



Contact Details

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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.

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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). 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.

Warm regards,

Jess Crook
Head of Campus
Geraldton Flexible School

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: - mySchool website - EREA Flexi website

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. In 2025 almost 70% of the student body identified as First Nations.

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, offers 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 Skills for Work and Vocational pathways
- 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 SCSA K-10 curriculum
- English – Adapted from SCSA K-10 curriculum
- Health and Wellbeing – SCSA Personal and Social Capabilities
- 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 SCSA K-10 curriculum
- English – Adapted from SCSA K-10 curriculum
- Health and Wellbeing- SCSA Personal and Social Capabilities
- 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

Outreach and Orientations Programs (all years)

- 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 provided 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 and choices available to young people included activities described as cultural, sporting, academic, and/or service-related.

The whole school participated in the Keeping Safe: Child Protection program, which taught young people about safety in the community and where and how to find help if needed. The program was delivered in classrooms and was reinforced through activities conducted on Wellbeing Days.

The whole school was involved in Outdoor Adventure Based Learning, which challenged young people to go beyond their comfort zones through physical activities. These activities were scaffolded to support achievement at an individual level. The program also focused on the development of personal and social capabilities.

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 (INCLUDES SIGNIFICANT NUMBER OF UNASSIGNED STUDENTS)

	2025
Year 7	2
Year 8	11
Year 9	15
Year 10	44
Year 11	35
Year 12	66
TOTAL	173

(data derived from the total number of Young People that were supported during the school year)

STUDENT BODY CHARACTERISTICS

	2025
Male	58.38%
Female	41.62%
Gender Diverse	0.00%
First Nations	69.36%
NCCD	58.38%

(data derived from the total number of Young People that were supported during the school year)

Student Outcomes

STUDENT ATTENDANCE

Overall student attendance at our school in 2025:

Overall attendance rate	28.48%
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Student attendance rate by year level in 2025:

Year 7	27.66%
Year 8	44.46%
Year 9	39.06%
Year 10	33.56%
Year 11	35.54%
Year 12	18.46%

(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.

Non-attendance is followed up promptly through a relational and community-based approach. Staff work alongside the young person and family to understand barriers to attendance, while also engaging relevant community partners where needed. This may include collaboration with agencies such as the Department of Child Protection, WAPOL and the Department for Education to undertake welfare checks, share information appropriately, and coordinate supports that prioritise safety, wellbeing and re-engagement. Follow-up is purposeful, transparent and grounded in shared responsibility for ensuring young people are safe, supported and not navigating risk in isolation.

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 2025:

Number of young people awarded a VET qualification (Cert I, II, III, IV etc.), including School-based Apprenticeship or Traineeship	3
Number of young people awarded a Certificate II	3
Number of young people awarded a Statement of Attainment	2

POST-SCHOOL DESTINATIONS

Post-school destinations for 2025:

Participating in paid employment (full-time / part-time)	2
Participating in further education	2
Unknown / undecided	9
Total number of graduating / exiting young people	13

Social Climate

STUDENT WELLBEING

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 provides culturally appropriate Mobile Education Programs for young people who find it challenging to engage in on-site learning due to complex needs such as trauma, individual learning requirements, or periods of transition to employment or TAFE. The program allows staff to work alongside young people in flexible, off-site settings, supporting emotional regulation, rebuilding routine, and gradually re-establishing engagement in learning. It is underpinned by consistent communication with families, interest-based and negotiated activities, and personalised learning goals, enabling young people to feel safe, connected, and supported as they transition back into on-site learning when ready.

When young people determine that Geraldton Flexible School is no longer the right fit for their current goals, staff work alongside them to support positive next steps. This includes connecting young people with alternative education, training, and skill-building opportunities such as TAFE, PCYC, and local employment and job-readiness networks in Geraldton, ensuring continuity of support as they move toward pathways that align with their interests and aspirations.

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 tables below show selected data from the recent EREAFSL Opinion surveys for Geraldton Flexible School (sent to young people, parents / carers, and staff to measure satisfaction with our school in 2025).

Parent / Carer opinion survey data

Percentage of parents / carers surveyed who gave favourable responses to categories:	2025
School Environment, Spaces and Support	40.0%
Learning and Growth	57.1%
First Nations Culture and Inclusion	100.0%

Young People survey

The school adopts a practice approach grounded in ongoing conversations and consultation with young people, enabling regular reflection on how the school is tracking against shared expectations.

These conversations build strong relationships and allows celebration of successes and for early identification on areas for improvement.

Staff opinion survey

All staff are offered the opportunity to participate in an annual staff survey. The survey explores key areas including psychological safety and trust, workload and role clarity, leadership support, team dynamics, change management and access to wellbeing resources. Results from the survey directly inform new wellbeing initiatives, stronger psychosocial risk controls, better engagement and retention strategies, and a healthier, more productive workplace for all.

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	2
Bachelor	16

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	15	14.20
School Leaders	3	3.00
Non-Teaching Staff	22	20.00
TOTAL Staff	42	39.20

Staff characteristics

	2025
Male	28.30%
Female	71.70%
Gender Diverse	0%
First Nations	26.42%

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 2025 included:

- Berry Street Training
- TOP Days x 2
- Doing Schools Differently (Mike Panter 2025)
- 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 2025 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 2025 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:

