



Annual Report 2020

ALBERT PARK
FLEXIBLE LEARNING CENTRE

Respect Relationships Rights Responsibilities Safe & Legal

Our school at a glance

Name: Albert Park Flexible Learning Centre
Phone: 07 3071 9010
Email: Albert.Park@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 90.8 FTE

(as per August census 2020)

Albert Park Flexible Learning Centre (FLC) is a 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, Relationship Rights and Safe & Legal, prepares students for engaged citizenship. The learning experiences also build self-confidence and esteem in young people, promotes an optimistic view of their potentialities 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 diverse cultural values that constitute Australian society. Learning is focused around the individual needs of young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers and wellbeing staff, young people draft learning plans with articulated education pathways. Albert Park FLC offers a range of QCAA approved subjects, nationally recognised VET training, off campus certificate and transition program, nature experiences and physical, cultural, and arts-based activities. Learning occurs, and is valued, in both the formal and informal curriculum.

Extra curricula activities:

Basketball, gym, boxing, camps, excursions, art projects, family's program, cooking, 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

The Parent/Carer/Independent Young Person survey in 2020 reported

- 98% satisfaction with the helpfulness and friendliness of staff
- 90% belief in benefits and growth from attending Albert Park

A sample of descriptive words from the survey - understanding, caring, inclusive, supportive, forgiving, individualized, encouraging.

Responses regarding improvement included

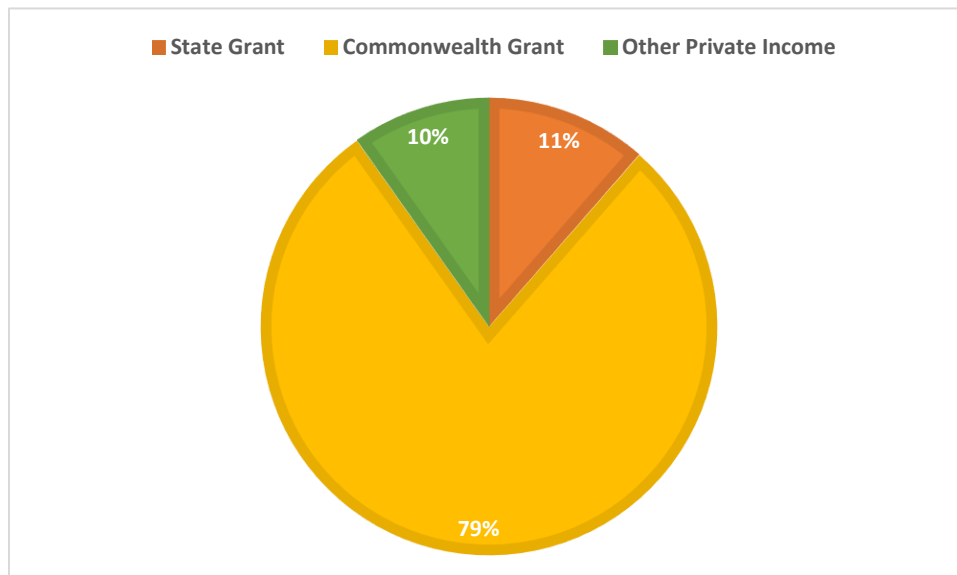
- expanding the program, mental health worker on campus, more structured coursework, increase eligible age groups, keeping it the same

"I have no ideas for improvement because my overwhelming experience as a parent of a student at APFLC, has been so positive. The fact that my daughter is graduating high school today is all because of the supportive environment of Albert Park"

Strategies used for involving parents in their child's education

- Text and email notification
- Invitation's to school events
- Phone contact by Community Group Leaders
- Open door policy for parents
- Response to all enquiries
- Enrolment Interview
- Albert Park FLC Facebook page

School Income broken down by funding source



Our Staff Profile

Staff Composition, including Indigenous Staff (network will complete)

	Teachers	Youth Worker	Support	Indigenous
Headcount	8	5	7	1
FTE	6.4	3.9	2.7	1

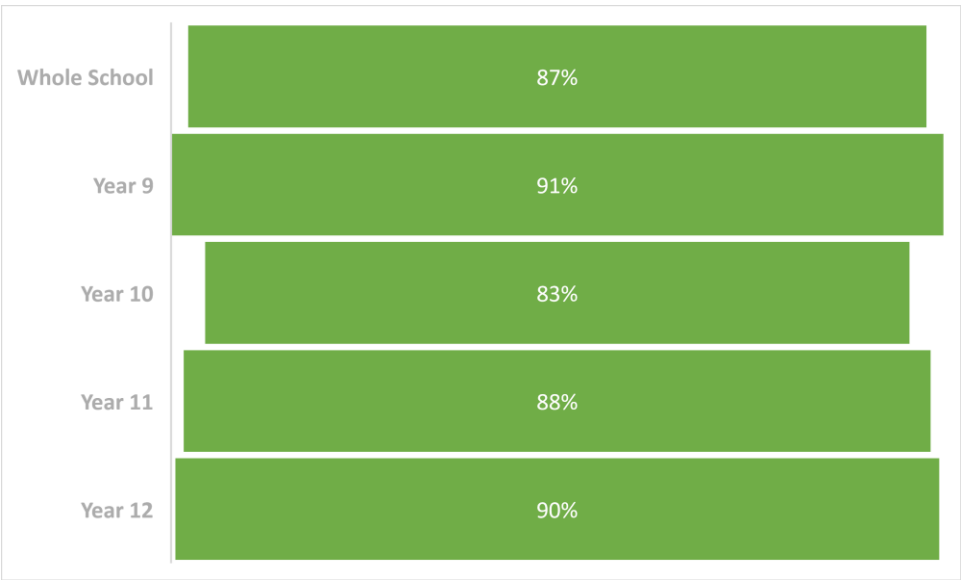
Qualification of all Teachers

Highest level of attainment	Number of teaching staff
Certificate	1
Diploma	0
Advance Diploma	0
Bachelor Degree	8
Graduate Diploma	0
Masters	2
Doctorate	0
Total	11

Expenditure on teacher professional development	\$3,179.89
Average staff attendance (periods of leave up to 5 days)	8%
Proportion of staff retained from previous year	93.33%

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. 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 Associate 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) results

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic.

Year 10 – Year 12 student retention rates

280%

Year 12 Outcomes

Complete the table below only for those young people in grade 12 with a plan to transition from the school at the end of the current year.

Number of students awarded a Senior Statement	17
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students awarded a Queensland Certificate of Education	1
Number of students awarded one or more units of VET qualifications	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	6
Number of students who are completing or completed a School-based Apprenticeship/Traineeship	0
Percentage of Year 12 students who are completing or have completed a SAT	0
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	0

At Albert Park young people learn Mathematics, Art, English, Music, Fashion, Cooking, Jujitsu, Boxing, how to complete a rental agreement form, how to file a complaint, how to register for a TAFE course and a host of other 21st century life skills preparing them to be global citizens. At Albert Park we focus on walking alongside a young person to help them develop the “Human Capabilities” required to be an active member of society. The real work and the real education focusses on how to be the good and decent person, how to overcome the very genuine and significant challenges that confront members of society while remaining a kind, caring and generous person. Albert Park supports young people to be 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.



Next Step

2021 Year 12 completers survey

Post-school destinations of Year 12 completers from 2020

Albert Park Flexible Learning Centre



**Queensland
Government**

Introduction

This report is to inform the community about Year 12 completers' transitions into further education, training and employment.

This information is useful for:

- reviewing programs and services, such as subject offerings, career advice and links with employers and tertiary institutions
- reporting to parents through newsletters, annual reports and the school website.

The results are from the Department of Education's *Next Step — Year 12 Completers* survey. The survey is conducted six months after the end of each school year when students will have accepted tertiary education places. Students who completed Year 12 in 2020 at a state, Catholic or independent school, or TAFE secondary college in Queensland are included.

Post-school destinations are influenced by the transitioning environment, which can limit the options available to young people. Low response rates may not give an accurate summary of the cohort's destinations.



Find out more

Visit the *Next Step* website www.qld.gov.au/nextstep for more information on the survey, view the statewide report or create a custom report using report builder, which will be updated in October 2021.

Survey response rate



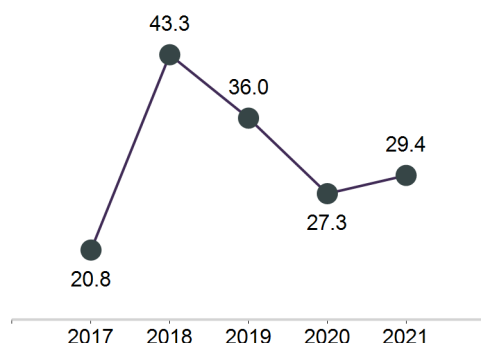
29.4% (5 out of 17 Year 12 completers)



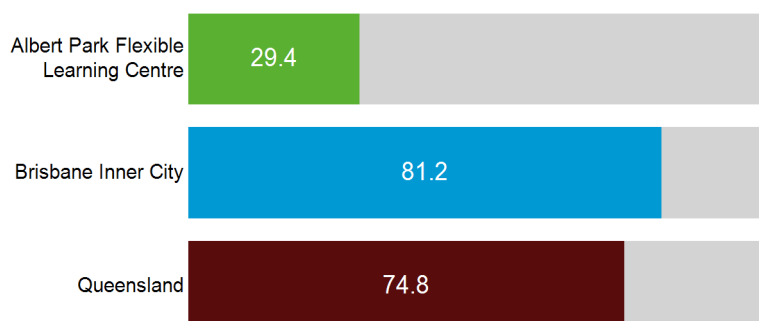
Increased by 8.6 percentage points since 2017.

Due to the very low response rate, care should be taken interpreting these results.

Response rate over time



School's response rate compared with SA4 region and state

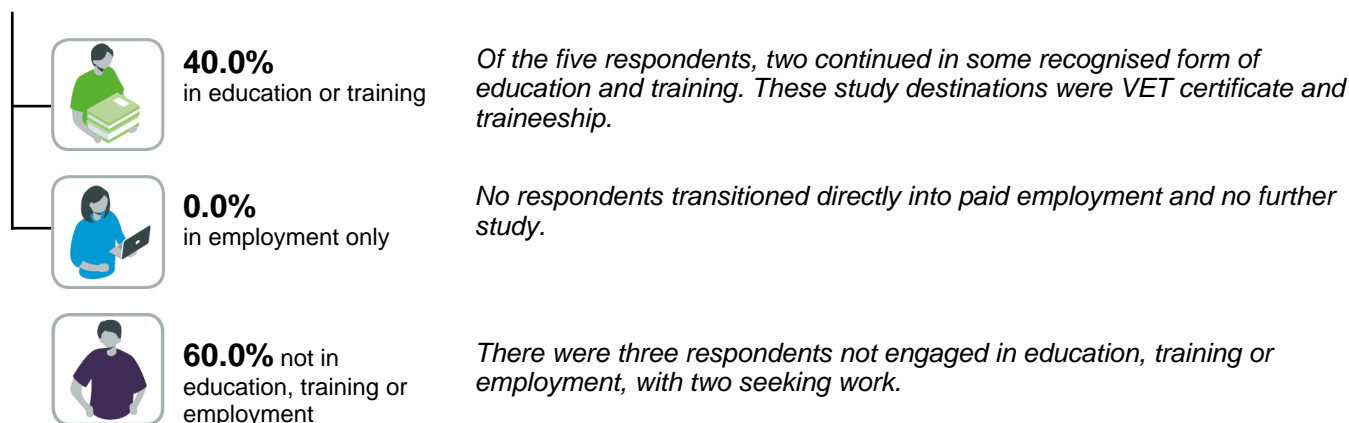


Post-school engagement

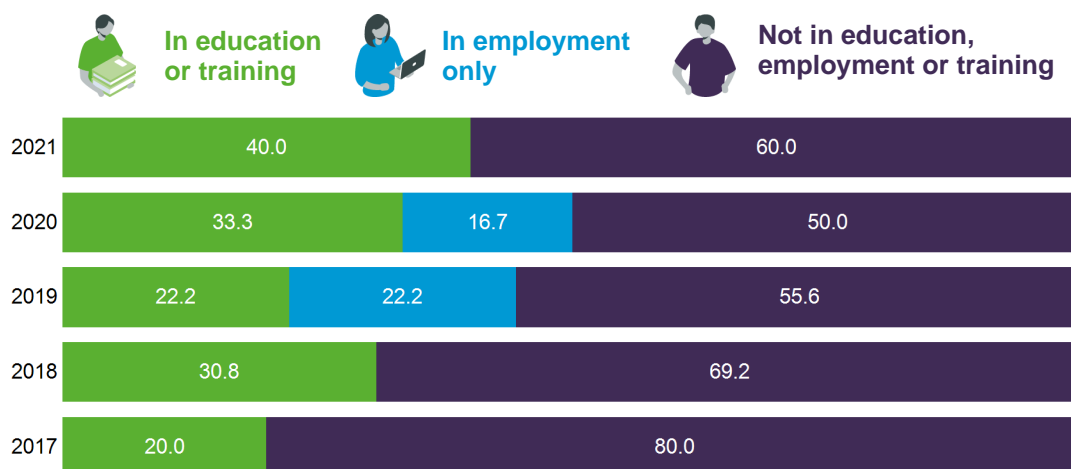
Year 12 completers from Albert Park Flexible Learning Centre have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

Engagement in education, training or employment

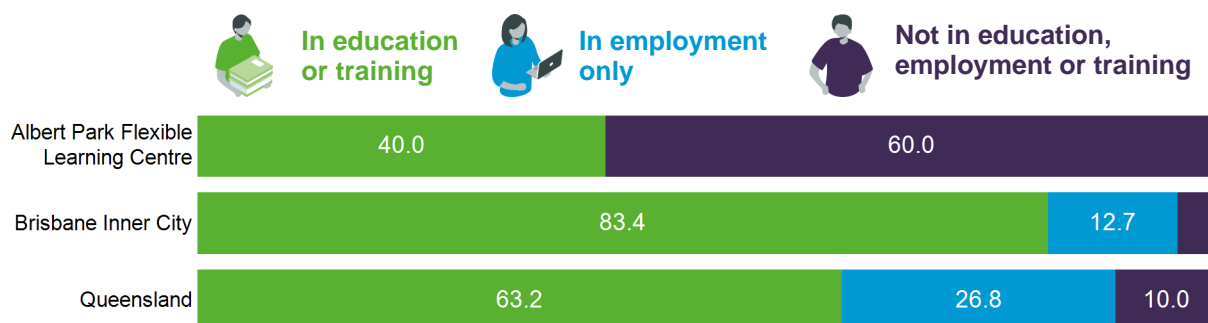
40.0% engaged in education, training or employment



Engagement over time



How does your school compare?



Main destination

Post-school destinations of survey respondents from Albert Park Flexible Learning Centre in 2021.

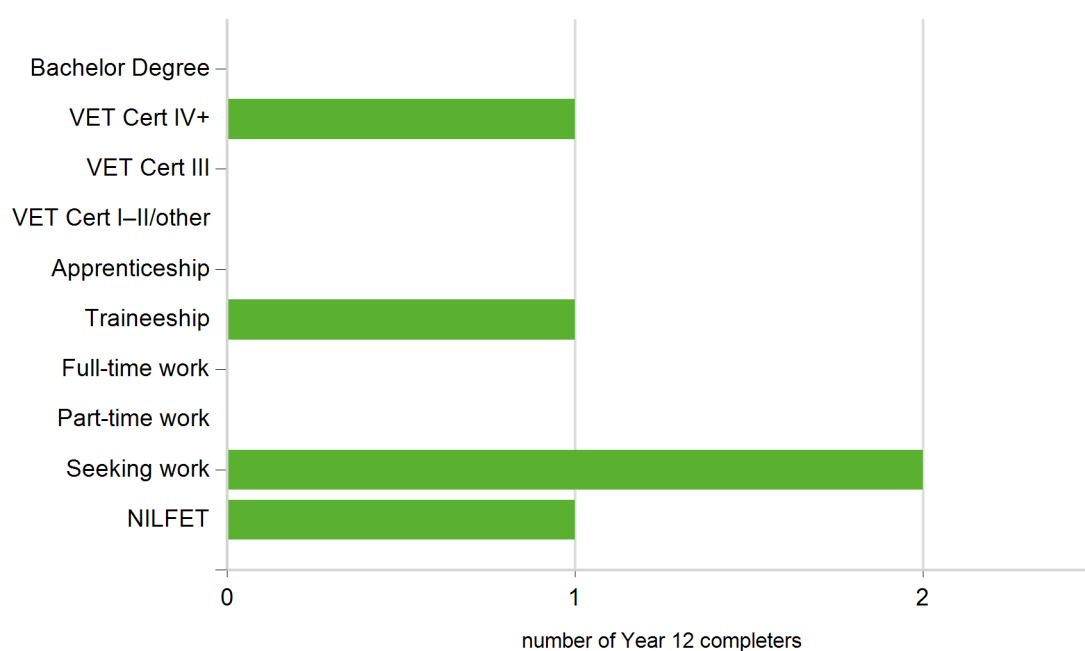
All Year 12 completers were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example, Year 12 completers who were both studying and working are reported as studying for their main destination (See Appendix 2).

No respondents deferred a tertiary offer.

Main destination

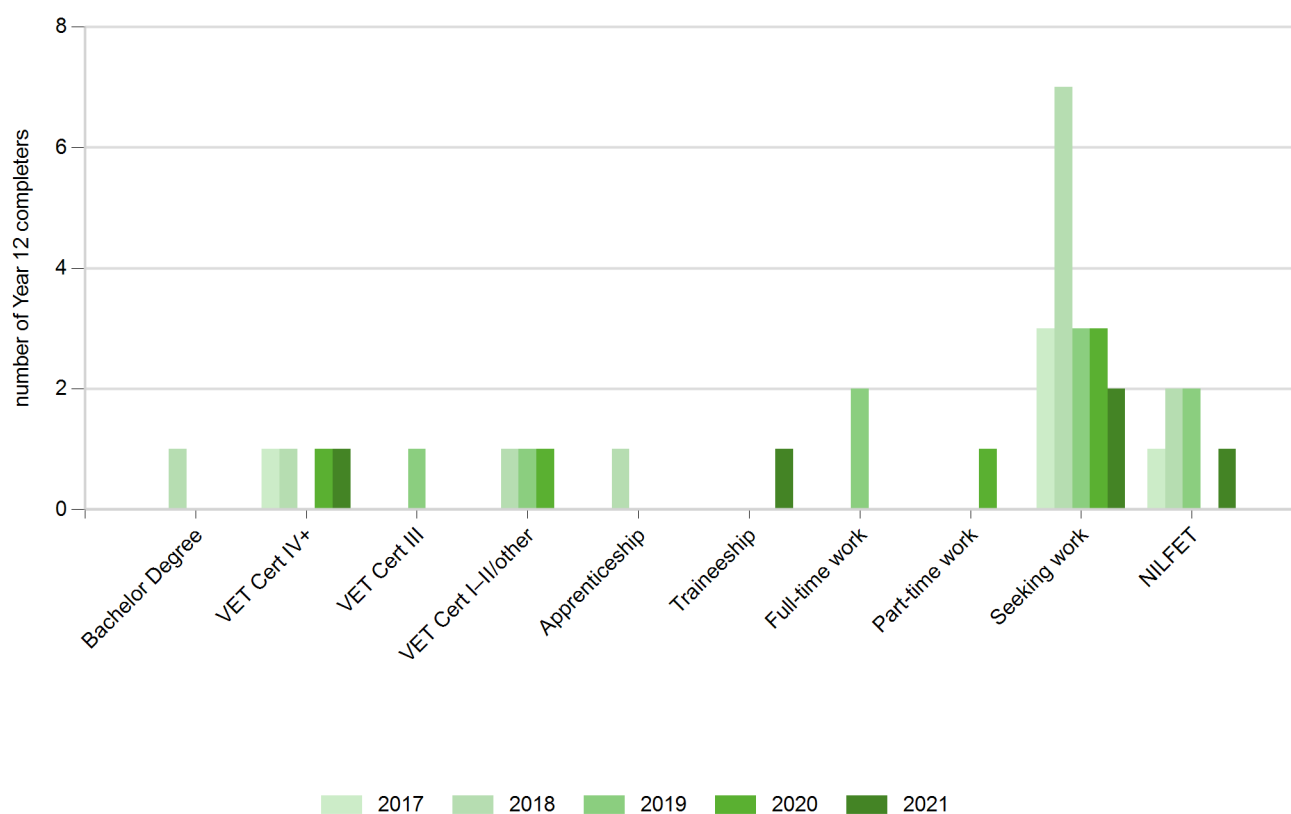
Main destination	Total number
Bachelor Degree	0
VET Certificate IV+	1
VET Certificate III	0
VET Certificate I–II/other	0
Apprenticeship	0
Traineeship	1
Full-time employment	0
Part-time employment	0
Seeking work	2
NILFET*	1
Total	5

*NILFET: Not in the labour force, education or training.



