



ST JOSEPH'S

Catholic Flexible Learning Centre ALICE SPRINGS

*A Catholic School in the Edmund Rice Tradition
A Member of the EREA Oscar Romero Flexi Schools Network*

ANNUAL REPORT

2020



ST JOSEPH'S PRINCIPAL'S MESSAGE

The impact of COVID in all schools around the world was significant. While our location in Alice Springs and the closure of borders into the NT and Australia meant that the devastating impact in other parts of the world and Australia did not happen in Alice Springs.

While our school only closed for 2 school weeks at the end of term 1 and the start of term 2, many of our families and young people did relocate out of Alice Springs. This impacted directly on our CENSUS enrolment numbers.

St Joseph's successfully completed the Northern Territory's Routine Assessment of our school registration. The work of many staff contributed to this success.

This year, the success of the Voyages Work Experience program was a highlight. This program, with the support of our dedicated staff, meant that two groups of senior students were able to experience a week at the Uluru resort and learn about work and employment in the hospitality and tourism sector. Although leadership support to site by our network team was impacted by the COVID travel restrictions we remained in close contact with our St Joseph's school community through use of new technologies; new learning for us all! I thank the site leaders and network team for keeping our young people at the centre of our work through such unsettling times.



ST JOSEPH'S ANNUAL IMPROVEMENT PLAN

Our 2020 Annual Improvement Plan was impacted COVID, but the following key focus areas produced some successful outcomes.

- **Establishing the ORFSN Wellbeing Framework** – data was collected using the wellbeing rubric in semester 2 and will be further developed in 2021
- **Establishing and Implementing Staff Professional Work practices** – all staff participated in a Proteus Building a Positive Staff Culture workshop that was revisited throughout the year.
- **Site Masterplan** – The site masterplan was completed and will be sent to EREA for approval. The school also began the Building Better Schools Project in later 2020 which included a Kitchen Refurbishment and a cover over the basketball court.
- **Improving Student Outcomes** – It was pleasing to see the success of our young people completing VET Certificates in Hospitality, and the Voyages Work Experience Program. All staff participated in 2 days of Trauma Informed Practice professional development with REBOOT.



ST JOSEPH'S STRATEGIC PLAN

The current Strategic Plan has been concluded and a new strategic plan for St Joseph's Catholic Flexible Learning Centre will be developing following the EREA School Renewal Process in 2022.



ST JOSEPH'S CONTEXT STATEMENT

St Joseph's Catholic Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia (EREA) and commenced operation as a registered Non-State School in 2012. It is part of a national association of over 55 EREA mainstream schools and Flexible Learning Centres.

St Joseph's Catholic FLC is located in Alice Springs, situated in Australia's geographic centre. The area is known as Mparntwe to the Arrernte who are the traditional owners and who have lived in the Central Australian desert in and around, what is now, Alice Springs for tens of thousands of years.

Alice Springs had an urban population of 26,534 in June 2018. The city's population accounts for approximately 10 per cent of the population of the Northern Territory.

St Joseph's Catholic FLC is a co-educational Catholic school in the Edmund Rice tradition and one of seventeen Catholic schools in the Diocese of Darwin and due to the special nature of its work, has a Service Agreement with the Northern Territory Government. The nature of our work is the engagement with young people who, for many reasons have been unable to connect in a mainstream school environment. The philosophy of St Joseph's Catholic FLC draws on the spirit and vision of Edmund Rice Education Australia. Our learning community has a clear commitment to social justice and stands in solidarity with young people of all social, cultural and religious backgrounds.

The philosophy also has a practical focus, based in the application of four core principles of Respect, Safe and Legal, Participation and Honesty among all members Joseph's Catholic FLC community. This is evident in the ways the organisational culture and practices are shaped through the application of these principles. The principles establish a "common ground" among staff, young people, and parents/carers. This "common ground" offers the means to resolve conflict, negotiate learning, recognize rights, responsibilities, and consequences as they are modelled and explored while providing young people a voice. This occurs both within the group, as individuals and as members of the broader community.

PRACTICAL VISION

St Joseph's Catholic Flexible Learning Centre (FLC) seeks to respond to young people needing a more flexible and wholistic model of education. It provides a place and an opportunity to re-engage in a suitable, flexible learning environment for those young people who have been disenfranchised from other schooling options.

St Joseph's Catholic FLC seeks to build honest and authentic relationships with young people, their families, and communities, supporting and celebrating the uniqueness and dignity of each person.

The daily practice at St Joseph's Catholic Flexible Learning Centre is guided by the Touchstones of Edmund Rice Education Australia about providing a "Liberating Education" based on a "Gospel Spirituality" in an "Inclusive Community" committed to "Justice and Solidarity".



ST JOSEPH'S

STUDENT INFORMATION

2020 COMMONWEALTH CENSUS

STUDENT PROFILE DATA

ENROLMENTS	2019	ATSI	TF	NCCD	2020	ATSI	TF	NCCD
Female	44	44			35	35		
Male	45	45			33	33		
Total	89	89		44	68	68		45

STUDENT ATTENDANCE DATA %

YEAR	2019	2020
7	35	28
8	42	22
9	43	20
10	43	17
11	44	37
12	41	35
13		

STUDENT DESTINATION DATA 2020

DESTINATION	No
Mainstream school enrolment	14
Transfer interstate	11
Employment	3
Further Tertiary Education (TAFE,Uni)	0
Apprenticeship	0
Traineeship	3
Seeking employment	2
Parenting	3
Justice	7
Cultural	3
Unknown	14
Community Schools/Alice Outcomes	16
Poor Attendance/ Post School Age	15

ST JOSEPH'S CURRICULUM PLAN

Curriculum

The St Joseph's Catholic FLC provides learning experiences that address the individual needs of students and promotes their social, emotional, physical, spiritual, cultural and academic development. The purpose of the learning experiences is to empower young people to achieve greater autonomy and self-reliance. Young people are supported in achieving personal goals that will help them develop confidence and skills in the transition to other schools, further education and/or employment.

Learning experiences address curriculum areas of literacy, numeracy, art, study of society and environment, vocational training, information technology, music, science, health, sport, outdoor education, Indigenous education, relational and spiritual education.

Literacy and Numeracy

A whole School Literacy and Numeracy strategy was implemented. This was based on instructional, evidence-based literacy and numeracy intervention tailored for each student in every lesson.

The Basic Key Skills Builder (BKSB) is an evidence-based program that allows for this and has been used within the VET industry throughout Australia for many years. It has proven to achieve results through consistent application of the individualised program response for each student. The BKSB is aligned to the Australian Core Skills Framework and Australian Curriculum.

Subjects offered in 2019 across years 7-10

A project-based learning approach was adopted with a focus on literacy and numeracy across Years 7-10.

Teachers collaborated for many activities and excursions, both on and offsite. Projects were planned according to the interests and prior knowledge of the young people as well as cultural significance. These include projects in Bike Maintenance and Skills, Quilting, Woodwork, Gardening, Hospitality, Physical Education, Art, AFL, Cooking, First Aid and Community Services. The Child Protection Curriculum was offered through a partnership with the South Australian Department for Education both during on site wellbeing sessions and home-based face to face wellbeing sessions.

Vocational Education Training

Senior young people were enrolled in VET courses.

The success of our Cert 1 Hospitality course delivered onsite by our own trainer demonstrates that an appropriate mode of delivery, consistent with the needs of our young people can achieve greater outcomes. Through a partnership with the Northern Territory Department of Education many young people look to be enrolled in Certificate II in Hospitality being delivered on site in 2021.

Other VET courses offered onsite were Certificate I & II in Functional Literacy and Certificate I in Access to Vocational Pathways. These courses were delivered by our staff.

Employment Pathways

Following the success of the Drive safe program, it was also offered to young people 16+ in 2020. Young people engaged onsite with external tutors for the online assessment and had practical lessons with a local driving instructor in Alice Springs.

In addition, a highlight for 2020 was the development of a partnership Voyages Resort Uluru and the involvement of two groups of young people completing a weeklong work experience at the resort. The young people were exposed to the many aspects of the tourism and hospitality industry through this program. This success would not have been possible without the hard work of staff to provide support to students on this program.

Further to this, links with Karen Sheldon Employment Agency resulted in young people being involved in career planning activities. This included developing CVs/Resumes, goal setting and applying for work experience.

The Duke of Edinburgh Bronze and Silver Awards was also offered to Years 9-12+. While there was limited uptake due to the various COVID restrictions it is hoped to reboot this program in 2021.



ST JOSEPH'S CURRICULUM PLAN & OUTCOME

SCHOOL CURRICULUM PLAN

% YEAR 12 enrolled in a vocational certificate	% YEAR 11 and 12 completed SACE , WACE ,NTCET or equivalent	% YEAR 10 - 12 completed certificate modules and or school subjects
25%	0%	19.3%

NAPLAN testing was not conducted in 2020 due to COVID. St Joseph's Catholic FLC uses the BKSB program to provide measures of our young people's literacy and numeracy levels to inform the teaching and learning programs and their Individual Education Plan (IEP)

STUDENT LITERACY 2020

YEAR LEVEL	BKSB PRE LEVEL- 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	2	3	2	1	
8	4	9	2		
9	2	5	1		
10		8		1	
11		6	2	1	1
12		4	1	1	
13					
TOTAL	6	35	8	4	1

STUDENT NUMERACY 2020

YEAR LEVEL	BKSB PRE LEVEL- 1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	2		1		
8	2	5	2		
9	2	3			
10		4	2		
11	1	2	1	1	
12	2	2	1		
13					
TOTAL	9	20	7	1	0

ST JOSEPH'S WELLBEING PROGRAM

OVERVIEW

At St Joseph's Catholic FLC youth work is at the core of successfully re-engaging young people and families in education and strong, positive futures. The youth worker role provides culturally appropriate support in the coordination of services through assessment, planning, facilitation and advocacy to meet an individual's social and emotional wellbeing, learning and transition needs. Our Flexi works with the local Aboriginal services to ensure that the most appropriate services and programs are developed and delivered to meet the needs of young people and families.

OUR OVERVIEW OF THE STRATEGIC APPROACH TO SUPPORTING STUDENT WELLBEING

PROGRAM NAME	DESCRIPTION
Congress – Ingkintja Men's Health Clinic	Ingkintja have doctors, social workers, psychologists and counsellors available who can support the young people to link into social and welfare services. Throughout 2020, St Joseph's continued to link with Congress and were able to organise visits from the Health Centre staff to deliver specific lessons around men's health and wellbeing. These sessions proved very successful in terms of interest and engagement on the part of our male cohort.
Red Dust Role Models	The Red Dust Role Models program was delivered in 2020. This program covered many sensitive wellbeing areas including health, sexuality, domestic violence. These programs were delivered to separate male and female groups in a culturally sensitive manner.
Support Agencies	<p>In 2020, St Joseph's continued to collaborate and strengthen its working relations with many external agencies involved in the support and care of our young people. Cross -sector collaboration and cooperation were evident with Anglicare, Tangentyere, Territory Families, Youth Justice Service, Police Youth Engagement Officers, Northern Territory Education, Saltbush and Bushmob and the Back on Track program that started late in the year.</p> <p>Working closely with these organisations means that the St Joseph's can provide high quality, culturally appropriate support for our young people and their families.</p>



ST JOSEPH'S ATTENDANCE RETENTION STRATEGY

ATTENDANCE STRATEGY 2020

St Joseph's FLC utilises a range of strategies to support engagement and improve attendance with our young people and families.

The average wellbeing scores above show a general decline over the course of 2020. This could be due to the impact of COVID on the lives of our families and young people in Alice Springs and the related community issues affecting our young people.

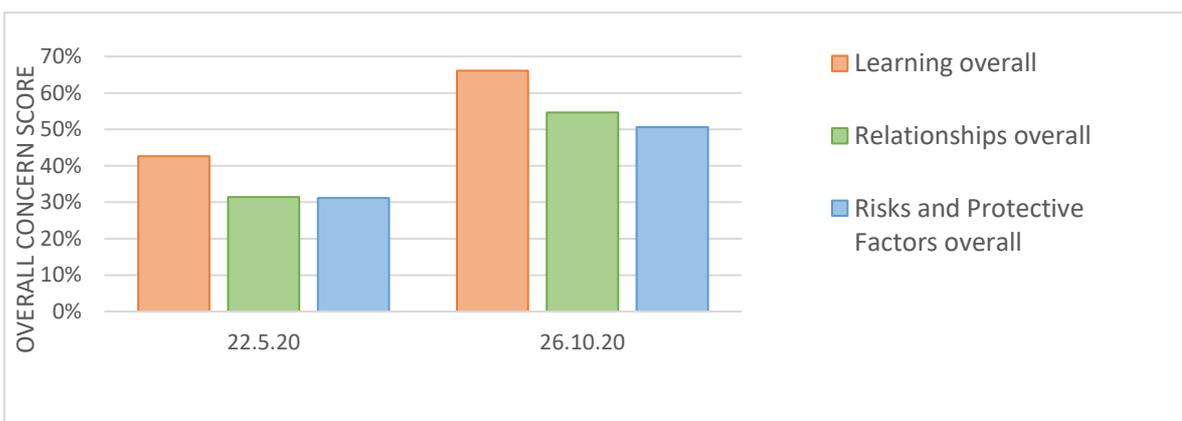
Wellbeing

- Daily transport to and from school which includes extra bus runs when required.
- Daily Wellbeing check in circles.
- Building a sense of community through shared daily meals of breakfast and lunch.
- Operation by principles where young people and staff all operate within a common ground framework eliminating traditional power paradigms and giving young people a voice.
- Local Aboriginal staff employed as Youth Workers Education Support Officers.
- Learning Loyalty system that encourages consistent and regular attendance.
- Daily awards and recognition of effort and achievement.
- Working closely with other agencies to provide a holistic, whole of community response to meet the young person's cultural social and emotional needs.
- Home wellbeing visits to support setting wellbeing and engagement goals.
- Daily contact with family and student to follow up non-attendance.
- Involvement of local Aboriginal Community Elders in whole school events and celebrations.

Teaching and Learning

- Project based learning with integrated literacy and numeracy.
- 'Hands on' learning approach that utilises community spaces and connection.
- Modified timetables and engagement plans.
- Modified assessments and adjustments to meet every young person's learning needs.
- Scaffolding and differentiation for all activities and young people.
- Home Based Learning and Wellbeing packages with wrap around teacher and youth worker support.
- Basic Key Skills Builder (BKSB) to provide an individualised literacy and numeracy program for every young person.
- Whole school Trauma Informed Practice using EREA Flexi Practice and REBOOT and Berry Street Education Model programs.
- Bridge and Outreach Programs – these are mobile programs where a significant proportion of learning and engagement occurs in community spaces. The programs are aimed at engaging extremely complex young people with separate female and male groups. Health, wellbeing and engagement activities were key learning elements to these successful programs in 2020.

Wellbeing Rubric Measures 2020



ST JOSEPH'S WORKFORCE

All staff participate in annual goal setting and review processes as part of our Performance Enhancement Process (PEP). In 2020 our teaching staff used the Network's proforma that linked their goal setting to the AITSL standards and identified development goals in Wellbeing, Educational Development and School Strategic development.

WORKFORCE COMPOSITION 2020

Qualifications	Teaching	Non-Teaching
Masters Degree	2	
Degree	16	5
Post Graduate	1	
Associate Diploma	1	
Graduate Diploma	5	2
Diploma	5	3
Graduate Certificate		
Certificate IV	7	9
Certificate III		4
Certificate II	1	1
FTE	7.2	13.8
ATSI	2	7

ST JOSEPH'S COMMUNITY RELATIONSHIPS

PARENT, STUDENT AND TEACHER SATISFACTION SURVEY RESULTS

A Community Consultation Day was held in early March 2020 with local Aboriginal families and community elders. The community was consulted about their experience with St Joseph's FLC.

Key Messages from stakeholders included:

- Bus Pick-ups are fundamental to success.
- Breakfast & Lunch Program are essential to ensure that young people are ready to learn.
- Young people are really enjoying Hospitality VET Program and learning cooking life skills.
- Girls are embracing the schools AFL Footy Team.
- The young people like the School & the Girls feel safe here at St Joseph's.
- Mainstream School has failed the young people, the learning needs to be further expanded to include teaching outside the Classroom.
- The young people need learning to include Arrernte ways of Learning outside of the Classroom.



ST JOSEPH'S FINANCIAL STATEMENT

St Joseph's Catholic FLC acknowledges the funding support received from the Federal Government and Northern Territory government to support the learning and wellbeing outcomes for the young people of Alice Springs.

REPORTING FRAMEWORK	AMOUNT
Recurrent income	
School fees	0
Other fee income	\$546
Private Income	\$141,269
State government recurrent grants	\$851,901
Australian government recurrent grants	\$2,697,138
Total recurrent income	\$3,690,854
Recurrent Expenditure	
Salaries; allowances and related expenses	\$1,892,863
Non salary expenses	\$1,373,483
Total recurrent expenditure	\$3,266,346
Capital income and expenditure	
Government capital grants	\$300,000
Capital fees and levies	-
Other capital income	-
Total capital income	\$300,000
Total capital expenditure	\$268,893
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	-
Total opening balance	-
Total closing balance	-



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Gerard Keating
Network Principal

Signature

Greg O'Mullane
Dir. Of Catholic Education Northern
Territory

Signature



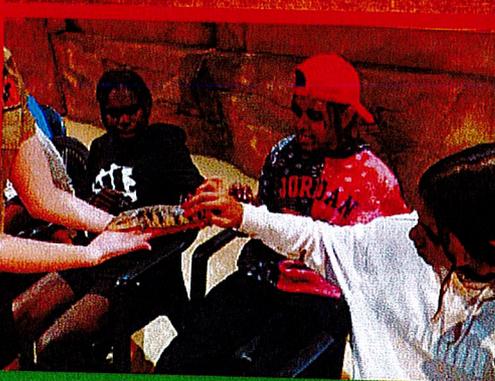
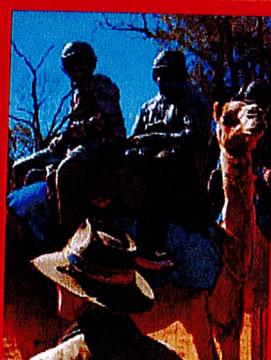
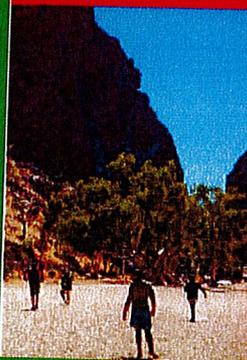
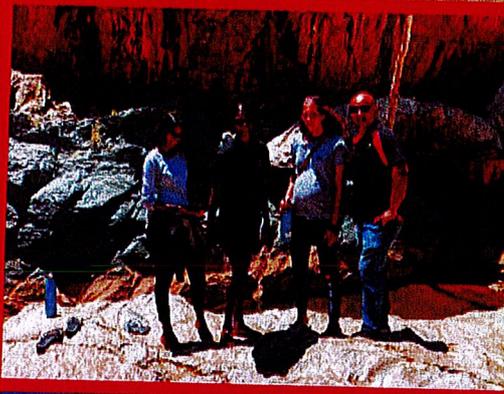
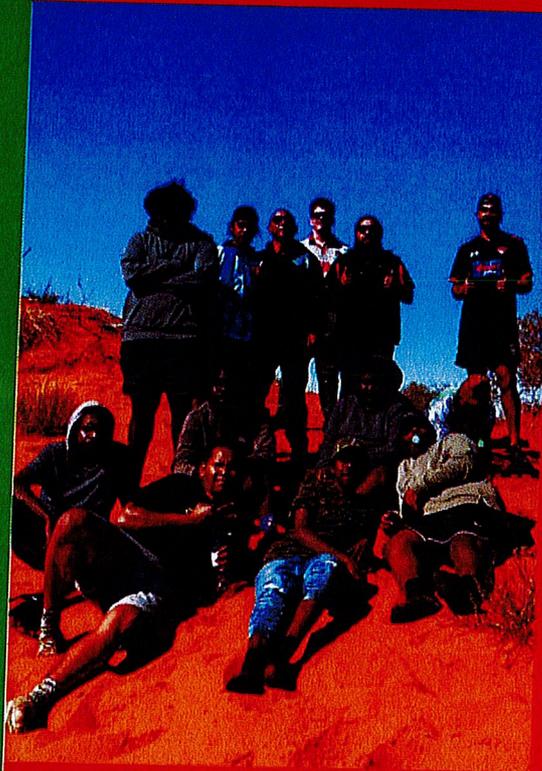
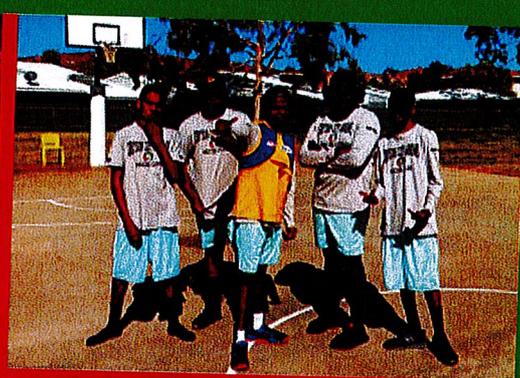
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