

Contact Details

School	Rockhampton Flexible School
School Address	210 Upper Dawson Road, Rockhampton QLD 4700
Contact Person	Owen Mayor
Governing Body	Edmund Rice Education Australia Flexible Schools Ltd. Board
Governing Body Chair	Helen Spain
Phone	07 4994 9900
Email	rockhamptonflc@flexi.edu.au
Website	www.flexi.edu.au

This report is published to provide information about Rockhampton 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

<i>Message from our Head of Campus</i>	3
<i>School Context</i>	4
School Overview	4
Distinctive Curriculum Offerings	4
School Policies	5
<i>Characteristics of the Student Body</i>	6
Enrolments by Year and Year Level.....	6
Student Body Characteristics.....	6
<i>Student Outcomes</i>	7
Student Attendance	7
NAPLAN.....	7
Senior Secondary Outcomes	8
Post-School Destinations	8
<i>Social Climate</i>	9
Student Wellbeing.....	9
Family and Community Engagement	10
Satisfaction Surveys	11
<i>Staff Profile</i>	12
Teacher Standards and Qualifications	12
Workforce Composition.....	12
Professional Development	13
<i>School Financials</i>	14
School Income.....	14
School Expenditure	14

Message from our Head of Campus

In 2025, our school community continued to grow in depth, diversity, and confidence as a place where young people feel known, valued, and supported to re-engage with learning in ways that make sense for them. Our philosophy remains grounded in the Edmund Rice tradition of presence, compassion, and liberation, and in the foundational Flexi School principles of Respect, Participation, Safe & Legal, and Honesty. These aren't just statements we display on a wall—they frame every conversation, every learning moment, and every decision we make with young people.

At the heart of our approach is a belief that healing happens in relationship. Many of the young people who join our community have experienced educational disruption, trauma, or circumstances that have made mainstream schooling difficult to navigate. Our role is not to “fix” them, but to walk alongside them, offering a learning environment built on dignity, trust and voice. A young person's story and identity are central to their learning journey, and we aim to create spaces where they feel safe enough to take risks, grow, and imagine new possibilities for themselves.

This year, our school supported a richly diverse cohort of learners whose backgrounds reflect the broader community we serve. We welcomed young people across a wide age range, with most between 12 and 18 years old, each bringing their own strengths, aspirations, and lived experiences. A proportion of our students identified as Aboriginal and Torres Strait Islander, contributing to a strong cultural presence that enriches our school identity. We continued to work closely with families, Elders, cultural mentors, and local organisations to ensure our practice reflects deep respect for Country, culture, and community truth-telling.

Enrolment across the year demonstrated steady demand for flexible, relationship-based education. A number of young people arrived facing significant challenges with attendance, wellbeing, mental health and limited access to stable support networks. Despite these barriers, our retention and engagement of young people is supported by intentional wellbeing strategies, trauma-informed practice, and programs designed to rebuild confidence and connection. Staff worked consistently to create predictable routines and personalised learning pathways, combining literacy, numeracy, VET, life skills, and hands-on learning opportunities.

Our staff team also reflected the commitment of a diverse group of educators, youth workers, and specialist practitioners who brought a wide range of skills and perspectives to the work. The collective focus remained the same: providing young people with a place where they feel safe to show up as themselves, where their voices matter, and where learning is shaped around their strengths rather than their barriers.

Together, these elements—our philosophy, our relational approach, our culturally diverse community, and our commitment to personalised learning—continue to define who we are. In 2025, we have once again seen how powerful it is when young people feel a sense of belonging: attendance improves, confidence builds, relationships strengthen, and new futures begin to take shape.

Owen Mayor
Head of Campus
Rockhampton 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

In 2025, Rockhampton Flexible School continued to provide a place of hope, opportunity, and radical inclusion for young people who have disengaged from mainstream education. As part of Edmund Rice Education Australia Flexible Schools Ltd, our work remains grounded in strong relationships and the belief that every young person deserves a learning environment shaped around their strengths, story, and needs.

Young people often arrive believing they cannot learn. Through strengths-based and trauma-aware practice, we help them rediscover their capability and reconnect with learning in ways that feel safe, meaningful, and achievable. Our programs adapt to the young person—not the other way around—and we remain committed to offering multiple pathways into education, training, and future employment.

First Nations influence

A defining feature of our identity is the strong presence of Aboriginal and Torres Strait Islander young people, families, and staff, shaped and guided by the wisdom of local First Nations leaders. With almost half of our cohort and six of our educators identifying as First Nations, cultural knowledge and connection continue to enrich school life. Strengthening cultural capability across our staff and promoting Indigenous leadership remain central priorities.

In 2025, the LearningWell reflection tool was a culturally grounded learning initiative developed through our partnership with Darumbal Traditional Owners and a research team from the University of Melbourne. Emerging from the Darumbal Charter, the program empowers young people to explore learning through cultural determinants - strengthening identity, connection to Country, and a deeper understanding of self. Young people consistently reflected on how LearnWell helped them feel more connected to their culture, more confident in sharing their stories, and more engaged in learning that honours who they are and where they come from. These reflections reinforce that culturally anchored learning is not only meaningful, but transformative.

DISTINCTIVE CURRICULUM OFFERINGS

What makes Rockhampton Flexible School's curriculum truly distinctive is the breadth of specialised and flexible learning opportunities available to young people, including unique offerings in 2025.

Young people engaged in a diverse mix of accredited pathways such as Certificate I in Construction, Certificate II in Drilling, and Certificate III in Community Services, alongside expressive and interest-driven learning through Auslan (Australian sign language), a growing esports program, and a wide range of electives.

These options, combined with our strengths-based, trauma-aware approach and rich cocurricular experiences, create a learning environment that is both highly personalised and grounded in real-world relevance—supporting young people to re-engage, discover their strengths, and build meaningful pathways toward their future.

Cocurricular offerings

In 2025, our curriculum provided young people with a broad and flexible range of accredited and non-accredited learning options, including Certificate I in Construction, Certificate II in Drilling, Certificate III in Community Services, and Certificate I in Independent Living Skills delivered through both EREAFSL and partnering RTOs. Young people also engaged with QCAA subjects such as Auslan sign language, Sport and Recreation, Information and Communication Technology, and Short Courses in Literacy, Numeracy, and Careers, alongside a variety of interest-based electives. Our expanding esports program offered an additional avenue for engagement, teamwork, and digital capability development.

Beyond the classroom, young people participated in community sporting events—including the Rice Cup—and accessed rich outdoor education experiences such as Tall Ships voyages and camps. In the Middle School, learning was grounded in the Australian Curriculum, ensuring full coverage of all key learning areas through a connected and developmentally aligned program.

In the Senior School, 2025 was a year of consolidation, with a strong emphasis on building foundational literacy, numeracy, and learning readiness to ensure young people were prepared for the expanded accredited and vocational pathways now available to them. This groundwork strengthened their confidence and capacity to engage in a wider range of qualifications and future-oriented learning opportunities.

Across all areas, Rockhampton Flexible School remains committed to providing a safe and dynamic learning environment where young people feel welcomed, respected, and supported to grow. Our work continues to be shaped by strong relationships, cultural integrity, personalised learning, and a deep belief in every young person's potential.

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 Rockhampton 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	9
Year 8	16
Year 9	22
Year 10	36
Year 11	23
Year 12	17
TOTAL	123

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

STUDENT BODY CHARACTERISTICS

	2025
Male	50.41%
Female	47.15%
Gender Diverse	2.44%
First Nations	45.53%
NCCD	62.60%

(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	48.22%
-------------------------	--------

Student attendance rate by year level in 2025:

Year 7	55.72%
Year 8	55.57%
Year 9	42.58%
Year 10	52.19%
Year 11	40.92%
Year 12	46.61%

(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

Rockhampton 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	9
Number of young people awarded a VET qualification (Cert I, II, III, IV etc.), including School-based Apprenticeship or Traineeship	8
Number of young people awarded a Certificate I	2
Number of young people awarded a Certificate II	5
Number of young people awarded a Certificate III	1
Number of young people awarded a Statement of Attainment	5

POST-SCHOOL DESTINATIONS

Post-school destinations for 2025:

Participating in paid employment (full-time / part-time)	5
Participating in further education	3
Unknown / undecided	3
Total number of graduating / exiting young people	11

Social Climate

STUDENT WELLBEING

At Rockhampton Flexible School, the wellbeing and best interests of our young people are central to every decision we make. We work closely with families, Elders, community organisations, and external service providers to create safe, culturally responsive, and supportive environments where young people feel valued, grounded, and ready to learn. Our pastoral care approach emphasises connection, inclusion, and young people's voice, ensuring each young person is supported through challenges, celebrated for their strengths, and guided toward their personal and educational goals.

In 2025, a diverse range of wellbeing partnerships and programs strengthened this commitment, offering targeted support across culture, health, identity, relationships, confidence-building, and transition pathways.

Darumbal Youth Services

- Wellbeing programs
- Men's and Women's Business (gender-specific and cultural learning)
- Housing support
- Family relationship support

Deadly Choices

- Healthy lifestyle program
- Sport-based engagement
- Positive community connections

Elders in Community

- Cultural mentoring
- Relationship building
- Strengthening identity and cultural continuity

Girls Time Out

- Wellbeing programs for young women
- Gen Y Housing (youth housing support)
- Young Mums Support
- Empowered Parenting
- Wellness education

Bidgerdii Allied Health Services

- Youth health programs
- Access to allied health support

PCYC

- Learner Licensing assistance
- Transition to Work support
- Employment pathway preparation

Capras / Dolphins (Community Sporting Partners)

- Community relationships
- Sporting engagement and teamwork

Self Esteem & Life Skills Programs

- Confidence building
- Teamwork development
- Essential life skills

Wakai Waian Healing

- Indigenous psychologists and counsellors

- Cultural healing and therapeutic support

LearnWell Research Team (University of Melbourne & Darumbal Traditional Owners)

- Implementation of the LearnWell cultural learning program
- Supporting young people to explore identity, Country, and cultural determinants of learning

Roads to Change Program

- Transition pathway support
- Career planning and future readiness
- Guidance for navigating education, training, and employment

Warama Culture

- Cultural dance and performance
- Ochre painting and cultural arts
- Traditional weaving and cultural knowledge sharing

FAMILY AND COMMUNITY ENGAGEMENT

At Rockhampton Flexible School, families, carers, Elders, and community organisations are valued partners in every young person's learning journey. Grounded in strong relationships, open communication, and cultural respect, we offer a range of events and engagement opportunities that build connection, celebrate identity, and strengthen the shared support around our young people. These partnerships play a vital role in promoting belonging, enhancing wellbeing, and enriching the holistic learning experience at Rocky Flexi.

Ongoing and Signature Engagement

- Community meals with Elders, families, and key services
- Daily communication with parents and carers
- Strong partnership with Local Traditional Owners

Cultural, Community & Celebratory Events

- 3x3 NAIDOC Basketball Competition
- Cultural Day activities
- National Sorry Day with Elders
- Rocky Flexi 10th Birthday Celebration

Learning, Careers & Pathways

- Health and vocational expos
- Dorrie Day (Gladstone) – Indigenous-focused careers event
- Parent–Young Person–Staff Conversation Evenings with shared meal
- Drilling Lunch Celebration for graduates and families
- End of Year Awards Ceremony and Year 12 Formal
- Roads to Change transition pathways program

Wellbeing, Culture & Support Programs

- Darumbal Youth Services – wellbeing, cultural programs, housing and family support
- Deadly Choices – healthy lifestyle and sport-based programs
- Elders in Community – cultural mentoring and identity support
- Girls Time Out – wellbeing, housing, young mums program
- Bidgerdii Allied Health – youth health and allied support
- PCYC – licensing and transition-to-work pathways
- Capras / Dolphins – community sport engagement
- Wakai Waian Healing – Indigenous psychologists and counsellors
- LearnWell Research Team – implementation of cultural LearnWell program

Warama Culture – traditional dance, ochre painting, weaving

Self Esteem & Life Skills Programs

SATISFACTION SURVEYS

Parent / Carer and Young People

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 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

Rockhampton 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	0
Masters	1
Bachelor	7

WORKFORCE COMPOSITION

The staff at Rockhampton 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	8	7.20
School Leaders	0	0
Non-Teaching Staff	15	14.10
TOTAL Staff	24	22.30

Staff characteristics

	2025
Male	33.33%
Female	66.67%
Gender Diverse	0.00%
First Nations	33.33%

PROFESSIONAL DEVELOPMENT

Rockhampton 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.

Professional development activities undertaken by staff in 2025 included:

Core Training & Compliance

- Facilitating Best Practice Outings and Offsite Activities
- CPS Training Tier One
- CPS Training Tier Two
- Remote First Aid
- Water Rescue

Curriculum, Practice & Cultural Learning

- PLP Training
- Activate Training
- CoM of Practice – Darumbal Charter
- Stronger Smarter
- Call to Participation

Leadership, Middle Leadership & Staff Formation

- Middle Leaders Training
- New Staff Formation
- Northern HoC Gathering & New Staff Formation
- Regional HoC Gathering
- National Leaders Gathering
- EREA National HoC and Deputy Principals Gathering

Student Support, Transition & Pathways

- Transition Officers Gathering
- Roads to Change alignment sessions

Network & Staff Development Events

- PDF Boonah

School Financials

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

SCHOOL INCOME

The 2025 school income for Rockhampton 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 Rockhampton 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:

