



Contact Details

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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

In 2025, St Laurence Flexible Learning Centre continued to strengthen its identity as a place of belonging, safety, and possibility for young people who have disengaged from mainstream schooling. Guided by our four principles—Respect, Participation, Honesty, and Safe and Legal—we focused on deepening relationships, embedding strong wellbeing supports, and tailoring learning to meet the diverse needs of our cohort.

A significant feature of our community is the strong presence of Aboriginal and Torres Strait Islander young people and staff. This cultural strength enriched our school and shaped our priorities, including ongoing cultural capability development and the creation of meaningful leadership pathways for First Nations staff and students.

Our learning program matured throughout the year, with increased access to RoSA pathways, strengthened VET and industry-aligned options, and personalised approaches that helped build academic confidence. Co-curricular programs—ranging from arts and music to cycling, cooking, and recreational activities—provided essential re-engagement opportunities, particularly for students managing anxiety or school avoidance.

Wellbeing was at the core of our practice. Initiatives such as the CCR Room, Taking Time Out processes, daily morning check-ins, therapy dogs, targeted social emotional programs, and restorative approaches ensured students felt supported and emotionally safe. The whole-school Raging Waters excursion through the Wellbeing Boost Project was a highlight, strengthening community connection.

Partnerships with families and carers continued to grow through regular PLP meetings, open communication, and practical support for families experiencing hardship. Our staff engaged in extensive professional learning across curriculum, safeguarding, cultural capability, VET delivery, and wellbeing practice, ensuring our work remained responsive and high quality.

St Laurence FLC is steadily becoming a community defined by care, respect, and possibility. I am deeply proud of our young people, grateful for the commitment of our staff, and appreciative of the families and partners who walk alongside us. Together, we are building a school where young people feel safe to learn, grow, and hope again.

Kelly Anderson
Head of Campus
St Laurence Flexible Learning Centre

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 operates as part of Edmund Rice Education Australia Flexible Schools Ltd, providing young people with renewed opportunities to re-engage meaningfully with their education. Established in 2024 as a registered coeducational Catholic school in the Edmund Rice tradition, St Laurence FLC continues to develop and consolidate its identity as a place where young people are supported to reimagine their future. Our model is intentionally distinct. We work alongside young people on Common Ground, cultivating strong, respectful relationships anchored in the four principles of Respect, Participation, Honesty, and Safe and Legal.

Across the national network of Flexible Schools and Special Education Schools, we remain dedicated to providing strengths based, trauma-aware learning environments. Many young people join us believing they are unable to succeed academically; our task is to demonstrate that they can. We strive to make a genuine difference in their lives by ensuring each student feels safe, welcomed, heard, and empowered to progress at a pace and pathway that reflects their needs and aspirations.

St Laurence FLC continues to advance its practice through the development of innovative programs designed to meet the diverse learning, wellbeing, and cultural needs of the young people we serve. Our approach prioritises flexibility, adaptability, and a deep respect for each young person, allowing students to articulate what success looks like for them while we tailor our services to support their goals. In doing so, we remain committed to fostering personal growth, building capability, and creating opportunities that honour each young person's potential. We proudly serve those who have disengaged from mainstream schooling, guided by a commitment to radical inclusion, hope, and opportunity.

First Nations influence

Since our foundation, we have stood in committed solidarity with Aboriginal and Torres Strait Islander peoples, actively advocating for meaningful change and contributing to reconciliation. At St. Laurence, approximately one third of our young people and 25% of our staff identify as Aboriginal and/or Torres Strait Islander, reflecting the rich cultural heritage that continues to shape and strengthen our community.

As a key priority, we are dedicated to enhancing the cultural capability of our entire workforce. This includes creating genuine opportunities that support Aboriginal and Torres Strait Islander staff to develop their careers, strengthen their professional expertise, and pursue leadership pathways within our organisation and the broader education sector. Our aim is to build a system that values, respects, and meaningfully incorporates First Nations perspectives, while ensuring that Aboriginal and Torres Strait Islander young people experience the highest quality education in environments that are culturally safe, empowering, and dynamic.

DISTINCTIVE CURRICULUM OFFERINGS

St Laurence Flexible Learning Centre delivers a holistic and contemporary educational model designed to meet the complex and diverse needs of the young people we serve. Our learning programs are deliberately structured to support social, emotional, physical, spiritual, and academic development, ensuring that each young person is engaged through an approach that is both personalised and purpose built. Through comprehensive assessments and ongoing collaboration, we tailor learning experiences to the individual, creating an environment where young people feel supported, challenged, and empowered.

Our commitment to innovative, client-centred practice ensures that students are equipped with the skills, confidence, and autonomy required to take ownership of their learning. This approach strengthens their capacity for self reliance, enhances decision making, and supports successful transitions into further education, training, and employment pathways.

St Laurence FLC provides a range of curriculum offerings designed to open doors to future opportunities, including:

- Access to the RoSA (Record of School Achievement) as a pathway toward the Higher School Certificate or tertiary study
- Delivery of vocational qualifications and industry aligned modules to prepare young people for employment and further education
- A robust and integrated wellbeing program embedded into daily practice and supported through the PDHPE curriculum
- Opportunities to participate in Minimum Standards testing as preparation for the Higher School Certificate
- A dynamic program of excursions and incursions that reinforce practical, hands on learning and real world application

Through these offerings, St Laurence FLC continues to position itself as a progressive and responsive educational environment—one that champions innovation, prioritises relationships, and remains firmly focused on meeting the unique needs and aspirations of its young people.

Cocurricular offerings

St Laurence Flexible Learning Centre provides a rich and diverse range of cocurricular opportunities designed to complement classroom learning and engage young people in activities that reflect their interests, strengths, and aspirations. These programs play a significant role in fostering personal growth, building confidence, and strengthening social connections. For many of our young people—particularly those experiencing anxiety, a history of school non attendance, or requiring explicit support to develop social skills—cocurricular learning offers a safe and supported environment to practise communication, build relationships, and experience success beyond the traditional classroom.

Our cocurricular offerings are intentionally varied to ensure that every student can access meaningful experiences that encourage curiosity, promote wellbeing, and nurture transferable skills that support future pathways.

Cocurricular opportunities offered at St Laurence Flexible Learning Centre in 2024 included:

- A diverse and evolving electives program designed to introduce young people to new experiences, promote positive socialisation, strengthen peer relationships, and develop a broad range of transferable skills that support both wellbeing and future goals.
- Elective options tailored to student interests, including photography, music, visual arts, crafts, cooking, cycling, and a variety of sporting and recreational activities. These programs enable students to explore creativity, develop physical confidence, and engage in shared experiences that build teamwork, emotional regulation, and a sense of belonging.

Through these cocurricular experiences, St Laurence FLC continues to provide high quality, purpose driven opportunities that enrich our young people's educational journey and support their holistic development—academically, socially, emotionally, and personally.

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

EREAFLS 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

	2025
Year 9	24
Year 10	29
TOTAL	53

(data derived from the total number of Young People that were supported during the school year)

STUDENT BODY CHARACTERISTICS

	2025
Male	41.51%
Female	58.49%
Gender Diverse	0.00%
First Nations	30.19%
NCCD	24.53%

(data derived from the total number of Young People that were supported during the school year)

Student Outcomes

STUDENT ATTENDANCE

Overall student attendance at our school in 2025:

Overall attendance rate	65.23%
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Student attendance rate by year level in 2025:

Year 9	67.11%
Year 10	63.87%

(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

Senior secondary outcomes at our school in 2025:

Number of young people awarded a Record of School Achievement (RoSA)	23
Number of young people awarded a VET qualification (Cert I, II, III, IV etc.), including School-based Apprenticeship or Traineeship	0

POST-SCHOOL DESTINATIONS

Post-school destinations for 2025:

Participating in paid employment (full-time / part-time)	0
Participating in further education (university, college, vocational)	7
Re-enrolling at St Laurence	6
Enrolling with other education providers	6
Relocated	1
Unknown / undecided	3
Total number of graduating / exiting young people	23

Social Climate

STUDENT WELLBEING

At St Laurence Flexible Learning Centre, the wellbeing and best interests of our young people remain our highest priority. In partnership with students, families, external service providers, and the broader community, we cultivate positive learning environments and safe, supportive spaces that address the complex wellbeing needs of our cohort. Our pastoral care approach is founded on leadership, inclusion, young person voice, collaboration, and targeted support.

The pastoral care program is intentionally designed to nurture strong, trusting relationships through which staff can monitor progress, advocate for young people, provide guidance during personal challenges, and assist them in working toward their educational and personal goals. This holistic model ensures that each young person feels seen, heard, and supported every day.

In 2025, our wellbeing initiatives included:

- Participation in the Wellbeing Boost Project, including a whole school excursion to Raging Waters Sydney, designed to promote connection, confidence, and community engagement.
- Structured self-regulation processes, such as Taking Time Out and access to the CCR Room—a private, supportive space where students can regulate, reflect, or seek staff assistance.
- Delivery of the Fierce and Shine Program, supporting the development of positive identity, emotional literacy, and healthy relationships.
- Anger Awareness sessions for male students, aimed at developing insight into emotional triggers and building constructive coping strategies.
- Restorative practice frameworks, promoting repair, accountability, and strengthened relationships.
- Collaborative problem-solving approaches, encouraging young people to work with staff to identify solutions and build agency.
- Leadership opportunities, including class leader roles, to elevate young person voice and promote active participation in school life.
- Special events and community events, fostering a sense of belonging, team spirit, and school pride.
- Morning check ins at the gate, where staff intentionally welcome each young person, assess their readiness for learning, and offer immediate support where needed.
- Wellbeing team availability from the start of the school day, ensuring timely assistance for students requiring emotional or practical support before entering learning spaces.
- Therapy and support dogs onsite daily, providing comfort, emotional grounding, and a calming presence to enhance student regulation and wellbeing.

Through these initiatives, St Laurence FLC continues to embed a comprehensive, trauma aware wellbeing framework that places relationships at the centre and empowers young people to thrive emotionally, socially, and academically.

FAMILY AND COMMUNITY ENGAGEMENT

At St Laurence Flexible Learning Centre, we view families and carers as essential partners in each young person's educational journey. We actively welcome parents, carers, and members of the wider community into the life of the school throughout the year, recognising the invaluable role they play in supporting engagement, wellbeing, and success. St Laurence Flexible Learning Centre continually seeks opportunities to strengthen these partnerships, acknowledging the positive impact they have on our young people, our school culture, and the broader community.

A number of unique wellbeing and engagement initiatives have been implemented to foster strong, meaningful connections with families and carers, including:

- Personalised Learning Plan (PLP) meetings at the start of each term, providing a dedicated opportunity for young people, staff, and parents/carers/champions to review progress, celebrate achievements, discuss challenges, and establish clear goals for the term ahead.
- An open door policy and intentional communication practices, ensuring families are informed about both challenges and successes. We acknowledge that some families may have experienced school negatively in the past, and we work proactively to redefine these interactions as positive, respectful, and collaborative.
- Future pathway conversations, supporting parents and carers to understand post school pathways and to feel confident in assisting their young person through key transition points.

- End of year celebrations, including Presentation Day, where young people’s achievements are recognised and families are acknowledged for their support. A valued element of this event is our open mic segment, which invites families to share reflections with the school community.
- Practical support for families experiencing hardship, such as providing meals, essential food items, blankets, clothing, and emotional support during difficult times.
- Contribution to professional networks.

SATISFACTION SURVEYS

The tables below show selected data from the recent EREAFSL Opinion surveys for St Laurence Flexible Learning Centre (sent to young people, parents / carers, and staff to measure satisfaction with our school in 2025).

Young People opinion survey data

Percentage of young people surveyed who gave favourable responses to categories:	2025
Spaces and Places	90.9%
School Community and Support	78.7%
Safety and Wellbeing	71.9%
Learning and Growth	77.4%
First Nations Culture and Inclusion	91.9%

Parent / Carer opinion survey data

Percentage of parents / carers surveyed who gave favourable responses to categories:	2025
School Environment, Spaces and Support	98.6%
Learning and Growth	95.6%
First Nations Culture and Inclusion	95.2%

Staff opinion survey

All staff are offered the opportunity to participate in an annual staff survey. The survey explores key areas including psychological safety and trust, workload and role clarity, leadership support, team dynamics, change management and access to wellbeing resources. Results from the survey directly inform new wellbeing initiatives, stronger psychosocial risk controls, better engagement and retention strategies, and a healthier, more productive workplace for all.

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 table below depicts the highest level of education obtained by teaching staff and school leaders:

Doctorate or higher	0
Masters	2
Bachelor	7

Teacher Accreditation Status

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

Proficient	89%
Provisional	0%
Conditional	11%

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	8	7.60
School Leaders	1	0.20
Non-Teaching Staff	10	9.60
TOTAL Staff	19	17.40

Staff characteristics

	2025
Male	45.45%
Female	54.55%
Gender Diverse	0.00%
First Nations	4.55%

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 2025 included:

- Wellbeing workshops
- NESAs 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 2025 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 2025 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:

