



Albert Park FLExible Learning Centre

Annual Report 2021

Our school at a glance

Name: Albert Park Flexible Learning Centre
Phone: 07 3071 9010
Email: albertparkflc@ereafsn.edu.au
Webpages: www.ereafsn.edu.au/albert-park-flc with additional information located on the My School website
Contact Person: Stephanie Walsh

School Profile

Coeducational

Catholic

Year 7 – 12

Enrolment Numbers - 87

(as per August census 2021)

Albert Park Flexible Learning Centre (FLC) is part of Edmund Rice Education Australia (EREA) and is conducted in accordance with the EREA's philosophy and principles. Albert Park FLC commenced operation as a registered Non-State School in 2006 and is part of a national association of over 50 mainstream schools and flexible learning centres. Albert Park FLC is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of Albert Park FLC draws on the spirit and vision of Edmund Rice Education Australia (EREA). Our learning community has a clear commitment to social justice and stands in solidarity with disenfranchised young people of all social, cultural, and religious backgrounds.

Characteristics of the student body:

Albert Park FLC works with young people who are vulnerable and experience a complexity of interrelated needs. As discussed above, participation and retention are key elements in the philosophy of Albert Park FLC. The development of moral reasoning through the application of the principles of Respect, Responsibility, Relationships, Rights and Safe & Legal, prepares students for engaged citizenship. The learning experiences also build confidence and self-esteem in young people, promotes an optimistic view of their potential and future, and assists them to develop the knowledge, skills, and attitudes necessary to enjoy a healthy and fulfilling life.

Learning Choices:

Young people are exposed to learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society. Learning is focused on the individual needs of young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers and external agencies young people draft focused learning plans in line with current and future pathways. Albert Park FLC offers a range of QCAA approved subjects, nationally recognised VET training and off campus adventure-based learning programs. Learning occurs, and is valued, in both the formal and informal curriculum.

At Albert Park FLC, young people learn Mathematics, Art, English, Music, Fashion, Cooking, Boxing, Drama, Basketball, Independent Living skills, emotional self-regulation skills, and a variety of other 21st century life skills preparing them to be global citizens. At Albert Park FLC, we focus on walking alongside a young person to help them develop the "Human Capabilities" required to be an active member of society. Using a Stress Informed Practice model, young people are assisted to overcome the very genuine and significant challenges that confront members of society while remaining kind, caring, and generous people. Albert Park FLC uses collaborative problem-solving techniques to support young people to grow their skills. Throughout a young person's enrolment, the community supports them to become resilient, strong, loving, and forgiving. Our young people become skilled at understanding and being understood. They speak their truth and hear the truth of others. That is the work of Albert Park.



Other activities:

Basketball, gym, boxing, camps, excursions and incursions, art projects, cooking and developing independent living skills, cultural celebrations, and music performance.

Social climate:

The staff team is multidisciplinary and multi-professional. It uses a strength-based approach to provide health, educational, cultural, social, and emotional support for young people. Supportive relationships are developed and encouraged with young people. Assistance with basic life needs is provided alongside and in conjunction with educational support. The school maintains strong links with external support agencies (e.g. Mental Health Services, Drug & Alcohol services, accommodation services, counselling services). Staff are flexible, able to relate to young people, willing to negotiate, clear about operation by principles, encourage responsibility and defend the rights of all. Young People are encouraged to make a commitment to the program and its principles. Progress is valued and celebrated with appropriate recognition given to the uniqueness of adolescent development.

Parent/Caregiver, student satisfaction with the school

All parents/carers and young people were surveyed around their satisfaction across a range of areas such as learning, safety, wellbeing, feeling included, being listened to across the school. This survey forms part of the school focus on ongoing improvement. Both young people and parent/carers were provided the ability to provide feedback via an annual survey with results being overwhelmingly positive. However, one area for improvement which was both identified by young people and parent/carers were supporting the development of mathematical skills. In addition young people and parents/carers are welcome and encouraged throughout the year to provide feedback.

Some anecdotal comments received by the school this year include:

"Hi...Thank you. I can appreciate the school's position in relation to my child. Although my contact with staff has been brief, I have walked away with only a positive impression of Albert Park. "

"Thanks for helping him with his future direction & for all the help & care you give. It all sounds great. I hope to get to Albert Park to meet you all. You all are Amazing, Awesome Humans & Thanks so much to all for taking such good care of our son. He loves Albert Park & all of you too!!!! We wish you all a Happy, Safe Christmas & a Happy New Year."

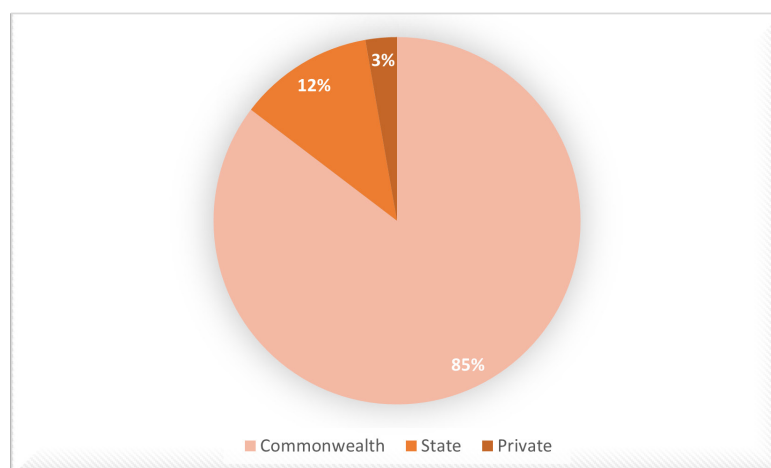
"She wanted say thank you for everything that Albert Park has done for her daughter. She has her daughter back and her little sisters love having her around again. She cannot believe the change that she has seen in her. Her daughter loves coming to Albert Park and talks about our community all the time."

Strategies used for involving parents in their child's education

- Text, phone, and email notification
- Invitations to school events
- Stakeholder meetings
- Senior Education and Training meetings
- Open door policy for parents
- Prompt response to all enquiries
- Website updates
- School newsletters
- Enrolment Interviews and going updates from Community Group Leaders
- Albert Park FLC Facebook page
- Semesterly reports



School Income broken down by funding source



Our Staff Profile

Staff Composition, including Indigenous Staff

	Teachers	Youth Worker	Service Staff	Indigenous
Headcount	8	4	3	0
FTE	7.6	3.8	2.5	0

Qualification of all Teachers

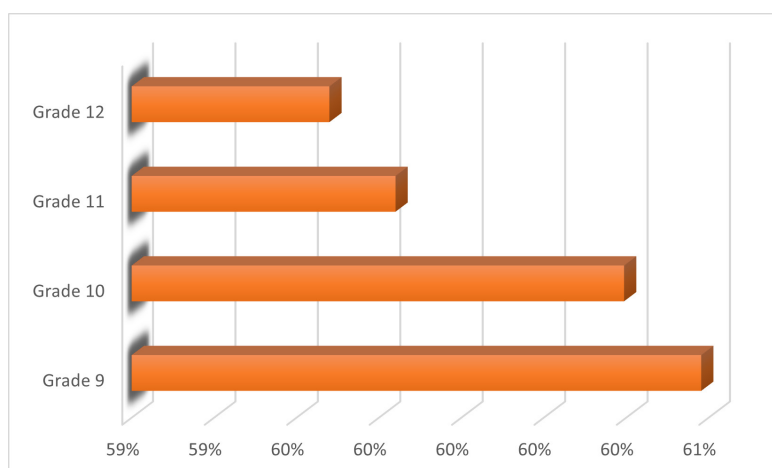
Highest level of attainment	Number of teaching staff
Certificate	0
Diploma	0
Advance Diploma	0
Bachelor Degree	7
Graduate Diploma	1
Masters	0
Doctorate	0
Total	8

Expenditure on teacher professional development	\$12,873
Average staff attendance	96%
Proportion of staff retained from previous year	76.9%



Performance of our students

Average Student attendance



Description of how non-attendance is managed by the school

Albert Park FLC follows a Daily Attendance Procedure that outlines the process of entering and monitoring attendance of young people into the TASS class roll. This includes using a messaging system to parents/carers/independent young people when attendance is unknown (unexplained attendance) and making phone calls as necessary to follow up on non-replies. Attendance is tracked continually by the Young Person's community group leader and persistent unexplained attendance (5 days or more) triggers a conversation with the Young Person and the Head of Campus. If the Parent/Carer/Independent Young Person is unable to be contacted and records additional consecutive unexplained absences, then an at-risk notification and transition letter may be issued with further conversations required with the Head of Campus to discuss if continued enrolment at Albert Park is in the Young Person's best interest.

National Assessment Program – Literacy and Numeracy (NAPLAN)

NAPLAN was made available to the three year nine (9) young people enrolled at the school in 2021

Year 10 – Year 12 student retention rates - 235%

Year 12 Outcomes

Number of students awarded a Senior Education Profile	20
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded a Queensland Certificate of Education (QCE)	2
Number of students awarded a Senior Statement	18
Number of students awarded one or more Vocational Education and Training (VET) qualifications	12
Number of students who are completing or completed a School-based Apprenticeship/Traineeship	1



Number of Students awarded a VET qualification	
Certificate I	4
Certificate II	9
Certificate III	4
Certificate IV	1
Diploma	1
Advanced Diploma	0