

ESTABLISHED 2006 • SPECIAL ASSISTANCE SCHOOL

# Educational Framework

Noosa Flexible School / 2026

Relationships, radical inclusion and hope — a strengths-based, trauma-aware education that walks with every young person on Common Ground.



PREPARED NOVEMBER 2025

## ACKNOWLEDGEMENT OF COUNTRY

Noosa Flexible School acknowledges the Kabi Kabi (Gubbi Gubbi) peoples, the Traditional Custodians of the land on which we learn, work and walk together.

We pay our respects to Elders past and present, and to all Aboriginal and Torres Strait Islander young people, families and staff who are part of our community. Since the very beginning we have walked in solidarity with First Nations peoples — advocating for change, truth-telling and reconciliation, and honouring the world's oldest continuing cultures every day.

— ALWAYS WAS, ALWAYS WILL BE

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More than 100 young people across Years 7–12 call Noosa Flexi their school.



01

## Our History

For nearly 40 years, Flexi Schools have approached education differently — building trust, re-engaging young people, and transforming what it means to learn.

### OUR HISTORY

## Edmund Rice Education Australia Flexible Schools



A national network providing a **second, third or fourth chance** to young people who have disengaged from mainstream schooling — with a focus on radical inclusion, hope and opportunity.

EREA Flexible Schools 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. At our Flexible Schools, 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 twenty-one Flexible Schools and two Special Education Schools in almost every state and territory in Australia, we support young people with strengths-based, trauma-aware learning. Most of our schools employ as many youth workers as teachers, and everyone has voice and agency in decision-making. Often young people come to our Flexible Schools 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.

~40

years of Flexi  
education in Australia

24

Flexible Schools  
across Australia

1:1

as many youth  
workers as teachers

4

shared principles —  
Tools not Rules

## OUR HISTORY

# 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 our Flexible Schools one third of our young people and 10% of our educators identify as Aboriginal and/or Torres Strait Islander.

Our appointment of a Flexible Schools' Director of First Nations Education ensures that our commitment to reconciliation and justice is reflected across every level of our organisation. 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.

## OUR HISTORY

# The EREA Charter

The EREA Charter is the contemporary educational expression of the charism of Blessed Edmund Rice in Australia. It is grounded in the Scriptures, First Nations Knowings, and Catholic Teaching. These interwoven sources of wisdom call us to both faithfulness and transformation.

### LUKE 4:16-30 · JESUS' REJECTION AT NAZARETH

In the synagogue, Jesus unrolls the scroll, proclaiming Isaiah's vision of "good news to the poor" and "liberty to captives" — a call for a radical reimagining of the world.

First Nations wisdom perceives the Spirit's presence in the land, urging us to walk in truthful relationship with Country and one another. Miriam-Rose Ungunmerr-Baumann's concept of *Dadirri* and the *Uluru Statement from the Heart* articulate this enduring Dreaming — past, present, and future.

# What makes Flexi Schooling different?

For nearly 40 years, Flexi Schools have approached education differently to build trust with young people, re-engage them in their education journey and transform their idea of what it means to learn.

## We don't have school rules

Rather than a long list of rules we wait for young people to break, young people and adults agree to work, walk and learn together within our four principles of Respect, Honesty, Participation, and Safe & Legal.

## Exclusion is never an option

Irrespective of behaviour, young people are always welcome. If on any day they find it hard to work within our four principles, we try again the next day.

## Power is shared

We work on Common Ground, where power is shared and everyone has a voice. Through Collaborative Problem Solving, young people have agency in what and how they learn.

## We deliver trauma-aware education

All staff are trained in trauma-aware education. We recognise the lasting impacts of intergenerational trauma, and create learning experiences with this in mind.

## We know young people want to learn

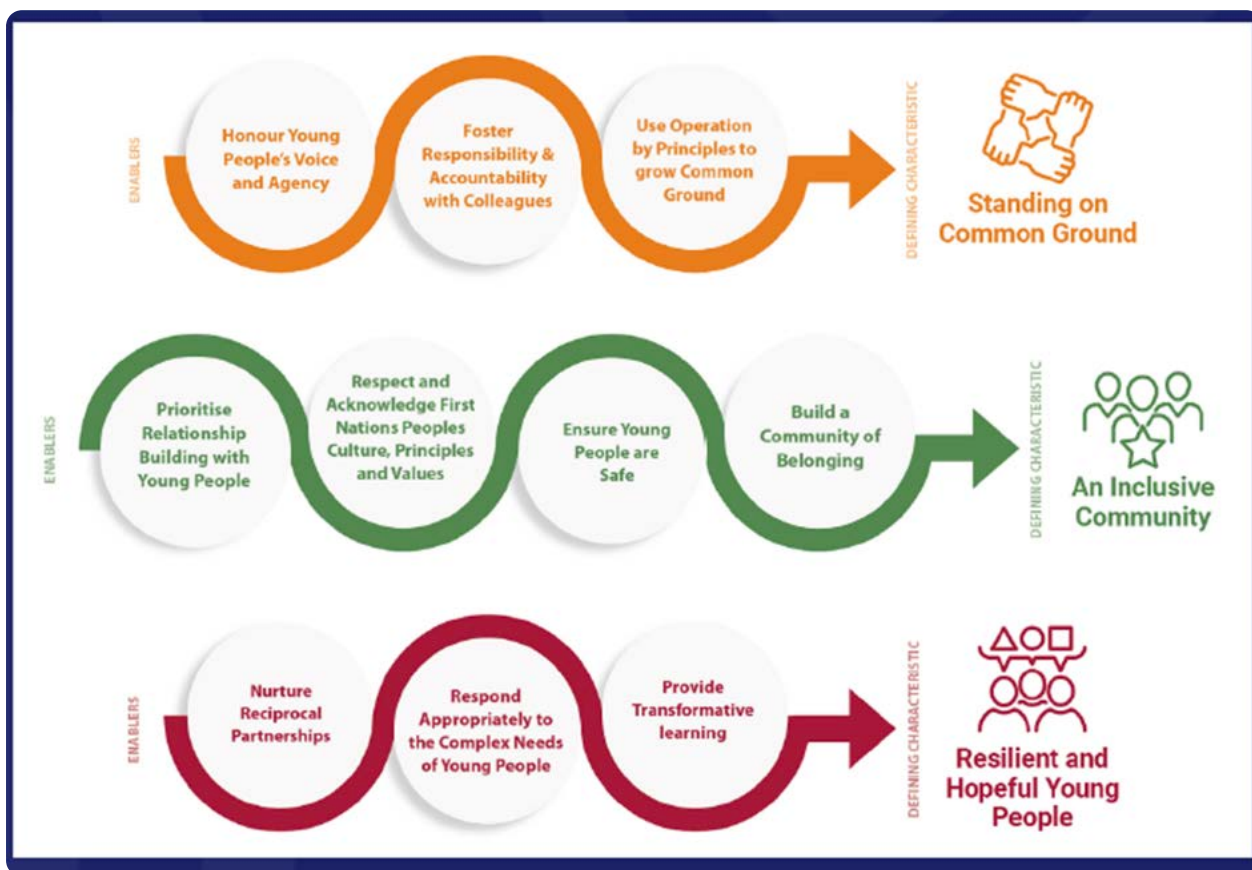
When a young person isn't able to do well, it is a lack of skill rather than a lack of desire. Teaching is characterised by small class sizes, a flexible curriculum drawn from individual interest and need, and a democratic pedagogy that encourages learner empowerment and autonomy.

# The Flexi Practice Framework

The four principles common to all our Flexible Schools give us a common language as we come together for a common experience. They are '**Tools not Rules**' and are designed to give all participants a shared language from which they can articulate "how they want to be together in the space".

Differences will arise — it's natural in a group setting. When people with different experiences and perspectives come together, conflict is inevitable. But rather than viewing this as a disruption, we see it as a learning opportunity. That's why we plan for it, practice handling it, and embrace it as part of the process.

The Framework describes how we do flexi through three Defining Characteristics, each supported by "Enablers" that make consistent practice possible across EREA Flexible Schools.



The Flexi Practice Framework — guiding staff and teams as they develop their practice.

**Standing on Common Ground**

**An Inclusive Community**

**Resilient & Hopeful Young People**

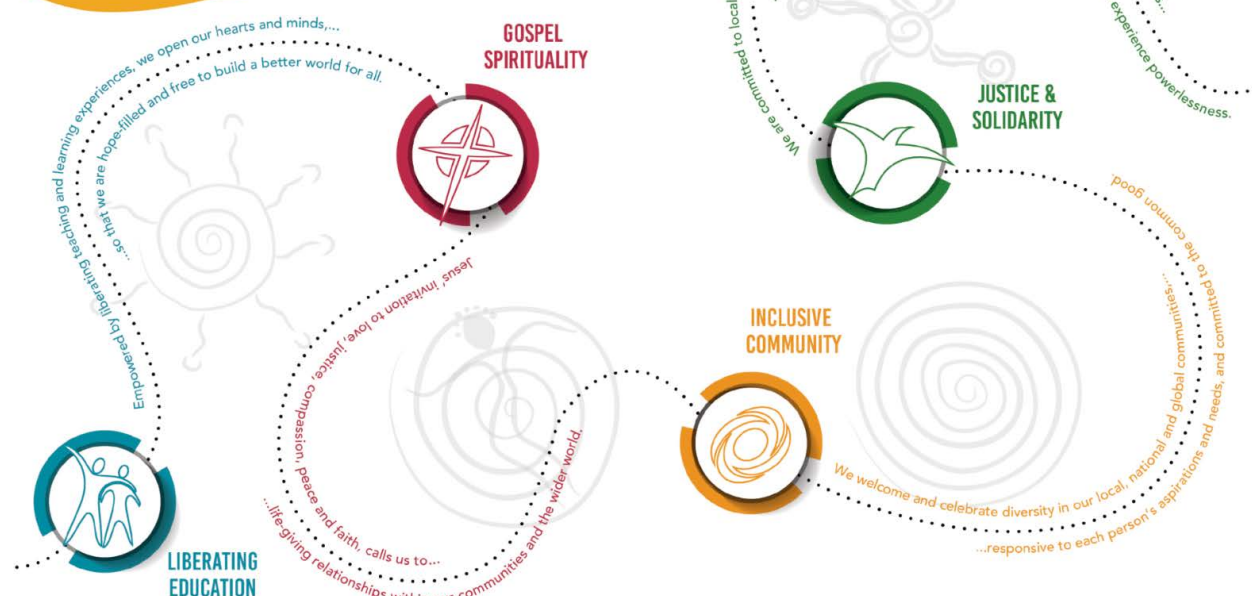
## OUR HISTORY

# Transformative Learning

Our vision and purpose as EREA Flexible Schools is to walk in authentic relationship with those young people most in need as they become empowered through a liberating education to flourish in full and hope-filled lives. This flourishing is for all of us, our communities and our world. To enact such a vision, our young people need to be confident and capable, with agency to choose, create and navigate their own pathways.

## Touchstones

My EREA school is a place where we see, we learn, we experience, we feel, we collaborate, we serve, we listen, we pray, we reflect, we grow, we act, we speak, we stand with... to make God's vision of a world made whole a living reality.



A model of pedagogy that ensures an entry point and a destination for every young person.

Driven through a practice rooted in Common Ground and Operation by Principles, the model of Transformative Learning meets our vision and purpose, as well as our civil and moral accountabilities. Our inclusive communities — in which all find a place of safety and belonging — are responsive to the needs of young people and the skills-focused landscape of work and life into which they are transitioning.

The Transformative Learning Pedagogical Model is designed with key features, processes and strategies that ensure an entry point and a destination for every young person, with flexibility of learning progress, building confidence and capability through credible and portable recognition of skills — recognition that equips young people with the agency to create and navigate their own pathways to flourish for a better world.

## OUR HISTORY

# Alignment with the DDA, DSE and Alice Springs (Mparntwe) Education Declaration

Noosa Flexible School aligns with the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE), ensuring inclusive participation for students with disabilities. Lessons are designed with an awareness of how trauma impacts learning, offering predictable routines and emotional safety. The curriculum integrates social-emotional learning to support self-regulation and resilience.

The Alice Springs (Mparntwe) Education Declaration sets out a vision for an education system that promotes excellence and equity, supporting every student to be their best. The school's commitment to cultural inclusivity, holistic support, and personalised learning pathways reflects the Declaration's goals of promoting equity, celebrating diversity, and ensuring all students — including Aboriginal and Torres Strait Islander students — can achieve their full potential.

By integrating these principles, Noosa Flexible School ensures a supportive and empowering educational environment for all young people, in line with national standards and declarations.



Nearly 40 years of walking alongside young people — building trust, belonging and hope.



02

## Noosa Flexible School

A purpose-built campus that "touches the ground lightly" — where more than 100 young people reconnect, rebuild confidence and belong.

### NOOSA FLEXIBLE SCHOOL

## Context Statement

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Noosa Flexible School is part of Edmund Rice Education Australia Flexible Schools Limited — a national network committed to inclusive, flexible and innovative education for young people who face significant barriers. For nearly 40 years, Flexible Schools have redefined education by building trust, re-engaging young people, and transforming their perception of what it means to learn. At Noosa, this commitment is lived locally — shaped by our region, our families, and the young people who walk through our gates each day.

The school sits within a diverse catchment that stretches from the hinterland farms of Black Mountain and Cooroy through to coastal communities such as Coolumb, Tewantin, and south toward Caloundra. Our young people come from acreage properties, bush blocks, caravan parks, social housing, rental units, and established family homes. The social and economic spread across this region is significant, and the school reflects that complexity.

Parts of the Sunshine Coast have historically experienced higher proportions of single-parent households than state averages. This shapes the lived realities of many families, where financial

pressure, housing instability, and complex care arrangements are part of daily life. For some, school is the most consistent and regulated environment in their week.

Within this context, Noosa Flexible School operates through four core principles — Respect, Honesty, Participation, and Safe & Legal. Rather than enforcing rigid rules, young people and adults work, walk, and learn together on Common Ground. Power is shared, voice is valued, and exclusion is never the default response. If a young person struggles one day, we work relationally to support them to try again the next.

We recognise that trauma, intergenerational disadvantage, disability, mental health challenges, and disrupted schooling can deeply affect a young person's capacity to engage. All

staff are trained in trauma-aware practice. Education here is not simply academic delivery; it is relational work grounded in dignity and hope.



## A campus that touches the ground lightly

The physical environment reflects our philosophy. In 2014–2015 the school moved into a purpose-built facility designed to "touch the ground lightly," using raised pavilions, boardwalks, and natural materials to create a calm, non-institutional setting. The circular design provides clear lines of sight for safety while maintaining a soft, open flow between spaces. Shaded walkways and garden areas offer natural regulation points throughout the day.

The school is partially hidden behind casuarina trees from the street, creating a sense of retreat and privacy. Visitors enter via a gentle ramp that leads into the central meeting space and yarning circle, lined with First Nations artwork and a large welcome sign. This physical entry mirrors our relational approach — welcoming, visible, and grounded in story and culture. The campus is also home to endangered glossy black cockatoos, reminding us that we share this place with the natural environment.

The "beach shack" aesthetic reflects the coastal character of the region while intentionally avoiding the feel of a traditional institution. For many young people, walking up the ramp into the yard is their first experience of a school space that feels calm, relational, and safe enough to start again.

### NOOSA FLEXIBLE SCHOOL

## School Profile

**2006**

opened in the  
Edmund Rice  
tradition

**100+**

young people,  
Years 7–12

**15%**

identify as  
Aboriginal

**26**

staff across  
teaching &  
support

**1 of 24**

Flexi Schools  
across Australia

Noosa Flexible School opened in 2006 as a Catholic co-educational secondary special assistance school in the Edmund Rice tradition. We work alongside young people who have experienced barriers to learning and need a different way to do school. Our focus is on relationships, radical inclusion, and giving every young person the chance to learn in a way that feels safe, respectful, and meaningful.

We support young people who have found mainstream schooling difficult for a range of reasons — including mental health challenges, learning differences, disability, youth justice involvement, time in care, or trauma. Our aim is to create a space where they can reconnect, rebuild confidence, and grow in all areas of life: emotional, social, cultural, physical, and academic.

## A broad and practical learning program

Alongside the core subjects of Short Course Literacy and Numeracy, Essential English and Maths, and QCE-applied subjects such as Visual Arts in Practice and Furnishing Skills, we offer VET pathways in Music, Tourism, Community Services, Workplace Skills, and Digital Technology. Many students take part in transition programs such as TAFE-at-School, UniSC Headstart, and short micro-credentials in Barista, RSA, White Card, First Aid, Food Safety, and Cyber Safety. Learning also happens well beyond the classroom, through electives such as Art, Gym, Workshop, Wallflowers, Music, On Country walks, Skate, Flexi Fit, and Girl Squad, as well as weekly Wellbeing Wednesdays and Flexi Feast Fridays.



Music & recording



Barista & hospitality



Gym & Flexi Fit

Each young person has a Personalised Learning Plan that focuses on their strengths while identifying what might be getting in the way of success. Adjustments are made across academic, wellbeing, and social-emotional areas at the levels of supplementary, substantial, and extensive, so that every student can access education meaningfully and safely. Our staff work together across teaching, youth work, wellbeing, counselling, and learning support, and include specialist teachers in Manual Arts and Visual Arts, and a full-time chef who provides daily meals.

### GO FOR GOLD • BRISBANE 2032

A new multipurpose court and gym — completed mid-2026 with support from the Brisbane Olympics Go for Gold grant — have expanded our programs in wellbeing, physical education, and outdoor learning.



### SCHOOL LEADERSHIP

The school is led by **Head of Campus Daniel Parkinson**, under the guidance of **Area Principal Donna Pares** and **Regional Director Michelle Kinnane**.

## NOOSA FLEXIBLE SCHOOL

# Young People at Noosa Flexi

The young people enrolled at Noosa Flexible School come from a wide range of cultural, social, and educational backgrounds. Many have experienced disrupted learning due to trauma, anxiety, neurodiversity, unstable housing, family separation, or mental health challenges. Others have found that traditional schooling did not meet their needs and are seeking a smaller, more relational setting that offers flexibility, trust, and genuine belonging.

Enrolments currently sit at just over 100 students across Years 7 to 12, living mostly across the northern Sunshine Coast and hinterland — Noosa, Cooroy, Tewantin, Pomona, and Gympie. Approximately 15 percent identify as Aboriginal, and a small number are from culturally and linguistically diverse backgrounds.

Our students bring strong personal interests and practical strengths. Many are hands-on learners who thrive in visual arts, manual arts, outdoor adventure, music, and fitness. Others are passionate about hospitality, animal care, creative expression, or environmental projects — interests deliberately reflected in the curriculum.



**Young people describe Noosa Flexi as a place where they "feel safe," "can be themselves," and "finally belong."**

The complexity of the cohort is reflected in our NCCD data, with a large proportion of students requiring extensive or substantial levels of adjustment across academic, social-emotional, and wellbeing domains. Many have dual diagnoses or co-existing needs, most commonly within the social/emotional and cognitive categories. This aligns with regional data showing increasing demand for trauma-aware, mental-health-informed education on the Sunshine Coast.

Patterns of attendance vary, with many young people cycling between periods of consistent engagement and times of withdrawal due to family stress, illness, anxiety, or placement changes. Staff maintain connection through outreach, text, and home visits. **Every absence is treated as an opportunity for reconnection rather than punishment.** First Nations young people are supported through partnerships with local Gubbi Gubbi/Kabi Kabi Elders and the 'Kultya' cultural learning program, providing opportunities for on-Country learning, language, art, and storytelling.

At Noosa Flexi, success looks different for every young person. For some it is maintaining regular attendance; for others it might be completing a VET certificate, developing work-readiness skills, or finding the confidence to contribute their voice in a group. Each achievement is a step toward independence, belonging, and hope for the future.

## NOOSA FLEXIBLE SCHOOL

# Family & Carer Involvement

Families and carers are recognised as essential partners in each young person's educational journey. While complex family circumstances can contribute to disengagement, we are deeply committed to building strong, positive relationships as a foundation for re-engagement and success.

The enrolment process is personal and relational. Each new student meets with a small team that includes their teacher, youth worker, Inclusive Education teacher, and the Head of Campus or Associate Head of Campus. Families are invited to share their story and goals so the school can tailor support from the very start.

Communication is flexible and ongoing — through phone calls, text messages, and emails, with outreach or home visits when needed. This open, approachable style helps families feel included and informed, particularly during times of difficulty.

Each young person has a Personal Learning Plan and support plan developed in collaboration with their family or carer, reviewed regularly, including

both academic and wellbeing goals. Where a young person is in care, the school works closely with Child Safety officers, case managers, and agencies such as Youturn and Family and Child Connect.

Families are encouraged to take part in community days and celebrations — NAIDOC Week, Wear It Purple Day, and Flexi-Fest — which showcase learning, creativity, and cultural identity while offering informal opportunities to connect. Where family connection is limited, the school works with mentors and community members so that every student has a circle of adults invested in their wellbeing.

# Multi-Professional & Multi-Disciplinary Teams

We use a multi-disciplinary team approach to provide health, educational, cultural, social, and emotional support. Staff develop supportive relationships with young people, assist with basic life needs, and build links with external agencies. Selection processes identify team members who are flexible, able to relate to young people, willing to negotiate, and clear about operation by principles.

Our staffing model includes teachers, youth workers, an Inclusive Education teacher, education support officers, and a full-time chef who provides daily meals. Specialist teachers in Manual Arts and Visual Arts contribute practical, hands-on learning. Each learning group is supported by both a teacher and a youth worker, maintaining a low ratio that allows strong relational connection and individualised support.

## Specialist qualifications beyond the classroom

Water rescue

Advanced 4WD

Marine licensing (RMDL)

Strength &amp; conditioning (L1)

Mental Health First Aid

Type 1 Diabetes management

First Aid

Group facilitation

Qualified PDHPE teachers

These skills ensure that learning, safety, and wellbeing remain central across all programs, particularly during offsite and outdoor adventure-based learning — allowing young people to access marine, outdoor, and fitness experiences with confidence that staff are equipped to manage risk and provide expert guidance.

## Key external partnerships

- **Onsite counsellor & CYMHS** — counselling & mental health support

- **Youturn Youth Support** — family intervention, housing, outreach

- **Family and Child Connect & Refocus** — case coordination & advocacy

- **Waves of Kindness** — emergency relief & community outreach

- **NOFFS & Youth Justice** — mentoring, re-engagement, restorative pathways

- **Kultya, Undumbi Culture & local Gubbi Gubbi/Kabi Kabi Elders** — cultural education & on-Country programs

Internally, the multi-disciplinary team meets each week to review student needs, share updates, and coordinate learning and wellbeing responses. These meetings are relational and strengths-based, focused on proactive planning rather than crisis management. Professional development is ongoing — in Collaborative Problem Solving (CPS), trauma-informed practice, NCCD processes, safeguarding, and culturally responsive education — strengthening the collective capacity to respond to complex needs. This approach allows us to address the whole person, not just the learner in the classroom.

# Partnerships

Partnerships are central to how we support young people to reconnect with education, strengthen wellbeing, and prepare for meaningful pathways. We work with a broad network across education, training, health, community, and industry — intentional, dynamic relationships that expand access to services and let us respond to individual needs quickly and collaboratively.

## 1 Education & Training Pathways

**TAFE Queensland** — nationally recognised VET qualifications through TAFE-at-School.

**Skills Generation & BluePrint Training** — Certificate II in Tourism, Sport & Recreation, Community Services.

**Link & Launch** — supporting school leavers into study, training or employment.

**HELP Employment, Blue Dog Training, Steps Education & Training, Regional Training, MAS, MEGT, Busy at Work & ETC** — apprenticeships, traineeships, job-readiness and employment mentoring.

**University of the Sunshine Coast** — Headstart & Early Entry pathways into tertiary study.

**TESS Training & Noosa Community Training Centre** — micro-credentials (RSA, Food Safety, Barista).

**Community Collective (Employ Me)** — resumes, applications, interviews, local jobs.

## 2 Wellbeing & Community Support

**Onsite counsellor** — the school's own counsellor, onsite one day each week.

**Family and Child Connect & Refocus** — case management, coordination, advocacy.

**Thread Together** — brand-new clothing for students and families in hardship.

**CYMHS & Youturn** — therapeutic intervention, mental health, family assistance.

**Waves of Kindness** — funds driving lessons, household essentials, emergency support.

**NOFFS & Youth Justice** — diversion, mentoring and re-engagement programs.

## 3 Local Government & Industry Links

**Noosa Council Youth Advisory Board** — networking, leadership events, and pathway information through industry breakfasts and newsletters.

**Rise & Thrive and OzHarvest NEST** — short-term learning focused on wellbeing, resilience, nutrition, and life skills.

# Culture at Noosa Flexi

Noosa Flexible School is part of a diverse and evolving community situated on Gubbi Gubbi/Kabi Kabi Country. We recognise that the young people who attend bring a wide range of lived experiences, identities, and cultural backgrounds. The culture of the school is grounded in the four principles of Respect, Honesty, Participation, and Safe & Legal — used not to enforce compliance, but to repair relationships, build understanding, and re-engage young people in learning.



## Pride & belonging

The school provides visible support for the Rainbow (LGBTIQA+SB) community with strong student-led advocacy. Wear It Purple Day is a significant marker in the school year, reinforcing that every student deserves respect for who they are.



## Neuro-affirming practice

Many young people are diagnosed or suspected to have Autism, ADHD, or other developmental and learning differences. Staff undertake ongoing learning in trauma-aware and neuro-affirming practice to keep spaces predictable, adaptive, and sensory-aware.

Connection to community and culture is central to our identity. The school maintains ongoing relationships with local Gubbi Gubbi/Kabi Kabi Elders and works alongside Kulya Cultural Learning and Undumbi Culture — both Kabi Kabi educational connections — to provide meaningful First Nations education. On-Country experiences, art, storytelling, and language are embedded throughout the year, giving young people opportunities to explore identity and pride while developing understanding and respect for others.

Whole-school events — NAIDOC Week, Wear It Purple Day, and Flexi-Fest — are planned collaboratively with young people and are central to belonging and identity. Daily routines such as shared meals, community check-ins, and group reflections reinforce this sense of belonging, with the open campus supporting flexibility, movement, and creativity across the art room, gym, and workshop.

Staff remain deeply committed to walking alongside young people with care, compassion, and high expectations — ensuring the school remains a place where every person is respected, supported, and encouraged to thrive.

A photograph of a young person with brown hair tied back, wearing large black headphones and safety glasses. They are focused on working with a piece of wood on a workbench. The background shows a window with a view of greenery outside. The image has a blue gradient overlay at the bottom.

# 03

## Learning

Practical, relevant, relationship-centred and connected to real experience — learning designed around how our young people learn best.

### LEARNING

## Learning Groups & Considerations

Learning groups are classified as **Core** (AC and QCAA — literacy and numeracy focus) and **Electives** (selected by young people based on interests and their Personal Learning Plan). Learners are grouped into Middle School and Senior School based on age, diagnostic data, learning needs and styles. Enrolment data, behaviour trends, and cohort sizes are considered prior to forming groups.

### Middle School

Young people in Years 7–9, with Year 10s still working towards the academic levels required in senior QCAA courses. Classes are typically grouped by learning styles and needs.

### Senior School

Young people in Years 10–12 enrolled in QCAA and VET courses, building towards QCE attainment and post-school pathways.

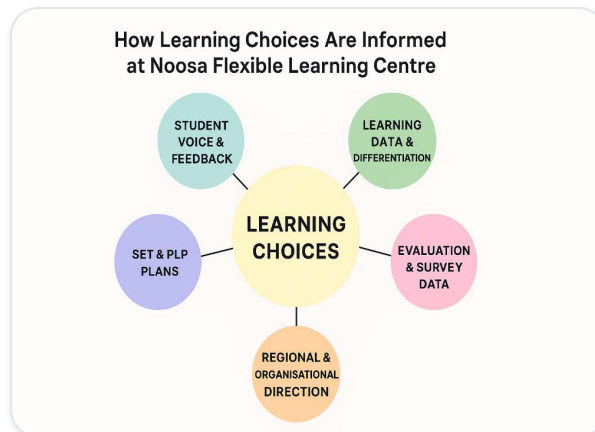
| Class                                  | Age    | Description                                                                                                          | Staff                 | Ratio |
|----------------------------------------|--------|----------------------------------------------------------------------------------------------------------------------|-----------------------|-------|
| <b>ACCREDITED CORE LEARNING GROUPS</b> |        |                                                                                                                      |                       |       |
| AC — Warbu                             | 12–15  | Typically YP with sensory needs and/or those who prefer to learn in small groups in a classroom setting.             | Teacher + YW          | 2:20  |
| AC — Wongari                           | 12–15  | High-energy, active learners who often prefer hands-on, offsite, PBL tasks.                                          | Teacher + YW          | 2:20  |
| AC + VET — Active Learning             | 12–18  | Predominantly senior YP not working towards QCAA subjects. AC English & Maths and tutorial support for VET learning. | Teacher + YW          | 2:20  |
| QCAA — Short Course Lit/Num/Career Ed  | 15–18  | Senior YP working towards Year 10 English & Maths and QCAA Essentials enrolment.                                     | Teacher + YW          | 2:25  |
| QCAA — Essential English/Maths         | 15–18  | Senior YP on a QCE path. In-class learning with tutoring and assessment support.                                     | Teacher + YW          | 2:10  |
| <b>ACCREDITED ELECTIVES</b>            |        |                                                                                                                      |                       |       |
| QCAA — Furnishing Skills               | 15–18  | Trade skills and QCE pathway.                                                                                        | Teacher + YW          | 2:10  |
| QCAA — Visual Arts in Practice         | 15–18  | Art skills and QCE pathway.                                                                                          | Teacher + YW          | 2:10  |
| VET — HyFlex                           | 15–18  | VET studies and/or QCE pathway.                                                                                      | Teacher + TO          | 2:20  |
| VET — Animal Studies                   | 15–18  | VET studies and/or QCE pathway.                                                                                      | Teacher + TO          | 2:15  |
| VET — Music                            | 15–18  | Music production skills and/or QCE pathway.                                                                          | Teacher + Music Staff | 2:20  |
| Microcredentials                       | 14–18  | Timetabled micro courses: Barista, White Card, First Aid, RSA, RSG, WH&S, Budgeting, Renting Skillset.               | Teacher + TO          | 2:15  |
| <b>NON-ACCREDITED ELECTIVES</b>        |        |                                                                                                                      |                       |       |
| Art                                    | All YP | Daily timetabled art and craft activities.                                                                           | Teacher + YW          | 2:20  |
| Gym                                    | All YP | Daily supervision and fitness instruction in the school gym.                                                         | Gym Staff             | 1:10  |
| Music                                  | All YP | Timetabled instrumental, vocal, and ensemble sessions.                                                               | Music Staff + YW      | 2:15  |
| Workshop                               | All YP | Daily timetabled design and tech projects.                                                                           | Teacher + YW          | 2:15  |
| Sport & OABL Programs                  | All YP | Weekly timetabled ABL electives based on interest each term — e.g. Surfing, Abseiling, Touch Football.               | 2 × Staff each        | 2:10  |
| Personal & Social Capabilities         | All YP | Weekly timetabled social-skill electives — e.g. Book Club, Rainbow Club.                                             | 2 × staff each        | 2:10  |

