



ANNUAL REPORT 2010

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

INTRODUCTION

Deception Bay Flexible Learning Centre (DBFLC) 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

DBFLC 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. Attached to DBFLC is a mobile outreach service, called "It's Up 2 U" Caboolture, which operates in Caboolture. Also connected to DBFLC is the Youth + Bridge program, Deception Bay.

The philosophy of the DBFLC 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 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 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. 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.

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 Environment, Science, Industrial Technology, Vocational Training, Information Technology, Music, 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 marginalised 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 DBFLC has a Pastoral Care team with a staff leader working with approximately 10 young people. In the *It's Up 2 U* Outreach program, Caboolture, this team is made up of the two teachers who work each day with the 15 young people who are enrolled in the Outreach program. At the DBFLC site this pastoral care team is called Big Ears as the staff leader is there to listen to and support young people in

facing life's challenges. This staff member is chosen by the young person. The role of the staff leader 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 Big Ears group is broad in scope, in-depth in its substance, and long-term in relationship. It includes:

- In-house mentoring and advocacy
- Supporting the young people 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 Youth Worker, onsite Child Protection Officers, the Head of Campus and access to the Network Child Protection Coordinator as required.

The total 2010 enrolment of the DBFLC in full time equivalent students is shown below.

Year Level	Students
8	2
9	25
10	29
11	43
12	6
Total	105

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.

The DBFLC offers an inclusive and non-discriminating learning community for young people, who for a variety of reasons, are marginalised 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.

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.
Careers	Cert I Work Education	Religion and Ethics
Manual Arts	Manual Arts	Recreation
Community Access	Community Access	Industrial Technology
Sport/Recreation	Recreation	Literacy & Numeracy
Music	Music	Cert I Information Technology
Service Learning	Service Learning	Cert I Business
Life Skills	Life Skills	Senior Music
Creative Arts	Creative Arts	Service Learning
Program electives	Work Experience	Cert I Work Education
	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.

Monday and Wednesday afternoon and Friday morning program electives give young people an opportunity to engage across year levels in activities including Dance, Fishing, Gardening, Cooking, Skate 'n' BMX, Board Games, Creative Memory, Sport, Art & Craft, Hospitality, Workshop, 'Avago, Tutorials Music recording and Instrumental Music.

OUTCOMES

APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base (2006)	Year 12 at exit (2010)	Retention Rate %
2010	3	6	200

This figure represents the first 5 year cycle for our school. The apparent retention rate of 200% is impacted by the nature of our enrolment processes as young people are more likely to refer to our program in year 9 after first attempting year 8 at a mainstream high school.

SCHOOL ENROLMENT TREND 2006 - 2010

Year	2006	2007	2008	2009	2010
School Enrolment	36	57	71	93	105

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

ATTENDANCE RATE

The average student attendance rate for 2010 was 91%. 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	33%
Percentage of students awarded Senior Certificates with OP – eligibility or awarded a Vet qualification	33%
Percentage of Queensland tertiary Admissions Centre (QTAC) applicants receiving an offer.	17%
The median score for OP - eligible students	n/a

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

In 2010 DBFLC provided a number of special programs that helped improve outcomes for young people at our centre. These programs included the following:

- 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 local schools and community agencies.
- "Big Ears" groups with a staff leader facilitating the development of strong interpersonal relationships giving young people a voice and chance to be heard.
- Specialised "Literacy and Numeracy" program to better support the diverse learning needs of young people.
- Work Readiness Program to support seniors transitioning to the workforce.
- Junior Life Skills program to improve self esteem, resiliency, and social coping strategies.
- DBFLC participated in the Sustainable Selves research project examining ways of using a social networking style website to track, develop and assess the skills and learning capital of young people.
- Provision of a parents room to help pregnant young women/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 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.

School Year – 2010	Number of Students in each category	Percentage of Students in each category
University (degree)	1	17%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	4	67%
Working full-time	0	0%
Working part-time/casual	1	17%
Seeking work	0	0%
Full time Apprenticeship	2	33%
Further study eg. TAFE	1	17%
Returned to school (VPR)	2	33%

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.

Monday and Wednesday afternoon and Friday morning program electives give young people an opportunity to engage across year levels in activities including Dance, Fishing, Gardening, Cooking, Skate 'n' BMX, Board Games, Creative Memory, Sport, Art & Craft, Hospitality, Workshop, 'Avago, Tutorials Music recording and Instrumental Music. Tae Kwon Do was also provided as an elective program in 2010.

In partnership with Deception Bay State School, young people from DBFLC helped with community barbecues on Wednesday mornings each week

Excursions undertaken by Young People in 2010 included:

- Sharing, Supporting and Strengthening Our Spirit
- FIER Festival, Nudgee College
- Queensland Museum and Science Centre
- Ron Mueck exhibit at GOMA
- The Edge Music Facility at the Qld State Library
- Rotary Youth Driver Awareness Course, Chandler
- Josh Thomas comedy performance and Chinatown experience
- Suncorp Stadium
- The Old Fire Station Art Gallery, Caboolture
- Ten Pin Bowling
- Ice Skating
- Bribie Island beach expeditions
- Boondall Wetlands Canoeing expedition
- V8 Super Cars at the Gold Coast
- Caboolture Regional Environment Education Centre
- Osprey House
- Deception Bay Library
- Port of Brisbane
- Hornibrook Bridge
- Caboolture Careers Expo
- Landsborough Historical Museum
- State Emergency Services
- Brisbane Airport
- Caloundra Beaches
- Glasshouse Mountains bushwalking experiences
- Various skate parks including GC Compound and Ramp Attack

School camping experiences in 2010 included a whole school camp to Springbrook, Young Mens' expeditions to Deer Reserve and Moreton Island and a Young Womens

overnight “Girls Feeling Good” experience to Brisbane City. The Caboolture Outreach program also enjoyed a 6 day adventure to Carnarvon Gorge National Park.

STAFF DEVELOPMENT PRIORITIES 2010

Deception Bay 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:

- Whole Staff Formation Days
- Child Protection Inservice
- 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 Conferences
- Child Mental Health Conference
- Restorative Justice Training
- Lexia Computer Software Literacy Program Training
- Cert IV in Careers Training
- Cert IV Trainer and Assessor training
- Food and Hygiene Training

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

The average amount spent per teacher in 2010 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 (eg victims of environmental loss)
- 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.

Deception Bay Flexible Learning Centre recognises 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
- Engagement in developing Personal Learning Plans for all young people
- 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. The distinctive skills / qualifications and experience of our staff include:

Total number of teachers	8
Total number of Support staff	6
Total Number of Staff	14

Teaching Staff Qualifications	Number
Certificate	3
Diploma	7
Post Graduate Diploma	1
Masters Degree	1
Doctorate	
Other	

The average attendance rate for teachers in the 2010 academic year was 91%. 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 extenuating circumstances has been eliminated from this calculation as he was replaced by a contract teacher.

The teaching staff retention rate expressed as a percentage is 93%. This indicates the percentage of teachers who have continued service at the school from 2009 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.

2010 saw further rollout of the 1 to 1 computers for secondary students under the federal government's Digital Education Revolution. DBFLC received and put into use, new laptops, notebooks, and iPads across the school curriculum. Apple Macs were installed in the Music studio for operating 'Garage Band' and other recording software.

PROGRESS TOWARDS GOALS FOR THE 2010 YEAR

The Edmund Rice Education Flexible Learning Network Board and Leadership team recognise the value of strategic planning for the long term, sustainable development of

programs, capital and human resources, the minimisation of exposure to risks and to assist fidelity of operation to mission. Operational goals are set each year in consultation with staff. The following outlines achievements in reaching goals in 2010 articulated in the 2009 Annual Report.

- YP enrolments increased to more than the 100 forecast (including 85 in FLC, 13 in Outreach program and 7 in Bridge program).
- Two music staff and 3 staff for the Bridge program were employed.
- The new Multi-purpose Area was completed under the BER scheme.
- The Sustainable Selves research project was carried out onsite
- Diagnostic Testing/Screening of all YP improved dramatically
- The Junior Numeracy and Literacy Program was examined and strengthened
- Senior Curriculum Pathways were improved
- The Work Readiness program was established
- Significant strengthening of pastoral relationships within our community occurred
- Community connections with local service providers continued to develop.

GOALS FOR THE 2011 YEAR

In 2011 emphasis will be given to:

- Stabilising enrolments and ensuring integrity of enrolment processes for young people disengaged from education
- Employment and integration of Psychologist/Counsellor or Social Worker
- Official Opening of the Multi-purpose Area
- Ongoing Diagnostic Testing/Screening of all YP
- Further development of the Junior Numeracy and Literacy Programs
- Consolidation of Senior Curriculum Pathways
- Refinement of the Work Readiness program
- Strengthening of pastoral relationships within our community
- Improving community connections with local service providers
- Development of Parents Program in partnership with Boystown
- Develop DBFLC fundraising program for snow experience for young people
- Improving DBFLC Social Justice Program and service learning opportunities

2010 MILESTONES

In 2010, Deception Bay Flexible Learning Centre settled into our second year at our new location at 17 Silver St, Deception Bay. With the addition of 38 new enrolments tipping our numbers over 100 for the first time in our relatively short five year history, and with five new staff joining our team, 2010 saw DBFLC spreading its wings and reaching new heights.

The culture of our school continued to grow with greater focus on community events such as Sorry Day, Child Protection week and Service Learning. Starting each week with our community breakfast proved popular, strengthening the Big Ears program as staff and young people developed closer bonds in a supportive pastoral environment.

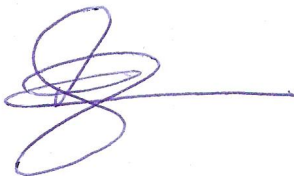
In the later half of 2010, the completion of our Mutli-Purpose area under the BER funding scheme was a great relief to all. Young people and staff instantly gravitated to this wonderful new space and began investigating its many potential uses. All things recreation suddenly became possible rain, hail, or shine and the hall has been in constant use ever since.

With two new music workers on board (both performing regularly in their own bands) the music studio began pumping out all sorts of interesting creations. The catchy feel-good track “How We Roll”, written and performed by young people at DBFLC, proved a popular hit throughout the community. The introduction of the new Apple Macs saw an influx of young people engaging in the music program, keen to lay their own tracks and mixes using the state of the art recording facility.

Outdoor education and experiential learning at DBFLC continued to expand with a whole school camp to Springbrook, Young mens’ camps to Deer Reserve and Moreton Island, the Young Womens’ “Girls Feeling Good” experience in Brisbane City and the Caboolture Outreach expedition to Carnarvon Gorge. Coupled with a dynamic and diverse curriculum, with excursions forming a regular part of the weekly timetable, this saw young people engage in the DBFLC program at unprecedented rates.

The curriculum offerings at DBFLC were strengthened in 2010 with the introduction of Life Skills to the junior program and the addition of the Work Readiness pathway for seniors keen to enter the workforce. More young people were supported with enrolment in school-based TAFE courses, and the Young parents program was targeted for development.

The 2010 year culminated in an exciting awards ceremony in our new multi-purpose area. This time around as the awards enjoyed a “new flavour” in our new hall, some parents were in tears to see their child receiving an award on “the big stage”. As we celebrated the many wonderful achievements of the young people in our community it was inspiring to see so many of them taking control of their lives in pursuing new found dreams of hope and opportunity.



Dave Coghlan
Head of Campus
Deception Bay Flexible Learning Centre



Tim Young
Principal
Flexible Learning Centre Network