



# Deception Bay Flexible Learning Centre

17 Silver Street, Deception Bay Q 4508

## ANNUAL REPORT 2009

This annual report for 2009 is published to provide information about the [Deception Bay 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

[Deception Bay Flexible Learning Centre \(DBFLC\)](#) 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. DBFLC was officially opened by the Education Minister, the Honourable Geoff Wilson on October 14, 2009.

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)

[DBFLC](#) 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. Attached to [DBFLC](#) is a mobile outreach service, called "It's Up 2 U", which operates in Caboolture.

The philosophy of the [DBFLC](#) draws on the spirit and vision of Edmund Rice Education Australia (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), safe and legal environment, participation ("have a go") and honesty ("fair dinkum") among all participants of the [DBFLC](#). 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 **DBFLC** is to respond to the complex needs of disenfranchised 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”

**DBFLC** 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 **DBFLC**, 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 the environment, science, vocational training, information technology, music and technology, recreation, outdoor education, indigenous education, relational and spiritual education.

**DBFLC** 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.

## ENROLMENT

The total 2009 enrolment of the **DBFLC** in full time equivalent students is shown below.

Year Level	Students
8	4
9	22
10	36
11	26
12	5
<b>Total</b>	93

## CURRICULUM

The aim of the **DBFLC** is to respond to the complex needs of disadvantaged young people who have been marginalised from mainstream education. The Centre achieves its aim by building honest and authentic relationships with students and their families, supporting and celebrating the uniqueness and dignity of each individual student. The **DBFLC** 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.

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.

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Subjects offered at various year levels include:

Year 8/Year 9	Year 10	Year 11 & 12
Literacy	Literacy	English Communication
Numeracy	Numeracy	Pre-Vocational Maths
Science	Science	S.A.C.S.
SOSE	Cert I Work Education	Religion and Ethics

Manual Arts	Manual Arts	Recreation
Community Access	Community Access	Industrial Technology
Recreation	Recreation	Cert II ICT
Music	Music	Cert I Business
Service Learning	Service Learning	Music
Life Skills	Life Skills	Sound Production
Health & Fitness	Health & Fitness	Service Learning
Art	Art	Cert I Work Education
Program electives	Program electives	Program electives

Diagnostic testing is utilised to support young people in class placement, subject selection and developing personal learning plans. Small class sizes are maintained to optimise the learning environment for each individual.

Young people make choices around their participation in the school curriculum and engage in activities that contribute to their intellectual, social and spiritual development.

Afternoon program electives give young people an opportunity to engage across year levels in activities including Surfboard-shaping, Skate 'n' BMX, Board Games, Creative Memory, Sewing, School Pride, Survival Swimming, Art & Craft, Sand Sculpture, and Instrumental Music. Friday activities include Surfing, Reading & Writing, Tutorials, Community Service, Work Experience and Music Production.

## OUTCOMES

### National Assessment Program Literacy and numeracy (NAPLAN) results

Reading Writing, Spelling, Grammar and Punctuation and Numeracy in Year 9

Domain	Measures	Yr 9 2009
Reading	Average score for the school	485
	Average score for Queensland	570
	For the school the percentage of students at or above the national minimum standard.	0%
Writing	Average score for the school	339
	Average score for Queensland	558
	For the school the percentage of students at or above the national minimum standard.	0%
Spelling	Average score for the school	426
	Average score for Queensland	569
	For the school the percentage of students at or above the national minimum standard.	0%
Grammar and Punctuation	Average score for the school	458
	Average score for Queensland	569
	For the school the percentage of students at or above the national minimum standard.	0%

Numeracy	Average score for the school	500
	Average score for Queensland	579
	For the school the percentage of students at or above the national minimum standard.	0%

### APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2009	4	3	75

### SCHOOL ENROLMENT TREND 2006 - 2009

Year	2006	2007	2008	2009
School Enrolment	36	57	71	93

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 93%. This number excludes 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	2
Percentage of Overall Position (OP) – eligible students with OP 1 – 15	0%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	40%
Percentage of students awarded Senior Certificates with OP – eligibility or awarded a Vet qualification	0%
Percentage of Queensland tertiary Admissions Centre (QTAC) applicants receiving an offer.	0 %
The median score for OP - eligible students	n/a

### SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

In 2009 DBFLC provided a number of special programs that helped improve outcomes for young people at our centre.

- Regular morning meetings run by young people to establish practices for the day, discuss current affairs and reflect on young peoples' achievements.

- The provision of socially engaging afternoon programs encouraging skill development and social interaction in a less formal setting.
- Service Learning program involving partnership with St Patrick’s College, Shorncliffe in supporting disadvantaged members of the Sandgate community on Saturday evenings.
- “Big Ears” groups with a staff leader facilitating the development of strong interpersonal relationships giving young people a voice and chance to be heard.
- Introduction of specialised “Reading and Writing” program to better identify, track, and develop young people with learning difficulties.
- Junior Life Skills program to improve self esteem, resiliency, and social coping strategies.
- Provision of a parents room to help pregnant young people/young parents achieve their educational goals in a supportive environment
- The Community Access program saw young people visiting a number of work places and community organisations exposing them to a wide variety of opportunities and potential career paths.
- Awards were distributed to young people in the following areas: Learning/Subject Awards, Participation, Service Learning, Following the Principles, Encouragement Awards, Community Leadership and ADF Exemplary Leadership Awards.

## 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.

School Year – 2009	Number of Students in each category	Percentage of Students in each category
<b>VET total</b> (Cert IV+ III, I-II, apprenticeship, traineeship)	1	20%
<b>Working full-time</b>	1	20%
<b>Working part-time/casual</b>	1	20%
<b>Seeking work</b>	1	20%
<b>Further industry study</b>	1	20%

## CO-CURRICULAR ACTIVITIES

DBFLC provides extensive opportunities for students to participate in co-curricular activities at their level and within their areas of interest. Participation is encouraged. The broad range of opportunities or choices for students includes activities that are described as cultural, sporting, intellectual and or service related.

Afternoon program electives give young people an opportunity to engage across year levels in activities including Surfboard-shaping, Skate 'n' BMX, Board Games, Creative Memory, Sewing, School Pride, Survival Swimming, Art & Craft, Sand Sculpture, and Instrumental Music. Friday activities include Surfing, Reading & Writing, Tutorials, Service Learning, Work Experience and Music Production.

In partnership with St Patrick's College, Shorncliffe young people from DBFLC helped provide food and support to disadvantaged members of the Sandgate community on Saturday evenings.

Excursions undertaken by Young People in 2009 included:

- Parliament House
- Queensland Museum and Science Centre
- Taoist Temple
- Bald Hills Mosque
- St Stephen's Cathedral
- Caboolture Regional Environment Centre
- Deception Bay Library
- Port of Brisbane
- Hornibrook Bridge
- Caboolture Careers Expo
- Landsborough Historical Museum
- State Emergency Services
- Brisbane Airport
- Coca Cola Factory
- The Gabba
- Caloundra Beaches
- Bli Bli Barramundi Farm
- Glasshouse Mountains
- Boondall Wetlands
- Mt Glorious National Park

School camping experiences in 2009 included a whole school camp to Ewan Maddock Dam Environment and Recreation Centre, a junior camp to Baden Powell Park, Byron Bay Surf Camp and a "Girls Feeling Good" Camp.

## **STAFF DEVELOPMENT PRIORITIES 2009**

DBFLC 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 following priorities were identified in the Centre's 2009 Operational Plan:

- Whole Staff Formation Days
- Child Protection In-service
- Operational Planning
- Strategic Planning
- New Staff Induction
- Curriculum Planning
- Reflective Practices
- First Aid Training
- Spiritual Director Training
- Campus Minister Training Days
- SAS Moderation
- QSA Reporting Practices
- Coordinator Meetings and Conference
- Child Mental Health Conference
- Teaching Children with Disabilities
- Lexia Computer Software Literacy Program Training

The involvement of the teaching staff in professional development activities during 2009 was 100 %.

The average amount spent per teacher in 2009 on professional learning was \$1500. This represents 2% of the annual budget of the Centre.

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

One hallmark of Deception Bay Flexible Learning Centre is the very real climate of compassionate care evident. This is expressed through:

- A commitment by all to operate by the principles of respect, honesty, being safe and legal, and participation.
- A relationship-based approach to learning and interacting.
- Valuing the rights and dignity of all individuals within our community.
- A belief that conflicts and problems can be resolved by talking and negotiation.
- An understanding by all that bullying and misuse of power by anyone in the school community is not acceptable.
- Solution focussed processes that encourage young people to take responsibility for their actions, empowering them to control their future.
- Encouragement of young people to take initiative; to raise issues of concern to them; to challenge other young people and staff in following the four principles; to negotiate what they learn and how they want to learn it; to be active participants in all that they experience in their time at DBFLC.
- Regular "Big Ears" sessions provide young people with direct access to a willing listener on a daily basis to help them face life's challenges.
- Fundraising events to support people in crisis (e.g. bushfire victims) and/or families in our community (e.g. family who lost their home in a house fire).

- A full time youth worker assists young people in dealing with difficult family and social issues.

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

DBFLC recognizes that parents are the primary educators of their children. The work of the Centre is most successful when it collaborates effectively with parents. DBFLC supports and encourages this role of parents through:

- Invitation to regular BBQ's and special events
- Distribution of information letters
- Production of newsletters
- Advisory Group meetings
- The production and distribution of subject selection forms
- Feedback forms and surveys
- Parent/caregiver interviews
- Social celebrations and
- The voluntary contribution of distinctive skills and enthusiasm of parents.

Parents/Caregivers are also included in the education of our young people via formal and informal meetings and regular phone conversation. The contributions of the parents/caregivers in our community are gratefully acknowledged and celebrated.

## **STAFF**

The staff of DBFLC 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.

<b>Total number of teachers</b>	6
<b>Total number of Support staff</b>	7
<b>Total Number of Staff</b>	13

<b>Teaching Staff Qualifications</b>	<b>Number</b>
Certificate	2
Diploma	7
Post Graduate Diploma	1
Masters Degree	
Doctorate	
Other	

The average attendance rate for teachers in the 2009 academic year was 96.4%. 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 effect of an absent staff member, for an extended period due to illness last year has been eliminated from this calculation as he / she was replaced by a contract teacher.

The teaching staff retention rate expressed as a percentage is 85%. This indicates the percentage of teachers who have continued service at the school from 2008 into 2009.

## **INFORMATION COMMUNICATION TECHNOLOGIES**

In recent times, substantial change has occurred in the 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 school's various subject offerings.

The completion of the new DBFLC buildings included a computer room with 15 new desktops and a CAD (Computer Aided Design) room including 3 new machines to complement the 6 existing desktops. Further to this, 10 laptops for individual student use were purchased through government funding.

## **GOALS FOR THE 2010 YEAR**

In 2010 emphasis will be given to:

- Increasing YP enrolments to 100 (including 80 in FLC, 15 in Outreach program and 5 in Bridge program).
- Employment and planning for the integration of new music staff and Bridge team.
- Completing the new hall built under the Commonwealth Building Education Revolution (BER) scheme
- Contributing to the Sustainable Selves research project
- Improved Diagnostic Testing/Screening of all YP
- Further development of the Junior Numeracy and Literacy Programs
- Consolidation of Senior Curriculum Pathways
- Establishment of Work Readiness program
- Strengthening of pastoral relationships within our community
- Improving community connections with local service providers

## **2009 MILESTONES**

The Official Opening of DBFLC on October 14 by the Education Minister, Hon Geoff Wilson reflected a year of significant growth and change for the DBFLC community. The new facilities funded under the Queensland Government not only provided state of the art spaces for learning and engagement but also reflected a proud community of young people, staff and families continuing to grow strong together.

The transition from our old school sites in 2008 to our wonderful new facility to commence 2009, coupled with student numbers increasing from 71 to 93 saw the year begin with a tangible excitement. Young people and staff revelled in the spaces provided by the new facilities and quickly settled in to the challenges of an expanding curriculum that included the introduction of Senior Recreation and Music studio programs.

Community spirit was highlighted through the year in a number of ways including: an inspirational fundraising event for victims of the Melbourne bushfires; a community BBQ that raised invaluable funds to support a local family who lost their home in a house fire; and by the commitment of young people and staff to the service learning program operated in partnership with St Patrick's College, Shorncliffe.

The introduction of a whole school breakfast program to commence the week was welcomed by young people and staff as a healthy opportunity to share stories and develop relationships. The "Big Ears" program, morning meetings, subject choices and afternoon activities continued to empower young people to take responsibility for their lives and learning.

Significant co-curricular experiences included a whole school camp to Ewan Maddock Dam Environment and Recreation Centre, a Junior Camp to Baden Powell Park, the Byron Bay Surf Camp and the "Girls Feeling Good" overnight experience. The redevelopment of the Community Access Program also saw increasing engagement of young people with the wider community.

2009 culminated with an exciting awards ceremony which recognised the hard work demonstrated by all members of our community and celebrated the impressive achievements of our young people. Young people who not only recognise the value of an education in striving toward achieving success in their lives, but who are to be commended for refusing to "...let a dark past cloud a bright future."

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Dave Coghlan  
Coordinator  
Deception Bay Flexible Learning Centre

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Tim Young  
Principal  
Flexible Learning Centre Network