



FAME NEWSLETTER

Semester 1, 2026

As we reach the end of Semester 1, I want to take the opportunity to reflect on the many **achievements** of our young people and the incredible **growth** we have witnessed across our campus. Every day, our students continue to demonstrate **resilience, courage and determination** as they navigate challenges, embrace opportunities and work towards their individual goals. It is a **privilege** to see the way they support one another, engage with their learning and contribute positively to our school community. We are incredibly **proud** of the young people at FAME and the progress they continue to make, both in and out of the classroom.

A particular **highlight** this semester has been the outstanding work of our new Skills and Pathways Trainer, Karen. Through her commitment to building strong industry and community connections, many of our young people have **successfully** secured work experience placements and part-time employment opportunities. These experiences are providing students with valuable workplace skills, increased **confidence** and a clearer sense of their future pathways. The positive feedback we continue to receive from employers speaks volumes about the character, work ethic and **potential** of our young people.

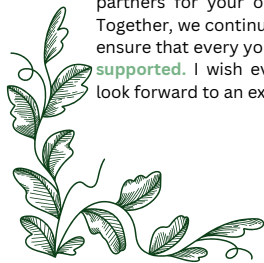
The Tech Shed has also been a hive of activity throughout the semester. Alongside Peter King, young people have embraced the **opportunity** to learn practical skills using a variety of tools, equipment and construction techniques. It has been wonderful to see young people developing **confidence, problem-solving abilities and pride** in creating tangible projects. The Tech Shed continues to provide meaningful hands-on learning experiences that engage students and allow them to discover **strengths** they may not have realised they possessed.

Another source of great pride has been our school ice hockey team - The FAME Flamingos. Throughout the season, participants have shown remarkable growth, not only in their skills and understanding of the game but also in their **teamwork, sportsmanship and commitment** to one another. The bond they have developed as a team has been inspiring to watch, and they have represented FAME Flexible School with pride and determination. Their willingness to encourage and support each other reflects the strong sense of **community** we strive to build across our campus.

Looking ahead to Semester 2, there is much to be **excited** about. We are thrilled to be progressing plans for the installation of a school gym, which will provide additional opportunities for students to focus on their health, wellbeing and personal development. We also have several important **celebrations** on the horizon, including our Senior School Formal, Celebration Day and Graduation. These events provide valuable **opportunities** to recognise achievements, strengthen connections and celebrate the journeys of our young people.

Thank you to our students, families, staff and community partners for your ongoing support throughout Semester 1. Together, we continue to create opportunities for success and ensure that every young person at FAME is **known, valued and supported**. I wish everyone a safe and enjoyable break and look forward to an exciting Semester 2.

Adam



EDDIE RICE DAY

On 5 May, FAME came together to joyfully celebrate the Feast Day of Blessed Edmund Rice, an occasion **honouring** the life, vision and legacy of Edmund Rice. To mark the day, all young people were provided with a commemorative emblem featuring the EREA Gospel Spirituality symbol and Words of Hope, as a sign of **connection** and **reflection**.

Throughout the day, classes engaged in rich and thoughtful discussions about who Edmund Rice was, his life story, and the reasons behind his **unwavering commitment** to young people experiencing disadvantage. These conversations were marked by high levels of engagement and curiosity, demonstrating a strong connection to Edmund's values and mission.

A whole-school community meeting followed, where Lisa delivered a brief yet engaging overview of Edmund Rice's mission and how his **legacy** continues to be lived out at Flexi today. The **celebration** continued with Adam unveiling our new Edmund Rice statue and cutting a celebratory cake, symbolising our shared commitment to Edmund's vision.

In the afternoon, students and staff participated in the **Walk for Edmund** along the Onkaparinga River. In the weeks leading up to the event, young people painted the logos and names of all Flexi schools across Australia, which were placed along the walk—visually representing our connected national community. Edmund Rice Day was a **powerful** celebration of faith, justice, and belonging.



WESTCOURT

What another fantastic and memorable term it has been for the Westcourt class! Filled with laughter, teamwork, adventure, and learning, students have continued to **embrace** every opportunity with **enthusiasm** and **positivity**.



One of our highlights this term was a fascinating visit to the Nan Hai Pu Tuo Temple of Australia, where students **learned** about different religions, beliefs, and traditions in a respectful and engaging way. This connected closely with our classroom learning as we explored new countries and cultures throughout our English lessons. Students also continued building their spelling and grammar skills, showing excellent growth and **confidence** in their written work.

We loved learning more about Edmund Rice and the values of the EREA community, reflecting on the importance of **compassion, inclusion, and supporting others**.

In History, students explored the wonders of ancient civilizations, **discovering** how people lived and the incredible achievements they made. In Maths, students challenged themselves with Pythagoras' Theorem, showing **persistence** and pride as they tackled new concepts and problem-solving tasks.



Sporting adventures were another major highlight! The class confidently took on Callan in a tennis match and, despite their best efforts (and perhaps a few very optimistic line calls!), the students stormed to a **convincing victory**. The celebrations – and reminders to Callan about the result – are still continuing!



We also enjoyed an **amazing** full-day excursion to Goolwa, where students had an absolute blast playing mini golf and spending time together. A lovely walk to Punchbowl Lookout gave everyone the chance to enjoy the scenery and fresh air, while some of our learning sessions at the beach provided a relaxed and **engaging** environment for students to work together.

Before Easter, excitement reached a whole new level with our giant 100-egg Easter egg hunt. The teachers hid the eggs **“egg”ceptionally** well, leading to plenty of determined searching, teamwork, and **laughter** throughout the day.



It has also been **wonderful** to see new students settle into the class so successfully. Everyone has done a **fantastic** job creating a welcoming, supportive, and positive classroom **community**.

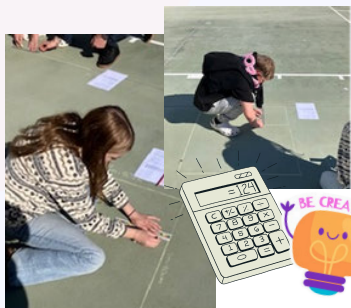
Overall, it has been another **brilliant term** full of growth, fun, and shared experiences. The Westcourt students should be incredibly proud of their **efforts** and **achievements**, and we look forward to all the adventures still to come!

Amazing!

CALLAN

Callan has had a **busy** first semester embarking on many **interesting** things both in and out of the classroom.

In English there was an initial focus on WW2 and the Holocaust and specifically looking into some survivors like Anne Frank and Eddie Jaku. Young People were able to view how media was used to **convince** people to join war and also look into some artwork that portrayed different sides of the conflict.



In Maths students have made **significant progress** looking at fractions, the ability to add, subtract, divide and multiply fractions. They have also looked into some real-world maths including how to read a clock and earning and spending with money. They spent some time looking into how shares work and investing some 'fake' money into their chosen companies. Young People have just started looking at measurement and in particular area and perimeter, progressing into some house floor plan designing and looking at how scale works.

Within the classroom there has been a lot of **creativity** through out Art, DCM and YEP programs. Young People have decorated their own Vinyls, learnt how to make candles, slime and even learnt how to use the 'Cricut' machines to create labels for their candles and vases. There have been some **amazing** pieces of work created in this time! We have had a heavy focus on 'getting out of our comfort zones' and trying new things in Semester 1 when it comes to outside of the classroom. This has been aided by our involvement in the 'Reclink - Live and Learn Golf' program. Young People have been regularly travelling down to South Lakes Golf Course on a Tuesday to learn the game of golf.

They started out learning to putt and playing on the new 'mini golf' course, where their skills **progressed** rapidly. Young People have now progressed to learning how to 'chip and drive' the golf ball, **impressing** the course 'Pros' who are teaching them. Within the next few weeks, the Young People will progress onto the course and play some of the holes on the course.

It has been a **great** term in Callan with all kinds of **progress** and we are looking forward to what next semester brings!



CORK

TERM 1-2 2026

DESIGN CREATE MAKE

Creativity was on full display as students designed and built skateboards, as well as handmade products such as ragdolls and plush fruits.

These items are being prepared for a market later in the year, showcasing both their creativity and entrepreneurial spirit.



This term, students have been engaged in a variety of rich learning experiences across subjects.

In English, students explored the Freedom Ride, gaining insight into an important Indigenous rights movement in Australia, and examined the role of the referendum in shaping the Constitution

In Maths, they developed their skills in graphing, coordinates, and measurement, including an exploration of measurement errors. A highlight was a practical cooking activity where students made pancakes by estimating ingredient quantities—many looked fantastic, and some even tasted great!

Experiential Learning



Over the term, Cork students have taken part in a range of excursions integrated into their regular lessons. Destinations included the Migration Museum, Glenthorne National Park, Happy Valley Reservoir, Wilfred Taylor Reserve, Christies Beach Boardwalk, Hallett Cove Conservation Park, the Tjilbruke Trail Chapel Reserve (Old Noarlunga), and more.



EIF



Congratulations to the following students for completing their EIF and moving up to Ambrose... Jasmin, Brodie, Aela, Bryson, Inara, Curtis, Maddi, Mia, Will, Bailey, Ellie, Matilda and all those who finished after this publication



SKILLS AND PATHWAYS HUB NEWS

It has been an **exciting** busy start, as students are **enthusiastically** engaging with FAMES Pathways Hub. From accessing the Jobs board, being supported with resume and cover letters, obtaining USI's, TFN's, to bank accounts and interview training for work readiness.

Several students have **completed**, or will soon be completing work experience opportunities within their chosen pathways including: kitchen operations, plumbing, shop fitting, hairdressing, mechanics, retail, entertainment/music, OSHC and supply chains. Through work experience three students have **apprenticeship opportunities**. These are as a Plumber, a Chef, and a school-based traineeship in Supply Chain Operations, with Reece Plumbing.

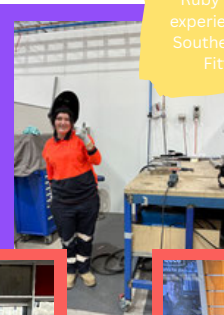
Students are **successfully** being supported into casual employment, across retail, hospitality, and screen printing. Students are being supported to upskill, with certified courses such as First Aid, RSA, Hospitality and Barista training. InTerm 3, students will have the opportunity to be enrolled into VET courses across many different industries beginning in the first term, 2027.

Industry visits have included an **immersion** morning with the MTA; presentations from TTW; Key Institute and Maxima Group Training. 30 students attended the Adelaide Careers and Employment Expo for industry knowledge and ideas.

Motor Trades
Association
Immersion morning



Ruby at work
experience with
Southern Shop
Fitters



Sullies Takeaway has
employed 2 students
casually



Harley busy at
work experience
with Reece
Plumbing

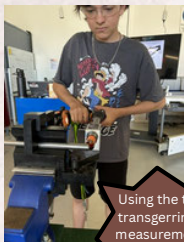




TECHNICAL STUDIES



This year has started off on a **high**, with new equipment and programs designed to engage our young people. FAME is offering a custom bike building program. Young people learn hands on skills, how to notch and bend tube, learn the **importance** of using a jig and valuable welding skills. The program consists of Young People building their own miniature frames to learn the skills needed followed by the team building a fully functional beach cruiser bike.



Using the tube notcher, transferring angles and measurements from the jig to create the perfect notch.



Final adjustments being made to the jig ready for the beach cruiser build.



All hands on deck, getting the jig ready for the program

Cert 1 In Workplace Skills has been **revamped** with **excursions, guest speakers and interactive activities**. The certificate consists of 6 units to be completed over the year. Young People have finished the first unit (Develop and apply thinking and problem solving skills) during this time we have been to the Adventure Rooms and **participated** in team build exercises along with completing the required workbooks and knowledge questions. We are looking forward to working **together** to see our young people gain **valuable** skills for life.

Working on our next unit (Use Business Resources) Learning the importance of being skilled in various items in the workplace.



Exciting News

Our 1972 Jaguar sofa project is finally heading off to the upholsterers, keep an eye out for future updates and its final resting position in the front office.



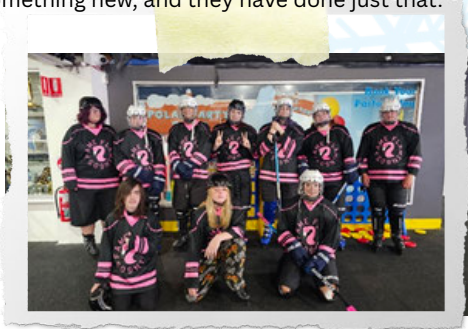


FAME FLAMINGOS



This season, our Ice Factor Team has shown **incredible bravery**, **growth**, and **teamwork**. This year we opened the program to our Middle School, we are especially proud of the **excitement** they bring to the team, many of whom stepped onto the ice for the very first time this year. Our return players from last season have stepped into a mentor role and embraced this position with **pride**. It takes **courage** to try something new, and they have done just that.

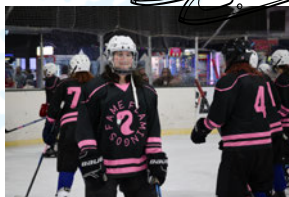
Throughout the season, students have worked hard to overcome personal challenges whether that meant **building confidence**, learning new skills, or pushing through moments of uncertainty. Every **effort** has mattered, and every step forward is a win worth **celebrating**.



Our team has **supported** one another with **kindness** and **encouragement**, showing what it truly means to work together as a team. They have learned that progress doesn't happen all at once, it comes from trying, practicing, and **believing in themselves**.

We are so proud of their **commitment** to self-improvement and the way they continue to grow, both on and off the ice.

Well done, team—your **effort**, **courage**, and **teamwork** make you champions in every sense.



AMBROSE

What a semester! Ambrose has had **eventful** and **exciting** start to 2026. We began the year with a few continuers and many more young people moving up to us from Cork, bringing new **energy** and personalities.

As well as electives, our students have made progress in Ambroses' core subjects of Essential English, Essential Maths, Aboriginal Studies, Health and Wellbeing, and Wellio- which covers Child Protection Curriculum. It has been **impressive** to see some of the efforts made by our Young People and how keen they are to progress through their studies. What a semester!

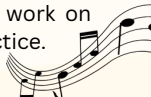
We have a very musically **talented** group this year, a testament to the wonderful Saz Burton and her exceptional music programme. Our class numbers regularly drop significantly on 'music days' when we have a mass exodus, as students head off to work on their Certificates in Music and attend band practice.

Ambrosians have also participated in Ice Factor, ice hockey programme, and Friday football. Many of our students have met with Karen, our amazing new Skills and Pathways Trainer, who helps connect our young people with opportunities to develop work-ready skills and find work placements. This semester also saw much of the Senior School board buses to visit the **Careers Expo** which has led to some exciting new directions.

There has been a lot of movement this semester as our young people have **progressed** to Treacy. It's always sad to say goodbye to our Ambrosians as they move on but, **thankfully**, we have the reassurance that they are just next door!

We also have the pleasure of meeting our new additions as they make their way to us from the Middle School.

Congratulations on all the good work, Ambrose, and thanks for all the **fun**!



TREACY



It has been a **fantastic** and productive semester for our Year 11 Treacy class at FAME, with students showing outstanding **commitment**, resilience, and growth across a range of learning experiences. As we look ahead to some of our Young People transitioning into Year 12, we would like to recognise and celebrate the **incredible** efforts of these young people—well done to each and every one of you!

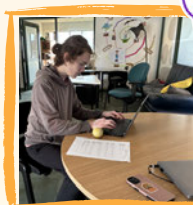
A special highlight this term has been the fierce **dedication** of our students attending the Ice Factor program each week. Their enthusiasm, **determination**, and willingness to challenge themselves on the ice has been inspiring to see. Not only have they been building **impressive** ice skating skills, but they have also been developing strong teamwork, communication, and **perseverance**. The progress made has been remarkable, and the pride they show in their achievements is truly commendable. Well done—you have done us **proud**!

We would also like to acknowledge the hard work of students undertaking Certificate I in Workplace Skills with Peter King in the school workshop. Throughout the semester, these young people have demonstrated **focus, creativity, and a strong work ethic** while designing and producing a range of interesting metalwork projects. Their hands-on learning has allowed them to build practical skills, **confidence**, and an understanding of workplace expectations in a supportive environment. It has been **fantastic** to see their persistence and craftsmanship develop over time.

Overall, the Treacy class continues to grow as a supportive and **motivated** group of learners. As they prepare to move into Year 12, we congratulate them on their achievements so far and encourage them to keep striving for success. The **future is bright**, and we are proud of the journey they are on.

Well done, Treacy—keep up the great work!

BE CREATIVE



SO
PROUD
OF YOU

Waterford

The Waterford class has begun the year with **energy, purpose and a real sense of community**. Term 1 was especially productive, with several students achieving major milestones in their Year 12 Studies. We **congratulate** Summer, Bailey and Ayana for completing their Year 12 studies, Ochre for completing her AIF project and Holly for finishing her Certificate in Volunteering and moving closer towards graduation. Waterford students have **embraced** a wide range of creative and meaningful AIF project topics this year – from developing specialised cookbooks to songwriting and sport and fitness orientated goals. The AIF allows students to pursue an area of interest in depth, which is both **rewarding** and **motivating** for young people.

A **unique** and very practical learning opportunity this semester has been the class undertaking training in the Responsible Service of Alcohol, a qualification that will support students interested in future work in hospitality and community settings. Beyond the classroom, the Waterford group enjoyed a hands-on excursion to Middleton, where students gathered **inspiration** and evidence for their AIF projects. This included visiting a surf shop and practising a knee-protection training routine designed for female soccer players. The day also featured a shared lunch at the Port Elliot Bakery – a simple but memorable moment of **connection** for the class.

Another highlight late Term one was the Waterford Op Shop, which received an **overwhelming** number of generous clothing donations from the community. Thanks to the students' hard work, the pop-up op shop raised approximately \$270 for Canteen cancer charity. This was especially meaningful given Canteen's recent donation of camping equipment to our school, including tents, sleeping bags and camp stoves. It was rewarding to be able to **give back** to the community.

This term, our Certificate in Volunteering students are completing the required hours for their **volunteering** certificate through weekly volunteering at Puddle Jumpers, where they assist with organising the storeroom and supporting the charity's operations. Other students will be volunteering in the school kitchen to complete these mandated volunteer hours.

Whole school **celebrations** have also been embraced with enthusiasm by Waterford students, including Harmony Day in Term 1 and Blessed Edmund Rice Feast Day in Term 2. Waterford students have also **participated** in a fun squat challenge to raise awareness for breast **cancer**. Although Ambrose won with the most squats, Waterford students were the most consistent.

With such a strong start to the year, we look forward to seeing this blend of **hard work, creativity and community spirit** continue to grow in our Waterford class throughout Semester 2.



DATES FOR YOUR DIARY

SEMESTER 2



Term 3

Tuesday 21st July - 1st day of Term 3

Friday 24th July - Student Free Day

Friday 7th July - Census Day

Monday 7th - Friday 11th - Child Protection Week

Friday 18th September - Senior School Formal

Thursday 24th September - Last Day of Term 3



Term 4

Tuesday 13th October - First Day of Term 4

Monday 9th - Tuesday 10th - Student free day

Thursday 3rd December - Senior School Graduation Night

**Friday 4th December - Celebration Day and last day of
Term 4**



A WORD FROM THE AREA PRINCIPAL

Our School is about belonging

Every time I visit FAME, I am **inspired** by the wonderful sense of belonging that exists within our community. At our flexi school, we **celebrate** the diverse minds that shape our community. Neurodiversity is not a challenge to overcome. It is a **profound** gift that enriches our learning space. Our flexi school is deeply rooted in the spirit of Edmund Rice, the founder of our schools. Every day we walk alongside young people who seek a **different** path to education. Edmund Rice founded his schools to break down barriers and met people exactly where they were.

Today, we continue that tradition by **welcoming** every unique way of thinking, learning, and being. Belonging is the foundation of everything we do. For many of our young people, mainstream environments can feel isolating. Our flexi school are about being a safe place, where there are mutual **respect** and no judgement. When young people feel safe, they open up to growth. **Belonging** is not about fitting into a mould. It is about knowing your unique shape is valued.

Connectedness is the heartbeat of our FAME community. We are all interconnected.

We foster connectedness through daily circles, shared meals, and collaborative projects. This community models the **presence** and compassion of Edmund Rice. We do not just teach curriculum; we build a family. Our young people learn to **connect** across differences. They discover that our varied perspectives make us stronger, kinder, and more resilient.

As we conclude the first semester of the year thank you to our young people, staff and parents/carers who all continue to build a community of **hope**. Your presence, **understanding**, and support help our community thrive every single day.

Shaun Clarke
Area Principal





CHILD PROTECTION AND SAFETY



Our Flexi school is committed to child safety and protection of children from any forms of harm and abuse. Our statement of commitment to child safety can also be found on the website: www.ereafsn.edu.au

FAME staff are always seeking to establish best practice in all they do. The adherence to the requirements outlined in these documents means we are ensuring the best ongoing support and care for your child, as possible.

Below are some links to documents that are important for your awareness:

- (1) Policy for the Care, Wellbeing and Protection of Children and Young People 2011

https://www.galilee.catholic.edu.au/_files/f/3167/Policy%20for%20the%20Care%20Wellbeing%20and%20Protection%20of%20Children%20and%20Young%20people%202011.pdf

- (2) Cyber-safety: Keeping Children Safe in a Connected World

<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document18631/CyberSafetyKeepingChildren%5B1%5D.pdf>

- (3) Keeping Safe: Child Protection Curriculum: www.kscpc.kineportal.com.au

Our Website Key Information FAME (South Australia) FLC School Documents, Policies and Reports – EREA Flexible Schools Networks (ereafsn.edu.au).

Our Flexi school is also committed to handling complaints and the relevant policy and procedures can also be found on the website. Please contact me if you have any concerns you would like to raise with us.

Finally, our flexi offers a relevant child safe curriculum tailored to the needs of our young people. The full child safe curriculum can be found at this weblink:

Keeping Safe: Child Protection Curriculum information for educators (education.sa.gov.au)

NCCD (THE NATIONALLY CONSISTENT COLLECTION) OF DATA ON SCHOOL STUDENTS WITH DISABILITY

What is the NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year. The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability and
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. The NCCD uses the definition of disability in the Disability Discrimination Act 1992. This 'help' allows them to access education on the same basis as a child without disability. Schools provide information regarding their students' needs to education authorities.

Why is this data being collected?

All schools in Australia must collect information about students with disability. The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Who collects information for the NCCD?

Schools identify which students will be counted in the NCCD.

They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information. School principals must ensure that information for the NCCD is accurate.



NCCD (THE NATIONALLY CONSISTENT COLLECTION) OF DATA ON SCHOOL STUDENTS WITH DISABILITY

How is this data used?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support them.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, nonidentifying NCCD data.

When does the NCCD take place?

The NCCD takes place in August each year.

Is the NCCD compulsory?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the Australian Education Regulation 2013. For more information, ask your school principal or the relevant education authority.

How is students' privacy protected?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD. Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the Public information notice.

Further Information

Contact your school if you have questions about the NCCD. You can also visit the NCCD Portal. There is also a free e-learning resource about the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

