



St Joseph's Flexible Learning Centre North Melbourne

2021

Annual Report to the School Community



Registered School Number: 2079

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Minimum Standards Attestation

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

Our College Vision

VISION

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

MISSION

We offer life changing education and wellbeing support for young people who have made a choice to engage in an inclusive, diverse and safe learning environment.

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 disengaged 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 program delivers Foundation, Intermediate and Senior VCAL. Young people enrolled in VCAL also have the opportunity to enrol in Vocational Education and Training.
- 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.

- The SJFLC learning program is continually adjusted to meet 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.

Principal's Report

St. Joseph's Flexible Learning Centre is a wonderful community that includes campuses in North Melbourne and Geelong. Our young people make the choice to engage in a dynamic and individualised learning environment and they travel far and wide to ensure that they are working towards their future goals. We feel very fortunate to welcome young people from Colac to Kilmore, you people who live in the inner city, those who reside by the beach or are raised on farms!

Everyone in our communities operate with a set of four Principles; Respect, Safe and Legal, Honesty and Participation. The Principles help us to ensure that our communities are safe, diverse and inclusive.

Young people that make the choice to engage in our learning environments are choosing to engage in a program that focuses on them as an individual and that holds them in unconditional positive regard. We acknowledge that education is the right of every young person and we feel incredibly privileged to walk alongside each of our young people as they develop as young adults and flourish through our holistic learning environment.

The Covid pandemic has certainly had a significant impact on the way that we work. This has meant significant lockdowns and restricted engagement and access to our learning community during the 2021 school year.

Whilst this has been a challenging time, I have nothing but admiration for every member of our schools. The way that our communities have come together to support each other, to show care and unity, to ensure that we offer relationships that are built on unconditional positive regard for our young people has been incredibly humbling.

I acknowledge the privilege and immense responsibility of continuing to hold high expectations of our young people and to support them to progress their learning journey during these unprecedented times. I express my admiration to all our young people for showing grit, stamina, vulnerability and bravery during this year and for continuing to progress through learning.

Despite the challenges that we faced during this time we were able to maintain commitment to our strategic intentions. We have been able to progress some significant projects that include a review of our IT systems, a change of Campus for our Geelong community, a focus on our professional learning program for staff (particularly as it relates to our practice framework) and a continued focus on staff wellbeing. We have also had a key focus on the changes to the VCAL certificate that will start to take shape in the 2022 school year.

I thank you all for continuing to participate in our communities, I respect your courage in maintaining your connection to us and your learning during a very challenging time, I am grateful for all of the honesty along the journey and we always welcome feedback and want to know how we can improve what we offer to young people. I am thankful that our communities remain safe and legal and I hope that every person connected to our community knows that we committed to their safety, inclusivity and diversity and that we are a Child Safe School.

Education in Faith

Goals & Intended Outcomes

The school has continued to focus on increasing the visibility of Catholic Identity through the school both in our physical environment as well as imbedding Catholic Social teaching in our Teaching and Learning documentation.

Commencing in the 2020 school year, and aligned with the colleges Strategic Plan we have made a deliberate push to refocus on the EREA touchstones within our physical environment and increased discussions around Catholic Social Teaching is intended to provide students with more opportunity to connect with spirituality and the message of Jesus.

The leadership team articulated a goal within the Strategic plan specifically around being intentional around the Catholic Identity of the school. This was supported by the creation of a new role to oversee projects, one of which is to specifically promote Identity, faith and social justice opportunities.

Throughout 2021, this new role saw an increased awareness of identity feast days as well as Catholic based celebrations. These days of note have been incorporated in meaningful ways within our 3 year School Calendar.

Achievements

The SJFLC community is a diverse space with many Young People coming from a multitude of faith backgrounds. The connection to the Edmund Rice story has been the framework for the school to develop intentionality around education in faith, with a particular focus on Catholic Social Teaching.

Throughout 2021 the school continued developing it's connections with Edmund Rice Beyond Borders with a specific intention of developing multi-school and multi-faith dialogue. Some of the leadership staff participated in a global dialogue with other Edmund Rice schools from around the world with the goal of full participation in the Global Congress over 2022-23.

A role of Project Officer, created at the end of 2020 with specific KPI's based around an understanding of the Edmund Rice story and how to increase the visibility of Identity on site, enabled more purposeful embedding of the Identity story across our school. The EREA context of providing a liberating education, based on a gospel spirituality, within an inclusive Community committed to Justice and Solidarity, is key to the schools ethos and the introduction of the role saw a clear growth in the schools Faith Education engagement within this context.

The role led to an identity document entitled Water Over Rocks being created that re-focuses staff on the bigger picture of our Catholic Identity, in particular the stories of both Edmund Rice and Nano Nagle.

VALUE ADDED

- Global Connection Increased
- Wellbeing Support

- Re-connection to Identity Story
- Further embedding of Catholic Social Teaching in Curriculum
- Identity Iconography on display throughout the school
- Indigenous Perspectives integrated into the curriculum

Learning & Teaching

Goals & Intended Outcomes

In 2021, St Joseph's Flexible Learning Centre (SJFLC) set out to support as many young people as possible to re-engage with their learning through, what proved to be one of the most disrupted academic years ever. As with 2020, the school helped students to complete Victorian Certificate of Applied Learning outcomes in addition to individually progressing each of their goals as outlined in the respective Personal Learning Plans.

The primary Learning and Teaching focus at SJFLC continued to be:

- 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.

With the additional focus...

- Supporting students with continued educational engagement throughout the changes brought through the pandemic.
- Engaging with Curriculum Authorities through the VCAL review and advocating on behalf of our cohort of students within the proposed changes.

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.

Achievements

In 2021 we successfully supported young people to complete learning outcomes and units as part of their Victorian Certificate of Applied Learning. As was to be expected the pandemic did cause a reduced number of Full certificates being completed. The school will be working with these students closely throughout the 2022 school year to ensure completion of these certificates prior to the Senior Certificate Reforms commencing in 2023.

SJFLC also successfully supported many young people to progress through their Victorian Curriculum learning program, with young people completing demonstrating a commitment to their learning and progressing to the Victorian Certificate of Applied Learning program.

Importantly, we supported all young people to progress through their individual goals as outlined in their respective Personal Learning Plan's, with many individual successes celebrated in semester reports and termly Student Support Group meetings.

As with the 2020 school, year, Due to the pandemic and the closure of schools within Victoria we continued to provide students with a strong offsite learning program based around connection

and continued relational supports each student was provided access to a learning device, individual timetabled learning sessions as well as resources regularly with hard copy learning packs dropped to their houses.

Throughout 2021, the school also reviewed all the teaching and learning documents and designed a holistic framework that brought both our wellbeing practice and Teaching and Learning approaches together. A strong focus on Numeracy, Literacy, Critical Thinking and Social Justice within the learning program compliments our Operation by Principals and Common Ground Practice Model, all intrinsically linked to the concepts of Catholic Social Teaching.

STUDENT LEARNING OUTCOMES

The pandemic had an effect on students' capacity to access, meaningful, hands on learning opportunities which would have enabled successful completion of whole VCAL certificates. As a school we endeavoured to keep students engaged with their program with many achieving successes in units toward their senior certificate.

Despite the difficulties caused by the ongoing pandemic the school was able to provide students in the Victorian Curriculum stream with continuity of learning through providing take home learning activities that were aligned to work being carried out in class.

The lessons learnt from the 2020 academic year allowed staff to be far more prepared to design tasks that could be administered both face to face and virtually.

With a continued focus on the students' individual goals, articulated through School support group Meetings and captured in Personal Learning Plans the school was able to maintain, and in some cases, increase engagement and progression with the learning program.

Student Wellbeing

Goals & Intended Outcomes

In 2021 St Joseph's Flexible Learning Centre supported the school community to embed intentional and focused wellbeing strategies that enhanced social and emotional learning opportunities and wellbeing protective factors for all young people enrolled.

Young people were supported by staff to individually progress each of their wellbeing goals as outlined in Personal Learning Plan's.

Because of the pandemic and a need to work with students under a remote learning model, we implemented an individualized support strategy for 2021. Young people received regular check-ins from the wellbeing worker along with focused wellbeing tasks integrated into hard copy learning packs.

Achievements

SJFLC successfully implemented a range of different strategies to support and enhance the overall wellbeing of young people and the community. This was especially important through school closure periods due to COVID-19 and required SJFLC to adapt to an online platform for delivering wellbeing supports.

SJFLC delivered a range of wellbeing sessions via the learning platform utilized throughout 2021. This included intentional sessions developed by the wellbeing staff team at SJFLC, sessions delivered by external agencies, community building activities and individualized wellbeing support for young people.

VALUE ADDED

- Individualised wellbeing support for each young person
- Group wellbeing sessions delivered through an online platform
- Community days
- Be You Mental Health programs initiated at the Geelong campus
- Student Representative Council
- Young person leadership program
- Reporting mechanisms for young people at risk of abuse or harm

STUDENT SATISFACTION

Young people provide feedback in a variety of forums. Student Representative Council, young person leadership program, and young person Technology of Participation (TOP) days all provide opportunities for young people to voice feedback in relation to the school community. Through each of these forums young people regularly provided feedback that was addressed and/or actioned by the school leadership team. Young people reported that they felt supported during school closure periods and remote learning and that they were appreciative of the adapted learning models which enabled them access to onsite and online learning. They appreciated the continuity of connection with two key workers in a consistent staffing partnership, that they had opportunities to be heard and felt valued in the community. Above all, they felt cared for within the community, and this was a defining feature in contrast to previous school engagement.

STUDENT ATTENDANCE

St Joseph's Flexible Learning Centre has a commitment to supporting regular school engagement by all enrolled young people. During COVID19 restrictions SJFLC have supported young people to participate fully during the 2021 Offsite Learning Period through regular engagement, while ensuring that the school's duty of care to young people and other legislative obligations are met.

For young people attending school on site, parents and 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 any 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 of the absence.

If the staffing partnership is not able to reach a young person or carers in relation to an absence, they will speak with the Campus Principal (or their delegate) or Head of Campus to determine that 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 previously been given to do so). Follow up may also include contacting the relevant Child Protection Department or Police where the Campus Principal (or their delegate) or Head of Campus deems that the young person may be at risk of harm.

The absence will be recorded as 'unexplained' until otherwise justified, at which time attendance record will be updated to show that the absence was explained. A note will be made in TASS to explain the reason for this change.

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

Maintaining communication with young people in custody is very important however please note that communication with young people in custody is recorded as an explained absence.

If a young person or family asks not to be contacted daily, then the partnership needs to determine an agreement with the young person/ family that best meets both their needs and our obligations.

For example, a young person may state that they are happy to be contacted on a Monday and a Friday and that they are aware when contacted on Friday that the worker will ask about their engagement during the week.

Similarly, a young person may state that they are happy to be called Monday to review their timetable and that they will SMS the partnership on a Wednesday and a Friday to confirm the two-way communication that is required and that they engaged in their learning program during the week.

Please note that the plan that is developed and agreed to needs to be confirmed by the guardian and noted on TASS and all subsequent communication with the young person and guardian is noted on TASS.

If an alternative arrangement (such as the two examples above) is agreed to, it is reasonable that TASS rolls will be completed on Friday. Please note however that in order to meet our obligations that we need information about what days the young person engaged and therefore the young person/ guardian needs to note this in their communication.

Your School Leader/ Program Director or Head of Campus will inform you if a young person is too high risk for any alternative attendance arrangements to be made.

If a young person states that they plan on (or did engage) engaging in their program then that is to be marked as an attendance for both AM and PM.

If the young person states that they will not (or did not engage) be engaging in their learning program then you need to contact their guardian. If the guardian states that they will support the young person to engage in learning then that can be marked as an attendance for both AM and PM. If the guardian states that the young person did engage (if the contact is retrospective) then that can be marked as an attendance.

If the guardian states that the young person will not be engaging and explains why then that can be marked as an explained absence. The worker can simply mark this as 'Absent from School'- Explained.

In the above situation, if the young person does decide to engage this can only be changed via TASS. Web. Please notify your Program Director (NM), Head of Campus (Geelong) and they will ensure that the change gets made. Please document the reason for the change on TASS.

If workers are not able to get on to a young person or their guardian in the morning (or as part of their agreed contact plan) then they must call again in the afternoon. If a young person does not engage in their pre-arranged learning or engagement session, and they have stated that they will, then the partnership must contact the young person and their guardian to check in.

If the young person or guardian does not respond in the morning but confirms in the afternoon check-in that the young person did engage, then this can be marked as an attendance.

If the staffing partnership are not able to reach a young person or their guardian, they are required to speak with the Program Director (NM) Head of Campus (Geelong) 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 Protection or the Police where the Campus Principal or Head of Campus deems that the young person may be at risk of harm.

In the event that we are not able to get on to a young person or guardian on a day then the absence will be recorded as unexplained- Absent from School until otherwise justified, at which time attendance record will be updated to show that the absence was explained.

All communication with young people and carers regarding school absences is documented electronically on TASS and written communication (via email) updating Program Directors/ Head of Campus and Campus Principal of any concerns about young people.

Years 9-12 Student Retention Rate 70.12%

Average Student Attendance Rate by Year Level

Y07	55.30%
Y08	48.93%
Y09	48.74%
Y10	45.43%

Overall average attendance 47.62%

Post-School Destinations as at 2021

Tertiary Study	0%
TAFE/VET	6.73%

Apprenticeship/Traineeship	2.59%
Deferred	0%
Employment	22.80%
Other - the category of Other includes both students Looking for Work and those classed as Other	67.88%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	null%
Y02	null%
Y03	null%
Y04	null%
Y05	null%
Y06	null%
Y07	50.2%
Y08	48.9%
Y09	52.8%
Y10	43.3%
Overall average attendance	48.8%

Child Safe Standards

Goals & Intended Outcomes

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

SJFLC employs a fulltime Child Safety Officer to oversee the adherence to Child Safe Standards in all components of school life. The Assistant Principal for Wellbeing and the Child Safety Officer lead from the top and embed a culture that makes child safety paramount. Both roles are responsible for taking deliberate steps to protect children and remove all barriers to reporting child 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 is continually revised to include updates to policy and procedures and improvements in protecting child safety. Staff are supported to understanding, and adhere 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 Reporting Child Protection training; Information Sharing Training; and Reportable Conduct Information Sessions.
- 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

The goals for the leadership team this year focussed on community development across SJFLC for both staff and young people. For young people, this included enhancing cross-stream communication and engagement opportunities, promoting whole school community development opportunities, implementing whole school community initiatives such as the Student Representative Council and young person leadership program, and maximising access to external services to provide additional support network for young people and families.

For staff, this included enhancing cross stream communication amongst the staffing group, embedding whole school community activities within the staffing group, prioritising whole school wellbeing initiatives that support the self care of all staff, and providing opportunities for growth and development through career progression opportunities and professional learning opportunities.

Moving forward, the leadership team will continue a strong focus on our 2020-2023 Strategic Plan and 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.

Achievements

It cannot be under stated the level of change that occurred in 2020 and the leadership team worked closely with; external stakeholders, staff, students and guardians to address the difficulties bought through the pandemic. 2020 was a year like no other for many sectors but particularly for schools who were required to initiated major changes to practice whilst keeping a sense of rhythm and routine for students. The SJFLC leadership met regularly and addressed all requirements as they filtered through. Much of the bigger picture strategic planning will be refocussed throughout 2022.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Similar to the 2020 academic school year, due to COVID-19, much of the professional learning scheduled for 2021 had to be re-scheduled or altered. Professional learning that could continue virtually was supported to do so. The schools' documents for staff applying for professional Learning or paid study were updated throughout 2021 with a focus on reflective practice as well as promotion of further engagement with personal professional growth.

Below is a list of some of the professional Learning undertaken by staff in 2021:

- Proteus Leadership Training
- Mahana Cultural Training
- Minus 18 LGBTQI+ Training
- Berry Street Education Model
- Operation By Principles Training
- Acknowledge This
- Report Writing master class
- Master classes Run Weekly
- Yearly and Biannual Required courses eg. First Aid, Code of Conduct and Child Safety
- Mental Health First Aid
- BEYOU online modules

Number of teachers who participated in PL in 2021	80
Average expenditure per teacher for PL	\$3000

TEACHER SATISFACTION

No survey was conducted in 2021 due to COVID therefore unable to provide any feedback.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.1%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	77.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	3.2%
Graduate	6.5%
Graduate Certificate	3.2%
Bachelor Degree	22.6%
Advanced Diploma	9.7%
No Qualifications Listed	71.0%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	66.0
Teaching Staff (FTE)	62.0
Non-Teaching Staff (Headcount)	87.0
Non-Teaching Staff (FTE)	87.0
Indigenous Teaching Staff (Headcount)	3.0

College Community

Goals & Intended Outcomes

The goal for 2020 was to enhance the whole school community development and provide opportunities for young people to engage positively with the wider school community in addition to their specific stream.

The intent was to run regular cross campus sport activities to further develop links between our north Melbourne and Geelong Sites but due to the pandemic this was not able to occur so will become a big focus for the 2021 school year.

Achievements

In 2020 the SJFLC community was successfully able to implement a range of whole school community initiatives, despite the challenges faced by multiple school closure periods as a result of COVID-19. This included the implementation of the SJFLC student representative council in addition to the implementation of the young person leadership program. The latter enabled young people to plan and action a community initiative to support the whole school community, alongside their chosen leadership mentor.

VALUE ADDED

Furthermore, SJFLC was able to implement a range of onsite and online community day's that enabled young people to participate in community activities. This was further enhanced by our regular Community Friday event that was hosted either onsite or online, depending on the current COVID-19 response. SJFLC saw a significant increase in engagement for young people engaging in, planning, and facilitating these days which further enhanced the commitment from the young people to participate.

PARENT SATISFACTION

No survey was conducted in 2021 due to COVID therefore unable to provide any feedback.

Future Directions

St. Joseph's Flexible Learning Centre looks forward in 2021 to refocussing on our new strategic plan which though commencing in 2020 was less prioritised in light of the changes brought through the pandemic. This plan will see us focus on key areas of the school. This includes the roll out of the recently completed 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 everyone in our community. We will undertake planning to address the impending changes to the senior certificate offered in Victoria to ensure that we continue to offer our students access to the most relevant and effective learning pathways.

In our Geelong community we have commenced the 2021 school year in a new location that better meets our needs and allows us to expand our offerings and provide the best resources for our young people. The new site offers the opportunity to initiate a plan for capital works that will provide the community with infrastructure that will enable us to meet the requirements of the changes to the Victorian Secondary Schooling Senior Certificate. 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.