Main destinations over time

Main destination	2017		2018		2019		2020		2021	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0
VET Certificate IV+	1	20.0	1	7.7	0	0.0	1	16.7	1	20.0
VET Certificate III	0	0.0	0	0.0	1	11.1	0	0.0	0	0.0
VET Certificate I-II/other	0	0.0	1	7.7	1	11.1	1	16.7	0	0.0
Apprenticeship	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0
Traineeship	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0
Full-time employment	0	0.0	0	0.0	2	22.2	0	0.0	0	0.0
Part-time employment	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0
Seeking work	3	60.0	7	53.8	3	33.3	3	50.0	2	40.0
NILFET	1	20.0	2	15.4	2	22.2	0	0.0	1	20.0
Total	5	100.0	13	100.0	9	100.0	6	100.0	5	100.0



Main destinations of subgroups

Main destination for students who completed a VET qualification in school (VETiS)

There were 2 respondents who completed a VETiS.

Data withheld for this subgroup to protect the confidentiality of individuals.

Main destination for students who participated in a school-based apprenticeship or traineeship (SAT)

There were no respondents who participated in a SAT.

Main destination for students who received an Australian Tertiary Admission Rank (ATAR) or International Baccalaureate Diploma (IBD)

There were no respondents who received an ATAR or IBD.

Main destination for Aboriginal and Torres Strait Islander students

There were no respondents who identified as an Aboriginal and Torres Strait Islander person.

Education and training

This section examines the education and training destinations and includes Bachelor Degree, VET Certificate IV+, VET Certificate III, VET Certificate I-II/other, Apprenticeship and Traineeship main destinations.



40.0%

2 out of 5 Year 12 completers from Albert Park Flexible Learning Centre continued in education or training in 2021.

What are they studying?

Study field (broad)

Study field	Total
	number
Education	1
Society And Culture	1
Total	2

Field of study categories based on the *Australian Standard Classification of Education*.

Study field (narrow)

Study field	Total
	number
Justice and Law Enforcement	1
Teacher Education	1
Total	2

Field of study categories based on the *Australian Standard Classification of Education*.

Where are they studying?

Study institution

Institution name	Total
	number
Other private training college	1
TAFE Queensland Greater Brisbane	1
Total	2

How are they studying?

50.0%
studying through
TAFE Queensland



50.0%
studying
full-time



50.0%
combining study with
paid employment



Employment (total)

This section examines the labour market outcomes for Year 12 completers from Albert Park Flexible Learning Centre.



20.0%

1 out of 5 Year 12 completers was in paid employment in 2021. They were combining their work with further study

What jobs are they doing?

Occupation

Occupational unit group	Total
	number
Child Carers	1
<i>Total</i>	<i>1</i>

Occupation category based on the *Australian and New Zealand Standard Classification of Occupations*. Total

What industry are they working in?

Industry

Industry	Total
	number
Health Care & Social Assistance	1
<i>Total</i>	<i>1</i>

Industry categories are based on the *Australian and New Zealand Standard Industrial Classification (ANZSIC)*. Total

How are they working?

100.0%
working
full-time



100.0%
combining work
with further study



0.0%
employed on a
casual basis



Not in Education, Employment, or Training (NEET)

This section examines the reasons why Year 12 completers from Albert Park Flexible Learning Centre were not engaged in education, employment or training.



60.0%

3 out of 5 Year 12 completers were not engaged in education, employment or training at the time of the survey.

Why are they not studying?

Main reason for not studying

Main reason	Total
	number
Not interested in further study/already finished studying	1
Undecided and considering options	1
Wanted a break from study	1
<i>Total</i>	3

Have they had work since school?



66.7%

2 out of 3 Year 12 completers were not working or studying at the time of the survey, but had paid employment at some time since finishing school.

Main reason for stopping previous job

Main reason	Total
	number
Got laid off/sacked	1
Moved to another location	1
<i>Total</i>	2

Are they seeking work?



66.7%

2 out of 3 Year 12 completers were not working or studying at the time of the survey, but were seeking work.

Main reason unsuccessful getting a job

Main reason	Total
	number
Health reasons	1
Not enough or appropriate skills or training	1
<i>Total</i>	<i>2</i>

Why are they not seeking work?



33.3%

1 out of 3 Year 12 completers was not working or studying at the time of the survey and was not seeking work, also known as NILFET.

Main reason not looking for a job

Main reason	Total
	number
Don't feel ready for paid employment	1
<i>Total</i>	<i>1</i>

Where to from here?

0.0%
taking a
gap year



0.0%
deferred a place
at university



0.0%
waiting for work or
study to commence



Appendices

Appendix 1 – Acronyms and initialisms

ATAR	Australian Tertiary Admission Rank
DW	Data withheld
IBD	International Baccalaureate Diploma
NA	Not applicable
NILFET	Not in the labour force, education or training
SAT	School-based apprenticeships and traineeships
TAFE	Technical and further education
VET	Vocational Education and Training

Appendix 2 – Explanatory notes

Main destination

A structured hierarchy of study and labour force destinations for Year 12 completers, who were assigned to categories as follows:

- students were assigned to the relevant higher education or VET category, even if they were also employed
- apprentices and trainees were assigned to their respective category and classified as education and training since their training involves study
- those assigned to a labour force category (employed or seeking work) were not also undertaking study
- those who were not studying and not in the labour force (not employed and not seeking work) were categorised as NILFET.

Main destination categories

Education and training – higher education

Bachelor Degree*	Studying at Bachelor Degree level (including Honours), or higher.
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Education and training – VET categories

VET Certificate IV+*	Studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprentices and trainees).
VET Certificate III*	Studying at Certificate III level (excluding apprentices and trainees).
VET Certificate I–II/other*	Studying at Certificate I or II level (excluding apprentices and trainees). This category also includes students in an unspecified VET course, other basic course (e.g. short course) and unknown course level.
Apprenticeship*	Employment-based apprenticeship.
Traineeship*	Employment-based traineeship.

Employment

Full-time employment	Working full-time (35 hours or more per week) and not in an education or training category. This includes people with multiple part-time or casual jobs that total 35 hours or more.
Part-time employment	Working part-time or casual (fewer than 35 hours per week) and not in an education or training category.

Not in education, employment or training (NEET)

Seeking work	Looking for work and not in an education or training category.
NILFET	Not in education or training, not working and not seeking work.

*Some respondents may also be in employment or seeking work.



More information

For more information about terms and categorisations used in this report, view the research method section of the *Next Step* website www.qld.gov.au/nextstep

Next Step

2021 Post-School Destinations

Albert Park Flexible Learning Centre



This is a summary of the post-school destinations of students from Albert Park Flexible Learning Centre who completed Year 12 and gained a Senior Statement in 2020. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2021.



29.4% response rate

5 out of 17 Year 12 completers from this school responded to the 2021 survey.

Due to the very low response rate, care should be taken interpreting these results.

Post-school destinations



In 2021, two Year 12 completers from Albert Park Flexible Learning Centre were engaged in education, training or employment in the year after they completed school.



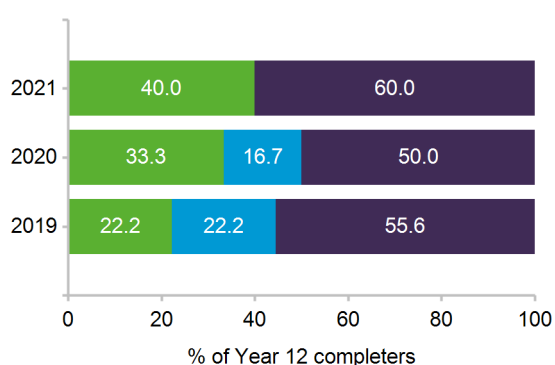
Of the five respondents, two continued in some recognised form of education and training. These study destinations were VET certificate and traineeship.



No respondents transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ Education or training
■ Employment only
■ Not in education, employment or training

Main Destination in 2021

