

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*

2022

EDITION

PRINCIPAL'S MESSAGE

2022 saw a reduction in the challenges of COVID which allowed our network team to provide much more hands on support to our Geraldton Flexi staff and young people.

The recruitment of teaching and youth worker positions remains a challenge. The number of staff changes to our team in 2022 saw the need to have a clear focus on our Flexi Practice as well as formal professional development in Trauma Informed Practice. The Berry Street professional development program has been well received and it provided some great processes that enhanced how our staff better supported the learning and wellbeing of our young people.

Our Youth worker team were able to boost the attendance and connection of our young people to our Flexi community. This was such an important aspect of our work in Geraldton during 2022 to overcome the disconnection young people experienced during COVID.

This year saw the implementation of an options afternoon program. These options were based on the voice of our young people and provided a broader curriculum to engage our community. The development of our Vision for Teaching and Learning as a response to the EREA Liberating Practice statement will help drive our learning and wellbeing programs into the future.

The expansion of our Outdoor Adventure Based Learning opportunities was well received by our young people. These opportunities with a focus not only on skills but the General Capabilities did enable more young people to better engage in learning.

Our outreach campus in Carnarvon made significant progress during 2022. In particular our team helped develop a very successful fellas leadership camp on country with Uncle Thomas Dodds. The challenges of recruitment for this isolated regional town meant that a new Teacher in Charge was not able to be recruited. After local consultation a decision was made to put this campus operation on hold at the end of 2022.

I express my heartfelt thanks to our Carnarvon staff – Mike Francis, Sinead Leavy, Katherine Faithful and Ryan Zare for their tireless efforts to engage these Carnarvon young people and also support their transition to other services at the end of 2022.

I also thank Naomi Martin, Head of Campus, Amy Campbell Associate Head of Campus Flexi Practice in 2022, as well as Luke Kara and Sally Royce for the Leadership of the Wellbeing and Youth worker teams during 2022.

GFLC looks forward with hope and continuing our Catholic vision that all our young people “have life and have it to the full.” (John 10:10)

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.

CONTEXT STATEMENT

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.

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.

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.

ANNUAL IMPROVEMENT PLAN AND OUTCOMES

School Improvement Plan for 2022

- Staff Formation, including the EREA foundations, was a highlight of 2022 and success was gained in providing a whole school understanding of these important foundations for our work.
- Our Induction Process was clarified and there is now good Induction Process outlined and ready for implementation in 2023.
- Finding staff was a task that continued to be challenging. Teachers across the nation are finding it difficult to remain in the profession. For most of 2022, our Youth Worker team was consistent. Staffing is a work in progress.
- Working with a succinct curriculum is improving and a plan for enhancing the teaching requirements for Literacy and Numeracy across the school was developed. Themes within the delivery of literacy and numeracy and other subjects and offerings continue to be determined by the interests of the young people.
- Moving to the new school premises is becoming a reality. Demolition did not start mid 2022 as planned, will happen in early 2023 which will herald the building of our new campus for occupation in mid-2024.



GERALDTON STUDENT INFORMATION

STUDENT PROFILE DATA

ENROLMENTS	2021	ATSI	CARE OF CEO	NCCD	2022	ATSI	CARE OF CEO	NCCD
Female	36	31	1	26	54	47	0	54
Male	68	54	2	60	77	63	2	77
Total	104	85	3	86	131	110	2	131

STUDENT DESTINATION DATA 2022

DESTINATION	Geraldton	Carnarvon
Mainstream school enrolment	1	11
Transfer interstate	-	-
Employment	-	-
Further Tertiary Education (TAFE, Uni)	3	-
Apprenticeship	-	-
Traineeship	-	11
Seeking employment	1	-
Parenting	-	-
Justice	-	1
Cutural	-	-
Unknown	7	4

* Carnarvon Campus was closed at the end of 2022 and all young people were transitioned to other schools and programs

YEAR	2021	2022
7	52	54
8	55	56
9	56	52
10	52	51
11	55	49
12	41	47
13	62	58

**STUDENT
ATTENDANCE
DATA %**

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. Additionally, the senior years were offered the Foundation courses in Literacy and Numeracy. Some of our young people in the senior classes completed Cert I in GATE (Gaining Access to Training and Employment) or Cert I in Leadership from our local mid-West TAFE.

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.

We partnered with other local services for Child Protection and other services include NGALA (Parenting, Family and Youth Support), City of Greater Geraldton Youth 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), Desert Blue Connect, and PCYC (Police and Citizens Youth Club).

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, Acrobatics, Art and Gardening.



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.

<p>Senior Transition Group Year 11, 12 and beyond</p>	<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
<p>Year 10</p>	<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
<p>Project Group Year 9</p>	<ul style="list-style-type: none"> • K-10 English • K-10 Maths • K-10 Health and Physical Education course including Protective Behaviours curriculum
<p>Immersion Group Year 7, 8</p>	<ul style="list-style-type: none"> • K-10 English • K-10 Maths • K-10 Health and Physical Education course including Protective Behaviours curriculum
<p>Mobile Engagement Program Year 7-12</p>	<ul style="list-style-type: none"> • K-10 English • K-10 Maths • K-10 Health and Physical Education course including Protective Behaviours curriculum • Engagement with local community groups

GERALDTON CURRICULUM PLANS AND OUTCOMES

SENIOR SECONDARY SCHOOL 2022

% YEAR 12 enrolled in a vocational certificate	% YEAR 11 and 12 completed WACE	% YEAR 10-12 completed certificate modules and or school subjects
3 (30% of Year 12 enrolments)	0	22 (61% of year 10-12 enrolments)

STUDENT LITERACY 2022

YEAR LEVEL	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	2	1	0	0	0
8	9	3	3	0	0
9	1	7	15	6	0
10	0	0	4	7	0
11	3	6	8	5	1
12	0	3	2	2	0
13	0	0	0	0	0
TOTAL	15	20	32	20	1

STUDENT NUMERACY 2022

YEAR LEVEL	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	3	5	0	0	2
8	2	5	0	0	0
9	6	6	7	7	3
10	2	7	17	17	2
11	1	3	6	6	0
12	1	5	6	6	0
13	0	0	1	1	0
TOTAL	15	31	37	37	7

NAPLAN while attempted is unsuitable in the context of our young people with low attendance. Our young people are invited to participate in NAPLAN in Yr 7 & 9. However, the context of the NAPLAN test does not give us data that is useful, nor does it reflect the ability of the young people who attend our school.

GERALDTON WELLBEING PROGRAM



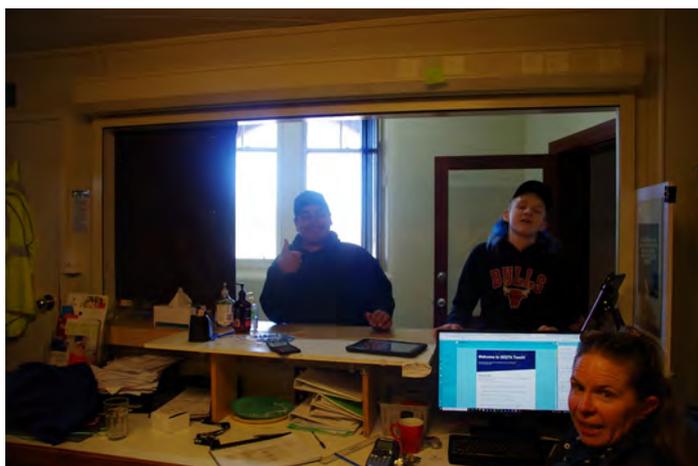
WELLBEING PROGRAM NAME	DESCRIPTION
Youth Worker Support Model	<p>At GFLC youth work is at the core of successfully re-engaging young people in education and supporting them towards positive futures. The youth worker role in a FLC is that of supporting the coordination of services through assessment, planning, facilitation and advocacy to meet an individual's social, emotional wellbeing and learning, and transition needs.</p>
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>
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:</p> <p>Term 1: Nutrition, Physical Activity & Alcohol & Other Drugs.</p> <p>Term 2: Healthy Relationships.</p> <p>Term 3: Independent Living Skills.</p> <p>Term 4: Body Confidence & Emotional Intelligence.</p>

