



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

2021
EDITION

PRINCIPAL'S MESSAGE

2021 has been another year of working with the challenges of COVID. It has meant that the support from our Oscar Romero Flexi Schools network team was transitioned to an on-line model and was a positive way to keep connections. The challenge of finding staff to join our Flexi community also continued, however our staff group remains positive with many wonderful relationships and connections being created with each other and the young people.

Our teaching staff worked on expanding the curriculum offerings in 2021 and this included the Certificate II in Hospitality as well as developing the curriculum programs to support our young people work towards the modified Northern Territory Certificate of Education and Training (NTCET) in the future.

Our youth worker team developed further engagement, wellbeing and cultural programs which have been a great benefit to the attendance of our young people.

The NT Government Grant for Building Better Schools was used to upgrade our Commercial Kitchen for the delivery of the Certificate II in Hospitality, as well as the roof over our Basketball Court (The Joey's Dome). This support is greatly appreciated, and we look to further develop our campus in the coming years.

I thank John, our Associate Head of Campus, Emanuela and Pip from our network team who have provided the day to day site leadership and support, and to all our staff for their tireless efforts in supporting the learning, wellbeing and cultural outcomes for all our St Joseph's young people. Our combined efforts support our St Joseph's vision that all our young people are able to "have life and have it to the full".

ST JOSEPH'S CATHOLIC FLC CONTEXT STATEMENT

St Joseph's Catholic Flexible Learning Centre (SJCFLC) is a part of Edmund Rice Education Australia (EREA) and commenced operation as a registered Non-State School in 2012. EREA is the governing authority for 55 mainstream schools or colleges 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

CONTEXT STATEMENT CONTINUED

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 St. 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, recognise 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.

We intentionally support the Mparntwe Declaration through embedding the goals in our philosophy. As a community we recognise more than 60,000 years of continued continual connection by Aboriginal and Torres Strait Islander peoples as a key part of the nation's history, present and future and pivot our pedagogical practices through this ancient wisdom and ways of learning. Young people are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Aboriginal and Torres Strait culture.

St Joseph's Catholic FLC has committed to the two declaration goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- *Confident and creative individuals*
- *Successful lifelong learners*
- *Active and informed members of the community.*

Young people have the opportunity to engage in learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society. Learning is focused around the individual needs of young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers and wellbeing staff, young people draft learning plans with articulated educational pathways.



VISION STATEMENT

St Joseph's Catholic 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 FLC 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 CATHOLIC FLC STUDENT INFORMATION

STUDENT PROFILE DATA

ENROLMENTS	2020	ATSI	GCE	NCCD	2021	ATSI	GCE	NCCD
Female	36	36	5	23	34	34	5	23
Male	32	32	6	23	30	30	5	22
Total	68	68	11	46	64	64	10	45

STUDENT ATTENDANCE DATA %

COLLECTION	2020	2021
1	25%	22%
2	39%	37%
3	22%	38%
4	24%	26%
5	17%	28%
6	22%	32%
7	26%	29%
8	28%	33%

STUDENT DESTINATION DATA 2021

DESTINATION	NUMBER
Mainstream school enrolment	22
Transfer interstate	0
Employment	2
Further Tertiary Education (TAFE, Uni)	0
Apprenticeship	0
Traineeship	0
Seeking employment	10
Parenting	3
Justice	1
Cultural	0
Unknown	2



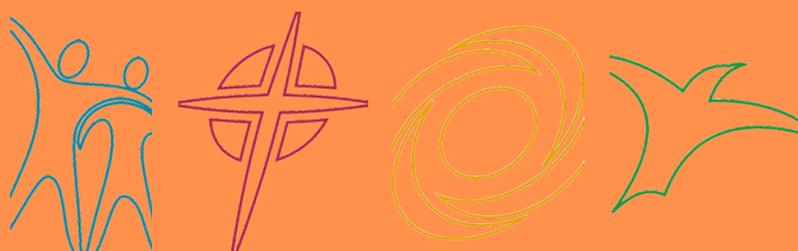
CURRICULUM PLANS AND OUTCOMES

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, Aboriginal Cultural and Spiritual Education, relational and spiritual education.

- Whole School Literacy and Numeracy Strategy (Basic Key Skills Builder BKSB) – data informed practice.
- Project Based Learning – Australian Curriculum.
- Whole School VET Program.
- Modified NTCET Strategy.
- Distance Learning Options.
- Child Protection Curriculum.
- Connecting Culture and Curriculum “ Every Hill Got a Story”, local curriculum written by local Elders.
- ‘Hands on’ learning approach that utilises community spaces and connection.
- Modified and flexible 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.
- Bridge and Outreach Programs are mobile programs where 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 are the key to learning elements.
- Whole school Trauma Informed Practice using EREA Flexi Practice and REBOOT and Berry Street Education Model programs.



CURRICULUM PLANS AND OUTCOMES

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 2021 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, Bush Medicine and Healing on Country, Cultural Learning 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 Year 10-13

Senior young people were enrolled in Certificate I and Certificate II Hospitality, Certificate I and II in Certificate II in Skills for Work and Vocational Pathways, Certificate I in Access to Vocational Pathways and Certificate I in Sport and Recreational.

Employment Pathways

Drive safe program, was offered to young people 16+ in 2021. Young people engaged onsite with external tutors for the online assessment and had practical lessons with a local driving instructor in Alice Springs. Young people also worked with an Employment Agency which supported young people being involved in career planning activities. This included developing CVs/resumes, goal setting and applying for work experience. Our young people also participated in activities and experiences learning about Hair, Beauty, Art and Music and completed Barista courses.

The Duke of Edinburgh Bronze and Silver Awards was also offered to Years 9-12+. Our young people also participate in a range of sporting activities within the community and onsite.

Engagement Programs

A board range of other learning experiences were also offered to our young people. Offering choice fosters enhanced student engagement. All learning experiences and activities were mapped and linked to the young people's Personal Learning Plans and Goals. The following learning experiences were offered during the year: Photography, Geocaching, Bush Medicine, Band, Job Club, Hammer Time, Life Skills Education, Cooking, Budgeting, Music and Band, Boxing, Indoor Sport, Bike Riding, Football, Cricket and Basketball.

CURRICULUM PLANS AND OUTCOMES

Engagement Programs Continued...

In 2021 other engagement programs were also offered to provide added support for our young people. These were the Mums n Bubs and Pamper Programs. This allowed for our young mothers to continue with their learning in a safe and supportive space to remain connected to their learning. This space allows for them to complete their certificates or schoolwork, gain life skills and have a social connection with peers. The Mums n Bubs program has been critical in supporting young mums to remain connected to their learning and wellbeing whilst also navigating the challenges of being a new mum.

Cultural Programs

The St Joseph's Catholic FLC also offered a broad range of Cultural Program's during the year. Bush Trips, Connection with Elders- Fellas Room and on Country and Cultural Immersion Programs.

Parents and Carers Partnership

STRATEGIES USED FOR INVOLVING PARENTS/CARERS IN THE EDUCATION OF THEIR YOUNG PERSON.

St Joseph's Catholic FLC recognises that parents/carers are the primary educators of their young people. Some young people live independently. The work of the school is most successful when it collaborates effectively with parents / carers. We support and encourage this role of parents/carers through:

- Home visits and Yarning
- Newsletters and social media
- Cultural celebrations
- Parents and carer meetings
- Community events



STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES

SENIOR SECONDARY SCHOOL 2021

% YEAR 12 enrolled in a vocational certificate	% YEAR 11 and 12 completed NTCET	% YEAR 10-12 completed certificate modules and or school subjects
13	0	52

STUDENT LITERACY 2021

YEAR LEVEL	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	2	2	0	0	0
8	4	1	2	0	0
9	9	6	5	1	0
10	2	5	4	0	0
11	8	13	10	2	1
12	3	2	1	1	1
13	0	0	0	0	0
TOTAL	28	29	22	4	2

STUDENT NUMERACY 2021

YEAR LEVEL	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	0	2	0	0	0
8	1	3	0	2	0
9	7	9	5	0	0
10	1	6	3	0	0
11	2	11	7	1	0
12	3	6	5	2	0
13	0	0	0	0	0
TOTAL	14	37	20	5	0

WELLBEING PROGRAM & OUTCOMES

School Wellbeing Program

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. Data Informed Practice (Wellbeing Rubric) is used to collate our programs and what is needed for our young people. Our Youth Workers adhere to Youth Worker Practice Standards

St Joseph's Catholic FLC provides a safe and welcoming environment by providing a physical learning environment that is safe, appropriate and accessible through the implementation of Trauma Informed Practices and Pedagogy, Restorative Practice and operating on our Common Ground, based on our four Principles.

Keeping Safe: Child Protection Curriculum

St Joseph's Catholic FLC implements the South Australian Keeping Safe: Child Protection Curriculum which was established and implemented through the EREA Oscar Romero Flexi School Network Wellbeing Framework.

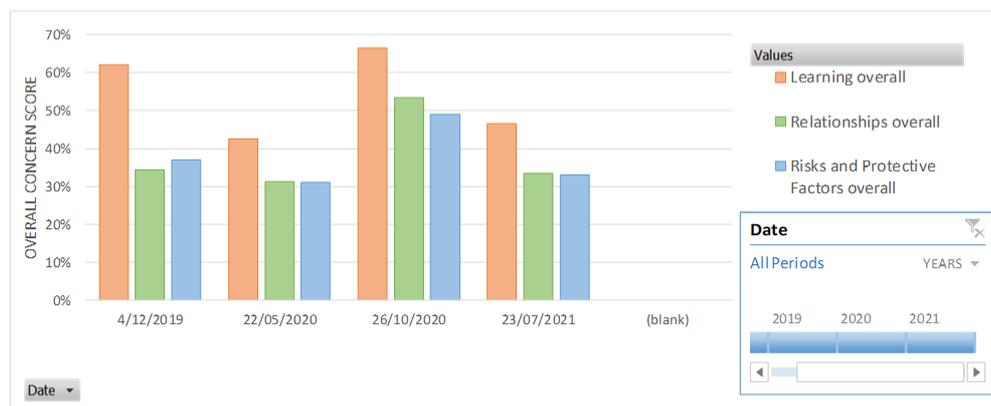
Young Person Wellbeing Profile SUMMARY



23/10/2021

Select 'all' or a specific student

Name: (All) Remember to REFRESH name (Right button click on student name)



Row Labels	Learning overall	Relationships overall	Risks and Protective Factors overall
4/12/2019	62%	34%	37%
22/05/2020	43%	31%	31%
26/10/2020	66%	53%	49%
23/07/2021	46%	33%	33%
(blank)	0%	0%	0%
Grand Total	53%	37%	37%

Select date range

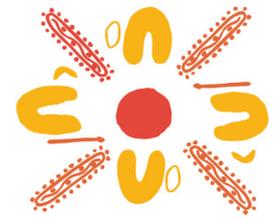
The wellbeing scores above have been presented as a 'whole school summary'. The scores take into consideration the weighted importance (ie. high, medium, low, or none) of each aspect of wellbeing and have been standardised and converted to a percentage score that allows for easier interpretation and comparison between Dimensions.

To assist in identifying students at risk, the Dimension scores have been calibrated to show

- **low to moderate concern** for scores below 50%,
- **major concern** for scores between 50% and 85%, and
- **critical concern** for scores of 85% and above.

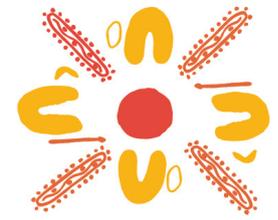
As can be seen by the graph there was a significant improvement in overall wellbeing from 2019 to early 2020 with the full impact of COVID being felt in the NT towards the end of 2020. At this point we see a sharp spike in concern across all areas of wellbeing that seem to trend towards improvement as the school wellbeing team respond with appropriate interventions throughout 2021.

WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
Whole school Trauma Informed Practice	EREA Flexi Practice and REBOOT and Berry Street Education Model programs.	Young people feeling more connected as safe. This builds trust and builds strong authentic relationship. This in turns leads to improved engagement, wellbeing and learning outcomes.
Operation by Principle and Common Ground	The program empowers students to participate in decision making.	Empowers our young people's voice to be heard and offers a safe platform for our young people to be involved in all aspects of their learning and social and emotional journey. This framework eliminates traditional power paradigms and giving young people a voice.
Working Agreements	Allows for all people involved staff and young people to be engaged and accountable for all decisions being made.	Fosters young people buy in and develops agency as they are involved, responsible and accountable for all their actions.
School Song	This was a collaborative approach Collaborative writing and composing of school song in Arrernte language and English. This is an ongoing project.	Enhances our understanding of Culture and provides empowerment to our young people. It also strengthens relationships, trust and understanding.

WELLBEING PROGRAM & OUTCOMES



WELLBEING PROGRAM NAME	DESCRIPTION	OUTCOMES
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. 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.	Provides better services for our young people and supports connection to other services they or their families may benefit from. This affirms our philosophy of implementing a Village approach to provide wrap around care.
Support Agencies	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.	Working closely with these organisations means that the St Joseph’s Catholic FLC can provide high quality, culturally appropriate support for our young people and their families.
Red Dust Role Models	The Red Dust Role Models program was delivered in 2021. 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.	Provides education through a culturally sensitive program and supports empowerment and Agency for our young people. It also provides a strong network and contacts of people and Agencies who can support them.

ATTENDANCE RETENTION STRATEGY

The following strategies and programs all add to support the attendance and retention of our young people. The wellbeing programs and educational programs outlined above all support our attendance strategies. The following programs have been implemented:

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.
- Daily check in and follow up for non-attendance.
- Connection with local agencies, community (footy clubs and The Gap Youth Centre) family members for non-attendance.
- Enrolment strategy includes targeting appropriate family and social groups.
- Student Voice – Common Ground, Operation by Principles, Restorative Practice.
- Engagement Programs (Mums n Bubs, Pamper Room, Hammer Time, Bush Bashing, Fun Friday).
- Weekly home visits with youth workers, leadership and local Arrernte staff.
- Work force strategy - Support staff (ESO's and youth workers) local Arrernte.
- Flexible timetabling.

ST JOSEPH'S CATHOLIC FLC WORKFORCE

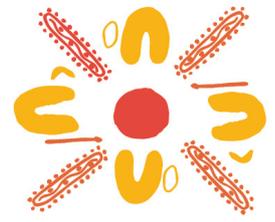
All staff participate in annual goal setting and review processes as part of our Performance Enhancement Process (PEP). Staff used the Network's proforma that linked their goal setting to the AITSL standards and identified development goals in Wellbeing, Educational Development and School Strategic development and all staff participated in a Professional development on Bush Medicine and Healing. Our local Arrernte staff are supported through our Work Force Strategy.

ST JOSEPH'S WORKFORCE 2021

QUALIFICATION	TEACHING	NON-TEACHING
MASTERS DEGREE	2	1
DEGREE	4	2
POST GRADUATE	1	0
ASSOCIATE DIPLOMA	2	0
GRADUATE DIPLOMA	2	0
DIPLOMA	2	3
GRADUATE CERTIFICATE	0	1
CERTIFICATE IV	2	7
CERTIFICATE III	0	3
CERTIFICATE II	0	1
FTE	5.4	13.4
ATSI	1	10



COMMUNITY CONSULTATION



This year St Joseph's Catholic FLC conducted a broad community consultation process to garner ideas for the future direction of the Flexi and to feed into the appointment of a Head of Campus for 2022. This consultation process was led by EREA Education Officer for Aboriginal and Torres Strait Islander Education, Thelma Parker. The process engaged local Arrernte Elders, local community organisations, staff members and young people. The responses outlined some key area for the future development of our Flexi School including:

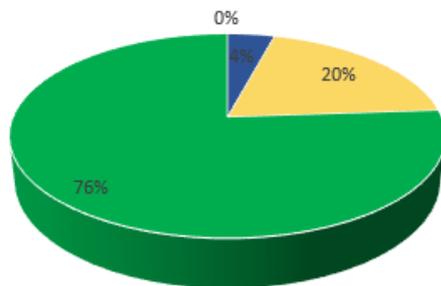
- Development of an Arrernte curriculum aligned and supporting the Australian curriculum.
- Development of an Arrernte Language program.
- Build the education on the strengths of our young people.
- Program needs to be different for the young men who have been through lore.
- Build further understanding of Trauma Responsive Practice especially around Intergenerational Trauma.
- Ensure Cultural Safety for our Arrernte and first nations staff and young people that supports learning.
- Regular cultural awareness programs for staff.
- Leadership that is willing to listen to, work with and build trust with our staff.
- Establish an Elders advisory group to meet regularly with staff and young people for yarning time.



FINANCIAL STATEMENT

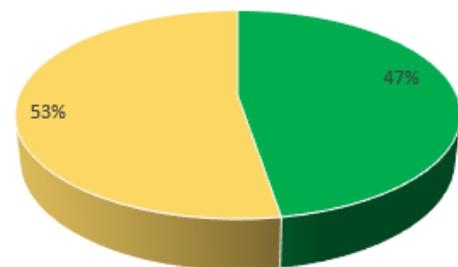
REPORTING FRAMEWORK	AMOUNT	
Recurrent income		
School fees	\$	-
Other fee income	\$	234
Private income	\$	159,434
State government recurrent grants	\$	758,248
Australian government recurrent grants	\$	2,923,733
Total recurrent income	\$	3,841,649
Recurrent Expenditure		
Salaries; allowances and related expenses	\$	1,510,859
Non salary expenses	\$	1,676,114
Total recurrent expenditure	\$	3,186,973
Capital income and expenditure		
Government capital grants		
Capital fees and levies		
Other capital income		
Total capital income		
Total capital expenditure	\$	778,397
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance	\$	342,835
Total closing balance	\$	129,601

St. Joseph's Catholic FLC Recurent Income 2021



- Other fee income
- Private income
- State government recurrent grants
- Australian government recurrent grants

St Joseph's Catholic FLC Recurrent Expenditure 2021



- Salaries; allowances and related expenses
- Non salary expenses



Gerard Keating

Gerard Keating - Network Principal



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ALICE SPRINGS

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