



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 Edmund Rice Flexible School 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 Area Principal

Edmund Rice Flexi School (ERFS) is located on two campuses north of Adelaide on Kurna Land. Our senior school campus is located at Davoren Park with our middle school campus at Elizabeth TAFE. ERFS is part of 22 Edmund Rice Flexible School Network nationwide. Teaching in Edmund Rice Flexi Schools involves working within a unique educational model designed to cater to the needs of young people who have experienced barriers to accessing mainstream education. Our schools operate under the principles of respect, participation, and empowerment, aiming to create a supportive and flexible learning environment.

Our vision is to provide a student-centred approach to learning where our learning plans are tailored to each student's needs, interests, and abilities. We have strived to build a strong supportive environment where students' wellbeing is our priority where we build a community based on trust and positive relationships with our young people and the staff. Our EREA Touchstones (Gospel Spirituality, Inclusive Community, Liberating Education and Justice and Solidarity) calls us to be a place that is inclusive of all where we offer alternative educational programs for young people, supporting our learners from marginalised backgrounds with complex needs through our VET offerings and engagement with our local communities and families.

This year our school continued to provide opportunities within our curriculum for our young people to grow and flourish through learning life skills and many senior young people completing their SACE certificate and gaining employment and apprenticeship. We are proud of the positive school culture we provide for the many young people in our school where we develop their life skills, including emotional regulation, resilience and social skills. Our tailored curriculum and care of the individual has continued to see a growth of enrolment and waiting lists for both campuses. In 2024 we further developed our Micro Credentials Skills Sets through Flexi RTO including Hospitality, Digital Technology and Community Services and offered Aboriginal Studies as part of SACE offerings. We also provided our outreach 1:1 support services that supported our highly disengaged young people through our youth workers and teachers.

Thank you to the dedicated staff of teachers, ESO's, admin and Youth Workers who are totally dedicated to the young people they serve each day to improve student outcomes. The staff adaptability, patience, empathy, creativity and commitment to make a positive difference in the lives of young people who need additional support and understanding is a constant example of them living the Edmund Rice spirit within our community.

Our new EREA Flexible School Strategic Plan vision calls us to be "Walking with those Young People most in need as they become empowered to live full and hope-filled lives".

Pope Francis also invites us "As educators, you are called to nurture the desire for truth, goodness and beauty that lies in the heart of each individual, so that all may learn how to love life and be open to the fullness of life".

Shaun Clarke
Area Principal (SA)

School Context

Co-educational or single sex	Co-educational
School Sector	Catholic (in the Edmund Rice Tradition)
Year Levels Offered	7-12
Additional Information	Additional information about our school can be found at: <ul style="list-style-type: none">- mySchool website- EREA Flexi website

SCHOOL OVERVIEW

Edmund Rice Flexi School 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. Edmund Rice Flexible School commenced operation in 2021 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

Edmund Rice Flexi School 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.

- Micro Credentials Skills Sets through Flexi RTO including Hospitality, Digi Tech & Community Services
- VET Programs including Certificate III in Active Volunteering through Volunteering QLD, Certificate II in Skills for Work & Vocational Pathways through Flexi RTO
- Diverse SACE program including – Aboriginal Studies, high focus on offsite and onsite VET for SACE completion, modified SACE options, use of flexibilities allowed through the SACE in community learning and community programs
- Differentiated English and Maths programs including – BKSB and project-based learning
- Outreach 1:1 support service for highly disengaged young people. Supported by youth workers and teachers
- Using 'hands-on' learning to engage students in learning, utilizing local community spaces
- Individual Learning and Wellbeing Plans created for each young person
- Child Protection Curriculum delivered through class delivery and individualised student wellbeing sessions
- Whole school Trauma Informed Practice using the Berry Street Model and Restorative Justice

Australian Core Skills Framework (ACSF) is used to determine students' working levels in Basic Key Skills Builder (BKSBuilder). This identifies students' levels in Literacy and Numeracy and allows for teachers to make necessary adjustments for individual students.

Middle School curriculum is aligned to the Australian Curriculum and unit plans are completed by teachers that demonstrate the links. Learning is underpinned by trauma informed practice which has a focus on project-based learning integrating literacy and numeracy. Each young person has unique needs and, as such, has a holistic individual learning and wellbeing plan that flexibly implements adjustments enabling optimum learning and wellbeing outcomes.

Senior School programs are aligned to the SACE, and LAPs are produced to outline tasks to be completed and uploaded to Schools Online. Senior School students also have a strong focus on Vocational Education and Training with meaningful employment and further education pathways tailored for each student based on their interests and skills. Reports are provided each semester for each student to advise and guide them in their learning and wellbeing progress and goals.

Cocurricular offerings

Edmund Rice Flexi School 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 Edmund Rice Flexi School in 2024:

- Ice Factor (Ice Hockey) Program
- Makers Program (construction, woodwork, and mechanics)
- Special event days including – Harmony Day, Reconciliation Week, Community Days, Edmund Rice Feast Day, Formal, Flexi Fiesta
- Construction and woodwork
- Cooking and cake decorating
- Outdoor adventure
- Music
- Pottery
- Photography
- Social Gaming
- Digital technology
- Hope Project
- Gym Fitness
- Multi Sports
- Basketball Program
- Art entrepreneur & Graffiti Art

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 Edmund Rice Flexi School 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 7	15
Year 8	24
Year 9	36
Year 10	26
Year 11	32
Year 12	9
TOTAL	142

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

STUDENT BODY CHARACTERISTICS

	2024
Male	49.30%
Female	50.70%
Gender Diverse	0.00%
First Nations	30.99%
NCCD	84.51%

(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	35.5%
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Student attendance rate by year level in 2024:

	2024
Year 7	43%
Year 8	35%
Year 9	33%
Year 10	34%
Year 11	33%
Year 12	35%

(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

Edmund Rice Flexi School 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 2024:

Percentage of young people awarded a Senior Certificate	0%
Percentage of young people awarded a VET qualification (Cert I, II, III, IV etc.), including School-based Apprenticeship or Traineeship	100%
Percentage of young people awarded a Senior Certificate and a VET Qualification	0%

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 Edmund Rice Flexi School 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.

Edmund Rice Flexi School (ERFS) is a holistic service based on the principles of social inclusion and capacity building. The belief in the importance of education is balanced with an equally important belief in stabilising the mental health of young people: socially, emotionally and psychologically. Staff endeavour to monitor the young persons' progress in both educational and wellbeing goals. In addition to this, they will advocate on young people's behalf, provide advice, and provide direction and support during difficult times.

The ERFS staff are trained in trauma informed practices and restorative practice methods. Staff also receive ongoing training in drug and alcohol counselling; ASIST Suicide Intervention; the experience of grief and loss; the impact of trauma, amongst other important issues for our young people. ERFS understands the importance of empowering young people by facilitating their engagement with outside support, other agencies and programs within the community.

We believe the family unit is pivotal in helping young people to succeed, so we strive to keep communication with parents and carers constant, informative and transparent. Parent/carers are involved in working agreement meetings; restorative practice meetings, parent-teacher interviews; Individual Flexi Plan (IFP) development and meetings; attendance meetings and follow up calls; and end of year celebration days. We also offer at home visits and 1:1 service for some of our most at risk young people through our Outreach Program. This is serviced by Youth Work staff who work 1:1 with families on wellbeing education offsite, with the purpose to reengage to full time study when they are able.

We engage with our young people in a professional relationship, where the young person's voice and needs are at the forefront of our work. We believe in a holistic approach to supporting young people, not only having Youth Work staff attached to each of our core class groups for wellbeing supports, but also with bringing in external wellbeing support service such as, Sammy D Foundation, Carly Ryan Foundation, Sekseed, Legal Services, Headspace, Shine SA and RAA. Our work pivots on the ideas of The Reform and The Advocacy (non-radical) models of youth work. Whereby young people have been socially disadvantaged by their environments and up-bringing. We provide intervention to enhance social stability and believe in helping those that are unfairly disadvantaged. This includes referrals to local wellbeing support services such as headspace, Nunkuwarrin Yunti, Nacy's & Anglicare. We also have a local counselling service 'Creating Connections' onsite once a week supporting our young people who require regular counselling and do not feel comfortable accessing offsite services. We work closely with our young people to ensure that they are aware of supports and entitlements to ensure young people's rights are upheld. Our over-arching aim as youth workers is to provide holistic wellbeing support with an emphasis on self-advocacy, personal autonomy, ability to access supports and for the young people to be able to flourish and thrive.

WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
Community Connection	Students participated in several community explorations, to find out about services and agencies in their local community. These included local community centres, library, Foodbank, St Vincent de Paul, Hope, Elizabeth South Community Centre and Healthy Food Co. Students visited agencies and services in Playford and Salisbury Council Areas and participated in community events such as 'Daffodil Day' and 'Wear it Purple Day.	Students developed knowledge and resilience through connection to the local community.
Sexual Health and Relationships	Students participated in workshops designed to increase their understanding of sexual health, reproductive system, consent, healthy and positive relationships and personal safety. Pelvic Pain Foundation of Australia attended our two sites to raise awareness on endometriosis, early detection and access to supports. SHINE SA provided on-site support to students, increasing their knowledge of SHINE SA services regarding LGBTIQ+ health, contraception, sexual health and counselling.	Students developed knowledge of sexual health, consent and establishing and maintaining positive relationships. Young people attended the SHINE SA workshop across both sites.
Personal safety and peer safety	Students participated in workshops delivered by Sammy D Foundation and Carly Ryan Foundation to explore the impact of drugs, alcohol, and unsafe behaviour and develop strategies to keep themselves safe and their peers.	Students developed an understanding and impact of drugs and alcohol on their body and mind, including impact on safety.
School Counsellor	Edmund Rice Flexi School partnered with Creating Connections Therapy to provide a mental health practitioner on site 1 day a week, providing immediate access to mental health support for young people, including referral and connection to other services and supports.	Students have access to mental health support and referral pathways. Furthermore, young people were supported to obtain a Mental Health Care Plan and receive specific mental health supports external to school counselling support students have access to mental health support and referral pathways.
School Breakfast Program	With the support of Foodbank, ERFS continued to provide a range of breakfast options to young people across both sites.	Access to nutritional breakfast, enhancing student focus and engagement.
Foodbank and Hampers	Support to young people and families with food hampers and access to subsidised grocery items isolation, as well as Christmas hampers.	Over 20 Christmas Hampers were provided to young people in need and their families. Additional 22 young people received support from school for food items and hygiene products and, Coles/Woolworth vouchers. These young people were supported to access food vouchers for immediate financial relief.

WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
Drugs and Alcohol	Young people were supported through external and on-site support, including group workshops to access information to understand the impact of drugs and alcohol on their physical and mental health wellbeing. Our local service support NACYS attended both of our sites to create connection and referral pathways for young people.	In group workshops, young people were provided with information on impact of drugs and alcohol and how to access support service. 6 young people were referred to NACYS for specialised drug and alcohol support, including mental health.
School Immunisation and Dental Program	School immunisation is an integral part of supporting young people's physical health. ERFS has developed strong relationship with the Playford Immunisation Clinic who visit our school twice a year to support students physical health and wellbeing through regular vaccination program. Australian Dental Foundation has attended our school site, connecting with young people and their families to provide free dental check-ups and treatment.	Over 10 young people received up to date vaccination requirements at school. Young people and their families understand the importance of oral health and have access to free and appropriate dental care. 8 young people received adequate dental care and advice.
Legal Services Commission	Legal Services Commission attended Davoren Park and Elizabeth site to provide information and support to young people around understanding their rights and responsibilities on sexting, vaping, use and distribution of drugs and alcohol, social media, including distribution of images and child pornography.	Young people gained an understanding of South Australian laws on topics that affect them, including their rights and responsibilities. 49 young people engaged in the workshops across both school sites.
Mental Health and emotional wellbeing	Headspace provided on-site workshops across both ERFS sites, supporting young people to understand what mental health is, looking after their mental health and developing safety plans for their emotional care and wellbeing.	Young people provided with information to access support and services, develop safety and care plans for their emotional wellbeing

FAMILY AND COMMUNITY ENGAGEMENT

At Edmund Rice Flexi School 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. Edmund Rice Flexi School 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.

A particular highlight for ERFS is the annual end of year Flexi Fiesta where young people's achievements are celebrated. This includes awards for Outstanding Engagement, Encouragement awards, The Flexi Way Award, Edmund Rice Community Award, Outstanding Attendance & Participation Award and Outstanding Participation in VET Awards. This was followed by a musical performance by the school band, a visit and presentation from our Local Mayor Glen Docherty, a shared lunch, Christmas gifts handcrafted and made by our Hope Project students and other positive culture building events.

Parent teacher meetings are more than just a check in for our families. Both Youth Workers and Teachers are involved in these meetings every year in Term 2, and they support our strong link between home and school for our young people. We discuss educational and wellbeing goals, the young person's Individual Flexi Plan (IFP) and any supports the family requires linking to. Youth Workers are also in daily contact with caregivers about each of the young people in the core class group around wellbeing needs, attendance and support required.

We are constantly engaging with the community every day with using community sites for our afternoon engagement programs such as the Ingle Farm Recreation Centre and John McVeity Centre for our sports and recreation classes, Northern Sound System for Music Classes, Compass Catholic Community for Cooking classes, Hope Street Café for our Hope Project Community Program, the Port Adelaide Community Pottery Art space, as well as many of our students accessing combination of offsite and onsite community programs for their VET courses including TAFE SA, Media Make up, SYC Ltd, CEG Training Partnerships & Allen's Training.

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

Edmund Rice Flexi School requires its teaching staff to hold a valid Teacher Registration with the Teachers Registration Board of South Australia, a current South Australian Working with Children Check, and must meet the minimum eligibility requirements for registration which relate to qualifications, competency, fitness and propriety, professional experience, and English language proficiency.

Qualifications

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

	2024
Doctorate or higher	0%
Masters	15%
Bachelor	62%
Diploma	23%
Certificate	0%

WORKFORCE COMPOSITION

The staff at Edmund Rice Flexi School 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	7.40
School Leaders	4	2.50
Non-Teaching Staff	14	12.40
TOTAL Staff	26	22.30

Staff characteristics

	2024
Male	38.46%
Female	57.69%
Gender Diverse	3.85%
First Nations	3.85%

PROFESSIONAL DEVELOPMENT

Edmund Rice Flexi School 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:

- ASIST Training – Applied Suicide Intervention Skills
- Cultural Competency Training with Australia's Together Jade Brooke
- SHINE Gender Diversity for Alternative Education Training
- Manage Change – Growth Mindset Training
- Manage Stress and Build Resilience – Growth mindset Training
- The Art of Balance - Work Life Balance Professional Development
- Child Safeguarding Training

School Financials

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

SCHOOL INCOME

The 2024 school income for Edmund Rice Flexi School 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 Edmund Rice Flexi School 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:

