



**Albert Park FLC**  
**Flexible Learning Centre**  
1 Hale Street, Milton 4000.

## **ANNUAL REPORT 2010**

This annual report for 2010 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 and State Governments and Edmund Rice Education Australia reporting requirements.

### **INTRODUCTION**

Albert Park commenced operation in 2006 and is part of a national association of forty schools which includes, in 2010, six flexible learning centres and attached outreach programs operating across thirteen sites in Queensland.

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 is a co-educational Catholic school in the Edmund Rice tradition. It is one of, in 2010, six schools in the Edmund Rice Flexible Learning Centre Network.

The philosophy of the Albert Park FLC 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), “Safe and Legal” environment, “Participation” (have a go) and “Honesty” (being fair dinkum) among all participants of the Albert Park FLC. 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 FLC 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 FLC 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 FLC, 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 FLC 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.

### **PASTORAL CARE PROGRAM**

Each young person at Albert Park FLC has a Pastoral Care teacher. At the Albert Park FLC site this team comprises their Community Group worker.

This worker is allocated by the Head of Campus at enrolment but may be changed after enrolment. The role of this worker is to establish a close relationship with the young person, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues, and overall to support the young

person to achieve their stated personal and educational goals. The role of this team is broad in scope, in-depth in its substance, and long-term in relationship. It includes:

- In-house mentoring and advocacy
- Supporting the young person and their families in times of emotional crisis or practical need
- Maintaining the close partnership between school, student and parent/carer
- Working in partnership with other agencies who are involved with students e.g. CYMHS, Dept of Communities, Youth Justice etc
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Informally helping young people develop positive self-concept
- Supporting young people with issues of drug misuse and self harm
- Networking with other agencies such as Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, anger management

The Pastoral Care program also includes the support work of the School Chaplain, the Family Worker, the Youth Support coordinator and access to the Network Child Protection Officer as required.

The total 2010 enrolment of the Albert Park FLC in full time equivalent students is shown below.

<b>Year Level</b>	<b>Students</b>
<b>8</b>	0
<b>9</b>	0
<b>10</b>	9
<b>11</b>	19
<b>12</b>	40.8
<b>Total</b>	68.8

## **CURRICULUM**

The aim of the Albert Park FLC 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 Albert Park FLC 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.

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Subjects offered at various year levels include:

	<b>CORE</b>	<b>ELECTIVE</b>
<b>Years 10</b>	Communication English Prevocational Maths	Many School Subjects

	<b>Authority Subjects</b>	<b>Authority Registered Subjects</b>	<b>Certificate Courses</b>
<b>Years 11 - 12</b>		Communication English Prevocational Maths	Certificate 11 in Music Certificate 1 in Art

The apparent retention rate Year 8 -12 across 2006 – 2010 by:

**The number of year 12 students 2010 X 100 = NA See below**  
**The number of year 8 students 2006.**

As Albert Park is a Flexible Learning Centre which caters for 15 year olds to 25 year olds and only caters for Year 10 – 12, this statistic does not apply.

### **ATTENDANCE RATE**

**Total student absent days per the student rolls X 100 = 82 %**  
**Total no. of students X Total scheduled school days**

The average student attendance rate for 2010 was 82 %. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

<b>Outcomes for Year 12 Students</b>	
<b>Total number of Senior Certificates awarded</b>	14
<b>Percentage of Overall Position (OP) – eligible students with OP 1 – 15</b>	NA

Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	4
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.	NA
The median score for OP - eligible students	NA

## **SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS**

- While we did not run specific specialist programs for students with disabilities, the development of the Healing Community Garden provided a focus for many students with disabilities to develop their social skills and extend their community involvement.
- The scope of extra-curricular programs has been vastly extended in 2010 with the expansion of the Lang Park PCYC Partnership due to an NAB Schools First Grant for \$50,000. This has allowed us to offer an extensive physical, gym, sport and outdoor education program.
- Specific programs in relation to student welfare, life skills, building confidence and self-esteem have been run by our partners from Red Cross Street Directions workers. Numerous workshops were conducted throughout the year on various topics.
- Our Quick Start QUT program again proved successful. This provides students an entry point to University without getting an OP or a Rank or applying through QTAC. Students are enrolled in one subject for one semester while at Albert Park and if they pass they are automatically granted enrolment at QUT. We are now negotiating a similar arrangement with UQ.

The following programs achieve improved outcomes for students at the Centre.

- The Community Kitchen and the Cooking classes conducted there.
- The introduction of a Volunteers program to provide Volunteers to work in the Families Program, Kitchen and as tutors.

## **YEAR 12 COHORT 2010 POST SCHOOL DESTINATION**

At the time of publishing this School Annual Report, the results of the 2010 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.

<b>School Year – 2010</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>	4	28.5
<b>Working full-time</b>	6	42.8
<b>Working part-time/casual</b>	1	7
<b>Seeking work</b>	1	7
<b>Not studying or in the labour force</b>	2	14

## **CO CURRICULAR ACTIVITIES**

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	Basketball	Study Camps	Xavier House Circus Training
Ship of Youth	Rock Climbing and abseiling	YAQ	
City Lens	Gym activities	Young Parents Program	
Fashion Parade		Healthy Food Project	
Formal		Financial Literacy Project	
Celebration days		Fire and emergency Training	

Youth Arts Showcase – National Youth Week			
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## **STAFF DEVELOPMENT PRIORITIES 2010**

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

Staff were involved in a wide range of professional development during 2010 and these included:

- Inservice in Mental Health related issues and Suicide Prevention (CYMHS)
- Outdoor education (PDF Courses at The Outlook at Boonah)
- Maths and English Inservice courses
- Performance and Drama inservice activities
- Music Inservice courses
- Leadership courses
- Formation Courses
- Chaplain training

The average amount spent per teacher in 2010 on professional learning was \$2000.

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

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

- Development of the Engagement Group
- Expansion of Community Partnerships
- Expansion of Volunteer contributions
- Involvement of Red Cross and Community Connections workers onsite

## **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. The work of the College is most successful when it collaborates effectively with parents. The FLC supports and encourages this role of parents through:

- Information evenings,
- Newsletters and (insert others if applicable),
- Parents and carer meetings,
- Social celebrations, and
- The voluntary contribution of distinctive skills and enthusiasm of parents. These are gratefully acknowledged and celebrated.

However, it should be noted that very few of our young people have parents who care for them. Many are living independent, in care, homeless or over 18 years of age and do not wish their parents to be involved.

## **STAFF**

The staff of (Insert name) 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>	6
<b>Total number of Support staff</b>	5
<b>Total Number of Staff</b>	11

<b>Teaching Staff Qualifications</b>	<b>Number</b>
<b>Degree</b>	8
<b>Diploma</b>	2
<b>Post Graduate Diploma</b>	3
<b>Masters Degree</b>	3
<b>Doctorate</b>	0
<b>Other</b>	

The average attendance rate for teachers in the 2010 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 2010.

## **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 variety the school's subject offerings.

## **GOALS FOR THE 2011 YEAR**

In 2011 emphasis will be given to:

- The development of the **Volunteers Program**. With the employment of a part time Volunteers Coordinator in 2011 this program is set to expand exponentially in 2011.
- With the Artist in Residence Program (Arts Qld Grant in 2011) we will have the opportunity to look at the History of Albert Park and from that historical perspective, examine our **community identity and focus**.
- The development and extension of the **Healing Community Garden** (addition of a wheel chair garden, wood fired pizza oven, proposed music spaces) as a place for many and various activities will continue. This provides a space and an opportunity for many types of engagement activities.
- The continued **development of the “Arts Precinct”** as the focal point of campus activities.
- The **development of new partnerships** and the nurturing and growth of existing partnership with Red Cross, Youth Connections, Community Connections, ADAWS, Brisbane Youth Service, Qld Health etc.

## 2010 MILESTONES

In 2010 Albert Park Flexible Learning Centre Underwent a significant transformation as eth 5 year MOU with the Brisbane City Council (BCC) came to an end. The BCC decided to withdraw their support of this venture by terminating the jobs of 3.6 workers (as of Dec 2010) and withdrawing their phone system, computer system and internet provision (June 2011). At the same time (Jan 2010) a new Coordinator (Mr Paul Flanders) was appointed. Paul, an experienced teacher and educational administrator, replaced Paul Toon who was a BCC employee. These changes caused the year to be a tumultuous one for all staff and much adjustment to programs and budgets etc. Education Queensland decided to support our site by providing one teaching salary and we were therefore able to reemploy one of the BCC workers.

Other significant milestones include the gaining of a \$50,000 NAB Schools First Grant for a great partnership with the Lang Park PCYC. This partnership has since been developed to provide a wonderful suite of physical activities for our young people. We also obtained a Grant from BP Australia to develop a Community Healing Garden on site. This has been tremendously successfully and has now been expanded to include a wood fired pizza oven, wheelchair access garden worm farm and much more.

The other significant development has been the completion of a \$100,050 BER building refurbishment of an old hall and toilet to make a state of the art Art Shed, Performance Space and Music Studio. These facilities provide an amazing Arts precinct on our site and will allow for much program development. Already, in 2011, we have applied for and been successful in obtaining an Arts Queensland “Artist in Residence” award of over \$18,000. The artist will start the program in Sem. 2 2011.

## CONCLUSION



Signature  
Coordinator  
Albert Park Flexible Learning Centre



Signature  
Principal  
Flexible Learning Centre Network