



### Contact Details

<b>School</b>	Geraldton Flexible School
<b>School Address</b>	27 Bayly Street, Geraldton WA 6530
<b>Contact Person</b>	Lynette English
<b>Governing Body</b>	Edmund Rice Education Australia Flexible Schools Ltd. Board
<b>Governing Body Chair</b>	Mr. Peter Pearce
<b>Phone</b>	08 9965 2264
<b>Email</b>	<a href="mailto:geraldton@ereafsn.edu.au">geraldton@ereafsn.edu.au</a>
<b>Website</b>	<a href="http://www.flexi.edu.au">www.flexi.edu.au</a>

This annual report has been reviewed and approved by the EREAFSL Board to ensure compliance with our school registration requirements. This report is published to provide information about Geraldton Flexible School for parents / carers, young people, members of our school community, and other interested parties. This report has been compiled in accordance with the relevant Commonwealth and State Government reporting requirements.

# Table of Contents

<b>Message from our Head of Campus .....</b>	<b>3</b>
<b>School Context .....</b>	<b>4</b>
School Overview.....	4
Distinctive Curriculum Offerings .....	4
School Policies .....	6
<b>Characteristics of the Student Body .....</b>	<b>7</b>
Enrolments by Year and Year Level .....	7
Student Body Characteristics .....	7
<b>Student Outcomes.....</b>	<b>8</b>
Student Attendance .....	8
NAPLAN .....	8
Senior Secondary Outcomes .....	8
Post-School Destinations .....	8
<b>Social Climate.....</b>	<b>9</b>
Student Wellbeing .....	9
Family and Community Engagement .....	10
Satisfaction Surveys.....	11
<b>Staff Profile .....</b>	<b>11</b>
Teacher Standards and Qualifications .....	11
Workforce Composition .....	11
Professional Development .....	12
<b>School Financials .....</b>	<b>13</b>
School Income .....	13
School Expenditure .....	13

# Message from our Head of Campus

Geraldton is a coastal city in the Mid-West region of the Australian state of Western Australia, 424 kilometers 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 Geraldton Flexible School (GFS) has been operating since 2010, providing a much-needed alternative option for education in the Midwest region of Western Australia. GFS offers one of very few options available in regional WA for young people who have been disengaged from mainstream education.

The philosophy of the GFS 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](http://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 Curriculum and Re-Engagement (CARE) school, GFS provides young people from this area the opportunity to re-engage with education in a supported 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 four 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 relationships and resolve conflict.

## **Our Goals:**

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.

## School Context

Co-educational or single sex	Co-educational
School Sector	Catholic (in the Edmund Rice Tradition)
Year Levels Offered	7-12
Additional Information	Additional information about our school can be found at: <ul style="list-style-type: none"><li>- <a href="#">mySchool website</a></li><li>- <a href="#">EREA Flexi website</a></li></ul>

### SCHOOL OVERVIEW

Geraldton Flexible School is a part of Edmund Rice Education Australia Flexible Schools Ltd who provide a second, third or fourth chance to young people who have disengaged from mainstream schools, with a focus on radical inclusion, hope and opportunity. Geraldton Flexible School commenced operation in 2010 as a registered co-educational Catholic school in the Edmund Rice tradition.

At Flexis, we do things differently. We walk, learn and work together with young people on Common Ground; we build relationships, and every member of the community commits to doing their best to work within our four principles of Respect, Participation, Honesty, and Safe and Legal.

Across our Flexi Schools and Special Education Schools in almost every state and territory in Australia, we support young people with strengths-based, trauma-aware learning. Often young people come to our Flexis thinking they cannot learn – we show them they can. We make sure young people feel safe, welcome and empowered to succeed. We provide young people with the opportunity to define what will work best for them, with services to adapt to their needs.

#### *First Nations influence*

Since the very beginning, we have walked in solidarity with Aboriginal and Torres Strait Islander peoples, advocating for change and promoting reconciliation. At Flexis one third of our young people and 10% of our educators identify as Aboriginal and/or Torres Strait Islander.

As a priority, we are working to strengthen the cultural capacity of our entire workforce. We are working to make sure the system values and respects First Nations peoples and perspectives, to build Indigenous leadership at every level of our organisation, and to ensure that First Nations young people experience the highest quality education possible in the safest and most dynamic schools in the country.

### DISTINCTIVE CURRICULUM OFFERINGS

Geraldton Flexible School offers holistic learning experiences that address the social needs of our young people, and promotes their emotional, physical, spiritual, and academic development. Our education programs are attuned to the individual by an assessment of need and delivery within a supportive environment. The purpose of this personalized approach is to engage the young person with their learning and empower them to take responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

Geraldton Flexible School, as a CARE school offer Literacy and Numeracy programs aligned with SCSA curriculum at the optimum level of access for each individual young person.

Our young people participate in a wide variety of learning activities with a focus on numeracy, literacy, social and life skills. Based on a modified version of the SCSA curriculum, we structure our learning through a variety of curriculum choices, which invite young people to engage in the goals of their Individual Education Plan. For example, BKSB (Basic Key Skills Builder). – is a targeted individual spelling and word programs for literacy development.

Each Young Person has an Individual Education Plan. This plan is created through identification of academic, social and wellbeing needs. Strategies to address these needs are negotiated and reviewed collaboratively each month with the Young Person, Guardian, Teacher and Youth Worker.

To further support learning we use working agreements which are negotiated with the Young people, either collectively or individually. We also engage with Pattern Repetitive Activities, Brain Breaks etc. to aid self- regulation to create a supportive learning environment.

### *Programs provided:*

#### **Year 11 and 12**

- English - adapted from Foundation and General SCSA curriculum
- Maths - adapted from Foundation and General SCSA curriculum
- Health and Wellbeing
- Cert II Horticulture
- Art and Creative Projects
- Outdoor Adventure Based Learning
- Keepings Safe: Child Protection Curriculum
- Transition to Work – Individual pathways

#### **Year 9 and 10**

- Maths – Adapted from SACA K-10 curriculum
- English – Adapted from SACA K-10 curriculum
- Health and Wellbeing
- Art and Creative Projects
- Outdoor Adventure Based Learning
- Community and Work Experience
- Keepings Safe: Child Protection Curriculum
- Independent Living skills, including cooking and self-care

#### **Year 7, 8 and 9**

- Maths – Adapted from SACA K-10 curriculum
- English – Adapted from SACA K-10 curriculum
- Health and Wellbeing
- Art and Creative Projects
- Keepings Safe: Child Protection Curriculum
- Outdoor Adventure Based Learning
- Independent Living skills, including cooking and self-care

#### **Mobile Engagement Program (boys)**

- English – Adapted from SACA K-10 curriculum
- Health and Wellbeing
- Keepings Safe: Child Protection Curriculum
- Outdoor Adventure Based Learning
- Learning on Country Cultural Awareness Development

#### **Mobile Engagement Program (girls)**

- English – Adapted from SACA K-10 curriculum
- Health and Wellbeing
- Keepings Safe: Child Protection Curriculum
- Art and Creative Projects
- Outdoor Adventure Based Learning

## Cocurricular offerings

Geraldton Flexible School provides extensive opportunities for young people to participate in cocurricular or non-classroom activities at their level and within their areas of interest. The broad range of opportunities or choices for young people includes activities described as cultural, sporting, and intellectual and/or service related.

The whole school partakes in the Keeping Safe, Child Protection program which teaches our young people about safety in the community and where/how to find help if needed. The program was taught in the classrooms and validated with activities on our Wellbeing days.

The whole school was involved in Outdoor Adventure Based Learning which challenges young people to go beyond their comfort zone in physical activities. These activities were scaffolded to allow achievement at an individual level. This program also has a focus on development of some of the employability skills in the general capabilities.

The whole school was offered a weekly Options afternoon where the young person could choose a learning activity that interested them. Options included Cooking, Swimming, Fishing, Fitness and Gym and Art.

The whole school participated in Young People electives each week including but not limited to

- The Stephen Michael Foundation, who offered a program focusing on leadership development, in particular for our First Nations Young People
- Police Citizens Youth Club (PCYC) which provided an elective for music, and a basketball program
- Artist in Residence sessions, where our Young People painted wall murals in the town of Geraldton
- Participation in Community activities such as Clean Up Australia Day
- Art tuition, culminating in three nominated art works being chosen for the Annual Art Exhibition for local artists, with one being the recipient of a High Commendation
- Cultural Immersion Program for First Nations Young People, including visits to Aboriginal sites and museums, and research to connect them to their origins of identity

## SCHOOL POLICIES

In accordance with registration requirements, our key school policies are publicly available via our website.

How to access our school policies:

1. Click on the EREA Flexi Schools website link <https://www.flexi.edu.au/>
2. Click on 'Flexi Schools' or 'Special Schools' from the top menu
3. From the school directory find and click on our school
4. Click on 'School Documents, policies and reports' from the bottom of the page to access our school policies.

*Note: If you are unable to access our website, please contact the school for more information regarding our school policies.*

# Characteristics of the Student Body

EREAFLSL and Geraldton Flexible School welcome students who have a diverse range of personal characteristics and experiences. These characteristics and experiences may be attributed to physical, religious, cultural, personal health or wellbeing, intellectual, psychological, socio-economic, or life experiences. We provide a range of personnel and resources to support access to, and participation in, learning for all young people.

Our student body are domestic students from several different cultures and nationalities. The following tables provide an overview of our student population:

## ENROLMENTS BY YEAR AND YEAR LEVEL

	2024
Year 7	6
Year 8	26
Year 9	24
Year 10	15
Year 11	16
Year 12	14
<b>TOTAL</b>	<b>101</b>

*(data derived from Commonwealth Census data submissions for the years displayed)*

## STUDENT BODY CHARACTERISTICS

	2024
Male	59.41%
Female	40.59%
Gender Diverse	0.00%
First Nations	68.32%
NCCD	52.48%

*(data derived from Commonwealth Census data submissions for the years displayed)*

# Student Outcomes

## STUDENT ATTENDANCE

Overall student attendance at our school in 2024:

Overall attendance rate	42.5%
-------------------------	-------

Student attendance rate by year level in 2024:

Year 7	47%
Year 8	40%
Year 9	41%
Year 10	38%
Year 11	44%
Year 12	45%

(attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.)

### How non-attendance is managed

Geraldton Flexible School manages the attendance of its young people in accordance with our Attendance Procedure and supporting guidelines which outline the processes for managing and recording young people attendance and absenteeism. We are committed to celebrating and encouraging young people attendance through consistent practices of roll-marking, record keeping, monitoring, proactive follow-up, and ongoing engagement and relationship building practices with our young people and their families and carers.

## NAPLAN

Where relevant, our reading, writing, spelling, grammar, punctuation, and numeracy results for the Years 3, 5, 7, and 9 NAPLAN tests are available via the My School website.

How to access our NAPLAN results:

5. Click on the My School link <https://www.myschool.edu.au/>
6. Enter our school name in the search field
7. Click on 'View School Profile'
8. Click on 'NAPLAN' from the top menu to access NAPLAN information.

Note: Our schools participation in NAPLAN will vary from year to year dependant upon the student cohort. Please contact the school for more information regarding NAPLAN.

## SENIOR SECONDARY OUTCOMES

Senior secondary outcomes at our school in 2024:

Percentage of young people awarded a Senior Certificate	0%
Percentage of young people awarded a VET qualification (Cert I, II, III, IV etc.), including School-based Apprenticeship or Traineeship	14%
Percentage of young people awarded a Senior Certificate and a VET Qualification	0%

## POST-SCHOOL DESTINATIONS

At the time of publishing this Annual Report, the 2024 post-school destinations survey data for our school was not available. This report will be re-published to include this post-school destinations data once it becomes available in late September.



# Social Climate

## STUDENT WELLBEING

At Geraldton Flexible School the wellbeing and best interests of our young people is our primary consideration. Together with our young people, their families, external service providers, and the community, we build positive learning environments and safe and support spaces to address young people's wellbeing. Through elements of leadership, inclusion, young people voice, partnerships, and support, our pastoral care program is designed to foster supportive relationships to monitor student progress, to advocate on their behalf, to provide advice, direction, and support during difficult personal issues, and overall to support our young people in the achievement of their stated personal and education goals.

### Youth Worker Support Model

At Geraldton Flexible School youth work is at the core of successfully re-engaging young people in education and supporting them towards positive futures. The youth worker role is that of supporting the coordination of services through assessment, planning, facilitation and advocacy to meet an individual's social, emotional wellbeing, learning, and transition needs.

### Independent Living Support

Senior students at Geraldton Flexible School 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.

For example, we support our Young People to gain their Driver's Licence, by engaging appropriate agencies to deliver the required training. We also accompany Young People to job fairs and employment expos to support their search for employment.

### Outreach Services

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 Geraldton Flexible School. This service enables daily communication between home and school about a young person's 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 school's educational program.

A distinct subset of this service delivery is the Mobile Engagement Program where we meet and engage with Young People at their point of need and unique set of complex challenges; to support their wellbeing and resilience. This is a one-on-one approach where each Young Person has a program adapted as their needs change or develop.

### Weekly Wellbeing Program

Each Friday at Geraldton Flexible School 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.

Topics include:

- Nutrition, Physical Activity & Alcohol & Other Drugs
- Healthy Relationships
- Independent Living Skills
- Body Confidence & Emotional Intelligence

## Engagement Strategy

Geraldton Flexible School works with families and agencies to enable young person enrolled in our school to overcome their barriers to attending and participating in school as much as possible, according to each Young person's capacity. In order to optimise learning and engagement and success for Young People, all staff are trained and deliver learning and support on the knowledge and principles of Trauma Informed Practices.

To ensure a safe and supported learning environment, each day is treated as a new opportunity for young people to engage their learning. This includes strategies such as Morning Circle, where all staff and Young People meet to start the day and be present to each other; and Closing Circle to reflect on the day and prepare for the following day. Other strategies include bus pickup and drop off, a sign out process when the young person has reached capacity, breakfast and lunch provision and care packages for families in need.

Geraldton Flexible School also runs outreach programs in place for those who find it difficult to engage in on-site classes due to a range of complex issues such as trauma, individual learning programs, transition program for those considering employment or TAFE, constant communication with families, choices for activities that are interest based, activities negotiated with young people.

If young people are no longer interested in attending Geraldton Flexible School, efforts are made to engage them in other services such as TAFE, PCYC and other job skills networks in Geraldton.

## FAMILY AND COMMUNITY ENGAGEMENT

At Geraldton Flexible School we consider our families and carers as partners of the school in their young person's education experience. Families and the wider school community are welcomed into our school throughout the school year for various events and activities as interested parties of our school and our young people. Geraldton Flexible School continuously plans and seeks out ways to partner with families and community, recognizing the benefit of these partnerships for our young people, our school, and our community.

Community partnerships are paramount to Geraldton Flexible School's effectiveness in re-engaging young people with learning and wellbeing. These partnerships are key in developing protective factors in young people that transcend their school enrolment.

Our partners are critical in supporting the development of strong, resilient and resourceful young people that are empowered to have a positive impact not only in their own lives but also those of their family and community.

