

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



**ST JOSEPH'S FLEXIBLE LEARNING CENTRE,
NORTH MELBOURNE & GEELONG**



**EDMUND RICE EDUCATION
AUSTRALIA**

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Minimum Standards Attestation

I, Chloe Hand, 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

July 2020

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.

Learning & Teaching

Goals & Intended Outcomes

The primary Learning and Teaching focus at St Joseph's FLC in 2019 were

- improved literacy and numeracy outcomes for all young people; and
- consistent trauma informed pedagogical practices to ensure that the learning environment is safe, predictable, and optimal for learning.

Our programs are routinely reviewed to ensure the best learning opportunities for each student in our care. In the year levels seven to ten, an integrated learning approach is applied and utilises the capabilities and five key domains from the Victorian Curriculum: English, Mathematics, Technologies; The Arts; and Health and Physical Education. Young people enrolled in Senior School participate in the accredited Victorian Certificate of Education (VCAL). In addition, young people also participate in Vocational Education and Training (VET) opportunities which provide meaningful work experiences to equip our young people with the skills they will require as they transition into further study or work pathways. Through a strategic process of integration, the post-school pathways and transitions of young people remained a shared focus and responsibility.

Achievements

The key achievements in relation to these goals include:

- Implementation of diagnostic assessments
 - Literacy – Progress Achievement Tests (PAT) Reading
 - Numeracy – Maths Pathway and PAT Maths
- Clear referral processes for further targeted assessment and intervention based on data
- Embedding the Berry Street Education Model (BSEM) across all programs
- Professional learning to improve setting achievement goals for young people

STUDENT LEARNING OUTCOMES

2019 Year 12 Students Achievements

Geelong VET qualifications:

- Certificate II in Outdoor Education
 - One student passed eight units

North Melbourne VET qualifications:

- Certificate II in Employment Pathways
 - One student passed one unit
- Certificate II in Building and Construction:
 - One student achieved a full certificate
 - Two students passed two units
 - Two students passed one unit
- Certificate II in Business
 - Seven students achieved a full certificate
 - 4 students passed 1 unit
- Certificate III in Community Services
 - Five students achieved a full certificate
 - Three students passed three units
 - Four students passed two units
- Certificate II in Music
 - Two students achieved a full certificate
- Certificate II in Warehouse Operations
 - One student achieved a full certificate

Student Wellbeing

Young people are enabled through learning choices, wellbeing choices and informed practice that respond to their uniqueness. The Nano Nagle Network recognises that the wellbeing of young people and staff members is central to our mission to create vibrant and supportive learning communities. NNN fosters working and learning environments that promote the flourishing of all community members. The centrality of staff and student wellbeing will be embedded in each level of school operation and will be evidence through things such as positive behaviour support processes, family engagement, community partnerships, and school climate.

Goals & Intended Outcomes

In 2019, the NNN continued to utilise the NNN Wellbeing Rubric to identify the wellbeing needs of young people who are part of our school community. Another focus was to continue to explore opportunities for Aboriginal and Torres Strait Islander young people to connect with culture through building relationships with external support services and offering a culturally relevant learning choices.

Achievements

The Wellbeing Rubric was implemented as tool to capture the wellbeing needs of young people who are part of our NNN schools. In 2019, we explored expanding our partnerships with community services to meet the well-being needs identified in the wellbeing rubric. This provided opportunities for staff development, referral pathways and an opportunity to imbed wellbeing for learning into our curriculum.

St Joseph's Flexible Learning Centre, North Melbourne developed a relationship with the Inner Melbourne Community Legal Service to prepare a submission for the lawyer in schools' program. North Melbourne also developed a partnership with 'The Venny' a communal outdoor space/vegetable garden which provided an opportunity to deliver hands on, applied learning sessions for young people.

St Joseph's Flexible Learning Centre, Geelong Campus focused on expanding their indigenous class, which has continued to grow and evolve - now known as the Koori Culture Club (KCC) . The Geelong campus have also developed their relationships with external community services, such as the 'Wathaurong Co-op Geelong' who provide community support to find culturally appropriate services in the community.

VALUE ADDED

List a broad range of activities in plain language about curricular and extra-curricular activities; not every activity needs to be included.

At the North Melbourne campus young people participated in;

- Swimming with the seals.
- First day of each term was focused on building community through planned events.
- Implementation of the VCAL/VC Mentoring program.
- Roll out of an improved and robust electives program.

At the Geelong campus young people participated in;

- VCAL as part of their PDS project, attended a one-week camp to Sydney via Canberra. While in Sydney young people participated in the Sydney Harbor Bridge, bridge climb.
- The focus was to continue working with indigenous young people around connection with culture.
- Young people who engaged in the outdoor education program participated in activities such as surfing, mountain biking and bush cooking which was a favorite.

STUDENT ATTENDANCE

Include a description of how non-attendance is managed by the school. Schools must contact parents /guardian about any unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students.

Regular participation in meaningful education is critical for young people's academic, vocational, social and emotional development. Given the specialist nature of Flexible Learning Centres, we recognise that many young people face significant challenges to regular school attendance. Factors such as mental illness, substance abuse, ongoing family conflict and previous negative experiences at school can make it very difficult for young people to attend school every day. FLC's undertake a range of processes and supportive mechanisms to ensure that young people work towards consistent attendance and that all absences are explained.

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 within thirty minutes of the young person's scheduled start time to seek an explanation for the absence.

If the staffing partnership is not able to reach a young person or their carers in relation to an absence, they will speak with their School Leader, Campus Principal or Head of Campus to determine what further action should be taken. Reasonable efforts will be 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 Child Safety/Protection or the Police where the School Leader, Campus Principal or Head of Campus deems that the young person may be at risk of harm.

All communication with young people and carers regarding school absences is documented electronically and filed securely, as specified in relevant legislation.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

Child Safe Standards

Goals and Intended Outcomes

Child Safeguarding continues to be at the forefront of St Joseph's FLC operations and ensuring adherence to the EREA Child Safeguarding Standards Framework and Ministerial Order No. 870. St Joseph's has zero tolerance for child abuse and is committed to the protection of all children from all forms of abuse.

Supported by our online policy portal, Policy Plus, St Joseph's has continued to review and refine the work systems, practices, policies and procedures designed to maintain a child safe environment and to consolidate an organisational culture of child safety within our community.

Child safety training for staff has been revised to include testing on more 'real life' scenarios as part of the training program to support staff understanding, and adherence to, not only the Child Protection Program, but also the Student Duty of Care Program.

Achievements

Major achievements in relation to child safeguarding at St Joseph's FLC include:

- Child safety induction for new staff, as well as ongoing child safety training for all staff, including mandatory Child Protection training;
- Consolidation of working relationships with CEM and LookOut to further improve support provided to all young people, including those in Out of Home Care, and;
- Data from child safety reports used to influence wellbeing programs being delivered in classrooms.

Leadership & Management

Goals & Intended Outcomes

In the last phase of the 2016 – 2019 Strategic Plan, in 2019 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

As we approach the 2020-2023 Strategic Plan the leadership team will be working to action our priorities;

1. Staff and young people participate in a safe and inclusive learning environment that is trauma informed, democratic, relational, and operates through the Four Principles of; Respect, Participation, Honesty, and Safe & Legal to establish Common Ground.
2. Young people's learning journey will be supported, enriched and captured through consistent meaningful and purposeful teaching and learning strategies.
3. Young people benefit from individual holistic wellbeing support to enable their engagement in learning and assist their opportunities for a successful future.
4. Effective organisational, administrative and evaluation systems and processes support staff to do their jobs, young people to learn and flourish, and meet all requirements of the systems in which we work.
5. Our work is guided by our Foundation Statement, the Charter for Catholic schools in the Edmund Rice Tradition and is faithful to a vision of education inspired by the Gospel. Our inclusive identity is enhanced by the fact that we are a national organisation that is leading in the field of flexible education

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Berry Street Education Model

Proteus Leadership Training

Reading to Learn

Aboriginal Cultural Competence

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

37

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$3000

TEACHER SATISFACTION

Comments on staff satisfaction are taken from the results of the Edmund Rice Education Australia: Staff Engagement Survey (2019). SJFLC staff make up 34% of the survey results.

Staff would describe the leadership team as available to staff when needed, noting that the leadership team contributes to a positive school culture and enjoys the trust of the staff.

Staff have indicated their satisfaction with the overall support provided by EREA to their school and are attracted to the values of an EREA school.

Staff say they enjoy working at SJFLC and would recommend it to other teachers or support staff and feel that working at SJFLC has contributed to their professional development.

Future Directions

St. Joseph's Flexible Learning Centre looks forward in 2020 to beginning a new strategic plan. This plan will see us focus on key areas of the school. This includes the development of an online professional learning package that is specifically developed with our practice framework in mind. We will also be focusing on our teaching and learning program and as always, looking to how we can always ensure that we are offering the most appropriate program, with the best resources, to meet the needs of each individual in our community.

In our Geelong community we are hoping to secure a new location that better meets our needs and allows us to expand our offerings and provide the best resources for our young people.

North Melbourne is also looking at how we can improve our classrooms and specialist spaces through the purchase of new furniture, IT infrastructure and resources.

School Performance Data Summary

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y07		49.0
Y08		40.3
Y09		38.1
Y10		32.6
Overall average attendance		40.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.0%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	72.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	5.6%
Graduate	16.7%
Graduate Certificate	0.0%
Bachelor Degree	50.0%
Advanced Diploma	5.6%
No Qualifications Listed	44.4%

STAFF COMPOSITION	
Principal Class (Headcount)	5%
Teaching Staff (Headcount)	50%
Teaching Staff (FTE)	46.7%
Non-Teaching Staff (Headcount)	69%
Non-Teaching Staff (FTE)	68.8%
Indigenous Teaching Staff (Headcount)	1%

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