



Contact Details

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This annual report has been reviewed and approved by the EREAFSL Board to ensure compliance with our school registration requirements. This report is published to provide information about St Laurence Flexible Learning Centre for parents / carers, young people, members of our school community, and other interested parties. This report has been compiled in accordance with the relevant Commonwealth and State Government reporting requirements.

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Message from our Head of Campus

As we mark the completion of our sixth year as a special assistance school, we take a moment to reflect on the remarkable progress we have made in a relatively short period of time.

In 2019, we began with just 25 students and 7 staff members. Today, our community has grown to include 50 students, 14 staff and 3 school dogs. We have expanded our team with specialized roles, including a Wellbeing Coordinator, Wellbeing Leader, Associate Head of Campus, VET Trainer & Transition Support Worker, and Chef, to better support the diverse needs of our students.

Our youth support team has also grown from one to five professionals, allowing us to provide a broader range of services and support to our young people.

In 2024, we focused on enhancing post-transition pathways for our Year 10 students. This included a variety of opportunities such as taster courses through the YES Program, STEM workshops, and work experience placements. Additionally, we offered an alternative to the RoSA program with the delivery of the Certificate II in Functional Literacy, achieving successful outcomes for our students.

Professional development was prioritized through staff participation in the "Doing Schools Differently" Conference, resulting in the implementation of numerous innovative ideas that have enhanced our school structure.

Academically, 2024 was a year of significant achievement. Our students demonstrated strong results in the minimum standards testing, and we saw the highest number of students successfully graduating with the RoSA credential. Many of these students have moved on to further education, with several progressing to the HSC. Additionally, several students graduated with both the RoSA and a Certificate II.

The sense of belonging within our school community has been reinforced through various initiatives, including the House Competition, the popular Leavers' Shirt, and participation in Harmony Day, Reconciliation Week, and other activities that celebrate diversity. These initiatives, along with access to school excursions and a wide range of electives, ensure our students can participate in the same experiences as their peers in mainstream schools.

This year, we also expanded our First Nations program. Building upon the external Culture Program, we introduced an internal program led by our First Nations staff, further strengthening our commitment to inclusion.

At SLFLC, we continue to build on the strong foundations of our processes, including unconditional positive regard, a principled approach to operations, reflective practices, and collaborative problem-solving. We are committed to further developing these practices as we look ahead to continue evolving and meeting the needs of the young people in our community.

School Context

Co-educational or single sex	Co-educational
School Sector	Catholic (in the Edmund Rice Tradition)
Year Levels Offered	9-10
Additional Information	Additional information about our school can be found at: <ul style="list-style-type: none">- mySchool website- EREA Flexi website

SCHOOL OVERVIEW

St Laurence Flexible Learning Centre is a part of Edmund Rice Education Australia Flexible Schools Ltd who provide a second, third or fourth chance to young people who have disengaged from mainstream schools, with a focus on radical inclusion, hope and opportunity. St Laurence Flexible Learning Centre commenced operation in 2024 as a registered co-educational Catholic school in the Edmund Rice tradition.

At Flexis, we do things differently. We walk, learn and work together with young people on Common Ground; we build relationships, and every member of the community commits to doing their best to work within our four principles of Respect, Participation, Honesty, and Safe and Legal.

Across our Flexi Schools and Special Education Schools in almost every state and territory in Australia, we support young people with strengths-based, trauma-aware learning. Often young people come to our Flexis thinking they cannot learn – we show them they can. We make sure young people feel safe, welcome and empowered to succeed. We provide young people with the opportunity to define what will work best for them, with services to adapt to their needs.

First Nations influence

Since the very beginning, we have walked in solidarity with Aboriginal and Torres Strait Islander peoples, advocating for change and promoting reconciliation. At Flexis one third of our young people and 10% of our educators identify as Aboriginal and/or Torres Strait Islander.

As a priority, we are working to strengthen the cultural capacity of our entire workforce. We are working to make sure the system values and respects First Nations peoples and perspectives, to build Indigenous leadership at every level of our organisation, and to ensure that First Nations young people experience the highest quality education possible in the safest and most dynamic schools in the country.

DISTINCTIVE CURRICULUM OFFERINGS

St Laurence Flexible Learning Centre offers holistic learning experiences that address the social needs of our young people, and promotes their emotional, physical, spiritual, and academic development. Our education programs are attuned to the individual by an assessment of need and delivery within a supportive environment. The purpose of this personalized approach is to engage the young person with their learning and empower them to take responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment. Other key curriculum offerings included:

- Offer the RoSA (Record of School Achievement) credential as a pathway to Higher School Certificate or Tertiary study
- Offer Vocational certificates and industry related module in preparation for work and tertiary study
- Strong Wellbeing program embedded into everyday practices as well as through the PDHPE program
- Young people have the opportunity to participate in the Minimum Standards testing in preparation for Higher School Certificate
- Excursions and incursions to reinforce practical learning

Cocurricular offerings

St Laurence Flexible Learning Centre provides extensive opportunities for young people to participate in cocurricular or non-classroom activities at their level and within their areas of interest. The broad range of opportunities or choices for young people includes activities described as cultural, sporting, and intellectual and/or service related.

Cocurricular activities offered at St Laurence Flexible Learning Centre in 2024:

- Offer a diverse electives program with the purposes of discovering new activities, developing social relationships and engaging in transferable skills.
- Elective choices include activities such as photography, music, art, crafts, cooking, cycling and a range of sporting and recreation activities.

SCHOOL POLICIES

In accordance with registration requirements, our key school policies are publicly available via our website.

How to access our school policies:

1. Click on the EREA Flexi Schools website link <https://www.flexi.edu.au/>
2. Click on 'Flexi Schools' or 'Special Schools' from the top menu
3. From the school directory find and click on our school
4. Click on 'School Documents, policies and reports' from the bottom of the page to access our school policies.

Note: If you are unable to access our website, please contact the school for more information regarding our school policies.

Characteristics of the Student Body

EREAFLSL and St Laurence Flexible Learning Centre welcome students who have a diverse range of personal characteristics and experiences. These characteristics and experiences may be attributed to physical, religious, cultural, personal health or wellbeing, intellectual, psychological, socio-economic, or life experiences. We provide a range of personnel and resources to support access to, and participation in, learning for all young people.

Our student body are domestic students from several different cultures and nationalities. The following tables provide an overview of our student population:

ENROLMENTS BY YEAR AND YEAR LEVEL

	2024
Year 9	20
Year 10	29
TOTAL	49

(data derived from Commonwealth Census data submissions for the years displayed)

STUDENT BODY CHARACTERISTICS

	2024
Male	30.61%
Female	69.39%
Gender Diverse	0.00%
First Nations	30.61%
NCCD	87.76%

(data derived from Commonwealth Census data submissions for the years displayed)

Student Outcomes

STUDENT ATTENDANCE

Overall student attendance at our school in 2024:

Overall attendance rate	44.5%
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Student attendance rate by year level in 2024:

Year 9	46%
Year 10	43%

(attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.)

How non-attendance is managed

St Laurence Flexible Learning Centre manages the attendance of its young people in accordance with our Attendance Procedure and supporting guidelines which outline the processes for managing and recording young people attendance and absenteeism. We are committed to celebrating and encouraging young people attendance through consistent practices of roll-marking, record keeping, monitoring, proactive follow-up, and ongoing engagement and relationship building practices with our young people and their families and carers.

NAPLAN

Where relevant, our reading, writing, spelling, grammar, punctuation, and numeracy results for the Years 3, 5, 7, and 9 NAPLAN tests are available via the My School website.

How to access our NAPLAN results:

5. Click on the My School link <https://www.myschool.edu.au/>
6. Enter our school name in the search field
7. Click on 'View School Profile'
8. Click on 'NAPLAN' from the top menu to access NAPLAN information.

Note: Our schools participation in NAPLAN will vary from year to year dependant upon the student cohort. Please contact the school for more information regarding NAPLAN.

SENIOR SECONDARY OUTCOMES

Outcomes at our school in 2024:

Percentage of young people awarded a RoSA certificate	82%
Percentage of young people awarded a VET qualification (Cert I, II, III, IV etc.), including School-based Apprenticeship or Traineeship	17%
Percentage of young people awarded a RoSA and a VET Qualification	10%
Percentage that met minimum standards	17%

POST-SCHOOL DESTINATIONS

At the time of publishing this Annual Report, the 2024 post-school destinations survey data for our school was not available. This report will be re-published to include this post-school destinations data once it becomes available in late September.

Social Climate

STUDENT WELLBEING

At St Laurence Flexible Learning Centre the wellbeing and best interests of our young people is our primary consideration. Together with our young people, their families, external service providers, and the community, we build positive learning environments and safe and support spaces to address young people's wellbeing. Through elements of leadership, inclusion, young people voice, partnerships, and support, our pastoral care program is designed to foster supportive relationships to monitor student progress, to advocate on their behalf, to provide advice, direction, and support during difficult personal issues, and overall to support our young people in the achievement of their stated personal and education goals. In addition your young people engaged in:

- As part of the Wellbeing Boost project, the school attended Raging Waters in Sydney
- Build in processes the Young People can take control of such as Taking Time Out, use of CCR room (private space to regulate or seek support from staff)
- Delivery of Fierce Program for males to support positive identity
- Anger Awareness program for males to identify unhelpful anger
- Restorative Practice
- Collaborative problem solving
- Young person leadership opportunities to encourage their voice (class leaders)
- House competitions to encourage a sense of belonging
- Check in at the gate: staff welcome YP at the gate every morning and intentionally check in with each YP. Support is available through the Wellbeing team for those who require assistance to get ready for learning
- Wellbeing team available first thing in the morning to YP
- Dogs onsite each day for emotional support

FAMILY AND COMMUNITY ENGAGEMENT

At St Laurence Flexible Learning Centre we consider our families and carers as partners of the school in their young person's education experience. Families and the wider school community are welcomed into our school throughout the school year for various events and activities as interested parties of our school and our young people. St Laurence Flexible Learning Centre continuously plans and seeks out ways to partner with families and community, recognizing the benefit of these partnerships for our young people, our school, and our community. Some unique wellbeing initiatives that St Laurence Flexible Learning Centre has implemented include:

- SLFLC has personalised learning plan meetings at the start of each term which allows the YP, staff and the parent/carer/champion to share success, identify challenges and set goals for the term
- An open door policy and intentionally communicate with families around both challenges and successes. We are aware some families may not have had positive schooling experiences of their own and endeavour to rewrite the narrative to make interactions positive and collaborative
- Coffee and Careers chats for parents & carers to increase understanding of post schooling options and support families when looking at transitioning
- The end of the year celebrations include Presentation Day for friends and families where all YP are celebrated, parents/carers recognised and our graduating students recognised. An important part of this ritual is our open mic which invites families to share
- Provision of additional support to families who are facing tough times. This includes providing meals for the household, staple food items, blankets, clothing and emotional support
- Presented at the Hospital Schools Conference

SATISFACTION SURVEYS

The school uses a method of practice that focuses on continual conversations and consultations with parent/carers and young people about how the school is measuring against expectations. These conversations build strong relationships and allows us to celebrate successes and for early identification on areas for improvement.

Staff Profile

TEACHER STANDARDS AND QUALIFICATIONS

St Laurence Flexible Learning Centre requires its teaching staff to hold a valid Teacher Accreditation with the NSW Education Standards Authority (NESA), a current Working with Children Check, and must meet the suitability to teach requirements which relate to qualifications, competency, integrity, experience, and professional conduct.

Qualifications

The below table depicts the percentage of teaching staff and school leaders who hold the listed qualifications:

Doctorate or higher	0%
Masters	40%
Bachelor	50%
Diploma	10%
Certificate	0%

Teacher Accreditation Status

The below table depicts the accreditation statuses of our teaching staff:

Proficient	9
Provisional	0
Conditional	1

WORKFORCE COMPOSITION

The staff at St Laurence Flexible Learning Centre are highly qualified, experienced, and generous professionals who consistently contribute to our school in a manner that goes above and beyond expectation.

The following tables provide an overview of our staff profile and workforce composition:

Staff numbers

	Headcount	FTE
Teaching Staff	5	4.40
School Leaders	6	3.00
Non-Teaching Staff	8	7.80
TOTAL Staff	19	15.20

Staff characteristics

	2024
Male	63.16%
Female	36.84%
Gender Diverse	0.00%
First Nations	15.79%

PROFESSIONAL DEVELOPMENT

St Laurence Flexible Learning Centre ensures that all school staff, in particular its teaching and leadership staff, are provided regular opportunities and access to professional learning that builds knowledge, understanding, and skills.

Professional development activities undertaken by staff in 2024 included:

- Doing Schools Differently
- Wellbeing workshops
- NESA delivered workshops for curriculum support for teaching staff
- NCCD support workshops and collaborative moderation
- Child safeguarding workshops
- Monthly debrief support for Youth Support Workers
- First Aid and CPR
- Good Different workshop focusing on Neurodivergent learners
- Conflict of interest awareness
- Fire and evacuation training
- RTO strategic plan workshop for VET trainers
- Transferable skills workshops
- VET trainer certificate
- Curriculum specific courses for teaching staff
- Visit to other Flexi Schools
- Senior Leaders Meeting Brisbane

School Financials

(All financial data derived from Commonwealth Financial Questionnaire data submissions for the year displayed)

SCHOOL INCOME

The 2024 school income for St Laurence Flexible Learning Centre reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the mySchool website.

How to access our Finance data:

1. Click on the My School link <https://www.myschool.edu.au/>
2. Enter our school name in the search field
3. Click on 'View School Profile'
4. Click on 'Finances' from the top menu to access funding information.

Note: If you are unable to access the mySchool website, please contact the school for our financial data.

SCHOOL EXPENDITURE

The 2024 school expenditure for St Laurence Flexible Learning Centre reported by financial year accounting cycle using standardised national methodologies and broken down into salaries, allowances, and related expenses, non-salary expenses, and capital expenditure is depicted in the graph below:

