faith
CHRISTIAN SCHOOL
FLEXIBLE LEARNING

Newsletter

2026 SCRIPTURE

Ephesians 6:10

"Finally, my brethren, be strong in the Lord and in the power of His might".

Principal's Address

Greetings to all our FFL Families & Students,

It's been an action-packed, exciting, and fruitful Term 1 for 2026!

Students have settled well in classes, engaging in learning, enrolled in certificate courses, and even adjusting to our change of school hours.

Thank you for the feedback we have received from families on this adjustment, moving forward we will be permanently maintaining these new school hours for students between 8 am and 1:30 pm, Mondays to Thursdays.

As you will see throughout the newsletter, this term we have seen the continuation of;

- quality learning in each classroom
- a variety of awesome elective subjects and sports offerings
- students continuing in a variety of certificate courses, with multiple students securing opportunities in work experience or traineeships.

We are so proud of our students for pushing themselves out of their comfort zones to try new and hard things!

Staff continue to utilise the Berry Street Education Model of Trauma-Informed Practice training in classrooms and consistently look for ways to support our students.

- **Gold Cards** in classrooms are distributed frequently to acknowledge daily effort and achievement. These gold cards are used by students to access cool prizes!
- **FFL C.R.E.A.T.E Values** Certificates are awarded on parade weekly to acknowledge our amazing students.

By this stage, all families should have received their students' Individual Curriculum Plans. Attached to this newsletter is a flyer about ICPs. Please contact us with any feedback on this ICP, it would be greatly appreciated and will really help staff in knowing how to support our students better.

WOW! FFL now has a brand-new Bus! We are continuing to emphasise with our kids that this is a blessing that is to be taken care of.

Next Term will provide many more adventures and opportunities for our students; we always look forward to supporting and assisting in their growth and development.

Pray you all have a safe and wonderful holiday!

Blessings,

Sulata Pop

Sulata Pop





CLASSROOM UPDATE

CLASSROOM 2

C2 has had a wonderful start to the year, bringing together our year 10 students from C3 and C2 into the one class and welcoming a new student into our classroom community. We have refreshed our learning space with sit/stand desks for senior students, a reading nook, and our beautiful lounge and mezzanine areas, helping students feel supported and ready to learn. Students have embraced the opportunity to grow in their literacy, learning techniques to strengthen their comprehension and written expression. They have applied these skills in real-world contexts, such as analysing job advertisements and responding to cover letters. This has dovetailed with their Cert II in Work skills, complementing their learning with Mr. Luke. In Mathematics, students have been exploring geometry and shape through visual learning approaches. This has supported deeper understanding and confidence, with many students showing persistence and pride in their progress.
A highlight of our term has been the strong sense of community across classes during devotion times. Our C2 students have enjoyed visiting other classrooms, particularly C3, where they have demonstrated growing leadership, encouragement, and character as they support younger students to rise to their potential. In turn, we have been blessed by the involvement of senior C1 students, who have begun leading aspects of our devotions. Their example has been both inspiring and affirming, encouraging our C2 students to continue developing leadership, both personally and in how they positively influence others.

Nyree Inoke - Teacher

CLASSROOM 1

C1 has undergone a transformation this year. We are now the **Pathways Transition Space!** Students entered a different world when they stepped through the doors on day one. No longer are they students at desks in rows; they are now young adults working diligently towards their futures! There is now a meeting space in the middle and workstations around the sides. This change has been welcomed by students, and we have seen significant growth in their productivity. Students are encouraged to use the central space for chats and bible time, while the workstations are specifically for work only.

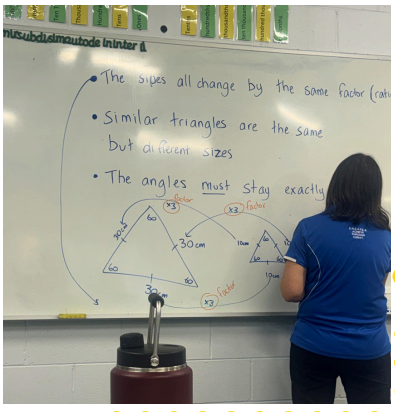
Our young adults have hit the ground running this year, advancing in their tailored certificate programs, diligently working towards their future pathways. We have seen some deep conversations and questions come about from bible studies and the morning circles run by Mr Chris.
While pathways are a major goal in the Pathways Transition Space, personal character development is crucial at this stage of their lives, and we are honoured to walk this journey with our young people in the Pathways Transition Space.

Luke Jones - Teacher









CLASSROOM 3

CLASSROOM UPDATE

BUILDING

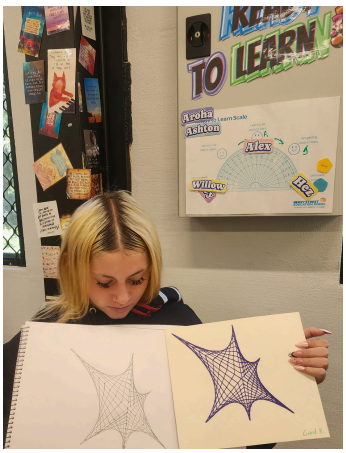
This term in C3, we have been focusing on building important habits and skills for learning. Students are building responsibility for their own learning, taking greater ownership of their work and daily choices. We are also building stamina, particularly through reading our class novel, The Hobbit, as students practise focusing for longer periods while engaging with the story.
Students continue to build their skills in English and Mathematics through daily learning, problem-solving, and discussion. It has been great to see their confidence growing as they challenge themselves.
There has also been some healthy competition in the classroom, with students working hard to earn Gold Cards and Student of the Day awards, celebrating effort and positive attitudes.
A key focus moving forward is improving attendance, as regular attendance helps students stay on track and continue building their skills.
C3 has made a great start to the year, and we look forward to seeing its continued progress.

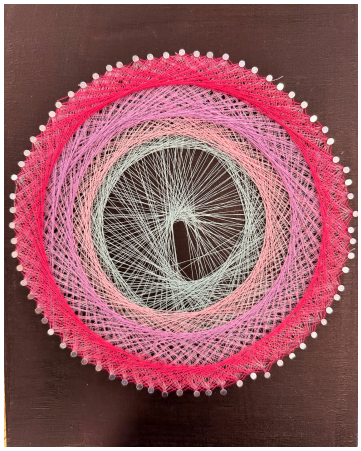
Amanda O'Sullivan - Teacher











ELECTIVES

This term, students have been enjoying a range of creative and hands-on electives that allow them to explore new skills and express their ideas.

In **Design Technology**, students have been working hard to build their own birdhouses. They have been learning practical skills such as measuring, planning, and using tools safely, while also thinking about how to create a safe and functional home for local birds. It has been fantastic to see their creativity and problem-solving skills come to life as their projects take shape.

In **Art**, students have been exploring the technique of string art. Using nails, thread, and carefully planned designs, they are creating colourful geometric patterns and images. This activity encourages patience, precision, and creativity, and the results have been impressive.
Both electives provide students with valuable opportunities to develop practical skills, persistence, and confidence while producing something they can be proud of.

MISSIONS & CHAPPY CHAT



We have been so blessed to be able to bless others through **Fishers of Men** again this Term.

We have provided over 50 meals to those in need in our community, as well as being able to support Fishers of Men by cleaning their food trucks.

For a time, we are able to take the focus from ourselves and look to others; this is something Jesus presented to us as a blessing and a purpose for life.

Jesus gave everything for us; he gave his life so that we may have access to God and receive eternal life. Released from the destruction of our sin, we now know forgiveness and freedom.

This outreach of FFL to help those in need is an expression of love for our saviour, for He said, ***'Truly, I say to you, as you did it [provide food & care] to one of the least of these [the poor]... You did it to me.' (Matt. 25:40)***

So we work to provide our best, not just enough.
My prayer is that our students see the worth in their school endeavours, that what they do is for the greater good, to bless others, and that what they do, they do to the best of their ability.

Stuart Jones - Chappy





BSEM

BERRY STREET EDUCATION MODEL

Our school at FFL has incorporated the Berry Street model in everyday operations such as Brain Breaks, Positive Primers, and Ready to Learn Scales — designed to create safe, supportive learning environments for vulnerable students.

Key strategies within the BSEM framework include:

- **Regulate & Relate:** Establishing consistent, predictable routines to help students feel safe and ready to learn
- **Active Engagement:** Implementing hands-on activities, flexible timetabling, and curiosity-driven, real-world applications.
- **Positive Education:** Focusing on building positive emotions and well-being.
- **Co-Regulation:** Using non-verbal, side-by-side techniques (e.g., walking, lowering body position) to de-escalate stress.

Key Aspects of BSEM

- **Target Audience:** Originally for vulnerable/trauma-affected students, but now used in mainstream schools.
- **Core Focus:** Building teacher capacity to manage difficult behaviours.

Lance Mote - Teacher Aide

COOKING







Throughout Term 1, our students took part in a weekly cooking program held every Wednesday, where they prepared and served lunch for the school community and our valued neighbours at 13 Geonic St, as well as the local mechanics down the road.

Each week, students explored a range of recipes, building their confidence in the kitchen while learning to prepare a variety of meals. From simple family favourites such as chicken parmesan and chicken noodle stir fry, to hosting a BBQ, students embraced each opportunity with enthusiasm and creativity.

What made this program particularly special was the sense of ownership students developed. They were actively involved in every stage of the process—from planning and preparing ingredients to cooking and serving the meals. Along the way, they gained valuable life skills, including teamwork, time management, hygiene practices, and kitchen safety.

Beyond the practical skills, students also experienced the joy of giving. By preparing meals for others, they learned the importance of kindness, generosity, and community connection. The smiles and appreciation from those they served were a powerful reminder of how food can bring people together.

We are incredibly proud of our students for their dedication and growth throughout the term and look forward to seeing their skills continue to flourish in future programs.

Tarn Kay - Office Manager



EXCURSION





Last Thursday, we wrapped up Term 1 with an epic day out at **Wet'n'Wild Gold Coast** — and what a way to celebrate all the hard work our students have put in this term!

With a smaller crew, it turned into a bit of a VIP experience. We made the most of shorter lines, hitting our favourite rides multiple times and making every moment count. From high-speed slides to relaxing in the wave pool (which was definitely a crowd favourite!), the day was full of laughs, energy, and great vibes.

We were also lucky to have some Distance Ed students join us on the day, which made it even more fun to connect, meet new people, and share the experience together.
Overall, it was an awesome way to finish the term — a well-earned reward for a big Term 1. Safe to say, those who came along had an absolute blast!


Anne Uelese - Teacher Aide











USEFUL INFORMATION

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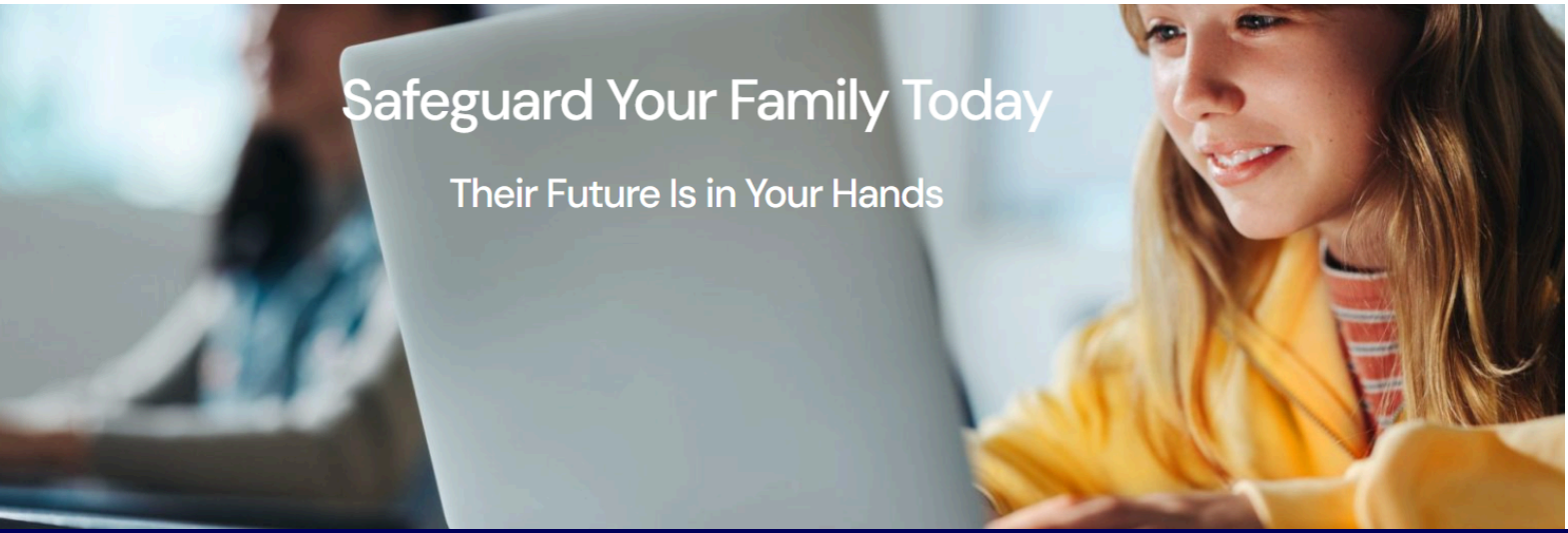




IN OUR MODERN WIRELESS WORLD, EXPOSURE TO ELECTROMAGNETIC FIELDS (EMFS) IS VIRTUALLY UNAVOIDABLE.

- **We provide** innovative solutions to mitigate the effects of EMFs, ensuring that your household can flourish.
- **Body-worn devices**, stickers for phones, laptops, tablets, etc
- **Here's what people are saying:** https://vimeo.com/902920248?fl=pl&fe=cm
  For more info: Lifestyle Energy | GIA Freedom

Contact: Bob on **0403 289 090** or stefkirchmer@gmail.com



WHAT IS THE ROLE OF THE PARENTS/CAREGIVERS?

As parents/caregivers you have unique knowledge of your child. You are the only constant in the ICP team as education staff and therapists may change from year to year. To help ensure meaningful educational outcomes for your child, it is very important for you to become active members of your child's ICP team.

PARENTS/CAREGIVERS ARE EXPECTED TO:

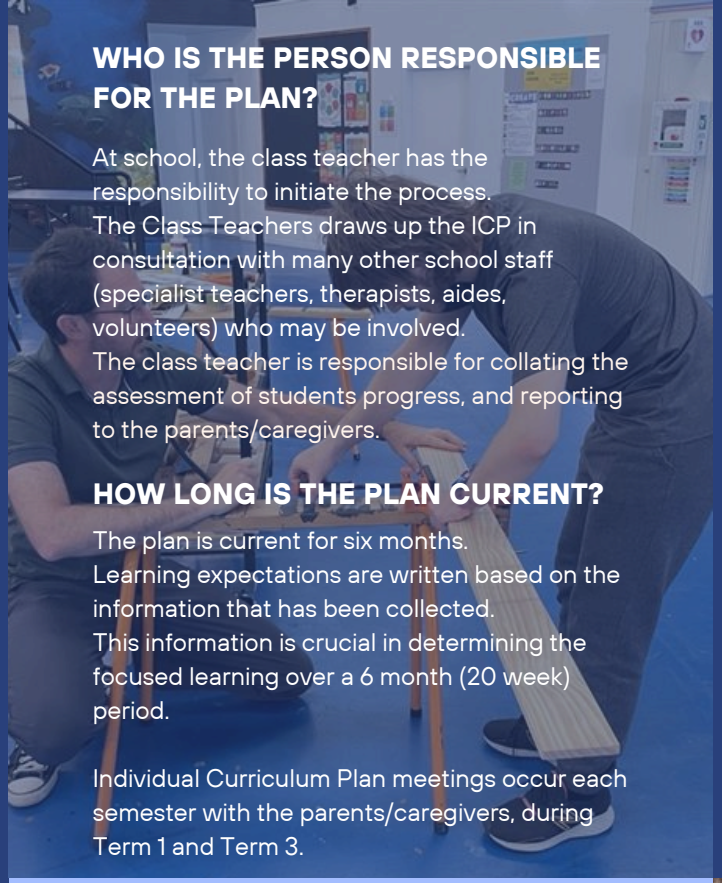
- Observe your child's current skills - speak to others who know your child well (e.g. family members)
- Consider what your child needs to achieve at school in the coming six months - discuss your views with others involved with your child - make notes of your ideas to bring to the meeting
- Read and respond to ICP materials, which are forwarded by the school.
- Attend and participate in the meeting.
- Examine the ICP document when you receive your copy.

WHAT HAPPENS AT THE ICP MEETING?

Prior to the ICP meeting, the teacher has collated your child's current achievements, in relation to their ICP. The teacher may have gathered ideas from other specialsed based on their particular expertise and involvement with the students. This information is shared with parents at the ICP meeting.
Parents also share the information they have gathered. The student's ICP learning expectations and strategies for teachers are then discussed and recorded by the teacher.

WHAT HAPPENS AFTER THE ICP MEETING?

The teacher prepares the ICP document. Copies of the plan are signed by the teacher, the parent/caregivers and Principal.
A copy is provided to the parents and information is provided to those who are working with the child.



WHO IS THE PERSON RESPONSIBLE FOR THE PLAN?

At school, the class teacher has the responsibility to initiate the process.
The Class Teachers draws up the ICP in consultation with many other school staff (specialist teachers, therapists, aides, volunteers) who may be involved.
The class teacher is responsible for collating the assessment of students progress, and reporting to the parents/caregivers.

HOW LONG IS THE PLAN CURRENT?

The plan is current for six months.
Learning expectations are written based on the information that has been collected.
This information is crucial in determining the focused learning over a 6 month (20 week) period.

Individual Curriculum Plan meetings occur each semester with the parents/caregivers, during Term 1 and Term 3.

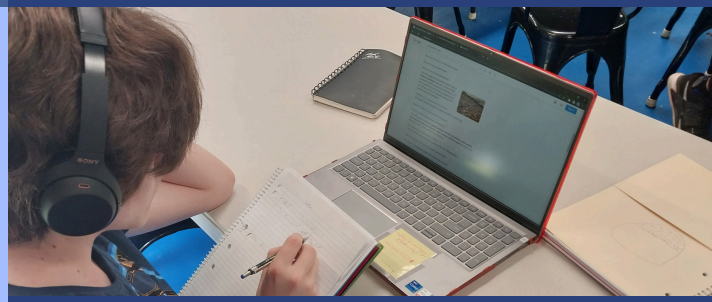
PLEASE REMEMBER THESE POINTS

- All students with a diagnosis or a disability are able to participate in the Australian curriculum on the same basis as their peers through rigorous, meaningful and dignified learning programs.
- Teachers will use the Australian Curriculum to develop teacher and learning programs that build on students; interests, strengths, goals and learning needs.
- Learning expectations for students must be realistic, meaningful and measurable.
- Each student is part of the class group.
- Skills which are practiced at school and home, will be learnt more effectively.
- All curriculum activities must be encompassed within the school curriculum.

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CHRISTIAN SCHOOL
FLEXIBLE LEARNING

YOU AND YOUR CHILD'S

INDIVIDUAL CURRICULUM PLAN



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YOU AND YOUR CHILD'S INDIVIDUAL CURRICULUM PLAN

Students in Year 7 to Year 10 at Faith Flexible Learning have an Individual Curriculum Plan (ICP).
The ICP documents curriculum decisions about Australian Curriculum learning areas, for the whole of a learning area for a school semester. Decisions are based on the student's learning abilities as assessed through a range of assessment tools used by the teacher.
We believe that every child can learn and that he/she will do so at an individual rate, in their own unique way. The ICP is an effective means of focusing on the student's most important curriculum needs within a semester.

WHAT IS AN ICP?

At Faith Flexible Learning we recognise that our students have different learning needs and learn at different rates.
As a result, there are two types of ICPs that students at FFL access.

Different Year Level Partial
Students working on a different year level partial (DYLP) curriculum are learning the understanding and skills of the Australian Curriculum learning areas. For these students the teachers select a small number of appropriate aspects of the achievement standard for the identified year level, e.g. Year 5, 7, 9 to work towards each semester based on diagnostic testing and observation.

Monitoring of a student's progress will determine when a student is ready to move to the next curriculum year level, e.g. on balanced judgment the student has achieved the Year 7 Achievement Standard and therefore it is determined they are ready to begin learning Year 8 English.

HIGHLY INDIVIDUALISED CURRICULUM

Students working on a highly individualised curriculum are working on the extended levels of the General capabilities: Literacy and/or Numeracy and are identified as needing a learning focus on Communication.
For these students, the Australian Curriculum learning areas provide a context for learning for the development of the functions of communication across the school day.
For example, students in Year 7 are provided a learning context that is drawn from the Year 7 curriculum, such as Science: Interactions of living things represented through food chains. The focus of their learning is on communicating within this science context.
The extended General Capabilities focus on learning on extending the range of communication skills a student can consistently express with increasing independence across the curriculum and school day.

ICP CURRICULUM LEARNING AREAS

At FFL all students in Year 7 to Year 12 have an extensive ICP learning areas in:

- English
- Mathmatics

For each semester

WHO IS THE ICP TEAM?

The people who are involved with the student on a regular basis (e.g. parents, class teachers) and those with expertise in the student's specific areas of need (e.g. therapists, advisory visiting teachers).
When appropriate the student themselves should be included in the team.



WHAT IS THE ICP PROCESS?

As a school, we use a rigorous curriculum decision-making process to determine the best type of ICP for a student.
A range of assessment tools are used to support the teacher's decision making.
Parents/carers are informed and provided the opportunity to be involved in the decision making process.

The steps are:

1. Teacher's gathering data about the student past progress from diagnostic assessments, work samples and moderation of student learning.
2. Teacher's consider what has already been taught and achieved to identify the learning expectations for the next six months.
3. Meeting with all those who are working with the child
4. ICP is documented.

Both parents/carers and teachers participate in this process.