



GERALDTON
Flexible Learning Centre

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



EDMUND RICE EDUCATION
AUSTRALIA



CARNARVON
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ANNUAL REPORT

2021
EDITION

PRINCIPAL'S MESSAGE

Geraldton and Carnarvon Flexible Learning Centre (GFLC) have had another successful year re-engaging young people in learning, wellbeing and aboriginal culture including language. The successful addition of local Yamatji language into our curriculum this year has been well received. It is very pleasing to see our staff member, Bernie Jones, develop this program following the completion of her Indigenous Language Teacher training in 2020.

The successful transition to a new Head of Campus, Naomi Martin, in Semester 2, has been seamless. I thank wholeheartedly, Heather Brett, our former Head of Campus, for her outstanding contribution to our Flexi community for the past 10 years.

GFLC completed the School Registration Audit in Term 3 and this audit affirmed the great work all our staff do in ensuring our programs and processes meet the needs of our young people and ensure their safety and wellbeing are paramount.

The approval of funding towards our Capital Development Plan in late 2021 is great news. This plan has overcome many hurdles. It will be so pleasing to see our facilities transformed over the next two years to provide our young people with the quality facilities that they so deserve.

Finally, I thank our site leaders, Naomi, Mike, Amy, Sally and Luke, and all our staff for working so diligently to create our Common Ground for our young people to have life and have it in all its fullness.

GERALDTON FLC 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.

The Geraldton Flexible Learning Centre (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 marginalised 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.

CONTEXT STATEMENT CONTINUED

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.



CARNARVON OUTREACH PROGRAM

Carnarvon is an agricultural centre of around 3200 people, situated 500km north of Geraldton. As a regional centre it hosts a large indigenous population consisting of five groups, though the local language group is Yingaarda. Carnarvon outreach program remains attached to the Geraldton Flexible Learning Centre, though operates as an independent entity. The centre has a capacity to cater to around 30 young people which are divided into male and female groups

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.



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

STUDENT PROFILE DATA

ENROLMENTS	2020	ATSI	CARE OF CEO	NCCD	2021	ATSI	CARE OF CEO	NCCD
Female	37	29	1	30	25	20	1	24
Male	53	43	2	46	52	38	2	38
Total	90	72	3	76	77	58	3	62

STUDENT ATTENDANCE DATA %

YEAR	2020	2021
7	51%	52%
8	56%	55%
9	48%	56%
10	47%	52%
11	62%	55%
12	48%	41%
13	51%	62%

STUDENT DESTINATION DATA 2021

DESTINATION	%
Mainstream school enrolment	2%
Further Tertiary Education (TAFE, Uni)	3%
Seeking employment	4%
Parenting	0%
Department of Education (SWU/Participation)	0%

CANARVON STUDENT INFORMATION

STUDENT PROFILE DATA

ENROLMENTS	2020	ATSI	CARE OF CEO	NCCD	2021	ATSI	CARE OF CEO	NCCD
Female	10	10	0	10	11	11	0	11
Male	13	13	0	13	16	16	0	16
Total	23	23	0	23	27	27	0	27

DESTINATION	%
Mainstream school enrolment	20%
Further Tertiary Education (TAFE, Uni)	0%
Seeking employment	50%
Parenting	0%
Department of Education (SWU/Participation)	30%

STUDENT DESTINATION DATA 2021

GERALDTON CURRICULUM PLANS AND OUTCOMES

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.

Covid 19 had a significant impact upon school offerings during 2021. The majority of our families do not have access to devices or wifi to be able to engage with online learning. This meant much of the 'lockdown' education period relied on our staff delivering work packages to homes. These packages often went unfinished or were lost before return. Much of this time was spent reinforcing wellbeing for families and young people.

Senior Transition Group Year 11, 12 and beyond	<ul style="list-style-type: none">• General Maths• General English• Health & Physical Education Studies including Protective Behaviours• Certificate I in Leadership (Central Regional TAFE RTO)• Investigation of further Certificate qualifications offered through Central Regional TAFE such as Hospitality and Aquaculture offerings• Art offerings• Community Immersion/Volunteering
Year 10	<ul style="list-style-type: none">• Certificate I in Leadership• K-10 English• K-10 Maths• K-10 Health and Physical Education course including Protective Behaviours curriculum
Project Group Year 9	<ul style="list-style-type: none">• K-10 English• K-10 Maths• K-10 Health and Physical Education course including Protective Behaviours curriculum
Immersion Group Year 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 Year 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• Outdoor Adventure Based Learning• Engagement with local community groups

GERALDTON CURRICULUM PLANS AND OUTCOMES

SENIOR SECONDARY SCHOOL 2021

% YEAR 12 enrolled in a vocational certificate	% YEAR 11 and 12 completed WACE	% YEAR 10-12 completed certificate modules and or school subjects
16	0	Completed CERT 1 - 5 Completed CERT 1 Modules - 10

STUDENT LITERACY 2021

STUDENTS	NOT TAKEN	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4	BKSB LEVEL 5
36	2	4	15	11	4	0	0

STUDENT NUMERACY 2021

STUDENTS	NOT TAKEN	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4	BKSB LEVEL 5
36	1	9	10	11	3	2	0



CARNARVON CURRICULUM PLANS AND OUTCOMES

Carnarvon continues to run 2 classes, one male and one female, both of which are multi aged. The focus of both classes is numeracy and literacy in the context of skills for life.

IEPs form the basis of all programming, with a focus on project-based learning with the support of the BKSb learning platform.

This year we introduced a range of learning opportunities for the older young people to include Keys for Life, Senior First Aid as well as employment focused initiatives. These are offered as part of our afternoon sessions, in a combined class for those 15 years and older. This has proven successful with 2 young people gaining first aid qualification and 3 obtaining part-time work.

Wellbeing programs have been run through Helping Minds and our physical education operates with assistance from the local PCYC.

STUDENT LITERACY 2021

GROUP	BKSb PRE LEVEL -1	BKSb LEVEL 1	BKSb LEVEL 2	BKSb LEVEL 3	BKSb LEVEL 4
Marlu (Males)	5	5	2	1	0
Birak (Female)	3	4	4	0	0
TOTAL	8	9	6	1	0

STUDENT NUMERACY 2021

GROUP	BKSb PRE LEVEL -1	BKSb LEVEL 1	BKSb LEVEL 2	BKSb LEVEL 3	BKSb LEVEL 4
Marlu (Males)	3	12	2	0	0
Birak (Female)	3	4	3	0	0
TOTAL	6	16	5	0	0



GERALDTON WELLBEING PROGRAM



WELLBEING 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 at 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 student's individual strengths 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 emphasis 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 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.</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>
Headspace Service	In 2021 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 a holistic wellbeing service in an ecologically valid environment, particularly with Aboriginal and Torres Strait Islander (ATSI) students who are less likely to present at our local Headspace office.

GERALDTON WELLBEING PROGRAM



WELLBEING PROGRAM NAME	DESCRIPTION
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>
Independent Living Support	<p>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.</p>
Community Involvement	<p>In 2021, 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.</p>



CARNARVON WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
Meditation and Mindfulness	Many of our young people display the effects of long-term trauma, high heart rate, anxiety, restiveness, etc. Regular sessions of meditation and a focus on the present and breathing. At times this may take the form of a physical walk around the oval if the energy is too high in an activity.	This is still the main thrust of our practice. It has allowed young people to examine the effects of stress on their bodies and health. It also provides us with an opportunity to discuss these.
Helping Minds	Weekly sessions with the Provisional Psychologist through both individual and group sessions have allowed us to address a range of needs, from dealing with anxiety to controlling aggressive impulses.	This program has continued to expand and now sees as many as 12 young people actively engaged in counselling. It also forms the basis of many court reports and court orders.
Dental Care	Dental hygiene and care are still a major issue among our young people. We have linked into the school's dental service, but many of our young people still find it hard to make appointments or engage with programs conducted at the main school. Connections with the community dentist still forms a large part of this.	Some success with engagement with the school's dental service has seen an increase in awareness of dental hygiene. Sponsorship from Colgate means that we are regularly able to supply dental hygiene items.
GRAMS Gascoyne Outreach Service	Unfortunately, this program was unsuccessful in 2021 due to factors beyond our control.	Hoping to resume in 2022.
Connection to Country	Weekly sessions with Elders, based around art and storytelling. Both were facilitated through the ABC Foundation.	It is hoped to build further on this in 2022. At this stage presenters still require a great deal of support.

Overview: Many stops and starts have been the hallmark of our wellbeing initiatives and programs this year. The transient nature of Carnarvon means that even programs that were well established have had setbacks due to changes in staff and stability in supporting organisations.

GERALDTON FLC PRACTICES AND SUPPORT STRATEGIES

GFLC EMPLOYS A VARIETY OF STRATEGIES TO ENGAGE INCLUDING:	TEACHERS EMPLOY A WIDE RANGE OF SCHOOL-WIDE STRATEGIES TO ENSURE SUPPORTED LEARNING ENVIRONMENTS INCLUDING:	THE WHOLE SCHOOL APPROACH HAS BEEN BASED ON TRAUMA INFORMED PRACTICE AND EMPLOYS APPROACHES INCLUDING:
Daily transport to/from school.	Weekly timetables and daily plans highly visible.	Base line testing at the start and end of term/semester to monitor student development.
Breakfast/lunch – staff/young people share meals.	Scaffolding and differentiation for all activities and young people.	Use of working agreements.
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.	Units of work, activities, assessment tasks and resources are backward-mapped to support the learning and success of all students.	Flexible learning tasks.
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.	Individualised Mathematics program including whole class and group work developed through diagnostic assessments.	Pattern Repetitive Activities, Brain Breaks etc. to aid self- regulation.
Working closely with other agencies.	Words Their Way assessment - targeted individual spelling and word programs for literacy development;	Wellbeing Check-in Circles.
Developing Individual Learning Plans.	BKSB (Basic Key Skills Builder).	
Daily follow up of non- attendance.	Models, samples and demonstrations are employed in conjunction with thinking tools and scaffolds to support the development of communication skills.	
Mobile Engagement Program - successful program aimed at young men and young women (2 separate groups).		

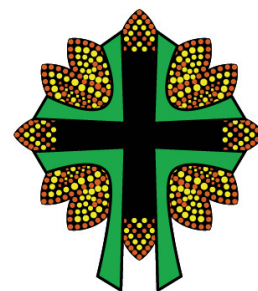
GERALDTON FLC & CARNARVON WORKFORCE

All staff participate in annual goal setting and review processes as part of our Performance Enhancement Process (PEP). The Teachers use the AITSL standards as part of this PEP process.

GERALDTON FLC & CARNARVON WORKFORCE 2021

QUALIFICATION	TEACHING	NON-TEACHING
MASTERS DEGREE	2	0
DEGREE	7	0
POST GRADUATE	0	0
ASSOCIATE DIPLOMA	0	0
GRADUATE DIPLOMA	2	1
DIPLOMA	0	9
GRADUATE CERTIFICATE	0	0
CERTIFICATE IV	0	6
CERTIFICATE III	0	0
CERTIFICATE II	0	0
FTE	11	10
ATSI	1	4

OUR SCHOOL IMPROVEMENT PLAN



The School Improvement Plan for 2021

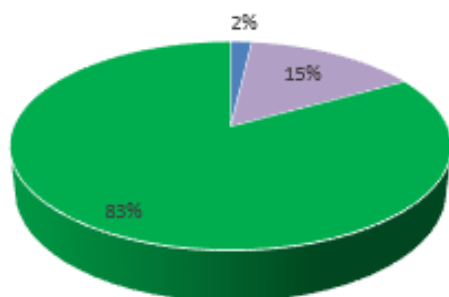
The following objectives were successfully met during the course of the year:

- 1. Staff Formation:** This project enabled all staff to consider their own spiritual formation through retreat and formalised activities.
- 2. New School Premises:** EREA and Catholic Education WA collaborated to develop plans for a purpose build new school facility on the current site. This project will be implemented over some years, beginning in mid 2022.
- 3. Succinct Curriculum:** Teachers are focusing on succinct curriculum levelled for each student. Working with students and parents, staff are focusing on meaningful and achievable Individual Education Plans which include curriculum and wellbeing outcomes.

FINANCIAL STATEMENT

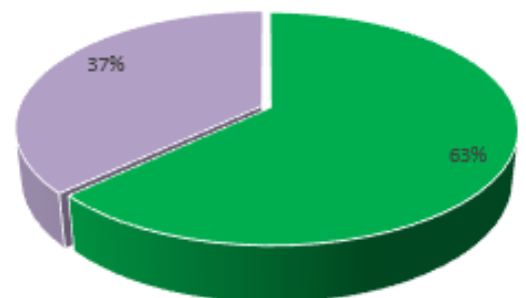
REPORTING FRAMEWORK	AMOUNT
Recurrent income	
School fees	\$0
Other fee income	\$5,694
Private income	\$66,834
State government recurrent grants	\$548,436
Australian government recurrent grants	\$3,019,970
Total recurrent income	\$3,640,934
Recurrent Expenditure	
Salaries; allowances and related expenses	\$2,021,842
Non salary expenses	\$1,187,194
Total recurrent expenditure	\$3,209,036
Capital income and expenditure	
Government capital grants	\$0
Capital fees and levies	\$0
Other capital income	\$0
Total capital income	\$0
Total capital expenditure	\$114,630
Loans (Includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	\$134,142
Total closing balance	\$123,026

Geraldton FLC Recurrent Income 2021



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

Geraldton FLC Recurrent Expenditure 2021



■ Salaries; allowances and related expenses
■ Non salary expenses

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.



G. J. Keating

Gerard Keating - Network Principal



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