GERALDTON WELLBEING PROGRAM



WELLBEING PROGRAM NAME	DESCRIPTION
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 2022, 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.

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



GERALDTON FLC PRACTICES AND SUPPORT STRATEGIES

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

RETENTION STRATEGY

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.



GERALDTON FLC & CARNARVON WORKFORCE

Our staff are our most important asset in our work in the CARE/Flexi School context. All staff participate in annual goal setting and review processes as part of our Performance Enhancement Process (PEP). In 2022, our teaching staff used the Network's proforma that linked their goal setting to the AITSL standards and identified development goals in Wellbeing, Educational Practice and School Strategic Directions. For our Youth Workers their PEP uses the Youth Worker practice standards for their goal-setting.

In 2022, all staff partook in the Berry Street Education Model professional development. All staff also participated in the Call to Participation formation program run by EREA. Two Middle Leaders were also able to attend the EREA Call to Leadership formation program. Other Professional Development included Flexi Practice, Restorative Practices, Gender Identity presentations, Strength Based Practise and NCCD deliberation. Some staff were also able to attend the Doing School Differently National Conference in Adelaide.

GERALDTON FLC WORKFORCE 2022

QUALIFICATION	TEACHING	NON-TEACHING
MASTERS DEGREE	1.25	0
DEGREE	7	1.3
POST GRADUATE	0	0
ASSOCIATE DIPLOMA	0	0
GRADUATE DIPLOMA	0	0
DIPLOMA	0	3.6
GRADUATE CERTIFICATE	0	0
CERTIFICATE IV	0	4
CERTIFICATE III	0	0
CERTIFICATE II	0	0
FTE	8.25	8.9
ATSI	0	0

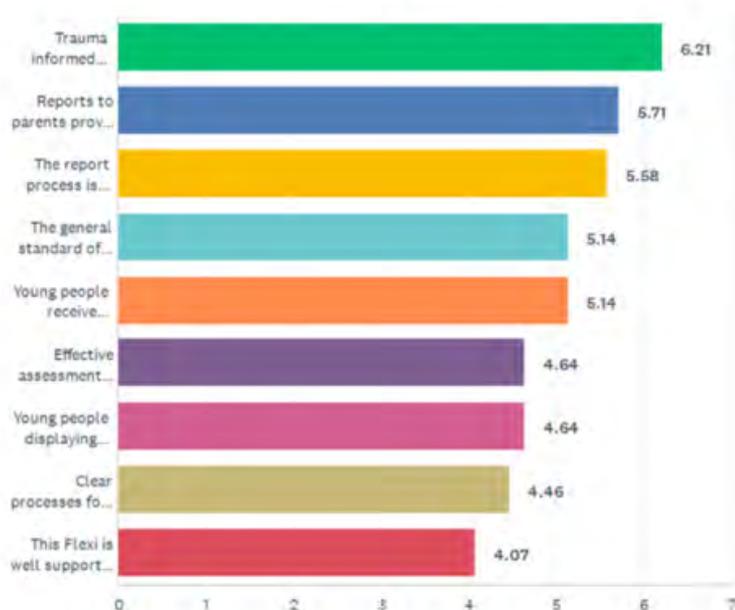
COMMUNITY CONSULTATION



During 2022 Geraldton Flexible Learning Centre engaged in 3 significant survey opportunities. The first in term 2 was a Staff Satisfaction Survey that was adapted from the EREA national staff survey for our Flexi Context.

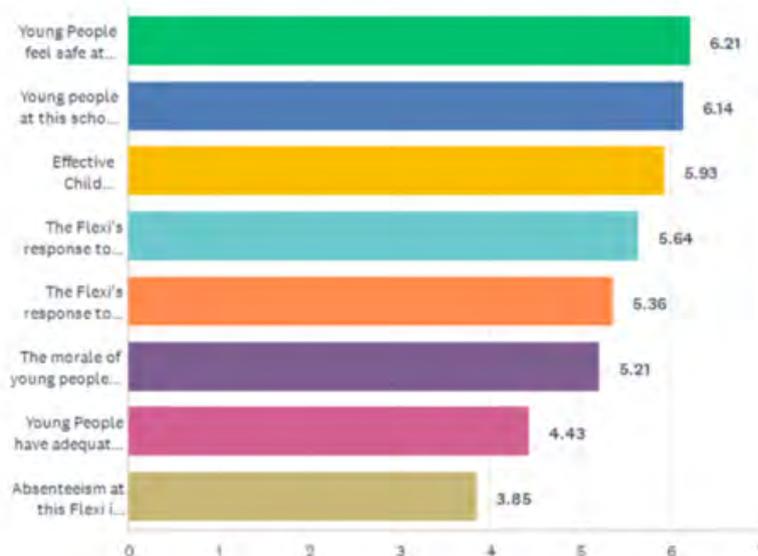
This survey affirmed the work of GFLC particularly about our support for social justice and alignment to our catholic values and mission. GFLC was affirmed for its commitment to inclusion and our flexi practice of creating a common ground based on our 4 Principles. It was recognised that more needed to be done to help our staff understand our EREA Flexi Practice.

One particular strength identified was how well our staff support our young people and ensure they are safe. The commitment to safeguarding and how hard our staff work to ensure young people are kept safe at GFLC as well as our understanding of trauma informed practice to support the learning and wellbeing of young people was affirmed. See the tables below for Teaching and Learning and Wellbeing Responses from our 2022 Staff Satisfaction Survey.



TEACHING & LEARNING

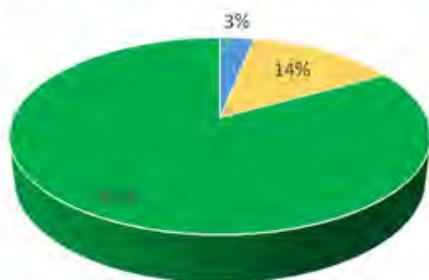
YOUNG PEOPLE'S WELLBEING



FINANCIAL STATEMENT

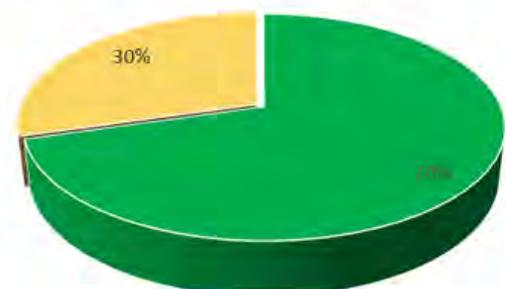
REPORTING FRAMEWORK	AMOUNT \$
Recurrent income	
School fees	
Other fee income	2,808
Private income	120,195
State government recurrent grants	535,960
Australian government recurrent grants	3,238,328
Total recurrent income	3,897,291
Recurrent Expenditure	
Salaries; allowances and related expenses	2,364,901
Non salary expenses	991,229
Total recurrent expenditure	3,356,130
Capital income and expenditure	
Government capital grants	-
Capital fees and levies	-
Other capital income	-
Total capital income	-
Total capital expenditure	504,618
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	120,326
Total closing balance	111,815

Geraldton FLC Recurrent Income 2022



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

Geraldton FLC Recurrent Expenditure 2022



■ 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 region.



Gerard Keating

Gerard Keating - Network Principal



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