

Contact Details

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This report is published to provide information about FAME for parents / carers, young people, members of our school community, and other interested parties. This report has been compiled in accordance with the relevant Commonwealth and State Government reporting requirements.

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Message from our Area Principal

FAME is our flexible learning schools located south of Adelaide, Christie Downs on Kurna Land. In 2025 FAME settled into their new location with an enrolment of approximately 140 young people. FAME is part of 22 Edmund Rice Flexible School Network nationwide. Teaching in Edmund Rice Flexi Schools involves working within a unique educational model designed to cater to the needs of young people who have experienced barriers to accessing mainstream education. Our schools operate under the principles of respect, participation, and empowerment, aiming to create a supportive and flexible learning environment.

Our vision is to provide a student-centred approach to learning where our learning plans are tailored to each student's needs, interests, and abilities. We have strived to build a strong supportive environment where students' wellbeing is our priority where we build a community based on trust and positive relationships with our young people and the staff. Our EREA Touchstones (Gospel Spirituality, Inclusive Community, Liberating Education and Justice and Solidarity) calls us to be a place that is inclusive of all where we offer alternative educational programs for young people, supporting our learners from marginalised backgrounds with complex needs through our VET offerings and engagement with our local communities and families.

This year our school continued to provide opportunities within our curriculum for our young people to grow and flourish through learning life skills and many senior young people completing their SACE certificate and gaining employment and apprenticeship. We are proud of the positive school culture we provide for the many young people in our school where we develop their life skills, including emotional regulation, resilience and social skills.

In 2025 FAME has been able to fully utilise their contemporary educational environment that has provided more specialty areas and an expansion of our curriculum offerings, including greater partnerships with external providers and further engagement in our local community.

Thank you to the dedicated staff of teachers, admin and Youth Workers who are totally dedicated to the young people they serve each day to improve student outcomes. The staff adaptability, patience, empathy, creativity and commitment to make a positive difference in the lives of young people who need additional support and understanding is a constant example of them living the Edmund Rice spirit within our community.

Our EREA Flexible School Strategic Plan vision calls us to be "Walking with those Young People most in need as they become empowered to live full and hope-filled lives".

Pope Leo XIV states *"Education must serve human dignity and the common good. A person cannot be confined to a set of measurable skills or to a predictable digital profile, but must be recognised as a unique individual with a face, a story, and a calling"*.

Shaun Clarke
Area Principal (SA)

School Context

Co-educational or single sex	Co-educational
School Sector	Catholic (in the Edmund Rice Tradition)
Year Levels Offered	7-12
Additional Information	Additional information about our school can be found at: - mySchool website - EREA Flexi website

SCHOOL OVERVIEW

FAME is a part of Edmund Rice Education Australia Flexible Schools Ltd who 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. FAME commenced operation as a flexible school in 2015 as a registered co-educational Catholic school in the Edmund Rice tradition.

At Flexi, 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 our Flexi Schools and Special Education Schools in almost every state and territory in Australia, we support young people with strengths-based, trauma-aware learning. Often young people come to our Flexis 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.

First Nations influence

Since the very beginning, we have walked in solidarity with Aboriginal and Torres Strait Islander peoples, advocating for change and promoting reconciliation. At Flexi one third of our young people and 10% of our educators identify as Aboriginal and/or Torres Strait Islander.

As a priority, we are working to strengthen the cultural capacity of our entire workforce. We are working to make sure the system values and respects First Nations peoples and perspectives, to build Indigenous leadership at every level of our organisation, and to ensure that First Nations young people experience the highest quality education possible in the safest and most dynamic schools in the country.

DISTINCTIVE CURRICULUM OFFERINGS

FAME offers holistic learning experiences that address the social needs of our young people, and promotes their emotional, physical, spiritual, and academic development. Our education programs are attuned to the individual by an assessment of need and delivery within a supportive environment. The purpose of this personalised approach is to engage the young person with their learning and empower them to take responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

- Micro credentials including Hospitality and Community Services.
- VET Programs including Certificate I in Workplace Skills, Certificate II in Music, Certificate III in Active Volunteering, Certificate II in Functional Literacy.
- Diverse SACE program including:
 - Aboriginal Studies
 - Women Studies
 - Creative Arts
 - Health
 - Community Learning
 - Modified SACE options
 - EIF
- Year 12 options including research program and AIF depending on preference.
- Differentiated Essential English and Essential Maths programs that allow for young person input into curriculum design.

In addition to the Australian Curriculum subjects, our middle school curriculum has an explicit focus on the general capabilities with young people's progress tracked over the school year. In addition to this, our middle school curriculum has been tailored to harness our young people's creative and entrepreneurial skills. For example, FAME launched two subjects (Design Create Make and Young Entrepreneurs Program) that involved young people designing and making products for their class or sale to the community. Through the experiential learning subject, young people are provided with opportunities to become involved and make connections with their local community.

Cocurricular offerings

FAME provides extensive opportunities for young people to participate in cocurricular or non-classroom activities at their level and within their areas of interest. The broad range of opportunities or choices for young people includes activities described as cultural, sporting, and intellectual and/or service related.

Cocurricular activities offered at FAME in 2025:

- Senior School Camp
- Reclink
- Special event days including – Harmony Day, Reconciliation Week, Community Days, Formal, Graduation, Catholic Music Festival
- Construction and metal work
- Cooking
- Outdoor adventure
- Music
- Football program
- Automotive
- Resilience Project

SCHOOL POLICIES

In accordance with registration requirements, our key school policies are publicly available via our website.

How to access our school policies:

1. Click on the EREA Flexi Schools website link <https://www.flexi.edu.au/>
2. Click on 'Flexi Schools' or 'Special Schools' from the top menu
3. From the school directory find and click on our school
4. Click on 'School Documents, policies and reports' from the bottom of the page to access our school policies.

Note: If you are unable to access our website, please contact the school for more information regarding our school policies.

Characteristics of the Student Body

EREAFLS and FAME welcome students who have a diverse range of personal characteristics and experiences. These characteristics and experiences may be attributed to physical, religious, cultural, personal health or wellbeing, intellectual, psychological, socio-economic, or life experiences. We provide a range of personnel and resources to support access to, and participation in, learning for all young people.

Our student body are domestic students from several different cultures and nationalities. The following tables provide an overview of our student population:

ENROLMENTS BY YEAR AND YEAR LEVEL

	2025
Year 7	1
Year 8	7
Year 9	18
Year 10	28
Year 11	40
Year 12	70
TOTAL	164

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

STUDENT BODY CHARACTERISTICS

	2025
Male	37.20%
Female	61.59%
Gender Diverse	1.22%
First Nations	18.29%
NCCD	77.44%

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

Student Outcomes

STUDENT ATTENDANCE

Overall student attendance at our school in 2025:

Overall attendance rate	59.30%
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Student attendance rate by year level in 2025:

Year 7	4.76%
Year 8	70.83%
Year 9	68.07%
Year 10	55.03%
Year 11	65.90%
Year 12	54.54%

(attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.)

How non-attendance is managed

FAME manages the attendance of its young people in accordance with our Attendance Procedure and supporting guidelines which outline the processes for managing and recording young people attendance and absenteeism. We are committed to celebrating and encouraging young people attendance through consistent practices of roll-marking, record keeping, monitoring, proactive follow-up, and ongoing engagement and relationship building practices with our young people and their families and carers.

Non-attendance is followed up promptly through a relational and community-based approach. Staff work alongside the young person and family to understand barriers to attendance, while also engaging relevant community partners where needed. This may include collaboration with agencies such as the Department of Child Protection, SAPOL and the Department for Education to undertake welfare checks, share information appropriately, and coordinate supports that prioritise safety, wellbeing and re-engagement. Follow-up is purposeful, transparent and grounded in shared responsibility for ensuring young people are safe, supported and not navigating risk in isolation.

NAPLAN

Where relevant, our reading, writing, spelling, grammar, punctuation, and numeracy results for the Years 3, 5, 7, and 9 NAPLAN tests are available via the My School website.

How to access our NAPLAN results:

5. Click on the My School link <https://www.myschool.edu.au/>
6. Enter our school name in the search field
7. Click on 'View School Profile'
8. Click on 'NAPLAN' from the top menu to access NAPLAN information.

Note: Our schools participation in NAPLAN will vary from year to year dependant upon the student cohort. Please contact the school for more information regarding NAPLAN.

SENIOR SECONDARY OUTCOMES

Senior secondary outcomes at our school in 2025:

Number of young people awarded a SACE Completion Certificate	15
Number of young people awarded a Certificate I	2
Number of young people awarded a Certificate II	7
Number of young people awarded a Certificate III	15
Number of young people awarded non-accredited micro credentials	15

POST-SCHOOL DESTINATIONS

Post-school destinations for 2025:

Participating in paid employment (full-time / part-time)	10
Participating in further education	7
Unknown / undecided	3
Total number of graduating / exiting young people	20

Social Climate

STUDENT WELLBEING

At FAME the wellbeing and best interests of our young people is our primary consideration. Together with our young people, their families, external service providers, and the community, we build positive learning environments and safe and support spaces to address young people's wellbeing. Through elements of leadership, inclusion, young people voice, partnerships, and support, our pastoral care program is designed to foster supportive relationships to monitor student progress, to advocate on their behalf, to provide advice, direction, and support during difficult personal issues, and overall to support our young people in the achievement of their stated personal and education goals.

FAME is a holistic service based on the principles of social inclusion and capacity building. The belief in the importance of education is balanced with an equally important belief in stabilising the mental health of young people: socially, emotionally and psychologically. Staff endeavour to monitor the young person's progress in both educational and wellbeing goals. In addition to this, they will advocate on young people's behalf, provide advice, and provide direction and support during difficult times.

The FAME staff are trained in trauma informed practices and restorative justice methods. Staff also receive ongoing training in drug and alcohol counselling; ASIST Suicide Intervention; the experience of grief and loss; the impact of trauma, amongst other important issues for our young people. FAME understands the importance of empowering young people by facilitating their engagement with outside support, other agencies and programs within the community.

We believe the family unit is pivotal in helping young people to succeed, so we strive to keep communication with parents and carers constant, informative and transparent. Parent/carers are involved in working agreement meetings; restorative justice meetings, parent-teacher interviews; Personal Plans for Learning (PPL); attendance meetings and follow up calls; market days; graduation and other celebration days (i.e. end of year Carnival).

We engage with our young people in a professional relationship, where the young person's voice and needs are at the forefront of our work. We believe in a holistic approach to supporting young people. Our work pivots on the ideas of The Reform and The Advocacy (non-radical) models of youth work. Whereby young people have been socially disadvantaged by their environments and up-bringing. We provide intervention to enhance social stability and believe in helping those that are unfairly disadvantaged. We work closely with our young people to ensure that they are aware of supports and entitlements to ensure young people's rights are upheld. Our over-arching aim as youth workers is to provide holistic wellbeing support with an emphasis on self-advocacy, personal autonomy, ability to access supports and for the young people to be able to flourish and thrive.

FAMILY AND COMMUNITY ENGAGEMENT

At FAME we consider our families and carers as partners of the school in their young person's education experience. Families and the wider school community are welcomed into our school throughout the school year for various events and activities as interested parties of our school and our young people. FAME continuously plans and seeks out ways to partner with families and community, recognizing the benefit of these partnerships for our young people, our school, and our community.

A particular highlight for FAME is the annual Middle school Celebration Day where young people's achievements are celebrated. This includes awards for Outstanding Academic Achievement Award, Music Bravery, Spirit of Edmund Rice Award and Encouragement Award Attendance and Participation Award. Another highlight of the FAME calendar was having over 100 people attend our graduation ceremony. Families and friends of the graduates are invited, and awards are given for Enthusiasm and Dedication, Persistence and Perseverance, Strength and Courage and Academic Excellence.

SATISFACTION SURVEYS

The tables below show selected data from the recent EREAFSL Opinion surveys for FAME (sent to young people, parents / carers, and staff to measure satisfaction with our school in 2025).

Young People opinion survey data

Percentage of young people surveyed who gave favourable responses to categories:	2025
Spaces and Places	65.2%
School Community and Support	61.2%
Safety and Wellbeing	55.4%
Learning and Growth	61.8%
First Nations Culture and Inclusion	74.0%

Parent / Carer opinion survey data

Percentage of parents / carers surveyed who gave favourable responses to categories:	2025
School Environment, Spaces and Support	85.7%
Learning and Growth	80.2%
First Nations Culture and Inclusion	85.7%

Staff opinion survey

All staff are offered the opportunity to participate in an annual staff survey. The survey explores key areas including psychological safety and trust, workload and role clarity, leadership support, team dynamics, change management and access to wellbeing resources. Results from the survey directly inform new wellbeing initiatives, stronger psychosocial risk controls, better engagement and retention strategies, and a healthier, more productive workplace for all.

Staff Profile

TEACHER STANDARDS AND QUALIFICATIONS

FAME requires its teaching staff to hold a valid Teacher Registration with the Teachers Registration Board of South Australia, a current South Australian Working with Children Check, and must meet the minimum eligibility requirements for registration which relate to qualifications, competency, fitness and propriety, professional experience, and English language proficiency.

Qualifications

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

Doctorate or higher	0
Masters	6
Bachelor	10
Diploma	3
Certificate	0

WORKFORCE COMPOSITION

The staff at FAME are highly qualified, experienced, and generous professionals who consistently contribute to our school in a manner that goes above and beyond expectation.

The following tables provide an overview of our staff profile and workforce composition:

Staff numbers

	Headcount	FTE
Teaching Staff	18	17.30
School Leaders	1	0.50
Non-Teaching Staff	15	13.90
TOTAL Staff	35	32.20

Staff characteristics

	2025
Male	42.11%
Female	57.89%
Gender Diverse	0.00%
First Nations	2.63%

PROFESSIONAL DEVELOPMENT

FAME ensures that all school staff, are provided regular opportunities and access to professional learning that builds knowledge, understanding, and skills. Professional development activities undertaken by staff in 2025 included:

- BeYou - Postvention Suicide Intervention
- ASIST Training - Applied Suicide Intervention Skills
- Critical incidents training
- Positive Partnerships - Autism Inclusion Training
- Child Safeguarding - Building Blocks Training
- Various EREA Formation Trainings
- Restorative Journeys Training
- Melbourne Metrics professional development
- Amovita Leadership Training
- TASS Training
- CPR

School Financials

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

SCHOOL INCOME

The 2025 school income for FAME reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the mySchool website.

How to access our Finance data:

1. Click on the My School link <https://www.myschool.edu.au/>
2. Enter our school name in the search field
3. Click on 'View School Profile'
4. Click on 'Finances' from the top menu to access funding information.

Note: If you are unable to access the mySchool website, please contact the school for our financial data.

SCHOOL EXPENDITURE

The 2025 school expenditure for FAME reported by financial year accounting cycle using standardised national methodologies and broken down into salaries, allowances, and related expenses, non-salary expenses, and capital expenditure is depicted in the graph below:

