

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



*EDMUND RICE EDUCATION
AUSTRALIA*

ST FRANCIS FLEXIBLE LEARNING CENTRE, Chigwell, Tasmania



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REGISTRATION NUMBER	442

Minimum Standards Attestation

I, Chloe Hand, attest that St Francis Flexible Learning Centre, is compliant with:

- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

July 2019

Youth+ Foundation Statement

Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education. They provide 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.

Our School Vision

Empowering young people to flourish through holistic education within a grounded, innovative and relationship-based learning community

College Overview

St Francis Flexible Learning Centre (FLC) is a co-educational Catholic Specialist Secondary School within the Tasmanian Catholic Education Office (TCEO). St Francis operates within the policy and compliance framework of the TCEO, the Department of Education (DoE) and Edmund Rice Education Australia (EREA), a national association that owns and governs EREA schools, that includes Flexible Learning Centres. St Francis commenced operation as a registered school in 2016 and has grown to meet the needs of young people from around Hobart aged 12-25 years.

St Francis FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disconnected from mainstream education. Young people who enrol at St Francis come from a variety of languages, cultural and religious backgrounds, with particular sensitivity to young people from backgrounds of socio-economic disadvantage.

The philosophy of St Francis FLC draws on the spirit and vision of EREA and the Youth+ Operation by Principles. These principles are Respect, Safe and Legal, Participation and Honesty. In essence, the principles establish common ground among staff members, young people, parents, guardians and carers. These shared principles provide a means to resolve conflict, negotiate learning, recognise rights, model and explore responsibilities and consequences, both within the group and individually and as members of the broader community.

At St Francis FLC, young people are exposed to learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society. Learning experiences also build self-confidence and esteem in students, promote an optimistic view of their potential and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

In conjunction with their teachers and wellbeing workers, young people draft personal learning plans with articulated educational adjustments and pathways, thus meeting their individual needs within a diverse and inclusive learning community. St Francis FLC offers the Australian School Curriculum and outreach school programs.

Social and emotional learning is also a major component of our curriculum. Our approach to addressing the wellbeing needs of young people is both multi-faceted and multi-dimensional, and involves an integration of learning and wellbeing, through the development and implementation of internal and external partnerships focussed on improving a young person's learning and wellbeing.

Enablers

At St Francis FLC we have a whole of school approach to improving health, social, physical and mental outcomes for young people and wellbeing is at the forefront of planning our academic program and decision-making, with wellbeing activities and curriculum integrated and linked. We use a range of strategies which include:

- Outreach partnerships for students who are unable to attend school;
- An offsite learning program for students;
- Students are provided with meals each school day and provided with take home meal packs where needed;
- Students are provided with bus transportation to enable them to get to school;
- Students are supported by a full time wellbeing worker in every classroom;
- All students have a Personal Learning Plan;
- Students are supported to access external community agencies for support in areas such as mental health, housing and family violence;
- Each young person is allocated to a classroom that has a partnership of a teacher and wellbeing worker; and
- All staff receive specialised training.

Principal's Report

St Francis commenced this year with seven class groups made up of:

- Four on site day program classes;
- One individualised community outreach;
- Afterhours class (4 days per week);
- Offsite class.

The decision to launch an Offsite class in 2018 with dedicated staff was made to engage the most vulnerable members of the school community who struggle to engage with a day program setting. The offsite program established an individualised learning program combining small group excursions and small scale non-intimidating academic learning with regular sporting activities each day.

The suite of options noted above, ensures each young person at the school is able to access a learning option best suited to their individual circumstances. All classes work towards objectives detailed in the Australian Curriculum for year groups 7-10. Our multiple learning options allow a more holistic approach to both educational and wellbeing objectives.

Embedded within the weekly rhythms and routines of each day program class is a weekly outing. These trips provide each young person the opportunity to access a local resource that for many was not previously available. Weekly out and about trips also allow students to adhere to school principles when in the wider community and build a positive school and class identity.

Over the duration of the year, many creative and adventurous learning activities occurred, including:

- The use of student art work as part of the regeneration of the site to promote student and community identity;
- The outdoor education program taking full advantage of the outstanding natural environment that Tasmania provides; and
- A group of young people attended the Windeward Bound Tall Ship project at Hobart Wharf.

In addition, the school established and maintains regular external health and fitness activities each week. These take the form of weekly bookings at a local YMCA gym facility and young people taking part in Parkour activities weekly.

Also in 2018, a whole school approach to career development and young people's pathways beyond St Francis FLC was implemented. Individualised support and activities from class staff, school leadership and external agencies has helped young people to develop their skills and knowledge, especially in relation to making decisions regarding education, work and possible future career pathways. After an initial work experience placement for one young person in

2018 we look forward to building on this success as young people start to attend their work experience placements in 2019.

Finally, results from an audit of our Nationally Consistent Collection of Data (NCCD) evidence gathering practices for our 2018 submission were extremely positive detailing our strong administrative practice. We look forward to continuing with this strong practice as we approach school registration renewal towards the end of the 2019 academic year. This process will involve reflecting and reviewing policies, procedures and practices related to governance, enrolment, curriculum and student learning, student welfare (care, safety and attendance), staff employment and school infrastructure.

Education in Faith

Goals & Intended Outcomes

St Francis FLC is grounded in the charism of Edmund Rice. St Francis FLC strives to live Jesus' message of compassion and inclusion by creating meaningful learning opportunities and a welcoming community for young people who otherwise would not participate in education. The school welcomes young people and families from a variety of faith communities, and works to nurture young people's spiritual awareness and interfaith respect.

Throughout 2018, the focus of our education in faith was:

- Continuing conversations with young people about their spiritual identity;
- Building young people's understanding of and engagement in opportunities to explore and express their faith;
- Promoting and encouraging the work of the Mission and Identity team for EREA; and
- Providing regular opportunities for staff members to participate in prayer, reflection and celebrations of faith.

Achievements

The key achievements in relation to these goals include:

- Encouraging participation of young people from a variety of faith backgrounds in celebrations related to their spiritual tradition; and
- Providing staff members with weekly opportunities for prayer and reflection.

Learning & Teaching

St Francis provides the Australian Curriculum for years 7-10 across seven class groups. Teaching staff adhere to a framework of specific rhythms and routines with regards to daily teaching and learning. Examples of this include the daily student timetable where each young person chooses to participate in either group or individual time for each learning session over the course of the day. This approach promotes self-efficacy on behalf of young people to make their own educational choices while also embedding Youth+ principles into the daily operations of each class.

Young people choosing to engage in our school have often missed significant amounts of education, and therefore can find it challenging to access the age appropriate year levels. Typically, the main barrier to further learning for a young person is low literacy and numeracy skills. Our young people may have also experienced many life experiences that may be considered above their age level.

St Francis provides a focus on the development of literacy and numeracy skills, with content from a variety of Learning Areas of the Australian Curriculum informing this focus. In addition, our integrated learning experiences provide the context to continue to explore and develop these skills within a particular context.

Individual interest in a particular topic can be expanded upon through student personal projects. Students negotiate personal projects based round a theme of their choice where teacher guidance scaffolds development of wider skills based objectives within the curriculum.

Our current Australian Curriculum Plan covers the content of the curriculum through an integrated learning approach and allows for multiple points of entry for young people. Integrated unit planning allows teachers to embed aspects of wellbeing into the unit and allows young people to make learning connections across the curriculum.

An integral part of our planning process, is an ongoing focus on continually reviewing our strategies, tracking our coverage of the curriculum and identifying opportunities for improvement.

Achievements

The major achievements in relation to these goals include:

- Continuing to embed the Berry Street Education Model across all learning areas;
- Provision of intensive support – including a bespoke offsite learning program - to our most vulnerable of young people as they re-engage with education; and
- Implementation of a new teacher and youth worker professional supervision model designed to embed ongoing support and best practice within our staffing cohort.

Student Wellbeing

Goals & Intended Outcomes

Student wellbeing remains at the forefront of the St Francis FLC school identity. Enacting a trauma informed practice approach in our work and support of young people, St Francis FLC continues to educate young people and equip them with the skills and knowledge for them to prosper into adulthood.

In 2018 student wellbeing initiatives included:

- A renewed focus on Wellbeing meetings designed to enhance the support offered to young people in areas such as learning, attendance and the addressing of barriers to education;
- Piloting new strategies to remove or reduce barriers to school engagement;
- Ongoing development of our Outreach Education Model with a focus on removing barriers so our young people can return to onsite;
- St Francis FLC was successful in gaining a grant from School Plus Smart Giving to develop a Sensory Space for our young people to assist with emotional regulation;
- Each Youth Worker developed a wellbeing space in the classroom to minimise stress in the classroom;
- St Francis FLC have signed up for BeYou. BeYou is an online wellbeing learning resource for staff;
- Implementation of the new requirements for NCCD; and
- Implementation of a revised Personal Learning Plan template to better align with the Youth+ Practice Framework, NCCD and other curriculum requirements.

Achievements

Some key achievements in the area of student wellbeing were:

- The continued roll out of training in the Berry Street Education Model for all new staff;
- Staff were focused on delivering wellbeing session each week for our young people;
- St Francis FLC had its first school formal. All dresses and suits were donated from members of the community so that each young person had the opportunity to wear formal attire;

- St Francis FLC developed new partnerships with key organisations in the community so our young people can easily access external services; and
- The implementation of the Offsite program which is focused on activity based learning with a small number of young people, on the regulation of emotions and one on one learning.

STUDENT SATISFACTION

Although no formal survey of student satisfaction has taken place at St Francis' FLC, student engagement at school – regardless of the program they take part in – remains extremely positive. For many of our young people and their families this is the first time in their life they have a positive impression of both school and school staff. This is perhaps best shown through the planning and hosting of the St Francis Formal at the end of Term four. To our knowledge this is one of only a few formal social events held within an FLC nationally. The young people had considerable influence in planning this event and the fact that it ran so smoothly is testament to the sense of student community and satisfaction with their unique school setting.

We look forward to continuing to build on this positive impact as the FLC continues to grow and develop in the future.

STUDENT ATTENDANCE

St Francis FLC provides a number of adjustments to support all young people to attend on a regular basis, these include:

- transport support to travel to and from school;
- provision of meals and clothing as necessary;
- development of Personal Learning Plans for every young person to ensure that the learning program is personally meaningful and engaging;
- development of Individual Education Plans/ Re-engagement Plans for any young person who is working towards fulltime attendance onsite at an FLC.

Parents or legal guardians are responsible for ensuring that they notify the school to explain the absence of their young person on any particular school day. Notification may be provided to the school face-to-face, or via email, phone call or text message.

If the young person is expected to attend school on a given day and does not arrive by the commencement of the school day, or does not access transport support as arranged, the young person's classroom staff members will contact the young person and their carer as soon as is practical in order to seek an explanation for the absence.

If the staffing partnership is not able to reach a young person on their carers in relation to an absence, they will speak with school leaders to determine what further action should be taken. Reasonable efforts are made to ensure that the young person is safe. This may include contacting alternate carers or services (where consent has been previously given to do so). Follow up may also include contacting Child Safety Services or the Police where the Principal deems that the young person may be at risk of harm.

Child Safe Standards

Child Safety continues to be at the forefront of all activities at St Francis FLC. St Francis FLC has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse.

As part of our online policy portal, Policy Plus, St Francis FLC in 2018 launched our Child Protection Program. Made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within our community.

The Program deals specifically with child protection issues and is designed to ensure compliance with Child Safe Standards and related child protection laws. Broader child safety issues arising from our common law duty of care are also dealt with through our Student Duty of Care Program.

Achievements

Major developments in relation to child safety within our community included:

- Implementation of Child Safety Officers;
- All staff participated in mandatory Child Protection training; and
- An online Incident Reporting system was introduced to better capture and record incidents impacting on the safety and wellbeing of young people.

Leadership & Management

As we approach the last phase of the 2016 – 2019 Strategic Plan, in 2018 the school leadership team focused efforts on working within and across teams to further our work in four priority areas;

1. Holistic Education
2. Development
3. Community Identity
4. Sustainability and Stewardship

In particular, much effort was made to build a stronger school community spirit, improve engagement with family and community partners, and strengthen human resource processes relating to staff supervision, induction and annual review.

Achievements

In this area of practice, key milestones included:

- Embedding activity based offsite learning program for the most at risk young people in the school community;
- Embedding the SEN Youth+ Practice Framework;
- Fully implementing the Incident Reporting System;
- Partially implement Policy Plus;
- Embedding the Annual Appraisal and Review Process for all staff;
- Commencing the roll out of the Proteus Emerging Leaders training; and
- Developing the Senior Leader Appraisal Process

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Berry Street Education Model

Reading to Learn

Proteus Emerging Leaders training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

34

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1266

TEACHER SATISFACTION

Although there has been no formalised survey of staff satisfaction staffing levels and retention, particularly among teachers remains very stable with all day program teachers remaining in post at the end of the 2018 year.

Staff would describe leadership as approachable and supportive, noting that there is good communication between staff and leaders, and leaders have a good understanding of the challenges which occur and can be relied upon when things get tough. Staff are also very comfortable detailing any concerns to members of leadership, know that their opinions are valued and that there is not a 'top down' approach to leadership within the school. Furthermore, due to the unique challenges that an alternative education setting presents, leadership are constantly vigilant in support of staff wellbeing and self-care needs.

Staff would say that there is good teamwork and communication between the groups, and that they can rely on their colleagues for support and assistance when needed. This is further demonstrated through fortnightly curriculum meetings for teaching staff and wellbeing meetings for youth workers. These meetings provide a professional forum for staff to share strong areas of practice for the wider benefit off the school community and are central to the greater staff cohesion on site.

Staff say they are committed to the school goals, and that there are sufficient forums where they can express views, are encouraged to improve their skills, knowledge and performance, have opportunities to develop new skills and receive recognition for good work.

College Community

Goals & Intended Outcomes

All staff at St Francis FLC strive to create a school community that is supportive, inclusive, safe and enjoyable for all young people. Our school continues to celebrate as a community on a regular basis and come together to acknowledge special times of the year such as Christmas, Easter, key feast days and the end of term community lunch.

Young people voice is central to our practice due to the school holding the individual dignity of our young people at our core. All young people in our community are actively encouraged to voice their opinions and this is evidenced in daily circle time in each class and through the daily whole school community meeting just before lunchtime.

Other initiatives focussed on developing our school community and building links with the broader community included:

- Participation in outdoor education with the network outdoor education teacher;
- Weekly options to attend gym and parkour sessions;
- Ongoing engagement with parents, guardians and carers focussed on involving them in their young person's education;
- Developing further links with relevant support services including, Child Safety Services, Youth Justice, Head Space and other alternative education settings such as Indie School (which opens in 2019); and
- The successful planning and implementation of the end of year formal event.

Achievements

A variety of whole-school and student-led celebration days were held throughout the year, including a school 'open house' and our annual awards ceremony and Christmas Lunch.

Regular 'Out and Abouts' were held across all class groups including visits to art galleries, sporting events, cultural celebrations along with providing young people the opportunity to surf, which for many was the first time they experienced being in the surf.

VALUE ADDED

- Implement community lunches at the end of each term.
- School action on student opinions from 'Student Voice' this includes additional sensory items, greater use of student art work on school walls, additional student 'chill out' areas and purchase of additional sports equipment as requested by young people.

PARENT SATISFACTION

At St Francis' FLC we value parent participation and community partnerships, however, given the complex nature of our young people, in reality involvement by parents can be quite limited and school does not necessarily receive as much parental feedback as we would like. In 2018 no formalised request for parental opinions took place.

Parents would highlight approachability as St Francis greatest strength, with parents feeling comfortable about approaching staff with concerns; identifying that the school takes parents' concerns seriously, and that staff work to understand the parents' points of view.

Parents have also highlighted their appreciation of the bespoke approaches that school takes to engage their young people and that fact that the welfare and dignity of the individual is placed first and foremost.

School Performance Data Summary

St Francis FLC
Statement of Profit or Loss and Other Comprehensive Income
For the year ended 31 December 2018

	Notes	2018 \$	2017 \$
REVENUE	2	3,391,141	1,776,026
EXPENSES			
Administration		458,927	350,509
Boarding		-	-
Depreciation, Amortisation and Impairment	3	80,265	41,065
Employee benefits	3	1,762,155	1,156,694
Faculties and co-curricular		81,842	63,746
Finance costs	3	1,332	374
Insurance		8,823	17,233
Operating lease rentals	3	37,214	40,793
Maintenance and utility		127,623	142,606
Other expenses from ordinary activities	3	-	-
Trading activities - expenditure	3	-	-
Other significant expenses	3	-	-
Total Expenses		2,558,181	1,813,020
Profit/(Loss) for the year		832,960	(36,994)
OTHER COMPREHENSIVE INCOME			
Gains or losses arising on remeasuring available-for sale financial assets		-	-
Total other comprehensive income/(loss) for the year		-	-
Total comprehensive income for the year		832,960	(36,994)

Note: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au