# Evidence used to Inform Practice

## Data to shape learning choices

Learning choices are guided by young person voice, ensuring programs are relevant, meaningful and aligned with interests and goals. Students contribute through regular conversations, surveys and feedback that inform timetables, elective offerings and project-based options. SET Plans and Personal Learning Plans identify preferred pathways, courses of interest, and individual strengths.

Learning data reveals the level at which each student is working, allowing staff to differentiate content. Data from school-leaver, satisfaction and VET-outcomes surveys is reviewed to evaluate effectiveness, while regional priorities and organisational direction from other network schools also inform planning.



Young person voice, learning data, SET Plans, evaluation and organisational direction converge on each learning choice.

## Pre-enrolment diagnostic assessment

Young people often arrive with little or no documented educational history, making their current ability and needs difficult to ascertain. To ensure appropriate material, the Inclusive Education Teacher completes a one-to-one literacy and numeracy assessment on enrolment using:

Essential  
Assessment

Burt Word  
Reading Test

South Australian  
Spelling Test

Minute Maths  
Numeracy

## Learning data

Learning data is central to informing practice and continuous improvement. In the Middle Years, assessment aligns to the Australian Curriculum (ACARA) achievement standards; in the Senior Years, QCAA and VET data tracks achievement, informs moderation, and guides post-school pathways. Platforms such as **Education Perfect** and **Essential Assessment** are used for pre- and post-assessment, while **Melbourne Metrics** tracks progress in general capabilities — giving both teachers and young people visibility of skill levels and next steps.

Learning and diagnostic data form targeted teaching groups and inform intervention, including one-to-one literacy support. Student data also informs the Nationally Consistent Collection of Data (NCCD) process, guiding the level of adjustment — supplementary, substantial, or extensive. Importantly, data is

shared with young people as feedback, helping them understand progress, recognise achievement, and set personal goals.

## Wellbeing data

Wellbeing data is integral to ensuring every young person is supported to engage, learn and thrive. At enrolment, each young person completes a Wellbeing Questionnaire, and external reports and specialist documentation inform planning. Throughout the year, screening tools — the Depression, Anxiety and Stress Scale (DASS), SNAP, anxiety checklists, and speech and language screeners — are used selectively to monitor wellbeing and identify emerging concerns.

Ongoing data is supplemented through attendance and engagement trends, staff observations, safety planning, PLP reviews, and multidisciplinary team discussions. By embedding wellbeing data into everyday practice, responses stay proactive, targeted, and evidence-based.

## Wellbeing & Engagement — Multi-Tiered System of Supports

Relationship-first, strengths-based and non-punitive. Everyone is held in Tier 1; support intensifies as needs increase.

### 1 Universal

Everyday support for every young person

PC • Attendance 100–70%

Personalised timetable

PC daily wellbeing check-in

Personalised Learning Plan (PLP)

Safety plan

Food / shower / clothing

Emotional literacy & self-regulation (interoception) **NEW**

Co-creating safe learning spaces **NEW**

Group formation activities **NEW**

Buddy system **NEW**

### 2 Targeted

When universal support isn't enough

PC + ML / IET / TO / AHOC • 60–40%

Contact home / carer

Review PLP / safety plan / timetable

Outreach

Targeted support

Referrals / support services / Centrelink

Risk management plan

Back on Track plan / meeting

### 3 Intensive

Significant disengagement or increased risk

PC + ML / IET / TO + AHOC / HOC • 30–0%

Transition pathway

Stakeholder meeting

Youth justice support

Complex case management

Critical incidents

Form A

Re-entry meeting after incident

#### ATTENDANCE THRESHOLDS

- **100%** — PLP + timetable in place (PC)
- **60%** • **A** — Contact home • ESP begins (PC)
- **30%** • **B** — Escalation • leadership-led (HOC)
- **20%** • **C** — Enrolment at risk (HOC)

#### ROLES

**PC** Program Coordinator • **ML** Middle Leader • **IET** Inclusive-Ed Teacher • **TO** Therapeutic Officer • **AHOC / HOC** Associate / Head of Campus • **ESP** Emotional Support Plan

A Multi-Tiered System of Supports (MTSS) guides wellbeing case management — everyone is supported at Tier 1, with targeted and intensive supports layered in as needs increase.

## LEARNING

# Personalised Learning Plans

Young people may present with gaps in their education, so individualised programs are negotiated with each young person to meet their current life situation and educational needs. The aim is to target learning at the individual's stage level — not exclusively according to age.

Each young person negotiates a Personal Learning Plan (PLP) that sets short, mid and long-term educational and personal goals. The PLP is reviewed within a small group — teacher, parent/carers, youth worker and the young person — and goals are discussed regularly and communicated with families. Adjustments occur across multiple levels: whole-school

adjustments provided through the school's status as a Special Assistance School, then class and small-group differentiation using effective pedagogy and flexible groupings to maximise outcomes.

NFS PLP 2026 — SECTIONS

01

Personal Information — background info, NCCD, support team, living situation

02

Consultation & Collaboration — YP, carers, staff and specialist input

03

Individual Priority Plan — personal & wellbeing priorities, learning-group goals

04

YP Learner Profile — history, specialists, education & wellbeing summary, functional impacts & adjustments

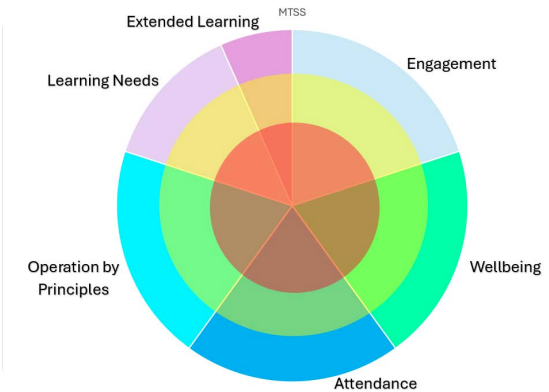
05

SET Plan for Seniors — Senior Education and Training Plan

LEARNING

# Intervention Programs

Noosa Flexible School provides targeted academic and wellbeing interventions so all young people can access learning, experience success, and progress towards their goals. Intervention is guided by diagnostic data, teacher observation, and ongoing review of each young person's learning and engagement needs. The school uses a **Multi-Tiered Systems of Support (MTSS)** approach to case management — identifying needs and matching the appropriate level of support.



The MTSS wheel guides case management across the school.

Literacy intervention

A structured program using **That Reading Thing (TRT)**. Young people are identified through reading diagnostics, word-recognition data and, where relevant, speech and language assessments. Trained staff provide individualised 1:1 sessions, monitoring growth in decoding, fluency, and reading confidence.

Numeracy & subject-specific

Interventions occur within each learning space as everyday practice. Teachers use learning data to differentiate content, form small targeted groups, and provide focused instruction — ensuring students working below or above level receive the right challenge and support.

### Personal & social

Typically Tier 2 supports within the MTSS framework, informed by staff observation, engagement data, wellbeing screening and young person voice:

Regular check-ins · Goal setting & monitoring · Restorative conversations · Social skills development · Support with self-management & participation routines

### Wellbeing intervention

Delivered by a multidisciplinary team through check-ins, case management, goal setting, restorative conversations, safety planning, and support with regulation and self-management. When specialised support is needed, the team works with external services — counselling, housing, AOD education, mental health, youth justice, and family support — maintaining communication (with consent) to align goals and monitor progress.

## LEARNING

# Whole School Curriculum

Our curriculum is built on pedagogical approaches responsive to the needs, interests, and lived experiences of our young people — integrating inquiry-based learning, experiential learning, culturally responsive practice, project-based learning, Reboot/trauma-informed practice, and transformative learning into a holistic, flexible environment.

Inquiry-based

Experiential

Culturally responsive

Project-based

Reboot / trauma-informed

Transformative

These approaches are intentionally selected because they align with how our young people learn best. Many need learning that is practical, relevant, relationship-centred and connected to real experience. Inquiry and project-based learning build ownership; experiential learning builds confidence through doing; culturally responsive practice strengthens belonging; trauma-informed and Reboot-aligned practices provide predictable routines and relational safety; and transformative learning helps young people see themselves as capable, empowered learners with agency over their pathways.

### Senior Years curriculum

Focused on employment, further study, and successful transitions. Students engage in QCAA Applied subjects, Short Courses, and VET qualifications that prioritise transferable skills — communication, problem-solving, teamwork, digital literacy, and workplace readiness — with clear pathways into apprenticeships, traineeships, higher education, or direct employment.

### Middle School curriculum

A connected curriculum harnesses young people's interests to make learning practical, engaging and purposeful. Units integrate multiple ACARA learning areas while targeting Key Learning Areas, General Capabilities, and Cross-Curriculum Priorities — promoting curiosity, creativity, and foundational literacy and numeracy while building the skills to transition confidently into senior schooling.

## Core learning groups & pathways

### Middle School (7–10)

CONNECTED CURRICULUM ·  
ACARA V9

English · Maths · HPE ·  
Science · HASS · Art · Design  
Technologies · Music

### QCAA (10–12)

Short Course Literacy · Short  
Course Numeracy · Short  
Course Career Education ·  
Essential English · Essential  
Maths · Visual Arts in Practice  
· Furnishing Skills

\*QCE Pathway available \*\*No  
ATAR pathway available

### VET (10–12)

CERTIFICATE II

Workplace Skills · Community  
Services · Digital Technology  
· Animal Studies · Drilling &  
Mining · Music

CERTIFICATE III & MICRO-  
CREDENTIALS

Cert III Music · timetabled  
micro-credentials

### Pastoral Care & Wellbeing

Trauma-informed practice (Reboot), weekly  
wellbeing focus, links to support services, and  
onsite AOD and psychology sessions.

### Daily Elective Learning Spaces

**Art** (visual, digital, applied) · **Gym** (individual &  
group fitness) · **Music** (instrumentals, vocals,  
ensemble, production) · **Workshop** (woodwork,  
electro-technology, resin).

### Weekly Electives & Outgroups

**OABL:** surfing, fishing, mountain biking, sport,  
abseiling, canoeing, SUPing, swimming, camps.

**Personal & social:** Wallflowers, Walk n Talk, Spill  
the T, Book/Movie Club, cultural programs, Op  
Shopping, Rainbow.

### Transitions Support

Traineeships and apprenticeships · HeadStart  
(University of the Sunshine Coast) · employment  
support · Prep L's and learner driving hours.

## LEARNING

## Learning Choices

Our curriculum is designed to meet the unique needs of our young people, with a strong focus on First Nations perspectives and culturally responsive education. Diagnostic assessments guide personalised programs supporting literacy, numeracy, and real-life skills. For students experiencing significant challenges, programs go beyond academics to support spiritual, physical, social, psychological, and intellectual growth. When planning learning choices, the following principles apply:

- Include classroom activities, on-site and off-site programs, camps and excursions.
- Relate to the school's educational program and are age appropriate.

- Provide valuable outcomes for students.
- Are budgeted in the most cost-beneficial way possible.
- Are informed by young person voice through survey and PLP data.
- Are inclusive — every student in a learning group has the opportunity to participate.
- Are risk-managed through approved planning and documentation.
- Have intentional focus areas targeting school-wide transferable skills.

The Head of Campus or Associate Head of Campus approves all off-site activities, and the Area Principal approves all overnight programs.

## Units of Work

Planning templates are applied to all Units of Work. The nature of the program determines the template used — Middle School Core Learning Groups, QCAA TLAPs, RTO Planning Docs, or Non-Accredited Elective Program Plans. Every unit plan contains:

|                                                                                              |                                  |                             |
|----------------------------------------------------------------------------------------------|----------------------------------|-----------------------------|
| <b>Overview</b> — title & intention                                                          | Target learners & considerations | Adjustments                 |
| Feedback to learners                                                                         | Learning sequence                | Links to learning resources |
| <b>First Nations perspectives</b> (school-wide priority) + Eight Ways of Learning approaches |                                  |                             |

Program-specific inclusions cover Australian Curriculum learning areas, content descriptors and achievement standards; focus general capabilities and cross-curriculum priorities; syllabus links and objectives; assessment details and ISMGs; and RTO-specific docs (units and competencies, assessment techniques, industry experiences, trainer currency).

All unit plans are completed in collaboration with the school's Learning and Pedagogy Coordinator, stored centrally on the Curriculum Storage Team for transparency, and reviewed using young person and staff input to refine future implementation.

## LEARNING

# First Nations Curriculum Inclusions

Noosa Flexible School is committed to authentically embedding First Nations perspectives across the whole school curriculum and community — enacted through genuine relationships, culturally responsive pedagogy, and meaningful engagement with local First Nations communities.



### Authentic community connections

We engage community members, Elders, and organisations for authentic learning — excursions, incursions, cultural workshops, storytelling, and hands-on activities. Key dates such as NAIDOC Week, Reconciliation Week, and local cultural events are recognised through community-led, school-wide engagement.

### Cultural visibility & creative expression

Culture is made visible through artwork, signage, language and shared spaces. Local First Nations artists co-create murals and art projects with young people, fostering cultural pride and a richer learning environment.

### Collective work across Flexi Schools

A First Nations Staff Collective connects educators and support workers across multiple Flexi Schools, meeting regularly to share strategies, develop resources, and deepen cultural learning across the network.



### Young person voice & dedicated programs

First Nations young people shape their learning through student groups that co-design cultural activities, incursions, guest speakers, and creative projects. A collaborative Reconciliation Action Plan (RAP), developed with community, guides ongoing work.

### Embedded curriculum approaches

Perspectives are woven into planning across learning areas — including Middle School units such as *Deep Time*, aligned to ACARA cross-curriculum priorities. Teachers integrate the Eight Ways of Learning framework to inform culturally responsive, land-based and narrative learning.

### Cultural camps & celebrations

Extended, place-based learning through First Nations-led camps — the annual camp to K'gari, planned cultural learning at Carnarvon Gorge, and the First Nations Graduates Day for young people from all Queensland Flexi Schools.

## LEARNING

# Transformative Learning — Skills & Progressions

In a Transformative Learning school, everything centres on building and tracking young people's skills through clear progressions. Teachers and youth workers work with young people to identify the skills they already have, the next steps, and the evidence needed to demonstrate growth. Learning experiences — in classrooms, projects, workshops, community settings or VET — are deliberately designed to practise transferable human skills such as communication, problem-solving, teamwork, self-management and critical thinking.

