

# ANNUAL REPORT



**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*

# 2022

## EDITION

**ST JOSEPH'S CATHOLIC FLEXIBLE LEARNING CENTRE  
5 BLOOMFIELD ST, GILLEN NT 0870**

# TABLE OF CONTENTS

Principal's Message	Page 03
Context Statement	Page 04
Vision Statement	Page 05
Annual Improvement Plan and Outcomes	Page 06
Celebrating & Promoting Catholic Identity & Education	Page 06
Student Information	Page 07
Curriculum Plans and Outcomes	Page 08
Student Learning Outcomes	Page 11
Wellbeing Program and Outcomes	Page 12
Attendance Retention Strategy	Page 15
Workforce	Page 16
Community Consultation	Page 17
Financial Statement	Page 21

# PRINCIPAL'S MESSAGE

---

2022 saw a reduction in the challenges of COVID which allowed our Network team to provide much more hands on support to our Flexi staff and young people. It was pleasing to see that our enrolment numbers grew over the course of 2022, as our young people looked for ways to grow in learning, wellbeing and culture in our St Joseph's Flexi community.

The recruitment of teaching staff and leadership positions remained an on-going challenge. This year Ms Paula Bacchiella was seconded from her EREA school in Western Australia and joined our team as Head of Campus. Luckily, we were also able to secure Shaun Snider from our EREA Wollongong Flexi to teach our senior "fellas" group.

The skills of Shaun and Dion were key to developing and expanding the music program in 2022 that enabled many of the seniors to enrol in the Certificate III in Music. In the Seniors area, the further development of the modified SACE program saw St Joseph's Catholic FLC achieve its first student completing a Modified NTCE. A special congratulations to Eddie Pascoe who worked hard with the support of his teachers to achieve this wonderful outcome.

Our Youth Worker team with the support of Mr John Francois expanded the engagement and cultural programs that saw improved attendance and connection of our young people.

It was pleasing to be able to renew our partnership with St Patrick's College Strathfield in 2022. This program was put on hold during COVID. The St Patrick's Year 11 students visited in Term Two and experienced the lives of our senior fellas and their program at our Flexi. Our fellas experienced the lives of the St Patrick's young people and their big Sydney boys' school in Term Four. This wonderful partnership provided a fantastic co-learning experience, and it is hoped it can be expanded with our senior girls in the future.

I thank Paula Bacchiella, our Head of Campus for 2022, John Francois, our Associate Head of Campus, and Emanuela Simos from our Network team for the great support and leadership of our work at St Joseph's during 2022. We look forward with hope and continuing our Catholic vision that all our young people "have life and have it to the full." (John 10:10)



# ST JOSEPH'S CATHOLIC FLC 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 eighteen Catholic schools in the Diocese of Darwin and due to the special nature of its work, has a special partnership with the Northern Territory Government. The nature of our work is the engagement with young people who, for many complex 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 core 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 thought 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.

**SJCFLC 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, wellbeing staff and young people have learning plans with articulated educational pathways.



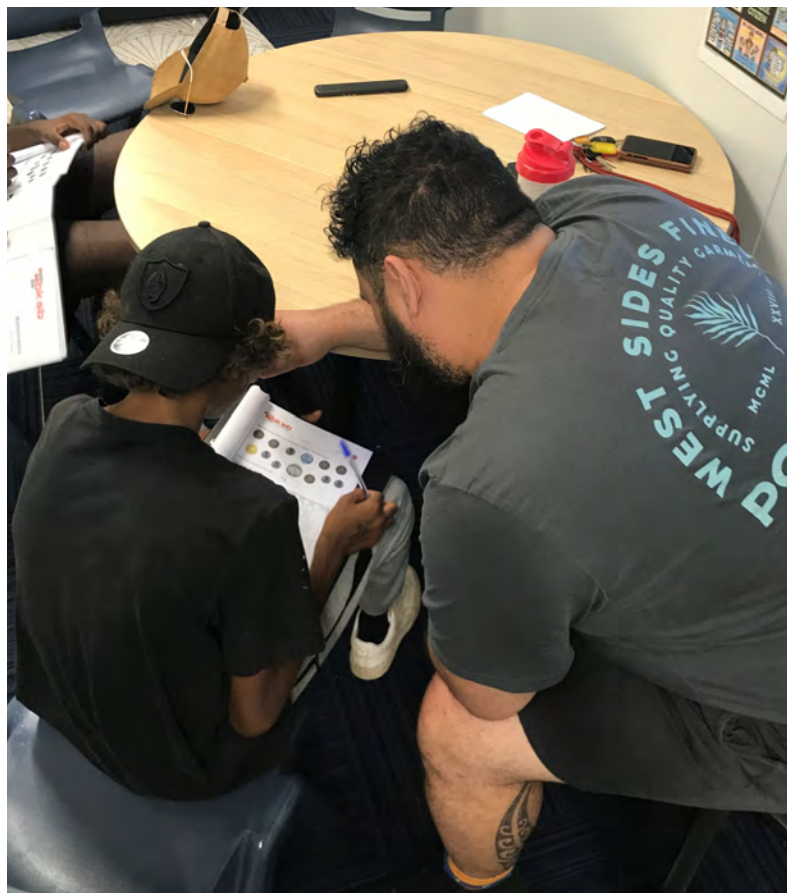
# VISION STATEMENT

---

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".



# ANNUAL IMPROVEMENT PLAN AND OUTCOMES

---

The Annual Improvement Plan key focuses that were successfully achieved were:

- The expansion of the curriculum offerings with the implementation of the CERT III in Music and the Modified SACE program leading to the Modified NTCE.
- Continued the work on cultural programs and way to recognise cultural learning in the formal curriculum.
- Further development work on the “Every Hill has a Story” to support our learning programs.
- The further implementation of Professional Development in Flexi Practice, Trauma Informed Practice as well as teachers working on the adjustments for NCCD.

In 2023 it will be important to maintain the focus on Teaching and Learning to expand the learning and cultural learning opportunities for our young people. Another focus will be on ensuring the on-going cross-cultural learning program.

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.

## CELEBRATING & PROMOTING CATHOLIC IDENTITY & EDUCATION

---

During 2022 St Joseph’s participated in the EREA School Renewal process. This process affirmed the wonderful achievements of our school community through the lens of the Charter for Catholic Schools in the Edmund Rice tradition. The Charter’s four Touchstones: Gospel Spirituality, Inclusive Community, Liberating Education and Justice and Solidarity were the focus areas for this process.

The key affirmations and recommendations from this report are included in the community consultation. Through this Renewal Report our St Joseph’s Catholic Flexible Learning Centre was accredited as a Catholic School in the Edmund Rice tradition.

# ST JOSEPH'S CATHOLIC FLC STUDENT INFORMATION

## STUDENT PROFILE DATA

ENROLMENTS	2021	ATSI	GCE	NCCD	2022	ATSI	GCE	NCCD
Female	34	34	5	23	41	41	6	25
Male	30	30	5	22	57	57	3	35
<b>Total</b>	<b>64</b>	<b>64</b>	<b>10</b>	<b>45</b>	<b>98</b>	<b>98</b>	<b>9</b>	<b>60</b>

## STUDENT ATTENDANCE DATA %\*

COLLECTION	2021	2022
1	22.7%	77.3% #
2	35.6%	25.4%
3	37.7%	25.7%
4	25.8%	36.4%
5	28.1%	27.5%
6	31.7%	27.3%
7	29.0%	27.6%
8	33.3%	28.9%

\*This data is from the Enrolment and Attendance Reports provided 8 times per year to the NT Department of Education.

# This figure is due to the regular contact made by staff with young people during COVID closure at the start of 2022.

## STUDENT DESTINATION DATA 2022

DESTINATION	NUMBER
Mainstream school enrolment	21
Transfer interstate	4
Employment	3
Further Tertiary Education ( TAFE, Uni)	0
Apprenticeship	0
Traineeship	0
Seeking employment	0
Parenting	4
Justice	3
Cultural	2
Unknown	7



# CURRICULUM PLANS AND OUTCOMES

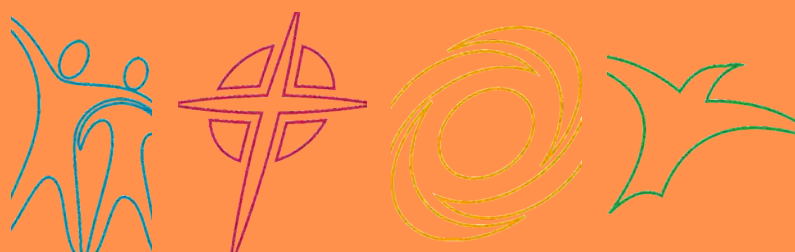
---

## 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.
- Basic Key Skills Builder (BKSB) to provide an individualised literacy and numeracy program for every young person.
- 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 the key to learning elements.
- Whole school Trauma Informed Practice using EREA Flexi Practice, REBOOT and Berry Street Education Model programs. Berry Street Education Model Days Three & Four staff professional development were held in Term Two 2022.





# 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, Community Services, Bush Medicine and Healing on Country and Cultural learning. 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 III in Music.



## Employment Pathways and Job Club

Young People engaged with an Employment Agency which 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.

The Senior Fellas engaged in 'Back Stage' work experience at the Araluen Art Centre. Our Young People also participate in a range of sporting activities within the community and onsite. National Carers Institute has partnered with St Joseph's Flexi and has run career work shops with all learning groups. The program will continue into 2023.

Kungkas Can Cook founded by Raylen Brown worked with a few of our young people this year promoting the use of bush spices in cooking in our industrial kitchen. The young people cooked up some amazing dishes and learnt a whole kit of new cooking skills.

## Engagement Programs

A board range of other Learning experiences were also offered to our young people. Offering choice fosters enhance 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, Hair and Beauty, Swimming, Art, Geocaching, Band, Job Club, Life Skills Education, Cooking, Music and Band, Boxing, Indoor Sport, Bike Riding, Football, and Basketball.



# CURRICULUM PLANS AND OUTCOMES

---

## Cultural Programs

The St Joseph's 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.

## Immersion Programs

St Joseph's FLC has a wonderful relationship with St Patrick's College from Sydney and after a forced break in the program due to COVID the partnership was rekindled this year. This is a reciprocal program where the Fellas from Sydney are immersed into the culture of Alice Springs and enjoyed many trips on Country. Our fellas enjoyed the same hospitality and experiences in one of our large EREA Colleges as well as the sights, sounds and life in Sydney.

## Parents and Carers Partnership

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

St Joseph's Catholic Flexible Learning Centre 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 2022

YEAR 12 enrolled in a vocational certificate	YEAR 11 and 12 completed NTCET	YEAR 10-12 completed certificate modules and or school subjects
6	1	1

### STUDENT LITERACY 2022

YEAR LEVEL	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	1	1	1	0	0
8	2	2	2	0	0
9	7	2	0	0	0
10	5	3	6	0	0
11	4	5	5	1	1
12	0	3	3	0	0
13	0	0	0	0	0
TOTAL	19	16	17	1	1

### STUDENT NUMERACY 2022

YEAR LEVEL	BKSB PRE LEVEL -1	BKSB LEVEL 1	BKSB LEVEL 2	BKSB LEVEL 3	BKSB LEVEL 4
7	0	2	1	0	0
8	1	1	2	0	0
9	1	6	0	1	0
10	3	7	5	0	0
11	2	4	7	1	0
12	0	4	3	0	0
13	0	0	0	0	0
TOTAL	7	24	18	2	0



# WELLBEING PROGRAM & OUTCOMES

## School Wellbeing Program

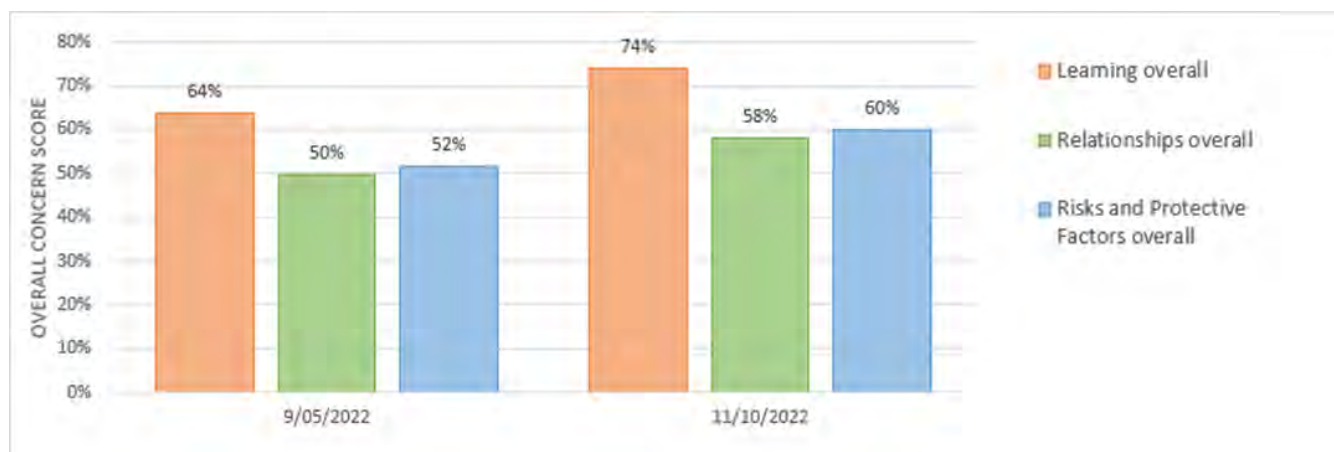
At St Joseph's Catholic FLC youth work is at the core of successfully re-engaging young people and families in education and strong, positive futures. The youth worker role provides culturally appropriate support in the coordination of services through assessment, planning, facilitation, and advocacy 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 in collating 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 in our Common Ground Principals.

## Keeping Safe: Child Protection Curriculum

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

### Young Person Wellbeing Profile SUMMARY



Our wellbeing summary data, using our validate Wellbeing Rubric tool, show a significant decline in overall wellbeing of our cohort of young people from Semester One to Semester Two. Please note the higher the numerical score means that there is a decline in wellbeing. This decline could be related to the wider community issues in Alice Springs that became more prevalent in Semester Two.

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.

# 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 and 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.





# 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.



# 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 (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. Youth workers use the Youth worker standards as part of their annual goal setting. All staff participated in a Professional development on EREA Flexi Practice, Trauma Informed Practice including Berry Street education Model, as well as a particular focus on cross-cultural programs and understanding. Our local Arrernte staff are supported through our work force strategy.

## ST JOSEPH'S WORKFORCE COMPOSITION 2022

POSITION	FTE	QUALIFICATION	ATSI
Principal	0.2	Masters Bachelor Diploma Graduate Diploma x 3	
Deputy Principal	0.5	MBA Bachelor x 2 Graduate Diploma Diploma x 2 Certificate IV	
Head of Campus	1.0	Masters Bachelor Graduate Diploma	
Associate Head of Campus	1.0		
Teachers	2.0	Bachelors	
Administration	2.6	Bachelors and Certificates	0.6
Youth Workers	7.0	Diplomas and Certificates	5.3



The Oscar Romero Flexible Schools Network employment process and Child Safeguarding protocols ensure that all staff obtain and maintain their working with children status or Ochre Card. For teaching staff the Oscar Romero Flexible Schools Network ensure the compliance with teacher registration through the TRBNT.



# COMMUNITY CONSULTATION

---



During 2022 St Joseph's Catholic Flexible Learning Centre (SJCFLC) engaged in three significant survey opportunities. The first in Term Two was a Staff Satisfaction Survey that was adapted from the EREA national staff survey for our Flexi Context.

This survey affirmed the work of St Joseph's Flexi particularly about our support for social justice and alignment to our catholic values and mission. SJCFLC was affirmed for its commitment to inclusion and our flexi practice of creating a common ground based on our Four Principles.

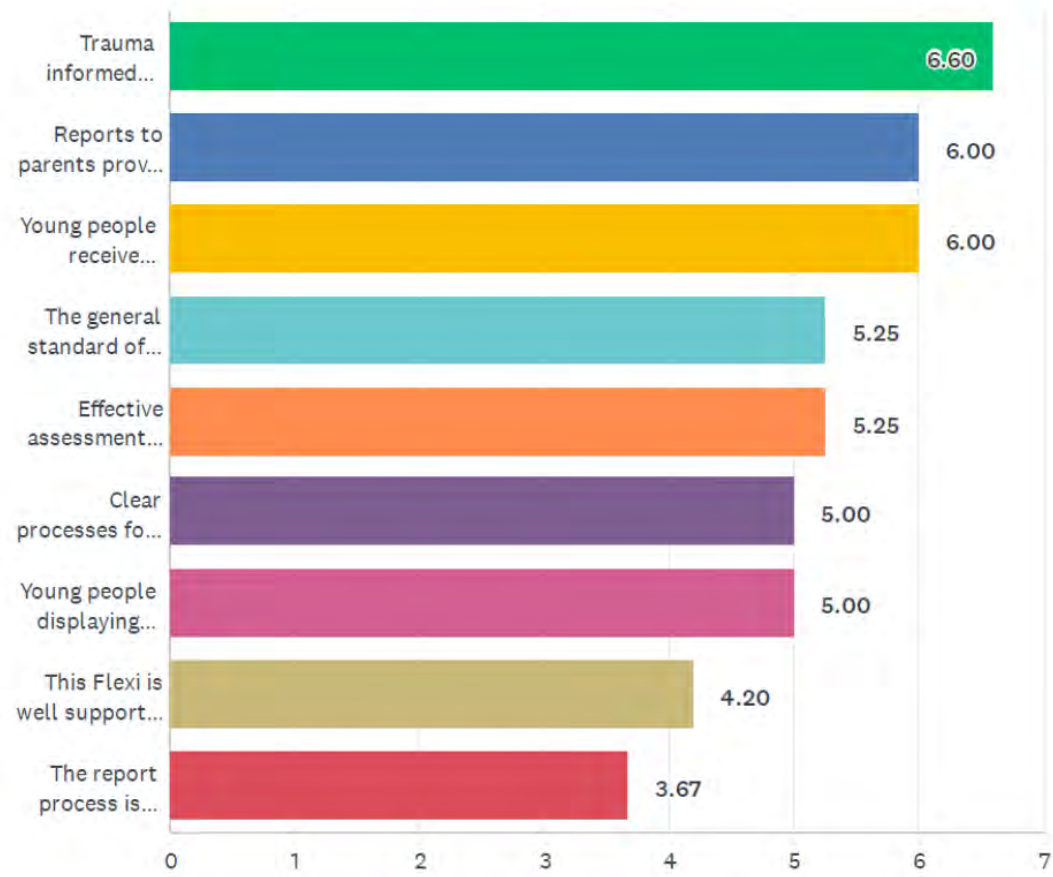
One particular strength identified was the commitment to safeguarding and how hard our staff work to ensure young people are kept safe at SJCFLC, as well as our understanding of trauma informed practice to support the learning and wellbeing of young people.

**See the table on Page 18 for Teaching and Learning and Wellbeing Responses.**

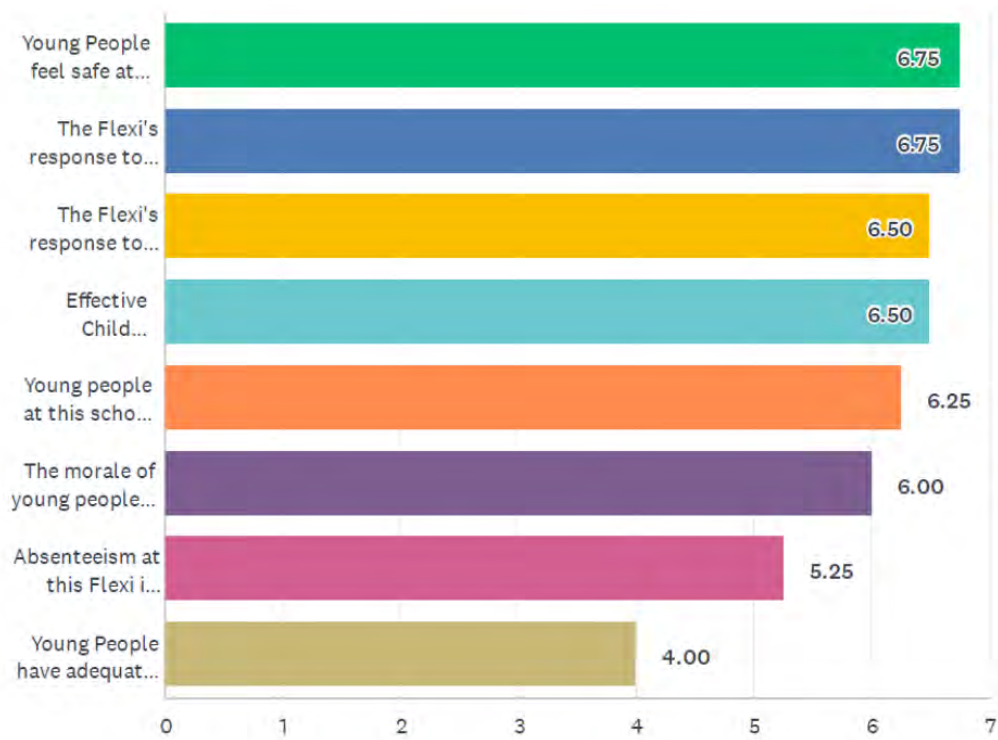




## TEACHING & LEARNING



## YOUNG PEOPLE'S WELLBEING





# COMMUNITY CONSULTATION



The second major opportunity was St Joseph's Catholic Flexible Learning Centre's participation in the comprehensive EREA School Renewal Process. Staff and young people were surveyed and also participated in interviews with an external panel. Members of the wider community were also engaged in this process.

## **SJCFLC was affirmed in this process as a learning community where:**

- Curriculum development recognises the importance of preparing young people for work opportunities beyond their school life.
- The invitational engagement with the local community builds public confidence in the school as a good place for young people.

## **The following recommendations were made for SJCFLC to consider in development of a new strategic plan.**

- Identify staff Professional Development targeting the needs of the young people e.g. mental health support training, Literacy and Numeracy training, NCCD evidence provision, support of non-First nations staff to assist their understanding of local mob.
- Explore new approaches to developing an Arrernte Curriculum including targeted staff recruitment and relevant professional development which acknowledges the differing curriculum needs of young men who have been through lore.
- Further enhance relationships with case/social workers and community service providers to support young people.

The final major survey opportunity was the engagement of our young people in a EREA Flexi Schools National Youth Survey. Over 400 young people from our EREA Flexi schools across the country including a significant cohort of our SJCFLC young people participated. This report will have many implications for the young people and the learning, wellbeing and cultural programs that SJCFLC develop into the future.

## **In this national survey our young people said:**



# COMMUNITY CONSULTATION



The young people described their flexi school as:



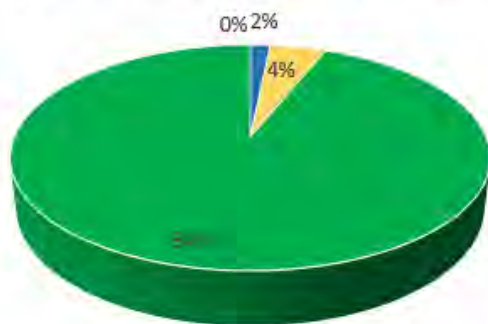
The Conversation article was published in 2022 on this survey. <https://theconversation.com/i-would-like-to-go-to-university-flexi-school-students-share-their-goals-in-australia-first-survey-193396>.



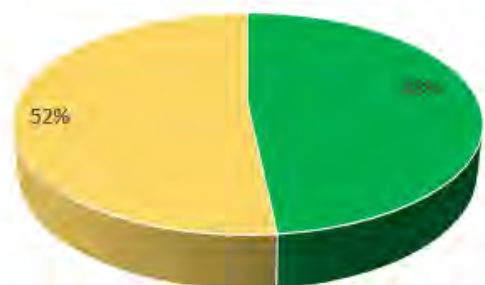
# FINANCIAL STATEMENT

REPORTING FRAMEWORK		AMOUNT
<b>Recurrent income</b>		
School fees	\$	-
Other fee income	\$	156
Private income	\$	90,078
State government recurrent grants	\$	258,343
Australian government recurrent grants	\$	5,357,335
<b>Total recurrent income</b>	<b>\$</b>	<b>5,705,912</b>
<b>Recurrent Expenditure</b>		
Salaries; allowances and related expenses	\$	1,610,312
Non salary expenses	\$	1,721,738
<b>Total recurrent expenditure</b>	<b>\$</b>	<b>3,332,050</b>
<b>Capital income and expenditure</b>		
Government capital grants	\$	-
Capital fees and levies	\$	-
Other capital income	\$	-
<b>Total capital income</b>	<b>\$</b>	<b>-</b>
<b>Total capital expenditure</b>	<b>\$</b>	<b>85,603</b>
<b>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</b>		
Total opening balance	\$	129,601
Total closing balance	\$	-

St. Joseph's Catholic FLC Recurent Income 2022



St Joseph's Catholic FLC Recurrent Expenditure 2022



- Other fee income
- State government recurrent grants
- Private income
- Australian government recurrent grants
- Salaries; allowances and related expenses
- Non salary expenses





Paul Greaves - Director of Catholic Education

A handwritten signature in black ink, reading "P. Greaves".

Gerard Keating - Network Principal

A handwritten signature in black ink, reading "G. Keating".

**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*

**5 BLOOMFIELD STREET**  
**GILLEN NT 0870**

**0408 568 357**

**STJOSEPHSASFLC@EREAFSN.EDU.AU**