

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



St Joseph's Flexible Learning Centre, North Melbourne & Geelong



EDMUND RICE EDUCATION
AUSTRALIA

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Contact Details

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Minimum Standards Attestation

I, Ted Javernik, attest that St Joseph's Flexible Learning Centre is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24 May 2019

Youth+ Foundation Statement

Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education. They provide a place and an opportunity to re-engage in a suitable, flexible learning environment. Youth+ seeks to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

Youth+ is guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

Our College Vision

Empowering young people to flourish through holistic education within a grounded, innovative and relationship-based learning community.

College Overview

St Joseph's Flexible Learning Centre (FLC) is a co-educational Catholic Specialist Secondary School within the Diocese of Melbourne. St Joseph's FLC operates within the policy and compliance framework of Catholic Education Melbourne, the Department of Education and Training (DET) and Edmund Rice Education Australia (EREA), a national association that owns and governs EREA schools, that includes Flexible Learning Centres. St Joseph's FLC commenced operation as a registered school in 2012 and has grown to meet the needs of young people from around Melbourne aged 12-25 years through its campuses in North Melbourne and Geelong (2016).

The philosophy of St Joseph's FLC draws on the spirit and vision of EREA and the Youth+ principles of operation. It has a clear commitment to social justice and stands in solidarity with disenfranchised young people of all social, cultural and religious backgrounds. The philosophy also has a practical focus, based in the application of four core principles among all community members. These principles are Respect, Safe and Legal, Participation and Honesty. In essence, the principles establish common ground among staff members, young people, parents, guardians and carers. These shared principles provide a means to resolve conflict, negotiate learning, recognise rights, model and explore responsibilities and consequences, both within the group and individually and as members of the broader community.

St. Joseph's FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disconnected from mainstream education. Young people who enrol at the St Joseph's FLC come from a variety of language, cultural and religious backgrounds, with particular sensitivity to young people from backgrounds of socio-economic disadvantage.

At St Joseph's FLC, young people are exposed to learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society. Learning experiences also build self-confidence and esteem in students, promote an optimistic view of their potential and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life. In conjunction with their teachers and wellbeing workers, young people draft personal learning plans with articulated educational adjustments and pathways, thus meeting their individual needs within a diverse and inclusive learning community. Both campuses offer the Victorian Curriculum and Victorian Certificate of Applied Learning (VCAL) and outreach school programs.

- The VC class aims to deliver an integrated curriculum for young people who are working at level 7-10.
- The VCAL class delivers Foundation, Intermediate and Senior VCAL. Young people enrolled in VCAL also have the opportunity to enrol in a VET subject.
- In Geelong, the Koori Culture Class (KCC) aims to deliver a culturally appropriate curriculum to young people who are interested in discovering more about their cultural identity.
- The Student Support Stream delivers a number of programs focused on supporting young people to re-engage into our school community via the Outreach Education Program, Intensive Support Worker Program, Enrolment and Induction Program.

The SJFLC curriculum aims to be appropriate to the needs of young people. Social emotional learning is a major component of this. Our approach to addressing the wellbeing needs of young people is both multi-faceted and multi-dimensional, and involves an integration of learning and wellbeing, through the development and implementation of internal and external partnerships focussed on improving a young person's learning and wellbeing.

Enablers

At St Joseph's we have a whole of school approach to improving health, social, physical and mental outcomes for young people and wellbeing is at the forefront of planning our academic program and decision-making, with wellbeing activities and curriculum integrated and linked. A range of strategies include:

- Outreach partnerships for students who are unable to attend school.
- Students are fed at school each day and provided with take home packs where needed.
- Students are provided with a yearly Myki to enable them to access public transport to get to school.
- Students are supported by a full time wellbeing worker in every classroom.
- All students have a Personal Learning Plan.
- Students are supported to access external agencies such as support for addiction, mental health, physical health and so on.

What makes us distinctive is that each young person is allocated to a classroom that has a partnership of a teacher and wellbeing worker, and all staff receive specialised training.

Principal's Report

We commenced this year at both the St Joseph's FLC North Melbourne and Geelong campuses using a learning model based on Streams: the Victorian Curriculum Stream (seven class groups), the VCAL Stream (six class groups) and the Student Services Stream (Outreach Education Program, Intensive Support Worker Program, Enrolment and Induction Program). This approach enabled a more collaborative and direct focus on individualised learning programs and goal setting.

Over the duration of the year, many creative learning activities had occurred, and to name a few: the Arts project In Case Of, with an artist in residence; Friday Sport; Friday Community lunches; our first release from the school's record label, St Joseph's Records; the Intercultural Youth for Collaborative Change (IYCC) with a photographic exhibition on the theme of hardships we face; and a day out in the snow at Lake Mountain.

There was also implemented a whole school approach to career development curriculum, providing young people with a variety of activities with aim to develop their skills and knowledge, especially to make decisions regarding education, work and possible future career pathways.

Vocational Education and Training (VET) is also an important part of the Victorian Certificate of Applied Learning (VCAL) as it contributes to a young person's education and future pathways. In 2018, our young people had an opportunity to engage in various VET certificates, related to Business, Community Services, Music, Building and Construction and Creative Industries.

During 2018 as a school community, we participated in two significant data gathering processes. The first involved collecting and collating relevant documentation for a review and evaluation of the St Joseph's FLC, in regards to school registration. The review involved reflecting and reviewing policies, procedures and practices related to governance, enrolment, curriculum and student learning, student welfare (care, safety and attendance), staff employment and school infrastructure.

I am pleased to confirm that the St Joseph's FLC was informed by Catholic Education Melbourne (CEM) that we met the minimum standards, which are the prerequisite of an effective school, and other requirements for Registration, including the Child Safe Standards. During the review process, we were verbally informed that our documentation and practices regarding Child Protection and Safety were at an exceptionally high level.

We also engaged The Australian Council for Educational Research (ACER) School Review Services to administer the National School Improvement Tool (NSIT) to support us in planning school improvement. The NSIT collected school data through consultation of staff members within our school community. Every staff member had opportunity to contribute to the process. We found the information provided in the report affirming and a valuable contribution to assisting us in developing our teaching and learning goals to enhance student learning outcomes. The report contained many commendations as well recommendations, especially around our learning programs. We have already started a process to work collaboratively with staff in a strategic way to incorporate these over the coming years.

On a positive note, after two years of moving between football clubs and a real estate building, our Geelong community moved into an amazing building that is more purpose structured as a school site in the heart of Geelong; with the Geelong relocation to Police Lane, approved by the Victorian Registration and Qualifications Authority (VRQA) as a registered Specialist Co-Educational campus of St Joseph's FLC.

Education in Faith

Goals & Intended Outcomes

St Joseph's FLC is grounded in the charism of Edmund Rice. St Joseph's FLC strives to live Jesus' message of compassion and inclusion by creating meaningful learning opportunities and a welcoming community for young people who otherwise would not participate in education. The school welcomes young people and families from a variety of faith communities, and works to nurture young people's spiritual awareness and interfaith respect.

Throughout 2018 the focus of our education in faith was:

- Continuing conversations with young people about their spiritual identity;
- Building young people's understanding of and engagement in opportunities to explore and express their faith;
- Promoting and encouraging the work of the Mission and Identity team for EREA; and
- Providing regular opportunities for staff members to participate in prayer, reflection and celebrations of faith.

Achievements

The key achievements in relation to these goals include:

- Increasing the profile and presence of the school Chaplain
- Encouraging participation of young people from a variety of faith backgrounds in celebrations related to their spiritual tradition
- Providing staff members with weekly opportunities for prayer and reflection
- The community held its Christmas day celebration, with young people, staff members and their families coming together to share lunch on Christmas day.

Learning & Teaching

Goals & Intended Outcomes

St Joseph's Flexible Learning Centre provides Victorian Curriculum F-10, VCAL and VET learning programs. Our younger cohort of young people participate in the Victorian Curriculum program while VCAL and VET experiences are provided for those young people who reflect the senior secondary cohort.

Young People choosing to engage in our school have often missed significant amounts of education, and therefore can find it challenging to access the age appropriate year levels. Typically, the main barrier to further learning for a young person is low literacy and numeracy skills while at the same time possessing many life experiences that may be considered above their age level. We provide a focus on the development of literacy and numeracy skills, with content from a variety of Learning Areas of the Victorian Curriculum informing this focus.

To ensure a strong focus on the acquisition of English and Mathematics skills and knowledge, both learning areas are explicitly timetabled each day. In addition, our integrated learning experiences provide the context to continue to explore and develop these skills within a particular context. Each of the learning areas are mapped through our overview documents.

Our current Victorian Curriculum Plan provides a two year overview for all learning areas. The program covers the content of the curriculum through an integrated learning approach and allows for multiple points of entry for young people. Integrated unit planning allows teachers to embed aspects of wellbeing into the unit and allows young people to make learning connections across the curriculum.

An integral part of our planning process, is an ongoing focus on continually reviewing our strategies, tracking our coverage of the curriculum and identifying opportunities for improvement. In light of this review process, as well as due to various changes in our structure, we are in the process of identifying specific commendations and recommendations which will inform our future curriculum planning and development.

Achievements

The major achievements in relation to these goals include:

- Continuing to embed the Berry Street Education Model across all learning areas.
- Provision of intensive support to our most vulnerable of young people as they re-engage with education.
- Implementation of a new teacher and youth worker professional supervision model designed to embed ongoing support and best practice within our staffing cohort.

STUDENT LEARNING OUTCOMES

Number of young people who received a VCAL at Senior or Intermediate level: 18

Number of young people who received a VET qualification: 10

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	1%
TAFE / VET	15%
APPRENTICESHIP / TRAINEESHIP	10%
DEFERRED	0%
EMPLOYMENT	14%
OTHER MAINSTREAM SECONDARY SCHOOLS	9%
OTHER ALTERNATIVE SECONDARY SCHOOLS	0%
OTHER	51%

Student Wellbeing

Goals & Intended Outcomes

Student wellbeing remains at the forefront of the St Joseph's school identity. Enacting a trauma informed practice approach in our work and support of young people, St Joseph's continues to educate young people and equip them with the skills and knowledge for them to prosper into adulthood.

In 2018 student wellbeing initiatives included:

- A focussed approach to supporting Aboriginal and Torres Strait Islander young people through our Aboriginal Liaison Intensive Support Worker;
- A renewed focus on Student Support Group Meetings designed to enhance the support offered to young people in areas such as learning, attendance and the addressing of barriers to education;
- Piloting new strategies to remove or reduce barriers to school engagement;
- Ongoing development of our Outreach Education Model for young people residing in Out of Home Care;
- Implementation of the new requirements for NCCD; and
- Implementation of a revised Personal Learning Plan template to better align with the Youth+ Practice Framework, NCCD and other curriculum requirements.

Achievements

Some key achievements in the area of student wellbeing were:

- The continued roll out of training in the Berry Street Education Model for all new staff;
- Embedding in our curriculum personal and social capability development into every unit of work and daily activity; and
- Piloting an outreach education model for young people in out of home care who struggle to engage at school and onsite access to drug & alcohol and legal support.

STUDENT SATISFACTION

The School Improvement Student 2018 Survey (Insight SRC) indicates that students feel positive and happy about being at St Joseph's and that they get on with peers and feel connected to the school. They described teaching as purposeful, with teachers being well prepared, easy to understand and placing energy into teaching and making learning stimulating by making school work interesting.

STUDENT ATTENDANCE

St Joseph's FLC provides a number of adjustments to support all young people to attend on a regular basis, these include:

- transport support to travel to and from school
- provision of meals and clothing as necessary
- development of Personal Learning Plans for every young person to ensure that the learning program is personally meaningful and engaging
- development of Individual Education Plans/ Re-engagement Plans for any young person who is working towards fulltime attendance onsite at an FLC.

Parents or legal guardians are responsible for ensuring that they notify the school to explain the absence of their young person on any particular school day. Notification may be provided to the school face-to-face, or via email, phone call or text message.

If the young person is expected to attend school on a given day and does not arrive by the commencement of the school day, or does not access transport support as arranged, the young person's classroom staff members will contact the young person and their carer as soon as is practical in order to seek an explanation for the absence.

If the staffing partnership is not able to reach a young person on their carers in relation to an absence, they will speak with school leaders to determine what further action should be taken. Reasonable efforts are made to ensure that the young person is safe. This may include contacting alternate carers or services (where consent has been previously given to do so). Follow up may also include contacting the Department of Health and Human Services or the Police where the Principal deems that the young person may be at risk of harm.

Child Safe Standards

Goals and Intended Outcomes

Child Safety continues to be at the forefront of all activities at St Joseph's FLC. St Joseph's has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse.

As part of our online policy portal, Policy Plus, St Joseph's in 2018 launched our Child Protection Program. Made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within our community.

The Program deals specifically with child protection issues and is designed to ensure compliance with the Victorian Child Safe Standards and related child protection laws. Broader child safety issues arising from our common law duty of care are also dealt with through our Student Duty of Care Program.

Achievements

Major developments in relation to child safety within our community included:

- Implementation of Child Safety Officers at campuses in North Melbourne and Geelong;
- All staff participated in mandatory Child Protection training;
- The school worked closely with Catholic Education Melbourne to monitor child safety concerns and reports to the Department of Health & Human Services; and
- An online Incident Reporting system was introduced to better capture and record incidents impacting on the safety and wellbeing of young people.

Leadership & Management

Goals & Intended Outcomes

As we approach the last phase of the 2016 – 2019 Strategic Plan, in 2018 the school leadership team focused efforts on working within and across teams to further our work in four priority areas;

1. Holistic Education
2. Development
3. Community Identity
4. Sustainability and Stewardship

In particular, much effort was made to build a stronger school community spirit, improve engagement with family and community partners, and strengthen human resource processes relating to staff supervision, induction and annual review.

Achievements

In this area of practice, key milestones included:

- Implementing a renewed organisational structure using a learning model based on Streams: the Victorian Curriculum Stream (six class groups), the VCAL Stream (six class groups) and the Student Services Stream (Outreach Education Program, Intensive Support Worker Program, Enrolment and Induction Program).
- Embedding the SEN Youth+ Practice Framework
- Fully implementing the Incident Reporting System
- Partially implement Policy Plus
- Embedding the Annual Appraisal and Review Process for all staff
- Commencing the roll out of the Proteus Emerging Leaders training
- Developing the Senior Leader Appraisal Process

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Berry Street Education Model

Reading to Learn

Proteus Emerging Leaders training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

34

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1266

TEACHER SATISFACTION

Comments as taken from the results of the School Improvement 2018 Teacher Surveys (Insight SRC) indicate Staff would describe themselves as energetic and enthusiastic.

Staff would describe leadership as approachable and supportive, noting that there is good communication between staff and leaders, and leaders have a good understanding of the challenges which occur and can be relied upon when things get tough.

Staff would say that there is good teamwork and communication between the groups, and that they can rely on their colleagues for support and assistance when needed, and that they frequently discuss and share teaching methods and strategies with each other.

Staff say they are committed to the school goals, and that there are sufficient forums where they can express views, are encouraged to improve their skills, knowledge and performance, have opportunities to develop new skills and receive recognition for good work.

College Community

Goals & Intended Outcomes

All staff at St Joseph's strive to create a school community that is supportive, inclusive, safe and enjoyable for all young people. Guided by the St Joseph's FLC Operational Plan 2017-2019, our school continued to celebrate as a community on a regular basis and come together to acknowledge special times of the year such as Christmas and Easter.

In 2018, St Joseph's developed and implemented a formal mechanism for the voice of young people to be heard and represented in community decisions whilst our renewed focus on Student Support Group meetings increased the opportunity for young people to articulate their own needs in relation to the activities offered by the school.

Other initiatives focussed on developing out school community and building links with the broader community included:

- Regular excursions and camps including a camp for Geelong based young people to Tasmania;
- Ongoing engagement with parents, guardians and carers focussed on involving them in their young person's education; and
- Developing further links with relevant support services including, Child Protection, Youth Justice, Head Space and other alternative education settings;

Achievements

As in previous years, a variety of whole-school and student-led celebration days were held throughout the year, including Christmas in July, Halloween, Footy Colours Day and our annual Christmas Lunch.

Regular 'Out and Abouts' were held across all Streams including visits to art galleries, sporting events, cultural celebrations along with providing young people the opportunity to surf and snorkel.

2018 also saw a whole of school trip to the snow at Lake Mountain. This trip was an exciting time for all staff and young people involved and weather permitting will now take place on an annual basis.

VALUE ADDED

- Implement Community Friday lunches.
- An allocated staff member trialled 'Young People Voice' to gain young people's ideas and concerns to be actioned/ addressed, using Facebook, young people forums, poster campaigns and classroom visits. Through young people's ideas, we welcomed a water cooler into reception, started up YP Weekly Updates, unlocked doors to create greater access to bathrooms and voted for a new school logo - which you now see on school bags and keep cups!

PARENT SATISFACTION

At St Joseph's we value parent participation and community partnerships, however, given the complex nature of our young people, in reality involvement by parents is limited. The following comments as taken from the results of the School Improvement 2018 Parent Surveys (Insight SRC) indicate parent(s) and guardians say that St Joseph's strives to improve, provides an appropriate range of activities, and that the staff are energised, enthusiastic and extremely dedicated, and that teachers are very passionate about teaching.

Parents would highlight approachability as St Joseph's greatest strength, with parents feeling comfortable about approaching staff with concerns; identifying that the school takes parents' concerns seriously, and that staff work to understand the parents' points of view.

School Performance Data Summary

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St Joseph's Flexible Learning Centre, North Melbourne

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	39.6
Y08	43.9
Y09	38.6
Y10	42.7
Overall average attendance	41.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.3%

STAFF RETENTION RATE	
Staff Retention Rate	86.5%

TEACHER QUALIFICATIONS	
Doctorate	0%
Masters	35.56%
Graduate	33.33%
Certificate Graduate	2.22%
Degree Bachelor	28.89%
Diploma Advanced	0%
No Qualifications Listed	0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	43
Teaching Staff (FTE)	41.5
Non-Teaching Staff (Headcount)	66
Non-Teaching Staff (FTE)	65.7
Indigenous Teaching Staff (Headcount)	2

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