

INALA FLEXIBLE SCHOOL ANNUAL REPORT 2025



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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.

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Message from our Head of Campus

The 2025 school year marked an important point of maturity and momentum for Inala Flexible School, with growth evident not only in enrolment numbers, but also in the depth of support, partnerships, and opportunities available to our young people. Throughout the year, the school continued to evolve in ways that were responsive to the realities faced by the Inala community, while remaining grounded in relationship-based and inclusive practice.

A key development during 2025 was the successful acquisition of funding through the Queensland State Government's Go for Gold grant program, which supported the resurfacing of the school's outdoor basketball court. The upgraded space, now configured for both basketball and pickleball, has extended the school's capacity to provide structured and informal physical activity. This investment has strengthened our ability to use movement purposefully as part of learning, wellbeing, and engagement, particularly for students who benefit from active and practical environments.

School enrolments increased to the highest levels in the history of the campus, prompting further expansion of staffing and learning spaces. An additional class was established, alongside the employment of a new teacher and youth worker to support this growth. In recognition of the increasing complexity of student need, a Lead Youth Worker role was introduced, providing enhanced coordination of wellbeing responses and strengthening consistency across pastoral care practices. The addition of an Indigenous Community Engagement Officer also deepened connections with families, Elders, and community organisations, supporting culturally responsive practice across the school. Access to learning was further improved through significant upgrades to school transport, including the addition of one new minibus and the replacement of three ageing vehicles. These changes improved reliability, safety, and flexibility, ensuring more young people were able to attend regularly and participate fully in school life.

Cultural connection and community engagement remained a strong feature of the year. The school's National Sorry Day event was once again a meaningful and well-attended occasion, providing an opportunity for reflection, learning, and collective acknowledgement alongside families and community members. A joint NAIDOC Week celebration with Ipswich Flexible School further strengthened inter-school relationships and provided young people with opportunities to celebrate culture in a shared setting. In addition, a small group of students participated in the school's first overnight camp to Carnarvon Gorge, offering valuable experiences of connection, challenge, and learning beyond the classroom.

Throughout 2025, the school continued to work closely with a range of community agencies, including Inspire Youth Services, Child and Youth Mental Health Service (Inala), Deadly Choices, Headspace Inala, and Inala Indigenous Health – Centre of Excellence. These partnerships remain integral to supporting the wellbeing of young people and families in coordinated and meaningful ways.

Working alongside families continued to be a central commitment. Three Yarning Days were held during the year, creating dedicated space for parents, carers, young people, and staff to come together to review progress, set goals, and plan collaboratively toward improved outcomes.

Together, these developments reflect a year of sustained growth, strengthened relationships, and continued commitment to meeting young people where they are, while supporting them toward hopeful and meaningful futures.

Jonathan Klein
Head of Campus
Inala Flexible School

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: - mySchool website - EREA Flexi website

SCHOOL OVERVIEW

Inala Flexible School is a co-educational Catholic school in the Edmund Rice tradition and is part of Edmund Rice Education Australia Flexible Schools Ltd. The school provides inclusive and flexible learning opportunities for young people in Years 7–12 who have become disengaged or are at risk of disengaging from mainstream education.

The school operates within the Inala community, supporting young people with diverse backgrounds and experiences, many of whom face complex social, emotional, and educational challenges. Learning at Inala Flexible School is grounded in relationship based, trauma aware practice and is guided by the Four Principles of Respect, Participation, Honesty, and Safe and Legal, which provide a shared foundation for learning, behaviour, and community engagement.

In recent years, the school has experienced continued growth in enrolments and capacity while maintaining a strong focus on wellbeing, partnership with families, and collaboration with community agencies. Inala Flexible School remains committed to providing a safe, supportive, and empowering environment where young people are supported to re-engage with learning and work towards positive futures.

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 Flexi 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 provides holistic and flexible learning experiences designed to meet the diverse academic, social, and wellbeing needs of young people. Curriculum offerings across all year levels continue to be shaped by individual learning needs, student voice, and pathways planning, while maintaining alignment with relevant curriculum and regulatory requirements.

In Years 7–10, teaching staff continued to develop and refine integrated units of work aligned to Version 9 of the Australian Curriculum. Curriculum planning focused on key learning areas through cross-curricular themes that supported engagement and relevance for young people. Teachers worked collaboratively to embed the General Capabilities, with a particular focus on Literacy, Numeracy, Digital Literacy, and Personal and Social Capability. These capabilities were used to assess young people's skill development and inform learning experiences that supported measurable progress and growth.

In Semester 2, Year 10 students began an early transition into vocational learning, undertaking one competency from the Certificate I in Independent Living Skills while continuing their Australian Curriculum studies. This provided a supported introduction to Vocational Education and Training (VET) and assisted young people to explore pathways into senior learning.

Senior students in Years 11 and 12 accessed a wide range of accredited learning options, including Certificate I and II in Foundation Skills (FSK), Certificate I in Independent Living Skills, Certificate II in Functional Literacy, Certificate II in Visual Arts, a Work Skills skill set, and the Certificate of General Education for Adults. Students were also able to study QCAA Short Courses in Literacy and Numeracy, providing additional pathways to recognised outcomes.

During 2025, the school entered into a new Registered Training Organisation (RTO) partnership with Mater Education Springfield, resulting in the first students completing qualifications in Certificate II and Certificate III in Health Services.

This strengthened an already diverse suite of RTO partnerships, which now include Vocational Training Queensland (VTQ), the EREA Flexi RTO, TAFE Queensland, and Mater Education Springfield.

The school also continued to strengthen links with external organisations such as Your Town and Apprenticeships Support Queensland, supporting young people to explore employment, training, and post-school pathways. Together, these curriculum offerings reflect the school's ongoing commitment to flexible, pathway-focused learning that supports young people to build skills, confidence, and future opportunities.

Cocurricular offerings

Inala Flexible School provides a wide range of cocurricular opportunities that support young people's physical, social, cultural, and emotional development. Participation in these activities is encouraged as a key part of building engagement, connection, and a sense of belonging within the school community. Co-curricular programs are offered at a level appropriate to each young person and are designed to complement classroom learning and wellbeing supports.

During 2025, students participated in a variety of cultural, sporting, and interest-based activities both on campus and in the broader community. The resurfacing of the school's outdoor court, supported through the Queensland State Government's Go for Gold grant funding, expanded opportunities for regular physical activity, including basketball, pickleball, and structured movement sessions. These activities were used across year levels to support teamwork, positive relationships, and self-regulation.

Sporting opportunities continued to be a strong feature of the cocurricular program. Students participated in swimming, gym-based programs, and team sports, including touch football. In 2025, the school proudly fielded a representative touch football team for the Rice Cup inter-Flexi competition, providing students with opportunities to represent the school, build confidence, and engage in inter-school connection.

Cultural and community engagement remained central to co-curricular offerings. Young people were actively involved in planning and participating in the school's National Sorry Day event, which continued to be a significant and well-supported occasion. A joint NAIDOC Week celebration with Ipswich Flexible School provided further opportunities for young people to connect, celebrate culture, and strengthen relationships with peers from across the network. Links with local Elders and community organisations continued to enrich cultural learning experiences throughout the year.

Additional opportunities included cooking programs, creative activities, and excursions that supported life skills, collaboration, and student voice. A key highlight of 2025 was the school's first small-group overnight camp to Carnarvon Gorge, offering students a unique experience of learning, challenge, and connection outside the classroom environment.

Together, these cocurricular opportunities reflect the school's commitment to inclusive, engaging experiences that support wellbeing, connection, and active participation in school life.

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

	2025
Year 7	1
Year 8	8
Year 9	21
22	22
30	30
Year 12	30
TOTAL	112

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

STUDENT BODY CHARACTERISTICS

	2025
Male	51.79%
Female	47.32%
Gender Diverse	0.89%
First Nations	50.89%
NCCD	72.32%

(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	46.61%
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Student attendance rate by year level in 2025:

Year 7	91.94%
Year 8	59.44%
Year 9	52.28%
Year 10	44.80%
Year 11	43.33%
Year 12	44.33%

(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 2025:

Number of young people awarded a Senior Certificate	11
Number of young people awarded a VET qualification (Cert I, II, III, IV etc.), including School-based Apprenticeship or Traineeship	16
Number of young people awarded a Certificate I	10
Number of young people awarded a Certificate II	6
Number of young people awarded a First Aid Certificate	6
Number of young people awarded a White Card Prepare to work safely in the construction industry	6
Number of young people awarded a Statement of Attainment	11

POST-SCHOOL DESTINATIONS

Post-school destinations for 2025:

Participating in paid employment (full-time / part-time)	3
Participating in further education	4
Participating in apprenticeship or traineeship	1
Unknown / undecided	9
Total number of graduating / exiting young people	17

Social Climate

STUDENT WELLBEING

At Inala Flexible School, the wellbeing and safety of young people remains central to all aspects of school life. The school continues to prioritise a relational, trauma-aware approach that recognises the complexity of young people's experiences and supports them to engage in learning within safe, supportive, and inclusive environments. Wellbeing supports are embedded across classrooms and strengthened through collaboration with families, community partners, and external services.

A significant development in 2025 was the strengthening of key wellbeing roles across the campus. The introduction of a Lead Youth Worker position enhanced coordination of student support and engagement, supporting consistency across classrooms and enabling more targeted responses for young people requiring additional care. This role has contributed to a more cohesive pastoral care approach and strengthened collaboration among staff.

The school also introduced an Indigenous Community Engagement Officer, supporting stronger cultural connection for Aboriginal and Torres Strait Islander young people and strengthening partnerships with families, Elders, and local community organisations. This role has supported culturally responsive practice across the school and enhanced engagement with community networks.

Inala Flexible School maintained a strong partnership with the Inala Child and Youth Mental Health Service (CYMHS), with clinicians providing onsite visits and specialist support for young people experiencing mental health challenges. In addition, the school established access to a school-based counsellor, who met weekly with young people to provide ongoing therapeutic and wellbeing support. Strong relationships were also maintained with Inala Youth Service, who provided additional assistance for young people, including support with housing needs and court-related advocacy.

Throughout 2025, youth workers and teachers continued to work collaboratively in every classroom to deliver a comprehensive wellbeing program. Key wellbeing learning areas included self-regulation strategies, brain ecology, children's rights, and the Healthy Minds, Healthy Bodies framework, supporting young people to better understand themselves, their emotions, and their relationships with others.

Students also participated in targeted wellbeing programs, including RAGE (anger management), Love Bites (healthy relationships), Collaborative Problem Solving, and Reboot, which provided neuroscience-based, trauma-informed tools to support learning, regulation, and wellbeing. Together, these programs and partnerships reflect the school's ongoing commitment to creating safe, connected, and supportive learning environments where young people feel valued and empowered.

FAMILY AND COMMUNITY ENGAGEMENT

At Inala Flexible School, families and carers are viewed as essential partners in their young person's education. The school places a strong emphasis on building trust-based relationships with families and the wider community, recognising that positive outcomes for young people are strengthened through collaboration, communication, and shared responsibility.

Working in partnership with families continued to be a priority throughout 2025. The school maintained regular contact with parents and carers through phone calls, meetings, and ongoing communication with class staff. Three Yarning Days were held across the year, providing structured opportunities for parents, carers, young people, teachers, and youth workers to come together to review progress, set goals, and plan collaboratively for improved learning and wellbeing outcomes. These meetings supported shared understanding and strengthened relationships between home and school.

Family engagement was further supported through invitations to whole-school and community events. Families and community members were welcomed to participate in significant occasions such as the school's National Sorry Day commemoration and NAIDOC Week celebrations, including a joint NAIDOC event held with Ipswich Flexible School. These events provided meaningful opportunities for families to connect with the school community and engage in culturally significant learning alongside their young people.

Strong partnerships with community agencies continued to underpin the school's approach to supporting students and families. Throughout 2025, Inala Flexible School worked closely with organisations including Inspire Youth Services, Child and Youth Mental Health Service (Inala), Deadly Choices, Headspace Inala, Inala Indigenous Health – Centre of Excellence, Inala Youth Service, Your Town, and Apprenticeships Support Queensland.

These partnerships supported a coordinated approach to wellbeing, health, cultural connection, housing support, and post-school pathways.

The introduction of an Indigenous Community Engagement Officer further strengthened connections with families, Elders, and local Aboriginal and Torres Strait Islander organisations. This role supported culturally responsive engagement and enhanced communication between the school, families, and community networks.

Through ongoing collaboration with families and community partners, Inala Flexible School continues to foster a strong sense of belonging and shared purpose, ensuring young people are supported to engage in learning and work towards positive futures.

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 2025).

Young People opinion survey data

Percentage of young people surveyed who gave favourable responses to categories:	2025
Spaces and Places	80.0%
School Community and Support	45.8%
Safety and Wellbeing	58.6%
Learning and Growth	61.8%
First Nations Culture and Inclusion	82.0%

Parent / Carer opinion survey

The school uses a method of practice that focuses on continual conversations and consultations with parent/carers 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 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

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

Doctorate or higher	1
Masters	0
Bachelor	11

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	11	10.20
School Leaders	1	0.30
Non-Teaching Staff	19	15.00
TOTAL Staff	32	26.50

Staff characteristics

	2025
Male	37.25%
Female	62.75%
Gender Diverse	0.00%
First Nations	5.88%

PROFESSIONAL DEVELOPMENT

Inala Flexible School is committed to ensuring that all staff are provided with meaningful professional learning opportunities that build capacity, strengthen practice, and support the diverse needs of young people. Throughout 2025, professional development focused on curriculum implementation, trauma-aware practice, student wellbeing, and staff capability in both learning and safety contexts.

A key focus during the year was continued curriculum development aligned to Australian Curriculum Version 9. Staff worked closely with Dr Matt Capp from Capitalise Education, whose support assisted teachers to deepen their understanding of the curriculum and apply it effectively within the flexible learning context. This work supported the ongoing development of engaging, relevant, and age-appropriate learning experiences for young people.

Further strengthening curriculum practice, Dr Bronwyn Ewing, a Mathematics educator from Queensland University of Technology, joined the school staff. Dr Ewing spent significant time working alongside teachers in classrooms, modelling best practice approaches to hands-on and engaging Mathematics and Numeracy instruction. This embedded approach to professional learning supported staff confidence and consistency in numeracy teaching across year levels.

Staff also engaged in collaborative planning across sites, working within the broader network to develop unit plans that could be adapted and shared across campuses. This cross-site collaboration supported consistency in curriculum delivery while allowing flexibility to meet local student needs.

Wellbeing and trauma-aware practice continued to be a significant focus. Any staff who had not previously undertaken Reboot professional learning completed the training in 2025. Reboot provides practical, neuroscience-based and trauma-transformative tools, supporting the creation of optimal conditions for learning and growth. The shared language and strategies developed through Reboot strengthened whole-school approaches to engagement, regulation, and learning.

In addition, staff who had not previously completed Collaborative Problem Solving (CPS) training undertook this professional learning during the year. CPS strengthened staff capacity to respond to challenging behaviour through relational, skill-building approaches that promote problem solving, responsibility, and positive relationships.

All staff completed First Aid training and achieved the SISCAQU020 Perform Water Rescues certification, ensuring staff were appropriately skilled to support student safety during aquatic activities and excursions. School leaders also completed the Stronger Smarter Institute Leadership Program, strengthening leadership capability to promote high-expectations relationships, positive identity, and culturally responsive practice across the school.

Together, these professional learning opportunities supported staff to continue building a safe, inclusive, and high-quality learning environment, ensuring Inala Flexible School remains responsive to the academic, wellbeing, and cultural needs of its young people.

School Financials

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

SCHOOL INCOME

The 2025 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 2025 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:

