

ANNUAL REPORT



**EDMUND RICE EDUCATION
AUSTRALIA**



GERALDTON Flexible Learning Centre

*A Catholic School in the Edmund Rice Tradition
A Member of the EREA Oscar Romero Flexi Schools Network*

2023 EDITION

PRINCIPAL'S MESSAGE

GFLC is our flexible learning school located south of Adelaide. Our senior school campus is located at Morphett Vale with our middle school campus at Christie Downs. GFLC belongs to the Edmund Rice Flexible Schools National Network, with a further 22 Flexi schools being part of this Network with a footprint in each State and Territory in Australia. Teaching in Edmund Rice Flexi Schools involves working within a unique, trauma informed, educational model designed to cater to the needs of young people who have experienced barriers to accessing mainstream education. Our schools operate under the principles of respect, participation, and empowerment; aiming to create a supportive and flexible learning environment.

Our vision is to provide a student-centred approach to learning where our learning plans are tailored to each student's needs, interests, and abilities. We have strived to build a strong supportive environment where students' wellbeing is our priority and where we build a community based on trust and positive relationships with our young people and the staff. Our EREA Touchstones (Gospel Spirituality, Inclusive Community, Liberating Education and Justice and Solidarity) calls us to be a place that is inclusive of all, where we offer alternative educational programs for young people, supporting our learners with complex needs through our VET offerings and engagement with our local communities and families.

This year our school continued to provide opportunities within our curriculum for our young people to grow and flourish through learning life skills. We are proud of the positive school culture we provide for the many young people in our school; where we develop their life skills, including emotional regulation, resilience and social skills. Our tailored curriculum and care of the individual has continued to see a growth of enrolments. We have just completed a new building which we are all very excited and proud of and are looking forward to moving into our new school that will allow us to facilitate new learnings in a contemporary educational environment that will provide more specialty areas.

Thank you to the dedicated staff of Teachers, Youth Workers and Administration support who are totally dedicated to the young people they serve each day. The staff adaptability, patience, empathy, creativity and commitment to make a positive difference in the lives of young people who need additional support and understanding is a constant example of them living the Edmund Rice spirit within our community.

"As educators, you are called to nurture the desire for truth, goodness and beauty that lies in the heart of each individual, so that all may learn how to love life and be open to the fullness of life"

Pope Francis


Paula Bacchiella




GERALDTON FLEXIBLE LEARNING CENTRE CONTEXT STATEMENT

Geraldton is a coastal city in the Mid-West region of the Australian state of Western Australia, 424

kilometres (263 miles) 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.



Geraldton Flexible School (GFS) 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 marginalised and disenfranchised from the education system gained little benefit and now as this boom has ended, they have become even more disenfranchised. GFS offers one of very few options available in regional WA for this cohort of young people. 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). 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, Geraldton FLC 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 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 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 CURRICULUM PLANS AND OUTCOMES

GFLC as a CARE school offered 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.

Two young people in the senior classes completed a Cert II in Conservation & Ecosystem Management, with a number of others completing several units of competency. This course was delivered by Central Regional TAFE. The qualification enables individuals to select and develop basic factual, technical, and procedural knowledge in conservation and ecosystem management for land management, lands, parks and wildlife services and the restoration and rehabilitation of ecosystems.

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.

Community partnerships are paramount to GFLC'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. GFLC 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), 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). We have also established new working relationships with Community Alcohol and Drugs (CADs) service and Child and Adolescent Mental Health Services (CAMHS)

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 an Options afternoon where the young person could choose a learning activity that interested them. Options included Cooking, Swimming, Fishing, Fitness and Gym, Art and Fishing.

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.

GERALDTON STUDENT INFORMATION

STUDENT PROFILE DATA								
ENROLMENTS	2022	ATSI	Care of CEO	NCCD	2023	ATSI	Care of CEO	NCCD
Male	77	63	2	77	77	53	2	54
Total	131	110	2	133	141	102	2	85

STUDENT ATTENDANCE DATA %		
YEAR	2022	2023
7	54	44
8	56	51
9	52	56
10	51	75
11	49	42
12	47	54
13	58	63

STUDENT DESTINATION DATA 2023	
DESTINATION	%
Mainstream school enrolment	3
Further Tertiary Education (TAFE, Uni)	2
Seeking employment	1
Unknown	8

Programs Provided

Senior Transition Group	<ul style="list-style-type: none"> • English - adapted from Foundation and General SCSA curriculum • Maths - adapted from Foundation and General SCSA curriculum • Health and Wellbeing • Cert II in Conservation& Ecosystem Management • Art and Creative Projects • Keepings Safe: Child Protection Curriculum • Outdoor Adventure Based Learning • Transition to Work – Individual pathways
Senior Engagement Group	<ul style="list-style-type: none"> • Maths – Adapted from SACA K-10 curriculum • English – Adapted from SACA K-10 curriculum • Health and Wellbeing • Certificate in I In Industrial Skills • Art and Creative Projects • Keepings Safe: Child Protection Curriculum • Outdoor Adventure Based Learning • Community and Work Experience
Middle School	<ul style="list-style-type: none"> • Maths – Adapted from SACA K-10 curriculum • English – Adapted from SACA K-10 curriculum • Health and Wellbeing • Certificate in I In Industrial Skills • Art and Creative Projects • Keepings Safe: Child Protection Curriculum • Outdoor Adventure Based Learning • Year 9 Work Readiness and Career Taster program at TAFE
Mobile Engagement Program (boys)	<ul style="list-style-type: none"> • English – Adapted from SACA K-10 curriculum • Health and Wellbeing • Keepings Safe: Child Protection Curriculum • Outdoor Adventure Based Learning
Mobile Engagement Program (girls)	<ul style="list-style-type: none"> • English – Adapted from SACA K-10 curriculum • Health and Wellbeing • Keepings Safe: Child Protection Curriculum • Art and Creative Projects • Outdoor Adventure Based Learning

GERALDTON CURRICULUM PLANS AND OUTCOMES

Senior Secondary School 2023

% Year 12 enrolled in a Vocational Certificate	% Year 11 and 12 completed WACE	% Year 10-12 completed certificate modules and/or school subjects
100%	Not applicable	TAFE Units completed Orange and Red end of 2023

Student Literacy 2023

YEAR LEVEL	BKSB PRE LEVEL- 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	0	1	0	0	0
8	1	4	3	1	1
9	0	0	0	0	0
10	0	1	4	2	0
11	0	2	5	6	1
12	0	0	1	2	0
13	0	0	0	0	0
TOTAL	1	8	13	11	2

Student Numeracy 2023

YEAR LEVEL	BKSB PRE LEVEL- 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	0	0	0	0	0
8	0	0	10	0	0
9	0	0	0	0	0
10	0	1	6	0	0
11	0	4	8	0	1
12	0	0	4	0	0
TOTAL	0	5	28	0	1

GERALDTON WELLBEING PROGRAM AND OUTCOMES

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.

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 GFLC. 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 '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.

Weekly Wellbeing Program

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.

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.

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.

Community Involvement

In 2023, GFLC achieved great momentum in partnerships with local community groups including Geraldton Aboriginal Street Workers, MEEDAC, Geraldton Community Policing, City of Greater Geraldton Youth Worker & PCYC.

Geraldton FLC Structure

OUTREACH	A dedicated part time youth worker connects with the young people who cannot come into school.	Relationships are built. Young people feel connected and are more inclined to attend.
WELLBEING	Friday's are dedicated to community outreach and wellbeing.	Students Learn about social issues including
DAILY	Youth Workers are in each classroom. They are offered time for outreach for any young person that is in need at any time.	Young people are supported with their barriers to school
DAILY	Whole school processes with Trauma Informed Education.	Young people are offered activities of a wellbeing and educational manner, which is ability focused

<p>GFLC 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. Strategies we have include but are not limited to; bus pickup, a sign out process when the young person has reached capacity, breakfast and lunch provision, 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, individualised 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 GFLC, efforts are made to engage them in other services such as TAFE, PCYC and other job skills networks in Geraldton.</p>	<h2>RETENTION STRATEGY</h2>
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GERALDTON FLEXILBE LEARNING CENTRE PRACTICES AND SUPPORT STRATEGIES

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; and Closing Circle to reflect on the day and prepare for the following day.

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 and young women (2 separate groups).

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.

Individualised Mathematics program including whole class and group work developed through diagnostic assessments.

Words Their Way assessment - targeted individual spelling and word programs for literacy development;

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.

Flexible learning tasks.

Pattern Repetitive Activities, Brain Breaks etc. to aid self- regulation.

Wellbeing Check-in Circles.

Workforce Composition 2023

Position	FTE	Qualification	ATSI
Principal	0.3	Masters Bachelor Diploma Graduate Diploma x 3	
Deputy Principal	0.4	Masters Bachelor x 2 Graduate Diploma Diploma x 2 Certificate IV	
Head of Campus	1.0	Bachelor	
Associate Head of Campus	1.0	Bachelor Graduate Certificate Certificate IV Certificate II x 2	
Teachers	5.8	Bachelor x 8 Graduate Diploma x 2 Diploma x 2 Graduate Certificate x 2	
Administration		Certificate II Certificate I	
Youth Workers		Bachelor x 2 Associate Degree Diploma x 5 Certificate IV x 15 Certificate III x 6 Certificate II x 7 Certificate 1 x 1	

Young People Survey

A survey opportunity for the GFLC was the engagement of our young people in an EREA Flexi Schools National Youth Survey. Over 400 young people from our EREA Flexi schools across the country including a significant cohort of our GFLC young people participated. This report will have many implications for the young people and the learning, wellbeing and cultural programs that GFLC develop into the future.

This is what the young people told us:

The young people described their flexi school as:

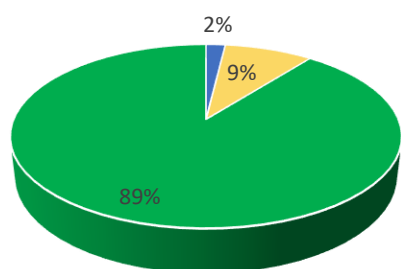


GERALDTON FLEXIBLE LEARNING CENTRE

FINANCIAL STATEMENT

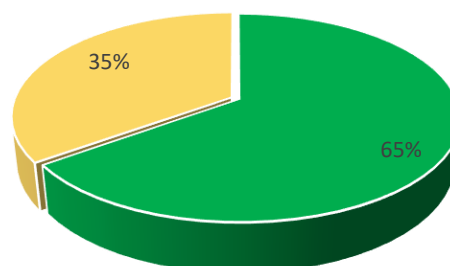
REPORTING FRAMEWORK	AMOUNT \$
Recurrent income	
School fees	-
Other fee income	-
Private income	85,127
State government recurrent grants	390,278
Australian government recurrent grants	4,005,401
Total recurrent income	4,480,806
Recurrent Expenditure	
Salaries; allowances and related expenses	2,120,720
Non salary expenses	1,140,194
Total recurrent expenditure	3,260,914
Capital income and expenditure	
Government capital grants	650,000
Capital fees and levies	-
Other capital income	59,545
Total capital income	709,545
Total capital expenditure	6,361,624
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	111,815
Total closing balance	1,892,509

Geraldton FLC Recurrent
Income 2023



- Private income
- State government recurrent grants
- Australian government recurrent grants

Geraldton FLC Recurrent
Expenditure 2023



- Salaries; allowances and related expenses
- Non salary expenses

Paula Bacchiella
EREA SA/WA Regional Director & Principal

A handwritten signature in black ink, reading "P. J. Bacchiella". The signature is written in a cursive style with a large, stylized initial "P".

