

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2025



*EDMUND RICE EDUCATION
AUSTRALIA*

**St Francis Flexible School,
West Moonah, Tasmania**

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Contact Details

ADDRESS	22 Ashbourne Grove WEST MOONAH TAS 7009
ACTING PRINCIPAL	Donna Brown
PARISH PRIEST	Fr Parthalomai (Bartha) Paniyadimai msc
SCHOOL BOARD CHAIR	Helen Spain
TELEPHONE	0427 249 286
EMAIL	StFrancis@flexi.edu.au
WEBSITE	https://stfrancis.flexi.edu.au/
REGISTRATION NUMBER	442



Our School Vision

“To ensure our young people (students) have access to opportunities that empower them to thrive, become literate and numerate, and contribute meaningfully to their communities throughout their lives.”



Principal's Report

In 2025, our school community experienced a period of significant growth and development. Planning and early works for our new North West campus in Wynyard marked an important milestone. Following the appointment of Acting Head of Campus, Gregg Sharman, the project progressed steadily during the latter part of 2025, with the campus remaining on track to welcome students in early 2027.

Back in Hobart, construction of our purpose-built senior building progressed steadily throughout the year. Scheduled to open at the start of the 2026 school year, the new facility features a maintenance area, two large senior classrooms, a dedicated music room and a fully equipped gym —all designed to strengthen engagement, wellbeing and learning opportunities for our students.

With our most critical strategic goal focused on ensuring students leave us functionally literate, numerate and able to contribute meaningfully to their communities, our work in 2025 centred on strengthening our learning culture. Every student completed an explicit learning check at the start of the year, giving us a clear picture of their strengths, gaps and next steps. From this, we provided targeted intervention sessions for those needing additional support, ensuring help was timely, purposeful and aligned with each learner's goals. This approach reflected our belief that every student deserves a pathway that meets them where they are at and supports them to become more confident in their identity as learners.

Our commitment to walking alongside our students remained central to our wellbeing work. In 2025, we prioritised Term Foci that centred on respectful relationships, resilience and personal growth. We created regular opportunities for students to build social skills and practise navigating challenges in supported ways. A key part of this work was our educationally focused Formal Lunches, which provided structured spaces for connection and meaningful conversation. These lunches explored themes such as neurodiversity, NAIDOC Week, Edmund Rice Feast Day and R U, OK? Day, helping students engage with important ideas while strengthening their sense of belonging and overall wellbeing.

School Overview

St Francis Flexible School provides a valued learning environment for students from Year 7 to Year 12. As a Catholic school, we are part of Catholic Education Tasmania and the broader Edmund Rice Education Australia network, under Edmund Rice Education Australia Flexible Schools Limited.

We walk alongside students who have experienced disruption or barriers in mainstream education. Our approach is relational, inclusive and flexible, ensuring each student is met where they are.

Our Hobart campus remains a vibrant and growing centre of learning. Personalised programs, a strong focus on wellbeing and belonging, and meaningful pathways underpin our work. Our broad curriculum - including accredited Vocational Education & Training (VET) and a broad range of Electives, emphasises practical, hands-on learning that supports engagement and prepares students for life beyond school.

Whether in our established programs or in the planning of new ones, our commitment remained constant: to offer safe, inclusive, and responsive learning environments where students can reengage, achieve success and move more confidently toward a positive future.

We are responding to unprecedented demand for flexible schooling options across Tasmania by developing our first campus out of Hobart in early 2027.

Learning & Teaching

A key focus for 2025 was the implementation of explicit teaching practices across the school. This approach strengthened student engagement and understanding by providing greater clarity and purpose in learning. Students responded positively, actively participated in lessons and used a range of strategies to monitor and demonstrate their understanding.

Students also engaged constructively in assessment and learning checks, including Progressive Achievement Tests (PAT). These assessments provided valuable information to ensure learning was targeted appropriately, enabling students to work at a level that supported both challenge and success. Their participation reflected an increasing sense of ownership and responsibility for their learning.

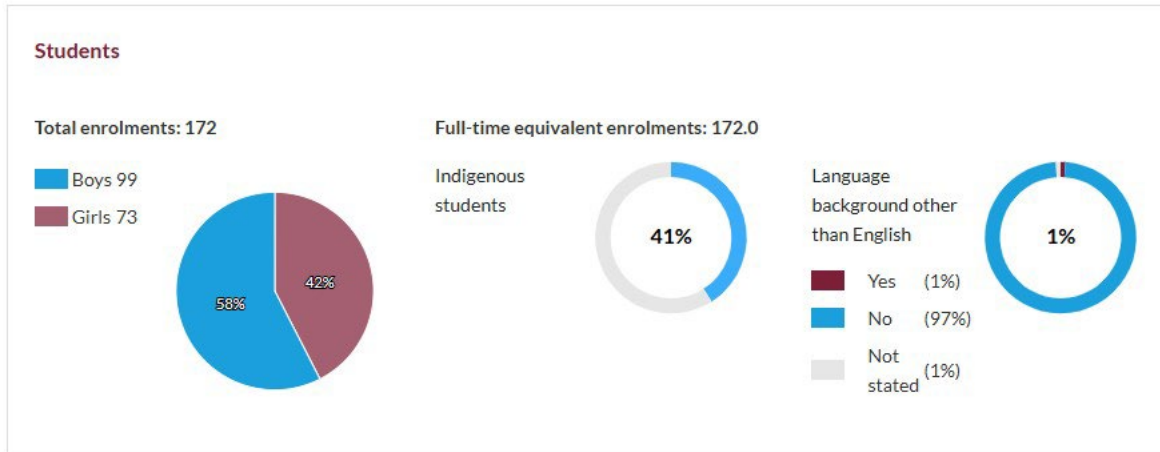
Many students benefited from targeted intervention programs, including MacqLit and Bond Blocks. These programs required consistent effort and perseverance, and the dedication shown by participating students was commendable. Their commitment contributed to commendable growth and achievement in key areas of literacy and numeracy.

Beyond the classroom, students embraced a wide range of opportunities that extended their learning and personal development. Participation in performances at Moonah Arts Centre, involvement in the Duke of Edinburgh Award program, representation in triathlon events, and contributions to art competitions highlighted the diverse talents and interests within our school community. These experiences fostered confidence, creativity, leadership and resilience while enriching their educational journeys.

Overall, our students continued to demonstrate a positive commitment to their education. Their attendance, participation and engagement in school life contributed significantly to a stronger learning culture.

Students

During 2025, there were 172 students enrolled at St Francis Flexible School. The information below includes the breakdown of our students:



St Francis Flexible School provides a high-quality, faith-based educational experience for student who benefit from a different and more personalised approach to learning. Our work is underpinned by a strong commitment to trauma-informed practice, ensuring that each student feels safe, supported, and ready to engage.

Our dedicated team of educators and staff bring deep expertise, compassion, and commitment to their work, actively living out our Catholic ethos and the values of the school each day. Together, they create an environment where relationships are at the centre and every student is known, valued and respected.

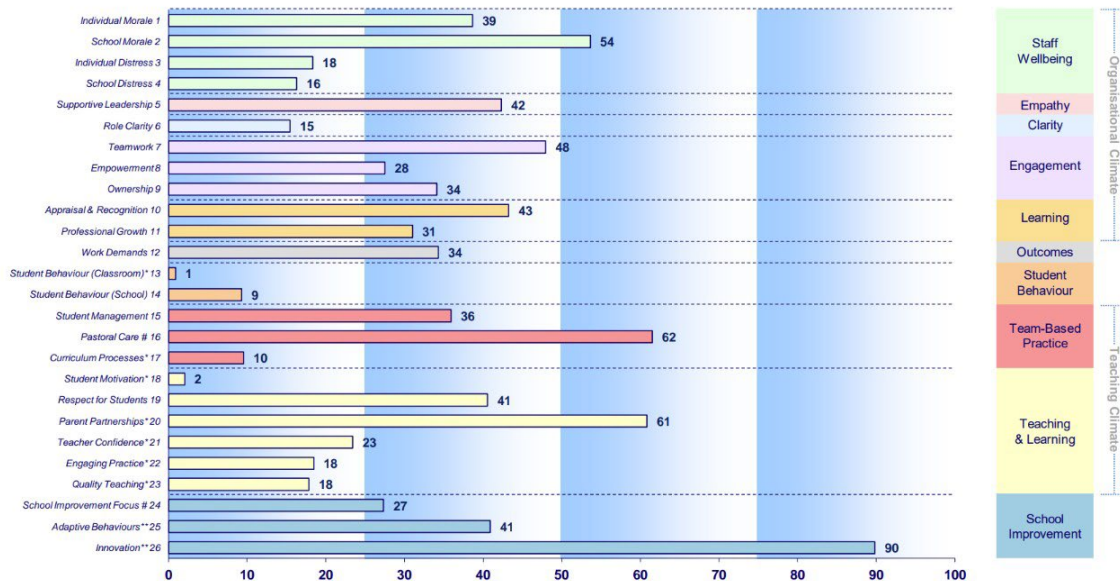
Parent, Student, and Staff Satisfaction

School Effectiveness Survey – Staff

St Francis Flexible School is committed to listening to the views and expectations of our community. In 2025, we utilised Catholic Education Tasmania’s School Effectiveness Survey to obtain feedback from staff on a wide range of related educational and wellbeing topics. This feedback supported the school with our annual and strategic planning, and clarified ways in which staff can be supported to look after themselves while continuing to improve student educational and wellbeing outcomes.

School climate:

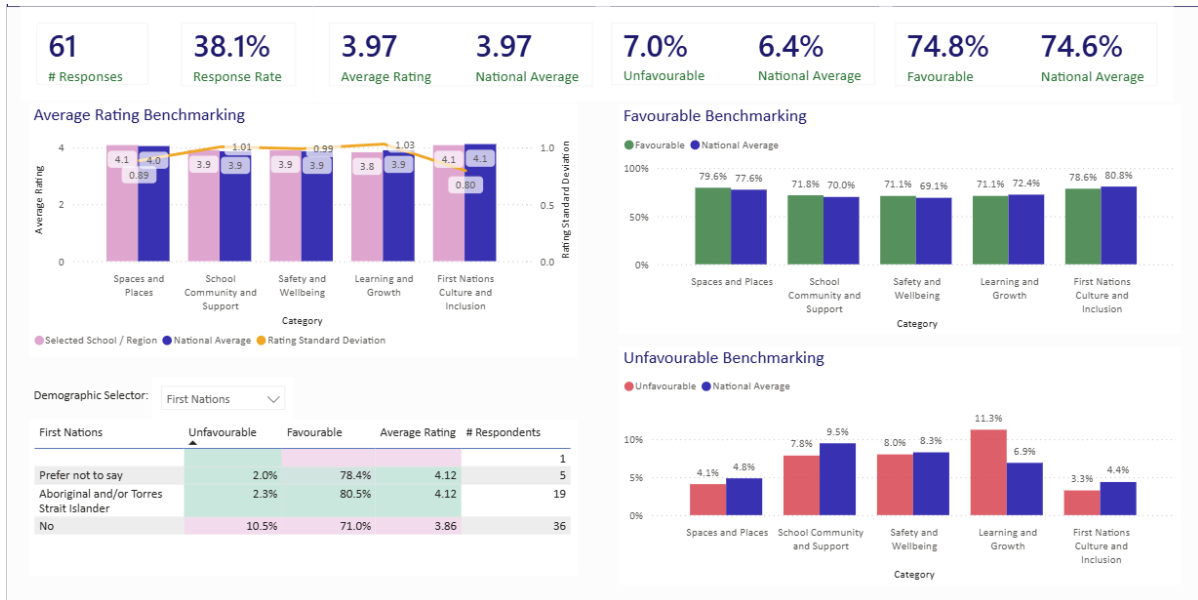
In 2025, 23 staff participated in the Catholic Education Tasmania’s Staff Effectiveness survey. A selection of the staff top-level findings are detailed below:



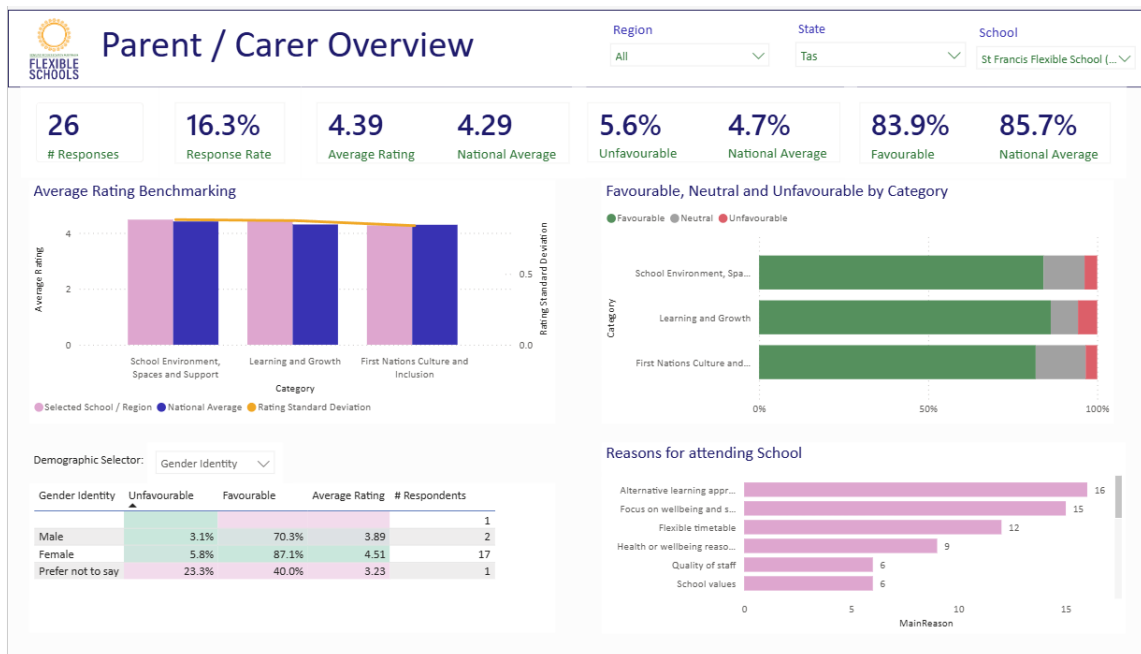
EREAFLS “Young People and Parent/ Carer Survey“

In 2025, the school also participated in the inaugural EREAFLS “Young People and Parent/ Carer Survey”. The detailed feedback from both sets of stakeholders was pivotal in identifying priorities for our St Francis Flexible School Strategic Plan 2025-2027.

Student Snapshot:



Parent/ Carer Snapshot:



Student Attendance

Many of our young people have experienced extended periods of disengagement from education before enrolling at our school. As a result, our approach to attendance is flexible and participation-focused, recognising the diverse needs and circumstances of students who have often faced significant barriers to regular school attendance.

While we prioritise inclusion, relationship-building, and support, we also maintain clear and consistent expectations regarding attendance. Low attendance and non-attendance are managed in accordance with school policy and relevant legislative requirements.

When a student is absent without notification, the school makes daily follow-up contact. If direct contact cannot be made, a voicemail and text message will be left outlining the reason for the call.

Average Student Attendance Rate by Year Level

Y07	18.07%
Y08	59.14%
Y09	44.14%
Y10	55.12%
Y11	32.20%
Y12	33.60%

Overall average attendance 41.83%

Years 9-12 Student Retention Rate

Years 9-12 Student Retention Rate 76.12%

Post-School Destinations as of 2025:

Tertiary Studies	0%
TAFE/VET	2.27%
Apprenticeship/Traineeship	6.82%
Deferred	0%
Employment	6.82%
Other*	84.09%

*the category of Other include both students Looking for Work and those classed as Other

Child Safeguarding

Goals and Intended Outcomes

St Francis Flexible School continued to place child safeguarding at the centre of all operations, maintaining alignment with the EREA Child Safeguarding Standards Framework and the TCEC Child Safe Standards. The school upheld a position of zero tolerance for child abuse and remains committed to protecting every student from all forms of harm.

Supported by the Flexi Hub – Safeguarding platform, the school strengthened its systems, practices and procedures to ensure a consistently child-safe environment. Throughout 2025, St Francis Flexible School focused on embedding a culture where child safety is understood as a shared responsibility across the community. This was reinforced through regular staff meeting learning relating to the Child Safety Building Blocks Framework, dedicated time during TOP (staff professional learning) days, and visible reminders around child safety targeted at young people across the school environment.

Staff training further strengthened understanding of obligations under the Child Safety Program, the Student Duty of Care Policy and the Child Safe Standards, ensuring safeguarding principles were consistently applied in daily practice.

Major Achievements in Child Safeguarding

- Child safety induction for all new staff, with ongoing professional learning for existing staff, including mandatory annual Child Safety training aligned with the Child Safe Standards.
- Integration of the Child Safe Standards across policy reviews, risk assessments and operational decision-making, strengthening compliance and organisational accountability.
- Improved use of safeguarding data —insights from child safety reports, personal learning plans (PLPs) and wellbeing rubrics informed targeted wellbeing programs, classroom interventions and whole-school planning.
- Strengthened partnerships with SFSK ARL (Strong Families Safe Kids Advice & Referral Line), DECYP (Department of Education, Children & Young People), and external care providers to enhance support for students, particularly those in Out of Home Care.

Leadership & Management

Goals & Intended Outcomes

St Francis Flexible School developed its 2025–2027 Strategic Plan in alignment with the EREA Flexible Schools National Strategic Plan 2025–2027. The plan built on the school's nearly 10-year history, Edmund Rice values, and commitment to providing inclusive, trauma-informed education for young people with complex needs.

Strategic Priorities for 2025–2027

1. Improve employability outcomes by ensuring all graduates leave with tailored employability profiles and are genuinely work-ready.
2. Develop life skills that enable young people to live independently with confidence and competence.
3. Expand access across Tasmania by establishing additional registered campuses in areas of need.
4. Promote participation and belonging through inclusive, mixed-age sports teams.
5. Strengthen community engagement through greater participation in local events and partnerships.
6. Support transition to independence through community partnerships, evidence-informed practice, and advocacy.
7. Build partnerships and networks that improve wellbeing, increase opportunities, and create employment pathways.
8. Improve outreach access by providing structured access to onsite facilities for outreach young people (students).
9. Embed work experience and traineeships to create sustainable, community-connected pathways into employment.

Teacher Standards and Qualifications

At St Francis Flexible School, we are fortunate to have a team of highly skilled staff who collaborate closely to deliver strong pastoral care and focused learning support. By taking an integrated approach, we support each student to grow in confidence, achieve real progress, and move towards their full potential.

All teachers at St Francis Flexible School are registered to teach in accordance with the requirements of the [Teachers Registration Board Tasmania](#). We had 23 teachers working at St Francis Flexible School. In 2025, 20 held full registration.

Our teaching team brings extensive experience in Catholic education, with most educators contributing over 15 years to their profession, enriching our community through deep expertise, strong pedagogy, and a shared commitment to faith-based learning.

Provisionally registered teachers are supported through Catholic Education Tasmania's (CET's) [Early Careers Program](#) and are given the opportunity and support to progress to full registration.

In 2025, St Francis Flexible School retained 100% of its staff for the second year in a row.

A breakdown of teachers and qualifications are tabled below:

Bachelor	29
Diploma	4
Postgraduate	2
Certificate	7
Masters	6

Teacher Summary Number of registered teachers			
FTE	Full-time	Part-time	TOTAL
Primary²	0	0	0
Secondary³	8	5	13
Senior Secondary⁴	7	3	10
TOTALS	15	8	23

EXPENDITURE AND TEACHER/ STAFF PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2025

Reflective Coaching
 Autism Spectrum Disorder and Sensory Regulation
 Youth Mental Health First Aid
 First Aid Training
 Family Violence
 Trauma Informed Practice
 Diabetes in School Training
 Light Rigid Vehicle Licencing
 Preparation and Provision of Heavy Rigid Licence training
 Royal Life Saving – Bronze Medallion Accreditation
 EREA National Young Leaders' Gathering
 MultiLit Training
 On Country Cultural Training
 Operate and maintain chainsaw
 Introduction to Leadership Coaching
 Leadership Formation
 Working at Heights
 TAE40116 Certificate IV in Training and Assessment

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2025 **50**

AVERAGE EXPENDITURE PER TEACHER/ STAFF FOR PL **\$1500**

Wellbeing

Supporting student wellbeing remained a key priority throughout the year. Initiatives included formal community lunches to strengthen social and emotional skills, the introduction of Wellbeing Dogs through the Dogs Connect program, and increased use of wellbeing screening tools to identify student needs and provide targeted support.

Whole-school wellbeing was promoted through focus areas of Resilience, Commitment, Participation and Growth, while the expanded Holiday and Out & About program provided opportunities for students to build social skills, physical wellbeing and community connections through a range of engaging activities.

Staff continued to strengthen their trauma-informed and inclusive practices through professional learning aligned to the Flexi Practice Framework. The employment of part-time school psychologists further enhanced support services by increasing access to assessments, early identification of needs, and targeted interventions.

These initiatives reflect the school's ongoing commitment to providing a safe, inclusive and supportive environment where all young people can thrive academically, socially and emotionally.

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With our most critical strategic goal focused on ensuring students leave the school functionally literate, numerate and able to contribute meaningfully to their communities, our work in 2025 centred on strengthening our learning culture.

In 2026 we will look to consolidate this grounding, with every student completing an explicit learning check at the start of the year, giving us a clear picture of their strengths, gaps and next steps, preparing the ground for targeted interventions sessions for those needing additional support. This approach reflects our belief that every student deserves a pathway that meets them where they are at and supports them to become more confident in their identity as learners.

As stated earlier in this report, 2026 will see the school move to the final phase of planning for our North West Campus in Wynyard.

School Performance Data Summary

Note: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au