



# Albert Park Flexible Learning Centre

1 Hale Street, Milton Qld 4000

## ANNUAL REPORT 2009

This annual report for 2009 is published to provide information about the Albert Park Flexible Learning Centre for parents/carers, young people and other interested parties. This report contains the detail mandated by the Commonwealth, State and Edmund Rice Education Australia reporting requirements for independent schools.

### INTRODUCTION

Albert Park Flexible Learning Centre (APFLC) commenced operation in 2006 and is part of a national association of forty schools which includes, in 2009, five flexible learning centres and attached outreach programs operating across twelve sites.

The distinctive education provided to all students is described in, *The Charter: A Proclamation of an authentic Expression of Edmund Rice Education as Applied to Catholic Schools in the Edmund Rice Tradition*. This can be viewed on line at [http://www.cfc.edu.au/Province\\_Schools/Charter%20Booklet%20010704.pdf](http://www.cfc.edu.au/Province_Schools/Charter%20Booklet%20010704.pdf)

Albert Park Flexible Learning Centre is a co-educational Catholic school in the Edmund Rice tradition. It is one of, in 2009, five schools in the Edmund Rice Flexible Learning Centre Network.

The philosophy of the Albert Park Flexible Learning Centre draws on the spirit and vision of Edmund Rice Education (the Christian Brothers). It has a clear commitment to social justice and stands in solidarity with disadvantaged people of all social, cultural and religious backgrounds. The philosophy also has a practical focus, based in the application of four core principles of Respect (for self, others and environment), Rights (to a safe, supportive and inclusive environment), Responsibility (for yourself, your actions and decisions) and Relationships (central to people working together) among all participants of the Albert Park Flexible Learning Centre. This is evident in the ways the organisational culture and practices are shaped through the application of these principles. In essence, the principles establish a “common ground” among staff, students and parents, a collective forum, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group, and individually and as members of the broader community.

The aim of the Albert Park Flexible Learning Centre is to respond to the complex needs of disadvantaged young people who have been marginalised from mainstream education. The school achieves its aim by building honest and authentic relationships with students and their families, supporting and celebrating the uniqueness and dignity of each individual young person. The school provides holistic learning experiences that address the social needs of students, and promotes their emotional, cognitive, spiritual and academic development. The purpose of the learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

### **Future outlook**

The 2008 Melbourne Declaration on the Education Goals for Young Australians states that “Australian Governments commit to working with all school sectors to

- ‘Close the gap’ for young indigenous Australians
- Provide targeted support to disadvantaged students
- Focus on school improvement in low socioeconomic areas”

Albert Park Flexible Learning Centre works with young people who are vulnerable and experience a complexity of inter-related needs. As discussed above, participation and retention are key elements in the philosophy of Albert Park Flexible Learning Centre, and the development of moral reasoning through the application of the four principles prepares students for responsible citizenship. The learning experiences also build self-confidence and esteem in students, promote an optimistic view of their potentialities and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

Learning experiences address curriculum areas of literacy, numeracy, study of society and environment, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

Albert Park Flexible Learning Centre offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are marginalized from mainstream education. Students are enrolled from both genders, from a variety of language, cultural, ethnic and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage. Students are exposed to learning experiences that develop understanding and appreciation of diverse cultural values that constitute Australian society. Learning is focused around the individual needs of students and progress is carefully documented and monitored. Students, in conjunction with their teachers, youth workers and education support workers, discuss career aspirations and draft learning plans with articulated pathways to further education and/or vocational education and training.

The total 2009 enrolments of the Albert Park Flexible Learning Centre consisted of 91 (as tabled below). This is a base of 60 full time equivalent students.

<b>Year Level</b>	<b>Students</b>
<b>10</b>	1
<b>11</b>	46
<b>12</b>	44
<b>Total</b>	91

## **CURRICULUM**

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Subjects offered at various year levels include:

	<b>Authority Subjects</b>	<b>Authority Registered Subjects</b>	<b>Certificate Courses</b>
<b>Years 11 - 12</b>		Functional Maths	Cert II Music Industry [Foundations

		Pre-Vocational Maths	
		Functional English	
		English Communication	
		Social and Community Studies	
		Religion & Ethics	
		Recreation Studies	
		Creative Arts	

## OUTCOMES

### APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 10 2007	Year 12 at exit	Retention Rate %
2009	10	20	200

### SCHOOL ENROLMENT TREND 2006 - 2009

Year	2006	2007	2008	2009
School Enrolment	60	65	90 (60 FTE)	91 (FTE 59.6)

The school commenced in 2006 and enrolment has steadily grown across that period of time.

### ATTENDANCE RATE

The average student attendance rate for 2009 was 92%. This number includes students who terminated enrolment during the year or who were absent for extended explained absences.

Outcomes for Year 12 Students	
Total number of Senior Certificates awarded	11
Percentage of Overall Position (OP) – eligible students with OP 1 – 15	N/A
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	19%
Percentage of students awarded Senior Certificates with OP – eligibility or awarded a Vet qualification	NA
Percentage of Queensland tertiary Admissions Centre (QTAC) applicants receiving an offer.	19%
The median score for OP - eligible students	NA

### YEAR 12 COHORT 2009 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2009 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about the post school destinations of our students will be posted to our website by 30 September, 2010. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

Total number of Graduating Year 12 students 2009 = 23

<b>School Year – 2009</b>	<b>Number of Students in each category</b>	<b>Percentage of Students in each category</b>
<b>University (degree)</b>	0	0
<b>VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)</b>	7	30.4%
<b>Working full-time</b>	4	17.3%
<b>Working part-time/casual</b>	3	13%
<b>Seeking work</b>	3	13%
<b>Not studying or in the labour force</b>	1	4.3%
<b>Full Time Parenting or Caring</b>	3	13%

### **CO-CURRICULAR ACTIVITIES & ADDITIONAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR OUR YOUNG PEOPLE**

The Centre provides extensive opportunities for students to participate in co curricular activities and additional community based events within their areas of interest. We encourage young people to participate and take responsibility for the management of these events in collaboration with Community Group Coordinators.

These activities are an excellent opportunity to enhance young people in relation to student welfare, life skills, building confidence and self-esteem. They are also aimed to assist students in career planning opportunities and gaining skills to be proactive community minded citizens.

The broad range of opportunities or choices for students includes activities that are described as cultural, sporting, intellectual and or service related.

<b>Cultural</b>	<b>Sporting</b>	<b>Intellectual</b>	<b>Service</b>
GoMA	Hiking Camp	1 <sup>st</sup> Aid training	Homeless Connect
Art Gallery	Canoeing	Drama	ViV open Day
Qld Museum	PCYC	Circus	
Museum of Brisbane		Study Camps	Xavier House Circus Training
Ship of Youth		YAQ	Jareth

			Commemoration & Funeral
City Lens		Young Parents Program	
Fashion Parade		Healthy Food Project	
Formal		Financial Literacy Project	
Celebration days		Fire and emergency Training	
Youth Arts Showcase – National Youth Week			

### **STAFF DEVELOPMENT PRIORITIES 2009**

Albert Park Flexible Learning Centre is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our students and models to our young people the modern reality of life long learning.

The average amount spent per teacher in 2009 on professional learning was \$595.00

### **THE SOCIAL CLIMATE OF THE CENTRE**

One hallmark of the Albert Park Flexible Learning Centre is the very real climate of compassionate care evident within our community. Since APFLC's inception, we have catered not just for the educational needs of its young people, but also for their social and emotional well being. One of the strengths of the Albert Park Flexible Learning Centre is our focus on building a collaborative community, based on the principles of:

- Respect: for self, others, property, resources and opportunities
- Rights: rights to a safe, supportive and inclusive environment
- Responsibility: for yourself and your actions and decisions
- Relationships: communication and negotiation are central to people working together

As a learning community, in 2009 we continued this holistic approach to each young person. This is expressed through:

#### **Learning**

We believe that everyone can learn from life's experiences. We aim to provide learning environments that focus on diverse learning styles, recognise the learning that is already happening in a person's life and celebrate learning. We recognise that knowledge is power.

#### **Partnerships**

We recognise that partnerships can bring diverse knowledge and experiences. Wherever possible we aim to work in partnerships both within our school community and with partner agencies.

### **Community**

We believe that community can bring a sense of belonging and purpose to people's lives. In a community we can do things together that we cannot achieve on our own. Our school community provides purposeful, conscious experiences for young people to succeed at working together.

### **People**

We believe that people are the expert in their own life, have the right to be supported and the responsibility to act. We aim to work together to establish individual and collective plans to achieve our learning goals.

### **Passion**

We are a place of innovation, where young people can explore the possibilities and dreams they have for their lives.

### **Possibilities**

We have possibilities and informed choice, difference and spontaneity.

### **Social Justice**

We value Social Justice as meaning entitlement to the same rights and services as all other citizens. It is the prospect of genuine education, employment and good health: a life of choices and opportunity, free from discrimination.

Young people were inducted into 1 of 6 Community Groups on enrolment. These Community groups are the Centre's equivalent of pastoral care groups and the staff members who lead the group become mentors or coaches and are the point of contact between the young person and the school community.

## **STRATEGIES USED FOR INVOLVING PARENTS / CARERS IN THE EDUCATION OF THEIR YOUNG PERSON.**

Albert Park Flexible Learning Centre recognizes that parents are the primary educators of their children. Many young people at Albert Park either live independently or have people other than their parents as their carers. So to engage effectively with the parents, carers and significant others in our young peoples' lives we offer them:

- Invitation to school community events such as Celebration Days held each term
- Invitation to attend enrolment interviews
- Invitation to attend Senior Education and Training (SET) Plan meetings held on a once a term basis
- Invitations to school based cultural events
- Invitation to annual events such as Graduation Ceremony

- Acceptance of offers from parents to assist with some events, e.g. catering for a celebration day or photography of the School Formal.

## **STAFF**

The staff of Albert Park Flexible Learning Centre is a highly qualified, experienced and generous group of professionals who consistently contributes more than would otherwise be expected both within the classroom and beyond. The distinctive skills / qualifications and experience of our staff include:

<b>Total number of teachers</b>	4
<b>Total number of Support staff</b>	9
<b>Total Number of Staff</b>	13

<b>Teaching Staff Qualifications</b>	<b>Number</b>
<b>Certificate</b>	
<b>Diploma</b>	2
<b>Post Graduate Diploma</b>	2
<b>Masters Degree</b>	1
<b>Doctorate</b>	
<b>Batchelor Degree</b>	4

The average attendance rate for teachers in the 2009 academic year was 97%. This figure reflects a low rate of sick leave among the staff. This figure does not include staff absent from classes attending professional development activities or who would have been replaced whilst on other forms of leave such as long service or maternity leave.

The teaching staff retention rate expressed as a percentage is 100%. This indicates the percentage of teachers who have continued service at the school from 2008 into 2009.

## **INFORMATION COMMUNICATION TECHNOLOGIES**

As part of the partnership and collaboration with the Brisbane City Council Youth Team, the majority of our software, hardware and technical support continue to be provided by the Brisbane City Council I Division Business Unit. They provide all staff and most student computers except for 4 Macs used for graphic art and film work.

In recent times, substantial change has occurred in addition provision of computer hardware and software for students and staff. Professional development continues to enhance the skills of staff in this important facet of learning. Information management has become a critical literacy. Integration of technology within all subjects continues to evolve across the variety the school's subject offerings.

## **PARENT AND STAFF SATISFACTION**

Parents and students enjoy strong collaborative relationships based around our principles (the 4 R's) Rights; Respect; Responsibilities and Relationships. Significant effort is made by all members of this learning community to develop collaborative processes to support a holistic approach to the educational development of young people.

## **SCHOOL REVIEW / SURVEYS**

Albert Park Flexible Learning Centre, in 2008 was audited as part of the cyclical accreditation process for the Non-State Schools Accreditation Board of Queensland and were re-accredited as a Non-State School for a further five years.

## **PROGRESS TOWARDS GOALS FOR THE 2009 YEAR**

The Albert Park Flexible Learning Centre Leadership Team recognize the value of strategic and operational planning for the long term, sustainable development of programs, capital and human resources, the minimization of exposure to risks and to assist fidelity of operation to mission. Operational goals are set each year by the Centre Leadership Team in consultation with staff.

## **2009 MILESTONES**

An External Review was conducted by the Queensland Studies Authority. A report was compiled around career development training. There is potential for this to blend in to the broader curriculum and also assist in transitioning from Albert Park. Planning was completed for VET courses in 2010. The first group of students completed Religion and Ethics.

The Multi Arts course has been redeveloped to become Creative Arts and the appointment of a teacher with a Creative/Visual Arts background. 11 laptops purchased with Federal money are now a part of the learning landscape at Albert Park.

Negotiations commenced and were finalised by the time this report was written for APFLC to host Street Directions Australian Red Cross. A strong link with the PCYC Lang Park has developed. There was a revision of SAS subjects with consideration of a reduction to only maintain English, Maths and Visual Arts into the future. This is hoped to free up staff in 2010 to address other Learning Choices both formal and particularly informal.

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*Paul Flanders*  
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*Albert Park Flexible Learning Centre*

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*Principal*  
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