

INALA FLEXIBLE SCHOOL ANNUAL REPORT 2024



Contact Details

School	Inala Flexible School
School Address	67 Poinsettia Street, Inala QLD 4077
Contact Person	Jonathan Klein
Governing Body	Edmund Rice Education Australia Flexible Schools Ltd. Board
Governing Body Chair	Mr. Peter Pearce
Phone	07 3548 5800
Email	inalaflc@ereafsn.edu.au
Website	www.flexi.edu.au

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 Inala 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.

Table of Contents

Message from our Head of Campus	3
School Context	4
School Overview.....	4
Distinctive Curriculum Offerings	4
School Policies	5
Characteristics of the Student Body	6
Enrolments by Year and Year Level	6
Student Body Characteristics	6
Student Outcomes.....	7
Student Attendance	7
NAPLAN	7
Senior Secondary Outcomes	7
Post-School Destinations	7
Social Climate.....	8
Student Wellbeing	8
Family and Community Engagement	8
Satisfaction Surveys.....	9
Staff Profile	10
Teacher Standards and Qualifications	10
Workforce Composition	10
Professional Development	10
School Financials	11
School Income	11
School Expenditure	11

Message from our Head of Campus

The 2024 school year was one of growth, innovation, and strong outcomes for our community. We continued to strengthen our commitment to delivering high-quality, engaging education by developing a planned curriculum for Years 7 to 10, aligned with the Australian Curriculum and designed around themes that captured the interests of our young people. In the Senior School, students accessed QCAA subjects, accredited Vocational Education and Training, and the Certificate of General Education for Adults, broadening learning pathways and post-school options. Course content was further supported by partnerships with Vocational Training Queensland, particularly to build literacy and numeracy skills.

We proudly expanded our staff team, introducing two new leadership roles—Associate Head of Campus, Curriculum, Pedagogy and Learning, and Leader of Child Safeguarding. These roles strengthened our capacity to support high-quality teaching and learning, as well as student wellbeing, including trauma-informed practices and connections to external support services. We also welcomed a Transitions Officer focused on Year 12 pathways, post-school options, and the development of work-related opportunities for students. Additionally, with the creation of a new class, we employed another teacher and youth worker, increasing enrolments to 90 young people across the campus. Co-curricular engagement remained strong, with opportunities across all year levels including sports such as basketball, swimming, gym sessions, touch football, and interschool competitions. Students also participated in cooking classes, which built life skills and encouraged creativity. In the arts and cultural space, young people led and contributed to events such as our National Sorry Day Walk through Inala, supported by local police and community members, NAIDOC Week activities, and other cultural practices that celebrated identity and belonging. Wellbeing was a continued priority, supported by dedicated staff and a comprehensive wellbeing program delivered in every classroom. This included self-regulation strategies, brain ecology, rights of a child, Healthy Minds Healthy Bodies, and specialist programs such as RAGE (anger management), Love Bites (healthy relationships), Cooperative Problem Solving, and Safe on Socials.

Family and community engagement remained central to our work. We maintained strong communication with families through regular updates and phone contact and held three formal meetings each year for Personal Learning Plans and progress discussions. Parents were also invited to participate in a range of community events, helping to foster strong partnerships between school and home.

Staff professional development was a key focus throughout the year, with training in Flexi Practice, Reboot's neuroscience-based and trauma-informed tools, RAGE, CPS, group facilitation, and QCAA short course planning and implementation for Literacy and Numeracy. These opportunities enhanced staff capability and ensured we continued to meet the diverse needs of our young people.

All in all, 2024 was a very successful year, marked by meaningful growth, deeper connections, and ongoing commitment to student wellbeing, learning, and future success.

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

Inala Flexible 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. Inala Flexible School commenced operation in 2013 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

Inala Flexible 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.

In 2024, the school focused on developing a planned curriculum for Years 7 to 10, grounded in the Australian Curriculum and shaped around themes that resonated with the interests of our young people. In the Senior School, there were offerings of subjects from the QCAA as well as accredited Vocational Education and Training. Seniors were also able to undertake the Certificate of General Education for Adults as accredited learning. A key development was the introduction of a new leadership position—Associate Head of Campus, Curriculum, Pedagogy and Learning—which enabled the school to strengthen both human and physical resources dedicated to inspired learning. There was a strong emphasis on supporting each student's learning in line with their developmental stage, ensuring that content and delivery were age-appropriate and engaging. Units of work were further enriched through coursework from Vocational Training Queensland, with a particular focus on building skills and knowledge in literacy and numeracy.

Cocurricular offerings

Inala Flexible 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.

Throughout 2024, young people across all year levels had the opportunity to participate in a range of co-curricular activities that supported their physical, social, and cultural development. Sporting opportunities included a basketball program delivered in partnership with Brian Kurle Basketball, swimming for safety, gym sessions focused on fitness, interschool basketball competitions, and touch football. Cooking classes were also offered, providing students with valuable life skills and encouraging creativity and collaboration in the kitchen. In the arts and cultural space, students were actively involved in the school's National Sorry Day commemoration, leading a "Sorry Day Walk" through the main street of Inala—an event supported by local police and the wider Inala community. The school also took part in NAIDOC Week celebrations and engaged in other cultural practices that honour and reflect the diversity of our community.

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 Inala Flexible 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	2
Year 8	3
Year 9	15
Year 10	20
Year 11	20
Year 12	35
TOTAL	95

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

STUDENT BODY CHARACTERISTICS

	2024
Male	29.47%
Female	56.84%
Gender Diverse	13.68%
First Nations	14.74%
NCCD	96.84%

(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%
-------------------------	-------

Student attendance rate by year level in 2024:

Year 7	51%
Year 8	44%
Year 9	43%
Year 10	43%
Year 11	45%
Year 12	41%

(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

Inala Flexible 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	34%
Percentage of young people awarded a VET qualification (Cert I, II, III, IV etc.), including School-based Apprenticeship or Traineeship	20%
Percentage of young people awarded a Senior Certificate and a VET Qualification	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 Inala Flexible 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.

A significant development in 2024 was the creation of a new role—Leader of Child Safeguarding—focused on supporting young people beyond trauma, connecting them with external support services, and strengthening staff practices in the area of child safety and wellbeing. This role has played a key part in fostering a whole-school approach to safeguarding. In addition, youth workers and teachers, working collaboratively in every classroom, facilitated a comprehensive wellbeing program. This program included self-regulation strategies, understanding brain ecology, the rights of a child, and the “Healthy Minds, Healthy Bodies” framework. Students also engaged in targeted programs such as RAGE (an anger management program), Love Bites (focusing on healthy relationships), Cooperative Problem Solving, and Safe on Socials, which promotes online safety and responsible digital behaviour.

FAMILY AND COMMUNITY ENGAGEMENT

At Inala Flexible 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. Inala Flexible 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.

Engaging with families in genuine partnership to support our young people continues to be a high priority for the school. Parents receive regular updates through electronic media, and there is ongoing phone contact between school staff and families to maintain strong communication. While we welcome meetings with parents at any time, there are three key occasions each year where teachers and youth workers meet formally with families—these include the development of Personal Learning Plans and opportunities to discuss each young person's progress. Families are also invited to participate in regular community events throughout the year, such as our National Sorry Day commemoration and other culturally significant celebrations, which help strengthen the connection between home, school, and community.

SATISFACTION SURVEYS

The tables below show selected data from the recent EREAFSL Opinion surveys for Inala Flexible School (sent to young people, parents / carers, and staff to measure satisfaction with our school in 2024.

Young People opinion survey data

Percentage of young people surveyed who agree that:	2024
I like being at this school	88%
Staff expect me to do my best	83%
Teachers give me good feedback about my learning	83%
Our school supports young people to follow our school Code of Conduct	80%
I get opportunities to do interesting things	88%

Parent / Carer opinion survey data

Percentage of parents / carers surveyed who agree that:	2024
My young person gets a good education at this school	93%
This is a good school	93%
My young person likes being at this school	87%
My young person feels safe at this school	84%
My young person's learning needs are being met at this school	89%

Staff opinion survey data

Percentage of staff surveyed who agree that:	2024
I enjoy working at this school	82%
Young people in our school are encouraged to do their best	82%
I feel my voice is heard and considered at this school	80%
I feel confident in responding to Child Safeguarding matters	84%
Young people safety is taken seriously in our school	89%

Staff Profile

TEACHER STANDARDS AND QUALIFICATIONS

Inala Flexible School requires its teaching staff to hold a valid Teacher Registration with the Queensland College of Teachers (QCT) and must meet the requirements of the QCT Teacher Registration Eligibility Requirements Policy which relates to qualifications, suitability to teach, English language proficiency, experience, and professional standards.

Qualifications

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

Doctorate or higher	0%
Masters	9%
Bachelor	64%
Diploma	27%
Certificate	0%

WORKFORCE COMPOSITION

The staff at Inala Flexible 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	17	11.80
School Leaders	6	4.00
Non-Teaching Staff	24	13.50
TOTAL Staff	47	29.30

Staff characteristics

	2024
Male	53.19%
Female	46.81%
Gender Diverse	0.00%
First Nations	10.64%

PROFESSIONAL DEVELOPMENT

Inala Flexible 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.

In 2024, staff engaged in frequent and targeted professional development, supported by our organisation, to build capacity in key areas of teaching and learning. A strong focus was placed on enhancing skills in 'Flexi Practice'—with an emphasis on planning and pedagogy that is responsive, inclusive, and student-centred. Staff also participated in a range of specialised training programs, including Reboot—offering practical, neuroscience-based and trauma-informed tools—RAGE (anger management), group facilitation techniques, Cooperative Problem Solving (CPS), and the QCAA short course planning and implementation course for Literacy and Numeracy. In addition, staff accessed a range of other relevant professional learning opportunities to further strengthen their ability to support the diverse needs of our young people.

School Financials

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

SCHOOL INCOME

The 2024 school income for Inala Flexible 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 Inala Flexible 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:

