as a way to measure their development over the time they are at FAME.

Individual Education Plans (IEPs)

All young people at FAME have IEPs created. This documents barriers to their learning, any special needs and differentiations to the curriculum that are required for them to purposefully engage with the curriculum. This is a strong focus of the school as FAME FLC is registered as a Special Assistance School.

Involving families and young people in the FAME community

FAME FLC places a high emphasis on involving parents or carers of the young people connected to the school. We seek to provide regular updates around the positive progress their child is making. We seek to foster strong relationships between our school and its families because we know the benefits this has for both our young people's outcomes and ultimately for family relationships. By providing positive feedback families become more willing to engage with the school when conflict or behavioural concerns arise.

FAME supports and encourages the role of parents/carers in their children's education through:

- Newsletters
- Celebration Ceremonies
- Parent/Carer - Teacher Interviews
- School Reports
- Regular phone calls
- Cultural celebrations

Home Visit Policy

Home visits to young people are conducted by FAME staff for two key reasons:

- When a young person is at risk of disengaging from the program; and
- When the young person is confined to home due to carer responsibilities, extreme mental health issues (i.e. anxiety), juvenile justice detention, etc.

Home visits are conducted when there has been no response to other processes of communications (phone calls, texts, emails, and letters to home). These visits can be very useful in re-engaging parents who have shown little interest in being involved in communication with the school. Home visits also help to break through transport barriers that many of young people's families have. FAME FLC has a documented home visit policy to ensure best practices in this area are utilised.

Financial Performance

REPORTING FRAMEWORK	AMOUNT
Recurrent income	
School fees	\$ -
Other fee income	\$ -
Private income	\$ 7,288
State government recurrent grants	\$ 650,681
Australian government recurrent grants	\$ 2,265,608
Total recurrent income	\$ 2,923,577
Recurrent Expenditure	
Salaries; allowances and related expenses	\$ 1,455,597
Non salary expenses	\$ 562,617
Total recurrent expenditure	\$ 2,018,214
Capital income and expenditure	
Government capital grants	\$ -
Capital fees and levies	\$ -
Other capital income	\$ 7,644.00
Total capital income	\$ -
Total capital expenditure	\$ 103,338
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	\$ -
Total opening balance	\$ 88,014.00
Total closing balance	\$ 69,090.00

Information Communication Technologies (ICTs)

FAME FLC has been able to move towards a phase of consolidation around the use of ICTs with the staff and young people as the school has now been in a stable location since 2016. Staff are provided with laptops for their classes and administration duties as well as mobile phones to remain in contact with carers.

Classroom ICTs

Interactive projector and software.

The interactive project allows for young people to physically interact with various lessons such as mathematic/ spelling games. It also functions at FAME as a physical method for young people to 'check in' with their class and communicate with their teacher how they are feeling and what work they will be progressing with on any chosen day.

Laptops.

These are utilised across the whole school to support young people with their individualised curriculum. Laptops also support the learning styles of the young people as their mobility allows for them to be utilised in group situations or for people who prefer to work on their own. Staff use their laptops to run Google slideshows for their lessons.

Instructional videos.

FAME staff have a number of lessons recorded with explicit teaching of different concepts. This allows young people to access the curriculum at any time and supports the young people that may have extreme forms of anxiety.

Testing software.

FAME utilise a variety of software to assess the capabilities of the young people. Upon enrolling at FAME all young people are required to completed a literacy and numeracy diagnostic assessment with the Basic Key Skill Builder (BKSB). This information is then passed onto the classroom teachers to help tailor a program for the young person.

Music software.

The FAME music program uses three iMacs. Software is used for audio and midi editing. GarageBand, Logic Pro X, Reaper Universal Control, Mbox drives and internet browsers to access music resources online.

Administration software

Attendance programs..

Staff access the Catholic Education portal to monitor the attendance of the young people.

Staff shared drive.

Staff use this drive to store all relevant electronic documents from curriculum planning to case noting.

Online reporting.

Staff use online platforms to enrol and result young people engaging with SACE and NAPLAN.

Progress Towards Goals for the 2018 Year

The Central West Flexi Schools Network Leadership is continuing to make an ongoing commitment to the strategic planning for the long term and sustainable development of the FAME program. This planning will continue to support the mission, vision and values of FAME.

Our Mission:

Nurturing and empowering young people by providing learning opportunities that expand life's possibilities.

Our Vision:

Liberation and hope through education.

Our Values:

Respect, Participation, Safe & legal and Honesty

In 2017 several operational goals and strategic actions were identified in conjunction with FAME staff for the FLCs part of FAME's Annual Improvement Plan. The goals are outlined below:

Goals from FAME's 2018 Annual Improvement Plan

Goal 1: The individual needs of young people are met through informed practice and flexible learning choices.

Goal 2: Young people experience a range of community linkages that enable positive futures.

Goal 3: The evolving needs of the community are listened and responded to.

Goal 4: Through excellent practice lead in the field of flexible education

Goal 5: Maintain Fidelity to Operation by Principles on Common Ground

Goal 6: People and their development area valued

Goal 7: Governance, structures and policies are robust, responsive and accountable

Goals for 2019

Key goals for FAME in 2019 are:

ADVOCATING FOR FAME'S FUTURE

Task 1 – Develop clear data to demonstrate the effectiveness of FAME's program

Task 2 – Develop a public relations program to engage key stakeholders & influences in our FAME story

Task 3 – Develop a business plan to support the relocation of FAME into a permanent facility

CLEAR WELLBEING FOCUS

Task 1 – Integrate the wellbeing program into our formal and informal curriculum

Task 2 – Develop a holistic approach to wellbeing incorporating individual, team and organisation wellbeing

Task 3 – Create opportunities for personal reflection for staff and young people to enhance their understanding of the sacred and spiritual

COMMUNITY LEARNING OPPORTUNITIES

Task 1 – Develop programs for involvement of our young people in the local community (i.e. Council & Community projects)

Task 2 – Research and implement a response for young people who are unable to engage in our onsite program

Task 3 – Expand opportunities for work experience & industry placements

Task 4 – Develop leadership opportunities & development for our young people

CREATING ACCREDITED LEARNING OPTIONS

Task 1 – Expand SACE & VET options, based on student needs & interests & the capacity of staff to deliver the options

Task 2 – Develop the curriculum to enable young people to flourish as healthy, safe, active citizens

Task 3 – Develop & implement the FAME vision statement for teaching, learning & wellbeing

ENABLE BEST PRACTICE

Task 1 – Review current planning practices to incorporate differentiation and trauma practice

Task 2 – Develop appropriate structures that enhance staff collaboration and reflection

Task 3 – Implement and embed the new IEP and Tracker processes

Task 4 – Provide opportunities for staff to lead action research projects

Conclusion

Yvonne Schultz

Head of Campus

FAME Flexible learning Centre

Gerard Keating

Network Principal

EREA Youth+ Central West Flexi Schools Network