Staff use skill progressions rather than grades to show development over time, comparing a young person only to their own previous performance. Progress is made visible through shared assessment conversations, goal setting, reflective tasks, and real evidence contributing to a skills passport or micro-credentials — helping young people see and articulate what they can do.

## FOUNDATIONAL SKILLS

### 2026 Focus Progressions

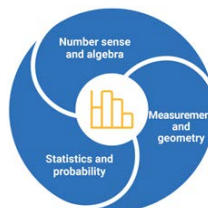
Literacy and Numeracy Progressions show how students typically develop from Foundation to Year 10. The school targets specific progressions for consistent focus across Middle and Senior groups, tracked and assessed using diagnostic tools, formal assessment, and observation. Target progressions change each year.



#### Literacy

**Primary** · Speaking & Listening  
→ Speaking and Interacting

**Secondary** · Reading & Viewing  
→ Understanding Texts



#### Numeracy

**Primary** · Number Sense & Algebra  
→ Additive & Multiplicative Strategies

**Secondary** · Measurement & Geometry  
→ Understanding Units of Measurement



#### Digital Literacy

**Primary** · Managing & Operating  
→ Select and Operate Tools

**Secondary** · Digital Safety & Wellbeing  
→ Manage Online Safety



#### Personal & Social

(transferable)

**Primary** · Social Management  
→ Communication

**Secondary** · Self-awareness  
→ Reflective Practice

**Transferable skills** equip young people to thrive in the 21st century and are embedded across all learning areas. Through the Melbourne Metrics and Flexible Schools Project, the school is developing criteria and assessment instruments — based on four ACARA General Capabilities — to name, articulate and measure the human capabilities that matter most for recruitment and life beyond school. The school-wide focus targets **Personal and Social Capability**.

\*For further detail on Foundational Skill target areas and tracking, refer to the Whole School Progression Mapping 2026.

# Whole School Timetable

The timetable reflects our principle of **participation by choice** while providing the structure needed for consistent progress. Learners are placed in core literacy and numeracy groups (senior) and core learning groups (middle) so foundational skills occur daily in Session 1. Sessions 2 and 3 offer flexibility — young people select learning spaces, electives, and projects aligned with their interests, goals, and learning styles. Each term's timetable is shaped by staff and young-person survey data, while some senior programs require notional time to meet QCAA and VET requirements.

DAILY STRUCTURE

| Time          | Period               | Overview                                                                                   |
|---------------|----------------------|--------------------------------------------------------------------------------------------|
| 9:15–9:45am   | Pastoral Care        | Wellbeing check-ins (Reboot), timetable planning, weekly wellbeing topics (AC HPE content) |
| 9:45–10:00am  | Whole School Meeting | Group formation, daily overview                                                            |
| 10:00–11:00am | Session 1            | Core Learning Groups (Middle School, QCAA, VET)                                            |
| 11:00–11:30am | Morning Tea          | Shared meal prepared by the school chef                                                    |
| 11:30–12:30pm | Session 2            | QCAA and VET learning, elective learning and outgroups, learning support and intervention  |
| 12:30–1:00pm  | Lunch                | Shared meal prepared by the school chef                                                    |
| 1:00–2:00pm   | Session 3            | Elective learning and outgroups, learning support, intervention                            |
| 2:00pm        | Checkout & Buses     | End-of-day checkout and bus runs                                                           |

Non-accredited electives for 2026–27 are informed by young-person voice, so exact programs are determined each term. Areas span OABL (surf, MTB, abseil, fish), personal & social (Wallflowers, Spill the T, Glow n Grow), sport, fitness, camps, volunteering, art, music, media, digital and design technologies, and inclusive groups (Rainbow, First Nations).

# Scope and Sequence

The Scope and Sequence ensures content from learning areas is explored and articulates the order in which it is taught. The *scope* lists topics, concepts and skills; the *sequence* sets the progression so young people build on prior learning. This is particularly important when participation is sporadic and interest varies week to week. A well-defined Scope and Sequence helps educators plan instruction, select resources, and assess learning — and is under constant review to meet the needs of each cohort.

## Middle School Program

The Middle School program engages learners in Years 7–10 through meaningful opportunities that cater to their needs, interests, and learning styles. Key general capabilities are targeted across all learning groups, scaffolding the foundational and transferable skills needed for Senior School and beyond. Learners remain with their core learning group in Session 1 and the weekly excursion program; for the remainder of the timetable they select options based on interests and goals — daily elective spaces (Art, Gym, Music, Workshop) and weekly OABL and Personal & Social groups.

### Connected Curriculum

English · Maths · HPE · Science ·  
HASS · PBL in a chosen area  
(Art, Music, Technologies)

### Focus General Capabilities

Literacy & Numeracy · Digital  
Literacy · Personal & Social ·  
Critical & Creative Thinking

### Cross-Curriculum Priorities

Aboriginal & Torres Strait  
Islander Histories & Cultures ·  
Asia & Australia's Engagement  
with Asia · Sustainability

## Senior School Program — VET & Pathways

The Senior School program supports young people in Years 10–12 to engage in purposeful pathways towards employment, further education, and successful transitions. Senior learners are enrolled in a core QCAA literacy and numeracy group — QCAA Short Courses or Essential English and Essential Mathematics — based on their level, aspirations, and identified pathway. Core learning occurs in Session 1; electives aligned to PLPs and SET Plans run in Sessions 2 and 3, with priority placed on accredited learning towards the Queensland Certificate of Education or an alternative credential.

### ACCREDITED LEARNING OPTIONS 2026–27

#### QCAA Options

Short Course Literacy · Short Course Numeracy ·  
Short Course Career Education · Essential English  
· Essential Maths · Visual Arts in Practice ·  
Furnishing Skills · QCIA (individual learning  
programs)

#### VET Options

Cert II Workplace Skills · Digital Technology ·  
Community Services · Animal Studies / Tourism ·  
Music · Drilling & Mining / Health Studies · Cert III  
Music · First Aid · Cert I Independent Living Skills

## Transitions

Work experience · traineeships & apprenticeships  
· driving & Prep L's · HeadStart (UniSC) · online  
courses (Coursera, Udemy) · TAFE micro-  
credentials

## Micro-credentials

RSA · White Card · Food Safety · Barista · RSG ·  
WH&S · Budgeting · First Aid & CPR · Beauty  
(lashes & brows) · Special Effects Makeup · Blue  
Dog trade online courses · ICT micros

Programs are marked internally as Delivering, Planning, or Future, and are subject to availability, funding and scheduling.

## LEARNING

# Assessment

The purpose of assessment is to identify where a young person is on their learning journey and establish a benchmark for progress. Assessment provides feedback to teachers and learners, identifies gaps, and informs instruction. **Co-constructed assessment** enables young people to help decide how they prefer to demonstrate what they know and can do. Growth is supported by regular reflection, and learning is consolidated when transferred to new contexts.

### Pre-enrolment diagnostic

A one-to-one literacy and numeracy assessment with the Inclusive Education Teacher — Essential Assessment, Burt Word Reading Test, South Australian Spelling Test, and a numeracy assessment.

### Middle School

Instruments are chosen with regard to learning style. Teachers apply formative and summative evidence to judge competency, marked against ACARA Achievement Standards.

### Senior School

**QCAA:** Instrument Specific Marking Guidelines (ISMGs) accompany each internal assessment, combining with external assessment for a result out of 100. **VET:** follows the guidelines of partner RTOs.

### Ongoing formative

Integrated daily through learning goals, pre-briefings, active learning cycles and debriefing. Summative tasks are co-developed and scaffolded with multiple entry and exit points, managed around attendance and access arrangements.

## LEARNING

# Reporting

One aspect of reporting is on the Personal Learning Plan goals identified by each young person — created collaboratively through PLP priorities and the literacy and numeracy focus areas of their core learning group. Progress towards each goal is tracked using the following scale:

|                        |                                                                                                                            |
|------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>N/A</b>             | Not applicable — the young person could not identify a goal in this area of the PLP.                                       |
| <b>Beginning</b>       | Becoming aware of their goals and demonstrating a basic understanding; beginning to use skills in familiar situations.     |
| <b>Working Towards</b> | Can work with their goals and demonstrates understanding of the required knowledge; applies skills in familiar situations. |
| <b>Achieved</b>        | Demonstrates a thorough understanding with a high level of skill that can be transferred to new situations.                |

### Middle School (7–10)

Semester reporting to young people and families identifies progress within Australian Curriculum Learning Areas using the 5-point scale from the QCAA P–2 Reporting Standards.

### Senior School (10–12)

Accredited achievements are reported A–E using ISMGs for QCAA subjects, and Competent / NYC for VET competencies.

## Moderation

Moderation analyses the quality of student work against the Learning Progressions and Australian Curriculum Achievement Standards to determine consistency with NCCD evidence — improving the consistency of teachers' decisions so judgments are valid, reliable and fair. Internal moderation runs annually for both NCCD evidence and curriculum achievement standards, facilitated by the Leader of Learning, with teachers marking unannotated samples and discussing final grades collaboratively. External moderation of NCCD evidence is undertaken once a year — increasingly across Flexible Schools, facilitated by the Regional Support Team.

# 04

## Wellbeing

Relational, intentional, and embedded in every part of the school day — because young people learn best when they feel safe, connected and supported.

### WELLBEING

## Daily Wellbeing Structures

Our wellbeing model is grounded in trauma-aware practice, the Flexi principles, and a multidisciplinary structure that ensures every young person is surrounded by adults who listen, understand, and respond with consistency and care.

### Pastoral Care & morning meeting

Each morning begins with a 30-minute Pastoral Care routine — Reboot-aligned regulation strategies, wellbeing check-ins, timetable planning, and guided conversations. A short Whole School Meeting follows, providing clarity, structure, and a shared sense of belonging.

### Shared meals

Morning tea and lunch prepared by the school chef remove barriers related to food insecurity and create opportunities for connection, informal support, and community building.

### Daily elective spaces

Art, Gym, Music, Workshop, and quieter regulation areas offer ongoing access to environments that support expression, creativity, movement, sensory needs, and social connection — intentionally staffed by adults who specialise in relationship-based practice and wellbeing support.

# Wellbeing Curriculum & Weekly Themes

Wellbeing is delivered through a structured, school-wide curriculum aligned with the AC v9 Health and Physical Education syllabus, ensuring content — emotional literacy, respectful relationships, coping strategies, identity, digital wellbeing, mental health, and protective behaviours — is taught consistently and explicitly. Each week centres on a dedicated theme, introduced during Pastoral Care and reinforced across learning groups and electives, so young people access consistent content regardless of timetable or attendance patterns. A **Whole School Wellbeing Assembly** every Friday consolidates the focus through student voice, storytelling, guest speakers and reflection.

## Weekly wellbeing programs

Weekly elective groups provide deeper social–emotional learning in smaller, interest-based settings — Wallflowers, Spill the T, Glow n Grow, Rainbow Group, Walk & Talk, First Nations programs, and Book/Movie Club — supporting identity, regulation, social skills and connection. These align with ACARA's Personal and Social Capability progressions and the Transformative Learning model.

**Adventure Based Learning** forms another key component. Weekly OABL electives — surfing, fishing, mountain biking, skating, bushwalking, canoeing and abseiling — offer experiential opportunities to build resilience, confidence, teamwork and physical wellbeing, designed around student interests, seasonal conditions, and safety planning.



Equine-assisted learning — one of many Adventure Based Learning experiences.

# A multidisciplinary team

Wellbeing is supported by a multidisciplinary team that identifies needs early and responds effectively. The team includes teachers, youth workers, wellbeing staff, an Inclusive Education teacher, and specialists trained in trauma-aware practice, mental health first aid, diabetes management, and Reboot. Onsite services include the school's own counsellor and AOD support. The team meets weekly to review needs, coordinate supports, update safety plans, and triage referrals — ensuring a cohesive approach with no duplication.

## Camps & extended wellbeing experiences

Camps provide powerful opportunities for identity development, community building, and emotional growth. Recent and planned camps include First Nations immersion experiences (Carnarvon Gorge, K'gari), snow trips, girl group camps, canoe expeditions, Pastoral Care retreats, and VET-linked camps such as drilling and mining. These experiences promote independence, leadership, cultural learning, and resilience beyond the everyday school environment.



## Partnerships & external supports

The school works closely with a broad network — CYMHS, our onsite counsellor, Youturn, Family and Child Connect, Refocus, Waves of Kindness, NOFFS, Youth Justice, local Elders through Kultya, and community organisations — providing counselling, mental-health intervention, case management, AOD education, crisis response, cultural learning, and pathways support. Collaboration ensures wrap-around support is coordinated, not fragmented, and that young people receive the right level of care at the right time.

## Wellbeing data & continuous improvement

Wellbeing data informs all aspects of practice — enrolment questionnaires, DASS, SNAP and anxiety screeners, speech and communication screeners, attendance and engagement trends, safety plans, referral data, staff observations, and PLP reviews. Patterns guide early intervention, shape weekly themes, inform adjustments, and support referrals.

- Increased participation in wellbeing programs

- Strong engagement with onsite psychology & AOD services

- A decline in high-level safety incidents

- Higher attendance for young people in ABL & wellbeing electives

Staff report improved emotional literacy and self-management across the cohort, supported by consistent Reboot and Collaborative Problem Solving practices. Wellbeing at Noosa Flexi is not a separate program but a foundational element of the school's culture — embedded in every interaction and every learning environment.

WELLBEING

# Adventure Based Learning & Camps

Experiential learning is a core element of our model. Weekly offsite OABL electives build confidence, teamwork, resilience and personal agency while connecting young people to real-world environments. The program shifts with the seasons — surfing, swimming and fishing in warmer months; skateboarding, mountain biking, hiking and abseiling in cooler months. Camps are planned with careful consideration of cohort needs, interests, and — where relevant — qualification requirements, creating powerful conditions for relationship-building, independence, and immersive learning away from everyday pressures.



Weekly OABL

Surfing · Swimming · Mountain Biking · Bush Walking · Fishing · Skating · Abseiling · Canoeing

2026 Planned Camps

First Nations Carnarvon Gorge immersion · Ski Trip · Drilling & Mining Certificate · Year 12 Reflection · space for YP voice-driven options

Previous Camps

First Nations K'gari Trip · Mountain Bike Thredbo Trip · Pastoral Care retreats · Canoe Expedition · Girl Group Camp · Outdoor Rec Certificate Camp

## Excursions

Noosa Flexible School values real-world, community-connected learning and integrates offsite experiences into the weekly timetable to support the active learning styles of young people. Core learning groups and Middle School classes participate in regular excursions, while elective programs — OABL and Personal & Social Capability groups — offer additional offsite opportunities that broaden learning beyond the classroom.

These excursions connect young people with local environments, community organisations, cultural spaces, and practical learning contexts — building confidence, transferable skills, and stronger engagement. Activities may include beach programs, cultural visits, workshops, nature-based learning, workplace exposure, and community projects. All offsite learning is planned with detailed risk assessments, appropriate mitigation, and parental consent to ensure safety and accessibility.

**"Often young people come to our  
Flexible Schools thinking they  
cannot learn — we show them they  
can."**

————— SUCCESS LOOKS DIFFERENT FOR EVERYONE —————



EDUCATIONAL FRAMEWORK · PREPARED NOVEMBER 2025

On Kabi Kabi (Gubbi Gubbi) Country · Edmund Rice Education Australia Flexible Schools