



**Townsville  
Flexible Learning Centre**  
22-26 Ingham Road, West End, 4810

## **ANNUAL REPORT 2010**

This annual report for 2010 is published to provide information about the Townsville Flexible Learning Centre for parents/carers, young people and other interested parties. The report contains the detail mandated by the Commonwealth, State and Edmund Rice Education Australia reporting requirements for independent schools.

### **INTRODUCTION**

The Townsville Flexible Learning Centre, founded in 2006, is a coeducational Catholic school in the Edmund Rice tradition. It draws strength from more than 200 years of educational mission of the Christian Brothers nourished by the Charism of Edmund Rice. It is part of a national association of forty schools which, in 2010, included 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)

The philosophy of the Townsville 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), safe and legal environment, participation (“have a go”) and honesty (“fair dinkum”) among all participants of the Townsville 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, young people, carers and significant adults, 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 Townsville 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 young people 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 young people, 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”

Townsville 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 the Townsville 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.

The Townsville 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 backgrounds of socio-

economic disadvantage. Young people 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. Young people, 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 has a Pastoral Care team. In the *It's Up 2 U* Outreach program, this team is made up of the teacher, and youth worker. At the Centre this team comprises their classroom teacher for core literacy/numeracy and at least one other significant worker. Each young person and staff member participates in a community group. The role of the staff members is to establish a close relationship to 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 our young people e.g. CYMHS, Dept of Communities, Youth Justice etc
- Supporting and mentoring young people who live independently
- Helping young people 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 Support Coordinator and access to the Network Child Protection Officer as required.

## ENROLMENTS

The total 2010 enrolment of the Townsville Flexible Learning Centre in full time equivalent students is shown below.

| Year Level   | Students |
|--------------|----------|
| 8            | 6        |
| 9            | 25       |
| 10           | 25       |
| 11           | 21       |
| 12           | 20       |
| <b>Total</b> | 98       |

## CURRICULUM

The aim of the Townsville Flexible Learning Centre 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 Townsville Flexible Learning Centre 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>Year 8</b>       | English<br>Maths<br>Information Communication<br>Technology<br>Sport and Recreation | Cultural Studies<br>Science<br>Media Studies<br>Art<br>Manual Arts |
| <b>Years 9 – 10</b> | English<br>Maths<br>Information Communication<br>Technology<br>Sport and Recreation | Cultural Studies<br>Science<br>Media Studies<br>Art<br>Manual Arts |

|                      | <b>Authority<br/>Subjects</b> | <b>Authority Registered<br/>Subjects</b>   | <b>Certificate<br/>Courses</b> |
|----------------------|-------------------------------|--|--------------------------------|
| <b>Years 11 - 12</b> |                               | English<br>Communication<br>Prevocational Maths<br>Social and Community<br>Studies |                                |

## OUTCOMES

**National Assessment Program Literacy and numeracy (NAPLAN) results.  
Reading Writing, Spelling, Grammar and Punctuation and Numeracy in  
Year 9.**

| Domain      | Measures   | Yr 9 2010 |
|-------------|--|-----------|
| Reading     | Average score for the school   | 499       |
|             | Average score for Queensland   | 564       |
|             | For the school the percentage of students at or above the national minimum standard. | %         |
| Writing     | Average score for the school   | 428       |
|             | Average score for Queensland   | 564       |
|             | For the school the percentage of students at or above the national minimum standard. | %         |
| Spelling    | Average score for the school   | 547       |
|             | Average score for Queensland   | 573       |
|             | For the school the percentage of students at or above the national minimum standard. | %         |
| Grammar and | Average score for the school   | 509       |
|             | Average score for Queensland   | 573       |

|             |  |     |
|-------------|--|-----|
| Punctuation | For the school the percentage of students at or above the national minimum standard. | %   |
| Numeracy    | Average score for the school   | 516 |
|             | Average score for Queensland   | 577 |
|             | For the school the percentage of students at or above the national minimum standard. | %   |

### APPARENT STUDENT RETENTION RATE

| Senior cohort Year | Year 8 (2006) | Year 12 (2010) | Apparent Retention Rate % |
|--------------------|---------------|----------------|---------------------------|
| 2010               | 6             | 20             | 333%                      |

The Townsville Flexible Learning Centre commenced operation in 2006. Thus, this is the first 5 year cycle.

### SCHOOL ENROLMENT TREND 2006 - 2010

| Year             | 2006 | 2007 | 2008 | 2009 | 2010 |
|------------------|------|------|------|------|------|
| School Enrolment | 30   | 60   | 94   | 120  | 98   |

The school commenced in 2006 and enrolment has steadily grown. In 2010 the Mount Isa Outreach program was registered as a school.

### ATTENDANCE RATE

The average student attendance rate for 2010 was 66%. 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  | 0   |
| 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 | 0%  |
| 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 2010, the following programs achieved improved outcomes for students at the Centre.

- Cultural Centre
- The Museum of Tropical Queensland
- Reef HQ
- Thuringowa and Townsville Public libraries
- James Cook University – Science Program
- ‘Get Set For Work’ Program
- Various work placement venues
- NAIDOC Week
- Sorry Day
- Youth Health Week
- Adopt-a-Cowboy
- Transport Program
- Nutrition Program
- Townsville Catholic Diocese Indigenous Sports Academy

## **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>  | 1  | 5%   |
| <b>VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)</b> | 0  | 0  |
| <b>Working full-time</b>  | 2  | 10%  |
| <b>Working part-time/casual</b>                                     | 2  | 10%  |
| <b>Seeking work</b>   | 3  | 15%  |
| <b>Returned to School</b>   | 4  | 20%  |
| <b>Unknown</b>  | 8  | 40%  |

## **CO-CURRICULAR ACTIVITIES**

The Centre 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.

| <b>Cultural</b>                    | <b>Sporting</b>                    | <b>Intellectual</b>          | <b>Service</b>              |
|------------------------------------|------------------------------------|------------------------------|-----------------------------|
| Indigenous culture Workshops       | Outdoor Education Program          | Outdoor Education Program    | Police Citizen's Youth Club |
| Elders visits                      | Ice Skating                        | Indigenous culture Workshops | Sorry Day                   |
| Art                                | Ten Pin Bowling                    | Reef HQ                      | NAIDOC Week                 |
| Photography/video, media workshops | Interschool Touch Football matches | Woodwork program             | Woodwork program            |
| Sorry Day                          | Basketball                         |                              |                             |
| NAIDOC Week                        | Healthy recreation program         |                              |                             |
| Vibe Alive Program                 | Gym/general fitness                |                              |                             |

## **STAFF DEVELOPMENT PRIORITIES 2010**

The Townsville 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 staff development program at the Townsville Flexible Learning Centre enables staff to take advantage of programs available at the local level that are relevant to our young people. The Flexible Learning Centre Network also offered a number of state-wide staff in-service opportunities that all staff have the opportunity to attend. In 2010 these included:

- Strategic Planning and Review (7 teachers)
- Operational Planning (7 teachers)
- Network Staff Days (7 teachers)
- Queensland Studies Authority Workshops (2 teachers)
- Certificate IV in Training and Assessment (2 Teachers)
- Cyberbullying workshop (7 Teachers)

- Transforming Childhood trauma (1 Teacher)
- National Indigenous Education Forum (1 Teacher)
- Certificate IV in Carer Development (2 Teachers)
- Youth Mental Health First Aid (2 teachers)
- Apply First Aid (6 teachers)
- Woman in Leadership (2 teachers)

Expenditure for Staff professional Development in 2010 was \$4353. The average amount spent per teacher in 2010 on professional learning was \$621 excluding travel, teacher replacement, wages and costs for internal training days.

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

The social climate of the Townsville Flexible Learning Centre is one of compassion and care expressed through the four principles of Honesty, Respect, Safe and Legal and Participation. These principles form the basis of all activities for staff and young people. A sense of common ground being shared by all at the Centre ensures that a positive, interactive and challenging environment exists. A sense of belonging and ownership has developed in both young people and staff since the Centre opened in 2006.

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

The Townsville Flexible Learning Centre is very aware that a positive relationship with parents and carers that involves them in their child's learning will enhance the community. Parents and carers are welcome to attend the Flexible Learning Centre to take part in any of the daily activities at any time. Parents, Carers, Guardians and Support Workers are encouraged to be an active part of any organised Centre activities. In 2010 these included NAIDOC Week activities, National Sorry Day, Health Week, Work Experience, Sports Academy, Family BBQs and Parent Reporting Days. Staff will also visit with young people and their families in their homes. Each term a family event is held to encourage parents, carers, support workers and families to form a relationship with the school and participate in their child's education.

## **STAFF**

The staff of Townsville 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. Staff of the Centre provide transport to and from school, three meals per day for all young people, as well as a range of afternoon activities that engage many other community services and organisations. There is a very strong sense of collegiality as well as a high level of camaraderie amongst Townsville staff. The distinctive skills / qualifications and experience of our staff include:

|                                      |      |
|--------------------------------------|------|
| <b>Total number of teachers</b>      | 7    |
| <b>Total number of Support staff</b> | 8.5  |
| <b>Total Number of Staff</b>         | 15.5 |

| <b>Teaching Staff Qualifications</b> | <b>Number</b> |
|--------------------------------------|---------------|
| <b>Certificate</b>                   | 3             |
| <b>Diploma</b>                       | 1             |
| <b>Degree</b>                        | 7             |
| <b>Masters Degree</b>                | 1             |
| <b>Doctorate</b>                     | 0             |
| <b>Other</b>                         | 0             |

The average attendance rate for teachers in the 2010 academic year was 94 %. 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 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.

## **GOALS FOR THE 2011 YEAR**

- Continue a culture of environmental sustainability within the centre
- Develop the outdoor education program
- Incorporate new facilities into the culture of the centre
- Development of new teaching areas to improve learning opportunities
- Continue to strengthen partnerships with community organisations
- Continue to develop a sense of community based on the four principles
- Refine the developmental literacy and numeracy program

- Provide an environment where young people feel empowered to take control of their lives and their learning.
- Empower staff and young people to work together and share common ground.

## **2010 MILESTONES**

2010 was year of significant change for the infrastructure of the Townsville Flexible Learning Centre. The centre received funding support from the Building the Education Revolution, as part of the P21 project, and the Digital Education Revolution. This funding provided the centre with specialist areas such as computer labs, recording studio, manual arts area, an industry standard kitchen and the initial stages of a sports and recreation facility. The funding also allowed for much of the centre to be refurbished most notably a class rooms and a staff room that catered for all staff. The centre was a building site for much of the year with young people and staff working together constantly relocating and finding different spaces engage in learning.

The Mount Isa Outreach was registered as a school. The site was grown while still managed from Townsville and experienced many changes and challenges with its growth and development.

This year partnerships with community agencies included Mundingburra Rotary, Sunrise Rotary, The Rotary foundation, Breakthru employment solutions, James Cook University, the Townsville Diocese of the Catholic Education Office, Headspace, Dance North, Townsville Aboriginal and Islander Health Service and discussion with Northern Outlook around support and growth of the outdoor education program are very exciting.

These relationships allowed the centre to facilitate and participate in a woodwork program, a graffiti art program, research into a method to use science to engage young people, the Indigenous sports academy, service learning, various workshops and staff training.

Culturally significant events included hosting a NAIDOC at night celebration, attendance at a Sorry Day function, and representation at ANZAC and Remembrance Day activities. The NAIDOC at night celebration the centres first night time event was supported strongly by TAIHS and was a great success with young people, families and the community.

The most significant milestone for 2010 was providing a safe, caring, and educational environment for young people who for a variety of complex and sometimes challenging reasons sit outside the mainstream education environment.

Signature  
Head of Campus  
Townsville Flexible Learning Centre

A handwritten signature in black ink, appearing to be 'J. Perry'.

Signature  
Principal  
Flexible Learning Centre Network