



**EDMUND RICE EDUCATION
AUSTRALIA**

GERALDTON FLEXIBLE LEARNING CENTRE

ANNUAL REPORT 2019



GERALDTON CONTEXT STATEMENT

Geraldton is a coastal city in the Mid West region of the Australian state of Western Australia, 424 kilometres (263 mi) north of the state capital, Perth.

In the 2016 Census, there were 37,432 people in Geraldton (Significant Urban Areas). Of these 49.5% were male and 50.5% were female. Aboriginal and/or Torres Strait Islander people made up 9.6% of the population.

The GFLC has been operating since 2010, providing a much-needed alternative option for education in the Midwest region of Western Australia. The region itself has thrived during the mining boom and local development projects supported by this boom. During this time, those who are marginalized and disenfranchised from the education system gained little benefit and now as this boom has ended, they have become even more disenfranchised. The GFLC offers one of very few options available in regional WA for this cohort of young people. The philosophy of the GFLC draws on the spirit and vision of Edmund Rice Education Australia (EREA) and is firmly grounded in the Charter document of this organisation (see www.erea.edu.au). The document expresses EREA's commitment to justice and solidarity with disenfranchised young people of all social, cultural and religious backgrounds, through building inclusive communities, providing a liberating education founded in our commitment to gospel spirituality.

As a CARE school GFLC provides young people from this area, the opportunity to re-engage in education in a supportive learning environment. Our staff aim to build trusting relationships and provide educational pathways for young people who are currently disengaged from education. The school achieves its mission through the underpinning of 4 Principles. These are: Respect, Safe and Legal, Participation (having a go) and Honesty. These Principles are used by the young people and the staff, to encourage learning, build personal relationship and resolve conflict.

CARNARVON OUTREACH PROGRAM

Carnarvon outreach program is a program of Geraldton Flexible Learning Centre. It operates in partnership with the local shire and community stakeholders. Carnarvon is a town of approximately 5000 people and is one of the main sites of the Western Australian horticulture industry. It also supports a vibrant fishing sector.

Carnarvon is a regional centre for Indigenous services and although the local group is Inggarda, it is central point for indigenous groups from the Pilbra through to the mid-west. This has created a place that is culturally diverse, but with a strong connection to culture and land that is not always obvious to the casual observer.

PRACTICAL VISION

The Outreach Program's vision is to provide a safe place to allow local young people an opportunity to build their capacity to engage in both education and society in general.

PRINCIPAL'S MESSAGE

In 2019 Geraldton FLC continued to build on the successes of previous years. The further development of our partnership with the Geraldton Regional TAFE has seen more of our senior group complete a VET Certificate 1 course. The expansion of the offerings for this senior group also included a leadership camp involving some great Outdoor Adventure Based Learning opportunities.

This year also saw the development of a Girls Mobile Education Program that was able to meet the needs of some highly disengaged young women and put them on a pathway back into education. The establishment of the second campus in Carnarvon is another success for our school in meeting the needs of some of the most disenfranchised young people in Western Australia. The further development of our local Aboriginal languages program has been well received by our young people and our wider community. I thank our staff and young people for their contribution to the growth and success of our program.

PRACTICAL VISION



OUR ENVIRONMENT will have creative, inviting, functional spaces which fosters holistic student development & supportive community partnerships.



OUR LEARNING PROGRAM will offer diverse and evolving learning opportunities to promote resilience and growth to enable our young people to expand their current and future options.



OUR YOUNG PEOPLE will have opportunities to enhance their general capabilities as well as promote their agency, empowerment, community involvement and leadership skills.



OUR COMMUNITY will be a place of peace, non-violence and inclusivity as well as flexibility to support the learning and wellbeing needs of our young people.



OUR SERVICES ensure there is clarity of roles, professionalism, and collegiality and we provide quality staff professional development and wellbeing support. There is specialist support staff to address the diverse needs of our young people.

GERALDTON STUDENT INFORMATION

2019 STATE AND COMMONWEALTH PER CAPITA FUNDING DATA SUBMISSION

STUDENT PROFILE DATA

ENROLMENTS	2018	ATSI	CARE OF CEO	NCCD	2019	ATSI	CARE OF CEO	NCCD
Female	35	31	1	20	38	29	1	29
Male	44	32	2	31	57	43	5	39
Total	79	63	3	51	95	72	6	68

STUDENT ATTENDANCE DATA %

YEAR	2018	2019
7	65	54
8	74	48
9	50	56
10	56	47
11	41	66
12	42	38
13		20

STUDENT DESTINATION DATA 2019

DESTINATION	%
Mainstream school enrolment	54%
Further Tertiary Education (TAFE,Uni)	2%
Seeking employment	2%
Parenting	2%
Department of Education (SWU/Participation)	36%

CARNARVON STUDENT INFORMATION

STUDENT PROFILE DATA

ENROLMENTS	2018	ATSI	CARE OF CEO	NCCD	2019	ATSI	CARE OF CEO	NCCD
Female								
Male					11	10		
Total					11	10		

STUDENT DESTINATION DATA 2019

DESTINATION	%
Mainstream school enrolment	100%
Further Tertiary Education (TAFE,Uni)	
Seeking employment	
Parenting	
Department of Education	



GERALDTON CURRICULUM PLAN AND OUTCOMES

SCHOOL CURRICULUM PLAN

All Young People enrolled at GFLC have an Individual Education Plan (IEP) which identifies the accommodations and adjustments made to their education delivery and programming. This IEP is in line with the requirements for a CARE (Curriculum and Re-engagement in Education) School in Western Australia.

Senior Transition Group Years 11, 12 and beyond	<ul style="list-style-type: none"> • General Maths • General English • Health & Phys Ed Studies • Cert I GATE (Central Regional Tafe RTO) • Consideration given to application to endorse through SCASA 'Life Beyond School' course including First Aid qualifications, employability skills, Driver's License, Job skills package • Investigation of further Certificate qualifications offered through Central Regional Tafe such as Hospitality and Aquaculture offerings • Art offerings
Project Group Years 9, 10	<ul style="list-style-type: none"> • Cert I Functional Literacy (Youth+ RTO) • K-10 English • K-10 Maths • K-10 Health and Physical Education course including Protective Behaviours curriculum
Immersion Group Years 7, 8,	<ul style="list-style-type: none"> • K-10 English • K-10 Maths • K-10 Health and Physical Education course including Protective Behaviours curriculum
Mobile Engagement Program Years 7 - 12	<ul style="list-style-type: none"> • K-10 English • K-10 Maths • K-10 Health and Physical Education course including Protective Behaviours curriculum

NAPLAN Results are limited due to the nature of the young people in the CARE school Environment being unable meet the requirements to provide any worthwhile information. Alternatively GFLC is using the BKSBS program to provide measures of our young people's literacy and numeracy levels to inform the teaching and learning programs and their Individual Education Plan (IEP).

SCHOOL CURRICULUM PLAN

% YEAR 12 enrolled in a vocational certificate	% YEAR 11 and 12 completed SACE , WACE ,NTCET or equivalent	% YEAR 10 - 12 completed certificate modules and or school subjects
100 %	0	88.80%

CARNARVON CURRICULUM PLAN AND OUTCOMES

The program is at the establishment stage. Initial literacy and numeracy diagnostic testing indicate that most of the young people are at pre-level 1 (ACSF) or Level 1 for both numeracy and literacy. The has been mapped back to year 3-4 on the WA curriculum. The main focus has been on engagement and use of the Basic Key Skills Builder(BKSB) program to establish a baseline for personal learning plans.

STUDENT LITERACY 2019

YEAR LEVEL	BKSB PRE LEVEL- 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
8	1	3			
9	1		1		
TOTAL	2	3	1		

The focus has been on project-based learning with the support of the BKSB package.

A senior program will be offered in 2021. This will include vocational qualifications and certificate courses.

STUDENT NUMERACY 2019

YEAR LEVEL	BKSB PRE LEVEL- 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
8	3	1			
9	1		1		
TOTAL	4	1	1		

GERALDTON WELLBEING PROGRAM

PROGRAM NAME	DESCRIPTION
Youth Worker Support Model	At GFLC youth work is at the core of successfully re-engaging young people in education and supporting them towards positive futures. The youth worker role in a FLC is that of supporting the coordination of services through assessment, planning, facilitation and advocacy to meet an individual's social, emotional wellbeing and learning and transition needs .
Induction Program	Following enrolment all new students to GFLC are offered an Induction program. The purpose of the induction program is two-fold. The first priority is to use assessment measures to develop a profile of each students individual stregnths and needs in relation to their social and emotional wellbeing and learning abilities . The second priority is to provide the young person with an opportunity to be gradually exposed to the new learning environment with an empahsis on relationship building with staff and other new students.
Outreach Services	<p>Daily outreach services in the form of bus runs and home visits creates a direct link between our school families and the learning and support staff at GFLC. This service enables daily communication between home and school about a young persons successes and areas of need, which in turn allows planning and delivery of the individual adjustments for that young person's learning pathway, that are fundamental to the delivery of the schools educational program.</p> <p>A distinct subset of this service delivery is the 'Outreach Program' that is coordinated by the Head of Wellbeing and delivered to young people who experience mental health concerns that severely reduce their ability to attend our onsite program. The aim of this program is to develop a gradual transition pathway that supports the student to set goals for gradual exposure to curriculum and the school environment whilst concurrently seeking support for their mental health concerns.</p>
Weekly Wellbeing Program	<p>It is well evidenced that wellbeing curriculum builds student emotional intelligence and wellbeing literacy whilst enhancing protective factors for mental health (Waters 2014). Each Friday at GFLC wellbeing curriculum becomes a whole school learning intention and students are delivered evidence-based, culturally appropriate wellbeing curriculum covering essential topics such as Keeping Safe Child Protection Curriculum.</p> <p>Yearly Timetable: Term 1: Nutrition, Physical Activity & Alcohol & Other Drugs. Term 2: Healthy Relationships. Term 3: Independent Living Skills. Term 4: Body Confidence & Emotional Intelligence.</p>
Headspace Service	In 2019 our school partnered with Headspace Geraldton to extend headspace service delivery to an outpost at Geraldton Flexible Learning Centre. This allows headspace to capitalise upon the existing relationships to promote headspace services and to deliver wholistic wellbeing service in an ecologically valid environment, particularly with ATSI students who are less likely to present at our local headspace office.
Independent Living Support	Senior students at GFLC are supported through youth work to build skills for independent living, through coaching and goal setting for future life and career pathways, as well as by providing practical assistance to negotiate and access independent living services.

CARNARVON WELLBEING PROGRAM

PROGRAM NAME	DESCRIPTION	OUTCOMES
Mediation and Mindfulness	Many of our young people have a resting heart rate in excess of 100 bpm. The aim of this program has been to support students to reduce their heart rate prior to engagement in educational activities.	Once engaged, young people have been able to consistently lower their resting heart rate and become calmer and more engaged in learning activities.



GFLC EMPLOYS A VARIETY OF STRATEGIES TO ENGAGE INCLUDING:

- Daily transport to/from school;
- Breakfast/lunch – staff/young people share meals;
- Morning Circle – all staff/young people meet to start the day and be present to each other;
- Operation by principles – no school rules – young people and staff all operate within a common ground framework which breaks down traditional power paradigms. This approach gives young people a voice and a responsibility;
- Working closely with other agencies;
- Developing Individual Learning Plans;
- Daily follow up of non-attendance;
- Mobile Engagement Program – successful program aimed at young men now being developed for females in 2019.



TEACHERS EMPLOY A WIDE RANGE OF SCHOOL-WIDE STRATEGIES TO ENSURE SUPPORTED LEARNING ENVIRONMENTS INCLUDING:

- Weekly timetables and daily plans highly visible;
- Scaffolding and differentiation for all activities and young people;
- Units of work, activities, assessment tasks and resources are backward-mapped to support the learning and success of all students;
- Words Their Way assessments - targeted individual spelling and word programs for literacy development;
- Maths Pathway (2017) Individualised Mathematics program including whole class and group work developed through diagnostic assessments;
- BKSB (Basic Key Skills Builder);
- Models, samples and demonstrations are employed in conjunction with thinking tools and scaffolds to support the development of communication skills.



THE WHOLE SCHOOL APPROACH HAS BEEN BASED ON TRAUMA INFORMED PRACTICE AND EMPLOYS APPROACHES INCLUDING:

- Base line testing at the start and end of term/semester to monitor student development;
- Use of working agreements;
- Resources such as tactile kinaesthetic tools, exercise bikes fitted with iPad holders, Pattern Repetitive Activities, Brain Breaks etc. to aid self-regulation;
- Wellbeing Check-in Circles.



THE WORKFORCE

GERALDTON WORKFORCE COMPOSITION 2019

All staff participate in annual goal setting and review processes as part of our Performance Enhancement Process (PEP).

In 2019, our teaching staff used the Educator Impact program that linked their goal setting to the AITSL standards and identified development resources associated to their individual goals.

Qualifications	Teaching	Non-Teaching
Doctorate		
Masters Degree	1	1
Degree	9	3
Postgraduate	1	
Graduate Diploma	6	
Advanced Diploma		
Diploma	5	2
Graduate Certificate	1	1
Trade Certificate		
Certificate IV	8	6
Certificate III		3
Certificate II	1	2
FTE	8.6	11.3
ATSI	0	3

OUR SURVEY RESULTS

PARENT, STUDENT AND TEACHER SATISFACTION SURVEY RESULTS

The Head of Campus, teachers and youth workers have established the following indicators of stakeholder satisfaction. Increased engagement is demonstrated by young people who are:

- participating in morning circle ;
- negotiating their behaviour and attendance using the language of the four principles: Respect, Safe and Legal, Honesty and Participation;
- making contact with workers to let them know where to pick them up or if they are not attending;
- identifying as a member of the GFLC Community;
- making more positive choices as they do not want to leave school early;
- engaging in sport, art and other activities;
- engaging in both formal and informal learning opportunities;
- being supportive and welcoming when a new young person starts; and
- demonstrating greater willingness to be involved in community activities.

Parents and care-givers feedback has been overwhelmingly positive with increased family referrals for new enrolments. Caregivers frequently comment that they are happy that their young person is now attending school, along with comments about their child feeling safe and respected at the GFLC.

The School Improvement Plan for 2019

The following objectives were successfully met during the course of the year:

- 1. Staff Wellbeing:** This project enabled all staff to develop their own personal wellbeing plan. This was successful with over 90% of staff implementing these plans.
- 2. Aboriginal Education Plan (AEP):** The Catholic Education WA Office in Geraldton collaborated with staff to develop the schools AEP. This plan will be implemented during 2020 and beyond.

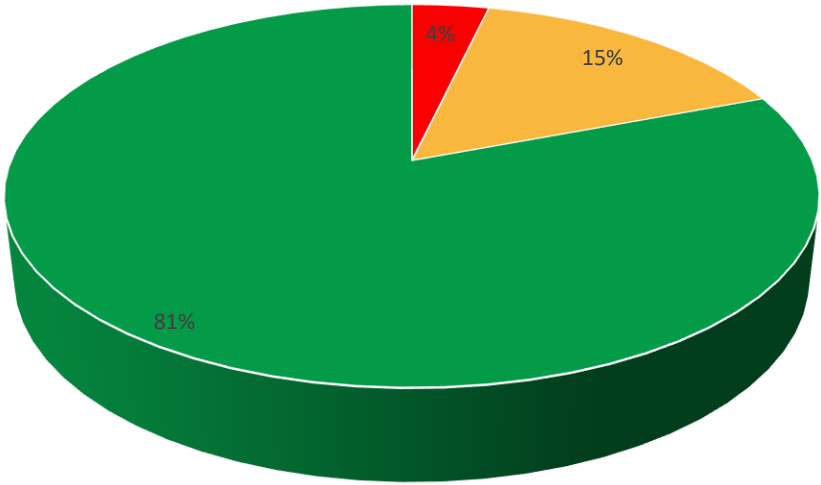
Geraldton also commenced a Strategic Planning process that will see the development of the school's strategic plan for 2020 to 2023.

GERALDTON FINANCIAL STATEMENTS

REPORTING FRAMEWORK	AMOUNT
Recurrent income	
School fees	\$ -
Other fee income	\$ -
Private income	\$107,384
State government recurrent grants	\$459,477
Australian government recurrent grants	\$2,385,999
Total recurrent income	\$2,952,860
Recurrent Expenditure	
Salaries; allowances and related expenses	\$1,903,318
Non salary expenses	\$ 875,482
Total recurrent expenditure	\$2,778,800
Capital income and expenditure	
Government capital grants	\$ -
Capital fees and levies	\$ -
Other capital income	\$ -
Total capital income	\$ -
Total capital expenditure	\$198,936
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	\$ -
Total closing balance	\$77,997

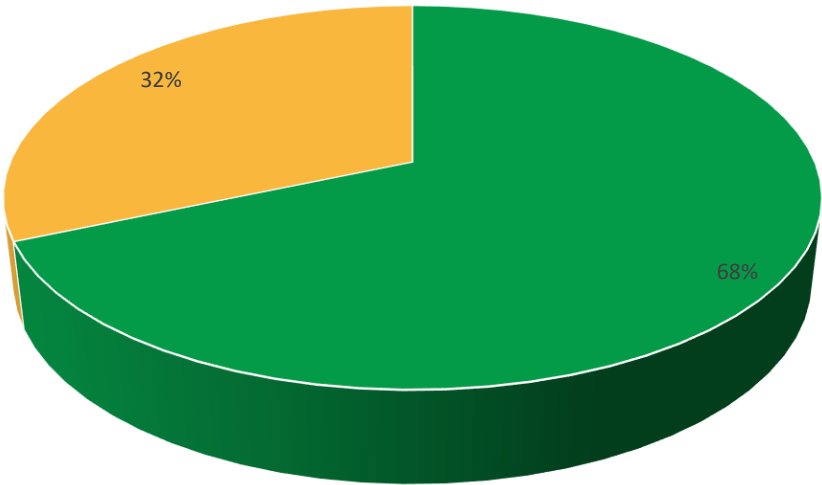
Geraldton FLC acknowledges the funding support received from the Federal Government and WA State Government to support the learning and wellbeing outcomes for the young people of the Geraldton and Carnarvon regions.

Geraldton FLC Recurrent Income 2019



■ Private income ■ State government recurrent grants ■ Australian government recurrent grants

Geraldton FLC Recurrent Expenditure 2019



■ Salaries; allowances and related expenses ■ Non salary expenses



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