Geraldton Flexible School partnered with local services for Child Protection and other services include:

- NGALA (Parenting, Family and Youth Support)
- City of Greater Geraldton
- STAY (Short Term Accommodation for Youth)
- GRAMS (Geraldton Regional Aboriginal Medical Service)
- Geraldton Aboriginal Street Workers
- WAAC (non-profit organisation with a vision for a world of positive healthy people in inclusive, connected communities)
- MEEDAC (a local agency that provides support for indigenous in community development and employment programs)
- Bundiyarra Aboriginal Community Aboriginal Corporation
- Headspace, Desert Blue Connect
- WA PCYC (Western Australian Police and Community Youth Centres)
- Southern Yumatji Regional Council
- Geraldton Community Policing
- Stephen Michael Foundation
- TAFE WA
- Wula Gura Nyinda Eco Cultural Adventures
- Community Alcohol and Drugs (CADs)
- Child and Adolescent Mental Health Services (CAMHS)
- Wisteria House – Department of Child Protection

## SATISFACTION SURVEYS

The school uses a method of practice that focuses on continual conversations and consultations with parent/carers and young people about how the school is measuring against expectations. These conversations build strong relationships and allows us to celebrate successes and for early identification on areas for improvement.

# Staff Profile

## TEACHER STANDARDS AND QUALIFICATIONS

Geraldton Flexible School requires its teaching staff to hold a valid Teacher Registration with the Teachers Registration Board of Western Australia, a current Working with Children Check, and must meet the eligibility requirements for registration which relate to qualifications, English language proficiency, fit and proper person, and professional standards.

### Qualifications

The below table depicts the percentage of teaching staff and school leaders who hold the listed qualifications:

Doctorate or higher	0%
Masters	36%
Bachelor	46%
Diploma	9%
Certificate	9%

## WORKFORCE COMPOSITION

The staff at Geraldton Flexible School are highly qualified, experienced, and generous professionals who consistently contribute to our school in a manner that goes above and beyond expectation.

The following tables provide an overview of our staff profile and workforce composition:

### Staff numbers

	Headcount	FTE
Teaching Staff	5	4.50
School Leaders	4	4.00
Non-Teaching Staff	15	13.40
<b>TOTAL Staff</b>	<b>24</b>	<b>21.90</b>

### Staff characteristics

	2024
Male	25%
Female	75%
Gender Diverse	0%
First Nations	25%

## PROFESSIONAL DEVELOPMENT

Geraldton Flexible School ensures that all school staff, in particular its teaching and leadership staff, are provided regular opportunities and access to professional learning that builds knowledge, understanding, and skills.

Professional development activities undertaken by staff in 2024 included:

- Berry Street Training
- TOP Days x 2
- Doing Schools Differently (Mike Panter 2024)
- Child Safeguarding
- NCCD Reporting
- Report Writing in a Flexi School
- TASS Note Management
- Code of Conduct
- Surf and Rescue
- Cultural Awareness Training
- Stronger Smarter
- PART training, skills including crisis communication, evasion, releases from holds and safe restraints
- Strategic Planning PD
- RTO workshop
- Flexi induction
- First Nations gathering

# School Financials

(All financial data derived from Commonwealth Financial Questionnaire data submissions for the year displayed)

## SCHOOL INCOME

The 2024 school income for Geraldton Flexible School reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the mySchool website.

How to access our Finance data:

1. Click on the My School link <https://www.myschool.edu.au/>
2. Enter our school name in the search field
3. Click on 'View School Profile'
4. Click on 'Finances' from the top menu to access funding information.

Note: If you are unable to access the mySchool website, please contact the school for our financial data.

## SCHOOL EXPENDITURE

The 2024 school expenditure for Geraldton Flexible School reported by financial year accounting cycle using standardised national methodologies and broken down into salaries, allowances, and related expenses, non-salary expenses, and capital expenditure is depicted in the graph below:

